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КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

# АНГЛИЙСКИЙ ЯЗЫК

Методическая разработка  
по аудиторному чтению текстов  
по специальности «Психология»  
для студентов бакалавров 1–2 курсов

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Предназначена для студентов бакалавров 1–2 курсов, обучающихся на гуманитарном факультете по специальности «Психология».

Основная цель пособия – формирование и совершенствование навыков чтения текстов по специальности, умения вести беседу, дискуссию или полемику.

Состоит из 10 тематических разделов, последовательность которых определяется нарастающими языковыми трудностями. Каждый из разделов включает в себя тексты для чтения, лексический минимум, упражнения, направленные на понимание содержания текстов, развитие навыков чтения и говорения.

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## Unit 1. CAREERS IN PSYCHOLOGY

### VOCABULARY

**careers** – (зд.) возможности трудоустройства  
**creative** – творческий, креативный  
**innovator** – изобретатель, новатор  
**practitioner** – практик  
**to vary** – быть разнообразным  
**to treat** – лечить  
**intelligence** – интеллект, ум  
**personality** – личность, характер  
**courtroom** – суд  
**executives** – руководители  
**performer** – исполнитель (певец, актер)  
**to reduce** – уменьшать  
**performance** – исполнение, выполнение, производительность  
**jury** – суд присяжных  
**disaster** – катастрофа, несчастный случай  
**plane crash** – авиакатастрофа  
**victim** – жертва  
**bystander** – прохожий  
**skill** – навык  
**experience** – опыт  
**disorder** – расстройство, нарушение

**available** – имеющиеся в наличии  
**behavioural disorder** – нарушение поведения  
**short-term** – краткосрочный  
**schizophrenia** – шизофрения  
**youngsters** – молодежь  
**ethnic minorities** – национальные меньшинства  
**life stage** – этап жизни  
**gender** – пол  
**well-being** – самочувствие  
**to be affected by** – подвергаться влиянию  
**spiritual** – духовный  
**environment** – окружение, окружающая среда  
**diversity** – разнообразие  
**staffing** – подбор персонала  
**stroke** – удар  
**victim** – жертва  
**mental retardation** – умственная отсталость  
**cerebral palsy** – церебральный паралич  
**to assess** – оценивать

### Text

#### CAREERS IN PSYCHOLOGY

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

teach future psychologists and other types of students. They test intelligence and personality.

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

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

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

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

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

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

Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of computer systems are less well-known. What all psychologists have in common is an interest in the minds and behaviors of both humans and animals.

## NOTES

**as scientists** – будучи учеными

**to recover from the shock of the event** – восстанавливаться после шока произошедшего

**flexibility of their schedules** – гибкость их расписания дня

**experimental design** – дизайн эксперимента

**career paths** – (зд.) карьерные возможности

**to care for smb/smth** – заботиться о ком-то, чем-то

## Exercise 1. Read the text and answer the following questions.

1. What does the field of psychology include?
2. What is research in psychology concerned with?
3. What innovations do psychologists make?
4. What do psychologists do?
5. Where do psychologists work?
6. Who do they work with?
7. When does your education as a psychologist end?
8. Do most psychologists like their work?
9. What skills are many employers interested in?
10. What do all psychologists have in common?

## Exercise 2. Find in the text English equivalents to the following words and word combinations:

включать в себя и исследовательскую работу и практику; поведение человека; решать проблемы; проводить исследования; применять знания; научные методы наблюдения; создавать новые подходы; научные открытия; уменьшить стресс; улучшить производительность.

## Exercise 3. Fill in the gaps with the words from the text.

1. The field of psychology includes both ... and....
2. As scientists, psychologists use different research methods, such as..., ... and....
3. As practitioners, psychologists work in laboratories, ..., ..., schools and universities, ... and corporate ... .
4. Psychologists work with business executives, ... and ... to reduce stress and ... performance.
5. Immediately following the disaster, such as a plane crash or ..., psychologists help ... and....
6. When you are a ..., your... never ends.
7. Psychologists have a variety of ... .. and the flexibility of their....
8. Many employers are interested in the skills of ..., ..., and ... data.

## Exercise 4. Which of the following sentences are true or false?

1. As scientists, psychologists follow scientific methods, using careful observation, experimentation, and psychoanalysis.
2. Psychologists are frequent innovators. They invent new approaches to people and societies.
3. Psychology is an extremely varied field.
4. Psychologists work with performers, sportsmen and businessmen.
5. Psychologists help victims and bystanders of disasters.

**Exercise 5. Fill in the gaps with a suitable word:**

*perspectives, nearly, seeks, pioneered, personality, mental, membership, retain, current*

1. For many people whose exposure to psychology comes mostly from popular books, magazines, and TV, psychologists analyze \_\_\_\_\_, practice psychotherapy, and dispense child-rearing advice.
2. Psychology is a science that \_\_\_\_\_ to answer all sorts of questions about us all: how we think, feel, and act.
3. The \_\_\_\_\_ of the American Psychological Association (which includes seven in ten doctoral psychologists in the USA) more than doubled during the 1950s, \_\_\_\_\_ doubled again during the 1960s, and has doubled again since 1970.
4. Ivan Pavlov, who \_\_\_\_\_ the study of learning, was a Russian physiologist.
5. With \_\_\_\_\_ research that ranges from recording nerve cell activity to studying the effects of psychotherapy, and with \_\_\_\_\_ that range from basic science to philosophy, psychology is difficult to define.
6. Since the 1960s, psychology has recaptured its initial interest in conscious and unconscious \_\_\_\_\_ processes.
7. Many psychologists now study how our minds process and \_\_\_\_\_ information.

**Exercise 6. Translate the following sentences into Russian.**

1. There are more careers in psychology than in mathematics and history.
2. As psychologists we should be intelligent, creative, understanding and innovative.
3. Approaches to the same problem can vary. All practitioners know that but patients do not expect that.
4. It is difficult to diagnose some psychological disorders. It is difficult to treat them.
5. Clinical psychologists must have a nice and friendly personality.
6. Many business executives live in constant stress. They use alcohol to reduce stress. Professional psychologists can help to reduce stress.
7. Victims and bystanders of such disasters as plane crash live in stress long after the accident.
8. Psychologists often provide help for people with different mental disorders.

**Exercise 7. Read and retell the following text.**

**WHAT TYPE OF PSYCHOLOGIST WOULD YOU LIKE TO BE?**

Psychologists specialize in different areas within the field of psychology. Let's look at some of the options available for you.

Clinical psychologists diagnose and treat mental, emotional, and behavioural disorders. These vary from short-term crises, divorce to chronic problems, such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depressions. Others focus on specific groups: youngsters, ethnic minority groups and the elderly, for example.

Counseling psychologists help people recognize their strengths and resources to fight with their problems. Counseling psychologists do counseling and psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g., schools, hospitals, businesses). Counseling psychologists help people understand and take action on career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion) on psychological well-being. They believe that behavior is affected by many things, including qualities of the individual (e.g., psychological, physical, or spiritual factors) and factors in the person's environment (e.g., family, society, and cultural groups).

Educational psychologists concentrate on how effective teaching and learning take place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture.

Industrial/organizational psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development. And others work as management consultants in such areas as strategic planning and quality management.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal problems and interpersonal relations.

School psychologists work directly with public and private schools. They assess and counsel students, consult with parents and school staff.

## NOTES

**improving productivity** – улучшение производительности  
**human resources specialists** – специалисты отдела кадров  
**quality management** – управление качеством

### Exercise 8. Write sentences with the following words:

- a) behavioural disorders, schizophrenia, phobias, stroke, mental retardation, cerebral palsy, epilepsy, autism
- b) psychotherapy, counseling, teaching, scientific research, strategic planning, quality management
- c) rehabilitation psychologist, industrial psychologist, counseling psychologist, educational psychologist

### Exercise 9. Discuss in the groups.

1. How attractive and prestigious is each career for you? Why and why not?
2. How well is each career paid? Is it important for you?
3. How perspective is each career for your career promotion?

### Exercise 10. Fill in the table.

	Place of work	Job description
Clinical psychologists		
Counseling psychologists		
Educational psychologists		
Rehabilitation psychologists		
School psychologists		

### Exercise 11. Translate the following sentences into English.

1. Практическая психология использует результаты исследований для решения разнообразных задач.
2. Будучи учеными, психологи используют научные методы.
3. Наблюдение, эксперимент и анализ – это примеры научных методов.
4. Психологи зачастую новаторы. Они разрабатывают теории, тестируют их в своих исследованиях.
5. Психология очень разнообразна. Психологи занимаются исследованиями, работают консультантами, преподают психологию в школах и университетах.

6. Практикующие психологи работают в клиниках, лабораториях, больницах, судах, школах, тюрьмах и корпорациях.
7. Психологи работают со спортсменами и бизнесменами, помогая снимать стресс и улучшать показатели.
8. Профессиональные психологи вынуждены постоянно совершенствоваться, держаться в ногу со временем.
9. Психологи напряженно работают, чтобы найти ответы на разнообразные исследовательские вопросы.
10. Всем известны работы психологов, связанные с уходом за психически больными людьми. Однако работа в сфере разработки компьютерного обеспечения менее известна.

### Exercise 12. Discuss the following questions with the group and write a short essay on the topic you liked most.

1. Are there more jobs in research or practice in your city?
2. What job, in your opinion, is more prestigious in research or in practical psychology?
3. Why do you think psychologists have to be innovative and creative? Is it difficult?
4. What kind of work is less stressful: at school, at a corporate office or at hospital?
5. Who is the most difficult to work with – businessmen, athletes, lawyers or performers?
6. Do you agree that all psychologists love their work? Why do you think so?

## Unit 2. INTRODUCTION TO PSYCHOLOGY

### VOCABULARY

<b>study</b> – (зд.) учение	<b>counseling services</b> – консул- тационные услуги
<b>definition</b> – определение	<b>disorder</b> – нарушение
<b>term</b> – термин	<b>dysfunction</b> – дисфункция
<b>sensation</b> – ощущение	<b>personality disorder</b> – расстрой- ство личности
<b>to survive</b> – выживать	<b>to be granted the right</b> – быть наделенным правом
<b>to adapt</b> – приспособляться, адаптироваться	<b>to maintain</b> – поддерживать
<b>unconscious</b> – бессознательный	<b>to enhance</b> – расширять, улуч- шать
<b>to determine</b> – определять	<b>to prescribe</b> – прописывать (ле- карства и т.д.)
<b>to be aware of</b> – осознавать	<b>treatment</b> – лечение
<b>information processing</b> – обра- ботка информации	<b>to evaluate</b> – оценивать
<b>to confirm</b> – подтверждать	<b>assessment</b> – оценка
<b>dominant</b> – доминирующий	<b>well-being</b> – состояние
<b>aims</b> – цели	<b>brain damage</b> – повреждения мозга
<b>observable</b> – подлежащий на- блюдению, наблюдаемый	
<b>to provide</b> – предоставлять	

### Text

#### WHAT IS PSYCHOLOGY?

The word psychology comes from two Greek words: “*psyche*” meaning “mind” or “soul” and “*logos*” meaning “study of”. Therefore, psychology means “study of the mind”. There are many modern definitions of the term. One of them belongs to Atkinson, who defined psychology as “the scientific study of behaviour and mental processes”. However, psychologists always disagreed not only about the definition of psychology, but also about what they should study and how they should do it.

The year 1879 is considered to be the start of psychology as a separate discipline. It was the date when Wilhelm Wundt created the first psychology laboratory in Leipzig, Germany. Americans disagree and think that William

James was the “founding father of psychology” because in 1875 he started teaching a course on the relationship between physiology and psychology at Harvard University. In 1890 he wrote a book “Principles of psychology” which was a very important step in the history of psychology.

Structuralism was the first approach in psychology. It was described by Wundt who thought that the object of psychological investigation should be the conscious mind. According to Wundt, the mind should be studied by introspection (looking at one’s own mental experience) in order to break down into its components such as images, sensations and feelings.

Functionalism was developed by William James who thought that the workings of the mind are functional. The mind works to survive and adapt. So we should investigate what behaviour and thoughts are for.

At the turn of the 19th century two powerful approaches appeared. One of them is psychoanalysis developed by Sigmund Freud in Austria. Freud wrote that the proper object of psychological investigation should be the unconscious mind and that our behaviour is determined by processes that we are not aware of.

Behaviourism, introduced by John Watson, was the most important of all approaches that investigated “minds” and proposed that psychology should investigate only observable behaviour if it wanted to be an objective science. This approach dominated experimental psychology until 1950’s when a strong interest in the ‘mind’ developed in the form of the cognitive and humanistic approaches. Representatives of these approaches argued that behaviourism ignored all the most important and interesting things that go on in our heads.

Cognitive psychology investigates the mind by using computer information processing ideas to arrive at models of how our brain works and then apply scientific methods to confirm these models. The cognitive approach was successful and is a very dominant one in psychology today.

The Humanistic approach has had less of an impact on psychology because it adapted less scientific view of the human mind. Humanistic psychologists argued that psychology should focus on each individual’s conscious experience and aims in life.

The biological approach has advanced evolutionary, physiological and genetic explanation for human behaviour throughout the history of psychology.

#### Exercise 1. Read the text and answer the following questions.

1. Where does the word *psychology* come from?
2. How did Atkinson define psychology?
3. Who and when created the first psychology laboratory?

4. Who is considered to be the “founding father” of psychology in the USA?
5. What was the first approach in psychology?
6. What is the object of investigation from the structuralist point of view?
7. Who developed the functional approach in psychology?
8. What are the functions of brain from the functional point of view?
9. What approaches appeared at the turn of the 19th century?
10. What is the proper object of investigation in psychoanalysis?
11. What should psychology investigate from the behaviorist point of view?
12. What did cognitivist and humanistic psychologists criticize in behaviorism?
13. What does cognitive psychology aim to investigate?
14. What did the humanistic psychologists argue for?
15. What did the biological approach contribute to the study of human behaviour?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

изучение поведения и психических процессов; считается началом; создать лабораторию; взаимодействие между физиологией и психологией; объект психологического исследования; для того, чтобы; поведение определяется процессами; доминировал в экспериментальной психологии; представители этих направлений; применять научные методы; подтверждать; сосредоточиться на сознательном опыте.

**Exercise 3. Supply the missing prepositions or adverbs:**

1. Ernst Weber received his doctorate ----- the University of Leipzig in 1815, \_\_\_\_\_ physiology.
2. His research was predominantly concerned \_\_\_\_\_ the senses of touch and kinesthesia.
3. Touch is actually a conglomerate sense composed of senses \_\_\_\_\_ pressure, temperature, and pain.
4. Just-noticeable difference is the smallest difference \_\_\_\_\_ weight a person is capable of perceiving \_\_\_\_\_ holding two things.
5. Using the pseudonym Gustav Fechner wrote a number of satires \_\_\_\_\_ the medicine and philosophy of his day.
6. Psychophysics was defined as the study of the systematic relationships \_\_\_\_\_ physical events and mental events.
7. He started studying medicine, but decided to study psychology \_\_\_\_\_ his own.
8. Alfred Binet believed that, though genetics may set upper limits \_\_\_\_\_ intelligence, most of us have plenty of room \_\_\_\_\_ improvement \_\_\_\_\_ the right kind of education.

