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Образовательная автономная некоммерческая организация высшего образования

**«МОСКОВСКИЙ ПСИХОЛОГО-СОЦИАЛЬНЫЙ УНИВЕРСИТЕТ»**

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УТВЕРЖДАЮ:

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« 25 » апреля 2022 г.



**Факультет психологии**

**Рабочая программа учебной дисциплины**

**ИНОСТРАННЫЙ ЯЗЫК**

Направление подготовки

44.03.02 Психолого-педагогическое образование

Направленность (профиль) подготовки:

Психолого-педагогическое сопровождение образовательного процесса

Квалификация (степень) выпускника:

Бакалавр

Форма обучения:

Очная

Составитель:

к.филол.н., доц. Саламова Ф.У.

Москва 2022

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## **1. Аннотация к дисциплине**

Рабочая программа дисциплины «Иностранный язык» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 44.03.02 Психолого-педагогическое образование (уровень бакалавриата), утвержденного приказом Министерства образования и науки РФ от 22.02. 2018 г. N 122 (с изменениями и дополнениями).

Рабочая программа содержит обязательные для изучения темы по дисциплине «Иностранный язык». Дисциплина носит коммуникативно направленный и профессионально-ориентированный характер, а его задачи определяются потребностями специалистов соответствующего профиля в иноязычной профессиональной деятельности.

### **Место дисциплины в структуре основной профессиональной образовательной программы**

Настоящая дисциплина включена в часть, формируемую участниками образовательных отношений, Блока 1 учебных планов по направлению подготовки 44.03.02 Психолого-педагогическое образование (уровень бакалавриата).

Дисциплина изучается на 1 курсе, в 1 семестре зачет, во 2 семестре форма контроля — экзамен.

### **Цель изучения дисциплины:**

практическое формирование языковой компетенции выпускников, т.е. обеспечение уровня знаний и умений, который позволит пользоваться иностранным языком в различных областях профессиональной деятельности, научной и практической работе, в общении с зарубежными партнерами, для самообразовательных и других целей.

### **Задачи:**

-формирование у студентов устойчивых навыков и умений продуктивного плана (говорение, письмо) и рецептивного плана (чтение, аудирование) для осуществления профессиональной коммуникации;

- обучение сознательному отбору языковых средств для выражения своих мыслей в различных ситуациях речевого общения в рамках изученных профессиональных тем;

- формирование лексико-грамматических навыков перевода информации профессионального характера с английского языка на русский и с русского языка на английский;

—дальнейшее совершенствование личностных качеств студентов, связанных с формированием навыков самообразования, расширение страноведческого и общекультурного кругозора, ростом профессиональной компетенции.

В результате освоения ОП бакалавриата обучающийся должен овладеть следующими результатами обучения по дисциплине:

**УК-4** Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

**2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения основной профессиональной образовательной программы**

Процесс изучения дисциплины направлен на формирование компетенций, предусмотренных ФГОС ВО по направлению подготовки 37.03.01 Психология (уровень бакалавриата)

Код компетенции	Результаты освоения ОПОП <i>Содержание компетенций</i>	Перечень планируемых результатов обучения по дисциплине	Формы образовательной деятельности, способствующие формированию и развитию компетенции
<b>УК-4</b>	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	<p><b>УК-4.1 Знает</b> лексический минимум в объёме, необходимом для работы с профессиональной литературой и осуществления коммуникации в устной форме на иностранном языке.</p> <p><b>УК-4.2 Умеет</b> грамотно и ясно строить диалогическую речь в рамках межличностного и межкультурного общения на государственном языке РФ и иностранном языке.</p> <p><b>УК-4.3 Умеет</b> вести деловые отношения на иностранном языке с учетом социокультурных особенностей.</p> <p><b>УК-4.4 Владеет</b> навыками нахождения, восприятия и использования информации на иностранном языке, полученную из печатных и электронных источников для решения стандартных коммуникативных задач.</p>	<p><u>Контактная работа:</u></p> <p>Лекции</p> <p>Практические занятия</p> <p><u>Самостоятельная работа</u></p>

**3. Объем дисциплины (модуля) в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам занятий) и на самостоятельную работу обучающихся**

Общая трудоемкость дисциплины составляет 6 зачетных единиц.

**3.1. Объем дисциплины по видам учебных занятий (в часах)**

Объём дисциплины	Всего часов
	очная форма обучения
Общая трудоемкость дисциплины	216
Контактная работа обучающихся с преподавателем (всего)	102
Аудиторная работа (всего):	94

в том числе:	
лекции	8
семинары, практические занятия	92
лабораторные работы	
Внеаудиторная работа (всего):	
в том числе:	
консультации	
Самостоятельная работа обучающихся (всего)	78
Вид промежуточной аттестации обучающегося (зачет, экзамен)	2 зачет 36 экзамен

**4. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий**

**4.1. Разделы дисциплины и трудоемкость по видам учебных занятий (в академических часах).**

*очная форма обучения*

№ п/ п	Разделы и темы дисциплины	Семестр	Виды учебной работы, включая самостоятельную работу обучающегося и трудоемкость (в часах)						Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации	
			ВСЕГО	Из них аудиторные занятия			Самостоятельная работа	Контрольная работа		Курсовая работа
				Лекции	Лаб. практикум	Практическ.занятия / семинары				
<b>1</b>	<b>Раздел 1. Education policy in our country</b>	1								
1.1	Тема 1.1 Higher Education in Russia as distinct from the organization and structure of Education in Great Britain and the USA	1	18	1		8	9		Доклад, сообщение	
1.2	Тема 1.2. Administration and organization. Entrance requirements. Faculty members. Leisure time activities.	1	18	1		8	9		Доклад, сообщение	
<b>2</b>	<b>Раздел 2. How psychology developed</b>	1								

2.1	Тема 2.1. Psychology as a science	1	18	1		8	9		Доклад, сообщение
2.2	Тема 2.2. Memory and attention	1	18	1		8	9		Презентация Лексический диктант
2.3	Тема 2.3. Emotions	1	17			8	9		Доклад, сообщение
2.4	Тема 2.4. Temperament	1	17			8	9		Групповая дискуссия Тест
	Зачет	1	2						Вопросы
	<b>Всего</b>	1	<b>108</b>	<b>4</b>		<b>48</b>	<b>54</b>		<b>2 зачет</b>
<b>3</b>	<b>Раздел 3. Cognitive abilities</b>	<b>2</b>							
3.1	Тема 3.1. Intelligence	2	24	1		5	3		Доклад, сообщение Лексический диктант
3.2	Тема 3.2. Creativity	2	24	1		5	3		Доклад, сообщение
3.3	Тема 3.3. Imagination	2	24			6	3		Групповая дискуссия Тест
<b>4</b>	<b>Раздел 4. Psychology of personality</b>	<b>2</b>							
4.1	Тема 4.1. Theories of Personality	2	9	1		5	3		Презентация
4.2	Тема 4.2. Motivation	2	9			6	3		Доклад, сообщение Лексический диктант
4.3	Тема 4.3. Depression	2	9			6	3		Доклад, сообщение
4.4	Тема 4.4. Character	2	9	1		5	3		Групповая дискуссия
4.5	Тема 4.5. Abilities	2	9			6	3		Доклад, сообщение Тест
	<b>Экзамен</b>		<b>36</b>						<b>Комплект билетов</b>
	<b>Всего</b>		<b>108</b>	<b>4</b>		<b>44</b>	<b>24</b>		<b>36(экзамен)</b>
	<b>ИТОГО</b>		<b>216</b>			<b>92</b>	<b>78</b>		<b>2 (зачет) 36 (Экзамен)</b>

#### 4.2. Содержание дисциплины, структурированное по разделам (темам)

##### Лексика

Выполнение заданий на пополнение словарного запаса.

Разработка диалоговых ситуаций, позволяющих использовать словарный состав той или иной темы.

Развитие навыков монологической речи: передачи ключевой информации, умения отвечать на поставленный вопрос, а также задавать вопросы.

## **Грамматика**

Нормативные сведения о грамматических явлениях расположены с целью более полного раскрытия их сущности с предпочтением структуры «Части речи» и «Предложение», то есть по возможности отграничить явления, относящиеся к словосочетанию/ коллокации, от явлений, связанных со структурой предложения как такового, с системными связями в составе предложения (коллигация), со статичностью и динамикой развертывания речи, со способами выделения данного члена предложения как семантически главного в предложении, что является важным для практики перевода текстов профессиональной ориентации.

### **Перевод**

Выполнение заданий на:

а) развитие умения и навыков как устного, так и письменного перевода с максимально точной передачей содержания англоязычного текста средствами родного языка.

б) развитие навыков перевода с английского языка на русский и с русского языка на английский язык текстов предполагаемого объема, соотношенных с грамматическими моделями средней и высшей степени трудности.

Выполнение упражнений с разбором лексико-грамматического анализа переводимых предложений.

Выполнение упражнений на:

А) дословный перевод с максимально близким воспроизведением синтаксической структуры и лексического состава;

Б) литературный перевод с передачей смысла оригинального текста в форме правильной литературной речи при переводе с английского языка на русский язык.

Выполнение тренировочных упражнений, а также небольших текстов для развития навыков устного и письменного перевода/ реферирования с русского на английский язык.

## **Раздел 1. Education policy in our country**

*Содержание практических занятий*

*Тема 1.1. Higher Education in Russia as distinct from the organization and structure of Education in Great Britain and the USA. Culture and Interpersonal Communication. How cultures differ. The Russian soul. Word-building (prefixes, suffixes, conversion). The simple sentence. Statements, questions, imperatives, exclamations. Перевод слов и словосочетаний (многозначные слова и омонимы; синонимы и антонимы; фразеологизмы; заимствования и неологизмы; ложные друзья переводчика; устойчивые словосочетания) с учетом культурных и языковых реалий.*

*Тема 1.2. Administration and organization at the university: entrance requirements, faculty members, leisure time activities. The verb phrase. Verb tenses and aspects. Be, have, do. The active voice. Перевод простого предложения с твердым порядком слов; формального подлежащего "it" и неопределенно-личного местоимения и слова-заместителя "one" на русский язык. Перевод глагола. Особенности перевода русских глаголов в изъявительном наклонении.*

## **Раздел 2. How psychology developed**

*Содержание практических занятий*

*Тема 2.1. Psychology as a science. Careers in psychology. Psychoanalysis as a theory and a therapy. Biography of Sigmund Freud. History of Behaviorism. Cognitive movement in psychological thought of the 20th century. Humanistic approach and psychology of Carl Rogers. Maslow's hierarchy of needs. Main approaches in psychology. Social psychology. The simple tense forms. Simple Present, Simple Past, Simple Future. Singular or plural, countable and uncountable nouns. Much-many, little-few, a little- a few. Possessive case. Indefinite pronouns. Перевод частей речи. Перевод имени существительного: без учета сферы применения; с учетом сферы применения грамматических категорий (падеж, род, число), средства, компенсирующие отсутствие (или ограниченное наличие при переводе) той или иной грамматической категории. Перевод имени числительного и перевод местоимений.*

*Тема 2.2. Memory and attention. The Article (the indefinite/definite), The use of articles with Common Nouns. The Zero-article. Перевод артикля как определителя существительного; устойчивые сочетания с неопределенным артиклем; устойчивые сочетания с определенным*

артиклем; устойчивые сочетания с нулевым артиклем; сложные случаи употребления артикля.

*Тема 2.3. Emotions. Stress at work. Stress management. Adjectives and adverbs. Degrees of comparison. Prepositions. Phrasal verbs and patterns with prepositions.* Перевод имени прилагательного: степени сравнения прилагательных; особенности перевода сложных прилагательных. Перевод наречия. Трудности перевода русских наречий на английский язык, образующих степени сравнения путем замены корня слова.

*Тема 2.4. Temperament. The Continuous Tense forms: Present Continuous, Past Continuous, Future Continuous. Ways of expressing a future action.*

### **Раздел 3. Cognitive abilities**

*Содержание практических занятий*

*Тема 3.1. Intelligence. Reported speech. Reported statements, questions, commands.* Перевод предложений со структурой “Sequence of Tenses” на русский язык. Перевод прямой и косвенной речи (повествовательные предложения, вопросительные предложения, специальные вопросы, разделительные вопросы, повелительные предложения).

*Тема 3.2. Creativity. The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect*

*Тема 3.3. Imagination. The Perfect Continuous Tense forms, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous.*

### **Раздел 4. Psychology of personality**

*Содержание практических занятий*

*Тема 4.1. Theories of Personality. Stereotypes and stereotyping. Social pressure and perception. Theories of personality. Tense forms in the Passive Voice. Ellipsis.* Перевод пассивных конструкций на русский язык.

*Тема 4.2. Depression. Family problems. Classification of mental disorders: Modals. May and can for permission in the present or future. Could or was/were allowed to – for permission in the past.* Передача модальности по-английски в устной и письменной речи. Выражение модальности интонационными, лексическими, грамматическими средствами языка. Requests. May, might, can/could for possibility. Can and be able to for ability. Ought, should, must, have to, need for obligation. Must, have to, cannot, will, should for deduction and assumption.

*Тема 4.3. Motivation. Interpersonal Relationships. Communication Styles. Functions of Interpersonal Communication. Verbal Communication. The Conversational process. Communication of the job. Differences between verbal and nonverbal communication. The use of Subjunctive Mood.* Перевод сослагательного наклонения в сложноподчиненных предложениях с придаточными условными на русский язык. Conditionals (Types 0,1,2,3). Making a wish. The Verbals: Forms, Tense/Voice distinctions. The use of the Gerund. The Infinitive: Forms, Tense/Voice distinctions. The functions of the Infinitive in the sentence.

*Тема 4.4. Character. The Participle. Forms and functions of the participle in the sentence.* Перевод инфинитивных конструкций в функциях подлежащего, сказуемого, дополнения, определения, цели; инфинитивных комплексов: “Complex Subject”, “Complex Object”, “For-Phrase” на русский язык. Перевод герундиальных конструкций в качестве подлежащего, дополнения, определения, обстоятельства на русский язык. Перевод причастных оборотов на русский язык. Способы перевода причастия и деепричастия на английский язык. The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore. Перевод простых предложений. Особенности перевода на английский язык простых предложений с прямым и обратным порядком слов; с причастными и деепричастными оборотами

*Тема 4.5. Abilities. The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses.* Перевод сложноподчиненных предложений: Subject Clause, Predicative Clause, Object Clause, Attribute Clause, Adverbial Clauses of Time, Condition, Cause на русский язык. Перевод предлогов, союзов, частиц на английский язык. Особенности перевода сочинительных и подчинительных союзов на английский язык. Перевод сложных предложений (сложносочиненных и сложноподчиненных, смешанных типов) на английский язык Emphasis. The emphatic Do, Cleft sentences. Double negation: the participle Not



before a negative adjective/adverb. Перевод предложений с расчлененной структурой (Cleft Sentences) на русский язык. Различия в пунктуации в английском и русском языках для письменного перевода: запятая (comma); точка с запятой (semi-colon); двоеточие (colon); тире (dash); дефис (hyphen).

## **5. Перечень учебно-методического обеспечения самостоятельной работы по дисциплине**

Самостоятельная работа студентов (индивидуальная, групповая, коллективная) является важной частью в рамках данного курса. Самостоятельная работа студентов осуществляется под руководством преподавателя и протекает в форме делового взаимодействия: студент получает непосредственные указания, рекомендации преподавателя об организации самостоятельной деятельности, а преподаватель выполняет функцию управления через учет, контроль и коррекцию ошибочных действий. Содержание самостоятельной работы студентов имеет двуединый характер. С одной стороны, это совокупность учебных и практических заданий, которые должен выполнить студент в процессе обучения - объект его деятельности. С другой стороны, это способ деятельности студента по выполнению соответствующего учебного теоретического или практического задания. Свое внешнее выражение содержание самостоятельной работы студентов находит во всех организационных формах учебной внеаудиторной деятельности, в ходе самостоятельного выполнения различных заданий. Функциональное предназначение самостоятельной работы студентов в процессе практических занятий по овладению специальными знаниями заключается в самостоятельном прочтении, просмотре, прослушивании, наблюдении, конспектировании, осмыслении, запоминании и воспроизведении определенной информации. Цель и планирование самостоятельной работы студенту определяется преподавателем.

Собственно самостоятельная работа студентов выполняется в удобные для студента часы и представляется преподавателю для проверки. Данный формат предусматривает большую самостоятельность студентов, большую индивидуализацию заданий, наличие консультационных пунктов и ряд психолого-педагогических новаций, касающихся как содержательной части заданий, так и характера консультаций и контроля.

Студентам предлагаются следующие формы самостоятельной работы:

- самостоятельная домашняя работа;
- внеаудиторное чтение;
- самостоятельная работа (индивидуальная) с использованием Интернет-технологий;
- индивидуальная и групповая творческая работа;
- выполнение заданий по пройденным грамматическим темам с использованием справочной литературы;
- письменный перевод информации профессионального характера с английского языка на русский.

### **Примерные задания для самостоятельной работы с текстом и материалами по каждой изучаемой теме:**

1. Ознакомьтесь с материалами по теме (например, материалом учебника или дополнительным материалом); выпишите лексику по специальности (или по теме); составьте план содержания.

2. Выполните задания в процессе чтения рекомендуемого материала или прослушивания устного сообщения: - ответьте на заранее поставленные вопросы по содержанию; - найдите ответы на проблемные вопросы; - выберите правильный ответ из ряда данных; - исправьте неверное утверждение.

3. При работе над темой выполните следующие задания: - прочтите текст с коммуникативной целью (для сообщения, рассказа, дискуссии); - найдите в тексте информацию по указанным вопросам.

### **Раздел 1. Education policy in our country**

#### *Содержание практических занятий*

*Тема 1.1. Higher Education in Russia as distinct from the organization and structure of*

Education in Great Britain and the USA. How cultures differ. The Russian soul. Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: Word-building (prefixes, suffixes, conversion). The simple sentence. Statements, questions, imperatives, exclamations.

*Тема 1.2. Administration and organization at the university: entrance requirements, faculty members, leisure time activities.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: The verb phrase. Verb tenses and aspects. Be, have, do. The active voice.

