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# ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

Практикум
з розвитку вмінь читання літератури
за фахом для самостійної та індивідуальної роботи
здобувачів ступеня вищої освіти бакалавра
спеціальності «Психологія»
освітньо-професійної програми «Психологія»

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Навчальне видання призначене для здобувачів ступеня вищої освіти бакалавра освітньо-професійної програми «Психологія».

Основною метою навчального видання є формування й розвиток у майбутніх фахівців-психологів готовності до іншомовної професійної комунікації. Структурно видання складається з 14 тематичних блоків, зміст яких уніфіковано: словник-мінімум до тексту, автетичний текст професійної тематики, післятекстові вправи, спрямовані на засвоєння професійної лексики, та розвиток мовленнєвих умінь у професійно-орієнтованому спілкуванні. Практикум також включає блок для закріплення навчального матеріалу та самоперевірки. Поданий англо-український словник містить впорядкований перелік психологічних термінів, що рекомендуються студентам для запам'ятовування та вживання під час виконання комунікативних вправ. У додатках зазначено ключові вирази для підготовки резюме тексту та фрази для виступів і дискусій.

Запропоноване видання забезпечує позааудиторну, самостійну та індивідуальну роботу студентів. Тематика, складність та обсяг завдань відповідають силабусу навчальної дисципліни «Іноземна мова (англійська)» підготовки здобувачів ступеня вищої освіти бакалавра освітньо-професійної програми «Психологія».

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# ПЕРЕДМОВА

Курс «Іноземна мова (англійська)» належить до циклу обов'язкових дисциплін в межах університету для здобувачів ступеня вищої освіти бакалавра спеціальності «Психологія» освітньо-професійної програми «Психологія». Його викладання спрямоване на формування й розвиток іншомовної комунікативної компетентності студентів у сфері професійного спілкування в усній і письмовій формах, що є нагальною потребою сьогодення.

Основними завданнями навчальної дисципліни «Іноземна мова (англійська)» є:

1) формування лексичної та граматичної компетентності студентів;

2) розвиток навичок читання і розуміння автентичних професійно-орієнтованих текстів;

3) розвиток навичок усної професійної комунікації (реагування на основні ідеї та розпізнавання суттєво важливої інформації під час професійно-орієнтованого спілкування тощо).

Зміст практикуму відповідає силабусу навчальної дисципліни «Іноземна мова (англійська)». Програмний матеріал подано з дотриманням професійно-орієнтованого підходу до навчання і складається з чотирнадцяти тематичних блоків, зміст яких складають тексти з психології особистості щодо різних теорій індивідуальності, які існують у психологічній науці.

Методика роботи з текстами уніфікована. Робота над кожним блоком передбачає 4 етапи: *Pre-reading* – обговорення вступних питань, опанування словника-мінімуму до тексту; *Reading* – читання автентичного тексту, поповнення словника професійної термінології; *Practice* – виконання серії вправ, спрямованих на контроль розуміння тексту та на закріплення лексики, окремі завдання спрямовані на розвиток навичок монологічного й діалогічного мовлення (робота в парах, у групах); *Creative Activities* – завдання, що сприяє розвитку вмінь студентів аналізувати, структурувати та класифікувати інформацію, робити самостійні висновки за результатами досліджень та обґрунтовувати власну позицію. До практикуму включено тестові завдання для закріплення навчального матеріалу та самоперевірки. Поданий англо-український словник містить впорядкований перелік психологічних термінів, що рекомендуються студентам для запам'ятовування та вживання під час виконання комунікативних вправ. Ключові вирази для підготовки резюме тексту та фрази для виступів і дискусій представлено у додатках.

У практикумі викладено методичні рекомендації щодо послідовності та змісту роботи з текстами професійної тематики англійською мовою. Уміння правильно читати професійні тексти іноземною мовою допоможе зрозуміти виклад, факти, аргументацію подану у тексті, що має вирішальне значення у розумінні науки, що вивчається, та у становлені професіонала.

У результаті вивчення дисципліни студент повинен

***Знати:***

**З лексики:** лексичні одиниці з соціально-культурної сфери спілкування, лексичні одиниці з тем, що вивчалися на попередньому рівні, професійно-орієнтовані лексичні одиниці. Лексичні одиниці для аналізу змісту прагматичного тексту, для анотування та реферування фахової статті (фрагменту лінгвістичного тексту) англійською мовою.

***Уміти:***

– вести бесіду в межах тематики, передбаченої програмою навчання для студентів ступеня вищої освіти «бакалавр»;

– читати та перекладати текст; обговорювати тематику та проблематику статті, виділяти загальні висновки;

– аналізувати зміст текстів: визначати тему, мету, проблеми статей;

– читати і аналізувати статті англійською мовою (без використання словника); давати вичерпну інформацію зі змісту текстів за фахом;

– реферувати в усній формі тексти професійної тематики з аутентичних джерел;

– критично коментувати зміст прочитаного;

– висловлюватись у формі монологічного й діалогічного мовлення на основі змісту текстів основних і допоміжних посібників, а також на основі змісту статей професійної сфери спілкування.

Міжпредметні зв’язки курсу «Іноземна мова (англійська)» встановлено з дисципліною «Вступ до спеціальності» і реалізуються в тематиці навчального матеріалу та фаховій термінології. Текстовий матеріал відібрано з автентичних джерел за тематикою психології особистості, видання є сучасним, інформативним і має на меті практичне оволодіння студентами новітньою фаховою інформацією через іноземні джерела і розвиток професійної ерудиції.

Увага в поданому практикумі акцентується на специфічних рисах англомовної комунікації безпосередньо в галузі психології. Лексичний матеріал та креативні завдання підібрано з урахуванням професійних і пізнавальних інтересів студентів. Практикум включає комплекс вправ, які спрямовані на розвиток навичок розуміння англомовного тексту, збагачення словникового запасу студентів, розвиток комунікативної компетенції, навичок самостійної роботи з новими лексичними одиницями. Основним призначенням даного видання є формування й розвиток у майбутніх фахівців-психологів готовності до іншомовної професійної комунікації.

# МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ПОСЛІДОВНОСТІ ТА ЗМІСТУ РОБОТИ З ТЕКСТАМИ ПРОФЕСІЙНОЇ ТЕМАТИКИ АНГЛІЙСЬКОЮ МОВОЮ

Наступні кроки допоможуть вам у самостійній роботі з фаховими текстами:

**1. Заведіть окремий зошит і виписуйте нові англійські слова, які вам незнайомі.**

В окремому зошиті ви зможете систематизувати нові незнайомі іноземні слова або фрази загального вжитку і професійні терміни та пізніше переглядати зроблені записи.

**2. Прочитайте слова подані до тексту.**

Ознайомтеся зі словником-мінімумом, це вам дозволить скласти уявлення про зміст тексту, який ви збираєтеся читати.

**3. На першому етапі читання використовуйте техніку читання "Skimming" («Проглядання»).**

«Проглядання» допоможе вам зрозуміти основні ідеї та структуру тексту, не заглиблюючись у кожну деталь. Для визначення найважливішої інформації в тексті:

1) прогляньте текст, звертаючи увагу на заголовки, підзаголовки, імена, які допоможуть швидше орієнтуватися у тексті;

2) зверніть увагу на виділені жирним або курсивним шрифтом важливі терміни;

3) читайте перші та останні речення абзаців, які містять основну думку.

**4. На другому етапі читання використовуйте техніку читання "Scanning" («Сканування»).**

«Сканування» – це техніка швидкого читання спрямована на пошук конкретної інформації в тексті. Ви зможете зекономити час і швидко знайти потрібну інформацію. «Сканування» допоможе вам виконати ті завдання після тесту, в яких вимагається дати відповіді на конкретні питання або закінчити фразу.

Для цілеспрямованого пошуку інформації в тексті:

1) чітко усвідомте, яку інформацію вам потрібно знайти: конкретні імена, визначення або інші деталі.

2) скануйте окремі частини тексту та визначайте головну думку кожного абзацу – це полегшить пошук конкретної інформації.

**5. На третьому етапі читання використовуйте техніку “Active and intensive reading” («Активне та інтенсивне читання»).**

«Активне та інтенсивне читання» — дозволяє глибоко зануритися в текст, осмислити його та проаналізувати, враховуючи дрібні деталі та нюанси.

На цьому етапі:

1) пишіть значення нових слів над словом в тексті та переносьте у зошит;

2) звіряйте значення нових слів з термінами поданими у термінологічному словнику;

3) звертайте увагу на синоніми слова, використані в тому ж контексті;

4) не покладайтеся на раніше вивчені значення слів, адже вони можуть мати інше значення в професійному контексті;

5) звертайте увагу на частину мови нового слова та запам’ятовуйте закономірності словотворення;

6) підкреслюйте ключові ідеї тексту, записуйте свої реакції та коментарі;

7) намагайтесь сформулювати своїми словами сенс кожного розділу та записуйте власні висновки.

**6. На четвертому етапі читання використовуйте техніку “Analytical reading” («Аналітичне читання»).**

«Аналітичне читання» допоможе вам об’єктивно оцінити текст, засвоїти інформацію, розвивати критичне мислення та формувати власні аргументовані думки.