**Exercise 4. Fill in the gaps with suitable words:**  
*approach, observable, created, between, aimed, definition, behavior, processing, developed, explanation, conscious*

1. In 1879 Wilhelm Wundt \_\_\_\_\_ the first psychology laboratory.
2. In 1875 William James \_\_\_\_\_ teaching a course on the relationship \_\_\_\_\_ physiology and psychology.
3. Atkinson \_\_\_\_\_ psychology as the study of behaviour and mental processes.
4. Many scientists disagree about the \_\_\_\_\_ of psychology.
5. Structuralism was the first \_\_\_\_\_ in psychology.
6. Functionalists investigated functions of thoughts and \_\_\_\_\_.
7. Psychoanalysis was \_\_\_\_\_ by Sigmund Freud in Austria. Psychoanalysis \_\_\_\_\_ to study the unconscious mind.
8. Behaviourists investigated \_\_\_\_\_ behaviour.
9. Cognitive psychologists are interested in information \_\_\_\_\_.
10. Humanistic psychologists focus on the \_\_\_\_\_ experience and aims in life.
11. The biological approach gives evolutionary and genetic \_\_\_\_\_ for human behaviour.

**Exercise 5. Read and retell the following text.**

**WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?**

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

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

The education of psychologists provides knowledge of psychological and emotional problems, personality, and human development, integrated with spe-

cialized training in how to apply this knowledge to helping people with emotional distress and other problems in living. The psychologist's training in research allows them to evaluate the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

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

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

## NOTES

**to be granted the right** – быть наделенным правом

**to apply knowledge** – применять знания

**academic achievements** – академическая успеваемость

### Exercise 6. Translate the sentences into Russian.

Psychiatry as a term was coined by Reil in 1808, and would slowly replace the older term "alienist". The new respect signalled by the new name was based on significant improvements in the care of the mentally ill in the second half of the 1700's – another consequence of the enlightenment. Instead of simply locking up the mentally ill in miserable prison-like facilities, certain physicians in charge of the institutions introduced what was known as moral therapy. The inmates were provided with a simple, structured life, in an effort to lead them back to health. It was people like Phillippe Pinel in France, William Tuke in England, Vincenzo Chiarugi in Florence, and Dorotea Dix in the U.S. who initiated these changes.

### Exercise 7. Translate into English.

1. Клинические психологи лечат эмоциональные и поведенческие нарушения.
2. Некоторые клинические психологи занимаются исключительно специальными проблемами. Самые частые из них – это страхи и депрессии.
3. Национальные меньшинства также являются специфическими группами для клинических психологов в США.
4. Консультирующие психологи помогают людям распознать проблемы в семье и на работе. Они уделяют огромное внимание тому, на каком этапе жизни находится пациент. Консультирующие психологи также относятся с уважением к окружению и личным качествам пациента.
5. Многие индустриальные психологи работают в отделах кадров крупных фирм и занимаются подборкой кадров, тренингами и развитием работников.
6. Реабилитационные психологи оказывают помощь людям, пострадавшим от инсультов, и жертвам несчастных случаев.
7. Пациентами реабилитационного психолога являются люди, перенесшие инсульты, умственно отсталые, страдающие церебральным параличом, эпилепсией, аутизмом и др.
8. Школьные психологи консультируют школьников и учителей.

### Exercise 8. Share your opinion and experience with the group.

Have you ever taken a psychological test? What was evaluated? Do you think the test was reliable? Do you think that psychologists can use tests to diagnose disorders?

### Exercise 9. Write a short essay on these topics (10–12 sentences).

1. "Psyche" means "mind" or "soul". Do you think psychologists should focus more on human mind or on human soul?
2. What approach seems to be the most interesting to you?

### Exercise 10. Read and translate the following jokes. What do these jokes imply?

Psychology is actually biology.

Biology is actually chemistry.

Chemistry is actually physics.

And physics is actually math.

\*\*\*



Two psychologists meet at their twentieth college reunion (встреча выпускников). One of them looks like he just graduated, while the other psychologist looks old, worried and stressed. The older looking psychologist asks the other, “What’s your secret? Listening to other people’s problems every day, all day long, for years has made an old man of me.” The younger looking psychologist replies, “Who listens?”

### INTERESTING FACTS

- Scientists say that 50–70% of all visits to doctors are by people who have no physical illness but whose complaints are related to psychological factors. Depression is among the six most common conditions seen in family practice.
- 47% of Americans do not know when it would be appropriate to seek psychological services, and 68% do know how to go about seeking help when they do need it.
- 70% of Americans consider access to psychological services to be very important, but only 35% believe they have an access.

## Unit 3. PSYCHOANALYSIS

### VOCABULARY

**mental activity** – мысленная деятельность

**objective** – цель

**to focus on smth** – концентрироваться, фокусироваться на чем-либо

**unconscious** – подсознательный

**mysterious** – загадочный

**hidden** – скрытый

**outline** – основные моменты, основы

**psychic apparatus** – психический аппарат

**demand** – запрос

**external** – внешний

**satisfaction** – удовлетворение

**impact** – воздействие

**to cause** – обуславливать

**to relate to** – относиться, иметь взаимоотношения

**self-esteem** – самооценка

**to cure** – лечить

**slips of the tongue** – оговорки

**to reveal** – раскрывать, рассказывать

**resistance** – сопротивление

**to overcome** – преодолевать

**conclusion** – вывод

**to dispute** – подвергать сомнениям

**value** – ценность

**data** – информация

**ambitious** – амбициозный

**pure** – чистый

**wealthy** – состоятельный

**to be engaged** – быть помолвленным, быть вовлеченным

**private practice** – частная практика

**specialty** – специализация

**neurology** – неврология

**case** – случай из практики

**notion** – понятие

**to theorize** – описать теорию

**forgetfulness** – забывчивость

**accidental** – случайный

**meaningful** – имеющий значение

**devoted** – преданный

**to emerge** – появляться

**disciples** – последователи (*дословно* – апостолы)

**to split** – откалываться, отходить

### Text

#### PSYCHOANALYSIS AS A THEORY AND A THERAPY

Sigmund Freud was a pioneer in the study of unconscious mental activity. His theories on the inner workings of the human mind are now accepted by most schools of psychological thought. In 1896, Freud created the

term “psychoanalysis,” and later he developed its main principles, objectives, techniques, and methodology of psychoanalysis.

Psychoanalysis focuses on the unconscious aspects of personality. According to Freud the human mind is like an iceberg. He believed that the conscious level of the mind was similar to the top of the iceberg which could be seen, but the unconscious was mysterious and was hidden.

In *An Outline of Psychoanalysis* Freud explains the principles of the psychoanalytic theory. He begins with an explanation of the three parts of the psychic apparatus – the id, the ego, and the superego. The id is the unconscious part that contains the instincts. The ego has the quality of being conscious and is responsible for controlling the demands of the id. It serves as a link between the id and the external world. Finally, the superego, whose demands are managed by the id, is responsible for the limitation of satisfactions and represents the influence of others, such as parents, teachers, and role models, as well as the impact of racial, societal, and cultural traditions.

As a therapy, psychoanalysis is based on the concept that individuals are unaware of the many factors that cause their behavior and emotions. These unconscious factors have the potential to produce unhappiness, which is expressed through a number of symptoms such as difficulty in relating to others, or problems with self-esteem. The basic objective of psychoanalysis is to remove neuroses and thereby cure patients by returning the damaged ego to its normal state.

The method of psychoanalysis has several steps. First, analysts gather material from patient’s free associations, dreams and slips of the tongue. Second, analysts begin to form hypotheses about what happened to the patients in the past and what is happening to them in their daily life. If analysts reveal their conclusions to patients too soon, resistance due to repression will occur. Overcoming this resistance requires additional time and effort by both the analysts and the patients. Once patients accept the conclusions, they are cured.

The value of psychoanalysis as a theory and as a therapy has been questioned since the early 1900s. Critics dispute the value of the data upon which Freud based his theories; and the method and effectiveness of psychoanalytic treatment. However, we should not forget the revolutionary introduction of the unconscious aspects of personality in the discipline of psychology.

**Exercise 1. Read the text and answer the following questions.**

1. What term did Freud create and develop in the field of psychology?
2. What does psychoanalysis focus on?
3. How did Freud describe a human mind?
4. What are the three parts of the psychic apparatus according to Freud?
5. Which part of the psychic apparatus has the quality of being conscious?
6. Which part of the psychic apparatus represents the influence of others?
7. Which part of the psychic apparatus contains instincts?
8. What concept is psychoanalysis based on?
9. How can unhappiness be expressed?
10. What is the basic objective of psychoanalysis according to Sigmund Freud?
11. What are the main steps of psychoanalysis?
12. Why do patients have to reach conclusions on their own?
13. When is the patient considered to be cured?
14. How did some psychologists criticize psychoanalysis?
15. What was revolutionary about the method of psychoanalysis?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

разработать основные принципы, фокусироваться на подсознательных аспектах личности, похож на верхушку айсберга, отвечать за контроль, служить связующим звеном, трудности во взаимоотношениях с другими, лечить пациентов, рассказывать о своих выводах, ценность психоанализа ставилась под сомнение.

**Exercise 3. Fill in the blanks with prepositions.**

1. Some of his patients did get relief \_\_\_\_\_ their symptoms – a point that would later be investigated \_\_\_\_\_ others.
2. When accused \_\_\_\_\_ fraud by other physicians in Vienna, he went to Paris.
3. Later \_\_\_\_\_ his career, Wundt became interested \_\_\_\_\_ social or cultural psychology.
4. Contrary \_\_\_\_\_ what many believe, he did not think that the experimental study \_\_\_\_\_ sensations was the be all and end all of psychology.
5. The book included the idea of stages of cultural development, \_\_\_\_\_ the primitive, to the totemic, \_\_\_\_\_ the age of heroes and gods, \_\_\_\_\_ the age of modern man.
6. Wundt felt that we had to approach cultural psychology \_\_\_\_\_ the products it produced – mythology, \_\_\_\_\_ example, cultural practices and rituals, literature and art.

**Exercise 4. Fill in the gaps with suitable words:**  
*congenitally, suffering, diagnosed, neurological, motor disorders, curing (2), successfully, involve, similar*

Jean-Martin Charcot is well known in medical circles for his studies of the neurology of \_\_\_\_\_, resulting diseases, aneurysms, and localization of brain functions. He is considered the father of modern neurology as well as the person who first \_\_\_\_\_ of multiple sclerosis.

In psychology, he is best known for his use of hypnosis to \_\_\_\_\_ treating women \_\_\_\_\_ from the psychological disorder then known as hysteria. Now called conversion disorder, hysteria \_\_\_\_\_ a loss of some physiological function such as vision, speech, tactile sensations, movement, etc., that was nonetheless not based in actual \_\_\_\_\_ damage.

Charcot believed that hysteria was due to a \_\_\_\_\_ weak nervous system, combined with the effects of some traumatic experience. Hypnotizing these patients brought on a state \_\_\_\_\_ to hysteria itself. He found that, in some cases, the symptoms would actually lessen after hypnosis – although he was only interested in studying hysteria, not in \_\_\_\_\_ it. Others would later use hypnosis as a part of \_\_\_\_\_ the problem.

**Exercise 5. Tell your friend (your group):**

- 1) what psychoanalysis is about,
- 2) who created it,
- 3) how it works.

**Exercise 6. Read and retell the following text.**

#### BIOGRAPHY OF SIGMUND FREUD

Sigmund Freud was born in the Austro-Hungarian Empire in 1856. His father was a small merchant, and Freud's mother was his second wife. Freud had two half-brothers some 20 years older than he was. His family moved to Vienna when he was four years old, and though he often said he hated the city, he lived there until it was occupied by Germany in 1938.

Freud was a good student, and very ambitious. In 1873 he entered the medical school of the University of Vienna. He hoped to go into neurophysiological research, but pure research was hard to manage in those days unless you were independently wealthy. Freud was engaged and needed to be able to

support a family before he could marry, and so he determined to go into private practice with a specialty in neurology.

During his training he made friends with Josef Breuer, another physician and physiologist. They often discussed medical cases together. Freud went to Paris for further study under Jean-Martin Charcot, a neurologist known all over Europe for his studies of hysterics and use of hypnosis. In 1886, Freud returned to Vienna, opened a private practice specializing in nervous and brain disorders, and married.

In 1900, Freud published *The Interpretation of Dreams*, and introduced the public to the notion of the unconscious mind. In 1901, he published *The Psychopathology of Everyday Life*, in which he theorized that forgetfulness or slips of the tongue (now called "Freudian slips") were not accidental at all, but it was the "dynamic unconscious" telling us something meaningful.

In 1902, Freud was appointed professor at the University of Vienna and began to gather devoted disciples who by 1906 formed a Psychoanalytic Society. Other such groups emerged in other cities. But such disciples as Alfred Adler and Carl Jung split from the group.

Freud continued working, developing his theories, and writing large volumes of work.

In 1923, he was diagnosed with cancer of the jaw, a result of years of cigar smoking. He was 67. He would have 30 operations over the next 16 years to treat the progressive disease. When Nazis took over Austria in 1938, Freud's passport was confiscated and his books burned. Freud left Austria and he and his family went to England. He died in London in September, 1939.

**Exercise 7. Make up sentences with the following expressions.**

1. To open a private practice.
2. To support a family.
3. To be determined to do something.
4. To specialize in something.
5. To reveal something meaningful.
6. To fall victim of something.
7. To persuade somebody to do something.

**Exercise 8. Translate the following sentences into English.**

Зигмунд Фрейд был первым психологом, который осознал важность подсознательного мышления. Он разработал основные принципы, цели и методы психоанализа. Психоанализ сфокусирован на подсознательном уровне разума. Согласно теории Фрейда существует три области человеческой психики: ид, эго и супер эго. Конфликт между этими

составляющими и вызывает психические заболевания. Психиатрия позволяет избавиться от неврозов. Сначала психиатр собирает информацию о больном на основе содержания его снов, свободных ассоциаций, оговорок. Затем он формулирует гипотезу о том, что случилось с пациентом в прошлом. И, наконец, психиатр и пациент делают выводы по этим проблемам.

### Exercise 9. Translate the text into Russian.

#### The unconscious

Most historians agree that the first mention of the concept of the unconscious was Leibniz's discussion of "petite perceptions" or little perceptions. By this he meant certain very low-level stimuli that could enter the mind without the person's awareness – what today we would call subliminal messages. The reality of such things is very much in doubt.

Johann Friedrich Herbart (1776–1841) was the author of a textbook on psychology, published in 1816. But, following Kant, he did not believe psychology could ever be a science. He took the concepts of the associationists and blended them with the dynamics of Leibniz's monads. Ideas had an energy of their own, he said, and could actually force themselves on the person's conscious mind by exceeding a certain threshold. When ideas were incompatible, one or the other would be repressed, he said – meaning forced below the threshold into the unconscious. This should remind you of Freud's ideas – except that Herbart had them nearly a century earlier.

