Образовательная автономная некоммерческая организация высшего образования
«Московский психолого-социальный университет»

УТВЕРЖДАЮ

Первый проректор ОАНО ВО МПСУ
_____ Замолоцких Е.Г.
«30» января 2023 г.

Факультет психологии

Рабочая программа учебной дисциплины

Иностранный язык в профессиональной деятельности

Направление подготовки
37.03.01 Психология

Направленность (профиль) подготовки
Психология управления персоналом

Квалификация (степень) выпускника
Бакалавр

Форма обучения
очная, очно-заочная

Составители программы:

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Москва
2023

Лист согласований

Рабочая программа дисциплины «Иностранный язык в профессиональной деятельности» по направлению подготовки 37.03.01 Психология, направленность (профиль): Психология управления персоналом, разработана на основании Федерального государственного образовательного стандарта высшего образования по направлению подготовки 37.03.01 Психология, утвержденного приказом Министерства науки и высшего образования РФ от 29 июля 2020 г. № 839, Профессиональных стандартов: 01.002 Профессиональный стандарт «Педагог-психолог (психолог в сфере образования)» утвержденный приказом Министерства труда и социальной защиты Российской Федерации от 24 июля 2015 г. № 514н (зарегистрирован Министерством юстиции Российской Федерации 18 августа 2015 г., регистрационный № 38575); 07.003 Профессиональный стандарт «Специалист по управлению персоналом», утвержденный приказом Министерства труда и социальной защиты Российской Федерации от 06 октября 2015 г № 691н. (зарегистрирован в Министерстве юстиции Российской Федерации 19 октября 2015г., (регистрационный номер № 39362); Единого квалификационного справочника должностей руководителей, специалистов и служащих, утвержденного приказом Министерства здравоохранения и социального развития Российской Федерации от 11 января 2011 г. № 1н (зарегистрирован Министерством юстиции Российской Федерации 23 марта 2011 г., регистрационный № 20237), согласована и рекомендована к утверждению:

Декан факультета Психологии   _____ Е.М. Корж

Зав. каф. гуманитарных и естественнонаучных дисциплин   _____ Ю.П. Молоканова

СОДЕРЖАНИЕ

1. Аннотация к дисциплине

Рабочая программа дисциплины «Иностранный язык в профессиональной деятельности» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 37.03.01 Психология, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 29.07.2020г. № 839.

Рабочая программа содержит обязательные для изучения темы по дисциплине «Иностранный язык в профессиональной деятельности». 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 обязательную часть Блока1 Дисциплины (модули) учебных планов направления подготовки 37.03.01 Психология, уровень бакалавриата.

Дисциплина изучается на 2 курсе, в 4 семестре для очной, очно-заочной форм обучения. Формы контроля: зачет – в 4 семестре.

Цель освоения дисциплины «Иностранный язык в профессиональной деятельности» – формирование профессионально ориентированной языковой компетенции у обучающихся для обеспечения уровня знаний и умений, позволяющих пользоваться иностранным языком в различных областях профессиональной деятельности, научной и практической работе, в общении с зарубежными партнерами, для самообразовательных и других целей.

Основные задачи дисциплины:

1. Актуализация теоретических основ учебной дисциплины.
2. Формирование устойчивых умений продуктивного плана (говорение, письмо) и рецептивного плана (чтение, аудирование) для осуществления профессиональной коммуникации на иностранном языке.
3. Обучение сознательному отбору языковых средств для выражения своих мыслей в различных ситуациях речевого общения в рамках изученных профессиональных тем.
4. Формирование лексико-грамматических умений перевода информации с иностранного языка на русский и с русского языка на иностранный для решения задач профессионального характера.
5. Совершенствование личностных качеств обучающихся, связанных с формированием навыков самообразования, расширение страноведческого и общекультурного кругозора, ростом профессиональной компетенции.

Компетенции обучающегося, формируемые в результате освоения дисциплины:

УК-4.1 – Выбирает коммуникативно приемлемые стиль и средства взаимодействия в общении на государственном языке РФ и иностранном(-ых) языках, в том числе с использованием средств информационно-коммуникационных технологий (ИКТ).

УК-4.2 – Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках.

УК-4.3 – Использует диалог для сотрудничества в социальной и профессиональной сферах.

УК-4.4 – Выполняет перевод профессиональных текстов с иностранного(-ых) на государственный язык РФ и с государственного языка РФ на иностранный(-ые).

2. Перечень планируемых результатов обучения, 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) на основе Профессиональных стандартов: 01.002 Профессиональный стандарт «Педагог-психолог (психолог в сфере образования)» утвержденный приказом Министерства труда и социальной защиты Российской Федерации от 24 июля 2015 г. № 514н (зарегистрирован Министерством юстиции Российской Федерации 18 августа 2015 г., регистрационный № 38575); 07.003 Профессиональный стандарт «Специалист по управлению персоналом», утвержденный приказом Министерства труда и социальной защиты Российской Федерации от 06 октября 2015 г № 691н. (зарегистрирован в Министерстве юстиции Российской Федерации 19 октября 2015г., (регистрационный номер № 39362); Единого квалификационного справочника должностей руководителей, специалистов и служащих, утвержденного приказом Министерства здравоохранения и социального развития Российской Федерации от 11 января 2011 г. № 1н (зарегистрирован Министерством юстиции Российской Федерации 23 марта 2011 г., регистрационный № 20237).

Код компетенции	Результаты освоения ООП (содержание компетенций)	Код и наименование индикатора достижения УК	Формы образовательной деятельности, способствующие формированию и развитию компетенции
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	**УК-4.1.** Выбирает коммуникативно приемлемые стиль и средства взаимодействия в общении на государственном языке РФ и иностранном(-ых) языках, в том числе с использованием средств информационно-коммуникационных технологий (ИКТ).	Контактная работа: Лекции. Практические занятия. Самостоятельная работа
		УК-4.2. Ведет деловую переписку на государственном языке РФ и иностранном(-ых) языках.	
		УК-4.3. Использует диалог для сотрудничества в социальной и профессиональной сферах.	
		УК-4.4. Выполняет перевод профессиональных текстов с иностранного(-ых) на государственный язык РФ и с государственного языка РФ на иностранный(-ые).	

3. Объем дисциплины 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 3 зачетных единицы.

Объём дисциплины	Всего часов	
	очная форма обучения	очно-заочная форма обучения

Общая трудоемкость дисциплины	108	
Контактная работа обучающихся с преподавателем (всего)	36	20
Аудиторная работа (всего):	36	20
в том числе:		
Лекции	–	–
семинары, практические занятия	36	20
лабораторные работы	–	–
Консультация	–	–
Внеаудиторная работа (всего):	72	88
в том числе:		
Самостоятельная работа обучающихся (всего)	72	88
Контроль	–	–
Вид промежуточной аттестации обучающегося	зачет – 4 семестр	зачет – 4 семестр

3.1 Объём дисциплины по видам учебных занятий (в часах)

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)

для очной формы обучения

№п/п	Разделы и темы дисциплины	Семестр	Всего	Лекции	Практикум. Лабораторные занятия	Практические занятия /семинары	Самостоятельная работа	Контрольная работа	Курсовая работа	Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации *(по семестрам)*
Раздел 1. Psychology as a science. Basic approaches in psychology									
1	Behaviorism	4	10			3	7			Опрос. Чтение и перевод текста. Доклад.
2	Cognitivism	4	10			3	7			Опрос. Чтение и перевод текста. Доклад.

3	Humanistic Approach		10			3	7		Опрос. Чтение и перевод текста. Доклад.
Раздел 2 Social Psychology									
4	Interpersonal Attraction	4	9			3	6		Опрос. Чтение и перевод текста.
5	Verbal and Nonverbal Communication	4	9			3	6		Опрос. Чтение и перевод текста. Доклад.
6	Understanding Relations and Multiculturalism		10			4	6		Опрос. Чтение и перевод текста. Групповая дискуссия.
Раздел 3. Clinical psychology									
7	Classification of mental disorders	4	11			4	7		Опрос. Чтение и перевод текста. Доклад с презентацией
8	Bipolar Disorders	4	10			3	7		Опрос. Чтение и перевод текста. Доклад.
9	Stress at work. Stress management		10			3	7		Опрос. Чтение и перевод текста. Доклад.
Раздел 4. Career in psychology									
10	Career options	4	10			4	6		Опрос. Чтение и перевод текста. Доклад с презентацией
11	Counselling	4	9			3	6		Опрос. Чтение и перевод текста. Тест.
	Зачет	4	+						Собеседование по вопросам к зачету
	ИТОГО		108	–	–	36	72		

для очно-заочной формы обучения

№п/п	Разделы и темы дисциплины		Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)						Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации *(по семестрам)*
			Всего	**Из них аудиторные занятия**					
		Семестр		Лекции	Практикум. Лабораторные занятия	Практические занятия /семинары	Самостоятельная работа	Контрольная работа	Курсовая работа	

Раздел 1. Psychology as a science. Basic approaches in psychology										
1	Behaviorism	4	10			2	8			Опрос. Чтение и перевод текста. Доклад.
2	Cognitivism	4	10			2	8			Опрос. Чтение и перевод текста. Доклад.
3	Humanistic Approach		10			2	8			Опрос. Чтение и перевод текста. Доклад.
Раздел 2 Social Psychology										
4	Interpersonal Attraction	4	9			1	8			Опрос. Чтение и перевод текста.
5	Verbal and Nonverbal Communication	4	9			1	8			Опрос. Чтение и перевод текста. Доклад.
6	Understanding Relations and Multiculturalism		10			2	8			Опрос. Чтение и перевод текста. Групповая дискуссия.
Раздел 3. Clinical psychology										
7	Classification of mental disorders	4	10			2	8			Опрос. Чтение и перевод текста. Доклад с презентацией
8	Bipolar Disorders	4	10			2	8			Опрос. Чтение и перевод текста. Доклад.
9	Stress at work. Stress management		10			2	8			Опрос. Чтение и перевод текста. Доклад.
Раздел 4. Career in psychology										
10	Career options	4	10			2	8			Опрос. Чтение и перевод текста. Доклад с презентацией
11	Counselling	4	10			2	8			Опрос. Чтение и перевод текста. Тест.
	Зачет	4	+							Собеседование по вопросам к зачету
	ИТОГО		108	–	–	20	88			

4.2 Содержание дисциплины, структурированное по разделам

Раздел 1. Psychology as a science. Basic approaches in psychology

Тема 1. Behaviorism.

History of behaviorism. Famous Behaviorists. Skinner's work. Engineering psychology.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

The simple sentence. Statements, questions, imperatives, exclamations.

Translation of words and phrases (polysemantic words and homonyms; synonyms and antonyms; phraseological units; borrowings and neologisms; translator's false friends; stable

phrases) taking into account cultural and linguistic realities.

Тема 2. Cognitivism.

The cognitive movement in 20th century psychology. Deja vu phenomenon.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

The verb phrase. Verb tenses and aspects. Be, have, do. The active voice.

Translation of a simple sentence with a fixed word order; formal subject «it» and indefinite personal pronoun and substitute word «one» into Russian. Verb translation. Features of the translation of Russian verbs in the indicative mood.

Receiving foreign visitors. The simple tense forms. Simple Present, Simple Past, Simple Future.

Тема 3. Humanistic Approach.

Humanistic approach and psychology of Carl Rogers. Maslow's hierarchy of needs. Replenishment of vocabulary.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Singular or plural, countable and uncountable nouns. Much-many, little-few, a little- a few. Possessive case. Indefinite pronouns.

Translation of parts of speech. Translation of a noun: without regard to the scope; taking into account the scope of grammatical categories (case, gender, number), means that compensate for the absence (or limited presence in translation) of a particular grammatical category. Translation of the numeral and translation of pronouns.

Раздел 2. Social Psychology

Тема 4. Interpersonal Attraction.

Stereotypes. Social pressure and perception. Interpersonal relationships. Styles of communication. Functions of interpersonal communication.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

The Article (the indefinite/definite), The use of articles with Common Nouns. The Zero-article.

Translation of the article as a determiner of a noun; stable combinations with the indefinite article; stable combinations with a definite article; stable combinations with the zero article; difficult cases of using the article.

Тема 5. Verbal and Nonverbal Communication.

Communication technologies. Business conversation. Differences between verbal and non-verbal means of communication.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Adjectives and adverbs. Degrees of comparison. Prepositions. Phrasal verbs and patterns with prepositions.

Translation of an adjective: degrees of comparison of adjectives; features of the translation of complex adjectives. Adverb translation. Difficulties in translating Russian adverbs into English that form degrees of comparison by replacing the word root.

Тема 6. Understanding Relations and Multiculturalism

Culture and interpersonal communication. How cultures differ from each other. Culture shock.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

The Continuous Tense forms: Present Continuous, Past Continuous, Future Continuous. Ways of expressing a future action. Reported speech. Reported statements, questions, commands.

Translation of sentences with the structure "Sequence of Tenses" into Russian. Translation of direct and indirect speech (declarative sentences, interrogative sentences, special questions, disjunctive questions, imperative sentences).

Раздел 3. Clinical psychology

Тема 7. Classification of mental disorders.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Grammar: The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect. The Perfect Continuous Tense forms, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous. Tense forms in the Passive Voice.

Тема 8. Bipolar Disorders.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Grammar: Modals. May and can for permission in the present or future. Could or was/were allowed to – for permission in the past. 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 9. Stress at work. Stress management.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Grammar: The use of Subjunctive Mood. Conditionals (Types 0,1,2,3). Making a wish.