Виявіть основні аргументи, твердження, докази автора для глибшого розуміння концепцій викладених у фаховому тексті і оцініть важливість та глибину представлених ідей.

Аналітичне читання сприятиме підготовці короткого резюме прочитаної інформації, а також допоможе сформулювати і переказати головні ідеї автора.

**7. Працюйте повільно, але не зупиняйтеся.**

Не припиняйте роботу, якщо спочатку ви будете витрачати багато часу на читання та переклад. Згодом, ви запам’ятаєте основні терміни та професійну лексику і розуміння тексту стане простішим.

## TEXT I
## BEHAVIORIST APPROACH IN PSYCHOLOGY

### PRE-READING

**1. Read the title of the text. What do you think this approach in psychology is focused on? Do you think it is possible to program or predict people's behavior?**

**2. Read and study the following words and wordcombinations:**

1. an assumption– припущення
2. to obtain – одержувати, здобувати
3. an observation – спостереження
4. internal – внутрішній
5. external – зовнішній
6. a slate – дошка
7. a conditioning – обумовлення
8. applicable – застосовний, придатний
9. an approach – підхід
10. a validity – надійність, обґрунтованість

### READING

**3. Read the text. Pay attention to psychological terms.**

Behaviorism (also called the behaviorist approach) was the primary paradigm in psychology between 1920s to 1950 and is based on a number of underlying assumptions regarding methodology and behavioral analysis:

* Psychology should be seen as a science. Theories need to be supported by empirical data obtained through careful and controlled observation and measurement of behavior. Watson (1913) stated that "*psychology as a behaviorist views it is a purely objective experimental branch of natural science. Its theoretical goal is ... prediction and control*".
* Behaviorism is primarily concerned with observable behavior, as opposed to internal events like thinking and emotion. Observable (i.e. external) behavior can be objectively and scientifically measured. Internal events, such as thinking should be explained through behavioral terms (or eliminated altogether).
* People have no free will – a person's environment determines their behavior.
* When born our mind is 'tabula rasa' (a blank slate).
* There is little difference between the learning that takes place in humans and that in other animals. Therefore research can be carried out on animals as well as humans.

* Behavior is the result of stimulus – response (i.e. all behavior, no matter how complex, can be reduced to a simple stimulus – response association). Watson described the purpose of psychology as: "*To predict, given the stimulus, what reaction will take place; or, given the reaction, state what the situation or stimulus is that has caused the reaction*".

* All behavior is learnt from the environment. We learn new behavior through classical or operant conditioning.

The most famous supporters of behaviorism theory are Watson, Rayner, Thorndike, B.F. Skinner and A. Bandura.

| Strengths | Limitations |
|---|---|
| 1) Scientific | 1) Ignores mediation processes |
| 2) Highly applicable (e.g. therapy) | 2) Ignores biology (e.g. testosterone) |
| 3)Emphasizes objective measurement | 3) Too deterministic (little free-will) |
| 4) Many experiments to support theories | 4) Experiments – low ecologicalvalidity |
| 5) Identified comparisons between animals (Pavlov) and humans (Watson & Rayner) | 5) Humanism – can't compareanimals to humans |

Despite all limitations behaviorism has made significant contributions to psychology. These include insights into learning, language development, and moral and gender development, which have all been explained in terms of conditioning.

The contribution of behaviorism can be seen in some of its practical applications. Behavior therapy and behavior modification represent one of the major approaches to the treatment of abnormal behavior and are readily used in clinical psychology.

**PRACTICE**

**4. Answer the questions on the text:**

1. When the behaviorist approach was the primary paradigm inpsychology?
2. What is theoretical goal of behaviorism according toWatson?
3. What is our mind when we born?
4. What all people's behavior can be reduced to?
5. What are the limitations of the behaviorist approach?
6. What is contribution of behaviorism to psychological science?

**5. Read the following word combinations and give theirUkrainian equivalents:**

a number of underlying assumptions –
to be supported by empirical data obtained through careful observation –
primarily concerned –
can be reduced to –
highly applicable –
to identify comparisons –
significant contributions –
to include insights –
practical applications –
major approaches –

**6. Complete the following sentences according to the text:**

1. Theories need to be supported by …
2. Observable behavior can be …
3. Internal events should be …
4. Behavior is the result of …
5. Despite all limitations behaviorism …
6. Behavior therapy and behavior modification represent …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Main principles of behaviorism.
2. Strength and limitations of the theory.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of ways to use the behaviorism theory in daily / professional life. Make a mini-presentation to describe it.**

## TEXT II
## SIGMUND FREUD AND PSYCHOANALYSIS

### PRE-READING

**1. Read the title of the text. What do you think this approach in psychology is focused on? How do you think it is possible to make the unconscious conscious?**

**2. Read and study the following words and wordcombinations:**

1. thoroughly – ретельно
2. legacy – спадщина
3. cure – лікування, сцілення
4. conscious – свідомий
5. a repository – сховище, склад
6. repression – придушення, стримування
7. to comprise – містити, охоплювати
8. life-sustaining – підтримуючий життя
9. acceptable – прийнятний

### READING

**3. Read the text. Pay attention to psychological terms.**

Sigmund Freud explored the human mind more thoroughly than any other who became before him. His contributions to psychology are vast. Freud was one of the most influential people of the twentieth century and his enduring legacy has influenced not only psychology, but art, literature and even the way people bring up their children.

Freud was the founding father of psychoanalysis, a method for treating mental illnesses and also a theory which explains human behavior. Psychoanalysis is often known as the talking cure. Typically Freud would encourage his patients to talk freely (on his famous couch) regarding their symptoms and to describe exactly what was on their mind.

He also developed a topographical model of the mind, whereby he described the features of mind's structure and function. In this model the conscious mind (everything we are aware of) is seen as the tip of the iceberg, with the unconscious mind a repository of a 'cauldron' of primitive wishes and impulse kept at bay and mediated by the preconscious area. Sigmund Freud emphasized the importance of the unconscious mind, and a primary assumption of Freudian theory is that the unconscious mind governs behavior to a greater degree than people suspect. Indeed, the goal of psychoanalysis is to make the unconscious conscious.

However, Freud found that some events and desires were often too frightening or painful for his patients to acknowledge. Freud believed such information was locked away in a region he called the unconscious mind. This happens through the process of

***repression.*** Freud even proposed that physical symptoms of some illnesses are often the surface manifestations of deeply repressed conflicts.

Implicitly he was proposing a revolutionary new theory of the human psyche itself which comprising the entities ***id, ego*** and ***superego***.

Freud assumed the id operated at an unconscious level according to the pleasure principle. The **id (instincts)** comprises two kinds of biological instincts (or drives) which Freud called Eros and Thanatos. **Eros**, or life instinct, helps the individual to survive; it directs life- sustaining activities such as respiration, eating and sex. The energy created by the life instincts is known as libido. In contrast, **Thanatos** or death instinct, is viewed as a set of destructive forces present in all human beings. When this energy is directed outward onto others, it is expressed as aggression and violence. Freud believed that Eros is stronger than Thanatos, thus enabling people to survive rather than self- destruct.

The **ego (reality)** develops from the id during infancy. The ego's goal is to satisfy the demands of the id in a safe a socially acceptable way. In contrast to the id the ego follows the reality principle as it operates in both the conscious and unconscious mind.

The **superego (morality)** develops during early childhood and is responsible for ensuring moral standards are followed. The superego operates on the morality principle and motivates us to behave in a socially responsible and acceptable manner. The superego can make a person feel guilty if rules are not followed. When there is conflict between the goals of the id and superego the ego must act as a referee and mediate this conflict.

## PRACTICE

### 4. Answer the questions on the text:

1. What is psychoanalysis?
2. What is the most popular method used in psychoanalysistherapy?
3. How did Freud describe the human's mind?
4. What is the goal of psychoanalysis?
5. What are physical symptoms of some illnesses according toFreud?
6. What entities does the human psyche comprise?
7. What biological instincts comprises *id*?

### 5. Read the following word combinations and give theirUkrainian equivalents:

to explore more thoroughly –
enduring legacy –
a repository of a 'cauldron' of primitive wishes –
the unconscious mind governs behavior –
the preconscious area –
life-sustaining activities –

a set of destructiveforces –
a socially acceptable way –
mediate the conflict –

**6. Complete the following sentences according to the text:**

1. Freud was the founding father of …
2. Psychoanalysis is known …
3. The conscious mind is seen as …
4. The goal of psychoanalysis …
5. Some frightening or painful information is …
6. The *id* comprises …
7. The *ego*'s goal…
8. The *superego* operates on…

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Main principles of psychoanalysis.
2. Freud's structure of the human psyche.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of the psychoanalysis theory.**
**Make a mini-presentation to describe it.**

## TEXT III
## DEFENSE MECHANISMS

### PRE-READING

**1. Read the title of the text. What do you defence mechanisms are? Whe do people use them?**

**2. Read and study the following words and wordcombinations:**

1. threatened – під загрозою
2. overwhelmed – приголомшений, пригнічений
3. anxiety – тривога
4. jeopardy – небезпека, ризик
5. to deploy – вводити в дію, розгортати
6. awareness – усвідомлення
7. distortion – спотворення, перекручення

### READING

**3. Read the text. Pay attention to psychological terms.**

When something makes conflicting demands upon the poor ego, it is understandable if you feel threatened, fell overwhelmed, feel as if it were about to collapse under the weight of it all. This feeling is called anxiety, and it serves as a signal to the ego that its survival, and with it the survival of the whole organism, is in jeopardy.