Schopenhauer is often seen as the originator of the unconscious, and he spoke at great lengths about instincts and the irrational nature of man, and freely made use of words like repression, resistance, and sublimation. Nietzsche also spoke of the unconscious. One of his most famous statements is "My memory says I did it. My pride says I could not have done that. In the end, my memory yields".

Karl Eduard von Hartmann (1842–1906) blended the ideas of Schopenhauer with Jewish mysticism (the kaballah) and wrote *Philosophy of the Unconscious* in 1869, just in time to influence a young neurologist named Sigmund Freud.

### Exercise 10. Read and translate the following quotations by Sigmund Freud. Choose one quotation and write an essay on the topic outlined in the quotation.

1. Being entirely honest with oneself is a good exercise.
2. A man should not strive to eliminate his complexes, but to get into accord with them; they are legitimately what direct his conduct in the world.
3. Just as a cautious businessman avoids investing all his capital in one concern, so wisdom would probably admonish us also not to anticipate all our happiness from one quarter alone.

### Exercise 11. Read and translate the following jokes.

#### *Psychoanalysis for Men vs. Women*

- Why is psychoanalysis a lot quicker for men than for women?
- Because when it's time to go back to childhood, a man is already there.

#### *Freudian Slip*

One man is telling his friend: "I had the worst Freudian Slip the other day."

"What is a Freudian Slip?" the friend asks.

"You know, it's when you mean to say one thing, but you say something else that reveals what you are really thinking about. Like the other day I was at the airport and this really beautiful lady was helping me. Instead of asking her 'for two tickets to Finland', I asked her for two tickets to Loveland."

"Oh, now I know what you are talking about," the friend says, "It's like the other day when I was having breakfast with my wife. I wanted her to pass me the orange juice, and instead I said, 'YOU RUINED MY LIFE!'"

#### INTERESTING FACTS

Sigmund Freud's *"The Interpretation of Dreams"* was published in 1899 but Freud asked the publisher to mark the date as 1900. He wanted it to appear in the 20th century. No one noticed. The dream book, containing ideas that would shape the modern era, sold just 300 copies in six years.

On average, psychoanalysis takes a little more than 5 years in the US, where most patients pay cost themselves because of insurance restrictions. In Ontario, Canada, where psychoanalysis is covered by insurance, the mean duration is less than 5 years.

## Unit 4. BEHAVIOURISM

### VOCABULARY

<b>perception</b> – восприятие	<b>operant conditioning</b> – выработка оперантного условного рефлекса
<b>to lead to</b> – вести к чему-либо	<b>formation</b> – формирование
<b>primarily</b> – прежде всего	<b>pigeon</b> – голубь
<b>particularly</b> – особенно, в частности	<b>cage</b> – клетка
<b>conditioned reflex</b> – условный рефлекс	<b>to deliver</b> – доставлять
<b>to salivate</b> – выделять слюну	<b>to discover</b> – обнаруживать
<b>to attempt</b> – пытаться, предпринимать попытку	<b>counter-clockwise</b> – против часовой стрелки
<b>puzzle</b> – загадка	<b>to push</b> – толкать
<b>escape</b> – выход	<b>to toss</b> – подбрасывать
<b>in sequence</b> – в последовательности, один за другим	<b>to shed light</b> – <i>перен.</i> проливать свет
<b>to deny</b> – отрицать	<b>bowler</b> – игрок в боулинг
<b>quote</b> – цитата; цитировать	<b>to release</b> – отпускать
<b>infant</b> – младенец	<b>shoulder</b> – плечо
<b>to bring up</b> – воспитывать	<b>alley</b> – дорожка (в боулинге)
<b>at random</b> – случайным образом	<b>to enjoy considerable popularity</b> – пользоваться значительной популярностью
<b>superstition</b> – примета	<b>to gain popularity</b> – приобретать популярность
<b>entire</b> – весь, полностью	

### Text

#### HISTORY OF BEHAVIOURISM

Behaviourism is the teaching that says that psychology must focus its attention on what is observable. Perceptions, thoughts, images, feelings are subjective and can never lead to an objective science. Behaviourists argue that the majority of behaviour is learned from the environment after birth, and psychology should investigate the laws and products of learning.

Behaviourism is primarily associated with Pavlov in Russia and with Thorndike, Watson and particularly Skinner in the United States.

The first behaviourists were Russians. The very first was Ivan Setchenov who thought that all behavior is caused by stimulation. Vladimir Bekhterev is another early Russian behaviourist. He established the first psychology lab in Russia at the University of Kazan in 1885, and he discovered what he called the association reflex – what Pavlov would call the conditioned reflex.

The Russian physiologist Ivan Petrovich Pavlov (1848 – 1936) trained dogs to respond in a certain manner, for example, by first ringing a bell before feeding them and then simply ringing the bell upon which stimulus they would begin to salivate as if they were about to eat.

Watson, Thorndike and Skinner used Pavlov's work and developed theories of learning that they attempted to use to explain all human behaviour.

Edward Lee Thorndike developed American version of Russian behaviourism. He will always be remembered for his cats and his "puzzle boxes." These boxes had escape mechanisms of various complexities that required that the cats do several behaviors in sequence. From this research, he concluded that there were two laws of learning: The law of exercise (the more often it is used, the stronger the connection) and the law of effect (when an association is followed by a "satisfying state of affairs," the connection is strengthened).

John Watson wrote about the principles of behaviourism in the article called "Psychology as a Behaviorist Views It". He denied the existence of any human instincts, inherited capacities or talents, and temperaments. This radical environmentalism is reflected in his best known quote: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief regardless of his talents, ... tendencies, abilities, ... and race of his ancestors."

### NOTES

**in a certain manner** – определенным образом  
**of various complexities** – различной сложности  
**inherited capacities** – врожденные способности

#### Exercise 1. Answer the following questions.

1. What is behaviourism?
2. What is the role of perceptions, images and feelings in behaviourism?
3. What is the argument of behaviourists about the role of environment in human development?

4. 4. Who is primarily associated with behaviourism?
5. 5. Who were the first behaviourists?
6. What animals did Pavlov use for his experiments on conditioned reflexes?
7. 7. Who proceeded to develop theories of learning in America?
8. 8. What will Edward Lee Thorndike be always remembered for?
9. 9. What are the two laws of learning according to Thorndike?
10. What did John Watson write in his article "Psychology as a behaviorist views it"?
11. What was the position of John Watson on human instincts, inherited capacities or talents?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

образы субъективны, исследовать способы и результаты обучения, главным образом связан, назовут условным рефлексом, выделять слону, отвечать определенным образом, как будто они собирались поест, отрицал существование человеческих инстинктов, самая известная цитата, не обращая внимания на его таланты.

**Exercise 3. Give words corresponding to the following definitions. Make up your own sentences with these words.**

- a) the training or experience that an animal or a person has that makes them behave in a particular way in a particular situation (c...)
- b) the state of being liked, enjoyed or supported by a large number of people (p...)
- c) the belief that particular events bring good or bad luck (s...)
- d) the way a person, an animal, a chemical, etc. functions in a particular situation (b...)
- e) to let sb/sth come out of place where they have been kept or trapped; to stop holding sth or stop it from being held so that it can move (r...)
- f) to use your hands, arms or body in order to make sb/sth move forward or away from you (p...)
- g) to move your head suddenly upwards (t...)

**Exercise 4. Fill in the blanks with prepositions.**

1. This wonderful atmosphere for a bright young boy was thanks \_\_\_ his grandfather, an Irish immigrant \_\_\_ a talent \_\_\_ real estate investment.
2. \_\_\_ 19, James enrolled \_\_\_ Harvard in chemistry, which he soon changed \_\_\_ medicine.
3. He wasn't really interested \_\_\_ a career in medicine, but wanted to study the science that went \_\_\_ it.

4. While travelling the Amazon River he began to suffer \_\_\_ a variety of health problems.
5. It was Peirce, \_\_\_ the other hand, who took Kant's idea that we can never really know the truth – that all our beliefs are maybes – and turned it \_\_\_ the basis \_\_\_ pragmatism.
6. \_\_\_ that same year, he signed \_\_\_ the publisher to write a psychology textbook.

**Exercise 5. Translate the following sentences into Russian.**

Behaviourist psychologists study observable behaviour. They argue that the environment has a very strong influence on our behaviour. Ivan Setchenov, Vladimir Bekhterev and Ivan Pavlov were the first behaviorists. The Russian physiologist Ivan Petrovich Pavlov is primarily associated with conditioned reflex. American behaviourists Watson, Thorndike and Skinner developed theories of learning drawing on the works of Pavlov. John Watson denied the existence of any human instincts, inherited capacities or talents, and temperaments.

**Exercise 6. Do you think that some behaviourist principles can be used in modern education? If yes, find examples how principles can be used effectively.**

**Exercise 7. Read and retell the following text.**

**SUPERSTITION IN PIGEONS**

B. F. Skinner is perhaps the most famous psychologist after Sigmund Freud. B. F. Skinner's entire system is based on operant conditioning.

One of Skinner's most famous and interesting experiments examined the formation of superstition in one of his favorite experimental animals, the pigeon. Skinner placed several hungry pigeons in a cage attached to an automatic mechanism that delivered food to the pigeon "at regular intervals with no reference whatsoever to the bird's behavior". He discovered that the pigeons associated the delivery of the food whatever chance actions they had been performing. They continued to perform the same actions: one bird was conditioned to turn counter-clockwise about the cage, making two or three turns between reinforcements. Another repeatedly pushed its head into one of the upper corners of the cage. A third developed a 'tossing' response, as if placing its head beneath an invisible bar and lifting it repeatedly.

Skinner suggested that the pigeons believed that they were influencing the automatic mechanism with their "rituals". Skinner thought that the experiment also shed light on human behavior.

The experiment demonstrates how superstitions form and function. The bird behaves as if there were a relation between its behavior and the presentation of food. There are many analogies in human behavior. Rituals for changing one's luck at cards are good examples. The bowler who has released a ball down the alley but continues to behave as if he were controlling it by twisting and turning his arm and shoulder is another case in point. These behaviors have, of course, no real effect upon one's luck or upon a ball half way down an alley, just as in the present case the food would appear as often if the pigeon did nothing – or, more strictly speaking, did something else.

Skinner enjoyed considerable popularity during the 1960's and even into the 70's. But both the humanistic movement in the clinical world, and the cognitive movement in the experimental world, were gaining popularity.

**Exercise 8. Fill in the blanks with the following words, discuss the text with your group.**

*to reinforce, procedures, current, goals, habitual, extinguish, engage, operant, to boost, weekly, to discover, periods*

#### **Taking charge of your own behavior**

Many recent books and articles offer advice on how we can use ----- learning principles to strengthen our most desired behaviors and ----- our least desired behaviors. Here are the step-by-step ----- they recommend.

1. State your ----- in measurable terms and make them public – whether they are to stop smoking, lose weight, study more, or get more exercise. You might, for example, aim ----- your study time by an hour a day and announce your goal to friends.

2. Record how often you ----- in the behaviors you wish to promote and note how these behaviors are currently being reinforced. You might therefore log your ----- study time, noting under what conditions you do and don't study. (When I began writing textbooks, I logged my relevant activities and was astonished ----- how much time I was wasting.)

3. Begin systematically ----- the desired behaviors. To increase your study time, allow yourself to eat a snack (or whatever other activity you find reinforcing) only after specified ----- of study. Agree with your friends that you will join them for weekend activities if you have met your ----- studying goal.

4. As your new behaviors become more -----, the incentives can gradually be reduced.

#### **Exercise 9. Translate the sentences into English.**

1. Есть много общего в работе психолога и психиатра.
2. Психологи и психиатры проводят психотерапию и диагностируют психические и нервные расстройства.
3. Как психологи, так и психиатры помогают людям поддерживать и повышать их физическую, умственную, эмоциональную и социальную работоспособность.
4. Психиатры, будучи врачами, могут назначать лекарственные препараты для лечения психологических расстройств.
5. Образование психологов позволяет им решать, что может помочь разным людям в различных ситуациях.
6. Психологам разрешается проводить психологические тесты.
7. Существуют важные различия в понимании психологических и эмоциональных проблем между психологами и психиатрами.

#### **Exercise 10. Read and translate the following jokes.**

##### ***"Pavlov's" Birds***

A student spent an entire summer going to the football field every day wearing a black and white striped shirt, walking up and down the field for ten or fifteen minutes, throwing birdseed all over the field, blowing a whistle and then walking off the field. At the end of the summer, it came time for the first football game, the referee walked onto the field and blew the whistle, and the game had to be delayed for a half an hour to wait for the birds to get off from the field. The guy wrote his thesis on this, and graduated.

##### ***Psychoanalysis vs. Behaviourism***

Joe has been seeing a psychoanalyst for four years for treatment of the fear that he had monsters under his bed. It had been years since he had gotten a good night's sleep. Furthermore, his progress was very poor, and he knew it. So, one day he stops seeing the psychoanalyst and decides to try something different.

A few weeks later, Joe's former psychoanalyst meets his old client in the supermarket, and is surprised to find him looking well-rested, energetic, and cheerful. "Doc!" Joe says, "It's amazing! I'm cured!"

"That's great news!" the psychoanalyst says. "You seem to be doing much better. How?"

"I went to see another doctor," Joe says enthusiastically, "and he cured me in just ONE session!"

"One?!" the psychoanalyst asks incredulously.

"Yeah," continues Joe, "my new doctor is a behaviorist."

"A behaviorist?" the psychoanalyst asks. "How did he cure you in one session?"

"Oh, easy," says Joe. "He told me to cut the legs off of my bed."

## Unit 5. COGNITIVISM

### VOCABULARY

<b>artificial intelligence</b> – искусственный разум	<b>current</b> – текущий
<b>to retain</b> – хранить, оставлять	<b>novelty</b> – новизна
<b>internal</b> – внутренний	<b>unclear</b> – неясный, непонятный
<b>problem-solving</b> – решение проблемы	<b>familiar-</b> знакомый
<b>cognitive psychology</b> – когнитивная психология	<b>strangeness-</b> странность
<b>information processing model</b> – модель обработки информации	<b>over one's lifetime</b> – в течение жизни
<b>to put forward</b> – предлагать	<b>perception</b> – восприятие
<b>software</b> – программное обеспечение	<b>inappropriateness</b> – неуместность
<b>metaphor</b> – метафора	<b>to assert</b> – утверждать
<b>laboratory-based research</b> – лабораторные исследования	<b>phenomenon</b> – феномен, явление
<b>to prove</b> – доказывать	<b>nuance</b> – нюанс
<b>literally</b> – дословно	<b>to report</b> – обобщать, рассказывать
<b>overwhelming feeling</b> – переполняющее чувство	<b>to occur</b> – случаться
<b>familiarity</b> – (зд.) «знакомость»	<b>condition</b> – состояние
	<b>wish fulfillment</b> – исполнение желаний
	<b>mismatching</b> – несоответствие
	<b>obviously</b> – несомненно

### Text

#### COGNITIVE MOVEMENT IN PSYCHOLOGICAL THOUGHT OF THE 20th CENTURY

In the second half of the twentieth century, the invention of the computer and the way of thinking associated with it led to a new approach or orientation to psychology called the cognitive movement. The roots of the cognitive movement are extremely varied: they include behaviorism, humanism, etc. They include thinkers from linguistics, neuroscience, philosophy, and engineering; and it especially involves specialists in computer technology and the field of artificial intelligence.