## **Раздел 2. How psychology developed**

*Тема 2.1. Psychology as a science. Careers in psychology. Psychoanalysis as a theory and a therapy. Biography of Sigmund Freud. History of Behaviorism. Cognitive movement in psychological thought of the 20th century. Humanistic approach and psychology of Carl Rogers. Maslow's hierarchy of needs. Main approaches in psychology. Social psychology.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: The simple tense forms. Simple Present, Simple Past, Simple Future. Singular or plural, countable and uncountable nouns. Much-many, little-few, a little- a few. Possessive case. Indefinite pronouns.

*Тема 2.2. Memory and attention.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Подготовка к лексическому диктанту. Повторение грамматики: The Article (the indefinite/definite). The use of articles with Common Nouns. The Zero-article.

*Тема 2.3. Emotions. Stress at work. Stress management.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: Adjectives and adverbs. Degrees of comparison. Prepositions. Phrasal verbs and patterns with prepositions.

*Тема 2.4. Temperament.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Подготовка к групповой дискуссии. Повторение грамматики: The Continuous Tense forms: Present Continuous, Past Continuous, Future Continuous. Ways of expressing a future action. Подготовка к тесту. Подготовка к зачету.

## **Раздел 3. Cognitive abilities**

*Тема 3.1. Intelligence.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Подготовка к лексическому диктанту. Повторение грамматики: Reported speech. Reported statements, questions, commands.

*Тема 3.2. Creativity.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect

*Тема 3.3. Imagination.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Подготовка к групповой дискуссии. Повторение грамматики: The Perfect Continuous Tense forms, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous. Подготовка к тесту. Подготовка к зачету.

## **Раздел 4. Psychology of personality**

*Тема 4.1. Theories of Personality. Stereotypes and stereotyping. Social pressure and perception. Theories of personality.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: Tense forms in the Passive Voice. Ellipsis. Перевод пассивных конструкций на русский язык.

*Тема 4.2. Depression. Family problems. Classification of mental disorders.* Подготовка к лексическому диктанту. Modals. May and can for permission in the present or future. Could or was/were allowed to – for permission in the past. Передача модальности по-английски в устной и письменной речи. Выражение модальности интонационными, лексическими, грамматическими

средствами языка. Requests. May, might, can/could for possibility. Can and be able to for ability. Ought, should, must, have to, need for obligation. Must, have to, cannot, will, should for deduction and assumption.

*Тема 4.3. Motivation.* Interpersonal Relationships. Communication Styles. Functions of Interpersonal Communication. Verbal Communication. The Conversational process. Communication of the job. Differences between verbal and nonverbal communication. Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: The use of Subjunctive Mood. Conditionals (Types 0,1,2,3). Making a wish. The Verbals: Forms, Tense/Voice distinctions. The use of the Gerund. The Infinitive: Forms, Tense/Voice distinctions. The functions of the Infinitive in the sentence.

*Тема 4.4. Character.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Подготовка к групповой дискуссии. Повторение грамматики: The Participle. Forms and functions of the participle in the sentence. The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore.

*Тема 4.5. Abilities.* Работа с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка сообщения по теме. Повторение грамматики: The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses. Emphasis. The emphatic Do, Cleft sentences. Double negation: the participle Not before a negative adjective/adverb. Ellipsis. Подготовка к тесту.

Контроль над внеаудиторной самостоятельной работой студентов осуществляется регулярно (не реже 2-х раз в месяц) в форме общих групповых обсуждений и индивидуальной беседы с преподавателем.

Результаты самостоятельной творческой работы могут быть представлены в форме сообщения или доклада по теме или иного проекта.

## **6. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине**

### **6.1. Описание показателей и критериев оценивания компетенций, описание шкал оценивания**

<b>Оценочное средство (показатель оценивания)</b>	<b>Краткая характеристика процедуры оценивания компетенций</b>	<b>Показатели оценивания компетенций</b>	<b>Шкала и критерии оценивания</b>
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Тест	Тест это система стандартизированных вопросов (заданий) позволяющих автоматизировать процедуру измерения уровня знаний и умений обучающихся. Тесты могут быть аудиторными и внеаудиторными. О проведении теста, его формы, а также раздел (темы) дисциплины, выносимые на тестирование, доводит до сведения обучающихся преподаватель, ведущий семинарские занятия	Полнота знаний теоретического контролируемого материала.  Количество правильных ответов	«отлично» - процент правильных ответов 80-100%;  «хорошо» - процент правильных ответов 65-79,9%;  «удовлетворительно» - процент правильных ответов 50-64,9%;  «неудовлетворительно» - процент правильных ответов менее 50%.
Доклад	Доклад - продукт самостоятельной работы обучающегося, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-исследовательской или научной темы. Тематика докладов выдается на первом занятии, выбор темы осуществляется обучающимся самостоятельно. Подготовка осуществляется во внеаудиторное время. На подготовку дается одна неделя. Результаты озвучиваются на втором практическом занятии, регламент – 7 мин. на выступление. В оценивании результатов наравне с преподавателем принимают участие обучающиеся группы.	Полнота знаний теоретического контролируемого материала.  Умение соблюдать заданную форму изложения.  Умение создавать содержательную презентацию выполненной работы;  Способность находить, анализировать и обрабатывать информацию в области профессиональной деятельности с использованием информационно-коммуникационных технологий.	«отлично» - доклад содержит полную информацию по представляемой теме, основанную на обязательных литературных источниках и современных публикациях; выступление сопровождается качественным демонстрационным материалом (слайд-презентация, раздаточный материал); выступающий свободно владеет содержанием, ясно и грамотно излагает материал; свободно и корректно отвечает на вопросы и замечания аудитории; точно укладывается в рамки регламента (7 минут).  «хорошо» - представленная тема раскрыта, однако доклад содержит неполную информацию по представляемой теме; выступление сопровождается демонстрационным материалом (слайд-презентация, раздаточный материал); выступающий ясно и грамотно излагает материал; аргументированно отвечает на вопросы и замечания аудитории, однако выступающим допущены незначительные ошибки в изложении материала и ответах на вопросы.  «удовлетворительно» - выступающий демонстрирует поверхностные знания по выбранной теме, имеет затруднения с использованием научно-понятийного аппарата и терминологии курса; отсутствует сопроводительный демонстрационный материал.  «неудовлетворительно» - доклад не подготовлен либо имеет существенные пробелы по представленной тематике, основан на недостоверной информации, выступающим допущены принципиальные ошибки при изложении материала.

<p>Групповая дискуссия</p>	<p>Осуществляется по итогам каждого доклада. Дискуссия - оценочное средство, позволяющее включить обучающихся в процесс обсуждения представленной темы, проблемы и оценить их умение аргументировать собственную точку зрения.</p>	<p>Полнота знаний теоретического контролируемого материала.</p> <p>Способность к публичной коммуникации (демонстрация навыков публичного выступления и ведения дискуссии на профессиональные темы, владение нормами литературного языка, профессиональной терминологией, этикетной лексикой)</p>	<p>«зачтено» - если обучающийся демонстрирует знание материала по разделу, основанные на знакомстве с обязательной литературой и современными публикациями; активно участвует в дискуссии; дает логичные, аргументированные ответы на поставленные вопросы.</p> <p>«не зачтено» - отсутствие знаний по изучаемому разделу; низкая активность в дискуссии.</p>
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Презентаци я	<p>Это продукт самостоятельной работы обучающегося, представляющий собой публичное выступление, сопровождающееся демонстрационным материалом (слайдами, раздаточным материалом).</p> <p>Подготовка осуществляется во внеаудиторное время. На выступление отводится 7 минут. В оценивании выступления наравне с преподавателем принимают участие обучающиеся группы.</p>	<p>Полнота знаний теоретического контролируемого материала.</p> <p>Умение соблюдать заданную форму изложения.</p> <p>Умение создавать содержательную презентацию выполненной работы;</p> <p>Способность находить, анализировать и обрабатывать информацию в области профессиональной деятельности с использованием информационно-коммуникационных технологий</p>	<p>«отлично» - доклад содержит полную информацию по представляемой теме, основанную на обязательных литературных источниках и современных публикациях; выступление сопровождается качественным демонстрационным материалом (слайд-презентация, раздаточный материал); выступающий свободно владеет содержанием, ясно и грамотно излагает материал; свободно и корректно отвечает на вопросы и замечания аудитории; точно укладывается в рамки регламента (7 минут).</p> <p>«хорошо» - представленная тема раскрыта, однако доклад содержит неполную информацию по представляемой теме; выступление сопровождается демонстрационным материалом (слайд-презентация, раздаточный материал); выступающий ясно и грамотно излагает материал; аргументированно отвечает на вопросы и замечания аудитории, однако выступающим допущены незначительные ошибки в изложении материала и ответах на вопросы.</p> <p>«удовлетворительно» - выступающий демонстрирует поверхностные знания по выбранной теме, имеет затруднения с использованием научно-понятийного аппарата и терминологии курса; отсутствует сопроводительный демонстрационный материал.</p> <p>«неудовлетворительно» - доклад не подготовлен либо имеет существенные пробелы по представленной тематике, основан на недостоверной информации, выступающим допущены принципиальные ошибки при изложении материала.</p>
Лексическ ий диктант	<p>Это средство проверки знания лексико-грамматического минимума в области государственного и муниципального управления в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности.</p>	<p>- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;</p> <p>- языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем.</p>	<p>«отлично» - процент правильных ответов 80-100%;</p> <p>«хорошо» - процент правильных ответов 65-79,9%;</p> <p>«удовлетворительно» - процент правильных ответов 50-64,9%;</p> <p>«неудовлетворительно» - процент правильных ответов менее 50%.</p>

## **6.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы**

Процедура оценивания компетенций обучающихся основана на следующих стандартах:

1. Периодичность проведения оценки.
2. Многоступенчатость: оценка (как преподавателем, так и обучающимися группы) и самооценка обучающегося, обсуждение результатов и комплекс мер по устранению недостатков.
3. Единство используемой технологии для всех обучающихся, выполнение условий сопоставимости результатов оценивания.
4. Соблюдение последовательности проведения оценки.

**Текущая аттестация обучающихся.** Текущая аттестация обучающихся по дисциплине «Иностранный язык» проводится в соответствии с локальными нормативными актами ОАНО ВО МПСУ и является обязательной.

Текущая аттестация по дисциплине «Иностранный язык» проводится в форме опроса и контрольных мероприятий по оцениванию фактических результатов обучения обучающихся осуществляется ведущим преподавателем.

Объектами оценивания выступают:

- учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине);
- степень усвоения теоретических знаний (анализ и оценка активности и эффективности участия в практических занятиях, дискуссиях, тестирование и т.д.);
- уровень овладения практическими умениями и навыками по всем видам учебной работы (работа на практических занятиях, выполнение практических заданий);
- результаты самостоятельной работы (работа на семинарских занятиях, изучение книг из списка основной и дополнительной литературы).

Активность обучающегося на занятиях оценивается на основе выполненных обучающимся работ и заданий, предусмотренных данной рабочей программой дисциплины.

Кроме того, оценивание обучающегося проводится на текущем контроле по дисциплине. Оценивание обучающегося на контрольной неделе проводится преподавателем независимо от наличия или отсутствия обучающегося (по уважительной или неуважительной причине) на занятии. Оценка носит комплексный характер и учитывает достижения обучающегося по основным компонентам учебного процесса за текущий период.

Оценивание обучающегося носит комплексный характер и учитывает достижения обучающегося по основным компонентам учебного процесса за текущий период с выставлением оценок в ведомости.

**Промежуточная аттестация обучающихся.** Промежуточная аттестация обучающихся по дисциплине «Иностранный язык» проводится в соответствии с локальными нормативными актами ОАНО ВО МПСУ и является обязательной.

Промежуточная аттестация по дисциплине «Иностранный язык» проводится в соответствии с учебным планом в 1-2-м семестре в виде зачета, экзамена (для очной, очно-заочной, заочной форм обучения), в виде зачета, экзамена в период зачетно-экзаменационной сессии в соответствии с графиком проведения зачетов, экзаменов.

Обучающиеся допускаются к зачету, экзамену по дисциплине в случае выполнения ими учебного плана по дисциплине: выполнения всех заданий и мероприятий, предусмотренных программой дисциплины, в том числе и зачетного задания.

Оценка знаний обучающегося на зачете, экзамене определяется его учебными достижениями в семестровый период и результатами текущего контроля знаний и ответом на зачете, экзамене.

Знания, умения, навыки студента на зачете оцениваются оценками: «зачтено», «не зачтено».

Знания умения, навыки обучающегося на экзамене оцениваются оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Основой для определения оценки служит уровень усвоения обучающимися материала, предусмотренного данной рабочей программой.

### **СТРУКТУРА ЭКЗАМЕНА**

Экзамен состоит из:

1) письменного перевода на русский язык со словарем оригинального текста на английском языке по специальности объемом 1200 печатных знаков – за 1 час;

2) чтения текста по специальности без словаря и передачи его основного содержания на английском языке (просмотровое чтение). Объем текста – 800-900 печатных знаков; время – 10 мин.;

3) беседа по специальности по одной из пройденных тем.



### Оценивание обучающегося на зачете / экзамене «Иностранный язык»

Форма промежуточной аттестации	Краткая характеристика процедуры оценивания компетенций	Показатели оценивания компетенций	Шкала и критерии оценивания
Зачет	<p>При подготовке к зачету необходимо ориентироваться на конспекты лекций, рабочую программу дисциплины, нормативную, учебную и рекомендуемую литературу. Основное в подготовке к сдаче зачета - это повторение всего материала дисциплины. При подготовке к сдаче зачета обучающийся весь объем работы должен распределять равномерно по дням, отведенным для подготовки к зачету, контролировать каждый день выполнение намеченной работы. По завершению изучения дисциплины сдается зачет. В период подготовки к зачету обучающийся вновь обращается к уже изученному (пройденному) учебному материалу. Подготовка обучающегося к зачету включает в себя три этапа: самостоятельная работа в течение семестра; непосредственная подготовка в дни, предшествующие зачету по темам курса; подготовка к ответу на задания, содержащиеся в вопросах. Зачет проводится по вопросам, охватывающим весь пройденный материал дисциплины, включая вопросы, отведенные для самостоятельного изучения.</p>	<ul style="list-style-type: none"> <li>• правильность использования языкового материала (т.е. соответствие грамматическим, лексическим и фонетическим нормам иностранного языка);</li> <li>• полнота и адекватность понимания содержания услышанного и прочитанного;</li> <li>• корректность и сложность письменного высказывания с точки зрения содержания и уровня языковой трудности, соответствие стилю и жанру письменного высказывания</li> </ul>	<p>"Зачтено" выставляется, как минимум, при усвоении обучающимся основного материала, в изложении которого допускаются отдельные неточности, нарушение последовательности, отсутствие некоторых существенных деталей, имеются затруднения в выполнении практических заданий.</p> <p>"Не зачтено" выставляется, если обучающийся не владеет значительной частью материала, допускает принципиальные ошибки, с большими затруднениями выполняет практические работы, если ответ свидетельствует об отсутствии знаний по предмету.</p>

<p>Экзамен</p>	<p>При подготовке к экзамену необходимо ориентироваться на конспекты лекций, рабочую программу дисциплины, нормативную, учебную и рекомендуемую литературу. Основное в подготовке к сдаче экзамена - это повторение всего материала дисциплины, по которому необходимо сдавать экзамен. При подготовке к сдаче экзамена обучающийся весь объем работы должен распределять равномерно по дням, отведенным для подготовки к экзамену, контролировать каждый день выполнение намеченной работы. По завершению изучения дисциплины сдается экзамен. В период подготовки к экзамену обучающийся вновь обращается к уже изученному (пройденному) учебному материалу. Подготовка обучающегося к экзамену включает в себя три этапа: самостоятельная работа в течение семестра; непосредственная подготовка в дни, предшествующие экзамену по темам курса; подготовка к ответу на задания, содержащиеся в билетах экзамена. Экзамен проводится по билетам, охватывающим весь пройденный материал дисциплины, включая вопросы, отведенные для самостоятельного изучения.</p>	<p>- степень раскрытия содержания материала;  - изложение материала (грамотность речи, точность использования терминологии и символики, логическая последовательность изложения материала;  - знание теории изученных вопросов, сформированность и устойчивость используемых при ответе умений и навыков.  - адекватность перевода.</p>	<p>– Обучающийся получает оценку <b>«отлично»</b> при следующих условиях:  Ознакомительное чтение со скоростью 150 слов в минуту (английский язык).  Количество незнакомых для обучающийся слов не превышает 2-3 % по отношению к общему количеству слов;  Правильный письменный перевод фрагмента текста объемом 400-500 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000-9000 печ. зн. (время 45 минут);  Беседа с преподавателем по теме специальности без грамматических ошибок;</p> <p>– Обучающийся получает оценку <b>«хорошо»</b> при следующих условиях:  Ознакомительное чтение со скоростью 130 слов в минуту (английский язык), 100 слов в минуту (французский и немецкий языки);  Количество незнакомых для обучающийся слов не превышает 5 % по отношению к общему количеству слов;  Письменный перевод с некоторыми неточностями текста объемом 400 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000 печ. зн. (время 45 минут);  Беседа с преподавателем по теме специальности с некоторыми грамматическими ошибками;</p> <p>– Обучающийся получает оценку <b>«удовлетворительно»</b> при следующих условиях:  Ознакомительное чтение со скоростью 100 слов в минуту (английский язык), 80 слов в минуту (французский и немецкий языки);  Количество незнакомых для обучающийся слов не превышает 10 % по отношению к общему количеству слов;  Письменный перевод с наличием неточностей и ошибок текста объемом 400 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000 печ. зн. (время</p>
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			<p>60 минут); Беседа с преподавателем по теме специальности со многими грамматическими ошибками; – Обучающийся получает оценку «неудовлетворительно» при следующих условиях: Ознакомительное чтение со скоростью 80 слов в минуту (английский язык), менее 50 слов в минуту (французский и немецкий языки); Количество незнакомых для обучающийся слов превышает 20 % по отношению к общему количеству слов; Письменный перевод с многочисленными ошибками и не завершен за 60 минут; Беседа с преподавателем по теме специальности не состоится;</p>
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### **6.3 Типовые контрольные задания и/или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**

#### **6.3.1 Типовые задания для проведения текущего контроля обучающихся**

##### **Примерные тестовые задания**

###### **Тест №1**

**1. Read the text and choose the most suitable heading from the list A-E, for each part (1-5).**

- A. Development of human emotions.
- B. Theories of emotion that influence current thinking.
- C. The main classes into which human emotions are categorized.
- D. Dimensions on which to measure emotional experience.
- E. How well can we recognize emotions in others?