Memories banished to the unconscious, unacceptable drives or urges do not disappear. They continue to exert a powerful influence on behavior. The forces, which try to keep painful or socially undesirable thoughts and memories out of the conscious mind, are termed defense mechanisms. The ego must deploy various defense mechanisms to prevent it from becoming overwhelmed by anxiety.

There are a large number of defense mechanisms; the main ones are summarized below.

*** Repression**

This was the first defense mechanism that Freud discovered, and arguably the most important. Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious. Thoughts that are often repressed are those that would result in feelings of guilt from the superego. For example, in the Oedipus complex aggressive thoughts about the same sex parents are repressed.

*** Projection**

This involves individuals attributing their own thoughts, feeling and motives to another person. Thoughts most commonly projected onto another are ones that would cause guilt such as aggressive and sexual fantasies or thoughts. For instance,

you might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.

***Displacement**

Displacement is the redirection of an impulse (usually aggression) onto a powerless substitute target. The target can be a person or an object that can serve as a symbolic substitute. Someone who feels uncomfortable with their sexual desire for a real person may substitute a fetish. Someone who is frustrated by his or her superiors may go home and kick the dog or beat up a family member.

***Sublimation**

This is similar to displacement, but takes place when we manage to displace our emotions into a constructive rather than destructive activity. This might for example be artistic. Many great artists and musicians have had unhappy lives and have used the medium of art of music to express themselves. Sport is another example of putting our emotions (e.g. aggression) into something constructive.

***Denial**

Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it. As you might imagine, this is a primitive and dangerous defense - no one disregards reality and gets away with it for long! It can operate by itself or, more commonly, in combination with other, more subtle mechanisms that support it. For example, smokers may refuse to admit to themselves that smoking is bad for their health.

***Regression**

This is a movement back in psychological time when one is faced with stress. When we are troubled or frightened, our behaviors often become more childish or primitive. A child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital. Teenagers may giggle uncontrollably when introduced into a social situation involving the opposite sex.

***Rationalization**

Rationalization is the cognitive distortion of “the facts“ to make an event or an impulse less threatening. We do it often enough on a fairly conscious level when we provide ourselves with excuses. But for many people, with sensitive egos, making excuses comes so easy that they never are truly aware of it. In other words, many of us are quite prepared to believe our lies.

## PRACTICE

**4. Answer the questions on the text:**

1. What feelings can appear when something makes conflictingdemands upon the *ego*?
2. What happens with unacceptable drives?
3. What is repression mechanism?
4. What is projection mechanism?
5. What can be a target for redirection of a human’s aggressiveimpulse?
6. What situation can denial mechanism be used in?
7. What is rationalization mechanism?

**5. Read the following word combinations and give their Ukrainian equivalents:**

conflicting demands –
unacceptable drives or urges –
various defense mechanisms –
to prevent it from becoming overwhelmed by anxiety –
redirection of an impulse –
to displace emotions into a constructive activity –
blocking external events –
a fairly conscious level –

**6. Complete the following sentences according to the text:**

1. When something makes conflicting demands upon the *ego* …
2. Defense mechanisms are termed as…
3. The ego must deploy...
4. Repression is an unconscious mechanism …
5. Thoughts most commonly projected onto another …
6. Displacement is the redirection of …
7. Denial involves …
8. Rationalization is the cognitive distortion …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Main reasons of applying defense mechanisms.
2. The most famous defense mechanisms.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of ways to use defense mechanisms in daily life.**
**Make a mini-presentation to describe it.**

## TEXT IV
## HOW CAN WE UNDERSTAND THE UNCONSCIOUS MIND?

**PRE-READING**

**1. Read the title of the text. What do you think unconscious mind is? What is it able to contain?**

**2. Read and study the following words and wordcombinations:**

1. inaccessibility – недоступність, недосяжність
2. reluctant – вимушений, неохочий
3. inconsequential – несуттєвий, незначний
4. to substitute – замінювати, заміщувати
5. to disclose – розкривати
6. slip – обмовка
7. to emerge – виявлятися, випливати, з'ясовуватися

**READING**

**3. Read the text. Pay attention to psychological terms.**

Remember, psychoanalysis is a therapy as well as a theory. In psychoanalysis (therapy) Freud would have a patient lie on a couch to relax, and he would sit behind them taking notes while they told him about their dreams and childhood memories.

Psychoanalysis would be a lengthy process, involving many sessions with the psychoanalyst, because of defense mechanisms and the inaccessibility of the deterministic forces operating in the unconscious.

This approach assumes that the reduction of symptoms alone is relatively inconsequential as if the underlying conflict is not resolved, more neurotic symptoms will simply be substituted. The analyst typically is a 'blank screen', disclosing very little about themselves in order that the client can use the space in the relationship to work on their unconscious without interference from outside.

The psychoanalyst uses various techniques as encouragement for the client to develop insights into their behavior and the meanings of symptoms.

- **Rorschach ink blots**

The ink blot itself doesn’t mean anything, it’s ambiguous (i.e. unclear). It is what you “read” into it that is important. Different people will “see” different things depending on what unconscious connections they make. The ink blot is known as a projective test as the patient 'projects' information from their unconscious mind to interpret the ink blot.

- **Freudian Slip**

Unconscious thoughts and feelings can transfer to the conscious mind in the form of paraphrases, popularly known as “Freudian slips” or slips of the tongue. We

reveal what is really on our mind by saying something we didn't mean to. For example, a nutritionist giving a lecture intended to say "We should always demand the best in bread", but instead said "bed". Another example is where a person may call a friend's new partner by the name of a previous one, whom we liked better.

Freud believed that slips of the tongue provided an insight into the unconscious mind and that there were no accidents, every behavior (including slips of the tongue) was significant (i.e. all behavior is determined).

**- Free Association**

A simple technique of psychodynamic therapy is free association in which a patient talks of whatever comes into their mind. This technique involves a therapist reading a list of words (e.g. mother, childhood etc.) and the patient immediately responds with the first word that comes to mind. It is hoped that fragments of repressed memories will emerge in the course of free association.

Free association may not prove useful if the client shows resistance, and is reluctant to say what he or she is thinking. On the other hand, the presence of resistance (e.g. an excessively long pause) often provides a strong clue that the client is getting close to some important repressed idea in his or her thinking, and that further probing by the therapist is called for.

Freud reported that his free associating patients occasionally experienced such an emotionally intense and vivid memory that they almost relived the experience. This is like a "flashback" from a war or a rape experience. Such a stressful memory, so real it feels like it is happening again, is called an ***abreaction.*** If such a disturbing memory occurred in therapy or with a supportive friend and one felt better-- relieved or cleansed--later, it would be called ***catharsis***.

## PRACTICE

### 4. Answer the questions on the text:

1. What is typical procedure of psychoanalysis session?
2. Why is psychoanalysis a lengthy process?
3. Why do we call the analyst a 'blank screen'?
4. What is "Freudian slip"?
5. What does the technique of free association involve?
6. When the technique of free association can't be useful?
7. What is abreaction?
8. What is catharsis?

**5. Read the following word combinations and give their Ukrainian equivalents:**

a lengthy process –
deterministic forces operating in the unconscious –
approach assumes –
reduction of symptoms –
relatively inconsequential –
underlying conflict –
repressed memories –
the presenceof resistance –

**6. Complete the following sentences according to the text:**

1. Psychoanalysis would be a lengthy process…
2. Freud's patients …
3. The analyst typically is...
4. The psychoanalyst uses…
5. The ink blot is known as …
6. Slips of the tongue provided …
7. The technique of free association involves a therapist …
8. Freud's free associating patients …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Psychoanalysis as a therapy.
2. Psychoanalysis techniques.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of the psychoanalytical tests.**
**Make a mini-presentation to describe it.**

## TEXT V
## DREAM ANALYSIS

### PRE-READING

**1. Read the title of the text. How often do you have dreams while you are sleeping? Do you try to interpret them?**

**2. Read and study the following words and wordcombinations:**

1. awareness – усвідомлення, обізнаність
2. fulfillment – виконання, здійснення
3. elaboration – опрацювання
4. circumstances – обставини
5. irritation – роздратованість
6. resentful – обурений, образливий
7. condensation – згущення

### READING

**3. Read the text. Pay attention to psychological terms.**

Sigmund Freud considered dreams to be “the royal road“ to the unconscious as it is in dreams that the ego's defenses are lowered so that some of the repressed material comes through to awareness, albeit in distorted form. Dreams perform important functions for the unconscious mind and serve as valuable clues to how the unconscious mind operates. Major function of dreams according to Freud is the fulfillment of wishes.