Раздел 4. Career in psychology

Тема 10. Career options.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Grammar: The Verbals: Forms, Tense/Voice distinctions. He use of the Gerund. The Infinitive: Forms, Tense/Voice distinctions. The functions of the Infinitive in the sentence. The Participle. Forms and functions of the participle in the sentence.

Тема 11. Counselling.

Replenishment of vocabulary. Development of dialogue situations that allow using the vocabulary of this topic. Reading and translation of texts from English into Russian, from Russian into English.

Grammar: The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore. The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

Самостоятельная работа обучающихся при изучении курса «Иностранный язык в профессиональной деятельности» предполагает, в первую очередь, работу с основной и дополнительной литературой. Результатами этой работы становятся выступления на практических занятиях, участие в обсуждении.

Методика самостоятельной работы предварительно разъясняется преподавателем и в последующем может уточняться с учетом индивидуальных особенностей обучающихся. Время и место самостоятельной работы выбираются обучающимися по своему усмотрению с учетом рекомендаций преподавателя.

Самостоятельную работу над дисциплиной следует начинать с изучения рабочей программы дисциплины «Иностранный язык в профессиональной деятельности», которая содержит основные требования к знаниям, умениям и навыкам обучаемых. Обязательно следует вспомнить рекомендации преподавателя, данные в ходе установочных занятий. Затем – приступать к изучению отдельных разделов и тем в порядке, предусмотренном программой.

Получив представление об основном содержании раздела, темы, необходимо изучить материал с помощью учебников, указанных в разделе 7 рабочей программы дисциплины. Целесообразно составить краткий конспект или схему, отображающую смысл и связи основных понятий данного раздела и включенных в него тем. Затем, как показывает опыт, полезно изучить выдержки из первоисточников. Рекомендуется составить их краткий конспект. Обязательно следует записывать возникшие вопросы, на которые не удалось ответить самостоятельно.

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

Собственно, самостоятельная работа студентов выполняется в удобные для студента часы и представляется преподавателю для проверки. Данный формат предусматривает большую самостоятельность студентов, большую индивидуализацию заданий.

Для самостоятельной работы с текстом и материалами по каждой изучаемой теме предполагаются следующие примерные виды заданий:

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.

Наименование	Вопросы, вынесенные	Формы	Учебно-	Форма контроля

темы	на самостоятельное изучение	самостоятельной работы	методическое обеспечение	
Behaviorism	Повторение грамматики: Word-building (prefixes, suffixes, conversion). The simple sentence. Statements, questions, imperatives, exclamations	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка доклада.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.
Cognitivism	Повторение грамматики: The verb phrase. Verb tenses and aspects. Be, have, do. The active voice	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка доклада.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.
Humanistic Approach	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.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка доклада.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.
Interpersonal Attraction	Повторение грамматики: The Article (the indefinite/definite). The use of articles with Common Nouns. The Zero-article	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста.
Verbal and Nonverbal Communication	Повторение грамматики: Adjectives and adverbs. Degrees of comparison. Prepositions. Phrasal verbs and patterns with prepositions.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.

		Выполнение заданий к тексту. Подготовка доклада.		
Understanding Relations and Multiculturalism	Повторение грамматики: The Continuous Tense forms: Present Continuous, Past Continuous, Future Continuous. Ways of expressing a future action. Reported speech.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка к групповой дискуссии.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Групповая дискуссия.
Classification of mental disorders	Повторение грамматики: The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect. The Perfect Continuous Tense forms, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous. Tense forms in the Passive Voice.	Работа в библиотеке, включая ЭБС. Внеаудиторное чтение и перевод. Выполнение заданий к тексту.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад с презентацией.
Bipolar Disorders	Подготовка сообщения по теме. Modals. May and can for permission in the present or future. Could or was/were allowed to – for permission in the past. Повторение грамматики: 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.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка доклада.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.
Stress at work. Stress management	Повторение грамматики: The use of Subjunctive Mood. Conditionals (Types 0,1,2,3). Making a wish.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад.

		чтение и перевод. Выполнение заданий к тексту. Подготовка доклада.		
Career options	Повторение грамматики: 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. The Participle. Forms and functions of the participle in the sentence.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка доклада с презентацией.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Доклад с презентацией
Counselling	Повторение грамматики: The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore. The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses. Подготовка к тесту.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Выполнение заданий к тексту. Подготовка к тестированию.	Литература к теме, работа с интернет-источниками	Опрос. Чтение и перевод текста. Тест.

6. Оценочные материалы для проведения промежуточной аттестации обучающихся по дисциплине

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

п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Шкала и критерии оценки, балл	Критерии оценивания компетенции

1.	Опрос	Сбор первичной информации по выяснению уровня усвоения пройденного материала	«Зачтено», если студент демонстрирует знание материала по разделу, основанные на знакомстве с обязательной литературой и современными публикациями; дает логичные, аргументированные ответы на поставленные вопросы. Допускаются незначительные неточности в ответах, которые студент исправляет путем наводящих вопросов со стороны преподавателя. «Не зачтено», если имеются существенные пробелы в знании основного материала по разделам учебной дисциплины, а также допущены принципиальные ошибки при изложении материала.	УК-4.1; УК-4.2; УК-4.3; УК-4.4
2	Доклад / сообщение	Публичное, развёрнутое, сообщение (или документ) по определённому вопросу, основанное на привлечении документальных данных, содержание которого отражает суть вопроса.	«5» – Доклад соответствует заявленной теме, выполнен с привлечением достаточного количества научных и практических источников по теме, студент в полном объеме отвечает на вопросы теме доклада; «4» – Доклад в целом соответствует заявленной теме, выполнен с привлечением нескольких научных и практических источников по теме, студент в состоянии ответить на часть вопросов по теме доклада; «3» – Доклад не совсем соответствует заявленной теме, выполнен с использованием только 1 или 2 источников, студент допускает ошибки при изложении материала, не в состоянии ответить на вопросы по теме доклада; «2» – докладчик не раскрыл тему.	УК-4.1; УК-4.2; УК-4.3; УК-4.4
3	Презентация	Публичное выступление с представлением	«5» – Представляемая информация	УК-4.1; УК-4.2;

		полученных результатов в программе Microsoft PowerPoint	систематизирована, последовательна и логически связана. Проблема раскрыта полностью. Широко использованы возможности технологии Power Point;	УК-4.3; УК-4.4
			«4» – Представляемая информация в целом систематизирована, последовательна и логически связана (возможны небольшие отклонения). Проблема раскрыта. Возможны незначительные ошибки при оформлении в Power Point (не более двух);	
			«3» – Представляемая информация не систематизирована и/или не совсем последовательна. Проблема раскрыта не полностью. Выводы не сделаны или не обоснованы. Возможности технологии Power Point использованы лишь частично;	
			«2» – Представляемая информация не систематизирована. Возможности технологии Power Point использованы лишь частично. Многочисленны ошибки при оформлении.	
4	Тестирование	Тестирование можно проводить в форме: • компьютерного тестирования, т.е. компьютер произвольно выбирает вопросы из базы данных по степени сложности; • письменных ответов, т.е. преподаватель задает вопрос и дает несколько вариантов ответа, а студент на отдельном листе записывает номера вопросов и номера соответствующих ответов	«отлично» – доля правильных ответов 80-100 %; «хорошо» – доля правильных ответов 60-79 %; «удовлетворительно» – доля правильных ответов 40-59%; «неудовлетворительно» – доля правильных ответов менее 40%.	УК-4.1; УК-4.2; УК-4.3; УК-4.4

| 5 | Демонстрация практических умений | Освоенный субъектом способ выполнения действия, обеспечиваемый совокупностью приобретённых знаний и навыков | «5» Студент показывает хорошие знания учебного материала по теме, знает алгоритм практического умения (манипуляции), последовательно демонстрирует практические умения. Дает удовлетворительные ответы на дополнительные вопросы.

«4» – Студент владеет удовлетворительными знаниями по практическим умениям, демонстрирует практические умения с ошибками, нуждается в подсказках преподавателя, дает неполные ответы на поставленные вопросы.

«3» – Студент владеет отрывочными знаниями по практическим умениям, затрудняется в умении их осуществить, дает неполные ответы на поставленные вопросы.

«2» – Студент не знает алгоритм практического умения (манипуляции) и/или не может продемонстрировать практическое умение (манипуляцию). Затрудняется с ответами на поставленные вопросы. | УК-4.1;
УК-4.2;
УК-4.3;
УК-4.4 |
| 6 | Кейс-задачи | Обучающий материал, использующий описание реальных экономических, социальных и бизнес-ситуаций, основанных на реальном фактическом материале или же приближены к реальной ситуации. Обучающиеся должны исследовать ситуацию, разобраться в сути проблем, предложить возможные решения и выбрать лучшее из них. | «Зачтено», если ответ на вопрос задачи дан правильный. Объяснение хода ее решения подробное, последовательное, грамотное, с теоретическими обоснованиями (в т.ч. из лекционного курса), с необходимыми пояснениями и демонстрациями; ответы на дополнительные вопросы верные, четкие. Допускаются незначительные неточности и затруднения.

«Не зачтено», Ответ на вопрос задачи не дан или дан не вполне правильный. | УК-4.1;
УК-4.2;
УК-4.3;
УК-4.4 |

			Объяснение хода ее решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим обоснованием (в т.ч. лекционным материалом), дополнительные вопросы недостаточно четкие, с ошибками в деталях или вызывают затруднения.	
7	Контрольная работа	Сбор информации по выяснению уровня усвоения пройденного материала	«5» – содержание соответствуют поставленным цели и задачам, изложение материала отличается логичностью и смысловой завершенностью, студент показал владение материалом, умение четко, аргументировано и корректно отвечать на поставленные вопросы, отстаивать собственную точку зрения; «4» – содержание недостаточно полно соответствует поставленным цели и задачам исследования, работа выполнена на недостаточно широкой источниковой базе и не учитывает новейшие достижения науки, изложение материала носит преимущественно описательный характер, студент показал достаточно уверенное владение материалом, однако недостаточное умение четко, аргументировано и корректно отвечать на поставленные вопросы и отстаивать собственную точку зрения; «3» – содержание не отражает особенности проблематики темы; содержание работы не полностью соответствует поставленным задачам, источниковая база фрагментарна и не	УК-4.1; УК-4.2; УК-4.3; УК-4.4

			позволяет качественно решить все поставленные в работе задачи, работа не учитывает новейшие достижения историографии темы, студент показал неуверенное владение материалом, неумение отстаивать собственную позицию и отвечать на вопросы; «2» – работа не имеет логичной структуры, содержание работы в основном не соответствует теме, источниковая база недостаточна для решения поставленных задач, студент показал неуверенное владение материалом, неумение формулировать собственную позицию.	
8.	Групповая дискуссия	Оценочное средство, позволяющее включить обучающихся в процесс обсуждения представленной темы, проблемы и оценить их умение аргументировать собственную точку зрения.	«зачтено» – обучающийся демонстрирует знание материала по теме раздела, основанные на знакомстве с обязательной литературой и современными публикациями; активно участвует в дискуссии; дает логичные, аргументированные ответы на поставленные вопросы. «не зачтено» – отсутствие знаний по изучаемому разделу; низкая активность в дискуссии.	УК-4.1; УК-4.2; УК-4.3; УК-4.4
9.	Лексический диктант	Средство проверки знания лексико-грамматического минимума по изучаемой теме в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности.	«отлично» – доля правильных ответов 80-100%; «хорошо» –доля правильных ответов 65-79,9%; «удовлетворительно» – доля правильных ответов 50-64,9%; «неудовлетворительно» – доля правильных ответов менее 50%.	УК-4.1; УК-4.2; УК-4.3; УК-4.4
10.	Перевод текста	Средство проверки соблюдения грамматических, синтаксических, орфографических правил, соблюдения	Оценивается точность и полнота передачи как основной, так и второстепенной информации. Перевод оценивается в 100 баллов.	УК-4.1; УК-4.2; УК-4.3; УК-4.4

| | | языковой нормы и стиля при переводе с иностранного языка на родной, адекватность перевода текста-оригинала на родной язык. | При этом за правильный перевод: 1) лексических единиц дается от 0 до 40 баллов (верный выбор эквивалентов слов; переведены все слова, как нейтральной, так и терминологической лексики; переданы все реалии и имена собственные; правильно переведены все свободные и условные словосочетания); 2) грамматических единиц и конструкций от 0 до 40 баллов (верный перевод видовременных форм глагола, залога и наклонения глагола, модальных глаголов, неличных форм глагола и конструкций с ними; правильно передано число и падеж существительных; учтены при переводе степени сравнения прилагательных и наречий); 3) синтаксических конструкций от 0 до 10 баллов (верно выбрано значение слов-заместителей; переданы эмфатические конструкции); 4) стилистически правильный (адекватный) перевод от 0 до 10 баллов. Шкала соответствия количества набранных баллов оценке по письменному переводу: 100-86 баллов – «отлично», 85-76 баллов – «хорошо», 75-55 баллов – «удовлетворительно», 54 балла и менее – «неудовлетворительно». Показатели передачи основного содержания оцениваются по 4-балльной шкале: 5 баллов (отлично), 4 балла (хорошо), 3 балла (удовлетворительно), | |

| | | | 2 балла (неудовлетворительно). Баллы суммируются, и выводится средний балл. | |