###### **TEXT**

1 To be systematic in our description, measurement, and classification of the various emotions, we must use one set of terms and agree on their meaning. We have chosen the following four dimensions on which to measure emotional experience: (1) Intensity of feeling is the dimension of the strength of the emotion, as well as the degree to which the entire self is involved. (2) Level of tension is a measure of the person's impulse toward action—running, fighting, screaming, and so forth. (3) Hedonic tone refers to an emotion's position on a scale that ranges from almost unbearably unpleasant to superlatively pleasant. (4) Degree of complexity is related to the extent to which an emotion is mixed with other, sometimes contradictory, emotions.

2 We have chosen five classes into which to categorize human emotions: (1) Anger, fear, grief, and joy are generally called the basic or primary emotions, because they are decidedly central to the self. These four emotions tend to be goal-directed, have a high level of intensity, and are often quite complex. (2) Pain, disgust, and delight all involve the senses and are the main examples of emotions which pertain to sensory stimulation. One might see these as the sensory counterparts of the appreciate emotions. (3) Feelings of success and failure, of shame, pride, guilt, and remorse are emotions, which involve a person's appraisal of his own behaviour (or basic worth) in relation to his internal standards, clearly, are socially determined in the first instance. (4) Love and hate and a great many other emotions, ranging from positive to negative, and some of the subtle and highly complex, are those which pertain to other people. (5) The appreciate emotions include all our aesthetic feelings, wonder, and awe, as well as the world of humor.

3 As with other aspects of human development, the course of emotional expression runs from lesser to greater differentiation, from generalized excitement to more variety and finer discrimination, and finally, to more control in the sense that the frequency and intensity of feelings decrease. Not only children, but adults, too, develop increasing control over their emotions, and it appears that with old age the levels of emotional intensity, tension and hedonic tone may be generally lower than in the younger years. Since emotional expression is an important form of communication, recognizing emotion in others is essential for social living. In judging another's emotions, one might use various cues: the person's stated feelings, behavior, facial expressions, gestures, voice, posture, and so forth, or certain physiological changes. These four indexes do not always agree, however, nor are people consistent in the way they express their emotions from time to time. Most research indicates that joy and pain are easiest to judge from expressive cues, fear and sadness more difficult while pity and suspicion are more difficult still.

4 Children tend to interpret expressive cues differently from adults. The most accurate judgments are made when people observe others from their own culture, but some ways of expressing emotion seem to be universal and instinctive (as suggested by Darwin). Nevertheless, learning plays a significant role, and it may be that its major contribution lies in our learning to hide our feelings or to

express them in ways expected and approved by society, rather than in the ways favored by our biological past. Bodily responses, taken singly, are unreliable indicators of emotion, but taken together they are more useful. Certain primary emotions can be, to an appreciable degree, detected and differentiated through examining patterns of bodily or physiological responses.

5 Theories of emotion are better seen as generalized points of view rather than as comprehensive analyses of emotional phenomena. The current theories can be roughly divided in two groups – those that see very little function in emotions, and those that give emotions an important part to play in behavior. The first view, which regards the emotional experience as incidental, considers it but a byproduct of certain physiological disturbance. These theorists maintain that emotion can only interfere with, or disrupt, the normal factors (drives, motives, habits, rational thought, and so on) which influence and direct behavior. Other theorists of pretty much the same point of view hold that emotion serves no other purpose than that of arousing the individual, getting him started at which point the “normal factors” take over to direct his behavior. The opposite point of view maintains that emotions are important in themselves and that they serve useful and essential biological as well as social and psychological functions. Two proponents of this view are Leeper and Tompkins. Leeper considers emotions to be representational processes that, combining the aspect of perceptions and motives, not merely arouse, but direct complex, socially important behavior in specific ways. In Tomkin’s view emotions are primary motives. He defines them as basic, innate wants (positive emotions) and don’t-wants (negative emotions) which are already evident in infant behavior and become elaborated during later development.

**2. Read the text again and decide whether the following statements are true or false.**

- 1 Anger, fear, grief and joy aren’t generally goal-directed.
- 2 Interpretation of expressive cues is universal and instinctive.
- 3 Measurement of emotional experience is impossible.
- 4 Bodily responses, taken singly, are reliable indicators of emotions.
- 5 Disgust involves senses and pertains to sensory stimulation.
- 6 With old age emotional intensity, tension and hedonic tone usually increase.
- 7 People are consistent in the expression of their emotions.

**3. Match the key terms (1-17) with their explanations (a-q)**

1. appreciative emotions	a) the view that emotions can serve as primary drivers
2. bodily cues	b) bits of behavior that convey information about an individual’s emotional state
3. degree of complexity	c) a class of emotions characterized by a person’s responding toward objects and events in his world
4. emotion as a representational process	d) the view that emotions cause breakdowns in physiological functioning and behavior
5. emotion as arousal	e) the dimension of emotional experience having to do with its degree of pleasantness and unpleasantness
6. emotion as disruptive	f) the view that emotion joins with perception, learning, and motivation as an integral part of a single unified process
7. emotion as primary motives	g) the dimension of an emotion which measures the degree to which an individual is involved in the emotional experience
8. emotions pertaining to other people	h) relatively mild emotional states that tend to color and pervade a person’s entire experience
9. emotions pertaining to selfappraisal	i) a class of emotions which have to do with inner standards of conduct

10. emotions pertaining to sensory stimulation	j) physiological changes accompanying emotional experience
11. expressive cues	k) the extent to which a feeling is mixed with other often conflicting emotions
12. hedonic tone	l) the dimension of an emotional experience which measure the impulse to action
13. intensity of feeling	m) emotions which are decidedly central to the self
14. level of tension	n) this term has the same meaning as bodily cues
15. moods	o) the view that identifies all emotion as involving a generalized state of physiological arousal
16. primary emotions	p) a class of emotions arising mainly in connection with the person's perceived relations with other people
17. somatic cues	q) emotions linked with pleasant or unpleasant stimulation of the senses

**4. Fill in the correct word from the list:**

Primary, innate, main, internal, emotional, entire, current, physiological, rational, sensory, social, roughly, hedonic, biological, goal-directed.

- 1 \_\_\_\_\_ experience 6 \_\_\_\_\_ living 11 \_\_\_\_\_ emotions  
 2 \_\_\_\_\_ self 7 \_\_\_\_\_ disturbance 12 \_\_\_\_\_ tone  
 3 \_\_\_\_\_ examples 8 \_\_\_\_\_ thought 13 \_\_\_\_\_ past  
 4 \_\_\_\_\_ counterparts 9 \_\_\_\_\_ wants 14 \_\_\_\_\_ theories  
 5 \_\_\_\_\_ standards 10 \_\_\_\_\_ divided 15 \_\_\_\_\_ motives

**5. Fill in the correct verb from the list:**

Appears, tend to interpret, tend to be, involve, divided, maintains, refers, observe, serves, runs, ranges, decrease, indicates, hold.

- 1 Children \_\_\_\_\_ expressive cues differently from adults.  
 2 Hedonic tone \_\_\_\_\_ to an emotion's position on a scale that \_\_\_\_\_ from almost unbearably unpleasant to superlatively pleasant.  
 3 Anger, fear, grief and joy \_\_\_\_\_ goal-directed.  
 4 Some emotions \_\_\_\_\_ a person's appraisal of his own behavior.  
 5 The course of emotional expression \_\_\_\_\_ from lesser to greater differentiation, and finally, to more control in the sense that the frequency and intensity of feelings \_\_\_\_\_ decrease.  
 6 It \_\_\_\_\_ that with old age the levels of emotional intensity may be lower than in the younger years.  
 7 Most research \_\_\_\_\_ that joy and pain are easiest to judge from expressive cues.  
 8 The most accurate judgments are made when people \_\_\_\_\_ observe others from their own culture.  
 9 The current theories can be roughly \_\_\_\_\_ into two groups.  
 10 Some theorists \_\_\_\_\_ that emotion \_\_\_\_\_ no other purpose than that of arousing the individual.

**6. Match the words with their opposites:**

grief disgust success shame love	hate failure pride joy delight
--	--

**7. Fill in the gaps with the adjectives derived from the words in brackets, using the suffixes: -ful, -less, ing, -ed, -ions.**

1. She was \_\_\_\_\_ with him for keeping her waiting (anger).
2. What a \_\_\_\_\_ waste of time (fear).
3. This child will do anything – she seems totally \_\_\_\_\_ (no fear).
4. Imagine the \_\_\_\_\_ scene when they reunited with their lost daughter (joy).
5. I'd be \_\_\_\_\_ to come (delight). Thanks for your invitation.
6. Last year they had a \_\_\_\_\_ holiday in Alps (delight).
7. The funeral supper was a \_\_\_\_\_ affair (no joy).
8. It must have been very \_\_\_\_\_ for you to tell her about the accident (pain).
9. The sight of rotting bodies was \_\_\_\_\_ (disgust).
10. His strange behavior made the police \_\_\_\_\_ (suspicion).
11. The sick animals were in a \_\_\_\_\_ condition (pity).
12. He has no mercy – he is a \_\_\_\_\_ tyrant (no pity).
13. I don't like our football team's \_\_\_\_\_ performance in the cup final (shame).
14. His behavior is openly immoral – he is \_\_\_\_\_ (no shame).

### **Тест №2**

**1. Read the text and choose the most suitable heading from the list (A- F), for each part (1-6).**

- A. Information processing in reference to memory theory.
- B. What is the Freudian view of forgetting?
- C. How do we organize and why do we forget some long- term memories.
- D. Short-term memory.
- E. In what ways do the three main memory systems differ?
- F. The characteristics of sensory memory.

#### **TEXT**

1 The scientific investigation of human memory began in Germany with the study of verbal learning. Hermann Ebbinghaus, who started these studies, felt that there were major difficulties in working with meaningful material, so he invented the nonsense syllable. Nonsense syllables are constructed by putting together a “no-sense” sequence of consonant – vowel – consonant. Examples would be “tob”, “duf”, “yad”. While these syllables may not be completely nonsensical, they are less familiar and have fewer associations among them than a collection of meaningful words. In the past hundred years, the study of human memory has gone far beyond Ebbinghaus, but the emphasis on verbal memory (now including meaningful verbal material) remains.

Psychologists are in some agreement that there are three different kinds of memory: sensory, short-term, and long- term. Whether there are three or more (or fewer) kinds of memory, however, the theorists of today generally agree that before any experience can be stored in your memory, it must be coded into one or another kind of information. The process of coding and storing experiences (during which the nature of the information may be changed) is referred to as information processing.

2 Sensory memory, the simplest of the three, is of brief duration, has a relatively large capacity, and processes and encodes information in a direct, non-distorted manner. The visual afterimage is an ideal example of a sensory memory store. Sensory memory, it is clear from all this, accounts for very little (or perhaps now) of what most people mean by the term “memory”.

3 Short-term memory, the system next in line of complexity, lasts for only a minute or so. Looking up a telephone number, closing the book, and then dialing the number is an example of short-term memory at work. It is believed that all memories, except sensory memories, start as short-term memories. These short-term memories are forever lost within a minute or so unless they are reprocessed into long-term memories. This must occur almost immediately and can be done by internal rehearsing or some other form of consolidation means the end of that memory.

We can improve our short-term memory by organizing material into smaller, more manageable groups. One name for this is chunking. Chunking requires that the material be coded appropriately, before being stored. Unlike sensory memory, coding in short-term memory need not faithfully reflect the stimulus material. There is some evidence that words and letters, whether spoken or written, tend to be coded according to sound rather than appearance.

4. Long-term memory, which stores massive amounts of material for several minutes or many years, must have an efficient coding system. We do not fully understand this system, but much is known about it. For example, words are coded by clustering. This is a way of organizing material into meaningful groups and thereby making it more manageable.

Other material is also organized by clustering. New facts or experiences attach themselves to appropriate groups already in memory storage, which means that grouping and regrouping, organizing and reorganizing are constantly going on.

You can improve your memory by imposing your own organization on the material you want to remember, instead of leaving the organizational process to chance association. By thinking over your experiences and ideas, weaving them into systematic relations with each other, you can consolidate them into long-lasting memories.

Long-term memories are forgotten in many ways, depending in part on the conditions under which the memories were first processed. One theory holds that experiences are forgotten because the memories are interfered with by what happens after the material is learned, as well as by what happened beforehand. In the first case, the interference is called retroactive inhibition; in the second, it is proactive inhibition.

5 Freud saw certain kinds of forgetting as being motivated by the forgetter's need to avoid unbearably painful memories. Though this kind of forgetting, repression, is purposeful in that sense, the forgetter does not repress consciously. Repression is automatic and unconscious.

Laboratory experiments on Freudian forgetting theory are few and not very convincing, but it may well be that because of its very nature, repression does not lend itself to laboratory analysis.

Bartlett was the first to suggest that forgetting is a very active and, in fact, creative process. We can see how Bartlett approached the problem of memory by describing one of his major experiments. He asked his subjects, British university students, to read to themselves a 300-word North American Indian folk tale and then to read it again. Fifteen minutes later and at various intervals after that, he tested his students for literal recall. These are some of the things he found:

1. The general form of the students' first recall was preserved throughout their future retelling of the tale.

2. Elements of the original story (phrases or words) were changed so as to make sense to them. The phrase "hunting seals" was remembered as "fishing"; the more familiar "boat" replaced the original "canoe".

3. Various new details were invented by the subjects which made the story hang together better and also made it fit in better with British speech patterns, British customs, and British values. The final story the students remembered was often quite different from the original one. The motive for "creative forgetting" here is intellectual, because the purpose of Bartlett's students in forgetting "creatively" was to make the material more meaningful.

6 The three main memory systems differ in the time they can span, in how much they can carry, in their type of coding, and in their forgetting mechanisms. Sensory memory lasts but a fraction of a second. It can handle as much as the sense organ can register. It depends on a fairly direct coding of the image, which, after its fleeting instant, decays.

Short-term memory lasts less than a minute or so and can encompass very few items. Its coding is indirect, a good deal of it apparently based on sound, and involves a significant amount of organization. It, too, simply decays or fades away.

Long-term memory can last for several minutes or many years and its capacity is almost unlimited. It typically makes use of very complex coding which involves clustering, meaningful



thought systems, and so forth. For all the organization in our vast memory store, our memories are nonetheless lost through interference and repression or changed through creative forgetting.

Studies in the future will depend largely on an increased understanding of the physiological bases of memory. This, among other things, may enable us to make effective use of drugs in aiding memory-particularly in cases of mental retardation and senility.

**2. Read the text again and decide whether the following statements are true or false.**

1. In Bartlett's major experiment the original story was remembered unchanged.
2. Any experience is stored and then coded into one or another kind of information.
3. Short- term memories can be reprocessed into long- term ones.
4. Grouping and regrouping, organizing and reorganizing are constantly going on in memory storage.
5. Forgetting long-term memories doesn't connect the conditions under which the memories were first processed.
6. A forgetter represses painful memories unconsciously.
7. The three main theories have no difference in their type of coding.

**3. Match the key terms with their explanations.**

1. Chunking	a) The disruptive effect on recall of a person's having learnt other material between his learning of the original material and its attempted recall.
2. Clustering	b) Organizing of items in memory into smaller groups
3. Coding	c) The tendency to recall items in meaningfully related groups, even though the items were originally learned in random order.
4. Information processing	d) The system with an extremely large capacity and complex organization that is assumed to account for relatively enduring memories.
5. Interference	e) The memory system that stores stimulus information directly but for a duration of less than a second.
6. Long-term memory	f) The disruptive effect of material on recall as a result of a person's having learnt such material before his first learning of the to-be-recalled material.
7. Proactive inhibition	g) The process of changing and organizing material for suitable storage in memory. The type of coding differs for each of the memory systems.
8. Repression	h) The active process assumed to be necessary to keep information in short-term memory and permit its transfer to long- term memory.
9. Retroactive inhibition	i) The presentation on a graph, of the change in performance during the learning process. It may apply either to an individual or to a group.
10. Sensory memory	j) The blocking of the recall of material by materials or activities that are learned or experienced either before or after the memory is processed.
11. Short-term memory	k) A combination of consonants and vowels presumed to be of low meaningfulness. Invented by Ebbinghaus, a German psychologist, and used in verbal leaning experiments.
	l) An instrument that makes possible extremely brief

	and precisely timed exposures of visual material.
	m) The operations of coding and storage which take place during the different stages or systems of memory.
	n) The exclusion from consciousness of experiences that would arouse anxiety and strong, unpleasant emotions. This occurs automatically, through processes of which the individual is unaware.
	o) The systems with a limited capacity that accounts for memories of very short duration.