Freud distinguished between the **manifest content** of a dream (what the dreamer remembers) and the **latent content**, the symbolic meaning of the dream (i.e. the underlying wish). The manifest content is often based on the events of the day.

The process whereby the underlying wish is translated into the manifest content is called **dream-work**. The purpose of dream work is to transform the forbidden wish into a non-threatening form, thus reducing anxiety and allowing us to continuing sleeping. Dream work involves the process of condensation, displacement, and secondary elaboration.

The process of **condensation** is the joining of two or more ideas/images into one. For example, a dream about a man may be a dream about both one's father and one's lover. A dream about a house might be the condensation of worries about security as well as worries about one's appearance to the rest of the world.

**Displacement** takes place when we transform the person or object we are really concerned about to someone else. For example, one of Freud’s patients was extremely resentful of his sister-in-law and used to refer to her as a dog, dreamed of strangling a small white dog. Freud interpreted this as representing his wish to kill his sister-in-law. If the patient would have really dreamed of killing his sister-in-law, he would have felt guilty. The unconscious mind transformed her into a dog to protect him.

**Secondary elaboration** occurs when the unconscious mind strings together wish-fulfilling images in a logical order of events, further obscuring the latent content.

According to Freud this is why the manifest content of dreams can be in the form of believable events.

In Freud's later work on dreams he explored the possibility of **universal symbols** in dreams. Some of these were sexual in nature, including poles, guns and swords representing the penis and horse riding and dancing representing sexual intercourse.

However, Freud was cautious about symbols and stated that general symbols are personal rather than universal. A person cannot interpret what the manifest content of a dream symbolized without knowing about the person's circumstances. "Dream dictionaries", which are still popular, now, were a source of irritation to Freud.

**PRACTICE**

**4. Answer the questions on the text:**

1. What functions do the dreams perform?
2. What is major part of dreams?
3. What is difference between dream contents?
4. What is the purpose of the dream-work?
5. What is condensation?
6. What is displacement?
7. What are universal symbols of dreams?

**5. Read the following word combinations and give theirUkrainian equivalents:**

unconscious mind –
the fulfillment of wishes –
manifest content –
latent content –
reducing anxiety –
the process of condensation –
extremely resentful –
a source of irritation –

**6. Complete the following sentences according to the text:**

1. Sigmund Freud considered dreams …
2. Major function of dreams …
3. Dream-work is the process...
4. Dream work involves the process …
5. The process of condensation is …

6. Displacement takes place when …
7. Secondary elaboration occurs when …
8. Freud was cautious about …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Dreams according to S.Freud.
2. The processes that dream-work involves.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Find some dreams interpretation. Make a mini-presentation to describe it.**

## TEXT VI
## CARL JUNG

**PRE-READING**

**1. Read the title of the text. What do you think Carh Jung's approach in psychology is focused on? Do you think it has something in common with Freudian psychology?**

**2. Read and study the following words and wordcombinations:**
1. Oedipus complex – Едиповий комплекс
2. irrevocable split – остаточний розкол
3. identity – ідентичність
4. continuity – безперервність, нерозривність, цілісність
5. predisposition – схильність
6. ancestral – спадковий
7. recurrence – повернення, повторення
8. residue – залишок
9. obscure – неясний, незрозумілий

**READING**

**3. Read the text. Pay attention to psychological terms.**

Carl Jung was an early supporter of Freud because of their shared interest in the unconscious. He was an active member of the the Vienna Psychoanalytic Society. When the International Psychoanalytical Association formed in 1910 Jung became president at the request of Freud.

However in 1912 while on a lecture tour of America Jung publicly criticized Freud's theory of the Oedipus complex and his emphasis on infantile sexuality. The following year this led to an irrevocable split between them and Jung went on to develop his own version of psychoanalytic theory. Most of Jung's assumptions of his analytical psychology reflect his theoretical differences with Freud.

**Differences between Jung and Freud**

**1)** Cause of behavior. While Jung agreed with Freud that a person's past and childhood experiences determined future behavior, he also believed that we are shaped by our future (aspirations) too.

**2)** Theory of the Libido. Jung disagreed with Freud regarding the role of sexuality. He believed the libido was not just sexual energy, but instead generalized psychic energy. For Jung for purpose of psychic energy was to motivate the individual in a number of important ways, including spiritually, intellectually, and creatively.

**3)** It was also an individuals motivational source for seeking pleasure and reducing conflicts.

**4)** Theory of the Unconscious. Like Freud Jung regarded the psyche as made up of separate but interacting systems. The three main ones were the ego, the personal unconscious and the collective unconscious.

According to Jung, the ego represents the conscious mind as it comprises the thoughts, memories, and emotions a person is aware of. The ego is largely responsible for feelings of identity and continuity.

Like Freud, Jung emphasized the importance of the unconscious in relation to personality. However, he proposed that the unconscious consists of two layers.

The first layer called the ***personal unconscious*** is essentially the same as Freud's version of the unconscious. The personal unconscious contains temporality forgotten information as well as repressed memories. Jung outlined an important feature of the personalunconscious called complexes. A complex is a collection of thoughts, feelings, attitudes and memories that focus on a single concept. The more elements attached to the complex, the greater its influence on the individual.

However by far the most important difference between Jung and Freud is Jung's notion of the ***collective (or transpersonal) unconscious***. This is his most original and controversial contribution to personality theory. This is a level of unconscious shared with other members of the human species comprising latent memories from our ancestral and evolutionary past. 'The form of the world into which [a person] is bornis already inborn in him, as a virtual image'.

According to Jung the human mind has innate characteristics "imprinted" on it as a result of evolution. These universal predispositions stem from our ancestral past like fear of the dark, or of snakes and spiders. Jung also argues that the constant recurrence of symbols from mythology in personal therapy and in the fantasies of psychotics support the idea of an innate collective cultural residue.

Jung's ideas have not been as popular as Freud's. It may be because his ideas were a little more mystical and obscure, and less clearly explained.

**PRACTICE**

**4. Answer the questions on the text:**

1. What position did Jung take in International PsychoanalyticalAssociation?
2. What are main differences between Jung's and Freud's theories?
3. What does ego represent according to Jung?
4. What layers does the unconscious consist of?
5. What does personal unconscious contain?
6. What is complex?
7. What is the specific of the collective unconscious?

**5. Read the following word combinations and give theirUkrainian equivalents:**

emphasis on infantile sexuality –
to lead to an irrevocable split –
to reflect the theoretical differences –
to determine future behavior –
separate but interacting systems –
controversial contribution to personality theory –

**6. Complete the following sentences according to the text:**

1. Most of Jung's assumptions …
2. Jung agreed with Freud …
3. Jung disagreed with Freud...
4. The ego is largely responsible…
5. A complex is a collection of …
6. The most important difference between Jung and Freud is …
7. The human mind has …

**7. Find interpretation of psychological terms. Add them to your own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Differences between Jung's and Freud's theories.
2. Jung's contribution to personality theory.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of the Carh Jung's psychological theory.**
**Make a mini-presentation to describe it.**

## TEXT VII
## ARCHETYPES

**PRE-READING**

**1. Read the title of the text. What are the most common symbols in different cultures?**

**2. Read and study the following words and wordcombinations:**
1. to conceal – приховувати, замовчувати
2. conformity – відповідність
3. virtue – доброчесність, чеснота
4. selfhood – особистість, індивідуальність
5. alienation – відчуженість
6. devaluation – знецінення
7. predominance – перевага, панування

**READING**

**3. Read the text. Pay attention to psychological terms.**

More important than isolated tendencies are those aspects of the collective unconscious that have developed into separate sub-systems of the personality. Jung called these ancestral memories and imagesarchetypes.

Archetypes are images and thoughts which have universal meanings across cultures which may be showed up in dreams, literature,art or religion.

Jung believes symbols from different cultures are often very similar because they have emerged from archetypes shared by the whole human race. For Jung, our primitive past becomes the basis of the human psyche, directing and influencing

present behavior. Jung claimed to identify a large number of archetypes but paid special attention to four.

The ***"persona"*** (or mask) is the outward face we present to the world. It conceals our real self and Jung describes it as the "conformity" archetype. This is the public face or role a person presents to others as someone different to who we really are (like an actor).

Another archetype is the ***"anima/animus"***. The "anima/animus" is the mirror image of our biological sex, that is, the unconscious feminine side in males and the masculine tendencies in women. Each sex manifests attitudes and behavior of the other by virtue of centuries of living together. The psyche of a woman contains masculine aspects (the animus archetype) and the psyche of a man contains feminine aspects (the anima archetype).

Next is the ***"shadow"***. This is the animal side of our personality (like the id in Freud). It is the source of both our creative and destructive energies. In line with evolutionary theory it may be that Jung's archetypes reflect predispositions that once had survival value.

Finally there is the ***"self"*** which provides a sense of unity in experience. For Jung the ultimate aim of every individual is to achieve a state of selfhood (similar to self-actualisation) and in this respect Jung is moving in the direction of a more humanist orientation.