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

№	Форма контроля/ коды оцениваемых компетенций	Процедура оценивания	Шкала и критерии оценки, балл
1.	**Зачет /** УК-4.1; УК-4.2; УК-4.3; УК-4.4	Правильность ответов на все вопросы (верное, четкое и достаточно глубокое изложение идей, понятий, фактов и т.д.); Сочетание полноты и лаконичности ответа; Наличие практических умений по дисциплине (выполнение практического задания, соответствующего любой теме изучаемой дисциплины); Ориентирование в учебной, научной и специальной литературе; Логика и аргументированность изложения; Грамотное комментирование, приведение примеров, аналогий; Культура ответа.	Оценка «зачтено» выставляется в трех случаях: 1. правильность использования языкового материала (т.е. соответствие грамматическим, лексическим и фонетическим нормам иностранного языка). 2. полнота и адекватность понимания содержания услышанного и прочитанного. 3. корректность и сложность письменного высказывания с точки зрения содержания и уровня языковой трудности, соответствие стилю и жанру письменного высказывания. «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. Оценка «не зачтено» выставляется в том случае, когда обучающийся не владеет значительной частью материала, допускает принципиальные ошибки, с большими затруднениями выполняет практические работы, если ответ свидетельствует об отсутствии знаний по предмету, теоретическое содержание учебной дисциплины не освоено, необходимые практические умения работы не сформированы, 50 и более процентов учебных заданий, предусмотренных программой обучения, не выполнены, содержат грубые ошибки, дополнительная самостоятельная работа над материалом дисциплины не проведена, либо качество выполнения низкое, большое число занятий (50 % и

6.3. Типовые контрольные задания или иные материалы, необходимые для процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы

6.3.1. Типовые задания для проведения текущего контроля обучающихся

6.3.1.1.   Типовые варианты тестовых заданий

Вариант 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 if 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 indictors of emotion, but than together they are more useful. Certain primary emotions can be, to an appreciable degree, detected and differential 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 direst 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 vies maintains that emotions are important in themselves and that the 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,
2. _____ self,
3. _____ examples,
4. _____counterparts,
5. _____ standards,
6. _____living,
7. _____disturbance,
8. _____ thought,
9. _____ wants,
10. _____ divided,
11. _____emotions,
12. _____ tone,
13. _____ past,
14. _____ theories,
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	hate
disgust	failure
success	pride
shame	joy
love	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).

Вариант 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 «boa»" 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.

6.3.1.2. Примерные темы докладов и сообщений

Тема 3: Maslow's hierarchy of needs
Тема 4: Styles of communication.
Тема 5: Business communication.
Тема 8: Consider the symptoms of bipolar disorder.

6.3.1.3. Примерные темы презентаций

Тема 7. Classification of mental disorders:

− Mental disorders: Schizophrenia.

− Mental disorders in children.

− Symptom chart for personality disorders

Тема 10. Career options:
− Career options in psychology

6.3.1.3. Примерные темы групповых дискуссий

Тема: Understanding Relations and Multiculturalism

6.3.1.4. Примерные тексты для перевода и пересказа

Тема 2. Cognitivism

Cognition in Psychology

How People Think and What's Involved in This Process
By Kendra Cherry
Updated on April 18, 2023

Definition of Cognition

Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. Some of the many different cognitive processes include thinking, knowing,

remembering, judging, and problem-solving.1
These are higher-level functions of the brain and encompass language, imagination, perception, and planning. Cognitive psychology is the field of psychology that investigates how people think and the processes involved in cognition.

What is an example of cognition?

Cognition includes all of the conscious and unconscious processes involved in thinking, perceiving, and reasoning. Examples of cognition include paying attention to something in the environment, learning something new, making decisions, processing language, sensing and perceiving environmental stimuli, solving problems, and using memory.

What Is Cognitive Psychology?

History of the Study of Cognition

The study of how humans think dates back to the time of ancient Greek philosophers Plato and Aristotle.

Philosophical Origins

Plato's approach to the study of the mind suggested that people understand the world by first identifying basic principles buried deep inside themselves, then using rational thought to create knowledge. This viewpoint was later advocated by philosophers such as Rene Descartes and linguist Noam Chomsky. It is often referred to as rationalism.2
Aristotle, on the other hand, believed that people acquire knowledge through their observations of the world around them. Later thinkers such as John Locke and B.F. Skinner also advocated this point of view, which is often referred to as empiricism.

Early Psychology

During the earliest days of psychology—and for the first half of the 20th century—psychology was largely dominated by psychoanalysis, behaviorism, and humanism.
Eventually, a formal field of study devoted solely to the study of cognition emerged as part of the "cognitive revolution" of the 1960s. This field is known as cognitive psychology.

The Emergence of Cognitive Psychology

One of the earliest definitions of cognition was presented in the first textbook on cognitive psychology, which was published in 1967. According to Ulric Neisser, a psychologist and the book's author, cognition is "those processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used."5

The Origins of Psychology

Types of Cognitive Processes

There are many different types of cognitive processes. They include:
- *Attention:* Attention is a cognitive process that allows people to focus on a specific stimulus in the environment.
- *Language:* Language and language development are cognitive processes that involve the ability to understand and express thoughts through spoken and written words. This allows us to communicate with others and plays an important role in thought.
- *Learning:* Learning requires cognitive processes involved in taking in new things, synthesizing information, and integrating it with prior knowledge.
- *Memory:* Memory is an important cognitive process that allows people to encode, store, and retrieve information. It is a critical component in the learning process and allows people to retain knowledge about the world and their personal histories.
- *Perception:* Perception is a cognitive process that allows people to take in information through their senses, then utilize this information to respond and interact with the world.
- *Thought:* Thought is an essential part of every cognitive process. It allows people to engage in

decision-making, problem-solving, and higher reasoning.

Hot Cognition vs. Cold Cognition

Some split cognition into two categories: hot and cold. Hot cognition refers to mental processes in which emotion plays a role, such as reward-based learning. Conversely, cold cognition refers to mental processes that don't involve feelings or emotions, such as working memory.

What Can Affect Cognition?

It is important to remember that these cognitive processes are complex and often imperfect. Some of the factors that can affect or influence cognition include:

Age

Research indicates that as we age, our cognitive function tends to decline.[6] Age-related cognitive changes include processing things more slowly, finding it harder to recall past events, and a failure to remember information that was once known (such as how to solve a particular math equation or historical information).

Attention Issues

Selective attention is a limited resource, so there are a number of things that can make it difficult to focus on everything in your environment. Attentional blink, for example, happens when you are so focused on one thing that you completely miss something else happening right in front of you.

Cognitive Biases

Cognitive biases are systematic errors in thinking related to how people process and interpret information about the world. Confirmation bias is one common example that involves only paying attention to information that aligns with your existing beliefs while ignoring evidence that doesn't support your views.

Genetics

Some studies have connected cognitive function with certain genes. For example, a 2020 study published in Brain Communications found that a person's level of brain-derived neurotrophic factor (BDNF), which is 30% determined by heritability, can impact the rate of brain neurodegeneration,[7] a condition that ultimately impacts cognitive function.

Memory Limitations

Short-term memory is surprisingly brief, typically lasting just 20 to 30 seconds,[8] whereas long-term memory can be stable and enduring, with memories lasting years and even decades. Memory can also be fragile and fallible. Sometimes we forget and other times we are subject to misinformation effects that may even lead to the formation of false memories.

Mandela Effect Examples, Origins, and Explanations

Uses of Cognition

Cognitive processes affect every aspect of life, from school to work to relationships. Some specific uses for these processes include the following.

Learning New Things

Learning requires being able to take in new information, form new memories, and make connections with other things that you already know. Researchers and educators use their knowledge of these cognitive processes to create instructive materials to help people learn new concepts.

Forming Memories

Memory is a major topic of interest in the field of cognitive psychology. How we remember, what we remember, and what we forget reveal a great deal about how cognitive processes operate.

While people often think of memory as being much like a video camera—carefully recording,

cataloging, and storing life events away for later recall—research has found that memory is much more complex.

Making Decisions

Whenever people make any type of a decision, it involves making judgments about things they have processed. This might involve comparing new information to prior knowledge, integrating new information into existing ideas, or even replacing old knowledge with new knowledge before making a choice.

Why We Make Bad Decisions

Impact of Cognition

Our cognitive processes have a wide-ranging impact that influences everything from our daily life to our overall health.

Perceiving the World

As you take in sensations from the world around you, the information that you see, hear, taste, touch, and smell must first be transformed into signals that the brain can understand. The perceptual process allows you to take in this sensory information and convert it into a signal that your brain can recognize and act upon.

Forming Impressions

The world is full of an endless number of sensory experiences. To make meaning out of all this incoming information, it is important for the brain to be able to capture the fundamentals. Events are reduced to only the critical concepts and ideas that we need.

Filling in the Gaps

In addition to reducing information to make it more memorable and understandable, people also elaborate on these memories as they reconstruct them. In some cases, this elaboration happens when people are struggling to remember something. When the information cannot be recalled, the brain sometimes fills in the missing data with whatever seems to fit.

Interacting With the World

Cognition involves not only the things that go on inside our heads but also how these thoughts and mental processes influence our actions.15 Our attention to the world around us, memories of past events, understanding of language, judgments about how the world works, and abilities to solve problems all contribute to how we behave and interact with our surrounding environment.

Tips for Improving Cognition

Cognitive processes are influenced by a range of factors, including genetics and experiences. While you cannot change your genes or age, there are things that you can do to protect and maximize your cognitive abilities:
- *Stay healthy*. Lifestyle factors such as eating a nutritious diet and getting regular exercise can have a positive effect on cognitive functioning.
- *Think critically.* Question your assumptions and ask questions about your thoughts, beliefs, and conclusions.
- *Stay curious and keep learning.* A great way to flex your cognitive abilities is to keep challenging yourself to learn more about the world.
- *Skip multitasking.* While it might seem like doing several things at once would help you get done faster, research has shown it actually decreases both productivity17 and work quality

Тема 4. Interpersonal Attraction

Interpersonal Relationship Development

A strong association between individuals with similar interests and mindsets is called as interpersonal relationship. No one on this earth can ever stay alone and it is really important for

people to have trustworthy friends around.

Every relationship needs time to grow. One needs time to come really close to someone and trust him/her. Miracles do not happen in a single day. One needs to be patient enough to understand the other person for the relationship to grow and reach to the next level.

Various models have been proposed in the field of interpersonal relationship development. All the models suggest how relationship grows between friends, partners, couples, colleagues and so on.

Let us go through the models one by one:

Knapp's Relationship Escalation Model

According to Knapp's relationship escalation model, every relationship goes through the following stages:

Every relationship begins with a stage where two individuals not knowing each other before meet and instantly get attracted towards each other. In this stage, both the participants try their level best to create an everlasting first impression on the other person. Individuals show their best side to mark the beginning of a relationship. In this stage physical appearance, grooming, manners, etiquette play an essential role as individuals do not know each other much.

In the second stage individuals try to know each other more. They share their likes and dislikes and also try to find out about the other person's interests. This stage is characterized by extensive meetings and phone calls so that individuals get to check their compatibility level.

    Case 1 – Individuals are not compatible with each other.
    Result – Individuals do not take the relationship forward and decide to end it for a better future.
    Case 2 – Individuals are compatible with each other
    Result – Individuals decide to continue the relationship

In the third stage, individuals make regular efforts to strengthen their relationship. People make commitments and prepare themselves for a long term relationship.

The fourth stage begins when individuals in a relationship start doing things together. They are often seen together shopping, dining, going for movies and so on.

When individuals are really sure about their relationship, they decide to stay together for ever. Individuals enter the wedlock in the fifth stage.

What is important for relationship Development ?

- Effective communication between partners - It is important for individuals to stay in touch on a regular basis.
- Trust
- Care
- Loyalty
- Understanding
- Respect for each other

A relationship does not survive if any of the above is missing.

Knapp's Relationship Termination Model

A relationship ends when individuals do not communicate with each other effectively. Misunderstandings and confusions arise leading to unnecessary conflicts.

Remember there is no place for ego and jealousy in relationships. One needs to be forgiving for the relationship to grow. The stagnating stage is often characterized by individuals avoiding each other and not interacting much.

Individuals are no longer interested in each other and physical intimacy also decreases. People decide to move on from the relationship and opt for mutual separation.

Duck's Relationship Filtering Model

As the name suggests, Duck's relationship filtering model consists of many filters, a relationship has to pass through.

Distance

It is convenient for individuals to start a relationship with someone who stays close by or works with him/her. Distance does matter in relationships. People staying far off often find it difficult to meet and eventually their relationship suffers. This explains why long distance relationships are not very successful.

Perception

What one thinks about the other person also affects relationship. Individuals might make wrong perception towards someone and not decide to continue the relationship.

Physical appearance

How individuals look, speak and present themselves also affect the relationship. Individuals tend to get attracted towards someone who is charming and confident.

Тема 7. Classification of mental disorders

The Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition) states that a mental disorder is any clinically significant behavioral or psychological syndrome that is characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of suffering death, pain, disability, or loss of freedom. Mental disorders are seen as demonstrating a behavioral, psychological, or biological dysfunction in the victim. The article dwells on the various types of mental disorders that can affect people. Read on to know more on mental illnesses.

Kinds Of Mental Illnesses

ADHD

Attention deficit hyperactivity disorder (ADHD) is formally called hyperkinesis or minimal brain dysfunction. It is a neurologically based syndrome, which is characterized by hyperactivity, distractibility or impulsivity or all the three symptoms. This disorder is usually diagnosed before the age of seven.