**4. Match the adjectives in (A) with the words in (B):**

A	B
1. meaningful	a) forgetting
2. systematic	b) material
3. verbal	c) afterimage
4. scientific	d) memory
5. information	e) use
6. brief	f) system
7. visual	g) capacity
8. immediate	h) investigation
9. manageable	i) consolidation
10. memory	j) groups
11. unlimited	k) processing
12. creative	l) relations
13. effective	m) duration

**5. Read the list of adverbs and match them with the words from the text:**

- generally
- immediately
- appropriately
- unbearably
- fairly
- faithfully
- particularly

**6. Fill in the gaps with the correct prepositions from the list:**

with   on   by   into   in   through

- 1 to begin \_\_\_\_\_
- 2 the emphasis \_\_\_\_\_
- 3 to mean \_\_\_\_\_
- 4 interference \_\_\_\_\_
- 5 to improve something \_\_\_\_\_
- 6 to be forgotten \_\_\_\_\_ many ways
- 7 to weave experiences \_\_\_\_\_
- 8 to consolidate something \_\_\_\_\_
- 9 to be motivated \_\_\_\_\_
- 10 experiments \_\_\_\_\_
- 11 to differ \_\_\_\_\_
- 12 to be based \_\_\_\_\_
- 13 to be lost \_\_\_\_\_

**7. Fill in the correct verb from the list: encompass enable attach stores requires invented agree doesn't lend**

- 1 Short-term memory \_\_\_\_\_ very few items.
- 2 Hermann Ebbinghaus \_\_\_\_\_ the nonsense syllable.
- 3 the theorists of today \_\_\_\_\_ that any experience must be coded into some kind of information.
- 4 Chunking \_\_\_\_\_ that the material be coded appropriately.
- 5 Long- term memory \_\_\_\_\_ massive amounts of material.
- 6 Drugs may \_\_\_\_\_ us to aid memory.
- 7 Repression \_\_\_\_\_ itself to laboratory analysis.
- 8 New fact or experiences \_\_\_\_\_ themselves to appropriate groups.

**Примерные темы докладов и сообщений**

*Тема. Higher Education in Russia*

**3.1** Higher education in Russia and abroad.

**3.2** How cultures differ.

*Тема Psychology as a science*

**3.3** Main approaches in psychology

**3.4** Maslow's hierarchy of needs

**3.5** Biography of Sigmund Freud

*Тема Theories of Personality*

**3.6** Stereotypes and stereotyping

*Тема Motivation.*

**3.7** Functions of Interpersonal Communication

**3.8** Differences between verbal and nonverbal communication

**Примерный перечень лексических единиц для лексического диктанта.**

**Тема: Intelligence**

1. отличительная черта, качество, свойство
2. аутизм
3. атрибуция; приписывание, отнесение (к чему-л.)
4. диаграмма, схема, чертеж, таблица
5. подтверждать
6. 1. выставлять; подвергать воздействию; 2. раскрывать (тайну и т.п.)
7. рассмотреть дело со всех сторон
8. грань, аспект
9. педагогическое руководство
10. промежуточный, переходный
11. взаимодействие факторов
12. частично совпадать, частично перекрывать друг друга
13. относительно
14. 1. ссылка (на кого-л., что-л); 2. упоминание, сноска (в книге);
15. проницательность, способность проникнуть в суть

**Тема Memory and Attention**

1. делать ясным, прояснять, вносить ясность
2. 1. группа, скопление; 2. группа переменных, связанных каким-либо признаком
3. 1. отвлекать внимание; 2. сбивать с толку, смущать; расстраивать
4. кодирование, шифрование
5. многократное повторение для сохранения информации в долговременной памяти
6. эпизодическая память
7. ассоциативный тест
8. долговременная память
9. маниакальнодепрессивное заболевание
10. повторение для сохранения информации в кратковременной памяти

11. процедурная память
12. память узнавания
13. восстанавливать в памяти, воспроизводить
14. семантическая память
15. явление «на кончике языка»

### Тема **Motivation**

1. достижение, успех, победа
2. подходящий, уместный, соответствующий; 2. склонный, поверженный; 3. способный, понятливый
3. 1. обязательство; 2. вручение, передача
4. быть компетентным
5. 1. стоять против; 2. сталкиваться, встретиться лицом к лицу
6. заниматься (чемлибо)
7. унижать, ронять достоинство
8. порождать, вызывать, возбуждать
9. облегчать, помогать
10. сосредотачивать (внимание)
11. 1. расстраивать, срывать, нарушать; 2. делать тщетно, сводить на нет
12. поддающийся управлению, легко управляемый, выполнимый
13. внутренняя/ внешняя мотивация
14. мотивация достижения
15. побуждение, побудительный мотив.

### Примерные темы групповых дискуссий

#### Тема *Character*

1. What is the aim of manipulating human emotions?
2. What aspects of human behavior can be regulated by means of classical conditioning?

#### Тема *Temperament*

3. What dimensions of temperament are used in psychological research?

#### Тема *Imagination*

4. What can be included into self-image of a person?

### 3.1.5 Примерные темы презентаций

#### Тема *Memory and attention*

1. Representation of knowledge in memory.
2. Retrieval: getting information out of memory.
3. Implicit versus explicit memory.

#### Тема *Theories of personality*

4. Freud's theory of personality.
5. Key concepts in psychological testing.

### 6.3.2. Типовые задания для проведения промежуточной аттестации обучающихся

#### Типовые вопросы к зачетам:

1. Higher education in Russia.
2. My university: entrance requirements, faculty members, leisure time activities.
3. Psychology as a science.
4. Psychology as a science.
5. Careers in psychology.
6. Main approaches in psychology.
7. Memory and attention

8. Emotions.
9. Temperament.
10. Intelligence.
11. Creativity.
12. Imagination.
13. Culture and Interpersonal Communication
14. How cultures differ
15. Family problems
16. The Russian soul

### **Типовые вопросы к экзамену**

- Psychoanalysis as a theory and a therapy
- Biography of Sigmund Freud
- History of Behaviorism
- Cognitive movement in psychological thought of the 20th century
- Humanistic approach and psychology of Carl Rogers
- Maslow's hierarchy of needs
- Social Psychology
- Stereotypes and stereotyping
- Social pressure and perception
- Interpersonal Relationships
- Stress at work
- Stress management.
- Communication Styles
- Functions of Interpersonal Communication
- Verbal Communication. The Conversational process.
- Communication of the job.
- Differences between verbal and nonverbal communication
- Theories of personality
- Depression.
- Classification of mental disorders

### **Примерные тексты для передачи основного содержания Social Pressure and Perception**

Imagine yourself in the following situation: you sign up for a psychology experiment, and on a specified date you and seven others whom you think are also subjects arrive and are seated at a table in a small room. You don't know it at the time, but the others are actually associates of the experimenter, and their behaviour has been carefully scripted. You're the only real subject.

The experimenter arrives and tells you that the study in which you are about to participate concerns people's visual judgments. She places two cards before you. The card on the left contains one vertical line. The card on the right displays three lines of different length.

The experimenter asks all of you, one at a time, to choose which of the three lines on the right card matches the length of the line on the left card. The task is repeated several times with different cards. The other "subjects" unanimously choose the wrong line. It is clear to you that they are wrong, but they have all given the same answer.

What would you do? Would you go along with the majority opinion, or would you trust your own eyes?

In 1951, the social psychologist Asch used this experiment to examine how the pressure from other people could affect one's perceptions. In total, about one third of the subjects who were placed in this situation agree with the majority.

Some of the subjects indicated after the experiment that they assumed the rest of the people were correct and that their own perceptions were wrong. Others knew they were correct but didn't want to be different from the rest of the group. Some even insisted they saw the line lengths as the majority did.

Asch concluded that it is difficult to maintain that you see something when no one else does. Pressure from other people can make you see almost anything.

### **How Do Psychologists Study the Mind?**

Psychology is the science of the mind and behaviour. The human mind is perhaps the most complex and unique field of study, and has been a puzzle to humankind for hundreds of years. The human mind is the source of all thought, behaviour, emotions, interactions, and it determines how we conduct ourselves in society.

The mind is highly complex and enigmatic. Many wonder how psychologists can study such an abstract and extremely sophisticated thing. Even if scientists look inside the brain, as in an autopsy or during a surgical operation, all they see is gray matter (the brain). Thoughts, cognition, emotions, memories, dreams, perceptions, etc. cannot be seen physically, like a skin rash or heart defect.

Experts say that the approach to psychology is not that different to other sciences. As in other sciences, experiments are devised to confirm or disprove theories or expectations. For a psychologist, human behaviour is used as evidence - or at least an indication - of how the mind functions. We are unable to observe the mind directly; however, virtually all our actions, feelings and thoughts are influenced by the functioning of our minds. That is why human behaviour is used as raw data for testing psychological theories on how the mind functions.

German psychologist Wilhelm Wundt opened the first experimental psychology labs in the late 1800s. Since that time we have learned an enormous amount about the relationship between brain, mind, memory and behaviour.

### **Careers in Psychology**

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you are a psychologist, your education never ends.

Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing and interpreting data, and their experience with statistics and experimental design.

Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of

computer systems are less well-known. What all psychologists have in common is an interest in the minds of both humans and animals.

### **What Is the Difference Between a Psychologist and a Psychiatrist?**

The work of psychologists and psychiatrists has much in common. Both psychologists and psychiatrists can provide psychotherapy and counseling services. Both psychologists and psychiatrists are trained to diagnose neuropsychological disorders and dysfunctions plus psychotic, neurotic and personality disorders and dysfunctions. Both professionals are granted the right to make such diagnoses by law while other doctors cannot. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functioning.

However, there are some important differences in training and special skills. Psychiatrists, as medical doctors, can prescribe medications for psychological distress. Psychologists do not prescribe medications, instead focusing their treatment on psychotherapy. In addition, psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

The education of psychologists provides knowledge of psychological and emotional problems, personality, and human development, integrated with specialized training in how to apply this knowledge to helping people with emotional distress and other problems in living. The psychologist's training in research allows them to evaluate the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

Psychologists also specialize in psychological testing. Psychological tests are used in situations where there are questions about what a person's particular problem is. For example, a psychologist may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time there is uncertainty about what is troubling an individual. Psychological tests can include assessments of personality styles, tests of emotional well-being, intellectual (or "IQ") tests, tests of academic achievement and tests for possible brain damage. The use of psychological tests requires years of training that involves not only learning how to give the tests, but also how to integrate all the information from a variety of tests, background information, interviews, and knowledge of theories, research, psychological problems, personalities, and human development. Psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

It is important to be aware that there can be broad differences in training and philosophy among psychologists, psychiatrists, social workers, and other therapists which can often lead to widely differing treatment approaches and understandings of psychological and emotional problems.

### **Body language**

*Body language (язык тела (невербальные средства коммуникации, включающие жесты, позы и др. невербальные знаки)) is a broad term for forms of communication using body movements or gestures instead of, or in addition to, sounds, verbal language, or other forms of communication. It forms part of the category of paralanguage, which describes all forms of human communication that are not verbal language.*

Paralanguage (параязык (передача информации за счет определенной манеры говорить (напр., при помощи темпа речи, тембра и громкости голоса, тона, его модуляции и др., а также за счет таких невербальных средств, как жесты, мимика и т. п.))), including body language, has been extensively studied in social psychology. In everyday speech and popular psychology, the term is most often applied to body language that is considered involuntary, even though the distinction between voluntary and involuntary body language is often controversial. For example, a smile may be produced either consciously or unconsciously.

Voluntary body language refers to movement, gestures and poses intentionally made by a person (i.e., conscious smiling, hand movements and imitation). It can apply to many types of soundless communication. Generally, movement made with full or partial intention and an understanding of what it communicates can be considered voluntary.

Involuntary body language quite often takes the form of facial expression, and has therefore been suggested as a means to identify the emotions of a person with whom one is communicating.

The relation of body language to animal communication has often been discussed. Human paralanguage may represent a continuation of forms of communication that our non-linguistic ancestors already used, or it may be that it has been changed by co-existing with language. Body language is a product of both genetic and environmental influences. Blind children will smile and laugh even though they have never seen a smile. Iraneus Eibl-Eibesfeldt claimed that a number of basic elements of body language were universal across cultures and must therefore be fixed action patterns under instinctive control.

Some forms of human body language show continuities with communicative gestures of other apes, though often with changes in meaning. More refined gestures, which vary between cultures (for example the gestures to indicate «yes» and «no»), must be learned or modified through learning, usually by unconscious observation of the environment.

Body language is important in one-on-one communications, and may be even more important in group communications. In group situations, often only one person at a time is speaking, while non-verbal communication is coming from each individual in the group. The larger the group, the more impact body language may have.

### **Character Comes by Learning**

*“The worst of all deceptions is self-deception.” (Plato)*

Who am I? I have a name, and that’s how people know me. But how am I known? Am I funny, serious, friendly, or angry? Do I have lots of friends...or none at all?

Our personality traits [(character) trait — черта (характера)] make up our character. And our character was shaped by those influences that had close contact with our life. For some that may be mother and father, for others, they may not even know their parents. School, friends, music, and media also have great influence on how we choose to live our life.

A good character comes from good influences, and bad ones are just the opposite. While none of us could ever choose where and what living circumstances we were born into, we must all, at some point, take responsibility for who we are. Putting the past aside, forgetting about blame, now we must choose what course and influences will direct our life.

A very wise man once said: “Do not be misled; bad company corrupts good character” (Paul the Apostle). Who do you keep company with? Who do you spend lots of time with? Is it your friends...music...TV? Stop now for a moment and ask yourself this question: what messages are you getting from these sources about life?

Think carefully about what kind of person you want to be in 5 years...in 10 years? What do you need to do now to start being that kind of person? Think about these things!

### **Family Life: Plan For Your Future**

The influences we receive while young dramatically shape our character. They affect the very core of our being. While none of us can choose to be born into a great, loving and secure family, we all must learn to live and adapt to life as it is given to us. Much of your future will be decided by the choices you make in life. Career, marriage and family are all important decisions that you will face one day. Practice making good decisions early in life. Consequences follow our choices. Poor choices lead to bad consequences, some of which may affect your entire life. One day you may choose to have a family of your own. Who will raise your children and give them their sense of values? Will you be able to give your children a stable home where they can live in love and security with a mother and father?



Consider these facts in how you choose to live your life: Living together before marriage is becoming increasingly common in America. But research has shown that the chances for divorce are almost twice as high for couples living together before marriage, as those who don't.

Children of divorced parents are statistically more likely to show behavior problems, emotional difficulties, and lower academic performance.

What kind of home do you want to provide for your future family? Will it be better or worse than your own? Do you want a lasting marriage and children who can grow up in a stable home? What kinds of influences help move you toward this goal? This is important...read on.

### **Difference Between Animals And Humans**

**If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.**

The term Animal as described in the dictionary means a living organism other than humans which feeds and usually has sense organs and a nervous system and can move. Animals include a vast majority of species. Humans belong to Homo Sapiens and are bipedal species. This means that the humans walk around using their two rear limbs.

Animals would normally only include multi cells and complex organisms. Organisms like the bacteria will not be included in the animal kingdom. In most animals the dietary habits are very limited which means that they would either be vegetarians or non-vegetarians. The Humans on the other hand are omnivorous which means that they are able to consume both vegetarian and non-vegetarian foods.

Animals cannot talk or communicate with each other. In some species that the skills have been found these are very basic and undeveloped. Humans on the other hand are the only known species with highly developed communication skills.

Animals merely feed to survive and reproduce. They have not developed any skills that go beyond their survival needs. The Humans are known for their curiosity to understand and to try and influence and change their environment. It is this curiosity in the Humans that has lead to the development of advanced tools, technology and science. The human behavior is much different from the animals as we have set purposes in life that go beyond the survival needs of day today.

The Humans are highly social beings and live in large colonies. The Humans are the only known species that has the ability to domesticate animals and engage in agriculture. With the invention of advanced techniques and technology the Humans have been able to colonise all the continents. Through this colonization the humans have infringed on the land where these animals once survived and created a problem of existence for them.

### **Примерные тексты для письменного перевода**

#### **Colour Psychology**

*By David Johnson*

Why are people more relaxed in green rooms? Why do weightlifters do their best in blue gyms?

Colors often have different meanings in various cultures. And even in Western societies, the meanings of various colors have changed over the years. But today in the U.S., researchers have generally found the following to be accurate.

**Black** Black is the color of authority and power. It is popular in fashion because it makes people appear thinner. It is also stylish and timeless. Black also implies submission. Priests wear black to signify submission to God. Some fashion experts say a woman wearing black implies submission to men. Black outfits can also be overpowering, or make the wearer seem **aloof** [надменный] or evil. Villains, such as Dracula, often wear black.

**White** Brides wear white to symbolize innocence and purity. White reflects light and is considered a summer color. White is popular in decorating and in fashion because it is light, neutral, and goes with everything. However, white shows dirt and is therefore more difficult to keep clean than other colors. Doctors and nurses wear white to imply sterility.

**Red** The most emotionally intense color, red stimulates a faster heartbeat and breathing. It is also the color of love. Red clothing gets noticed and makes the wearer appear heavier. Since it is an extreme color, red clothing might not help people in negotiations or confrontations. Red cars are popular targets for thieves. In decorating, red is usually used as an accent. Decorators say that red furniture should be perfect since it will attract attention.

The most romantic color, **pink**, is more tranquilizing. Sports teams sometimes paint the locker rooms used by opposing teams bright pink so their opponents will lose energy.

**Blue** The color of the sky and the ocean, blue is one of the most popular colors. It causes the opposite reaction as red. Peaceful, tranquil blue causes the body to produce calming chemicals, so it is often used in bedrooms. Blue can also be cold and depressing. Fashion consultants recommend wearing blue to job interviews because it symbolizes loyalty. People are more productive in blue rooms. Studies show weightlifters are able to handle heavier weights in blue gyms.

**Green** Currently the most popular decorating color, green symbolizes nature. It is the easiest color on the eye and can improve vision. It is a calming, refreshing color. People waiting to appear on TV sit in "green rooms" to relax. Hospitals often use green because it relaxes patients. Brides in the Middle Ages wore green to symbolize fertility. Dark green is masculine, conservative, and implies wealth. However, **seamstresses** [швея] often refuse to use green thread on the eve of a fashion show for fear it will bring bad luck.

**Yellow** Cheerful sunny yellow is an attention getter. While it is considered an optimistic color, people lose their tempers more often in yellow rooms, and babies will cry more. It is the most difficult color for the eye to take in, so it can be overpowering if overused. Yellow enhances concentration, hence its use for **legal pads** [блокнот размером 8,5 на 14 дюймов с отрывными страницами из жёлтой линованной бумаги, без обложки, популярен в США.]. It also speeds metabolism.

**Purple** The color of royalty, purple connotes luxury, wealth, and sophistication. It is also feminine and romantic. However, because it is rare in nature, purple can appear artificial.