Cognition means “knowing” and cognitive processes refer to the ways in which knowledge is gained, used and retained. Cognitivists believe that the study of internal processes is important in understanding behaviour because humans do

not passively respond to the environment. Cognitive processes actively organize and manipulate the information we receive. Therefore, cognitive psychologists study perception, attention, memory, thinking, language and problem solving. They also attempted to explain artificial intelligence and abnormality.

Cognitive psychology developed as a separate area within the discipline since the late 1950s and early 1960s (though there are examples of cognitive thinking from earlier researchers). The term came into use with the publication of the book “Cognitive psychology” by Ulrich Neisser in 1967. However, the cognitive approach was brought to prominence by Donald Broadbent’s book “Perception and Communication” in 1958. Since that time, the dominant paradigm in the area has been the information processing model of cognition that Broadbent put forward. This is a way of thinking and reasoning about mental processes, imagining them like software running on the computer that is the brain. Theories commonly refer to forms of input, representation, computation or processing, and outputs. Interest in mental processes appeared in the works of Tolman and Piaget, but it was the computer that introduced the terminology and metaphor necessary to investigate the human mind. Cognitive psychology compares the human mind to a computer and suggests that we are information processors. From the perspective of the cognitive psychology it is possible to study the internal mental processes that lie between the stimuli we receive and the responses we make.

Cognitive psychologists use a number of experimental techniques, including laboratory-based research with normal and brain-damaged subjects, as well as computer and mathematical models to test and validate theories.

This way of conceiving mental processes has pervaded psychology more generally over the past few decades, and it is not uncommon to find cognitive theories within social psychology, personality, abnormal psychology, developmental psychology. The application of cognitive theories in comparative psychology has led to many recent studies in animal cognition.

The information processing approach to cognitive functioning is currently being questioned by new approaches in psychology.

Many are hoping that cognitive psychology will prove to be the paradigm we have been waiting for. It is still early to tell, but the significance of cognitive psychology is impossible to deny.

#### Exercise 1. Answer the following questions.

1. What conditions led to the development of a cognitive approach?
2. What are the roots of the cognitive movement?
3. What does the word “cognition” mean?
4. What do cognitive psychologists think about the study of internal processes?



5. What do cognitive psychologists study?
6. What phenomena do cognitive psychologists try to explain?
7. When did the term “cognitive psychology” come into use?
8. What model of cognition did Broadbent describe in his book?
9. Who were the first psychologists interested in mental processes?
10. What does the cognitive psychology compare the human mind to?
11. 11. What experimental techniques do cognitive psychologists employ?
12. What approaches in psychology included cognitive theories over the past few decades?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

образ мысли; специалисты по компьютерным технологиям; способы получения, использования и сохранения знаний; термин стал использоваться; представляя психические процессы как программное обеспечение; с точки зрения когнитивной психологии; проверять и обосновывать теории; использование когнитивных теорий.

**Exercise 3. Give words corresponding to the following definitions. Make up your own sentences with these words.**

- a) a careful study of a subject, especially in order to discover new facts or information about it (r...)
- b) connected with mental processes of understanding (c...)
- c) to keep smth; to continue to hold or contain smth (r...)
- d) a word or phrase used to describe smb/smith else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful (m...)
- e) the act of finding ways of dealing with problems (p...)

**Exercise 4. Fill in the blanks with prepositions.**

1. In 1801, Phillipe Pinel introduced the first textbook \_\_\_\_\_ moral therapy \_\_\_\_\_ the world.
2. Another early landmark \_\_\_\_\_ psychiatry was the introduction \_\_\_\_\_ careful diagnosis of mental illness, beginning \_\_\_\_\_ Emil Kraepelin’s work.
3. The first differentiated classification was \_\_\_\_\_ what he labeled dementia praecox, which meant the insanity \_\_\_\_\_ adolescence, or what we now call schizophrenia.
4. Mesmer’s dissertation concerned the idea that planets influenced the health of those \_\_\_\_\_ us \_\_\_\_\_ earth.

5. He was, \_\_\_ fact, able to put people \_\_\_\_\_ trance states, even convulsions, by waving magnetized bars \_\_\_\_\_ them.
6. These dramatic performances were quite popular \_\_\_\_\_ a while, although Mesmer believed that anyone could achieve the same results.

**Exercise 5. Translate the text into Russian.**

Artificial intelligence (AI) is the science of making computers perform operations that appear intelligent. A hybrid of cognitive psychology and computer science, AI has moved in two directions, one practical, the other theoretical. Thanks to a massive amount of stored information and rules for retrieving it, the practical side of AI has given us chess programs that can beat all but the masters, industrial robots that can sense their environment, and “expert systems” that can carry out chemical analyses, offer tax planning, advice, forecast weather, and help physicians diagnose their patients’ diseases. The theoretical efforts, pioneered by psychologist Herbert Simon, study how humans think by attempting to make computers mimic or rival human thought processes. The goal is a “unified theory of cognition” embodied in a computer program that can process information, solve problems, learn from experience, and remember much as humans do.

Simon’s basic assumption is not that the mind is a computer or that computers have minds but rather, that both are information processors. Both receive information from the environment: computers via keyboards, disks; our minds via our senses. Both store this information, retrieve it as needed, and manipulate it in order to perform specific tasks. Both express the results of their information processing as output. The computer displays it on a screen or in a printout; we talk and write. Thus, the issue in artificial intelligence is not whether machines can think, but rather how skillfully can computer programs process information?

**Exercise 6. Fill in the gaps with the following words. Discuss the text with your group.**

*moreover, numerical, proficiencies, simultaneously, common, mimic, abilities, transmit, mental, process, simplified, recognizing, neural, brain, movement*

Can computers ----- our thinking powers? In those areas where humans seem to have the most difficulty – manipulating huge amounts of ---- data or retrieving specific detailed facts from memory – the computer shines. Indeed, such ----- have made computers indispensable to banks,

libraries, and the space program. Nevertheless, sophisticated computers are dwarfed by the most ordinary of human mental ----- – recognizing a face, distinguishing a cat from a dog, knowing whether the word “line” refers to a rope or a fragment of poetry or a social come-on, and exercising ----- sense. -----, human minds do more than process information; they think and feel. We experience beliefs, desires, fears, expectations, and many other subjective ----- states.

Compare also the computer’s modes of operation with the brain’s. Electricity races through the computer’s microchips millions of times faster than our neurons can ----- information. Yet most computers ----- -- information serially – one step at a time. Serial processing can be likened to a society in which work can be done only by one person at a time. By contrast, the human brain can process millions of different bits of information ---- -----, a process called parallel processing. One part of the brain is analyzing speech while other parts are ----- pictures, detecting smells, or planning action. Even within the visual system, information about color, depth, -----, and form are processed in parallel, before being reassembled into recognized image. Here, too, the ----- outclasses the computer. The hope for artificial intelligence therefore lies in a new generation of computers that function more like the brain’s ----- networks, by simultaneously processing multiple operations. Thus, while the computer provides a useful but ----- model of how the brain works, more and more the brain is providing a model of how, in future, computers might work.

**Exercise 7. Read and retell the following text.**

**DÉJÀ VU**

The term déjà vu is French and means, literally, “already seen.” Those who have experienced the feeling describe it as an overwhelming sense of familiarity with something that shouldn’t be familiar at all. For example, you are traveling to London for the first time. You are in the cathedral, and suddenly it seems as if you have been in that place before. Or maybe you are having dinner with a group of friends, discussing some current political topic, and you have the feeling that you’ve already experienced this very thing – same friends, same dinner, and same topic.

The phenomenon is rather complex, and there are many different theories as to why déjà vu happens.

The term was introduced by Emile Boirac (1851–1917), who had strong interests in phenomena. Boirac’s term directs our attention to the past. What is unique about déjà vu is not something from the past but something in the present, namely, the strange feeling one has. We often have experiences the novelty of which is unclear. In such cases we may have been led to ask such questions as, “Have I read this book before?” “This place looks familiar; have I been here before?” We may feel confused, but the feeling associated with the déjà vu experience is not one of confusion, it is one of strangeness. There is nothing strange about not remembering whether you’ve read a book before, especially if you are fifty years old and have read thousands of books over your life time. In the déjà vu experience, however, we feel strange because we don’t think we should feel familiar with the present perception. That sense of inappropriateness is not present when one is simply unclear whether one has read a book or seen a film before.

The Swiss scholar Arthur Funkhouser suggests that there are several “déjà experiences” and asserts that in order to better study the phenomenon, the nuances between the experiences need to be noted. In the examples mentioned at the beginning, Funkhouser would describe the first incidence as déjà visité (“already visited”) and the second as déjà vécu (“already experienced or lived through”).

As much as 70 percent of the population reports having experienced some form of déjà vu. A higher number of incidents occur in people 15 to 25 years old than in any other age group.

Since déjà vu occurs in individuals with and without a medical condition, there is much speculation as to how and why this phenomenon happens. Several psychoanalysts attribute déjà vu to simple fantasy or wish fulfillment, while some psychiatrists think it is a mismatching in the brain that causes the brain to mistake the present for the past. Many parapsychologists believe it is related to a past-life experience. Obviously, there is more investigation to be done.

**Exercise 8. Have you ever had déjà vu? If yes, please, describe when it happened and how you felt. Ask your friends if they had déjà vu. Ask them about their experience.**

### Exercise 9. Read and translate the following jokes.

#### Memory Problems

*Patient to his psychiatrist:* Doctor, I can't remember anything! I forgot what happened yesterday. I forgot what my car looks like. I can't even remember my own name.

*Psychiatrist:* How long have you had this problem?

*Patient:* What problem?

#### Memory Technique

Two elderly couples were enjoying friendly conversation when one of the men asked the other, "Fred, how was the memory clinic you went to last month?"

"Outstanding," Fred replied. "They taught us all the latest psychological techniques – visualization, association – it made a huge difference for me."

"That's great! What was the name of the clinic?"

Fred thought and thought, but couldn't remember. Then a smile appeared on his face and he asked, "What do you call that red flower with the long stem and thorns?"

"You mean a rose?"

"Yes, that's it!" He turned to his wife. "Rose, what was the name of that clinic?"

#### INTERESTING FACTS

- The adult human brain weighs about 1,300 – 1,400g.
- The adult human brain is about 2% of the total body weight.
- The elephant brain weighs about 6,000 g.
- The cat brain weighs about 30 g.
- The average human brain is 140 mm wide.
- The average human brain is 167 mm long.
- The average human brain is 93 mm high.
- The human brain has about 100,000,000,000 (100 billion) neurons.
- The octopus brain has about 300 million neurons.
- The total surface area of the cerebral cortex is about 2500 sq. cm.

## Unit 6. HUMANISTIC APPROACH

### VOCABULARY

**to replace** – заменять

**to distinguish** – отличать

**emphasis** – акцент, внимание

**rejection of determinism** – отрицание детерминизма

**pathology** – патология

**impartial observer** – независимый наблюдатель

**incapable** – неспособный

**assumption** – предположение

**survey** – социологический опрос

**to cite** – цитировать

**congruence** – соответствие, совпадение

**relative degree** – относительная степень

**conditions for healthy growth** – условия для здорового роста

**empathy** – эмпатия, сочувствие

**to establish** – основывать

**hierarchy of needs** – иерархия потребностей

**unsatisfied need** – неудовлетворенная потребность

**exemplary** – показательный

**mentally ill** – психически больной

**safety** – безопасность

**esteem** – оценка

**selfishly** – эгоистично

**craving** – страсть

**growth** – рост

**self-actualization** – самореализация

**gratification** – удовлетворенность

**sick** – больной

**evil** – злой

**basic needs** – основные нужды

**irritation** – раздражение

**pain** – боль

**security** – безопасность

**abusive** – склонный к насилию

**desire** – желание

**to appreciate** – ценить

**applause** – аплодисменты

**competence** – компетентность

**to seek** – искать

### Text

#### HUMANISTIC APPROACH AND PSYCHOLOGY OF CARL ROGERS

The humanistic approach was developed in America in the early 1960's. It was also called the third force in psychology since it aimed to replace the two main approaches in the field – behaviourism and psychoanalysis.

There are several factors which distinguish the humanistic approach from other approaches within psychology. They are the emphasis on subjective meaning, rejection of determinism, and concern for positive growth

rather than pathology. Most psychologists believe that behaviour can only be understood objectively (by an impartial observer), but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour. Instead, humanists like Rogers argue that the meaning of behaviour is personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science reliable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers. The humanistic approach aimed to investigate all the uniquely human aspects of existence such as love, hope, creativity and emphasized the importance of the individual's interaction with the environment.

Bugental, the first president of the American Association for Humanistic Psychology described some of its fundamental assumptions. First of all, a proper understanding of the human nature can be gained from studying humans, not animals. Second, psychology should study an individual case rather than the average group performance. Third, psychology should study internal as well as external behaviour and consider that individuals can show some degree of free will.

Carl Rogers was not the only one of the founders of the humanistic approach, but also the most influential therapist in the 20th century: a number of surveys, including several done after his death, found that more therapists cited Rogers as a major influence on their thinking and clinical practice than any other person in psychology (including Freud).

There are two fundamental ideas in the work of Rogers which are particularly important. First, Rogers talked about healthy development in terms of how the individual perceived their own being. A healthy individual will tend to see congruence between one's sense of who he or she is (self) and who the person feels he or she should be (ideal self). While no one tends to experience perfect congruence at all times, the relative degree of congruence is an indicator of health.

The second fundamental idea in the work of Rogers is his concept of the conditions for healthy growth, and the role of a therapist in fostering healthy growth. Through a process of what Rogers called a person-centered therapy, the therapist seeks to provide empathy, openness, and unconditional positive regard.

**Exercise 1. Read the text and answer the following questions.**

1. Why did the humanistic approach start to develop?
2. When and where was the humanistic approach developed?
3. Why was it called "the third force in psychology"?

4. What are the factors that distinguish the humanistic approach from other approaches within psychology?
5. What do humanists think about objective understanding of psychological behaviour?
6. Where is the meaning of behaviour from humanistic point of view?
7. What makes psychological science reliable?
8. What aspects of existence does the humanistic approach aim to investigate?
9. Why can Carl Rogers be named the most influential therapist in the 20th century?
10. Who is a healthy individual according to the Rogers's concept of healthy development?
11. What is an indicator of health according to Rogers?
12. What should a therapist do during a therapy according to Rogers?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

был нацелен на замену; отличаются гуманистический подход от других; забота о положительном развитии; человек не способен понять собственное поведение; соглашаясь с этой идеей; что делает науку достоверной; можно получить, изучая людей; как человек воспринимает самого себя; относительная степень соответствия.