Antisocial Personality Disorder

Antisocial personality disorder is characterized by chronic behavior that includes manipulation, exploiting and violating the rights of others. It is a psychiatric condition marked by criminal behavior. People who suffer from this disorder often have extensive substance abuse and legal problems.

Generalized Anxiety Disorder (GAD)

GAD is a different level of anxiety than the normal day-to-day anxiety people suffer from. It is chronic in nature and is marked by exaggerated worry and tension, even when there is no reason to feel so. The victims of this disorder habitually anticipate disaster, worry excessively about health, money, family or work. The source of worry is difficult to pin down in such patients.

Autism

Autism is a developmental disorder adversely impacting the brain's normal development of social and communication skills. Mostly, it appears in the first three years of life. According to studies, autism is more common in boys than girls. Children suffering from this type of mental disorders require therapy and special tutors.

Bipolar Disorder

The medical term for Manic Depression is Bipolar Disorder. It is characterized by mood swings that alter between different periods of mania and depression. This disorder has also been called Bipolar Affective Disorder and Manic-Depressive Illness. The patients of this disorder dream of their death at the lowest point of their depression. Such dreams are followed by an upward mood swing.

Borderline Personality Disorder

Borderline personality disorder (BPD) is a mental disorder of serious nature, which is characterized

by instability in moods, interpersonal relationships, self-image, and behavior. Normal family and work life, long term planning and patient's sense of self-identity is disrupted by this instability.

Depression

Depression is understood as a sinking feeling of extreme vulnerability and discouragement. It can affect any age and is not connected with, or does not develop into insanity. Lack of energy or desire to perform day-to-day activities is read as a severe case of depression. While some people experience depression once or twice in a lifetime, some experience it as a recurring disease.

Fragile X Syndrome

Fragile X syndrome is marked by changes in the long arm of the X chromosome. It is a genetic condition characterized by mental retardation. This disorder affects boys more severely than girls because they have only one X chromosome, while girls have two X chromosomes. This syndrome is also called as Fragile X.

Obsessive Compulsive Disorder (OCD)

OCD is characterized by anxious thoughts or rituals you feel are beyond your control. Persistent, unwelcome thoughts or images, or an urgent need to engage in certain rituals, checking things frequently and doubting are the hallmark of OCD. Frequents thoughts of violence and that people will harm you are also experienced.

Panic Disorder

People with panic disorder feel terrorized and the feeling strikes suddenly, without any warning. It is not possible to predict the timing of the attack and many patients develop intense anxiety between episodes. The heart begins to pound and one may feel sweaty, weak, or dizzy, when the attack occurs. These attacks can occur any time during the day, even during sleep.

Тема 9. Stress at work. Stress management

Managing stress

First, recognize stress:

Stress symptoms include mental, social, and physical manifestations. These include exhaustion, loss of/increased appetite, headaches, crying, sleeplessness, and oversleeping. Escape through alcohol, drugs, or other compulsive behavior are often indications. Feelings of alarm, frustration, or apathy may accompany stress.

If you feel that stress is affecting your studies, a first option is to seek help through your educational counseling center.

Stress Management is the ability to maintain control when situations, people, and events make excessive demands. What can you do to manage your stress? What are some strategies?

Look around. See if there really is something you can change or control in the situation	**Set realistic goals for yourself.** Reduce the number of events going on in your life and you may reduce the circuit overload
Exercise in stress reduction through project management/prioritizing	
Remove yourself from the stressful situation. Give yourself a break if only for a few moments daily	**Don't overwhelm yourself.** by fretting about your entire workload. Handle each task as it comes, or selectively deal with matters in some priority
Don't sweat the small stuff. Try to prioritize a few truly important things and let the rest slide	**Learn how to best relax yourself.** Meditation and breathing exercises have been proven to be very effective in controlling stress. Practice

	clearing your mind of disturbing thoughts.
Selectively change the way you react. But not too much at one time. Focus on one troublesome thing and manage your reactions to it/him/her	**Change the way you see your situation; seek alternative viewpoints.** Stress is a reaction to events and problems, and you can lock yourself in to one way of viewing your situation. Seek an outside perspective of the situation, compare it with yours. and perhaps lessen your reaction to these conditions.
Avoid extreme reactions. Why hate when a little dislike will do? Why generate anxiety when you can be nervous? Why rage when anger will do the job? Why be depressed when you can just be sad?	**Do something for others.** To help get your mind off your self
Get enough sleep. Lack of rest just aggravates stress	**Work off stress.** With physical activity, whether it's jogging, tennis, gardening
Avoid self-medication or escape. Alcohol and drugs can mask stress. They don't help deal with the problems	**Begin to manage the effects of stress.** This is a long range strategy of adapting to your situation, and the effects of stress in your life. Try to isolate and work with one "effect" at a time. Don't overwhelm yourself. for example, if you are not sleeping well, seek help on this one problem.

Try to "use" stress. If you can't remedy, nor escape from, what is bothering you, flow with it and try to use it in a productive way
Try to be positive. Give yourself messages as to how well you can cope rather than how horrible everything is going to be. "Stress can actually help memory, provided it is short-term and not too severe. Stress causes more glucose to be delivered to the brain, which makes more energy available to neurons. This, in turn, enhances memory formation and retrieval. On the other hand, if stress is prolonged, it can impede the glucose delivery and disrupt memory." *"All Stressed Up", St. Paul Pioneer Press Dispatch, p. 8B, Monday, November 30, 1998*
Most importantly: if stress is putting you in an unmanageable state or interfering with your schoolwork, social and/or work life, seek professional help at your school counseling center

Тема 11. Counselling

Does Marriage Counseling Work?

By Sheri Stritof
Updated on November 19, 2022

What Is Marriage Counseling?

Marriage counseling is when couples receive guidance from a professional in order to navigate relationship troubles—such as shared responsibilities, infidelity, and more.1
There are a number of reasons a couple might seek professional help for their relationship. Marriage counseling and couples therapy can be very effective, especially when started sooner rather than later.
Once you've decided to give therapy a try, the next step is finding a counselor who specializes in

marriage or couples therapy. You may have to meet with more than one therapist to find the right fit. It's important that both partners feel comfortable, so keep trying until you find the right person. This article covers how effective marriage counseling may be, reasons people seek counseling, as well as who may benefit from it. It also discusses what to do if your partner doesn't want to go to counseling (but you do), plus some tips for healthy conflict resolution.

Effectiveness of Marriage Counseling

The most studied and effective form of couples therapy is emotionally-focused couples therapy (EFT), developed by Dr. Sue Johnson. Research shows that this treatment is long-lasting and helpful with those of various ethnic and cultural backgrounds as well.2

One 2017 study, for example, looked at the effectiveness of couples therapy in a group of veterans, with variation in age and race, and found it to be generally effective, with relationships still improved 18 months after treatment.3

Another study from 2017 also found improvements lasting 24 months after treatment.4 Research published in 2015 found EFT helpful in couples experiencing infertility.5

Does Marriage Counseling Really Work?

Marriage counseling can work to improve your relationship; however, there are many factors that contribute to its effectiveness such as your willingness to work on your relationship.

Generally, marriage and relationship researchers suggest that the goal of couples therapy should be to change the patterns of interaction, emotional connection, and communication between the partners.2

Is Marriage Counseling Worth It?

Marriage counseling can be worthwhile for any couple who wants to find ways to make their partnership better. It can be helpful at various points in a relationship and can address a wide variety of issues that might exist in a marriage.

- *Younger couples may benefit from counseling:* Counseling may help them establish healthy communication early on in a marriage. One study found that counseling prior to marriage could also empower couples to maintain their relationship over the long term.6
- *Partners who want to work on themselves may benefit:* Counseling may be more effective when both partners are open and willing to look at their own flaws and are willing to make changes.
- *Couples that seek help earlier may achieve better outcomes:* According to Dr. John Gottman, one of the leading experts on relationships and marriage, couples that get counseling before problems become severe may benefit a great deal from counseling.7

Even couples who have reached the point where they are considering divorce can still benefit from marriage counseling.

Do You Need Marriage Counseling?

There are many reasons why a couple might seek marriage counseling. While some people are at a higher risk for divorce due to factors such as marrying at an early age, having divorced parents, or being in a lower income bracket, none of these alone are signs you need counseling.

Instead, you should consider aspects of your relationship that might be contributing to distress, dissatisfaction, or conflict. Consider the following questions about yourself, your partner, and your marriage:

- Do you and your partner have conflicts over religious faith or values?
- Do you often criticize one another?
- Is there a lot of defensiveness in your marriage?
- Do you tend to withdraw from one another?
- Do you feel contempt, anger, or resentment for one another?
- Do you believe your communication is poor?
- Do you feel indifferent to your partner?
- Do you feel like you and your partner have nothing in common?

- Do you feel like you are growing apart from your partner?
- Is there infidelity, addiction, or abuse in your marriage?

If you answered "yes" to several of these questions, then you may have a higher risk for relationship dissatisfaction and divorce. It doesn't mean that divorce is inevitable, but it may mean that you have to work much harder to keep your relationship healthy and happy. A marriage counselor can help you with that work.

There are many reasons why a marriage might reach a point that counseling is needed. The stress of daily life combined with the demands of work and family can make it more difficult for couples to feel close and connected.8

It's important to remember that thinking about marriage counseling isn't a sign that your relationship is doomed. Instead, it indicates a willingness to do the work to improve your marriage, strengthen your communication, and grow closer to your partner.

Spouses who have realistic expectations of one another and their marriage, communicate well, use conflict resolution skills, and are compatible with one another are less at risk for divorce.

And even these couples can benefit from counseling at times of transition or simply to reinforce their communication skills and strong connection.

When to Start Marriage Counseling

It may be a good time to start counseling if both you and your spouse feel dissatisfied within the relationship—especially if you're working through a specific marital problem such as financial difficulty, infidelity, childcare issues, or another challenge.

It's a myth that your problems need to be "bad enough" for counseling. Even if you're not dealing with serious issues right now, counseling can be a great way to check in on your marriage and learn tips for maintaining a healthy relationship.

One study found that partners who made a greater number of attempts to improve their relationship on their own felt more distressed and less satisfied in their relationship than partners who made fewer attempts.9

In other words, if counseling is available to you, it may benefit you and your partner to get a professional opinion when problems first arise so you can manage future obstacles together.

If Your Partner Refuses to Go to Marriage Counseling

It's not uncommon that one partner in the relationship does not want to attend therapy. Below are some common concerns and how you might address them with your partner if you do want to give counseling a try.

- *Your partner has never been to therapy before:* Reassure your partner that it's common for couples to receive therapy or counseling. Try not to invalidate their fears, but rather, educate them on what will happen during a session so it seems less intimidating.
- *Your partner is worried that your relationship will change:* Try gently reminding your partner that the goal of counseling is to create positive change in the relationship for both of you.
- *Your partner doesn't like the counselor:* If you partner is uncomfortable with the therapist or counselor, try picking a new professional together.
- *Your partner won't open up:* If your partner is unwilling to discuss their feelings with a professional, try to be patient. It may help for them to have a phone call with the counselor before a session to ask questions and get more comfortable.

Ultimately, you can't control whether or not your partner will want to go to marriage counseling.

If your partner chooses not to go to counseling, you can go by yourself. A counselor can still teach effective ways to approach problems in your marriage that will benefit both you and your partner.

How Happy Couples Handle Conflict

It is important to recognize that even people in healthy, happy relationships experience problems and face conflicts in their relationships. Research also suggests that these happy couples also tend to argue about the same things that unhappy ones do.10

Happy couples also argue about money, kids, in-laws, and intimacy. The key to the success of these couples lies in how they manage these disagreements.

John Gottman's research looks at happy couples. He has discovered that even though all couples experience conflict in their marriages, happy couples apparently know how to handle their disagreements because of a foundation of affection and friendship. Unhappy couples may struggle with this skill set.11

The exact problems couples argue about can also have an effect. In one study published in the journal Family Process, researchers found that happier couples tend to focus on issues that can be resolved more readily.

Unhappier couples instead center their conflicts on long-standing issues that lack an immediate resolution.10

"Being able to successfully differentiate between issues that need to be resolved versus those that can be laid aside for now may be one of the keys to a long-lasting, happy relationship," suggested lead author Amy Rauer in a press release.

6.3.2. Типовые задания для проведения промежуточной аттестации обучающихся

6.3.2.1. Типовые вопросы к зачету

1. History of Behaviorism.
2. Famous Behaviorists.
3. Skinner's work.
4. Engineering psychology.
5. Cognitive movement in psychological thought of the 20th century.
6. Deja vu phenomenon.
7. Humanistic approach and psychology of Carl Rogers.
8. Maslow's hierarchy of needs.
9. Social Psychology.
10. Stereotypes and stereotyping.
11. Social pressure and perception.
12. Interpersonal Relationships.
13. Communication Styles.
14. Functions of Interpersonal Communication.
15. Business conversation.
16. Verbal Communication.
17. The Conversational process.
18. Communication of the job.
19. Differences between verbal and nonverbal communication.
20. Culture and Interpersonal Communication.
21. How cultures differ.
22. Culture shock.
23. Classification of mental disorders.
24. Bipolar Disorders.
25. Stress at work
26. Stress management.
27. Careers in psychology.
28. Career options.
29. Counselling.