That was certainly Jung's belief and in his book "The Undiscovered Self" he argued that many of the problems of modern life are caused by "man's progressive alienation from his instinctual foundation". One aspect of this is his views on the significance of the anima and the animus.

Jung argues that these archetypes are products of the collective experience of men and women living together. However in modern Western civilization men are discouraged from living their feminine side and women from expressing masculine tendencies. For Jung the result was that the full psychological development both sexes was undermined.

Together with the prevailing patriarchal culture of Western civilization this has led to the devaluation of feminine qualities altogether and the predominance of the persona (the mask) has elevated insincerity to a way of life which goes unquestioned by millions in their everyday life.

## PRACTICE

### 4. Answer the questions on the text:

1. What is archetype to Jung?
2. What is the basis of the human psyche?
3. What does the *"persona"* archetype conceal?
4. What does the *"anima/animus"* archetype manifest?
5. What archetype is the animal side of our personality?
6. What does the *"self"* archetype provide?

**5. Read the following word combinations and give theirUkrainian equivalents:**

isolated tendencies –
ancestral memories –
the unconscious feminine side in males –
the masculine tendencies in women –
archetypes reflect predispositions that once had survival value –
instinctual foundation –
the prevailing patriarchal culture –
the devaluation of feminine qualities –

**6. Complete the following sentences according to the text:**

1. More important than isolated tendencies are …
2. Symbols from different cultures are …
3. Our primitive past becomes…
4. The *"persona"* is the public face …
5. The "*shadow"* is the source of …
6. The ultimate aim of every individual is …
7. The predominance of the persona has elevated …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. The most common symbols in different cultures.
2. Main archetypes.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of the psychoanalysis theory.**
**Make a mini-presentation to describe it.**

## TEXT VIII
## ERIK ERIKSON AND PSYCHOLOGICAL STAGES

### PRE-READING

**1. Read the title of the text. What pshycological stages of person's development you can think of?**

**2. Read and study the following words and wordcombinations:**

1. adolescent – підліток
2. uncertainty – невпевненість, нерішучість
3. virtue – якість, чеснота
4. to acquire – здобувати, досягати
5. to assert – відстоювати, заявляти
6. to inhibit – придушувати, пригнічувати
7. inferiority – неповноцінність
8. integrity – цілісність
9. acquisition – надбання, здобуття

### READING

**3. Read the text. Pay attention to psychological terms.**

Erik Erikson does not talk about psychosexual stages, he discusses psychosocial stages.

Erikson proposed a lifespan model of development, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood. Erikson suggests that there is still plenty of room for continued growth and development throughout one's life. Erikson put a great deal of emphasis on the adolescent period, feeling it was a crucial stage for developing a person's identity.

Erikson's theory of psychosocial development has eight stages.

Like Freud, Erikson assumes that a crises occurs at each stage of development. For Erikson, these crises are of a psychosocial nature because they involve psychological needs of the individual conflicting with the needs of society.

**1. Trust vs. Mistrust**

Erikson's first psychosocial crisis occurs during the first year of life. During this stage the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty the infant looks towards their primary caregiver for stability of care.

If the care the infant receives is consistent, predictable and reliable they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened.

Success in this stage will lead to the virtue of **hope**. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that

other people will be there are a source of support. Failing to acquire the virtue of hope will lead to the development of fear.

**2. Autonomy vs. Shame and Doubt**

The child is developing physically and becoming more mobile. Between the ages of 18 months and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc.

The child is discovering that he or she has many skills and abilities, such as putting on clothes and shoes, playing with toys etc. Such skills illustrate the child's growing sense of independence and autonomy. -Erikson states it is critical that parents allow their children to explore the limits of their abilities within an encouraging environment which is tolerant of failure.

**3. Initiative vs. Guilt**

Around age three and continuing to age five, children assert themselves more frequently. During this period the primary feature involves the child regularly interacting with other children at school. Central to this stage is play. Children begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions.

Conversely, if this tendency is inhibited, either through criticism or control, children develop a sense of guilt. Too much guilt can make the child slow to interact with others. Some guilt is, of course, necessary otherwise the child would not know how to exercise self control or havea conscience.

**4. Industry (competence) vs. Inferiority**

Children are at the stage (aged 5 to 12) where they will be learning to read and write, to do sums, to make things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills.

At this stage the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments.

**5. Identity vs. Role Confusion**

During adolescence (age 12 to 18), the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in.

**6. Intimacy vs. Isolation**

Occurring in young adulthood (ages 18 to 40); we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member.

Successful completion of this stage can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success in this stage will lead to the virtue of **love**.

**7. Generativity vs. Stagnation**

During middle adulthood (ages 40 to 65), we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture.

We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive. Success in this stage will lead to thevirtue of **care**.

**8. Ego Integrity vs. Despair**

As we grow older (65+) we tend to slow down our productivity, and explore life as a retired person. It is during this time that we are able to develop integrity if we see ourselves as leading a successful life.

Erik Erikson believed if we see our lives as unproductive, feel guilt about our past, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

So, according to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

**PRACTICE**

**4. Answer the questions on the text:**

1. How many psychological stages are there according toE.Erikson?
2. What are crises according to Erikson?
3. What does the infant have to do to resolve the feeling ofuncertainty?
4. What virtue is formed after the first stage?
5. What is central activity during the third stage? What does itprovide?
6. What is the source of self-esteem for children aged 5 to 12?
7. What can be the successful completion of the stage of youngadulthood?
8. What is the result of successful completion of each stage?

**5. Read the following word combinations and give theirUkrainian equivalents:**

primary caregiver –
to feel secure even when threatened –
a source of support –
to acquire the virtues –
to explore the limits of abilities –
to exercise self control or have a conscience –
to gain significance –
to win approval by demonstrating specific competencies –
the acquisition of basic virtues –

**6. Complete the following sentences according to the text:**
1. Erikson proposed a model of …
2. To resolve feelings of uncertainty …
3. If the care the infant receives is consistent…
4. Between the ages of 18 months and three, children begin …
5. Too much guilt can …
6. At the age from 5 to 12 children now need to win approval by...
7. We give back to society (ages 40 to 65) through …
8. Successful completion of each stage results in …

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Erikson's lifespan model of personality development.
2. Psychological stages of person's development.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of each psychological stage in Erikson's theory. Make a mini-presentation to describe it.**

## TEXT IX
## MASLOW'S HIERARCHY OF NEEDS

**PRE-READING**

**1. Read the title of the text. What are the main human's needs? What are the most/ the least important?**

**2. Read and study the following words and wordcombinations:**
1. widespread – поширений
2. to depict – змальовувати, відображати
3. esteem – повага
4. disrupted – порушений, розірваний
5. to fluctuate – коливатися, змінюватись
6. self-fulfillment – самовиявлення; реалізація здібностей
7. transcendence – перевага
8. deficiency – нестача, відсутність

**READING**

**3. Read the text. Pay attention to psychological terms.**

Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. Maslow stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on.

The earliest and most widespread version of Maslow's ***hierarchy of needs*** includes five motivational needs, often depicted as hierarchical levels within a pyramid.

This five stage model can be divided into basic (or deficiency) needs (e.g. ***physiological, safety, love, and esteem***) and growth needs(***self-actualization***).

The need to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self- actualization. Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization.

Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy.

The original hierarchy of needs five-stage model includes:

**1.** Biological and Physiological needs – air, food, shelter, warmth,sex, sleep.

**2.** Safety needspr – otection, security, order, law, stability, freedomfrom fear.

**3.** Love and belongingness needs – friendship, intimacy, affection and love, – from work group, family, friends, romantic relationships.

**4.** Esteem needs – achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.

**5.** Self-Actualization needs – realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

Maslow noted only one in a hundred people become fully self- actualized because our society rewards motivation primarily based on esteem, love and other social needs.

It is important to note that Maslow's five stage model has been expanded to include cognitive and aesthetic needs and later transcendence needs:

* Cognitive needs – knowledge, meaning, etc.

* Aesthetic needs – appreciation and search for beauty, balance, form, etc.

* Transcendence needs – helping others to achieve self-actualization.

**PRACTICE**

**4. Answer the questions on the text:**

1. What are people motivated for according to Maslow?
2. Under what condition does the need to fulfill other needsbecome stronger?
3. What is the highest level of Maslow's pyramid of needs?
4. What makes an individual to fluctuate between levels of thehierarchy?
5. What needs are included in the original Maslow's hierarchy?
6. Why does only one in a hundred people become fully self-actualized?
7. What needs does expanded Maslow's model include?

**5. Read the following word combinations and give theirUkrainian equivalents:**

motivation systems unrelated to rewards or unconscious desires –
duration needs are denied –
reasonably satisfied –
to reach the self- actualization –
to fluctuate between levels of the hierarchy –
five stage model has been expanded –

**6. Complete the following sentences according to the text:**

1. Maslow believed that people possess …
2. Hierarchy of needs includes …
3. This five stage model can be divided...
4. To satisfy lower level basic …
5. To reach the highest level of hierarchy …
6. Progress is often disrupted by …
7. The original hierarchy of needs includes …
8. The expanded hierarchy of needs includes …
9. Only one in a hundred people become fully self-actualizedbecause...