**Exercise 3. Give words corresponding to the following definitions. Make up your own sentences with these words.**

- a) a belief or feeling that smth is true or that smth will happen, although there is no proof (a...)
- b) the ability to understand another person's feelings, experience, etc. (e...)
- c) an aspect of smb's behavior that is extreme and unreasonable and that they cannot control (p...)
- d) an investigation of the opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions (s...)
- e) refusal to accept or consider smth (r...)

**Exercise 4. Fill in the gaps with prepositions.**

1. One simple observation, which is repeated \_\_\_\_ and \_\_\_\_ again in each successful therapeutic case, seems to have rather deep theoretical implications.
2. It is that as changes occur \_\_\_\_ the perception of self and \_\_\_\_ the perception of the reality, changes occur \_\_\_\_ behavior.

3. In therapy, these perceptual changes are more often concerned \_\_\_\_ the self than \_\_\_\_ the external world.
4. Hence we find \_\_\_\_ therapy that as the perception of self alters, behavior alters.
5. An illustration will indicate the type of observation \_\_\_\_ which the statement is based.
6. A graduate student came \_\_\_\_ \_\_\_\_ nine interviews.
7. If we compare the first interview \_\_\_\_ the last, striking changes are evident.

**Exercise 5. Fill in the gaps with suitable words.**

*empathy, influenced, statement, effectively, counseling, responses, popular, due to, self-improvement, was standardized*

The ideas of humanistic psychologists have found their way into \_\_\_\_\_, education, child-rearing, and management. They have also \_\_\_\_\_ – sometimes in ways they didn't intend – much of the \_\_\_\_\_ psychology proclaimed in the media.

It is also through the media that many of us have absorbed some of what Maslow and Rogers have so \_\_\_\_\_ taught. Partly \_\_\_\_\_ their influence, many people assume that a positive self-concept is a key to happiness and success, that acceptance and \_\_\_\_\_ help nurture positive feelings about oneself, and that people are basically good and capable of \_\_\_\_\_. Humanistic psychologists might also take satisfaction in the dramatically different \_\_\_\_\_ today from those of 50 years ago to one of the survey statements. In the 1930s, only 9 percent of the rural Minnesotans on whom the test \_\_\_\_\_ agreed that "I am an important person." In the mid-1980s, more than half of Americans in the new normative sample agreed with the statement.

**Exercise 6. Name the fundamental assumptions of the humanistic approach as Bugental, the first president of the American Association for Humanistic Psychology, described them and express your opinion about them. Do you agree or disagree with those statements? Work in pairs.**

**Exercise 7. Read and retell the following text.**

**MASLOW'S HIERARCHY OF NEEDS**

Abraham Maslow is known for establishing the theory of a hierarchy of needs. He wrote that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be satisfied. Maslow studied exemplary people such as Albert Einstein, Eleanor Roosevelt, and Frederick Douglas rather than mentally ill or neurotic people. This was a radical difference from two of the major schools of psychology of his days: S. Freud's and B.F Skinner's.

According to Maslow, there are general types of needs (physiological, safety, love, and esteem) that must be satisfied before a person can act not selfishly. He called these needs "deficiency needs." As long as we are motivated to satisfy these cravings, we are moving towards growth, toward self-actualization. Satisfying needs is healthy, blocking gratification makes us sick or evil.

Physiological needs are the very basic needs such as air, water, food, sleep, sex, etc. When these are not satisfied we may feel sickness, irritation, pain, discomfort, etc. Once they are satisfied, we may think about other things.

Safety needs have to do with establishing stability and consistency in a chaotic world. These needs are mostly psychological in nature. We need the security of a home and family. However, if a family is dysfunctional, i.e., an abusive husband, the wife cannot move to the next level because she has problems with safety.

Love is the next on the ladder. Humans have a desire to belong to groups: clubs, work groups, religious groups, family, gangs, etc. We need to feel loved (non-sexual) by others, to be accepted by others. Performers appreciate applause. We need to be needed.

There are two types of esteem needs. First is self-esteem which results from competence or mastery of a task. Second, there's the attention and recognition that comes from others. This is similar to belongingness level; however, wanting admiration has to do with need for power. People who have all of their lower needs satisfied, often drive very expensive cars because doing so raises their level of esteem.

The need for self-actualization is "the desire to become more and more what one is, to become everything that one is capable of becoming." People who have everything can maximize their potential. They can seek knowledge, peace, esthetic experiences, self-fulfillment, etc.

**Exercise 8. Do you agree with the hierarchy of needs developed by Maslow? Can you find the examples where you could see this theory at work. Do you think it is universal? Do you think there can be exemptions?**

**Exercise 9. Read and translate the following jokes.**  
*Rogierian Therapist*

*Patient to Rogierian therapist:* I'm really depressed.

*Therapist:* I see. Yes. You are depressed.

*Patient:* Nothing is going well.

*Therapist:* Nothing well.

*Patient:* I feel like killing myself.

*Therapist:* You're thinking of killing yourself.

*Patient:* Yes, I'm going to do it NOW.

*Therapist:* You want to do it now.

*Patient:* [Jumps out window.]

*Therapist:* Woosh. Splat.

**Exercise 10. Discuss in the group the following quotations.**

“A first-rate soup is more creative than a second-rate painting.”

*Abraham Maslow*

“If the only tool you have is a hammer, you tend to see every problem as a nail.”

*Abraham Maslow*

“The good life is a process not a state of being; it is a direction not a destination.”

*Abraham Maslow*

“Ever more people today have the means to live, but no meaning to live for.”

*Carl Rogers*

“Live as if you were living a second time, and as though you had acted wrongly the first time.”

*Carl Rogers*

## Unit 7. SOCIAL PSYCHOLOGY

### VOCABULARY

**simplification** – упрощение

**generalization** – обобщение

**initially** – изначально

**stamp** – штамп, печать

**multiple** – множественный

**to summarize** – быть собранным

**to acquire secondhand** – приобрести из вторых рук

**erroneous** – ошибочный

**impossibility** – невозможность

**resistant** – имеющий высокую степень сопротивления

**gender inequalities** – неравенство полов

**to alert** – настораживать

**circumstances** – обстоятельства

**simplistic** – упрощенный

**to imagine** – воображать, представлять

**to script** – писать сценарий

**to arrive** – прибыть

**to participate** – участвовать

**judgment** – суждение

**unanimously** – единогласно

**clear** (здесь) – ясно, понятно

**trust** – доверие

**pressure** – давление

**to affect** – влиять

**to assume** – предполагать

**to insist** – настаивать

### Text

#### STEREOTYPES AND STEREOTYPING

Stereotyping is a simplification and generalization process. It helps people categorize and understand their world, but at the same time it often leads to errors.

Stereotypes can be positive or negative, such as when various nationalities are stereotyped as friendly or unfriendly. We often find people stereotyped around characteristics of age (“All teenagers love rock and roll and have no respect for their parents.”), sex (“men want just one thing from a woman.”), race (“All Japanese look and think alike.”), religion (“All Catholics love the Pope more than their country.”), profession (“All lawyers are greedy.”) and nationality (“All Germans are Nazis”).

Objects can be stereotyped around characteristics of places (“All cities are corrupt and sinful.” “Small towns are safe and clean.” “In England, it rains all the time.”) and things (“All Korean cars are cheaply made.”).

The term “stereotype” initially referred to a printing stamp which was used to make multiple copies from a single model, but the great journalist and commentator Walter Lippmann adopted the term in his 1922 book “Public Opinion” as a means of describing the way society is set about categorizing people – “stamping” human beings with a set of characteristics – as well. In his pioneering work, Lippmann identified four aspects of stereotypes. A brief look at them will serve as a summary of this valuable popular cultural tool. Lippmann wrote that stereotypes are:

1) Simple: certainly more simple than reality, but also often capable of being summarized in only two to three sentences.

2) Acquired secondhand: people acquire (and absorb) stereotypes from someone else rather than from their own experience. The culture “distills” reality and then expresses its beliefs and values in stereotypical images.

3) Erroneous: all stereotypes are false. Some are less false than others, and (more importantly) some are less harmful than others. But all are false by their very nature. They are attempts to claim that each individual human being in a certain group shares a set of common qualities. Since an individual is different from all other individuals by definition, stereotypes are a logical impossibility.

4) Resistant to change: during the last twenty-five years the difficulties with racial and gender inequalities in American life have alerted most people to the tragic consequences of popular stereotypes.

Despite the fact that stereotyping is a natural method of classification and despite the fact that stereotyping has some useful functions under certain circumstances, it can be problematic.

Stereotypes can reduce a wide range of differences in people to simplistic categorizations, transform assumptions about particular groups of people into “realities”.

**Exercise 1. Read the text and answer the following questions.**

1. What is stereotyping?
2. What is the main function of stereotyping?
3. What characteristics are people most often stereotyped around?
4. What does the term stereotype initially refer to?
5. Who adopted the term in its modern meaning?
6. What are the four aspects of stereotypes according to Lippmann?
7. What does it mean that stereotypes are acquired second-hand?
8. Are all stereotypes false?
9. What is negative about stereotyping?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

в то же самое время; приводить к ошибкам; первоначально относился; по самой своей природе; по определению; устойчивы к переменам; трагические последствия; при определенных обстоятельствах; изменять предположения.

**Exercise 3. Fill in the gaps with prepositions.**

1. Social psychologists study interpersonal behavior – how we relate \_\_\_ one another.
2. They examine the social forces that affect our willingness to comply, our openness \_\_\_ persuasion, and our behavior \_\_\_ groups.
3. \_\_\_ the miniature social world of the experiment, researchers hold constant all the factors that might influence our behavior, except \_\_\_ one or two.
4. Conformity means adjusting our thinking or behavior to bring it \_\_\_ line \_\_\_ some group standard.
5. We are sensitive \_\_\_ social norms – understood rules \_\_\_ accepted and expected behavior – because the price we pay \_\_\_ being an oddball may be severe.
6. When we accept others’ opinions \_\_\_ reality we are responding \_\_\_ informational social influence.
7. Responding \_\_\_ an advertisement, you come to Yale University’s psychology department to participate in an experiment, which Professor Milgram’s assistant explains is a study of the effect of punishment \_\_\_ learning.

**Exercise 4. Fill in the gaps with the following words. Translate the text into Russian.**

*condition, mistrustful, behavior, like, data, spread, advice, rather, suggest, lonely, driving*

**Catching loneliness from the lonely**

It sounds ----- a contradiction in terms but loneliness is catching. That's the conclusion of a detailed study into people's ----- carried out by teams at three American universities.

It's a medical paradox. People who feel lonely can ----- the emotion to others - much like a virus. After poring over ----- collected from nearly 5,000 people, the researchers concluded that loneliness is more than just a personal feeling, it's an infectious mental -----.

This was a statistical ----- than medical study, so it doesn't explain how the contagion happens. But what it did find was that the friends of

a person describing themselves as lonely were 52% more likely to become --- themselves, and that their friends were at an increased risk too, even if they didn't know the lonely person.

The study's authors ----- this may be down to the way lonely people behave. A tendency to be wary or ----- of others can make their loneliness a self-fulfilling prophecy, as it may drive friends away. This much may seem obvious, but the study also hints that this behaviour can rub off on other people, painting a rather bleak picture of lonely people ----- each other into ever greater isolation. Its ----- to the lonely - surround yourself with a network of friends, as long as they're not lonely too.

**Exercise 5. What is a stereotype of “a real woman” in our culture? What other stereotypes about behaviour, tastes, ways of dressing, hobbies of men and women are there in our society? Discuss these aspects of stereotyping in pairs.**

**Exercise 6. Read and retell the following text.**

### **SOCIAL PRESSURE AND PERCEPTION**

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

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

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

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

In 1951, the social psychologist Asch used this experiment to examine how the pressure from other people could affect one's perceptions. In to-

tal, about one third of the subjects who were placed in this situation agree with the majority.

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

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

**Exercise 7. Have you ever been in situations when you experience pressure from other people? Did you go along with what people think what you should do? Why? Please, describe this situation. Who were the people in this situation? What kind of decision did you have to make? Why did pressure from those people influence your decision?**

**Exercise 8. Read and discuss the quotations with the group. Write a short essay on the topic you like most.**

Character is the result of a system of stereotyped principals. *D. Hume*  
The man who follows a crowd will never be followed by a crowd. *R. Donnel*  
It is easy in the world to live after the world's opinions; it is easy in solitude to live after your own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude. *R. Emmerson*



## VOCABULARY

**mental disorder** – психическое расстройство  
**existence** – существование  
**navy** – флот  
**therefore** – поэтому  
**revision** – издание, редакция  
**description** – описание  
**diagnosis** – диагноз  
**research findings** – результаты исследований  
**anxiety disorders** – тревожные расстройства  
**anxiety** – тревога  
**tension** – напряжение  
**source of the danger** – источник опасности  
**to disrupt** – прерывать  
**mood disorder** – расстройства настроения  
**primary** – первичный  
**bipolar disorders** – биполярные расстройства  
**cyclothymic disorders** – циклотимические расстройства  
**personality disorders** – нарушения личности  
**rigid** – твердый, негибкий  
**to blame** – винить  
**self-destructive** – саморазрушительный

**suspicious** – подозрительный  
**substance related disorders** – нарушения, связанные со злоупотреблениями веществами  
**alcohol dependence** – алкогольная зависимость  
**autistic disorder** – аутизм  
**dementia** – слабоумие  
**delirium** – делирий, бред  
**shift** – смена  
**suicide** – самоубийство, суицид  
**restlessness** – беспокойство  
**overly** – чрезмерно  
**irritability** – раздражительность  
**racing thoughts** – «бегающие мысли»  
**denial** – отрицание  
**elevated mood** – приподнятое настроение  
**anxious** – тревожный  
**worthlessness** – никчемность  
**decreased energy** – пониженная энергия  
**cure** – лекарство, излечение  
**fatigue** – усталость  
**bodily symptoms** – соматические симптомы  
**alternating periods** – меняющиеся периоды  
**to worsen** – ухудшаться

## CLASSIFICATION OF MENTAL DISORDERS

World War II created a greater need for classification systems of mental disorders. The existence of several different classification systems such as APA (American Psychological Association), the US Army, and the US Navy, and the Veterans Administration (which all had separate classification systems) made communication among mental health professionals difficult. Therefore, in 1952 the American Psychological Association created the Diagnostic and Statistical Manual of Mental Disorders (DSM), which was designed to be the standard for mental health classifications in the US. The DSM has since undergone four revisions.

Diagnostic criteria for the most common mental disorders include: description, diagnosis, treatment, and research findings. The Diagnostic and Statistical Manual of Mental Disorders is published by the American Psychiatric Association. The book is considered the 'bible' for any professional who makes psychiatric diagnoses in the United States and many other countries. Some of the disorders described in the manual are listed below.

**Anxiety Disorders** include different types of phobias, obsessive-compulsive disorder (obsessive thoughts and compulsive rituals), and panic disorder (panic attacks). Anxiety is a feeling of tension associated with a sense of threat or danger when the source of the danger is not known. In contrast, fear is a feeling of tension that is associated with a known source of danger. It is normal for us to have some mild anxiety present in our daily lives. However, heightened anxiety is emotionally painful. It disrupts a person's daily functioning.