6.3.2.2. Примерные тексты для перевода и пересказа

Gaslighting At Work: Signs Your Coworkers Or Boss Are Messing With You

By Anna Drescher
Updated on
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Reviewed by
Saul Mcleod, PhD

Gaslighting Examples At Work

Gaslighting at work can take many forms and is often subtle, causing the victim to question their perception. Here are some examples of gaslighting at work:

1. When you first start the job, your colleague or boss act very supportive and nice (the «love-bombing phase») but they turn against you and their behavior becomes cold and cruel. This tactic is used to give you a false sense of security and destabilize you. You question whether you did something to upset them and try your best to please them, which gives the perpetrator power over you.
2. They might ask questions about you under the guise of wanting to get to know you but then use this information against you at a later date.
3. Telling you your work is unimportant.
4. Dismissing your input or comments in meetings or reports.
5. Making you feel incompetent, for example, «how could you not include this information? It's so important».
6. Withholding work or reducing your workload without telling you why. If you question them they tell you «you're imagining it» and tell you your performance is fine. This is confusing and makes you question your perception.
7. If you bring up an issue, you are told «that's not what happened» or «you're just stressed, stop always worrying so much».
8. Being told you are «new» or «too young» and therefore your input is not valid.
9. Making you question your memory by asking you to complete a certain task and later denying they did. Or vice versa, asking you for something that they never asked you to do.
10. Experiencing sexual harassment and being told «you're a troublemaker» or «you dressed provocatively». Blaming the victim for what happened to them is a form of gaslighting.
11. Dismissing offensive comments as being «jokes».

Other signs of gaslighting in the workplace

- You apologize without knowing why or what you did wrong
- You feel ashamed and/ or incompetent after interactions with them
- You are hyperconscious of your words and actions around the person, second-guessing yourself and worrying about being misunderstood
- You feel like you cannot do anything right
- If you try to explain how you feel, you are dismissed or laughed at
- You question everything you do
- Your confidence and self-esteem have diminished as a result of their behavior

Is Gaslighting A Form Of Harassment In The Workplace?

Gaslighting can be considered a form of harassment or bullying in the workplace. It is a power play in which the perpetrator seeks to control the victim to benefit their own agenda.

To gain control, the perpetrator uses tactics that undermine the victim's perceptions of themselves, their capability at work, and their sense of reality. The perpetrator exploits the victim's self-doubt, insecurities, and fears to elevate their position and feel superior.

If the behavior is ongoing, the consequences to the victim's mental health and work can be devastating.

The American Psychological Association defines bullying as «a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions».

In the case of gaslighting, it is bullying in the form of words and subtle actions. It is not always clear whether it is gaslighting, especially because the gaslighter might switch between being supportive and friendly and being cruel and unkind (termed warm-cold behavior).

If the victim brings it up and confronts the perpetrator, they might be told «you're overreacting» or «you're being too sensitive». Consequently, the victim will question their perception and doubt

themselves.

According to therapist and author of Gaslighting: Recognize Manipulative and Emotionally Abusive People, Stephanie Sarkis, PhD, «Gaslighting is underreported in the workplace, because gaslighters who are particularly adept at manipulation may make the victim feel as if it was all his or her fault.»

Gaslighting is insidious and it can escalate – if you believe gaslighting is happening to you at work, take action.

How To Deal With Gaslighting At Work

Dealing with gaslighting at work can be difficult as the behavior is often subtle and ambiguous. For that reason, it is important to document every incident, seek feedback from trusted others, and build a case against them.

Before you report it, ensure that you have the facts as the gaslighter is likely going to deny it and try to turn the tables on you.

Gaslighting is not always intentional. If you bring up an issue with a colleague or manager and their reaction is to apologize and engage with what you are saying, they may have inadvertently gaslit you.

However, if the behavior is ongoing and when you bring it up, they deny it or tell you you're imagining it or are being too sensitive, it is a sign that they are purposefully trying to manipulate you.

Document the Gaslighting Behavior

When you suspect that you are experiencing gaslighting or any other form of bullying in the workplace, take notes. Treat it as though you are writing a report; record what happened and when, and if possible, write down their words verbatim. Follow up on any verbal interactions you have with an email so that there is written evidence.

The more detail you have, the harder it will be for them to deny it or blame you. It will also help you to confirm your suspicions and realize that what is happening is not your fault – but that you have fallen victim to a gaslighter/ bully.

Confirm That It Is Gaslighting

Before you accuse someone of gaslighting, be sure that it is indeed gaslighting. Educate yourself on the topic and speak to trusted friends or colleagues about it. They will be able to give you an objective view of what is happening and confirm or disconfirm your suspicions.

Here is a reminder of what gaslighting is

Gaslighting describes a variety of behaviors that cause a victim to feel confused and question their sense of reality. Using persistent lying, denial, and contradictions, the gaslighter attempts to distort the victim's reality and force them to accept a false or one-sided reality.

This gives the perpetrator control over another person. It is particularly effective when the power dynamic is unbalanced, for example, in a work context.

Be Careful About Confronting the Gaslighter

The aim of gaslighting is to exert control and avoid taking responsibility. Therefore, if you confront a gaslighter about their behavior, they will deny it, call you sensitive, and shift the blame so that you question yourself.

Confronting the gaslighter can also lead to an escalation of their behavior, which could be detrimental to your well-being and ability to work. It is better to involve a trusted senior staff member or member of the Human Resources (HR) team.

Involve HR or Management

Gaslighting is often hard to prove and it can end up being your words against theirs (that is why it is important to document it in as much detail as possible). Try to find out how your organization has

dealt with similar issues in the past by asking trusted colleagues or looking on websites where employees can leave reviews about a workplace.

Once you have a detailed account of the gaslighter's behavior and you are sure it is gaslighting, arrange a meeting with management or HR. Explain what is happening in a calm and assertive manner and explain the impact it is having on your mental health and ability to do your work.

Avoid the Gaslighter

If the gaslighter is on your team avoiding them might be more difficult. However, you can find ways to reduce the contact you have with them as much as possible, for example, avoid lunches, coffees, and meetings with them.

Instead of interacting with them in person or on the phone, write emails. Grow your network and connect with other people at work. This will make you feel less isolated and could lead to new opportunities.

Look After Your Mental Health

Gaslighting and other forms of psychological aggression can have a detrimental impact on your mental health. It can cause chronic stress, anxiety, depression, diminish your self-esteem and sense of self-worth, and make you disengage from your job.

For that reason, prioritize your mental health. Make time for self-care, such as exercise, meditation/ mindfulness, journaling, spending time with loved ones, and connecting with nature. Remember that your health is more important than your job and treat yourself with compassion.

Seeking the support of a therapist and getting a sick note from your doctor is also an option if you feel you cannot manage alone or are experiencing a crisis.

Leave the Team or Organization

Being persistent and struggling through difficulty can pay off sometimes. However, it is unlikely that a gaslighter will simply stop the behavior and that things will get better on their own. If you are unable to limit the contact with them or you feel your organization is not supporting you, it might be a good idea to leave.

You might perceive this as a failure but instead of engaging in this kind of negative self-talk, use it as an opportunity to learn. Before you accept a new job, do as much research about the company and its culture as possible.

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80+ Jobs in Psychology to Consider

So you've decided to major in psychology, but what exactly do you plan to do after you graduate? With the number of college graduates steadily increasing, it's more important than ever to carefully consider your career options and select a field that is in high demand.

There are also lots of career paths in psychology beyond some of the "typical" options of clinical or

counseling psychology. In fact, some of the most interesting job options might be those that you don't hear much about such as aviation psychology or traffic psychology.

One exercise you may find helpful is to look through a list of psychology careers to see what your options are and then narrow down the list to those in which you are most interested in.

Verywell / JR Bee

Obviously, the best job is the one that you truly love, whether it involves providing therapy, conducting research, or solving real-world problems. Before you decide on a career, spend some time thinking about what really interests you and the type of work setting you would most likely enjoy.

As of 2019, the demand for psychologists is expected to grow by 14% through the year 2026.

While this is not a comprehensive list of every single psychology career out there, the following are just a few of the psychology-related jobs that have a strong projected employment outlook or are considered an up-and-coming field with opportunity for growth.

We highlight a few of these careers to help convey the enormous variety of employment opportunities within the field of psychology. Some of these career options are specifically in psychology while others are less related but still rely on the knowledge and skills acquired while earning a psychology degree.

Consider some of these options as you plan your career path.

Psychology Jobs in Therapy and Research

Art Therapist

Art therapists utilize the expressive and creative arts to help clients cope with psychological distress and to enhance emotional well-being. People who work in this field are trained in both psychotherapy and art. By using art, clients can communicate feelings, express creativity, explore different aspects, of personality, and cope with stress.

Art therapy is often used in a variety of situations, including:
•   Adults suffering from chronic or severe stress
•   Children with disabilities
•   People who have suffered brain injuries
•   People who have witnessed or experienced a traumatic event

Clinical Psychologist

Clinical psychologists assess, diagnose, and treat clients struggling with psychological disorders. These professionals typically work in hospital settings, mental health clinics, or private practices.

Although clinical psychology is the single largest employment area within the field of psychology, there are still plenty of jobs available for qualified professionals. In order to become a clinical psychologist, you must have a doctoral-level degree in clinical psychology and most states require a minimum of a one-year internship.

Counselor

Counselors help people with a wide variety of problems, including marriage, family, emotional, and substance use issues. While requirements vary, almost all states require at least a master's degree in order to become a licensed counselor. Typical work settings include schools, colleges and universities, hospitals, and mental health clinics.

Geropsychologist

As the population of older adults continues to grow, the demand for professionals to attend to their mental health needs also increases. According to the U.S. Census Bureau, by the year 2030, 21% of the population will be age 65 or older.

"Geropsychologists do everything from keeping older adults mentally and physically healthy and vibrant to working with those who are frail and have cognitive impairments," explains Deborah

DiGilio, director of APA's Office on Aging. Geropsychologists can work in a wide range of areas, from providing mental health services to aging adults to designing products that make life easier for the elderly.

Experimental Psychologist

Do you love creating psychology experiments? Experimental psychologists use scientific methods and design research studies that explore many different topics within psychology. Social behavior, cognitive processes, personality, and human development are just a few of the topics that experimental psychologists might investigate.

People working in this field often specialize in a particular area such as cognitive psychology, educational psychology, or personality psychology. They may also be employed in a variety of settings ranging from universities, government agencies, research centers, and nonprofit organizations.

Applied Psychology Jobs

Consumer Psychologist

As retailers become more concerned with attracting new customers, the need for psychologists to understand consumer behavior in order to develop effective marketing campaigns has grown. Consumer psychologists not only study why people purchase goods and services, but they also analyze how family, friends, culture, and media messages affect buying behavior.

Some tasks that a consumer psychologist might perform include:
- Working with consumer focus groups to determine how appealing a particular product might be
- Developing advertising and marketing campaigns to appeal to a target audience
- Conducting theoretical research on shopping and buying behavior

Forensic or Criminal Psychologist

Forensic psychologists apply psychology to the fields of criminal investigation and law. This has rapidly become one of the hottest psychology careers thanks to numerous portrayals in popular movies, television programs, and books.

While the field may not be as glamorous as it is depicted in the media, forensic psychology is still an exciting career choice with a lot of potential for growth. These psychologists often work with other experts to scrutinize insurance claims, perform child custody evaluations, and investigate suspected child abuse.

If you are interested in this area of psychology, you might want to also consider the related field of criminal psychology. Criminal psychologists perform a variety of duties such as developing profiles of criminals, assessing convicted criminals to determine their risk of re-offending, and helping law enforcement catch online predators.

Engineering Psychologist

Engineering psychologists use psychology to investigate how people interact with machines and other technology. These professionals use their understanding of the human mind and behavior to help design and improve technology, consumer products, work settings, and living environments.

For example, an engineering psychologist might work as part of a team to redesign a product to make it more efficient and easier to use in a work situation. Those working in academic settings report the lowest earnings, while those working in the private sector report higher salaries.

Sports Psychologists

Sports psychologists focus on the psychological aspects of sports and athletics, including topics such as motivation, performance, and injury. The two major areas within sports psychology are centered on helping to improve athletic performance or using sports to improve mental and physical health.

Sports psychologists work in a wide variety of settings including universities, hospitals, athletic centers, private consulting practices, and research facilities.

Traffic Psychologist

Traffic psychology is an emerging field that involves applying psychological principles to understanding driver behavior. Some areas in this field include:
- Designing vehicles that are safer and more ergonomic
- Researching how people use transportation
- Searching for ways to improve traffic safety and prevent auto accidents
- Studying the relationship between driver behavior and traffic accidents

Traffic psychology often involves a multidisciplinary approach, combining fields such as social psychology, behavioral psychology, and cognitive psychology.

For example, traffic psychologists might assess how perception and cognition influence performance during a driving task. They might also look at how individual personality affects a driver's emotions, attitudes, and risk-taking behavior while driving.

Psychology Jobs in the Workplace

Career Counselor

Thanks to the rapidly changing job market, many people are searching for a new job in their chosen field or even changing careers entirely. Career counselors help individuals make career decisions and utilize tools including personality assessments, interest inventories, and other evaluation measures.

They often start by looking at a client's interests, job history, education, and skills in order to determine which careers are a good match. They also help clients work on building skills, practicing interviews, improving resumes, and locating job openings. Assisting clients who are dealing with job loss or employment-related stress is also common.