**Brown** Solid, reliable brown is the color of earth and is abundant in nature. Light brown implies genuineness while dark brown is similar to wood or leather. Brown can also be sad and **wistful** [тоскующий]. Men are more apt to say brown is one of their favorite colors.

#### Food for Thought

While blue is one of the most popular colors it is one of the least appetizing. Blue food is rare in nature. Food researchers say that when humans searched for food, they learned to avoid toxic or spoiled objects, which were often blue, black, or purple. When food dyed blue is served to study subjects, they lose appetite.

Green, brown, and red are the most popular food colors. Red is often used in restaurant decorating schemes because it is an appetite stimulant.

### Dealing with Culture Shock

You have stepped off the plane into a new cultural world. Initially you may experience a sense of overwhelming fascination and awe. Everything around you is new: a different language, different dress, or a confusing transit system. Slowly you begin to adapt. You begin to notice certain cultural nuances. This process takes time.

Culture is "an integrated system of learned **behavior patterns** (образцы поведения) that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes - its systems of attitudes and feelings. Culture is learned and transmitted from generation to generation."

You may have heard these words - **Culture Shock** (культурный шок (психологическая травма в результате столкновения с культурой, резко отличной от собственной)) - already and possibly within a

negative context. Conflict in our lives, however, does not have to be negative. It can be used as a source of motivation, introspection, and change.

Culture shock is defined as a psychological disorientation that most people experience when living in a culture markedly different from one's own. Culture shock occurs when our "...cultural clues, the signs and symbols which guide social interaction, are stripped away. ...A difficult part of this process for adults is the experience of feeling like children again, of not knowing instinctively the 'right' thing to do."

Symptoms of culture shock include: **homesickness** (тоска по дому, ностальгия), boredom, withdrawal, excessive sleep, compulsive eating/drinking, irritability, stereotyping host nationals, hostility towards host nationals.

Everyone experiences culture shock in different ways, at different times and to different degrees. Usually the cultural adjustment process follows a certain pattern. At first, you will be excited about going to starting a new adventure. When you first arrive, everything will appear new and exciting. However, after some time, you may start to feel homesick and question why the Swiss (or Italians or French) do things differently than we do. You may even become irritated with these differences. However, you will eventually get used to this new way of life. And before you know it, you will be getting excited about the return home to your family and friends.

People from different cultures have different **values** (ценности). You may find your own values questioned, just as you are questioning those of the Swiss (or Italians, Germans, French, Hungarians, etc.). For example, a visitor from India to the US observed: "Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do."

Sometimes our values and beliefs will conflict and sometimes they will converge with the cultures we visit. The better you are able to adjust to the differences, the greater the ability you will have in empathizing and communicating with those with whom you come in contact. The result will be a better understanding of your own values and the values of the people you will **encounter** (встречать).

### **Graphology – Science or Fiction?**

Graphology (графология, изучение почерка (учение о почерке, исследование его с точки зрения отражающихся в нем свойств и психических состояний пишущего. Тесты по графологии часто применяются при отборе персонала)) is a branch of a diverse group of sciences of «character reading». Since ancient times, man has been intrigued by human variability and uniqueness of the individual. Graphology in particular focuses on interpreting individual's character and personality traits by analyzing their handwriting. Using graphology to analyze personality and character is one thing; changing ones behavior by changing handwriting is another – this is referred to as graphotherapy.

Graphology is a now becoming a more widely accepted science. As most of you will agree that the human subconscious manifests itself one way or another, art, music etc. Graphology interprets this manifestation, using the most commonly used human subconscious-world interface, handwriting! Here is my first example, where this can be used. Long final strokes say a lot about individuals. We can use graphology to understand what one is conveying through long strokes? The long final strokes show how cautious one is. Using graphology we know that the writer is inclined to be cautious and careful. This reduces the tendency to be impulsive and minimizes risk in decision making.

Another example where we can use graphology to tap into one's subconscious (подсознательное). I am sure you have seen this somewhere, a consistent left ward slant. Do you know this person? Is this you? Using graphology, we know that writing with a leftward slant is a sign of an introvert. The writer rarely expresses feeling and makes logical unemotionally decisions. Would you have known that if it were not for graphology?

Trusting or not-trusting? Graphology differentiates one from another. Long narrow loops in y's and g's. The size of the loop (not the down stroke) reveals the amount of trust and imagination as it relates to people. Graphology tells us that the narrow loop reveals some trust, but these people are selective in who they let in their inner circle. Who does graphology tell us to be careful of? Using graphology I can tell you that the person

with a hot temper is one where the t-bar crossed predominantly on the right of the stem. The more this is to the right the easier it will be to annoy this person. If this is combined with a rightward slant, they will lose temper even quicker.

So in summary graphology can be used to determine a complete personality and character profile of any individual. Besides the examples given above graphology can be also be used to determine aggressiveness, analytical thinking, attention to detail, curious, dual personality, emotionally responsive, extravagant, jealous, loyalty, perfectionist, controlling, stubborn nature among others. If the art of graphology is learned efficiently one can use it to their advantage and help them understand their friends, partners and family in-depth.

## **The impact of austerity on schools and children's education and well-being**

*Cutbacks in government-sponsored services, growing inequality and falling real wages, and changes in housing and income support are impacting upon the lives of children and creating major challenges for schools and colleges in the UK. Mark K Smith explores some key areas of concern and growing worries about the effects of direct cuts to school budgets.*

As one Oxfam Report on austerity put it, in the UK many people are experiencing a 'perfect storm':

The combination in the UK of economic stagnation and public spending cuts is causing substantial hardship to people living in poverty. This amounts to a "Perfect Storm" of falling incomes, rising prices, public service cuts, benefit cuts, a housing crisis, and weak labour rights. By making different political choices, the government can both protect people in poverty and help to stimulate economic recovery in the short term, and set the UK on the way towards economic, social and environmental sustainability in the long term. The UK is the sixth richest country on earth yet one in five of its people lives in poverty. Before the financial crisis and the economic recession prosperity was not shared. The UK is one of the most unequal rich countries in the world, with the poorest 10th of people receiving only 1% of the total income, while the richest 10th take home 31%. (Haddad 2013)

At the time of writing, assessments of the impact of austerity on schooling and children's education were beginning to appear (e.g. Lupton *et. al.* 2015b). However, from talking to heads and a number of people involved broadly with inclusion and child protection in schools, it was already clear that cutbacks in government-sponsored services, falling real wages, and changes in housing and income support were impacting on the lives of children and creating major challenges. In this piece we outline some key areas causing concern for education but first we review the general situation facing individuals and families living under austerity in the UK.

### **Austerity**

In the immediate period after the near collapse of the banking system in 2008 the costs involved in propping up and rescuing banks – and paid for by governments – was not that obvious to many people. Governments poured money into the system, a meltdown was averted or at least postponed, and many benefitted. However, there was always a time when it had to be paid for. In the UK with the arrival of coalition government in 2010 that moment came more quickly than necessary. The coalition government made 'fiscal austerity its *raison d'être*, to differentiate itself from – and fix the blame for the crisis upon – its predecessor' (Wolf 2014: 39). The crisis in Eurozone finances which led to retrenchment in member countries gave further impetus and 'frightened policymakers elsewhere into following their example' (*op. cit.*).

In economic terms, 'austerity' is usually used to describe the measures taken by a government 'during a period of adverse economic conditions, to reduce its budget deficit using a combination of spending cuts or tax rises' (Financial Times undated). Mark Blyth has described austerity as 'a form of voluntary deflation'. In it:

*...the economy adjusts through the reduction of wages, prices, and public spending to restore competitiveness, which is (supposedly) best achieved by cutting the state's budget, debts, and deficits. Doing so, its advocates believe, will inspire "business confidence" since the government will neither be "crowding-out" the market for investment by sucking up all the available capital through the issuance of debt, nor adding to the nation's already "too big" debt. (Blyth 2012: 2)*

Blyth believes 'austerity' is a dangerous idea as what may be a common sense action when taken by individuals and organizations – can make a lot less sense if all do the same. In fact – in this case – it makes no sense. As Martin Wolf has argued, a gap between the amounts governments take in via taxes etc. and expenditure (a so called 'fiscal deficit') did not crowd out spending by the private sector.

On the contrary, the private-sector cutbacks crowded in the fiscal deficit via the decline in GDP and consequent rise in spending and fall in revenue: thus, the austerity forced on private individuals and businesses by the financial crisis caused rising fiscal deficits, as private spending, output and government revenue fell, while spending on unemployment benefits and other adverse consequences of recessions automatically rose. (Wolf 2014: 40)

The adoption of austerity measures by governments in the hope that 'balancing the books' would stabilize the situation and bring about real economic growth proved to be wrong. While there was been some recovery there is not likely to be significant growth for some years – and many will remain poorer in real terms than they were before the banking crisis. The slump (and we could say austerity measures), 'has converted unequal economies into unequal communities, hammering happiness and putting strain on families across great swathes of both the UK and the US, and most particularly their poorest streets' (Clark and Heath 2014: Kindle Locations 199-201).

Government ministers claimed that drastic cuts to public spending were fair and reform of the welfare state necessary, but this was, in fact, also a fallacy (O'Hara 2014: Kindle Location 165):

What was implemented was a regime that disproportionately affected the most vulnerable people in society while leaving the well-off unscathed... [P]olicies were deftly propped up by a shrewd political narrative which both painted cuts as inevitable and depicted people who were living in poverty, out of work or who were victims of austerity as 'scroungers', to blame for their own predicament. (O'Hara 2014: Kindle Locations 166-172).

The result of government austerity measures in the UK – when combined with growing inequality in wealth and changes in the work such as the increase in the number of part- as against full-time jobs; the growth of zero-hour contracts; and wages that have not kept pace with inflation (ONS 2014) – has meant that:

– By 2011/12, 13 million people in the UK were living in poverty. For the first time more than half of these people lived in a working family. (Joseph Rowntree Foundation 2013).

– The proportion of children that are living in poverty in the UK has risen from 24% in 2008 to 27% in 2012/3. However, this proportion will increase. According to the Child Poverty Action Group the 3.5 million children living in poverty in 2012/13 will be joined by another 600,000 by 2016, with the total rising to 4.7 million by 2020 (CPAG 2014). UNICEF has reported a strong relationship between the impact of the 'Great Recession' on national economies and a decline in children's well-being since 2008. Children are suffering most, and will bear the consequences longest, in countries where the recession has hit hardest. The poorest and most vulnerable children have suffered disproportionately (UNICEF 2014).

– The gap between rich and poor is, at the time of writing, at its highest level in 30 years in most OECD countries. In the UK this rising inequality reduced growth. The economy grew by around 40% during the 1990s and 2000s but this would have been almost 50% had inequality not risen. (OECD 2014).

– In England, local government spending (excluding police, schools, housing benefit) was set to fall by nearly 30 per cent in real terms between 2008 and 2015; an equivalent figure for Scotland is 24 per cent. As funding covers some new service burdens, the underlying cut in funding for existing services is even higher. Cuts in spending power and budgeted spend have been systematically greater in more deprived local authorities than in more affluent ones... in both England and Scotland; cuts are also generally greater in the

North and Midlands than in the south of England, and in the west rather than the east of Scotland (Hastings et. al. 2013).

Given this background it becomes clear why schools and colleges are finding more children and young people arriving at school hungry; more carers and parents unable to buy the necessary equipment or uniform; and a growing level of stress among their students.

### **Hunger in the classroom**

On the one hand, the cost of food is relatively cheap in historical terms, on the other in the past decade the proportion of household income required to meet expenditure on food has risen – an unprecedented post-war phenomenon (Forsey 2014: 16).

The proportion of household income spent on food and non-alcoholic drink increased from 16% in 2003 to 17% in 2011 (this includes a decrease by 1 percentage point to 15% in 2005 before increasing again in 2006). If we were to be guided by this measure alone, we could reasonably conclude that the likelihood of households experiencing hunger has risen over the previous decade – the first time this has happened since the Second World War. (*op. cit.*)

There is a direct impact on children. Research sponsored by Kellogg's (and undertaken by YouGov) has suggested that around 1 in 7 children were going to school hungry (Kellogg's 2012). In addition there also appears to be problem in education both with changing eligibility for free school meals and the take up of them. For example, Forsey (2014: 50) reports that estimates from the House of Commons Library suggest that '1.5 million poor children are automatically disqualified from receiving free school meals because their parents are in work'. The All-Party Parliamentary Inquiry into Hunger in the United Kingdom (2014: 31) found that up to 38% of poor children in some parts of Britain are not receiving free school meals – even though they are entitled to them.

The Kellogg's report concluded:

- Hunger in the classroom is increasing. Problems like squeezed food budgets, increasingly busy parents and a growing problem of food poverty in the UK are contributing to the reasons why children are arriving at school already hungry.
- This in turn is putting an extra burden on teachers, who are spending more time dealing with the effects of hunger in the classroom and less time teaching.
- Going without food in the morning has a direct impact on children's behaviour and concentration in lessons, making them less likely to reach their full potential at school and could in turn affect their future prospects.

One of the main responses in schools has been the development of breakfast clubs (see Gentleman 2012). In Wales, for example, primary schools are required to provide free breakfasts. However, the situation in England and Scotland is varied with patchy provision and schools charging different amounts for participation. The take-up of such services is causing some concern – with the cost putting off some, and children from more disorganized or pressured family environments often missing out (Dorsey 2014: 49). Dorsey comments: 'One possible solution to this might be the provision of free school breakfasts, accompanied by home interventions from schools' pastoral staff to ensure children are able to benefit from this provision'.

### **Austerity and children's access to books, equipment, uniform and extra-curricular activities**

Research, undertaken by the Child Poverty Action Group, British Youth Council, Kids Company, and National Union of Teachers (NUT) and published in 2014, found there was a significant impact upon parents and carers ability to pay for uniform, equipment and extra-curricular activity like school trips (Farthing 2014). The key findings were that:

- Some subjects, especially 'creative subjects' (art, design and technology, photography) require extra materials and therefore cost more to study. 27 per cent of students on free school meals (FSM); 14 per cent of low-income students; and 8 per cent of better-off students chose not to study arts or music due to the associated costs.

- The price of food left many young people going hungry during the school day. 25 per cent of students on FSM; 55 per cent of low-income students; and 13 per cent of better-off students said that they were going hungry at school because they could not afford to eat. They reported that going hungry left them unable to concentrate at school.

- Many young people reported missing school trips because they were prohibitively expensive. 57 per cent of low-income students and 28 per cent of better-off students said that they had missed at least one school trip because of the price and this had had some impact on them. The impacts of missing school trips included the ability to socialise and make friends, and learn new skills.

- 35 per cent of students on FSM; 25 per cent of low-income students; and 5 per cent of better-off students identified cost as preventing them from having a full school uniform. Those unable to have a full uniform said that this got them into trouble and made them feel different to their peers.

- Most young people reported not having all the books and equipment needed for their studies. 21 per cent of students receiving FSM; 14 per cent of students from low-income households; and 5 per cent of students from better-off families suggested that cost was to blame. A lack of books, revision guides and stationery meant that their ability to study was reduced.

- 9 per cent of young people questioned did not have access to a computer at home or were denied internet access.

- 19 per cent of young people on FSM; 12 per cent of young people from low-income families; and 19 per cent of young people from better-off households reported not participating in after school clubs and extra-curricular activities due to either the cost of the club itself or the cost of transport to the club.

Some schools have used special funds – for example those generated by Parent Teacher Associations (PTAs) or by voluntary termly giving by parents and carers via things like ‘Governor Funds’ to support students in these areas.

Head teachers in schools across the country say they are spending education money on purely welfare items to ensure that pupils, and their parents, are fed, have sufficient clothes and the facility to wash them, and have enough coins to feed their electricity meters. (Tickle 2014).

A significant number within education have taken advantage of things like Pupil Premium money – additional funding for disadvantaged pupils – but this should only really be spent to raise educational attainment and achievement. Some schools may face problems in this area when inspected or audited as there is little specific data currently that demonstrates the link between, for example, students not having access to a decent uniform and educational achievement. In addition, as Sam Baars at the education think-tank LKMco has commented, the Department for Education in England has warned against using the Pupil Premium ‘to fill in for expired social welfare programmes’ (quoted by Tickle 2014). This is significant as changes to the way in which (Sosu and Ellis 2014). eligibility for free school meals is assessed in England appear to have impacted negatively on a number of children and families. Heads are increasingly reporting that the children who are losing out are often those whose parents earn marginally more than the cut-off.

### **Austerity and children’s academic achievement**

We already know that an ‘attainment gap’ develops prior to beginning schooling and continues to be a problem in education. Tefler (undated) highlights the following dimensions:

16. Tests at age 3 show a significant gap between more affluent children and the poorest fifth.

17. Lower-achieving but more affluent children overtake the highest low-income achievers by age 7.

18. Poorer children are half as likely to go to university as their more affluent peers.

19. Across ethnic groups, white young people do less well than their peers from many minorities. But the performance and treatment of black Caribbean and Traveller children raise serious concerns.

20. For minority ethnic groups poverty is twice as likely, despite improved qualifications.

Children’s socio-economic background appears to have more influence on educational attainment than the school attended. Indeed, what happens in the home and local community could account to up to 80 per cent of the difference in how well children do at school. In Scotland, for example, where the gap between children from low-income and high-income households is 10–13 months by age 5:

Lower attainment in literacy and numeracy is linked to deprivation throughout primary school. By age 12–14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in numeracy.(Sossu and Ellis 2014).

If we look at children from better-off backgrounds' experiences of 'early childhood caring environments' we find there were significant differences in poorer children's and their mothers':

- health and well-being (e.g. birth-weight, breastfeeding, and maternal depression);
- family interactions (e.g. mother–child closeness);
- the home learning environment (e.g. reading regularly to the child); and
- parenting styles and rules (e.g. regular bed-times and meal-times). (Goodman and Gregg 2010).

Differences such as these impact on the attainment gap and their experience of education more generally – but a much larger proportion of the gap remains unexplained, or 'appears directly related to other aspects of family background (such as mother's age, and family size) that were not explained by differences in the early childhood caring environment' (*op. cit.*).