**Eating Disorders** are characterized by disturbances in eating behavior. This can mean eating too much, not eating enough, or eating in an extremely unhealthy manner. Many people argue that simple overeating should be considered a disorder, but at this time it is not in this category. Eating disorders include anorexia nervosa (self imposed starvation) and bulimia nervosa (binge eating and dieting).

**Mood Disorders** include those where the primary symptom is a disturbance in mood. To be diagnosed with a mood disorder, your feelings must be to the extreme. Mood disorders include bipolar disorder, cyclothymic disorder (mania with depression), dysthymic disorder (prolonged minor depression with mania) and major depressive disorder (major depression without mania).

**Personality Disorders** are a group of mental disturbances defined as a pattern of inner experiences and behaviors that are rigid and deep-seated to bring a person into repeated conflicts with his or her social and occupational environ-

ment. In addition, the patient usually sees the disorder as being consistent with his or her self image and may blame others. They include antisocial personality disorder (impulsive, aggressive, manipulative), borderline personality disorder (impulsive, self-destructive, unstable), paranoid personality disorder (suspicious, distrustful), suspicious personality disorder (socially distant, detached) and others.

**Substance Related Disorders** include alcohol dependence, cocaine dependence, nicotine dependence, seductive dependence. Other disorders listed in the manual include **autistic disorder, dementia and delirium.**

**Exercise 1. Answer the following questions.**

1. Why did World War II create a greater need for classification system of mental disorders?
2. What does DSM mean?
3. When did the American Psychological Association create the first DSM?
4. What do the diagnostic criteria for the most common disorders include?
5. How many editions of DSM have been published?
6. What is anxiety?
7. What is fear?
8. How are eating disorders characterized?
9. What is the primary syndrome of mood disorders?
10. What do the personality disorders include?
11. What do the substance related disorders include?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

диагностические критерии; психические расстройства; описанные в справочнике; связанный с чувством тревоги; навязчивые мысли; источник опасности известен; повседневная жизнь; повышенная тревожность; социальное и профессиональное окружение; переживание; следует считать болезнью; голодание.

**Exercise 3. Give words corresponding to the following definitions.**

**Make up your own sentences with these words.**

- a) a mental state where smb becomes extremely excited, usually because of illness (d...)
- b) a feeling of anxiety and stress that makes it impossible to relax (t...)
- c) the state of feeling nervous or worried that smth bad is going to happen (a...)
- d) a series mental disorder caused by brain disease or injury, that affects the ability to think, remember and behave normally (d...)
- e) feeling that sb has done sth wrong, illegal or dishonest, without having any proof (s...)

**Exercise 4. Fill in the gaps with prepositions.**

1. Most people would agree that someone who is too depressed to get \_\_\_ \_\_\_ bed for weeks at a time is suffering \_\_\_ a psychological disorder.
2. He was fascinated by things \_\_\_ \_\_\_ the ordinary – by exceptional occurrences, unusual experiences.
3. Standards of acceptability \_\_\_ behaviours do vary.
4. \_\_\_ some cultures people routinely behave \_\_\_ ways (such as going naked) that \_\_\_ other cultures would get them arrested.
5. Smokers who have developed serious health problems are now diagnosed as suffering \_\_\_ tobacco dependence, a psychological disorder.
6. \_\_\_ contrast, homosexuality is no longer regarded as a psychological disorder (unless the person feels distressed \_\_\_ it).
7. A mental illness (also called a psychopathology) needs to be diagnosed \_\_\_ the basis \_\_\_ its symptoms and cured \_\_\_ therapy.

**Exercise 5. Translate the text into Russian.**

**Phobic disorders**

Phobic anxiety is focused on some specific object, activity, or situation. Phobias – irrational fears – are a common psychological disorder that people usually accept and live with. Some phobic disorders are debilitating. Marilyn, a 28-year-old homemaker, is so frightened of thunderstorms that she feels anxious as soon as a weather forecaster mentions the possibility of storms later in the week. If her husband is away and a storm is forecast, she sometimes stays with a close relative. During a storm, she hides from windows and buries her head to avoid seeing the lightning. She is otherwise healthy and happy.

Other people with phobic disorders suffer from irrational fears of specific animals or of airplanes or elevators or even public places such as department stores. Sometimes it is possible to avoid the fear-arousing stimulus. One can hide during thunderstorms or avoid air travel. With other phobias, such as intense fear of being scrutinized by other people (“social phobia”), avoiding fear-arousing situations may dictate never leaving home.

**Exercise 6. Read and retell the following text.**

**BIPOLAR DISORDER**

Bipolar disorder, also known as manic-depressive illness, is a brain disorder that causes unusual shifts in a person’s mood, energy, ability to function. The symptoms of bipolar disorder are severe; can result in damaged rela-

tionships, poor job or school performance and even suicide. Bipolar disorder can be treated, and people with this illness can lead full and productive lives.

More than two million American adults, or about 1 percent of the population age 18 and older, have bipolar disorder. Symptoms of bipolar disorder include cycling mood changes that include extreme highs (mania) extreme lows (depression), and periods of normal functioning (wellness). The periods of highs and lows are called episodes of mania and depression.

Signs and symptoms of mania (or a manic episode) include:

- Increased energy, activity, and restlessness.
- Excessively “high,” overly good, euphoric mood.
- Extreme irritability.
- Racing thoughts and talking very fast, jumping from one idea to another.
- Distractibility, can’t concentrate well.
- Little sleep needed.
- Unrealistic beliefs in one’s abilities and powers.
- Poor judgment.
- Aggressive behaviour.
- Denial that anything is wrong.

A manic episode is diagnosed if elevated mood occurs with three or more of the other symptoms most of the day, nearly every day, for one week or longer. Signs and symptoms of depression (or a depressive episode) include:

- Lasting sad, anxious, or empty mood.
- Feelings of hopelessness or pessimism.
- Feelings of guilt, worthlessness, or helplessness.
- Decreased energy, a feeling of fatigue.
- Difficulty concentrating, remembering, making decisions.
- Restlessness or irritability.
- Sleeping too much, or can’t sleep.
- Chronic pain or other bodily symptoms that are not caused by physical illness or injury.
- Thoughts of death or suicide.

A depressive episode is diagnosed if five or more of these symptoms last most of the day, nearly every day, for a period of two weeks or longer.

Bipolar disorder is a chronic disorder. After an initial episode, people with bipolar disorder usually experience alternating periods of mania, depression and wellness for the rest of their lives. There is currently no cure for bipolar disorder. However, it is important to understand that recognizing bipolar disorder and treatment, even during wellness, help keep the condition under control and reduce the chance that the episodes will worsen over time. Medications known as “mood stabilizers” usually are prescribed to help control bipolar disorder.

### **Exercise 7. Read and translate the jokes.**

#### ***Hello, Welcome to the Psychiatric Hotline:***

If you are obsessive-compulsive please press 1 several times.

If you have multiple personalities please press 3, 4, 5 and 6.

If you are paranoid-delusional we know who you *are* and what you want. Just stay on the line so we can trace the call.

If you are schizophrenic listen carefully and a little voice will tell you which number to press.

If you have a nervous disorder please fidget with the # key until a representative comes on the line.

If you are depressed, it doesn’t matter which number you press. No one will answer.

#### ***Sanity Test***

A noted psychiatrist was a guest at a party. His hostess naturally talked on the subject of psychiatry.

“Would you mind telling me, Doctor”, she asked, “how you detect whether or not an individual who appears to be completely normal is mentally challenged?”

“Nothing is easier,” he replied. “You ask them a simple question which everyone should answer with no trouble. If they hesitate, that helps you.”

“What sort of question?”

“Well, you might ask them, “Captain Cook made three trips around the world and died during one of them. Which one?”

The woman thought a moment, then said with a nervous laugh, “Do you have another example, would you? I am sorry I don’t know much about history.”

#### ***Crazy or Insightful?***

Once I had multiple personalities, but now we are feeling well.

I don’t suffer from insanity, I enjoy it every minute.

I used to be indecisive. Now I’m not sure.

The best thing about being schizophrenic is that I’m never alone.

I’ve always been a hypochondriac. As a little boy, I’d eat M&M’s one by one with a glass of water.

#### **INTERESTING FACTS**

In any given 1-year period, 9.5 percent of the population, or about 18.8 million American adults, suffer from a depressive illness.

## Unit 9. STRESS

### VOCABULARY

<b>harmful</b> – вредный, вредоносный	дечно-сосудистые заболевания
<b>to occur</b> – случаться	<b>to trigger</b> – включать
<b>requirement</b> – требование	<b>to respond</b> – отвечать
<b>to match</b> – подходить, сочетаться	<b>event</b> – событие
<b>capabilities</b> – способности	<b>specific</b> – конкретный
<b>injury</b> – травма	<b>to reduce</b> – уменьшать
<b>challenge</b> – вызов	<b>intensity</b> – интенсивность
<b>to energize</b> – заряжать энергией	<b>exposure</b> – подверженность
<b>ingredient</b> – компонент	<b>to cope with</b> – справляться, бороться с чем-либо
<b>conditions</b> – условия	<b>to temper</b> – сдерживать
<b>to suggest</b> – предполагать, предлагать	<b>excess</b> – чрезмерный
<b>to prevent</b> – предотвращать	<b>deep breathing</b> – глубокое дыхание
<b>to be aroused</b> – быть возбужденным	<b>biofeedback</b> – приборы для измерения биологических показателей (напр., приборы измерения давления)
<b>to sharpen</b> – заострять	<b>heart rate</b> – пульс
<b>to deepen</b> – углублять	<b>to moderate</b> – сдерживать
<b>respiration</b> – дыхание	<b>nutritious</b> – питательный
<b>threatening</b> – угрожающий	<b>to avoid</b> – избегать
<b>short-lived</b> – краткосрочный	<b>to pursue goals</b> – преследовать цели
<b>infrequent</b> – нерегулярный	<b>failure</b> – неудачи, провалы
<b>unresolved</b> – неразрешенный	
<b>constant</b> – постоянный	
<b>cardiovascular disease</b> – сер-	

### Text

#### STRESS AT WORK

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury.

The concept of job stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physi-

cally, and it motivates us to learn new skills and master our jobs. When a challenge is met, we feel relaxed and satisfied. Thus, challenge is an important ingredient for healthy and productive work.

Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. Views differ, however, on the importance of worker characteristics versus working conditions as the primary cause of job stress. These differing viewpoints are important because they suggest different ways to prevent stress at work. Although the importance of individual differences cannot be ignored, scientific data suggests that certain working conditions are stressful to most people.

Stress sets off an alarm in the brain, which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen respiration, and tense the muscles. This response is important because it helps us defend against threatening situations. The response is preprogrammed biologically. Everyone responds in much the same way, regardless of whether the stressful situation is at work or home.

Short-lived or infrequent episodes of stress bear little risk. But when stressful situations go unresolved, the body is kept in a constant state of activation, which increases the rate of wear and tear to biological systems. The ability of the body to repair and defend itself becomes low. As a result, the risk of injury or disease escalates.

In the past 20 years, many studies have looked at the relationship between job stress and a variety of ailments. Mood and sleep problems, upset stomach and headache, and poor relationships with family and friends are examples of stress-related problems that are quick to develop and are commonly seen in these studies. These early signs of job stress are usually easy to recognize. The evidence is rapidly accumulating to suggest that stress plays an important role in several types of chronic health problems - especially cardiovascular disease, musculoskeletal disorders, and psychological disorders.

Stress is an unavoidable consequence of life. As Hans Selye noted, "Without stress, there would be no life". Stress is not always necessarily harmful. Winning a race or election can be just stressful as losing, but may trigger very different biological responses. Increased stress results in increased productivity – up to a point. We all need to find the proper level of stress that allows us to perform optimally as we go through life.

**Exercise 1. Answer the following questions.**

1. How can job stress be defined?
2. What can job stress lead to?
3. What other concept is usually confused with the concept of job stress?
4. What does a challenge do to us?
5. How do we feel when a challenge is met?
6. Where does job stress result from?
7. What are the primary causes of job stress?
8. How does the nervous system respond in stressful situations?
9. Why is this response of a nervous system important?
10. What happens when stressful situations go unresolved and last for a long time?
11. What are the early signs of stress related problems?
12. What is the role of stress in chronic health problems?

**Exercise 2. Find in the text English equivalents to the following words and word combinations:**

путать; заряжать психологически и физически; приобретать новые умения; условия работы; основная причина стресса; различные точки зрения; нельзя игнорировать; посылать сигнал тревоги; обострять чувства; запрограммирован биологически; способность организма восстанавливаться; проблемы, вызванные стрессом.

**Exercise 3. Fill in the gaps with prepositions.**

For many of us, those everyday annoyances we face \_\_\_ school, \_\_\_ the job, and \_\_\_ our family relations may be the most significant sources of stress. These daily hassles include such things as rush-hour traffic, aggravating housemates, long lines \_\_\_ the bank or grocery store, or getting caught \_\_\_ the rain \_\_\_ an umbrella. While some people can simply shrug them off, others are “driven up the wall” \_\_\_ such inconveniences; in fact, 6 \_\_\_ 10 Americans say they feel “great stress” \_\_\_ least once a week. Over time, these little stressors can add \_\_\_ and take a toll \_\_\_ health and well-being.

**Exercise 4. Fill in the gaps with suitable words.**

*escape, repelled, incompatible, complicated, compared to, guilt, face, failure, decision, fade, adore, distance*

One source of everyday stress comes from the conflicts we \_\_\_\_\_ between our different motives. Easiest are the *approach-approach* conflicts, in which we are pulled by two attractive but \_\_\_\_\_ goals – to go to a

sporting event or out for pizza, to take sociology or anthropology, to wear the green or the beige sweater.

At other times we face an *avoidance-avoidance* conflict between two undesirable alternatives. Do you avoid studying a disliked subject or do you avoid \_\_\_\_\_ by opening the book? Do you suffer someone’s wrath for admitting the truth or feelings of \_\_\_\_\_ for having told a fib?

In times of *approach-avoidance* conflict we are both attracted and \_\_\_\_\_ at the same time. Some things you may \_\_\_\_\_ about a person you are dating, and other things you dislike. \_\_\_\_\_ the approach tendency, the avoidance tendency grows more rapidly as one approaches the goal. Thus, we vacillate. From a \_\_\_\_\_, the goal – a happy relationship – looks pretty good. Up close, we feel a desire to \_\_\_\_\_ the undesirable aspects. When we step back, the negative aspects \_\_\_\_\_ and we again feel attracted. The situation may be further \_\_\_\_\_ by several *approach-avoidance* conflicts occurring simultaneously – regarding whom to date, which school to attend, which job to accept – multiplying the stress of \_\_\_\_\_ making.