Aviation Psychologist

Aviation psychology is a relatively little-known subspecialty area of human factors psychologythat involves the study of pilots, air traffic controllers, and other flight crew members. People who work in this field perform a number of different duties, which may include:
- Assessing cabin safety
- Conducting research on aviation safety
- Designing flight decks
- Evaluating prospective employees
- Investigating aviation accidents
- Selecting and training pilots
- Training flight crews in communication strategies and ways to assist passengers with in-flight anxiety

Industrial-Organizational Psychologist

Industrial-organizational psychologists (also called I/O or I-O psychologists) focus on workplace behavior, often using psychological principles to increase worker productivity and select employees that are best suited for particular jobs. There are several different specialty areas within industrial-organizational psychology.

For example, some I/O psychologists train and assess employees, while others evaluate job candidates. While there are some job opportunities at the master's degree level, those with a doctoral-level degree in industrial-organizational psychology are in greater demand and command significantly higher salaries.

One sub-specialty area of the field involves working in human resources management to screen and hire job applicants. These professionals are often involved in designing and administering employment screening tests and selecting job candidates that are the best fit for particular positions

within a company.

Psychology Jobs in Healthcare

Genetic Counselor

Genetic counselors help provide information about genetic disorders to couples and families. These professionals typically have graduate training in both genetics and counseling, and many have undergraduate degrees in areas such as psychology, social work, biology, nursing, and public health.

Genetic counselors often work with a team of medical professionals, including doctors, nurses, and geneticists to offer support, guidance, and assistance to families who have a family member with a genetic disorder or who may be at risk of passing down an inherited disorder to their offspring.

Health Psychologist

Health psychologists study how psychological, biological, and social factors influence health. Two important areas of health psychology include helping people avoid illness and promoting healthy behaviors. Educating people about the causes of illness and teaching healthier habits are just two things that a health psychologist might do on a regular basis.

These professionals often work in settings such as hospitals, universities, health care centers, and government agencies. Some of the job duties they may perform include helping people to lose weight, stop smoking, eat healthily, and decrease stress.

Psychology Jobs in Education

School Psychologist

School psychologists work in educational settings to help children deal with emotional, academic, and social problems. Thanks to increased interest in the mental health of children and federal education legislation, school psychology has rapidly become one of the fastest-growing fields.

Special Education Teacher

While slightly outside of a traditional psychology career, the field of special education offers a great deal of opportunity for those who enjoy helping children. Special education teachers work with students with a variety of disabilities.

In order to become a special education teacher, you must have at least a bachelor's degree and complete a teacher training program in special education. Because of the increased enrollments in special education programs and a shortage of qualified teachers, demand is strong and expected to grow.

Should You Be Concerned if Your Child Wants to Be a Gamer?

Is video gaming a hobby or a problem?
Posted March 9, 2023 | Reviewed by Vanessa Lancaster

KEY POINTS

• While there is a chance to grow up and become a pro gamer, this career is as unlikely as becoming a professional actor, musician, or athlete.
• Many gamers' most important friendships come from playing video games with others.
• Identifying as a gamer may help your child build self-esteem, connect with peers and family members, and share expertise.

What was the most popular hobby or activity among kids in the United States in 2022? Most people know the answer to this question without thinking. It's playing video games. More than 90 percent of children play video games in the U.S. Estimates suggest that there are 3.24 billion "gamers" worldwide.

But what does it really mean to be a gamer? Most of these three billion people don't identify as "a gamer." They play video games for fun, relaxation, and interaction with others. Many adults and

kids report playing video games for mental stimulation and select games that challenge their brains. But most kids and adult gamers do not base their identity on gaming life. However, a substantial group of children and young adults gather at events such as

PAX or Gamescom or around a table to play Dungeons and Dragons who describe themselves as "gamers." And much like a child with a love of automobiles who wants to be an engineer or a child who loves nature and wants to be a biologist, it is not uncommon to encounter kids who want to be gamers when they grow up. While there is an opportunity for some children to grow up to become professional gamers, this career is as unlikely as becoming a professional actor, musician, or athlete. Pro or not, however, "gamer" is an identity adopted by many children, teens, and even adults immersed in video games' lifestyle and culture. Should you be concerned if your child wants to be a gamer?

I had the opportunity to interview many teens and college students who identified as gamers. These young people were nothing like the image of the overweight, unkempt teenagers isolated in their rooms staring at a screen with fast food containers strewn around the floor. Instead, they were college and high school students who love gaming, use it as a tool to connect with others, and find that gaming uniquely challenges their brains. Some consistent themes in my discussions included connecting with peers, engaging with family, and overcoming the perception of being addicted to gaming.

How does being a gamer connect you with others?

Many of these gamers' most important friendships came from playing video games with others. Most of these friendships were formed with others they knew face-to-face from high school or college, though some were formed through online connections.

One gamer described gaming "as a lifestyle and culture and that there are many different types of gamers, but what unifies them is their passion and interest in gaming." Gamers often develop their own vocabulary that allows them to communicate with other gamers, so it becomes easy to identify those with that you share this intense interest.

Teenage Depression: How to Get Help for Your Child

How to Help a Depressed Teenager
By Kathryn Rudlin, LCSW
Updated on May 22, 2022
Medically reviewed by
Steven Gans, MD

The Centers for Disease Control and Prevention (CDC) states that 3.2% of children between the ages of 3 and 17 (approximately 1.9 million) are diagnosed with depression in a given year. Read on to learn when and how to seek professional help, talk with your teen about depression, and support them through their experience.

Overview

Depressed teens experience significant emotional and sometimes physical pain, but they may not know how to make it better or find the help they need. Only a doctor or mental health professional can diagnose teen depression, but parents are usually in the best position to begin the process. The clinician will consider all aspects of your teen's depression to develop a treatment plan.

An Overview of Teen Depression

Symptoms of Teen Depression

The signs and symptoms of depression in teens are often different than in adults. Because teen depression often disguises itself as the normal mood swings of puberty or teen angst, it's often ignored until something serious happens, such as a suicide attempt or risk-taking behavior.6 Here's what to look for if you suspect your teen has depression:

• Anger and irritability

- • Declining grades
- • Difficulty concentrating
- • Fatigue
- • Negative self-talk
- • Sleeping too much or not enough
- • Somatic/physical complaints
- • Talk of death or suicide
- • Withdrawal from friends and family

Causes

Some of the factors that can play a role in the development of depression in teens include:
- • Biochemical imbalances
- • Bullying
- • Genetic predisposition to depression
- • Social exclusion
- • Stress
- • Trauma

The teen years are also a period of physical, emotional, and social upheaval. This alone can cause mood swings and depressed moods. The stress of becoming a young adult can cause bouts of sadness and depression.

Because teen depression can have so many causes and because mood shifts can be so common in teens, parents can have difficulty differentiating between the two. Consult a professional as soon as possible if you suspect depression in your teen.

For parents, this means you should note all depression signs, be aware of your teen's moods, and discuss your suspicions with your teen's doctor.

Talk to your teen to learn what could be contributing to their depression. They may be able to give you an answer — or they may not know themselves. Either way, talking to your teen will help you keep the lines of communication open while they are working through their depression.

[Puberty and Depression](#)

When to Seek Help

Identifying depression in teens can be difficult because it doesn't necessarily show up in all aspects of a teen's life and can come and go. Nevertheless, it is often serious. It is a mistake to wait and hope depression will get better on its own; it usually doesn't.

Untreated depression can lead to other serious problems, such as substance use, behavior problems, and medical issues. It is important to have your teen evaluated by a doctor to receive an appropriate diagnosis and treatment.

If you've noticed significant changes in mood, behavior, or personality in your teen that last more than a few weeks, seek professional help to explore the reasons behind these changes.

Your child's doctor can check for other medical conditions that might be contributing to your teen's symptoms, too. Children who are diagnosed with depression tend to have other chronic health problems and mental health conditions, as well as other unmet mental and medical services needs.

It may not be depression, but any long-term changes in your teen's functioning suggest a serious problem that must be identified and addressed. It's always best to err on the side of caution when the possibility of teen depression exists, because it can worsen and lead to suicide.

If you or a loved one are struggling with depression, contact the Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline at 1-800-662-4357 for information on support and treatment facilities in your area.

For more mental health resources, see our [National Helpline Database](#).

Getting Your Teen Evaluated

A thorough evaluation by a professional is required to determine if your teen has depression, assess

the severity of the problem, and weigh the treatment options.

The Dangers of Untreated Depression in Teens

Schedule an assessment for your teen with a medical doctor or mental health professional who specializes in helping teenagers. Seeing your child's pediatrician can be a good first step.

What Evaluation Might Look Like

Your child's doctor can evaluate your child's health, make a diagnosis, recommend treatments, and refer you to another professional, if necessary.

- A medical doctor can order blood tests, review family history, and evaluate current medications, sleep patterns, and diet to determine if there is a physical cause for the depression.
- A psychological evaluation or testing by a psychologist over several sessions can provide extensive information about the severity and nature of the symptoms, contributing factors, and the possible presence of suicidal ideation. This option is best suited for cases in which the diagnosis is unclear.

A therapist who specializes in treating teens will evaluate the symptoms based on talks with the teen and family members. They'll then come up with specific recommendations that are the most likely to help your teen.

The process can take time. Help your teen understand that determining effective therapies and medications can be a trial-and-error process, and it might take several tries to get the treatment plan right. Also, many antidepressants take weeks to months to reach full effect.

How to Help a Teen With Depression

People who are experiencing depression often do not want to seek help.; they might beg, get upset with you, or become violent when you suggest it. Even if your concerns are met with such resistance, seeking help is crucial. Working with a mental health professional and your family doctor is the best beginning strategy for a teen suffering from depression.

Support your teen's daily routines, such as taking medications and eating well. Encourage healthy self-help strategies, and make sure your home is a safe, comforting place.

If your teen is diagnosed with depression, educate yourself about this condition so you can understand what your teen is going through. Be available to listen, and encourage your teen to talk about anything that's bothering them.

What to Do When Your Depressed Teen Refuses Help

Explain Depression to Your Teen

Comparing depression to a physical malady such as diabetes can help your teen frame depression as an illness, understand their symptoms, grasp the importance of treatment, and help them not to feel alone or abnormal.

Older children and adolescents are especially sensitive to feeling different or out of place. Talk with your child and encourage them to ask questions.

For example: "Depression is a mental illness. It's like the flu and other illnesses in that it can make you feel tired or have a headache. It can also affect your moods and feelings. It can make you feel sad, lonely, frustrated, angry, or scared."

Talk About Treatment With Your Teen

Your teenager is more likely to comply with treatment if they have a say in treatment decisions, understand what treatment is for, and know what to expect. Of course, allowing your child to plan their own treatment isn't always practical, but letting them make a small decision (like setting up the next appointment) can help them feel a little more in control.

For example: "You need to take your medicine every day and go to therapy once a week so you feel better. You can talk privately to your therapist about how you are feeling. Your medicine may make

you feel tired or dizzy, but it should go away soon. That is why you'll see the doctor once a month. They will ask about how the medicine is making you feel and will make sure that it is helping you."

Encourage Supportive Relationships

Depression can cause teens to withdraw from friends and family, which can increase feelings of sadness, loneliness, and isolation.18 Supportive relationships are essential for people of all ages but are especially important for depressed children who already feel lonely or isolated.

Having just one friend or supportive adult to talk to can be of significant benefit to your child. Declare your support and availability, and encourage your child to connect or re-connect with friends and share their feelings.

For example: "I am always here to talk to you about anything. Talking to your friends can help, too. Having supportive and encouraging people to lean on is important. Talking about your feelings can make a difficult time a little bit easier. Which of your friends do you think you might be able to talk to?"

Address Myths

Older children might be familiar with the social stigma of mental illness or have heard others say derogatory things about people will mental illness. Consider addressing this with your child so that they do not feel like they must hide or be ashamed of their depression diagnosis.

Remind your child that people might not understand or might be misinformed, but that is no reason to feel embarrassed or ashamed. Teens should also know that telling people about their diagnosis is up to them, but it is not something they need to hide.

Treatments for Teen Depression

Teen depression is treatable with medication, psychotherapy, or a combination of the two. Your mental health professional will help you and your teen decide on an individual treatment plan. Teens who are suicidal may need to be hospitalized.

Medications

Antidepressants can be effective in the treatment of teen depression. All antidepressants carry a black-box FDA warning of an increased risk of suicidal thinking in children and adults under the age of 25. Because of this, antidepressant use in teens should be carefully monitored by doctors and parents, particularly during the first few weeks of treatment.

Although only a few antidepressants have a formal FDA indication for the pediatric population, selective serotonin reuptake inhibitors (SSRIs) are commonly used.

Psychotherapy

Cognitive-behavioral therapy (CBT) and interpersonal therapy (IPT) are two approaches often used to treat depression in teens. CBT focuses on the relationships among thoughts, feelings, and behaviors. Teens learn to identify negative thought patterns and replace them with more positive, helpful ones.

IPT is focused on social relationships and communication issues that can contribute to feelings of depression. It can help teens learn to interact with others in new ways and improve the quality of their social relationships.

The 7 Best Online Therapy Programs for Kids

Lifestyle Changes

In addition to professional treatment, lifestyle modifications such as a healthy sleep schedule, regular exercise, and a nutritious diet can help kids feel better.

How Depression In Children Is Treated

Teen Suicide Risk

Parents sometimes mistakenly believe that talking about suicide can plant the idea in their child's mind. However, addressing the topic can help your child know what to do if they have suicidal thoughts or behaviors. Talking about suicide won't give your child ideas; it can help them recognize a problem and know when and how to ask for help.