The rising number of children living in poverty combined with the additional stresses and strains experienced by parents and carers brought about by cuts in services (like Sure Start) and changes in benefit arrangements and income support etc. will impact on, for example, health and well-being in the home. The number of children under-achieving is likely to increase. However, this may take a little time to feed through into the educational statistics – and then be a matter for some debate as the indicators that we have like the take-up of free school meals and achievement in GCSE's each have their problems.

We may also find another confusing movement. While the numbers of children under-achieving may increase, the attainment gap may decrease. For example, across the UK in the five year period following the banking crisis of 2008 it appears that there was a small decrease of around one per cent in the educational attainment gap between those eligible and ineligible for free school meals. 'Of those eligible for free school meals in 2013, 61.9% did not achieve at least 5 GCSEs A\* to C (including English and Maths) compared to 35.2% of pupils not eligible for free school meals' (JRF 2014). However – and very significantly – this trend was reversed in 2014 (Adams 2015). 'Using the previous measure, the gap in GCSE pass rates was 26.7 percentage points in 2013, and crept up to 27.2 percentage points (in 2014)'. As we noted above, all figures like these need treating with care as the basis on which they are calculated has changed. There will always be arguments around the way they are adjusted. This said, there is still strong evidence that the performance of students receiving free school meals worsened. (The official data can be found on the [National Statistics](#) site).

Last, it is worth noting that while there had been an apparent rise in GCSE attainment at the 5 A\*-C level between 2010 and 2014 this can be accounted for 'by lower attaining students gaining additional vocational qualifications or ones of higher league table value, or by having several attempts at assessment' (Lupton and Thomson 2015: 43).

### **Austerity and the need for early intervention and family support**

A major review of the Coalition's social policy record summarized the position of early education and care as follows:

Spending on early education, Sure Start and the childcare element of Working Tax Credit fell by 21 per cent between 2009-10 and 2012-13, with falls of 11 per cent for early education, 29 per cent for targeted support for childcare and 32 per cent for Sure Start. Child Tax Credit and Child Benefit payments were frozen in cash terms. The income threshold at which families cease to be eligible for the family element of Child Tax Credit was lowered substantially, so that CTC became a more tightly targeted benefit. Universal Child Benefit was removed from families that included a higher-rate taxpayer. At the same time, the number of children under five rose by around 6 per cent, with the result that real spending per child fell by around a quarter, from £2,508 in 2009-10 to £1,867 in 2012-13. (Lupton et. al. 2015: 21)



This has had a direct impact on children as they enter the schooling system. In addition, with cuts to income support, community-based support services and to the funding of voluntary groups and services, parents and carers – according to the senior leadership members I talked to when preparing this piece – have been increasingly turning to schools for help. A significant number have not been able to access the sort of advice and aid needed for both for their children and themselves. More and more requests are being made for support with parenting; assistance with meeting the costs of education and schooling; and around how to deal with issues around learning and behaviour.

At the same time there has been a significant rise in the number of children referred to children's social care (657,800 in England in 2013/4 – up 10.8% on the previous year) (DfE 2014) and by over 70% since 2007 (All Party Parliamentary Group on Social Work 2013). Over 4 years there had been a 23.5% increase in the number of children who were the subject of a child protection plan (48,300) (*op. cit.*). Needless to say there has not been a matching increase in the number of social workers who have to deal with vulnerable children (in fact the numbers have yo-yoed slightly over the period with the numbers of full-time equivalent social workers remaining around the 22,000-23,000 mark). One of the results is that caseloads have become heavier (All Party Parliamentary Group on Social Work 2013) and the bar has been raised on the acceptance of referrals. Schools have, thus, had to take on a significant amount of early intervention work with children and young people. With continuing cutbacks to local authority expenditure – and pressure to increase support for older people – we can expect further claims being made on schools' resources – in much the same way that a relative decrease in expenditure on local care services has led to substantially increased demand for hospital services.

The situation has also been exacerbated by the growing administrative and procedural demands of child protection over the last ten years or so. There has been a significant rise in the paperwork and number of people and agencies involved. At the same time administrative support for social workers has been cut. The Munro Review found 'social workers spend too much time on administrative tasks and too little time undertaking effective direct work with children and families to help them change' (Munro 2011: 114-5).

The upshot of these austerity measures is that schools have to develop multi-disciplinary teams to deal with early intervention work and the support of children and families experiencing difficult times. It is now not uncommon to find registered nurses, professionally trained informal and community educators and youth workers, counselors. These teams are similar to those envisaged in the USA model of [full-service schooling](#) (Dryfoos 1994).

### **Direct cuts to school budgets**

Governments within the UK have tried to protect ('ringfence') current expenditure on schools since the banking crisis of 2008. However, capital expenditure has been cut sharply – and this adds up, according to the Office of the Children's Commissioner (2013: 44), to an 11 percent cut in overall expenditure in the period 2010-15. Schools will face further major cuts to current expenditure over the next few years. These are likely to lead to falling educational standards. In Wales, for example, even though the Welsh government increased spending above the block grant received from the UK government, it has become clear that schools have financed some of their work by digging into reserves (Jones 2014). Heads have argued that schools could face severe financial hardship. A typical secondary school in Wales, the Association of School and College Leaders (ASCL) argued late in 2014, will be driven into deficits of more than £1m (*op. cit.*). In Northern Ireland officials in the Department of Education are suggesting that in the financial year beginning in 2015 there will at least 2,500 job losses in schools and 500 in colleges because of cuts (BBC News Northern Ireland 2014). A similar picture is emerging in Scotland. Scottish local authorities are expected to spend £4.1 billion in 2014-15 – which is down five per cent over the previous three years (MacNab 2015). The number of teachers has fallen by around 4000 since 2007 to just over 51,000 in 2013. The Convention of Scottish Local Authorities (Cosla) is indicating that there are likely to be further significant reductions in the number of teachers from 2015 (*op. cit.*).

While some education budgets were 'protected', in real terms it appears that UK spending from 2009-10 to 2013-14 on primary education experienced a small cut, secondary education a much more significant loss of

money. 'It fell in real terms in each year ... and by 2013-14 had lost 8% of its real value' (Bolton 2014: 3). However, there is some debate around the figures. There is little doubt that overall expenditure (including nursery, higher and further education as well as schools) on education in England has been reduced. It

*...fell £3.6 billion (4per cent) in real terms between 2009/10 and 2013/14. The average annual growth rate was -1.7 per cent over the period, although with a large fall in spending in 2011-12 being compensated for somewhat by an increase in spending 2013-2014. (Lupton and Thomson 2015: 24)*

When we come to look at schools then the situation is cloudier. According to data from the Department for Education (and again covering England):

Total school funding, including both current spending (which accounted for 86 per cent in 2009/10) and capital, increased by just £0.5bn, from £46.1bn in 2009/10 to £46.6bn in 2013/4 (in real terms in 2009/10 prices). (*op. cit.*)

Conservative members of the Coalition government have said only that they would ring-fence the NHS and foreign aid budgets if they were to win power in the 2015 elections – but not education budgets. An initial analysis made by the House of Commons library of the spending figures announced by George Osborne, the Chancellor of the Exchequer, suggested they would cut around £13.3 bn. per year from the education budget. The analysis reports that 'more than £9bn would be cut from schools funding, about £640m from the extra pupil premium for disadvantaged children, about £775m from early years education and more than £1.6bn from the budget for 16- to 19-year-olds' (Mason 2014). These figures assumed that government departments (other than those concerned with health and foreign aid) take an equal percentage share of the cuts. Given that the total annual budget for school funding is around £65 bn., in crude terms schools would face a cut of around 14-17 percent of their budgets by the end of the next Parliament (and in real terms this could be significantly larger). Subsequently, David Cameron, the Prime Minister, announced that the amount of 'cash per pupil' will not be cut – but given that schools will have to pay 5 per cent more in teacher pension and national insurance costs, and that this funding is not inflation-proofed, this looks like a cut of at least 7 per cent according to the Institute for Fiscal Studies and is more likely to be 10 per cent by the end of the next Parliament (Weale *et. al.* 2015). Capital budgets are not protected, and this is a particular worry as we are currently experiencing a significant growth in the school age population. We can expect problems around the provision of adequate classroom space and school places and this in turn will add to the scale of the real cut involved in school funding.

Staffing costs account for the vast majority of a school's spending (on average primary schools spend 79% of their budgets on staffing and secondary schools spend 78%) (DfE 2103) and will become the main target for cuts. The result will be larger class sizes, a reduction in support services, and a narrowing range of subjects and opportunities on offer. The staffing of areas like music, drama and arts and crafts will be under considerable pressure. The number of specialist educators, pedagogues and workers concerned with the well-being of students and with early intervention and family support is likely to be significantly reduced – if the same pattern of cuts is repeated in schools as has happened in local authorities. This would be especially problematic for children, families and the functioning of schools as the need for their particular expertise and ways of working has increased greatly – and will continue to increase.

Cuts in non-staff costs are likely to lead to a more restricted range of extra-curricular activity like trips; less attention being given to the fabric of the building and the quality of the teaching environment; and aging IT, scientific and technical equipment. In some cases – especially where schools are new or have had a major rebuild – the room for manoeuvre around the building and technical services will be limited by long-term contracts that have been required by governments in exchange for investment in plant. This will, in turn, mean increased downward pressure on teaching costs.

All this is happening in the context of growing pressures within the schooling and education system flowing from demographic change – in other words there is a growing school age population. So far this has

not had the same impact as an aging population had on the National Health Service, but as the growth gains momentum we can expect the pressures to become more visible.

### **In conclusion – austerity and children’s well-being**

Jonathan Bradshaw and Gillian Main (2014) have argued that, ‘The burden of austerity has fallen particularly heavily on children. As yet we lack the data to provide a full analysis of the impacts of this, but the evidence we do have suggests worrying trends’. A UNICEF review of the impact of the economic crisis on child well-being in rich countries concludes that there is a ‘strong and multifaceted relationship between the impact of the Great Recession on national economies and a decline in children’s well-being since 2008’. They continue, ‘Children are suffering most, and will bear the consequences longest, in countries where the recession has hit hardest’ (2014: 2). They report that:

- Child poverty has increased in most countries;
- Young people have been hit ‘extremely hard, with the NEET (not in education, employment or training) rate rising dramatically in many countries’; and
- Feelings, on the part of children and young people, of insecurity and stress have risen in many countries.

They also comment that the poorest and most vulnerable children have suffered disproportionately in rich countries. ‘Inequality has increased in some countries where overall child poverty has decreased, suggesting that tax changes and social transfers intended to help the poorest children have been relatively ineffective’ (UNICEF 2014: 3)

UNICEF (Adamson 2013) has ranked the well-being of children in rich countries. They looked at five dimensions:

- Material well-being.
- Health and safety.
- Education.
- Behaviours and risks.
- Housing and environment.

At the top of list for well-being are countries like the Netherlands, Norway, Iceland, Finland and Sweden. At the bottom are Greece, the United States, Lithuania, Latvia and Romania.

The UK is mid-table overall with regard to well-being – but poor with regard to educational well-being (24<sup>th</sup> out of 29 countries). In part this is due to relatively high numbers of young people not in education, employment and training (NEET) – but also linked to low participation rates in further education. Other headline results include high rates of teenage pregnancy; one of the highest alcohol abuse rates among 11-15 year olds; and relatively high infant mortality rates (Adamson 2013).

These figures show that the UK had moved up the league table in overall well-being, since 2010, but UNICEF UK has noted that ‘the downgrading of youth policy and cuts to local government services are having a profound negative effect on young people age 15-19’. (UNICEF UK undated). The UK was in the top fifth of the rich countries in terms of cuts in public expenditure (UNICEF 2014).

While there has been some interest within the Coalition in looking at the impact of policies upon well-being and happiness, the practice in government activity has been rather different. Lupton and Thomson (2015: 22) comment on the significance of the change in departmental name from the Department for Children, Schools and Families (DSCF) to the Department for Education (DfE). It signalled, they argue:

*... a narrowing of intent which was accompanied by the dropping of policies relating to wider children’s well-being (notably Every Child Matters), much multi-agency and area-based working (although areas must still have multi-agency Local Safeguarding Children Boards), and a focus on marginalised groups which had developed in the former DCSF since 2007. (op. cit.)*

As we have seen here, there has been a ‘worrying trend’ with regard of the impact of austerity upon schooling and learning. Things are likely to get significantly worse over the years to 2020. With increased poverty, cuts to school budgets and further depletion of community provision and local welfare services we can expect a widening ‘attainment gap’, heavier demands made of schools to support struggling families, and an intensification and extension of the need to make more complex interventions to support learning.

### **Ethics and research methods in education**

Ethical problems arising from research methods used in educational contexts occur passim in Burgess’s (1989a) edited collection of papers, *The Ethics of Educational Research*, and the book is recommended to readers for their perusal. Burgess himself considers ethical issues emerging from ethnographic research (1989b).

Similar themes characterize Riddell’s paper in which she examines feminist research in two rural comprehensive schools. Her work illustrates how feminist investigations raise questions about honesty, power relations, the responsibility of the researcher to the researched, and collaboration. Corresponding topics are broached for action researchers by Kelly (1989b), who was co-director of the ‘Girls into Science and Technology’ project, a study focusing on girls’ under-involvement in science and technology. A range of questions are considered—researcher power and values, the problem of informed consent, and the manner in which research data are presented to the participants in the project with respect to empirical research are considered in the second part of the book.

Reflection on the articles in Burgess (1989a) will show that the issues thrown up by the complexities of research methods in educational institutions and their ethical consequences are probably among the least anticipated, particularly among the more inexperienced researchers. The latter need to be aware of those kinds of research which, by their nature, lead from one problem to another. Serial problems of this sort may arise in survey methods or ethnographic studies, for example, or in action research or the evaluation of developments. Indeed, the researcher will frequently find that methodological and ethical issues are inextricably interwoven in much of the research we have designated as qualitative or interpretive. As Hitchcock and Hughes note:

Doing participant observation or interviewing one’s peers raises ethical problems that are directly related to the nature of the research technique employed. The degree of openness or closure of the nature of the research and its aims is one that directly faces the teacher researcher. (Hitchcock and Hughes, 1989:199)

They go on to pose the kinds of question that may arise in such a situation. ‘Where for the researcher does formal observation end and informal observation begin?’ ‘Is it justifiable to be open with some teachers and closed with others?’ ‘How much can the researcher tell the pupils about a particular piece of research?’ ‘When is a casual conversation part of the research data and when is it not?’ ‘Is gossip legitimate data and can the researcher ethically use material that has been passed on in confidence?’ As Hitchcock and Hughes conclude, the list of questions is endless yet they can be related to the nature of both the research technique involved and the social organization of the setting being investigated. The key to the successful resolution of such questions lies in establishing good relations. This will involve the development of a sense of rapport between researchers and their subjects that will lead to feelings of trust and confidence. Mention must be made once again in this particular context of the work of Fine and Sandstrom (1988) who discuss in some detail the ethical and practical aspects of doing fieldwork with children. In particular they show how the ethical implications of participant observation research differ with the age of the children. Another feature of qualitative methods in this connection has been identified by Finch who observes that:

*there can be acute ethical and political dilemmas about how the material produced is used, both by the researcher her/himself, and by other people. Such questions are not absent in quantitative research, but greater distancing of the researcher from the research subjects may make them less personally agonizing. Further, in ethnographic work or depth interviewing, the researcher is very much in a position of trust in being accorded privileged access to information which is usually private or invisible. Working out how to ensure that such trust is not betrayed is no simple matter... Where qualitative research is targeted upon social policy issues, there is*

*the special dilemma that findings could be used to worsen the situation of the target population in some way.* (Finch, 1985)

Kelly's (1989a) paper would seem to suggest, as we have noted elsewhere in this chapter, that the area in qualitative research where one's ethical antennae need to be especially sensitive is that of action research, and it is here that researchers, be they teachers or outsiders, must show particular awareness of the traps that lie in wait. These difficulties have been nowhere better summed up than in Hopkins when he says:

*[The researchers'] actions are deeply embedded in an existing social organization and the failure to work within the general procedures of that organization may not only jeopardize the process of improvement but existing valuable work. Principles of procedures for action research accordingly go beyond the usual concerns for confidentiality and respect for persons who are the subjects of enquiry and define in addition, appropriate ways of working with other participants in the social organization. (Hopkins, 1985:135)* Box 2.8 presents a set of principles specially formulated for action researchers by Kemmis and McTaggart (1981) and quoted by Hopkins (1985).

We conclude by reminding readers who may become involved in action research that the problem of access is not resolved once one has been given permission to use the school or organization. The advice given by Hammersley and Atkinson with respect to ethnographic research is equally applicable to action research. As they say:

*[having] gained entry to a setting...by no means guarantees access to all the data available within it. Not all parts of the setting will be equally open to observation, not everyone may be willing to talk, and even the most willing informant will not be prepared, or perhaps even able, to divulge all the information available to him or her. If the data required to develop and test the theory are to be acquired, negotiation of access is therefore likely to be a recurrent preoccupation for the ethnographer. (Hammersley and Atkinson, 1983:76)*

As the authors observe, different kinds of data will demand different roles, and these in turn result in varying ethical principles being applied to the various negotiating stances.

## **Ethics and teacher evaluation**

After our brief excursus into the problems of ethics in relation to action research, an approach to classroom activities frequently concerned with the improvement of teacher performance and efficiency, it would seem logical to acknowledge the role and importance of ethics in teacher evaluation. The appraisal of teacher and headteacher performance is one that is going to play an increasingly important part as accountability, teacher needs, and management efficiency assume greater significance, as governments introduce pedagogic and curricular changes, and as market forces exert pressure on the educational system generally. By thus throwing teacher appraisal into greater relief, it becomes very important that training appraisal programmes are planned and designed in such a way as to give due recognition to the ethical implications at both school and LEA levels. With this in mind, we briefly review some basic principles and concepts formulated in the USA that may sensitize all those involved in appraisal procedures to the concomitant ethical factors.