**Exercise 5. Describe the role of stress in your life. In what situations do you experience stress? What is the positive role of stress in your life? What is the negative role of stress in your life?**

**Exercise 6. Read and retell the following text.**

**STRESS MANAGEMENT**

It has been found that most illnesses are related to unrelieved stress. If you are experiencing stress symptoms, you have gone beyond your optimal stress level; you need to reduce the stress in your life and/or improve your ability to manage it.

Identifying unrelieved stress and being aware of its effect on our lives is not sufficient for reducing its harmful effects. Just as there are many sources of stress, there are many possibilities for its management. However, all require work toward change: changing the source of stress and/or changing your reaction to it. How do you proceed?

**1. Become aware of your stressors and your emotional and physical reactions.**

- Notice your distress. Determine what events distress you. What are you telling yourself about meaning of these events?
- Determine how your body responds to the stress. Do you become nervous or physically upset? If so, in what specific ways?

## **2. Recognize what you can change.**

- Can you change your stressors by avoiding or eliminating them completely?
- Can you reduce their intensity (manage them over a period of time instead of on a daily or weekly basis)?
- Can you shorten your exposure to stress (take a break, leave the premises)?
- Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

## **3. Reduce the intensity of your emotional reactions to stress.**

- The stress reaction is triggered by your perception of physical or emotional danger. Do not view your stressors in exaggerated terms and taking a difficult situation and making it a disaster. Do not expect to please everyone.
- Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you. Try to temper your excess emotions. Put the situation in perspective. Do not think about the negative aspects and the “what if’s.”

## **4. Learn to moderate your physical reactions to stress.**

- Slow, deep breathing will bring your heart rate and respiration back to normal. Relaxation techniques can reduce muscle tension. Electronic biofeedback can help you gain voluntary control over such things as blood pressure.
- Medications, when prescribed by a physician, can help in the short term in moderating your physical reactions.

## **5. Build your physical reserves.**

- Exercise for cardiovascular fitness three to four times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).
- Eat well-balanced, nutritious meals.
- Maintain your ideal weight.
- Avoid nicotine, excessive caffeine, and other stimulants.
- Mix leisure with work. Take breaks and get away when you can.
- Get enough sleep. Be as consistent with your sleep schedule as possible.

## **6. Maintain your emotional reserves.**

- Develop some mutually supportive friendships/relationships.
- Pursue realistic goals which are meaningful to you, rather than goals others have for you that you do not share.

- Expect some frustrations, failures.
- Always be kind and gentle with yourself – be a friend to yourself.

**Exercise 7. How do you manage stress? Describe one of the stressful situations you experienced last week and explain how you managed the proper level of stress.**

## **Exercise 8. Read and translate the jokes.**

### *Stress management: visualization*

1. Picture yourself near a stream.
2. Birds are singing in the crisp, cool mountain air.
3. Nothing can bother you here.
4. No one knows this secret place.
5. You are in total seclusion from that place called the world.
6. The soothing sound of a gentle waterfall fills the air.
7. The water is clear.
8. You can easily make out the face of the person whose head you’re holding under the water.
9. There now, feeling better?

### *Expressions for high stress days*

1. You! Off my planet!!
2. Well, this day was a total waste of makeup.
3. Sarcasm is just one more service we offer.
4. Stress is when you wake up screaming and you realize you haven’t fallen asleep yet.
5. Nice perfume. Must you marinate in it?
6. Earth is full. Go home.
7. Is it time for your medication or mine?
8. When I want your opinion, I’ll give it to you.

## **Exercise 9 . Pass self-test on mental distress.**

Have you ever experienced the conditions listed below in the past month?

1. Have too much work to do, and feel it hard to manage.
2. Pressed for time. Always in haste when walking and speaking in order to save time.
3. Obsessed with work and have no leisure time.
4. Lose your temper.
5. Worry about how others evaluate your performance
6. Feel unpopular with your boss and family folks.
7. Anxious about personal financial condition.

8. 8. Troubled with persisting headache and stomachache.
9. Calm down your anxiety with the help of cigarette, wine, medicine, snacks.
10. Sleep with the help of sleeping pill.
11. Tend to interrupt others in conversation.
12. Obsessed with too much worry in bed and unable to fall into sleep.
13. Work too much and unable to make everything perfect.
14. Feel guilty even for a moment of leisure.
15. Reckless, stubborn when acting and always feel regretful later.

**Scoring:** 0 point for “zero occurrence”, 1 for “rare occurrence”, 2 for “frequent occurrence”.

**0 – 10:** low-level mental distress. It may show that you are leading an uneventful or even a boring life and inactive in taking actions.

**11 – 15:** middle-level mental distress. Pressure feels heavy sometimes but still manageable.

**Above 16:** high-level mental distress. You should check where the pressure comes from and seek a solution.

### INTERESTING FACTS

A three-year study conducted by a large corporation showed that 60 percent of employee absences were due to psychological problems such as stress.

- Many studies suggest that psychologically demanding jobs with little control over the work process increase the risk of cardiovascular disease for employees.
- On the basis of research it is widely believed that job stress increases the risk for development of back and upper-extremity musculoskeletal disorders.
- Several studies suggest that differences in rates of mental health problems (such as depression and burnout) for various occupations are due partly to differences in job stress levels.

## Unit 10. PSYCHOTHERAPY

### VOCABULARY

**to heal** – лечить

**life-enhancing** – (зд.) улучшающий жизнь

**art therapist** – арт-терапевт

**life-affirming** – жизнеутверждающий

**to emerge** – появляться

**link** – связь

**to discover** – обнаруживать

**spontaneous** – спонтанный

**adolescent** – подросток

**forensic institution** – правоохранительные учреждения

**nursing homes** – дома престарелых

**to be skilled in** – иметь навыки

**clay** – глина, лепка

**mediums** – (зд.) средства

**to utilize** – использовать

**concern** – забота

**movement** – движение

**throughout the ages** – тысячами

**to maintain communal bonds** – поддерживать социальные связи

**to establish** – основывать

**to provide unique opportunities**

– предоставлять уникальные возможности

**self-expression** – самовыражение

**to follow smb's lead** – последовать чьему-то примеру

**to gain professional recognition** – получить профессиональное признание

**muscle tension** – мышечное напряжение

**conversely** – разговорно

**the state of the body** – положение тела

**to affect attitude and feelings** – влиять на отношения и чувства

**social and emotional bonds** – социальные и эмоциональные связи

**to ease muscular rigidity** – снять мышечную напряженность

**diminishes anxiety** – снимает тревогу

**to provide the benefits of exercise** – давать положительные моменты

**joyful** – полный радости, веселый

**confident** – уверенный

**loss** – потеря

**ailment** – заболевание

**treatment team** – группа терапевтов

**body shape** – положение тела

**posture** – поза

**erect** – прямой, выпрямленный

**caved in** – вогнутый

**arrive at an agreement regarding** – прийти к соглашению по поводу

## Text

### ART THERAPY

Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing. Through creating art and talking about art and the process of art making with an art therapist, one can cope with symptoms, stress, and traumatic experiences, enhance cognitive abilities, and enjoy the life-affirming pleasures of artistic creativity. The term art therapy applies to visual arts therapy, dance therapy, drama therapy, music therapy, poetry therapy and psychodrama.

How did art therapy begin? Art therapy did not emerge as a distinct profession until the 1930's. At the beginning of the 20th century, psychiatrists became interested in the art work done by patients, and studied it to see if there was a link between the art and the illness of their patients. At this same time, art educators were discovering that the free and spontaneous art expression of children represented both emotional and symbolic communications. Since then, the profession of art therapy has grown into an effective and important method of communication, assessment, and treatment with many populations.

Art therapists work with children, adolescents, and adults and provide services to individuals, couples, families, groups, and communities. They often work as part of clinical teams, in settings that include mental health, rehabilitation, medical and forensic institutions, wellness centers, schools, nursing homes, corporate structures, art studios, and independent practices. Art therapists are skilled in the application of drawing, painting, clay, and other mediums for treatment and assessment.

Art therapy is a human service profession which utilizes creative art process and responses to the created art productions as reflections of an individual's development, abilities, personality, interests, concerns, and conflicts.

Art therapy is an effective treatment for the patients with developmental, medical, educational, social or psychological problems. It is practiced in mental health, rehabilitation, medical, educational, and forensic institutions. Populations of all ages, races, and ethnic backgrounds are served by art therapists in individual, couples, family, and group therapy formats.

#### Exercise 1. Answer the following questions.

1. What is art therapy based on?
2. What can a person do through creating art and talking with a therapist?
3. What does the term art therapy apply to?
4. When did art therapy emerge?
5. How did art therapy appear at the beginning of the 20th century?

6. What is an art therapist?
7. Who do art therapists work with?
8. Where do art therapists work?
9. What does art therapy utilize?
10. What is art therapy practice based on?
11. What kind of patients is art therapy effective for?
12. What institutions is art therapy practiced in?
13. What are the formats of art therapy?

#### Exercise 2. Find in the text English equivalents to the following words and word combinations:

творческий процесс; справиться с симптомами, стрессом и болезненными переживаниями; не было ли связи между искусством и болезнью; в то же самое время; представлять и эмоциональное, и символическое общение; оказывать услуги.

#### Exercise 3. Give words corresponding to the following definitions. Make up your own sentences with these words.

- a) feeling sure about your own ability to do things and be successful (c...)
- b) an advantage that smth gives you; a helpful and useful effect that smth has (b...)
- c) to become or to make smth become smaller, weaker (d...)
- d) public praise and reward for sb's work or actions (r...)
- e) to make smth continue at the same level, standard (m...)

#### Exercise 4. Fill in the gaps with prepositions.

Most of the therapies may occur \_\_\_ therapist-led groups of usually eight \_\_\_ ten people. While it does not provide the same degree of involvement \_\_\_ the therapist in each client's concern, group therapy saves therapists' time and clients' money. More important, the social context allows people to discover that other people have problems similar \_\_\_ their own and try \_\_\_ new ways of behaving. As you have perhaps experienced, it can be a relief to find that you are not alone – to learn that others, despite their seeming composure, share your problems and your feelings \_\_\_ loneliness, inadequacy, or anger.

One popular form of group experience \_\_\_ those not seriously disturbed began as sensitivity training groups \_\_\_ which teachers, executives, and others practiced ways of relating \_\_\_ one another more sensitively and openly. In groups of \_\_\_ twelve and twenty that met \_\_\_ limited periods of time, people were encouraged to be less inhibited and defensive \_\_\_ their interactions \_\_\_ others, to "talk straight" and to listen empathically.



**Exercise 5. Fill in the gaps with suitable words.**

*mean, apart from, produce, promote, powerless, fake, treatment, expectation, own, depressed, beneficial, untreated*

**Hope for demoralized people**

People who seek therapy typically are anxious, \_\_\_\_\_, or lacking in self-esteem, and feel incapable of turning things around. What any therapy offers is the \_\_\_\_\_ that things can and will get better. Quite apart from the particular therapeutic technique, this belief may itself be sufficient to \_\_\_\_\_ improved morale, new feelings of self-efficacy, and diminished symptoms. This \_\_\_\_\_ effect of a person's belief in a treatment is called the placebo effect. A placebo is an inert treatment often used as a control \_\_\_\_\_ in drug experiments. The placebo has no effect \_\_\_\_\_ a person's believing it does. In psychotherapy experiments, the placebo treatment may be listening to tapes, attending group discussions, or taking a \_\_\_\_\_ pill.

The finding that placebo-treated people improve more than do \_\_\_\_\_ people, and nearly as much as those receiving actual psychotherapy, does not \_\_\_\_\_ the psychotherapies are ineffective, only that part of the reason they help seems to be the hope that they offer. In their individual ways, each therapy may harness the person's \_\_\_\_\_ healing powers. And this helps us understand why all sorts of treatments – including some folk healing rites and medical practices now known to be \_\_\_\_\_ apart from the patient's belief – may in their own time and place \_\_\_\_\_ cures.

**Exercise 6. Read and retell the following text.**

**DANCE THERAPY**

Dance therapy (also called dance or movement therapy) is the use of choreographed or improvised movement as a way of treating social, emotional, cognitive, and physical problems. Throughout the ages, people of many cultures have used dance to express powerful emotions, tell stories, treat illness, celebrate important events, and maintain communal bonds. Dance therapy employs this power of movement for therapy and uses it for health, and well-being.

Dance as therapy came into existence as a combination of modern dance and psychiatry. It was pioneered by Marian Chase (1896 – 1970), who studied dance in New York City before establishing her own studio in Washington, DC, in the 1930s. Because Chase's dance classes provided unique op-

portunities for self-expression, communication, and group interaction, psychiatrists in Washington began sending patients to her.

By the mid-1940s Chase was giving lectures and demonstrations, and other professional dancers soon followed her lead, using dance to help people with emotional, mental, and physical problems. It was not until 1966, that dance therapy gained professional recognition, when the American Dance Therapy Association (ADTA) was founded. Today the ADTA has nearly 1,200 members in 46 states and 20 countries around the world.

Dance therapists believe that mental and emotional problems are often held in the body in the form of muscle tension. Conversely, they believe that the state of the body can affect attitude and feelings, both positively and negatively.

Dance movements help healing in several ways. Moving as a group brings people out of isolation, creates powerful social and emotional bonds, and generates the good feelings that come from being with others. Moving rhythmically eases muscular rigidity, diminishes anxiety, and increases energy. Moving spontaneously helps people learn to recognize and trust their impulses. Moving creatively helps self-expression and opens up new ways of thinking and doing.

On a physical level, dance therapy provides the benefits of exercise: improved health, coordination, and muscle tone. On an emotional level, it helps people feel more joyful and confident, and allows them to explore such issues as anger, frustration, and loss that may be too difficult to explore verbally. On a mental level, dance therapy seeks to enhance cognitive skills, motivation, and memory.

Your dance therapy experience will depend on your ailment, whether you work with a dance therapist in private practice or in the context of a treatment team, and whether you are the only patient or part of a group. Different dance therapists have different styles. You need absolutely no previous dance training to benefit from dance therapy.

For the first consultation you will meet with the dance therapist in a dance studio. You should wear comfortable clothing for this and all other sessions. First, the therapist will talk with you about your needs and your reasons for wanting treatment. Next, the therapist may ask you to walk around the studio in order to analyze your body shape, posture, and movements: Is your body erect or caved in? Finally, the dance therapist will discuss your treatment goals with you, and the two of you might arrive at an agreement regarding the duration and nature of the therapy. You should review your goals with the therapist periodically to see if you are meeting them.

**Exercise 7. Translate the text into Russian.**

**Gestalt Therapy**

Gestalt therapy, developed by Fritz Perls, joins the psychoanalytic emphasis on bringing unconscious feelings and conflicts into awareness with the humanistic emphasis on getting in touch with oneself and taking responsibility for oneself in the present. Perls’s Gestalt therapy aims to make people whole by breaking through their defenses and helping them sense and express their moment-to-moment feelings. “All therapy that has to be done can only be done in the now,” said Perls. “Nothing exists except in the now.”

Eavesdropping on a Gestalt therapy session, we might hear the therapist using any one of several techniques for getting people to express their real feelings and to “own responsibility” for them. One way is to train people to speak in the first person. To get people to take responsibility for their feelings, the Gestalt therapist might get people to change their verbs – to say “I want” instead of “I need,” “I choose to ” instead of “I have to,” and “I won’t” instead of “I can’t”.