Seek immediate medical care if your child is having suicidal thoughts or behaviors, even if you're not sure. It's far better to err on the side of caution. Watch for signs of suicidal thinking and don't hesitate to call the National Suicide Prevention Lifeline at 988 or local emergency services if you believe your teen is suicidal.

Yoga for Anger Management: Release Negative Energy

Sep 20
Written By Taylah Soutter

Anger is a natural human emotion. It can be used in ways that can benefit us, but it's also important to maintain control over it when necessary. Yoga has many benefits for anger management - not just calming down an angry person, but also teaching them how to deal with their anger in the future. Yoga and spirituality practices are especially helpful for people who struggle with managing their emotions. This article will explore these benefits of yoga and offer examples of men who have found success practicing yoga for anger management!

How to reduce anger

There are many ways that men can reduce and manage anger, including:
• Engaging in routine exercise and outdoor activities
• Doing deep breathing exercises when you feel angry to relax
• Getting plenty of rest each night, at least eight hours a day
• Drinking green tea to reduce inflammation in the body
• Eating healthy meals regularly throughout the day. Fruits and vegetables are especially helpful for reducing blood pressure levels
• Doing nonstrenuous, slow yoga-like exercises to relax your muscles and make you feel much calmer

Each of these methods can be used daily to reduce and manage anger during the day. There are many great apps that you can download for your phone, too! These include guided meditations and breathing exercises that will help calm down any angry feelings you have throughout the day.

Can yoga help with anger issues?

According to research published in Frontiers In Psychology, yoga can help you manage your anger and decrease the impulses that surround it.

Yoga has long been recognized for its ability to help us improve our cognitive function. Yoga research has shown that it can assist us in overcoming the fight-or-flight response and shifting from our amygdala (fight-or-flight response) to our prefrontal cortex (regulating emotions and problem-solving), allowing us to think more clearly. Regular yoga practice can train your brain to stop and calm itself, which can help you manage your anger.

While yoga is not a panacea for all of life's problems, including anger issues; it may be able to provide some relief from the impulses that surround anger management issues. People who are willing to take up regular yoga practice might find themselves better equipped to keep their cool in tough situations.

What are some benefits of yoga?

Yoga has a wide range of advantages for men of all ages. Not only is the practice effective at reducing stress, but it may also help you lose weight, gain strength and muscle, improve work performance, and even improve your sex life.

Several of the postures and positions in yoga may help to relax your muscles, making it a useful tool for emotional management and frustration. Yoga is an excellent method to release any anger,

anxiety, or frustration you might be feeling throughout the day.

Yoga is also great at improving your posture, breathing, blood circulation, and digestion, all of which can be negatively impacted by the stress that anger puts on the body and the nervous system.

To learn more about the benefits of yoga, head over to our Ultimate Beginner's Guide to Yoga for Men.

What exercises control anger?

When you think of exercise to manage and control anger, or an exercise you might do when you're angry in the heat of the moment, you might think of going for a run or hitting the gym to relieve pent-up frustration and take it out on your muscles. Although these are great strategies and have many benefits, yoga can also be a great way to manage anger, maybe even better than a gym session.

Yoga is less likely to cause you pain than hitting the gym or taking a run, and because yoga focuses on breathing exercises that center your mind and body, you can release stress before it even has time to build up into an overwhelming feeling of rage. Practicing yoga both to manage anger before it arises, and once you are in the throws of it, is beneficial, as you are gently forced to reflect inwards, focus, and listen to what is going on inside your mind and body.

Pranayama for anger management

Swami Randev, a famous Indian yoga guru and businessman, swears by the practice of Pranayama for beating frustration and coping with anger. He stresses the importance of deep breathing and breath control, which in turn controls and helps to strengthen emotional regulation.

When you get angry or stressed, your sympathetic nervous system is activated. Breathing becomes sharper and shallower, your blood pressure and heart rate increase, and your sympathetic nervous system puts unnecessary pressure on your body. Deep breathing, breath retention, and control utilizing a slow and steady breath ratio activate the parasympathetic nervous system and reduces anxiety levels. Long, deep breaths can also help us relax by managing our stress reactions and lowering anxiety, fear, racing thoughts, a rapid heart rate, and shallow chest breathing.

Here are two of my favorite guided pranayama practices to follow along to:

Meditation for anger management

According to recent research in the Journal – Consciousness and Cognition, one session of meditation alone may help your body's reaction to rage and anger.

Even in individuals who had never practiced meditation, just one session reduced the physical signs of rage, according to the new research. After only 20 minutes of meditation, individuals who had never practiced meditation previously showed a much calmer and more relaxed physical reaction when asked to re-experience anger.

Anger is a complicated emotion, and for many people, it's a source of embarrassment or guilt if they can't keep their tempers in check. We've all experienced anger of one sort or another, whether it's a simmering irritation that boils over, a long-held resentment finally released, or an injustice eating away at the core. Many successful and well-renowned men have discovered that meditation aids them in controlling their anger and have implemented regular practice into their lives, including Joe Rogan, Russel Brand, Timothy Ferris, Arnold Schwarzenegger, and Bill Gates.

Insight Timer has a great list of meditations for anger management, tension, and stress available on their mobile app.

What does yoga say about anger?

Buddhist philosophy says that anger is a mental defilement, just like desire or greed. It's an unwholesome state of mind, which does nothing but cause suffering.

Yoga says that anger is an energy, just like fear or passion. It's a mental state of high arousal and tension, which often leads to aggression. We all experience this from time to time – it could be at home with our family members, in the workplace by being treated unfairly, on the road when someone cuts us off in traffic, or in a relationship when we feel betrayed.

However, anger isn't what makes us feel better – it's often the cause of much unhappiness and regret later on. In yoga philosophy, this is called Satya or false belief. It falsely tells you that there is something to be angry about, creating unnecessary mental tension within yourself which not only affects your mental well-being but also affects the people around you.

Yoga practitioners are encouraged to understand that their anger is an adaptation of their mind which has arisen due to misunderstanding or misperception, and if not dealt with properly can prove disastrous for them as well as those around them.

Which yoga is best for anger?

There are many types and styles of yoga that could be beneficial for reducing and coping with anger, such as traditional hatha yoga, which focuses on physical postures and exercises; hot yoga, which can be great for those who like to break a sweat and feel challenged, or vinyasa flow, which can help you get out of your head by focussing on the flow, movement, and challenge of the poses.

If you are looking for a style of yoga where you can slow down, ground, and focus on your inner space and the source of your emotions, yin or traditional Sivananda could be a great place to start.

What are the best yoga poses for anger?

Although many yoga poses will be beneficial for reducing and managing anger, here are some poses that I use when I need a quick fix to calm me down when I'm in the moment:

1. Wide-Legged Child's pose. This pose helps me ground myself, take notice of my body, and find a space of awareness to prepare me for my practice. I like to experiment in this pose by swaying my hips side to side and slowly reaching my fingertips further forward.
2. Bananasana is one of my favorite Yin yoga poses, as it really facilitates the connection between your mind and body. This pose will help you stretch out any tension in your side body, and you'll be able to feel an amazing expansion in your ribcage when you breathe into the pose.
3. Dragon Pose is a group of Yin poses that follow a flow and ensure you get the most out of your time on the mat. Although you can just stick to Dragon Pose, if you're looking for an extra challenge and a way to get rid of some negative energy, try moving through the variations.
4. Forward fold is the perfect pose for even the most frustrating of moments. When I'm feeling hot under the collar, I find that forward fold helps me come back to center, lowers my blood pressure, and helps me regain my inner calm.
5. Cobra pose is another favorite of mine, as I find a lot of tension when I'm angry or stressed goes to my spine. Cobra pose will help you put gentle and healing pressure on your back, open up through the chest, and push out any unwanted feelings.
6. Savasana. This pose is great for the end of a sequence, to relax and re-set your mind and body. Savasana is a perfect pose for lying meditation and pranayama.

For a quick guided yoga for anger management practice, try out this yoga sequence with Yoga with Adriene:

How do I let go of anger in yoga?

Yoga is a great tool used by many to effectively let go of and manage anger and frustration. Instead of stifling or repressing your anger, yoga helps you sit with it, feel and experience it, process it, and then let it go freely. Through both the asanas and breathwork, yoga facilitates the processing of emotions by reflecting and viewing them internally, moving through them, and using the anger to strengthen and ground you into your practice, and then watch it dissipate when it is ready. Yoga has helped many people change their relationship with a range of emotions, including anger, and see it from a different perspective.

Anger, like trauma, often gets stored in the body. When we continually repress our feelings, we create toxicity in our bodies, brains, and hearts. Our organs, muscles, and tissues are all filled with unprocessed emotional energy. Physical therapies and practices like yoga, help move stagnant energy through the body, helping practitioners release it in an effective and lasting way. If you're

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interested in learning more about anger, trauma, and how they get stored in the body, you might be interested in reading The Body Keeps The Score- Bessel Van Der Kolk.

When you get angry or stressed, your sympathetic nervous system is activated. Breathing becomes more sharp and shallow, your blood pressure and heart rate increase, and your sympathetic nervous system puts unnecessary pressure on your body. Deep breathing, breath retention, and control utilizing a slow and steady breath ratio activate the parasympathetic nervous system and reduces anxiety levels. Long, deep breaths can also help us relax by managing our stress reactions and lowering anxiety, fear, racing thoughts, a rapid heart rate, and shallow chest breathing.

In conclusion

Anger is something we all experience. It's a normal part of life, and a powerful tool if used effectively. It's something we could all learn how to control better, and master so that it serves us instead of controlling us. Yoga is an incredible way to strengthen our authority over our most powerful emotion and its sway on our lives. Paired with meditation and pranayama, or practiced on its own, yoga is something everyone who wants to tame their inner fire should include in their daily routine.

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

С целью определения уровня овладения компетенциями, закрепленными за дисциплиной, в заданные преподавателем сроки проводится текущий и промежуточный контроль знаний, умений и навыков каждого обучающегося. Все виды текущего контроля осуществляются на практических занятиях. При оценивании компетенций принимается во внимание формирование профессионального мировоззрения, определенного уровня включённости в занятия, рефлексивные навыки, владение изучаемым материалом.

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 в профессиональной деятельности» проводится в соответствии с локальными нормативными актами ОАНО ВО МПСУ и является обязательной.

Текущая аттестация по учебной дисциплине проводится в форме опроса и контрольных мероприятий по оцениванию фактических результатов обучения обучающихся и осуществляется преподавателем дисциплины.

Объектами оценивания выступают:

1. учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине);

2. степень усвоения теоретических знаний в качестве «ключей анализа»;

3. уровень овладения практическими умениями и навыками по всем видам учебной работы;

4. результаты самостоятельной работы.

Активность обучающегося на занятиях оценивается на основе выполненных им 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.

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 учебной дисциплине проводится в соответствии с локальными нормативными актами ОАНО ВО МПСУ и является обязательной.

Промежуточная аттестация по учебной дисциплине проводится в соответствии с учебным планом на 2 курсе 4 семестр в форме зачета для очной, очно-заочной и заочной форм обучения в период зачетно-экзаменационной сессии в соответствии с графиком проведения.

Обучающиеся допускаются к зачету и экзамену по дисциплине при условии выполнения им учебного плана по дисциплине: выполнения всех заданий и мероприятий, предусмотренных программой дисциплины.

Оценка знаний обучающегося на зачете и экзамене определяется его учебными достижениями в семестровый период и результатами текущего контроля знаний и выполнением им заданий.

Знания умения, навыки обучающегося на зачете оцениваются как: «зачтено», «не зачтено».

Знания умения, навыки обучающегося на экзамене оцениваются по пятибалльной шкале: «отлично» – 5; «хорошо» – 4; «удовлетворительно» – 3; «неудовлетворительно» – 2.

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

Студенту, получившему оценку «неудовлетворительно» предоставляется возможность ликвидировать задолженность по изучаемому курсу в дни пересдачи или по индивидуальному графику, утвержденному деканом факультета.

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

а) основная учебная литература:

1. Английский язык для гуманитариев: учебник для студентов вузов, обучающихся по гуманитарно-социальным специальностям / М.В. Золотова [и др.]. — Москва: ЮНИТИ-ДАНА, 2017. — 368 с. — ISBN 978-5-238-02465-3. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/81614.html . — Режим доступа: для авторизир. пользователей.
2. Дроздова Т.Ю. English Grammar. Reference and Practice: учебное пособие / Дроздова Т.Ю., Берестова А.И., Маилова В.Г. — Санкт-Петербург: Антология, 2021. — 464 с. — ISBN 978-5-9909598-9-7. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/104032.html . — Режим доступа: для авторизир. пользователей
3. Кокорина Е.А. Английский язык для психологов-педагогов: учебное пособие / Кокорина Е.А. — Москва: National Research, 2018. — 194 с. — ISBN 978-5-9908927-4-3. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/95592.html . — Режим доступа: для авторизир. пользователей.

б) дополнительная учебная литература:

1. Алферова Т.А. Самостоятельно готовимся к тесту по грамматике английского языка: учебное пособие / Алферова Т.А. — Новосибирск: Сибирский государственный университет телекоммуникаций и информатики, 2018. — 181 с. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/84085.html . — Режим доступа: для авторизир. пользователей.

2. Алякина Н.В. Английский язык – для межкультурного общения: особенности языковой культуры и национального своеобразия англоговорящих стран = English - for intercultural communication: features of language culture and national identity of English-speaking countries: учебное пособие (А1–А2) / Алякина Н.В., Марукян Ж.А., Сомова И.Ю. — Москва: Университет мировых цивилизаций имени В.В.Жириновского, 2022. — 146 с. — ISBN 978-5-907445-94-9. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/126931.html . — Режим доступа: для авторизир. пользователей.