**7. Find interpretation of psychological terms. Add them toyour own glossary**

**8. Give a short summary of the text.**

**CREATIVE ACTIVITIES**

**9. Create a mind-map on topic to generate, display, structure and classify ideas.**

**10. Think of pros and cons of Maslow's theory.**
**Make a mini-presentation to describe it.**

## TEXT X
## SELF-ACTUALIZATION

### PRE-READING

**1. Read the title of the text. How do you think a person can achieve self-actualization?**

**2. Read and study the following words and wordcombinations:**

1. to estimate – оцінювати
2. enculturation – адаптація до культурних норм
3. unconventional – нешаблонний, нетрадиційний
4. welfare – добробут, благополуччя
5. absorption – заглибленість, поринання
6. to coincide – збігатися
7. to equate – прирівнювати

### READING

**3. Read the text. Pay attention to psychological terms.**

Instead of focusing on psychopathology and what goes wrong with people, Maslow formulated a more positive account of human behavior which focused on what goes right. He was interested in human potential, and how we fulfill that potential.

Psychologist Abraham Maslow stated that human motivation is based on people seeking fulfillment and change through personal growth. Self-actualized people are those who were fulfilled and doing all they were capable of.

The growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life. For Maslow, a person is always 'becoming' and never remains static in these terms. In self-actualization a person comes to find a meaning to life that is important to them.

As each person is unique the motivation for self-actualization leads people in different directions. For some people self-actualization can be achieved through creating works of art or literature, for others through sport, in the classroom, or within a corporate setting.

Maslow believed self-actualization could be measured through the concept of peak experiences. This occurs when a person experiences the world totally for what it is, and there are feelings of euphoria, joy and wonder.

Although we are all, theoretically, capable of self-actualizing, most of us will not do so, or only to a limited degree. Maslow estimated that only two percent of people will reach the state of self-actualization. He was particularly interested in the characteristics of people whom he considered to have achieved their potential as persons.

By studying 18 people he considered to be self-actualized (including Abraham Lincoln and Albert Einstein) Maslow identified 15 characteristics of a self-actualized person.

**Characteristics of self-actualizers:**

1. They perceive reality efficiently and can tolerate uncertainty;
2. Accept themselves and others for what they are;
3. Spontaneous in thought and action;
4. Problem-centered (not self-centered);
5. Unusual sense of humor;
6. Able to look at life objectively;
7. Highly creative;
8. Resistant to enculturation, but not purposely unconventional;
9. Concerned for the welfare of humanity;
10. Capable of deep appreciation of basic life-experience;
11. Establish deep satisfying interpersonal relationships with a fewpeople;
12. Peak experiences;
13. Need for privacy;
14. Democratic attitudes;
15. Strong moral/ethical standards.

**Behavior leading to self-actualization:**

(a) Experiencing life like a child, with full absorption andconcentration;
(b) Trying new things instead of sticking to safe paths;
(c) Listening to your own feelings in evaluating experiences instead of the voice of tradition, authority or the majority;
(d) Avoiding pretense ('game playing') and being honest;
(e) Being prepared to be unpopular if your views do not coincide with those of the majority;
(f) Taking responsibility and working hard;
(g) Trying to identify your defenses and having the courage to givethem up.

It is not necessary to display all 15 characteristics to become self- actualized, and not only self-actualized people will display them. Maslow did not equate self-actualization with perfection. Self- actualization merely involves achieving ones potential. Thus someone can be silly, wasteful, vain and impolite, and still self-actualize. Less than two percent of the population achieve self-actualization.

**PRACTICE**

**4. Answer the questions on the text:**

1. What is human motivation based on?
2. What does the growth of self-actualization refer to?
3. In what ways can self-actualization be achieved by somepeople?
4. What concept could self-actualization be measured through?
5. What percentage of people can reach the state of self-actualization?
6. What are characteristics of self-actualizers?

**5. Read the following word combinations and give their Ukrainian equivalents:**

positive account of human behavior –
to fulfill the potential –
to change through personal growth –
achieved through creating works of art –
to reach the state of self-actualization –
to perceive reality efficiently –
to tolerate uncertainty –
not purposely unconventional –
full absorption and concentration –
to evaluate experiences –
to take responsibility –
equate self-actualization with perfection –

**6. Complete the following sentences according to the text:**

1. Maslow was interested in …
2. The human motivation is based on …
3. Self-actualized people are those who...
4. The growth of self-actualization refers to …
5. Self-actualization could be measured …
6. Self-actualized people can display such characteristics as …
7. Less than two percent of the population …

**7. Find interpretation of psychological terms. Add them to your own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. People's motivation for self-actualization
2. Characteristics of a self-actualized person.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of exact steps you can take in your life to achieve self-actualization? Make a mini-presentation to describe it.**

## TEXT XI
## CARL ROGERS' THE FULLY FUNCTIONING PERSONTHEORY

### PRE-READING

**1. Read the title of the text. What do you think this approach in psychology is focused on? How do you understand the term "Fully Functioning Person"?**

**2. Read and study the following words and wordcombinations:**

1. self-disclosure – саморозкриття, самовияв
2. to flourish – розквітати
3. to regard – вважати, розглядати, брати до уваги
4. ultimately – зрештою, кінець кінцем
5. resort – звернення за допомогою
6. preconception – упередження
7. to adjust – регулювати, пристосовувати, упорядковувати

### READING

**3. Read the text. Pay attention to psychological terms.**

Carl Rogers was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow, but added that for a person to "grow", they need an environment that provides them with openness (self-disclosure), acceptance (positive regard), and empathy (being listened to and understood).

Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Rogers believed that every person can achieve their goals, wishes and desires in life. If they did so, self-actualization took place. Carl Rogers noted that a person to reach their potential a number of factors must be satisfied.

He believed that humans have one basic motive, that is the tendency to self-actualize – i.e. to fulfill one's potential and achieve the highest level of 'human-beingness' we can. People will flourish and reach their potential if their environment is good enough.

**The Fully Functioning Person**

For Rogers people who are able to be self-actualized are called fully functioning persons. This means that the person is in touch with the here and now, his or her subjective experiences and feelings, continually growing and changing.

In many ways Rogers regarded the fully functioning person as an ideal and one that people do not ultimately achieve.

It is wrong to think of this as an end of life's journey; rather it is a process of always becoming and changing.

Rogers identified five characteristics of the fully functioningperson:

**1. Open to experience**: both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resort to ego defence mechanisms).

**2. Existential living**: in touch with different experiences as they occur in life, avoiding preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e. living for the moment).

**3. Trust feelings**: feeling, instincts and gut-reactions are paid attention to and trusted. People's own decisions are the right ones and we should trust ourselves to make the right choices.

**4. Creativity**: creative thinking and risk taking are features of a person's life. Person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.

**5. Fulfilled life**: person is happy and satisfied with life, and always looking for new challenges and experiences.

For Rogers, fully functioning people are well balanced. Often such people are high achievers in society. Critics claim that the fully functioning person is a product of Western culture. In other cultures, such as Eastern cultures, the achievement of the group is valued more highly than the achievement of any one person.

## PRACTICE

### 4. Answer the questions on the text:

1. What environment does a person need to "grow"?
2. When does a person reach the self-actualization according to
3. What is basic motive for each person?
4. What does it mean to be the fully functioning person?
5. What are characteristics of the fully functioning person?
6. What do critics claim about Roger's theory?

### 5. Read the following word combinations and give theirUkrainian equivalents:

an environment that provides with openness, acceptance andempathy –
to achieve the goals –
a number of factors must be satisfied –
basic motive –
to fulfill one's potential –
fully functioning person –
subjective experiences –
feelings are not denied –
ability to adjust and change and seek –

**6. Complete the following sentences according to the text:**

1. A person to "grow" needs …
2. The humans have one basic motive that is …
3. People will flourish and reach their potential if...
4. People who are able to be self-actualized are…
5. To be fully functioning persons means …
6. Both positive and negative emotions …
7. Existential living means being able to …
8. Creative thinking and risk taking involves…
9. Critics of Roger's theory claim…

**7. Find interpretation of psychological terms. Add them to your own glossary.**

**8. Give a short summary of the text.**

**CREATIVE ACTIVITIES**

**9. Create a mind-map on topic to generate, display, structure and classify ideas.**

**10. Think of pros and cons of Roger's theory.**
**Make a mini-presentation to describe it.**

## TEXT XII
## PERSONALITY DEVELOPMENT

**PRE-READING**

**1. Read the title of the text. How do you understand the terms "Self worth", "Self-image", "Ideal self"?**

**2. Read and study the following words and wordcombinations:**
1. evaluation – оцінювання
2. to be aware of – знати, усвідомлювати
3. distinct – виразний, чіткий, відмінний
4. property – власність; властивість
5. interaction – взаємодія
6. awareness – усвідомлення
7. consistent – послідовний, стійкий
8. congruent – відповідний, підходящий

**READING**

**3. Read the text. Pay attention to psychological terms.**

Central to Rogers' personality theory is the notion of self or self- concept. This is defined as “the organized, consistent set of perceptions and beliefs about oneself”.