Gestalt therapists also capitalize on the power of actions to affect thoughts and feelings. The therapist may ask people to role-play different aspects of their relationships, or to act out suppressed feelings. The ultimate goal – to become better aware of and able to express one’s own feelings – exemplifies the humanistic value of being true to oneself, a value that some critics believe promotes self-centeredness. This value is epitomized in Perls’s Gestalt credo:

I do my thing, and you do your thing.  
I am not in this world to live up to your expectations.  
And you are not in this world to live up to mine.  
You are you and I am I,  
And if by any chance we find each other, it’s beautiful.  
If not, it can’t be helped.

**Exercise 8. Read and translate the jokes.**

An executive came back from an assertiveness course. It had been suggested that he place a card on his desk to remind himself of what he had learned. So he carefully wrote out:

BE DECISIVE

Then he stood back to look at it, considered it, and carefully added a question mark:

BE DECISIVE?

\* \*\*

A PSYCHOTIC killer had finally been trapped by the police in his hide-out. A martial arts expert, a counsellor and a hypnotherapist all volunteered to get him out.

The martial arts expert broke open the door with a well-aimed kick and then dived to the attack. There was a sound of gun-fire and his dead body was flung out.

The counsellor then walked very slowly towards the house and began to reason with the killer. Then a single shot hit him in the leg and he fell to the ground.

Despite all warnings the hypnotherapist was determined to try, and approached the house. Ten minutes later he emerged, hand in hand with the unarmed killer.

“How did you manage it?” everyone was anxious to know, “Why didn’t he shoot you too?”

“Simple. I merely regressed him to childhood: he couldn’t hurt me with a water-pistol!”

**Additional Texts for Reading**

**HAPPINESS IS BASED ON CHOICES, NOT GENES**

German researchers found that those who prioritize family, friends, altruistic goals, and exercise are happier than those just chasing money and success.

According to the results of a long-term study in Germany, happiness has more to do with our personal choices than it does with our genetic make-up.

An international group of researchers analysed data gathered by the German Socio-Economic Panel Survey (SOEP) from its widespread study of 60,000 Germans over 25 years. They found that altruistic goals were more important than money, and that focusing on family, social activities, exercise, religion, and working the right amount were good choices to ensure happiness. The findings were published in the journal Proceedings of the National Academy of Science.

**Set point theory called into question**

Psychologists have been pondering what causes an individual's happiness for decades. In the 1970s many scientists thought that everyone has a set level of happiness – which they always return to – despite life's ups and downs. This is called "set point theory" and is thought to be determined by genetics and early childhood experiences.

One of the study's authors, Gert Wagner, an economist with the German Institute for Economic Research and a fellow at the Max Planck Institute for Human Development, said that their results show that set point theory holds for around 50 percent of the population – but not for the rest – whose satisfaction with life changed over time.

"One third of the changes are negative ones like illness or death of the spouse," he said, "two thirds of the changes are positive, but small."

Wagner said these results show that it's easier for people to become unhappier due to terrible life events, and much harder for people to improve their satisfaction with life by making the right choices – but that's the area the researchers are most excited about.

"What's new in our study is we are looking on choices you have, and what we demonstrate is choices makes the difference," said Wagner.

#### **Choices may be the key to success**

This means that the things people prioritize in their lives are the key to happiness – and the findings will be no surprise for many.

"Social goals are more important than materialistic goals," he said. "And it's good to be healthy and in order to be healthy, it's good for you if you do a little bit of sports."

Every day most people do things that make us happy, and many people on the streets of Berlin seem to agree with Wagner's findings.

Andre Holzbecher, 22, is a physics student who enjoys team sports like beach volleyball and inline hockey, and values his close relationship with his family.

Sports are also important for Mahmoud El Sakran, 29, from Palestine, who goes for a daily run, but takes a moment just for himself at the start of each day.

"When I wake up I just relax in the bed for about 10 minutes and take a cup of coffee," he said.

Others, like Nadine Foude, a 25-year-old student, said that friends, family, thinking positive and eating chocolate make her happy.

#### **The "right" choices aren't always easy**

Relationships are very important, but according to Wagner and his colleagues choosing a neurotic partner is a surefire way to be unhappy.

But according to Jaap Denissen, professor of Personality Development at Humboldt University, who wasn't part of the study, choosing a healthy relationship isn't always easy.

"If you're used to being in bad relationships, you may expect the same kinds of experiences to continue," he said.

"Of course it's also a matter of how much you think you deserve a good partner. It's known that people who have low self-esteem, they do not

perceive themselves to be a 'good catch' so-to-say on the mating market. So they may settle for less, for example, for people who are verbally abusive or otherwise abusive."

Making the so-called "right" choices for your own personal happiness isn't a piece of cake. Every decision we make is based upon a range of complicated factors.

But Denissen believes that "all people choose happiness. That's basically a universal thing across cultures," however he added, "to what degree they succeed in that is a different matter of course, and that is according to some theories, dependent on the degree to which the environment supports these basic needs."

#### **Being happy is a complex combination of factors**

Despite these new results Denissen added that many scientists had already been migrating away from "set point theory."

"Within at least the last decade, there have been major changes among psychologists and I would argue that the mainstream opinion right now is not consistent with set point theory," he said.

According to Denissen it's not so constructive to pit nature and nurture against each other. Plus, psychologists themselves say that both factors play a dynamic and transactional role in an individual's happiness.

"The effects of, for example, the environment can be contingent on a person's genes," Denissen said. "And also the effect of a person's genes can be dependent on environments. For example, some genetic influences may not express themselves if people are born under certain child-rearing conditions."

### **MONEY CAN'T BUY HAPPINESS**

The notion that money can't buy happiness was expressed quantitatively twenty-five years ago, by Richard Easterlin, an economist at the University of Southern California. Using data going back to the end of the Second World War, Easterlin noted that the percentage of Americans who told opinion pollsters that they were happy or very happy had increased only a little, although real income and spending per capita had quadrupled in the same period. On this basis, Easterlin concluded that the consumer society had failed to inspire human contentment, an argument that was repeated a few years later, in 1976, by Tibor Scitovsky in his book "The Joyless Economy".

Recent studies have generally confirmed Easterlin's findings on American society – one of them, cited in *The Economic Journal*, by Andrew Oswald, of the University of Warwick, did find a slight positive trend in reported happiness between 1970 and 1990, but it was very slight – and similar results have been published for most other advanced countries, including Ja-

pan, Germany, and Britain. It is now widely accepted among researchers that, as Michael Argyle, an Oxford University experimental psychologist, put it in a recent article, “money has little effect (on happiness), except at the lower end of the income scale”.

According to Frank, there are two main reasons that this is true. First, human beings are extremely adaptable creatures; given time, they can get used to almost anything. This was demonstrated dramatically twenty years ago by three psychologists – Philip Brickman, Dan Coates, and Ronnie Janoff-Bulman – who interviewed a group of lottery winners and a group of less fortunate souls. They found that the lottery winners were no happier than the control group – at least, as their happiness was measured by the responses to questionnaires. Frank cites similar studies showing that prisoners are no glummer than people at liberty. (Both prisoners and lottery winners go through an initial change in their level of subjective well-being, but it wears off after a few months). Even people left paralyzed by accidents report only modestly lower levels of happiness once they have become acclimatized to their reduced expectations of life.

These findings suggest that people have a genetically determined “set point” of contentment, and this argument has also been advanced by David Lykken, a University of Minnesota psychologist, in his book, “Happiness”. Lykken’s research which involved a large group of identical twins who were separated at birth, received a lot of publicity a couple of years ago, when it was published in a professional journal. The twins in each pair, with the same genetic makeup, were found to have similar levels of subjective well-being even though they had led quite different lives. Lykken and his co-author, Auke Tellegen, wrote, “It may be that trying to be happier is as futile as trying to be taller.” Lykken now thinks that this conclusion was wrong. He still believes in “set points,” but in “Happiness” he writes that people can “bounce along above their set points by learning some new habits,” such as keeping busy, taking regular exercise, and getting married.

The other reason, according to Frank, that money can’t buy happiness was memorably formulated by H.L. Mencken, who defined a rich man as one who earns a hundred dollars a year more than his wife’s sister’s husband. People’s spending patterns, as recent research confirms, are driven primarily by what other people are doing. If everybody else in the office is driving an old Chevy and I have a Ford Explorer, then I feel fine. If all my colleagues trade up to Explorers, then I need a Lincoln Navigator to maintain the same level the same level of satisfaction. When relative concerns are taken into account, it is easy to see why economy-wide increases in income and spending have little impact on over-all happiness. For every person who moves up the spending ladder, someone else drops down. The situation is like an arms race

in which both sides spend ever-increasing amounts of time and money in a futile attempt to gain an advantage.

Why are we so driven by our relative position? According to Frank, this question cannot be answered within the confines of orthodox economics, which usually models people as self-interested utility maximizers. He turns instead to evolutionary psychology and the age-old contest for mates. When food was scarce and the world was a dangerous place, it made sense for women to choose the bravest, strongest males they could find to father their children, and one way to judge men was on the basis of how many material goods they had accumulated relative to their peers. These days, the danger of starvation has receded, but opinion surveys show that women still rank earning power as the most important factor in choosing a husband. “The purpose of human motivation is not to make us happy, but to make us more likely to succeed against the competition,” Frank writes. In the evolutionary context, the drive to emulate and surpass our neighbors is just one of many inherited psychological traits that made sense earlier in human history but now cause us problems.

### **HYPER GIRLS “STRUGGLE AS ADULTS”**

Hyperactive young girls are more likely to have "serious" problems in adulthood, research suggests.

A study of more than 800 girls up to the age of 21 found hyperactivity was linked to poor job prospects, abusive relationships and teenage pregnancy. Previous research on the lasting impact of childhood hyperactivity has focused on boys, who are more likely to be diagnosed and treated.

The Canadian and UK study is reported in the Archives of General Psychiatry.

Young girls with high levels of hyperactivity should be targeted early in life to help them achieve better at school, the researchers concluded. The study, which assessed girls yearly between the age of six and 12, looked for signs of restlessness, jumping up and down, not keeping still, and being fidgety. Researchers also assessed physical aggression such as fighting, bullying, kicking, biting or hitting.

One in 10 showed high levels of hyperactive behaviour, while another one in 10 showed both high levels of hyperactive and physically aggressive behaviour.

Those who were the most hyperactive or aggressive were more than twice as likely to be addicted to smoking, fall into mentally abusive relationships and four times more likely to do poorly at school.

However, only girls with both hyperactivity and physical aggression were found to report later problems of physical as well as psychological aggression towards their partner, along with early pregnancy and dependency on welfare.

A quarter of girls with hyperactivity had no problems in adulthood.

#### **School achievement**

Study leader, Dr Nathalie Fontaine, a researcher at University College London, said there had been very little research on hyperactivity in girls. "Hyperactivity is less common in girls than in boys but there are girls with this behaviour which can lead to serious problems in later life."

She said the findings were not unexpected as many of the problems stemmed from poorer achievement at school. "We need more research to understand the factors that prevent or trigger the development of such problems. There are very few interventions targeting females so we don't know exactly what to do and that needs to be looked at in more detail."

Dr Morris Zwi, consultant in child and adolescent psychiatry at South West London and St Georges Mental Health Trust, said similar outcomes had been shown in hyperactive boys.

"Hyperactivity is diagnosed more commonly in boys and we don't know the reason for that.

Girls tend to be more inattentive so they're just left to get on with things because they're not causing so much trouble."

He said schools did not have the skills to deal with children with hyperactivity problems but there were programmes which could help children, including psychological therapies. "The key thing is having someone who understands but also just a sensitive human being who can have a conversation with a young person."

### **STAYING HAPPIER FOR LONGER**

From the Buddha to modern gurus of self-help, there have been more than 100 exercises proposed which are alleged to increase lasting happiness, says Professor Martin Seligman Director, Positive Psychology Center, University of Pennsylvania.

In strange contrast, scientific investigation until recently thought none of these exercises would, as there was an unchangeable and biological "set point" for happiness.

This suggested that our levels of happiness were largely pre-determined by our genes and our upbringing, varying slightly but always returning to our set point of happiness. It also explained the annoying fact that lottery winners eventually revert to their customarily curmudgeonliness and

the rosier finding that paraplegics eventually return to almost the same happiness level they enjoyed before their accident.

I have spent more than 20 years testing the effects of various psychotherapies and drugs on depression. So when I became a positive psychologist, I first explored many of these exercises and then decided to test rigorously whether any of them really increased happiness. I began by teaching positive psychology to undergraduates: each week I assigned an exercise along with more traditional readings.

I do not think I ever heard the word "life-changing" more often in my 40 years of teaching.

#### **Positive feedback**

Then I started teaching a six month telephone course to 1,000 coaches, clinical psychologists, parents, and educators. Each week I would assign one exercise and the students would give it to their clients and carry it out themselves. Very encouraging testimonials flooded in, citing lasting relief from depression and increased well-being.

This is pretty far from science, however. So I was ready to try the gold standard: random assignment, placebo controlled tests of each exercise, looking for lasting changes in well-being.

We told people that we wanted to find out which interventions work to raise happiness and which are bogus.

About 500 people soon volunteered and each person received a battery of tests, one simple week-long web exercise (no human hands) and then was tested about their well-being repeatedly for the next six months.

Three exercises proved to be placebos and three worked well, producing lasting reductions in depression and lasting increases in happiness.

The three that worked were "three blessings" – writing down three things that went well today and why; "the gratitude visit" – writing a gratitude testimonial and delivering it personally; and "using your signature strength in a new way" – taking the signature strength test and using your highest strength in a new way.

#### **Decreasing depression**

We continue to test new exercises in this way, hoping to separate the wheat from the chaff.

We looked at the effect on severe depression of doing just the first web exercise, three blessings.

In this uncontrolled study, 94% of severely depressed people became less depressed and 92% became happier, with an average symptom relief of a whopping 50% over only 15 days.

This compares very favourably with anti-depressant medication and with psychotherapy.

We then packaged six exercises in a bundle and gave them to moderately depressed students in groups.

Compared to a randomly assigned control, the exercises produced markedly lowered depression one year later.

The results seem even stronger in the hands of a good therapist: we gave three groups of unipolar depressed patients either medication, treatment as usual, or positive psychotherapy. This consists of 12 sessions in which the exercises are mixed with skilled psychotherapy.

At the end of three months about 10% of the patients with medication or treatment as usual improved, versus 70% of the patients in positive psychotherapy. Depressive symptoms were substantially reduced and happiness markedly increased.

Overall then there is good evidence that several simple exercises increase happiness and decrease depression.

The set point theory of well-being appears to be wrong.

While these exercises increase well being among relatively untroubled people, there is one surprising implication for serious depression: psychotherapy traditionally is where you go to talk about your troubles.

The psychotherapy of the future may also be where you go to talk about positive emotion, your strengths and virtues, and how to build more meaning into your life.

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