3. Измайлова М.А. Деловое общение: учебное пособие / Измайлова М.А. — Москва: Дашков и К, 2021. — 252 с. — ISBN 978-5-394-04151-8. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/107778.html . — Режим доступа: для авторизир. пользователей.

4. Иностранный язык профессионального общения (английский язык): учебное пособие / И.Б. Кошеварова [и др.]. — Воронеж: Воронежский государственный университет инженерных технологий, 2018. — 140 с. — ISBN 978-5-00032-323-6. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/76428.html. — Режим доступа: для авторизир. пользователей.

5. Кириллова И.К. Грамматика английского языка. Сборник упражнений: учебно-практическое пособие / Кириллова И.К., Бессонова Е.В., Просяновская О.А. — Москва: Московский государственный строительный университет, Ай Пи Эр Медиа, ЭБС АСВ, 2016. — 147 с. — ISBN 978-5-7264-1295-5. — Текст: электронный // IPR SMART: [сайт]. — URL: https://www.iprbookshop.ru/48039.html . — Режим доступа: для авторизир. пользователей.

8. Методические указания для обучающихся по освоению дисциплины

Вид деятельности	Методические указания по организации деятельности студента
Практические занятия	Проработка рабочей программы, уделяя особое внимание целям и задачам, структуре и содержанию дисциплины. 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.
Индивидуальные задания	Знакомство с основной и дополнительной литературой, включая справочные издания, зарубежные источники, конспект основных положений, терминов, сведений, требующихся для запоминания и являющихся основополагающими в этой теме. Составление аннотаций к прочитанным литературным источникам и др.
Перевод текста	При переводе рекомендуется следующая последовательность работы над текстом: 1. Обратите особое внимание на заголовок текста. Прочитайте весь текст до конца и постарайтесь понять его общее содержание. 2. Приступите к переводу предложений. Прочитайте предложение и определите, простое оно или сложное. Если предложение сложное, разберите его на отдельные предложения (сложноподчиненное – на главное и придаточное, сложносочиненное – на простые). Найдите обороты с неличными формами глагола. 3. В простом предложении найдите сначала сказуемое (группу сказуемого) по личной форме глагола, по сказуемому определите подлежащее (группу подлежащего) и дополнение (группу дополнения).

	4. Опираясь на знакомые слова, приступите к переводу в таком порядке: группа подлежащего, группа сказуемого, группа дополнения, обстоятельства. 5. Выделите незнакомые слова и определите, какой частью речи они являются. Обращайте внимание на суффиксы и префиксы этих слов. Для определения их значения применяйте языковую догадку, но проверяйте себя с помощью словаря. Прочитайте все значения слова, приведенные в словарной статье, и выберите наиболее подходящее. При работе со словарем используйте имеющиеся в нем приложения. 6. Выпишите незнакомые слова, переведите их начерно (дословно). 7. Приступите к переводу текста. 8. Проверьте соответствие каждой фразы перевода оригиналу. 9. Отредактируйте перевод. Освободите текст перевода от несвойственных русскому языку выражений и оборотов. 10. Перепишите готовый перевод.
Лексический диктант	При подготовке к написанию диктанта повторить лексический и грамматический материал, правила словообразования, структуру предложения.
Групповая дискуссия	Групповая дискуссия позволяет определить уровень сформированности профессиональных компетенций в условиях максимально приближенных к профессиональной среде. Для проведения групповой дискуссии преподаватель, предлагает наиболее актуальную тему из реальной общественно-политической обстановки, и ставят перед аудиторией проблемные аспекты, на которые обучающийся должен обратить особое внимание, сформировать свою личностную позицию, обосновать ее и подготовится 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.
Самостоятельная работа	Самостоятельная работа проводится с целью: систематизации и закрепления полученных теоретических знаний и практических умений обучающихся; углубления и расширения теоретических знаний студентов; формирования умений использовать 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. Формы и виды самостоятельной работы: 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; конспектирование источников; подготовка к различным формам текущей и промежуточной аттестации (к тестированию, зачету, экзамену); выполнение домашних контрольных работ; самостоятельное выполнение практических заданий репродуктивного типа (внеаудиторное чтение, письменный перевод информации профессионального характера с иностранного языка на русский, ответы на вопросы, выполнение заданий по пройденным грамматическим

	темам с использованием справочной литературы, тесты; выполнение индивидуальных и групповых творческих заданий).

Технология организации самостоятельной работы обучающихся включает использование информационных и материально-технических ресурсов образовательного учреждения: библиотеку с читальным залом, 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 студентов, и иные методические материалы. Перед выполнением обучающимися внеаудиторной самостоятельной работы преподаватель проводит консультирование по выполнению задания, которое включает цель задания, его содержания, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценивания. 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.

Контроль самостоятельной работы предусматривает:
  – соотнесение содержания контроля с целями обучения;
  – объективность контроля;
  – валидность контроля (соответствие предъявляемых заданий тому, что предполагается проверить);
  – дифференциацию контрольно-измерительных материалов.

Формы контроля самостоятельной работы:
  – просмотр и проверка выполнения самостоятельной работы преподавателем;
  – организация самопроверки,
  – взаимопроверка 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. |
| Опрос | Опрос – средство контроля, организованное как специальная беседа преподавателя с обучающимися на темы, связанные с изучаемой дисциплиной, и рассчитанное на выявление объема знаний по определенному разделу, теме, проблеме и т.п.

Проблематика, выносимая на опрос, определена в заданиях для самостоятельной работы обучающихся, а также может определяться преподавателем, ведущим семинарские занятия. Во время проведения опроса обучающийся должен уметь обсудить с преподавателем соответствующую проблематику на уровне диалога. |
| Тестирование | Контроль в виде тестов может использоваться после изучения каждой темы курса. Итоговое тестирование можно проводить в форме:
  – компьютерного тестирования, т.е. компьютер произвольно выбирает вопросы из базы данных по степени сложности;
  – письменных ответов, т.е. преподаватель задает вопрос и дает несколько вариантов ответа, а обучающийся на отдельном листе записывает номера вопросов и номера соответствующих ответов. |

	Для достижения большей достоверности результатов тестирования следует строить текст так, чтобы у обучающихся было не более 40 – 50 секунд для ответа на один вопрос. Итоговый тест должен включать не менее 60 вопросов по всему курсу, рассчитанных по времени на целое занятие. Оценка результатов тестирования может проводиться двумя способами: 1) по 5-балльной системе, когда ответы студентов оцениваются следующим образом: - «отлично» – более 80% ответов правильные; - «хорошо» – более 65% ответов правильные; - «удовлетворительно» – более 50% ответов правильные. Обучающиеся, которые правильно ответили менее чем на 70% вопросов, должны в последующем пересдать тест. При этом необходимо проконтролировать, чтобы вариант теста был другой; 2) по системе зачет-незачет, когда для зачета по данной дисциплине достаточно правильно ответить более чем на 70% вопросов.
Подготовка к итоговой аттестации по учебной дисциплине (экзамену / зачету / зачету с оценкой)	При подготовке к итоговой аттестации по учебной дисциплине (экзамену / зачету / зачету с оценкой) необходимо ориентироваться на конспекты, рекомендуемую литературу и др. Основное в подготовке к итоговой аттестации по учебной дисциплине – это повторение всего материала дисциплины. При подготовке к итоговой аттестации по учебной дисциплине обучающийся весь объем работы должен распределять равномерно по дням, отведенным для подготовки, контролировать каждый день выполнение намеченной работы. Подготовка к итоговой аттестации по учебной дисциплине включает в себя три этапа: – аудиторная и самостоятельная работа в течение семестра; – непосредственная подготовка в дни, предшествующие аттестации по темам учебной дисциплины; – подготовка по вопросам к итоговой аттестации по учебной дисциплине. Для успешной подготовки к итоговой аттестации по учебной дисциплине обучающиеся должны принимать во внимание, что: • все основные вопросы, указанные в рабочей программе дисциплины, нужно знать, понимать их смысл и уметь его разъяснить; • указанные в рабочей программе формируемые компетенции в результате освоения учебной дисциплины должны быть продемонстрированы студентом; • семинарские занятия способствуют получению более высокого уровня знаний и, как следствие, более высокому баллу при итоговой аттестации по учебной дисциплине; • начинать подготовку к итоговой аттестации по учебной дисциплине необходимо с первого аудиторного занятия.

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

Для осуществления образовательного процесса по учебной дисциплине необходимо использование следующих помещений и материально-технического обеспечения:

– аудитория для проведения учебных занятий, оснащенная учебной мебелью: парты, и стулья для обучающихся, учебная доска; стол и стул преподавателя;

– технические средства обучения: персональный компьютер; мультимедийное оборудование (проектор, экран или интерактивная доска, или плазменная панель);

– помещение для самостоятельной работы обучающихся: специализированная мебель и

компьютерная техника с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду Университета.

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

Обучающиеся обеспечены доступом к электронной информационно-образовательной среде Университета из любой точки, в которой имеется доступ к сети «Интернет», как на территории организации, так и вне ее.

10.1 Лицензионное программное обеспечение:

1. Операционная система Microsoft Windows 7 Professional – OEM-лицензии (поставляются в составе готового компьютера);
2. Операционная система Microsoft Windows 10 – OEM-лицензии (поставляются в составе готового компьютера) и по договору № 2/11/2016-1546 от 02.11.2016г.
3. Программный пакет Microsoft Office 2016 Professional Plus – по договору № 2/11/2016-1546 от 02.11.2016г.
4. Комплексная система антивирусной защиты ESET NOD32 Antivirus Business Edition – лицензия № 3АЧ-69Х-АВК, действует до 13.10.2023г.

10.2. Электронно-библиотечные системы:

1. Электронно-библиотечная система IPR BOOKS (www.iprbookshop.ru). Договор № 9599/22 П на предоставление доступа к электронно-библиотечной системе IPR BOOKS от 10.10.2022г.
2. Научная электронная библиотека eLIBRARY.RU (www: http//elibrary.ru). Ресурс доступен всем пользователем после регистрации. Лицензионный договор № 350-12/21 от 16.12.21 г.
3. Автоматизированная информационная библиотечная система «МегаПро» Договор №9/10-2012г.
2. Коллекция «Легендарные книги» ЭБС Юрайт (https://biblioonline.ru/catalog/legendary и https://urait.ru/catalog/legendary) Ресурс доступен всем без регистрации. Договор с ООО «Электронное издательство Юрайт» на безвозмездное использование произведений раздел «Легендарные Книги» от 31.01.2020г.
3. Образовательная платформа «Электронное издательство Юрайт» https://urait.ru . Договор № 4996 на оказание услуг по предоставлению доступа к образовательной платформе «Электронное издательство Юрайт» от 11.01.2022г.
4. Платформа ВКР-ВУЗ-размещение, хранение материалов и поиск заимствования (http://vkr-vuz.ru). Лицензионный Договор № 8966/22 на предоставления доступа к платформе ВКР-ВУЗ от 01.02.2022г.

10.3. Современные профессиональные баз данных:

1. Портал «Информационно-коммуникационные технологии в образовании»: http://www.ict.edu.ru
2. Научная электронная библиотека: http://www.elibrary.ru/
3. Национальная электронная библиотека http://www.nns.ru/
4. Электронные ресурсы Российской государственной библиотеки: http://www.rsl.ru/ru/root3489/all
5. Web of Science Core Collection – политематическая реферативно-библиографическая и

наукомтрическая (библиометрическая) база данных: http://webofscience.com
6. Полнотекстовый архив ведущих западных научных журналов на российской платформе Национального электронно-информационного консорциума (НЭИКОН): http://neicon.ru
7. Базы данных издательства Springer: https://link.springer.com
8. Сайт британского телеканала: http://www.bbc.co.uk/
9. Электронная энциклопедия: http://en.wikipedia.org/wiki/
10. Сайт американской психологической ассоциации: https://www.apa.org/
11. Онлайн ресурсы по психологии: https://www.psychology.org
12. Образовательный сайт по психологии: https://simplypsychology.org/
13. Электронный научный журнал: https://www.psychologytoday.com
14. https://www.verywellmind.com/
15. Электронный словарь Мультитран: www.multitran.ru

10.4. Информационные справочные системы:

1. Информационно-правовая система «Консультант+»: https://cons-plus.ru
2. Портал Федеральных государственных образовательных стандартов высшего образования: http://fgosvo.ru
3. Информационно-правовая система Гарант: www.garant.ru

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

Для обеспечения образования лиц с ограниченными возможностями здоровья по личному заявлению обучающегося разрабатывается адаптированная образовательная программа, индивидуальный учебный план с учетом особенностей их психофизического развития и состояния здоровья. Применяется индивидуальный подход к освоению дисциплины, индивидуальные задания: рефераты, письменные работы либо только устные ответы и диалоги, индивидуальные консультации. Возможно использование диктофона и других записывающих устройств для воспроизведения лекционного и семинарского материала.

В целях обеспечения обучающихся 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 читальном зале, оборудованные программами невизуального 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 One Loupe; речевой синтезатор «Голос».

12. Лист регистрации изменений

Рабочая программа учебной дисциплины обсуждена и утверждена на заседании Ученого совета от «30» января 2023 г. протокол № 5

№ 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 37.03.01 Психология, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 29.07.2020г. № 839	Протокол заседания Ученого совета от «30» января 2023 г. протокол № 5	01.09.2023
2.			
3.			