The self is the humanistic term for who we really are as a person. The self is our inner personality, and can be likened to the soul. The self is influenced by the experiences a person has in their life, and out interpretations of those experiences. Two primary sources that influence our self-concept are childhood experiences and evaluation by others. The term ***self-concept*** is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Self-concept is an important term for both social psychology and humanism.

Humanistic psychologists suggest that development of a concept of self has two aspects:

**1. The Existential Self**

This is the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self.

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. Awareness of self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back.

**2. The Categorical Self**

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied areage (“I am 3”) and gender (“I am a girl”).

The ***self-concept*** includes three components:

***Self worth*** (or self-esteem) – what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

***Self-image*** – How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an affect on how a person thinks feels and behaves in the world.

***Ideal self*** – This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc.

According to Rogers, we want to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self. The closer our self-image and ideal-self are to each other, the more consistent or congruent we are and the higher our sense of self-worth.

**PRACTICE**

**4. Answer the questions on the text:**

1. What is definition of "self-concept" according to Rogers?
2. What sources do influence to our "self"?
3. What sense does the Existential Self give to a person?
4. What does develop under influence of the Categorical Self?
5. What can be a target for redirection of a human's aggressiveimpulse?
6. What components does the self-concept include?

**5. Read the following word combinations and give theirUkrainian equivalents:**

consistent set of perceptions and beliefs about oneself –
to be likened to the soul; primary sources –
sense of being separate and distinct –
the awareness of the constancy –
separate entity from others –
to be put into categories –
to be applied –
the interaction with the parents –
sense of self-worth –

**6. Complete the following sentences according to the text:**

1. The notion of self or self-concept is defined as …
2. The self is influenced by …
3. Primary sources that influence our self-concept are...
4. The development of a concept of *self* has two aspects …
5. The *self-concept* includes three components …
6. The closer our self-image and ideal-self are to each other, themore...

**7. Find interpretation of psychological terms. Add them to your own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Aspects of development of a concept of *self* has.
2. Components of the *self-concept.*

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of exact steps you can take in your life to develop your personality? Make a mini-presentation to describe it.**

## TEXT XIII
## ERICH FROMM AND HUMAN NEEDS

**PRE-READING**

**1. Read the title of the text. What do you think this approach in psychology is focused on? Is love the most important human's need?**

**2. Read and study the following words and wordcombinations:**
1. insanity – божевілля
2. to overcome – перемогти, подолати
3. relatedness – зв'язаність, вимушеність
4. integrity – цілісність, недоторканість
5. to transcend – перевершувати, перевищувати
6. to submit – підкорятися
7. a frame of orientation – потреба у системі поглядів

**READING**

**3. Read the text. Pay attention to psychological terms.**

Erich Fromm, like many others, believed that we have needs that go far beyond the basic, physiological ones. He suggests that the human needs can be expressed in one simple statement: The human being needs to find an answer to his existence.

Fromm says that helping us to answer this question is perhaps the major purpose of culture. In a way, he says, all cultures are like religions, trying to explain the meaning of life. Some, of course, do so better than others.

A more negative way of expressing this need is to say that we need to avoid insanity, and he defines neurosis as an effort to satisfy the need for answers that doesn't work for us. He says that every neurosis is a sort of private religion, one we turn to when our culture no longer satisfies.

He lists five human needs:

**1. Relatedness**

As human beings, we are aware of our separateness from each other, and seek to overcome it. Fromm calls this our need for relatedness, and views it as love in the broadest sense. Love, he says, "is union with somebody, or something, outside oneself, under the condition of retaining the separateness and integrity of one's own self." It allowsus to transcend our separateness without denying us our uniqueness.

The need is so powerful that sometimes we seek it in unhealthy ways. For example, some seek to eliminate their isolation by submitting themselves to another person, to a group, or by dominating others. Another way some attempt to overcome this need is by denying it. These ways are not satisfying: Your separateness is not overcome.

The opposite of relatedness is what Fromm calls narcissism. Narcissism – the love of self – is natural in infants, but in adults, it is a source of pathology. Like The narcissist has only one reality: the world of his own thoughts, feelings, and needs.His world becomes what he wants it to be, and he loses contact with reality.

**2. Creativity**

Fromm believes that we all desire to overcome, to transcend, another fact of our being: our sense of being passive creatures. We want to be creators. There are many ways to be creative: we give birth, we plant seeds, we make pots, we paint pictures, we write books and love each other. Creativity is an expression of love.

Unfortunately, some people can't find a field for creativity. Frustrated, they attempt to transcend their passivity by becoming destroyers instead. Destroying puts me "above" the things – or people – I destroy. It makes me feel powerful. We can hate as well as love. But in the end, it fails to bring us that sense of transcendence we need.

**3. Rootedness**

We also need roots. We need to feel at home in the universe. The simplest version is to maintain our ties to our mothers. But to grow up means we have to leave the warmth of our mothers' love. To stay would be what Fromm calls a kind of psychological incest. In order to manage in the difficult world of adulthood, we need to find new roots. We need to discover our brotherhood (and sisterhood) with humanity.

This too has its pathological side. For example, there is the neurotic who is afraid to leave his home, who sees his tribe, his country, his church... as the only good and real one. Everyone else is a dangerous outsider, to be avoided or even destroyed.

**4. A sense of identity**

"Man may be defined as the animal that can say " I " . Fromm believes that we need to have a sense of identity, of individuality, in order to stay sane.

This need is so powerful that we are sometimes driven to find it, for example by doing anything for signs of status, or by trying desperately to conform. We sometimes will even give up our lives in order to remain a part of our group. But this is only pretend identity, an identity we take from others, instead of one we develop ourselves, and it fails to satisfy our need.

**5. A frame of orientation and devotion**

Finally, we need to understand the world and our place in it. Our society often attempts to provide us with this understanding. We want to have a good frame of orientation, one that is useful, accurate. This is where reason comes in. So it's needed our parents provide us with explanations for the world and our lives. A frame of orientation needs to be rational.

Fromm adds one more thing: He says we don't just want a cold philosophy or material science. We want a frame of orientation that provides us with meaning. We want understanding, but we want a warm, human understanding.

**PRACTICE**

**4. Answer the questions on the text:**

1. What is the main purpose of culture?
2. How does Fromm define “neurosis”?
3. What are the main human needs according to Fromm?
4. What is love?
5. What is narcissism?
6. What do people do if they can’t find for creativity?
7. Why do people need “roots”?

**5. Read the following word combinations and give theirUkrainian equivalents:**

major purpose –
to avoid insanity –
to define neurosis as an effort to satisfy the need –
to seek to overcome –
an attempt to overcome the need –
sense of being passive creatures –
to transcend the passivity by becoming destroyers –
a sense of identity –
provide us with explanations –

**6. Complete the following sentences according to the text:**

1. A more negative way of expressing this need is …
2. All cultures are trying to...
3. According to Fromm’s theory love is…
4. The opposite of relatedness is …
5. There are many ways to be creative: …
6. When we can't find a field for creativity…
7. To manage in the difficult world of adulthood …

**7. Find interpretation of psychological terms. Add them to your own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. The main question in people's existence.
2. Main human needs.

**CREATIVE ACTIVITIES**

**9. Create a mind-map on topic to generate, display, structure and classify ideas.**

**10. Think of pros and cons of Foomm's theory.**
**Make a mini-presentation to describe it.**

## TEXT XIV
## KAREN HORNEY'S PCYCHOANALYTIC SOCIAL THEORY

**PRE-READING**

**1. Read the title of the text. What do you think this approach in psychology is focused on? What do you think "Neurotic Personality" mean?**

**2. Read and study the following words and wordcombinations:**
1. hostility – ворожість
2. exaggerated – перебільшений
3. pervasive – всеохоплюючий
4. withdrawal – відкликання, виведення
5. defeat – поразка, скасування
6. self-sufficiency – самостійність, самовпевненість
7. assailable – вразливий
8. arrogant – зухвалий, самовпевнений
9. to acquire – здобувати, досягати
10. self-accusation – самообмова

**READING**

**3. Read the text. Pay attention to psychological terms.**

Karen Horney's psychoanalytic social theory assumes that social and cultural conditions, especially during childhood, have a powerful effect on later personality.

Horney accepted many of Freud's observations, but she objected to most of his interpretations.

Although Horney's writings deal mostly with neuroses and neurotic personalities, her theories also appropriate suggest much that is appropriate to normal development. She agreed with Freud that early childhood traumas are important, but she placed far more emphasis on social factors. Horney insisted that modern culture is too competitive and that competition leads to hostility and feelings of isolation. These conditions lead to exaggerated needs for affection and cause people to overvalue love.

Neurotic conflict stems largely from childhood traumas, most of which are traced to a lack of genuine love. Children who do not receive genuine affection feel threatened and adopt rigid behavioral patterns inan attempt to gain love.