### **Box 2.8**

Ethical principles for the guidance of action researchers

<p><i>Observe protocol:</i> Take care to ensure that the relevant persons, committees, and authorities have been consulted, informed and that the necessary permission and approval have been obtained.</p> <p><i>Involve participants:</i> Encourage others who have a stake in the improvement you envisage to shape and form the work.</p> <p><i>Negotiate with those affected:</i> Not everyone will want to be directly involved; your work should take account of the responsibilities and wishes of others.</p> <p><i>Report progress:</i> Keep the work visible and remain open to suggestions so that unforeseen and unseen</p>
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ramifications can be taken account of; colleagues must have the opportunity to lodge a protest to you.

*Obtain explicit authorizations:* This applies where you wish to observe your professional colleagues; and where you wish to examine documentation.

*Negotiate descriptions of people's work:* Always allow those described to challenge your accounts on the grounds of fairness, relevance and accuracy.

*Negotiate accounts of others' points of view (e.g. in accounts of communication):* Always allow those involved in interviews, meetings and written exchanges to require amendments which enhance fairness, relevance and accuracy.

*Obtain explicit authorization before using quotations:* Verbatim transcripts, attributed observations, excerpts of audio and video recordings, judgements, conclusions or recommendations in reports (written or to meetings).

*Negotiate reports for various levels of release:* Remember that different audiences require different kinds of reports; what is appropriate for an informal verbal report to a faculty meeting may not be appropriate for a staff meeting, a report to council, a journal article, a newspaper, a newsletter to parents; be conservative if you cannot control distribution.

*Accept responsibility for maintaining confidentiality.*

*Retain the right to report your work:* Provided that those involved are satisfied with the fairness, accuracy and relevance of accounts which pertain to them, and that the accounts do not unnecessarily expose or embarrass those involved, then accounts should not be subject to veto or be sheltered by prohibitions of confidentiality.

*Make your principles of procedure binding and known:* All of the people involved in your action research project must agree to the principles before the work begins; others must be aware of their rights in the process.

Source Adapted from Kemmis and McTaggart (1981) and quoted in Hopkins (1985)

Strike (1990), in his paper on the ethics of educational evaluation, offers two broad principles which may form the basis of further considerations in the field of valuation. These are the principle of benefit maximization and the principle of equal respect. The former, the principle of benefit maximization, holds that the best decision is the one that results in the greatest benefit for most people. It is pragmatic in the sense that it judges the rightness of our actions by their consequences or, as Strike says, the best action is the one with the best results. In British philosophical circles it is known as utilitarianism and requires us to identify the particular benefits we wish to maximize, to identify a suitable population for maximization, specify what is to count as maximization, and fully understand the consequences of our actions. The second principle, that of equal respect, demands that we respect the equal worth of all people. This requires us to treat people as ends rather than means; to regard them as free and rational; and to accept that they are entitled to the same basic rights as others. Strike then goes on to list the following ethical principles which he regards as particularly important to teacher evaluation and which may be seen in the light of the two broad principles outlined above:

1 *Due process* Evaluative procedures must ensure that judgements are reasonable: that known and accepted standards are consistently applied from case to case, that evidence is reasonable and that there are systematic and reasonable procedures for collecting and testing evidence.

2 *Privacy* This involves a right to control information about oneself, and protects people from unwarranted interference in their affairs. In evaluation, it requires that procedures are not overtly intrusive and that such evaluation pertains only to those aspects of a teacher's activity that are job related. It also protects the confidentiality of evaluation information.

3 *Equality* In the context of evaluation, this can best be understood as a prohibition against making decisions on irrelevant grounds, such as race, religion, gender, ethnicity or sexual orientation.

4 *Public perspicuity* This principle requires openness to the public concerning evaluative procedures, their purposes and their results.

5 *Humaneness* This principle requires that consideration is shown to the feelings and sensitivities of those in evaluative contexts.

6 *Client benefit* This principle requires that evaluative decisions are made in a way that respects the interests of students, parents and the public, in preference to those of educational institutions and their staff. This extends to treating participants as subjects rather than as 'research fodder'.

7 *Academic freedom* This requires that an atmosphere of intellectual openness is maintained in the classroom for both teachers and students. Evaluation should not be conducted in a way that chills this environment.

8 *Respect for autonomy* Teachers are entitled to reasonable discretion in, and to exercise reasonable judgement about, their work. Evaluations should not be conducted so as to unreasonably restrict discretion and judgement. Strike has developed these principles in a more extended and systematic form in his article. Finally, we note the three principles that Strike applies to the task of conflict resolution, to resolving the differences between teachers and the institutions in which they work as a result of the evaluation process. He recommends that where a conflict has to be resolved, remediation is to be preferred, where possible, to disciplinary action or termination; mediation is to be preferred, where possible, to more litigious forms and solutions; and that informal attempts to settle disputes should precede formal ones. We have seen throughout this chapter and in this particular section how the codification and regulation of ethical principles is proceeding apace in the USA; and that this is occurring at both a formal and informal level. In this next, penultimate, section we look a little closer at these matters and their implications for the UK.

### What makes us happy?

Happiness is all about every day, normal activities, psychologists have argued, but do we intuitively understand what strategies increase happiness or not? To find out if students knew, Tkach and Lyubomirsky (2006) asked 500 undergraduates about the strategies they used to increase their happiness.

Below are the strategies students reported using, starting with the most frequently used, down to the least. Also, for each strategy Tkach and Lyubomirsky looked at the relationship between its use and students' reported levels of happiness to see if those who used a particular strategy were actually happier.

Keep in mind that this is a correlational study. That means it can only tell us that two things - like having a social life and happiness - are related, not that one definitely causes the other. That said, there are other studies which do provide evidence of causality in some categories.

#### 1. A social life

Social **affiliation** (присоединение; прием, принятие в члены) - hanging around with friends, helping others - was the most frequently reported method of increasing happiness. It also had the strongest relationship with student's actual happiness. No surprises here. Experiments manipulating people's social activity have found that when increased it leads to more happiness. It's gratifying to see that the number 1, most frequently used strategy probably does work!

#### 2. Acting happy

Direct strategies like 'acting happy' and 'smiling' were the second most popular. While there is some experimental evidence to back this one up, Tkach and Lyubomirsky are cautious. I'd be cautious as well. 'Acting happy' might be useful as a short-term strategy but I'm not so sure about its usefulness in the long-term.

#### 3. Achieving long-term goals

The students were pretty keen on setting themselves long-term goals for personal achievement, and then sticking to them. This was a relatively popular strategy for increasing happiness and there are also a good few studies to back up this finding. Well done to the students!

#### 4. Passive leisure **pursuits** (занятие)

Here's the first bad boy. Passive leisure, like watching TV or playing video games, while relatively popular, showed no connection with happiness. Experimental studies back this up finding few benefits for happiness from passive leisure activities. So, once again, it's time to chuck out the idiot box and the Xbox.

#### 5. Active leisure pursuits

No question about this one. It's very well established that active leisure pursuits like running or cycling increase happiness. What's worrying is that these pursuits come lower down the list than passive leisure pursuits.

#### 6. Religion

This was a relatively unpopular strategy for increasing happiness, although it is reasonably well-established that religion and being happy go together. Tkach and Lyubomirsky suggest the

reason for this connection could be to do with social connectedness, having a sense of purpose in life or even reduced alcohol consumption.

#### 7. Partying and clubbing

Perhaps surprisingly amongst university students this was relatively unpopular as a happiness-enhancing activity. It's just as well since those who partied more weren't any happier, once their extraversion was taken into account.

#### 8. Mental control

This is the second bad boy. It centres around thinking bad thoughts: both contemplating them and trying to suppress them. This category was significantly associated with being unhappy. Indeed, previous research has found that both ruminating on negative thoughts and trying to suppress negative thoughts leads to unhappiness.

#### A (mostly) positive message

This last category of mental control really stands out: what on earth is it doing on a list of strategies to increase happiness? Statistically it was the strongest predictor of unhappiness. This suggests that a significant minority of people have exactly the wrong idea about what strategies increase happiness.

Passive leisure pursuits is the other category that stands out. All the other categories in the top 6 have at least some connection with happiness. This one has none and yet there it is at number 4 in the list.

The positive message is that generally the strategies that people use to increase their happiness do actually work. We're relying on self-reports here, so people could well be misrepresenting what they actually do - but at least they mostly know what they're supposed to be doing.

### **The id, the ego, and the superego**

Freudian psychological reality begins with the world, full of objects. Among them is a very special object, the organism. The organism is special in that it acts to survive and reproduce, and it is guided toward those ends by its needs — hunger, thirst, the avoidance of pain, and sex.

A part — a very important part — of the organism is the nervous system, which has as one its characteristics a sensitivity to the organism's needs. At birth, that nervous system is little more than that of any other animal, an «it» or id. The nervous system, as id, translates the organism's needs into motivational forces, which are instincts or drives. Freud also called them wishes. This translation from need to wish is called the primary process.

The id works in keeping with the pleasure principle, which can be understood as a demand to take care of needs immediately. Just picture the hungry infant, screaming itself blue. It doesn't «know» what it wants in any adult sense; it just knows that it wants it and it wants it now. The infant, in the Freudian view, is pure, or nearly pure id. And the id is nothing if not the psychic representative of biology.

Unfortunately, although a wish for food, such as the image of a juicy steak, might be enough to satisfy the id, it isn't enough to satisfy the organism. The need only gets stronger, and the wishes just keep coming. You may have noticed that, when you haven't satisfied some need, such as the need for food, it begins to demand more and more of your attention, until there comes a point where you can't think of anything else. This is the wish or drive breaking into consciousness.

Luckily for the organism, there is that small portion of the mind we discussed before, the conscious, that is hooked up to the world through the senses. Around this little bit of consciousness, during the first year of a child's life, some of the «it» becomes «I», some of the id becomes ego. The ego relates the organism to reality by means of its consciousness, and it searches for objects to satisfy the wishes that id creates to represent the organism's needs. This problem-solving activity is called the secondary process.

The ego, unlike the id, functions according to the reality principle, which says «take care of a need as soon as an appropriate object is found». It represents reality and, to a considerable extent, reason.

However, as the ego struggles to keep the id (and, ultimately, the organism) happy, it meets with obstacles in the world. It occasionally meets with objects that actually assist it in attaining its goals. And it keeps a record of these obstacles and aides. In particular, it keeps track of the rewards and punishments meted



out by two of the most influential objects in the world of the child — mom and dad. This record of things to avoid and strategies to take becomes the superego. It is not completed until about seven years of age. In some people, it never is completed.

There are two aspects to the superego: One is the conscience, which is an internalization of punishments and warnings. The other is called the ego ideal. It derives from rewards and positive models presented to the child. The conscience and ego ideal communicate their requirements to the ego with feelings like pride, shame, and guilt.

It is as if we acquired, in childhood, a new set of needs and accompanying wishes, this time of social rather than biological origins. Unfortunately, these new wishes can easily conflict with the ones from the id. You see, the superego represents society, and society often wants nothing better than to have you never satisfy your needs at all.

Freud's therapy has been more influential than any other, and more influential than any other part of his theory. Here are some of the major points:

Relaxed atmosphere. The client must feel free to express anything. The therapy situation is in fact a unique social situation, one where you do not have to be afraid of social judgment or ostracism. In fact, in Freudian therapy, the therapist practically disappears. Add to that the physically relaxing couch, dim lights, sound-proof walls, and the stage is set.

Free association. The client may talk about anything at all. The theory is that, with relaxation, the unconscious conflicts will inevitably drift to the fore. It isn't far off to see a similarity between Freudian therapy and dreaming. However, in therapy, there is the therapist, who is trained to recognize certain clues to problems and their solutions that the client would overlook.

Resistance. One of these clues is resistance. When a client tries to change the topic, draws a complete blank, falls asleep, comes in late, or skips an appointment altogether, the therapist says «aha». These resistances suggest that the client is nearing something in his free associations that he — unconsciously, of course — finds threatening.

Dream analysis. In sleep, we are somewhat less resistant to our unconscious and we will allow a few things, in symbolic form, of course, to come to awareness. These wishes from the id provide the therapist and client with more clues. Many forms of therapy make use of the client's dreams, but Freudian interpretation is distinct in the tendency to find sexual meanings.

Parapraxes. A parapraxis is a slip of the tongue, often called a Freudian slip. Freud felt that they were also clues to unconscious conflicts. Freud was also interested in the jokes his clients told. In fact, Freud felt that almost everything meant something almost all the time — dialing a wrong number, making a wrong turn, misspelling a word, were serious objects of study for Freud. However, he himself noted, in response to a student who asked what his cigar might be a symbol for, that «sometimes a cigar is just a cigar». Or is it?

Other Freudians became interested in projective tests, such as the famous Rorschach or inkblot tests. The theory behind these test is that, when the stimulus is vague, the client fills it with his or her own unconscious themes. Again, these could provide the therapist

### **How Culture Affects The Recognition Of Emotions**

*April 2008* - Research from the University of Alberta, Canada and Hokkaido University, Japan published in the *Journal of Personality and Social Psychology* has found significant differences in how people from eastern and western cultures assess interpersonal situations.

In the course of two studies, participants viewed group photographs comprising one central and four background figures. Researchers manipulated the facial emotions of all five (happy, angry, or sad) and asked participants to determine the dominant emotion of the central figure. The study found that 72 per cent of Japanese participants reported that their judgment was influenced by emotions displayed by all the figures in the group, while a similar percentage of North Americans reported not being influenced by the background figures at all.

Co-author Takahiko Masuda, a psychology professor from the University of Alberta said:

"What we found is quite interesting. Our results demonstrate that when North Americans are trying to figure out how a person is feeling, they selectively focus on that particular person's facial expression, whereas Japanese consider the emotions of the other people in the situation."

Researchers confirmed these findings by monitoring participants' eye movements demonstrating that Japanese looked at the surrounding people more than their western counterparts. While both groups looked to the central figure during the first second of viewing, Japanese participants immediately switched to the background figures while westerners continued to focus on the central figure.

Takahiko Masuda commented:

"East Asians seem to have a more holistic pattern of attention, perceiving people in terms of the relationships to others. People raised in the North American tradition often find it easy to isolate a person from its surroundings, while East Asians are accustomed to read the air 'kuuki wo yomu' of the situation through their cultural practices, and as a result, they think that even surrounding people's facial expressions are an informative source to understand the particular person's emotion."

### **Recognizing and Remembering Faces**

*December 2010* - The ability to recognize and remember faces is best when we are aged 30-34 - ten years later than most of our other mental abilities - according to research to be presented in the journal *Cognition*.

Laura T. Germine and Ken Nakayama of Harvard University and Bradley Duchaine of Dartmouth College have found that face recognition may require years of practice to perfect. According to Laura Germaine:

"We all look at faces, and practice face-watching, all the time. It may be that the parts of the brain we use to recognize faces require this extended period of tuning in early adulthood to help us learn and remember a wide variety of different faces."

The researchers tested 44,000 volunteers ages 10 to 70 on recognition of computer-generated faces using the web-based [Cambridge Face Memory Test](#). While skill at mental tasks such as remembering names was best between the ages of 23 and 24, skill at face-recognition ability rose sharply from age 10 to 20 and then improved slowly through the 20s to reach a peak between 30 and 34. Similar results were found in another experiment with computer-generated children's faces. The best results were shown by individuals in their early 30s, with face recognition declining slowly with older people. The ability of 65-year-olds roughly matched that of 16-year-olds.

Laura Germine concluded:

"Research on cognition has tended to focus on development, to age 20, and aging, after age 55. Our work shows that the 35 years in between, previously thought to be fairly static, may in fact be more dynamic than many scientists had expected."

### ***Why Do We Never Forget a Face?***

*January 2007* - A study by researchers from Vanderbilt University published in *Psychonomic Bulletin and Review* has found that we are able to remember more faces compared to other objects and that faces are retained best in our short-term memory. They suggest that our expertise in remembering faces allows them to be packaged better for memory.

Kim Curby, post-doctoral researcher at Yale University and primary author compared this to packing a suitcase:

"How much you can fit in a bag depends on how well you pack it. In the same way, our expertise in 'packaging' faces means that we can remember more of them."

The study focuses on visual short-term memory (VSTM), a component with limited capacity that helps us process and briefly remember images and objects. Participants were asked to study up to five faces displayed on a screen for varying lengths of time to a maximum of four seconds. Later they were presented with a single face and asked to decide if it was part of the original group. Results were compared with other objects such as watches or cars.

The researchers found that when displays were studied for half a second, more objects than faces were stored in VSTM. They suggest that more time was needed for encoding because faces have greater complexity. However, when given four seconds, an advantage for faces emerged. This

outcome was only obtained for faces encoded in the familiar upright orientation; those encoded upside-down showed no such advantage. They suggest that experience leads to upright faces being encoded using the whole configuration not just the parts.

Isabel Gauthier, associate professor of psychology and co-author said:

"Our results show that we can store more faces than other objects in our visual short-term memory. We believe this happens because of the special way in which faces are encoded."

The authors suggest that this research has practical implications for the way we use VSTM, for example in complex social situations or in training people in other categories of objects. They point out that short-term memory is vital to continuity of understanding, serving as temporary storage for information in current use.

Isabel Gauthier explained:

"Our work is the first to show an advantage in capacity for faces over other objects. Our results suggest that because experience leads you to encode upright faces in a different manner (not only using the parts, but using the whole configuration) you can store more faces in VSTM."

Kim Curby said:

"What's striking about this is that some of the most prominent, current theories suggest that the capacity of VSTM is set in stone, unalterable by experience. However, our results clearly show that expert learning impacts VSTM capacity."

The authors plan to study VSTM capacity in experts in other complex objects, such as cars. They also intend to use brain imaging to identify mechanisms in the brain by which faces are encoded more efficiently than other objects.

### **Perceiving Emotions**

*October 2010* - Research from the Waseda Institute for Advanced Study in Tokyo, published in *Psychological Science*, compared how Japanese and Dutch people assess another's emotions. The study found that Japanese people pay more attention to the tone of voice than facial expression. The reverse was the case for Dutch participants.

Researchers recorded Japanese and Dutch actors expressing the neutral phrase 'is that so?' in angry and happy ways. Videos were edited to match angry tone with happy facial expression and vice versa. Japanese and Dutch volunteers watched the videos in both languages and were asked to assess whether the person was happy or angry. The study found that Japanese participants paid more attention to vocal tone, even when instructed to concentrate on facial expression. Researchers suggest this reflects different ways of communicating that may lead to misunderstandings.

Researcher Akihiro Tanaka commented:

"I think Japanese people tend to hide their negative emotions by smiling, but it's more difficult to hide negative emotions in the voice."

Japanese people may be used to listening for emotional cues. A Dutch person used to the voice and face matching may see a Japanese person smiling and overlook the upset tone, thereby reaching the wrong conclusion about the person's mood.

### ***Detecting false smiles***

Research by Masaki Yuki (Hokkaido University), William Maddux (INSEAD) and Takahiko Masuda (University of Alberta) published in the *Journal of Experimental Social Psychology* in 2007 compared Japanese and American interpretations of computerized icons and human images showing a range of emotions.

Findings suggest that where emotional control is the cultural norm (e.g. Japan) eyes are the key to interpretation. In cultures where there is more open expression of emotion (e.g. USA) the mouth is the main focus.

Takahiko Masuda commented:

"We think it is quite interesting and appropriate that a culture that tends to mask its emotions, such as Japan, would focus on a person's eyes when determining emotion, as eyes tend to be quite subtle. In the United States, where overt emotion is quite common, it makes sense to focus on the mouth, which is the most expressive feature on a person's face."

Researchers also detected these differences in interpretation of computer emoticons, used in email and text messaging. Japanese emoticons distinguish happiness and sadness in depiction of the eyes, while American emoticons use direction of the mouth. The results suggest that Japanese may be better at detecting "false smiles".

Takahiko Masuda said:

"These findings go against the popular theory that the facial expressions of basic emotions can be universally recognized. A person's culture plays a very strong role in determining how they will perceive emotions and needs to be considered when interpreting facial expression."

## **7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины**

### **а) Основная учебная литература:**

1. Ручкина, Е. М. Бизнес поведение. Основы основ для будущих психологов = Business Behaviour. Core Essentials for Future Psychologists : учебное пособие по английскому языку / Е. М. Ручкина. — Саратов : Ай Пи Эр Медиа, 2018. — 91 с. — ISBN 978-5-4486-0053-1. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/71554.html>

2. Английский язык для гуманитариев : учебник для студентов вузов, обучающихся по гуманитарно-социальным специальностям / М. В. Золотова, И. А. Горшенева, Л. А. Артамонова [и др.] ; под редакцией М. В. Золотовой, И. А. Горшениевой. — Москва : ЮНИТИ-ДАНА, 2017. — 368 с. — ISBN 978-5-238-02465-3. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/81614.html>

### **б) дополнительная учебная литература:**

1. Алибекова, А. З. Учебно-методическое пособие по английскому языку для самостоятельной работы студентов I курса уровня неязыковых специальностей : методическое пособие для самостоятельной работы студентов I курса / А. З. Алибекова. — Астана : Казахский гуманитарно-юридический университет, 2016. — 50 с. — ISBN 2227-8397. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/49574.html>

2. Дроздова, Т. Ю. English Grammar. Reference and Practice : учебное пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. — 11-е изд. — СПб. : Антология, 2018. — 464 с. — ISBN 978-5-9909598-9-7. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/86215.html>

3. Тырникова, Н. Г. Пособие по английской грамматике для бакалавров 1–2 курсов / Н. Г. Тырникова. — Саратов : Саратовская государственная консерватория имени Л.В. Собинова, 2018. — 74 с. — ISBN 978-5-94841-300-6. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/87061.html>

## **8. Методические указания для обучающихся по освоению дисциплины**

Вид деятельности	Методические указания по организации деятельности обучающегося
Лекция	В ходе лекций раскрываются основные вопросы в рамках рассматриваемых тем, которые должны быть приняты обучающимися во

	<p>внимание. Обучающиеся должны конспектировать материал, т.е. кратко, схематично, последовательно фиксировать основные положения, выводы, формулировки, обобщения. Материалы лекций необходимо систематически прорабатывать. Если самостоятельно не удастся разобраться в материале, необходимо сформулировать вопрос и задать преподавателю на консультации, на практическом занятии. Материалы лекций являются основой для подготовки обучающихся к практическим занятиям.</p>
<p>Практические занятия (работа с текстом, выполнение грамматических/лексических заданий, участие в обсуждении, составление диалога, сообщение по теме)</p>	<p>При подготовке к работе с текстом прочитать текст вслух и перевести, пользуясь словарем; быть готовым понимать большие сложные в языковом отношении художественные, профессионально ориентированные тексты, статьи и сообщения по современной проблематике при необходимости пользуясь словарем. Быть готовым понимать развернутые сообщения преподавателя, связанные с бытовой, учебной, а также профессионально-ориентированной тематикой. Если заданием была подготовка доклада, диалога, дискуссии, необходимо запомнить текст своего выступления, с тем чтобы не читать его, а рассказывать.</p>
<p>Лексический диктант</p>	<p>При подготовке к написанию диктанта или сочинения/эссе повторить лексический и грамматический материал, правила словообразования, структуру предложения</p>
<p>Групповая дискуссия</p>	<p>Групповая дискуссия - это средство, которое позволяет определить уровень сформированности профессиональных компетенций в условиях максимально приближенных к профессиональной среде. Для проведения групповой дискуссии лектор или преподаватель, ведущий семинарские занятия, предлагают наиболее актуальную тему из реальной общественно-политической обстановки, и ставят перед аудиторией проблемные аспекты, на которые обучающийся должен обратить особое внимание, сформировать свою правовую позицию, обосновать ее и подготовиться к участию в дискуссии. Проведение групповой дискуссии предполагает увидеть сформированность у обучающегося соответствующих компетенций, в том числе умение ставить проблему, обосновывать пути ее возможного разрешения, умение вести цивилизованный диалог, отстаивать свою точку зрения, аргументировано отвечать на правовые позиции иных участников групповой дискуссии.</p>
<p>Презентация</p>	<p>В современных условиях необходимо иметь навыки по представлению своих исследований в форме электронных презентаций. Для этого на основании ранее подготовленных материалов Вам необходимо подготовить презентации в программе «Power Point».</p> <p><b>Требования к содержанию и оформлению:</b></p> <p><b>1. Требования к содержанию презентации:</b></p> <p><input type="checkbox"/> Если это научный доклад или презентация сложного исследования (диплом, курсовая работа, проект) на отдельных слайдах следует обозначить цель и задачи своего исследования. Завершиться презентация должна выводом.</p> <p><input type="checkbox"/> Презентация должна полно отражать содержание подготовленного выступления. Для того чтобы Вам легче было это сделать составьте подробный план своего выступления. Этот план и</p>

	<p>будет заголовками ваших основных слайдов в презентации.</p> <ul style="list-style-type: none"> <li>□ Презентация – это сокращенное изложение Ваших материалов, поэтому не надо переписывать текст из доклада. Постарайтесь изложить материалы в виде тезисов, состоящих из коротких нераспространенных предположений.</li> <li>□ Если в докладе основной материал – это текст, то в презентации большое место должны занять иллюстративные материалы: графики, схемы, цифры. Комментарии к ним не стоит писать в слайды, Вы их сделаете устно. Те цифры или данные, на которые Вы хотите, чтобы Ваши слушатели обратили внимание, следует выделить контрастным цветом.</li> </ul> <p><i>2. Требования к оформлению слайдов.</i></p> <ul style="list-style-type: none"> <li>□ Любая презентация обязательно должна включать титульный лист, на котором нужно обозначить тему доклада и поставить фамилию автора. Если доклад длинный стоит сделать еще один вступительный слайд, на котором слушателей ознакомить с планом Вашего выступления.</li> <li>□ Если Вы хорошо умеете пользоваться программой «Power Point» Вы можете самостоятельно выбрать способ оформления своих слайдов. Если нет, воспользуйтесь шаблонами оформления, которые есть в программе. При выборе шаблона, помните, что ее дизайн не должен контрастировать с содержанием. Если у Вас серьезный доклад, стоит выбирать более строгие шаблоны.</li> </ul> <p>- Не делайте слишком много слайдов. Вы будете не просто читать, но и комментировать слайды. На это уходит примерно 1,5 – 2 минуты на каждый слайд, поэтому для пяти минутного выступления не следует делать более 5 содержательных слайдов. Практические рекомендации по использованию программы MS PowerPoint можно получить на сайтах</p> <p><a href="http://www.it-n.ru/materials.aspx?cat_no=242">http://www.it-n.ru/materials.aspx?cat_no=242</a>  <a href="http://www.spsl.nsc.ru/win/obsemin/obswin/o_nov.html">http://www.spsl.nsc.ru/win/obsemin/obswin/o_nov.html</a></p>
Реферат/доклад	<p>Поиск литературы и составление библиографии, использование от 3 до 5 научных работ, изложение мнения авторов и своего суждения по выбранному вопросу; изложение основных аспектов проблемы. Ознакомиться со структурой и оформлением реферата.</p> <p>обучающийся вправе избрать для реферата (доклада) любую тему в пределах программы учебной дисциплины. Важно при этом учитывать ее актуальность, научную разработанность, возможность нахождения необходимых источников для изучения темы реферата (доклада), имеющиеся у обучающегося начальные знания и личный интерес к выбору данной темы.</p> <p>После выбора темы реферата (доклада) составляется перечень источников (монографий, научных статей, законодательных и иных нормативных правовых актов, справочной литературы, содержащей комментарии, статистические данные, результаты социологических исследований и т.п.).</p> <p>Реферат (доклад) - это самостоятельная учебно-исследовательская работа обучающегося, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее. Содержание материала должно быть логичным, изложение материала носит проблемно-поисковый характер.</p> <p>Примерные этапы работы над рефератом (докладом): формулирование</p>

	<p>темы (тема должна быть актуальной, оригинальной и интересной по содержанию); подбор и изучение основных источников по теме (как правило, не менее 7); составление библиографии; обработка и систематизация информации; разработка плана; написание реферата (доклада); публичное выступление с результатами исследования (на семинаре, на заседании предметного кружка, на студенческой научно-практической конференции, на консультации).</p> <p>Реферат (доклад) должен отражать: знание современного состояния проблемы; обоснование выбранной темы; использование известных результатов и фактов; полноту цитируемой литературы, ссылки на работы ученых, занимающихся данной проблемой; актуальность поставленной проблемы; материал, подтверждающий научное, либо практическое значение в настоящее время.</p> <p>Защита реферата или выступление с докладом продолжается в течение 5-7 минут по плану. Выступающему, по окончании представления реферата (доклада), могут быть заданы вопросы по теме реферата (доклада).</p> <p>Рекомендуемый объем реферата 10-15 страниц компьютерного (машинописного) текста, доклада – 2-3 страницы.</p>
Тест	<p>При подготовке к выполнению теста (промежуточного/итогового) необходимо повторить изученный грамматический и лексический материал, страноведческие темы, указания по оформлению деловых документов.</p>
Самостоятельная работа	<p>Самостоятельная работа проводится с целью: систематизации и закрепления полученных теоретических знаний и практических умений обучающихся; углубления и расширения теоретических знаний обучающихся; формирования умений использовать справочную документацию, учебную и специальную литературу; развития познавательных способностей и активности обучающихся: творческой инициативы, самостоятельности, ответственности, организованности; формирование самостоятельности мышления, способностей к саморазвитию, совершенствованию и самоорганизации; формирования профессиональных компетенций; развитию исследовательских умений обучающихся.</p> <p>Формы и виды самостоятельной работы обучающихся: чтение основной и дополнительной литературы – самостоятельное изучение материала по рекомендуемым литературным источникам; работа с библиотечным каталогом, самостоятельный подбор необходимой литературы; работа со словарем, справочником; поиск необходимой информации в сети Интернет; реферирование источников; составление аннотаций к прочитанным литературным источникам; составление и разработка терминологического словаря; составление хронологической таблицы; составление библиографии (библиографической картотеки); подготовка к различным формам текущей и промежуточной аттестации (к тестированию, контрольной работе, зачету, экзамену, зачету с оценкой); выполнение домашних контрольных работ; самостоятельное выполнение практических заданий репродуктивного типа (ответы на вопросы, задачи, тесты; выполнение творческих заданий).</p> <p>Технология организации самостоятельной работы обучающихся включает использование информационных и материально-технических ресурсов образовательного учреждения: библиотеку с читальным залом,</p>

	<p>укомплектованную в соответствии с существующими нормами; учебно-методическую базу учебных кабинетов, лабораторий и зала кодификации; компьютерные классы с возможностью работы в сети Интернет; аудитории (классы) для консультационной деятельности; учебную и учебно-методическую литературу, разработанную с учетом увеличения доли самостоятельной работы обучающихся, и иные методические материалы.</p> <p>Перед выполнением обучающимися внеаудиторной самостоятельной работы преподаватель проводит консультирование по выполнению задания, который включает цель задания, его содержания, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценки. Во время выполнения обучающимися внеаудиторной самостоятельной работы и при необходимости преподаватель может проводить индивидуальные и групповые консультации. Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, уровня умений обучающихся.</p> <p>Контроль самостоятельной работы обучающихся предусматривает: соотнесение содержания контроля с целями обучения; объективность контроля; валидность контроля (соответствие предъявляемых заданий тому, что предполагается проверить); дифференциацию контрольно-измерительных материалов.</p> <p>Формы контроля самостоятельной работы: просмотр и проверка выполнения самостоятельной работы преподавателем; организация самопроверки, взаимопроверки выполненного задания в группе; обсуждение результатов выполненной работы на занятии; проведение письменного опроса; проведение устного опроса; организация и проведение индивидуального собеседования; организация и проведение собеседования с группой; защита отчетов о проделанной работе.</p>
Подготовка к зачету/ экзамену	При подготовке к экзамену необходимо повторить все ранее изученные темы, самостоятельно составить сообщения на заданные темы, быть готовым отвечать на вопросы по экзаменационным/зачетным темам.

### **9. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине**

Учебная аудитория для проведения учебных занятий семинарского типа (для практической подготовки, в т.ч. практических занятий), текущего контроля и промежуточной аттестации. (ауд 403)

Оснащение: столы – 22 шт., стулья – 36 шт., учебная доска – 1 шт., компьютеры – 15 шт., проектор – 1 шт., экран – 1 шт.

Учебная аудитория для самостоятельной работы обучающихся, оснащенная компьютерной техникой с возможностью подключения к сети Интернет и обеспечением доступа в электронную информационно-образовательную среду организации (ауд 404)

Оснащение: столы – 25 шт., стулья – 40 шт., учебная доска – 1 шт., компьютеры – 15 шт., принтер – 1 шт., сканер – 1 шт.

Учебная аудитория для самостоятельной работы обучающихся, оснащенная компьютерной техникой с возможностью подключения к сети Интернет и обеспечением доступа в электронную информационно-образовательную среду



у организации (ауд 406)

Оснащение: столы – 23 шт., стулья – 30 шт., компьютеры – 16 шт., проектор – 1 шт., принтер- 1 шт., сканер – 1 шт., экран – 1 шт.

## **10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, в том числе комплект лицензионного программного обеспечения, электронно-библиотечные профессиональные базы данных и информационные справочные системы**

### **10.1. Лицензионное программное обеспечение**

Не предусмотрено

### **10.2. Электронно-библиотечная система:**

Электронная библиотечная система (ЭБС): <http://www.iprbookshop.ru/>

### **10.3. Современные профессиональные базы данных:**

1. Сайт британского телеканала. <http://www.bbc.co.uk/>
2. Электронная энциклопедия. <http://en.wikipedia.org/wiki/>
3. Американский научный журнал. <http://www.sciam.com/>
4. Электронный журнал американского научного общества. <http://www.ams.org/notices/>
5. Демонстрационные тесты по иностранному языку [www.fepo.ru](http://www.fepo.ru)
6. Электронный словарь Мультитран [www.multitran.ru](http://www.multitran.ru)

## **11. Особенности реализации дисциплины для инвалидов и лиц с ограниченными возможностями здоровья**

Для обеспечения образования инвалидов и обучающихся с ограниченными возможностями здоровья разрабатывается адаптированная образовательная программа, индивидуальный учебный план с учетом особенностей их психофизического развития и состояния здоровья, в частности применяется индивидуальный подход к освоению дисциплины, индивидуальные задания: рефераты, письменные работы и, наоборот, только устные ответы и диалоги, индивидуальные консультации, использование диктофона и других записывающих средств для воспроизведения лекционного и семинарского материала.

В целях обеспечения обучающихся инвалидов и лиц с ограниченными возможностями здоровья библиотека комплектует фонд основной учебной литературой, адаптированной к ограничению их здоровья, предоставляет возможность удаленного использования электронных образовательных ресурсов, доступ к которым организован в ОАНО ВО «МПСУ». В библиотеке проводятся индивидуальные консультации для данной категории пользователей, оказывается помощь в регистрации и использовании сетевых и локальных электронных образовательных ресурсов, предоставляются места в читальных залах, оборудованные программами не визуального доступа к информации, экранными увеличителями и техническими средствами усиления остаточного зрения: Microsoft Windows 7, Центр специальных возможностей, Экранная лупа; Microsoft Windows 7, Центр специальных возможностей, Экранный диктор; Microsoft Windows 7, Центр специальных возможностей, Экранная клавиатура; экранная лупа OneLoupe; речевой синтезатор «Голос».

## 12. Лист регистрации изменений

Рабочая программа учебной дисциплины обсуждена и утверждена на заседании Ученого совета от «25» апреля 2022 г. протокол №\_9\_

№ п/п	Содержание изменения	Реквизиты документа об утверждении изменения	Дата введения изменения
1.	Утверждена решением Ученого совета на основании Федерального государственного образовательного стандарта высшего образования по направлению подготовки 44.03.02 Психолого-педагогическое образование (уровень бакалавриата), утвержденного приказом Министерства образования и науки РФ от 22.02. 2018 г. N 122 (с изменениями и дополнениями).	Протокол заседания Ученого совета от «25» апреля 2022 года протокол №_9_	
2.			
3.			