All children need feelings of safety and security, but these can be gained only by love from parents. Unfortunately, parents often neglect, dominate, reject, or overindulge their children, conditions that lead to the child's feelings of basic hostility toward parents. If children repress feelings of ***basic hostility***, they will develop feelings of insecurity and a pervasive sense of apprehension called basic anxiety. People can protect themselves from ***basic anxiety*** through a number of protective devices, including (1) affection, (2) submissiveness, (3) power, prestige, or possession, and (4) withdrawal. Normal people have the flexibility to use any or all of these approaches, but neurotics are compelled to rely rigidly on only one.

Neurotics are frequently trapped in a vicious circle in which their compulsive need to reduce basic anxiety leads to a variety of self- defeating behaviors; these behaviors then produce more basic anxiety, and the cycle continues.

### *Neurotic Needs*

Horney identified 10 categories of neurotic needs that mark neurotics in their attempt to reduce basic anxiety. These include needs for affection and approval, (2) for a powerful partner (3) to restrict one's life within narrow borders, (4) for power, (5) to exploit others, (6) for social recognition or prestige, (7) for personal admiration, (8) for ambition and personal achievement, (9) for self-sufficiency and independence, and (10) for perfection and unassailability.

### *Neurotic Trends*

Later, Horney grouped these 10 neurotic needs into three basic neurotic trends, which apply to both normal and neurotic individuals in their attempt to solve basic conflict. The three neurotic tends are (1) moving toward people, in which compliant people protect themselves against feelings of helplessness by attaching themselves to other people; (2) moving against people, in which aggressive people protect themselves against perceived hostility of others by exploiting others; and (3) moving away from people, in which detached people protect themselves against feelings of isolation by appearing arrogant.

People also can experience inner tensions or ***intrapsychic conflicts*** that become part of their belief system and take on a life of their own, separate from the interpersonal conflicts that created them.

### *The Idealized Self-Image*

People who do not receive love and affection during childhood are blocked in their attempt to acquire a stable sense of identity. Feeling alienated from self, they create an idealized self-image, or an extravagantly positive picture of themselves. Horney recognized three aspects of the idealized self-image: (1) the neurotic search for glory, or a comprehensive drive toward actualizing the ideal self (2) neurotic claims, or a belief that they are entitled to special privileges; and (3) neurotic pride, or a false pride based not on reality but on a distorted and idealized view of self.

### *Self-Hatred*

Neurotics dislike themselves because reality always falls short of their idealized view of self. Therefore, they learn self-hatred, which can be expressed as: (1) relentless demands on the self, (2) merciless self- accusation, (3) self-contempt, (4) self-frustration, (5) self-torment or self-torture, and (6) self-destructive actions and impulses.

Although Horney painted a vivid portrayal of the neurotic personality, her theory rates very low in generating research and low on its ability to be falsified, to organize data, and to serve as a useful guide to action. Her theory is rated about average on internal consistency.

## PRACTICE

### 4. Answer the questions on the text:

1. What are main areas of K. Horney's studying?
2. What aspect is Horney agreed with Freud's theory?
3. What aspects does Horney differ from Freud's theory?
4. What is origin of neurotic conflict?
5. What parents' actions can lead to the child's feelings of basichostility?
6. How can people protect themselves from basic anxiety?
7. What categories of neurotic needs are there?
8. What neurotic trends are exist?
9. What are types of *intrapsychic conflicts*?

### 5. Read the following word combinations and give theirUkrainian equivalents:

a powerful effect –
to accept observations –
to object to interpretations –
to exaggerated needs for affection –
to adopt rigid behavioral patterns –
the flexibility to use these approaches –
feelings of isolation by appearing arrogant –
internal consistency –

**6. Complete the following sentences according to the text:**

1. Horney agreed with Freud that …
2. Horney insisted that modern culture is …
3. Neurotic conflict stems from...
4. If children repress feelings of *basic hostility* …
5. People can protect themselves from *basic anxiety* through …
6. 10 categories of neurotic needs include. …
7. Horney grouped 10 neurotic needs into …
8. People who do not receive love during childhood are …
9. Neurotics dislike themselves because…

**7. Find interpretation of psychological terms. Add them toyour own glossary.**

**8. Give a short summary of the text.**

**9. Take turns to tell each other about:**

1. Neurotic Needs and Trends.
2. Types of intrapsychic conflicts.

**CREATIVE ACTIVITIES**

**10. Create a mind-map on topic to generate, display, structure and classify ideas.**

**11. Think of pros and cons of Karen Horney's theory.**
**Make a mini-presentation to describe it.**

## REVISION

**1. Choose the correct answer:**

1. The science of mental life is called
a) *gestalt*
b) *behaviorism*
c) *psychometry*
d) *psychology*

2. An approach to psychology that emphasizes internal mental processes is
a) *cognitive psychology*
b) *behaviorism*
c) *Freudian psychology*
d) *social psychology*

3. An anxiety disorder characterized by irrational fear –
a) *tension*
b) *frustration*
c) *phobia*
d) *placebo*

4. The branch of psychology that studies people relationships with each others, with groups and with society is called
a) *Freudian psychology*
b) *social psychology*
c) *cognitive psychology*
d) *behaviorism*

5. A tentative insight that is not yet verified or tested –
a) *theory*
b) *hypothesis*
c) *placebo*
d) *conflict*

6. A primitive mental image inherited from the earliest human ancestors and supposed to be present in the collective unconscious –
a) *archetype*
b) *persona*
c) *suppression*
d) *heredity*

7. A well-substantiated explanation of some aspect of the world –
a) *theory*
b) *hypothesis*
c) *psychology*
d) *placebo*

8. An open clash between two opposing groups –
a) *catharsis*
b) *disobedience*
c) *conflict*
d) *delusion*

9. Purging of emotional tensions, a feeling of relief –
a) *euphoria*
b) *stress*
c) *frustration*
d) *catharsis*

10. The transmission of genetic factors to the next generation is called
a) *introjection*
b) *heredity*
c) *conformity*
d) *reinforcement*

11. The feeling of being upset or annoyed as a result of being unable to change or achieve something –
a) *depression*
b) *frustration*
c) *anxiety*
d) *suppression*

12. The trait of being willing to follow commands or guidance –
a) *conformity*
b) *obsession*
c) *disobedience*
d) *obedience*

13. A psychotic disorder characterized by distortions of reality is called
a) *obsession*
b) *anxiety*
c) *schizophrenia*
d) *archetype*

14. A vague unpleasant emotion in anticipation of a misfortune –
a) *obsession*
b) *anxiety*
c) *schizophrenia*
d) *suppression*

15. An approach to psychology that emphasizes observable measurable behavior –
a) *Freudian psychology*
b) *social psychology*
c) *cognitive psychology*
d) *behaviorism*

16. A personality characterized by a strong need to repeat certain acts or rituals –
a) *anxious personality*
b) *obsessive-compulsive personality*
c) *Freudian personality*
d) *narcissistic personality*

17. The act of defining a problem, determining the cause of the problem, prioritizing, and selecting alternatives for a solution –
a) *problem solving*
b) *introjection*
c) *reinforcement*
d) *cognitivism*

18. Any branch of psychology concerned with psychological measurements –
a) *gestalt*
b) *behaviorism*
c) *psychometry*
d) *psychology*

19. A person who tends to shrink from social contacts –
a) *persona*
b) *anima*
c) *introvert*
d) *extravert*

20. The psychological theories of Sigmund Freud –
a) *cognitive psychology*
b) *Gestalt psychology*
c) *Freudian psychology*
*d) social psychology*

21. A psychological theory that emphasizes the importance configuration of components is called
a) *cognitive psychology*
b) *Gestalt psychology*
c) *Freudian psychology*
*d) social psychology*

22. A person concerned more with practical realities than with inner feelings –
a) *persona*
b) *anima*
c) *introvert*
d) *extravert*

23. A state of mental or emotional strain or suspense –
a) *delusion*
b) *suppression*
c) *stress*
d) *depression*

24. A mistaken belief held in the face of contrary evidence –
a) *conflict*
b) *delusion*
c) *depression*
d) *phobia*

25. A stimulus that strengthens the behavior –
a) *introjection*
b) *heredity*
c) *conformity*
d) *reinforcement*

26. An exclusion of unacceptable thoughts or desires –
a) *depression*
b) *frustration*
c) *anxiety*
*d) suppression*

27. The inner self that is in touch with the unconscious –
a) *persona*
b) *anima*
c) *archetype*
d) *self-esteem*

28. The way a person reacts in a particular situation or under particular conditions –
a) *stress*
b) *behavior*
c) *catharsis*
d) *framing*

29. An automatic pattern of behavior –
a) *stress*
b) *behavior*
c) *habit*
d) *frustration*

30. Belief and confidence in your own ability and value is called
a) *catharsis*
b) *framing*
c) *archetype*
d) *self-esteem*

31. An image of oneself that one presents to the world –
a) *persona*
b) *shadow*
c) *introvert*
d) *extravert*

32. An unconscious aspect of the personality that does not correspond with the ego ideal and create conflict with it –
a) *persona*
b) *shadow*
c) *anima*
d) *animus*

33. A common and serious mental disorder that negatively affects how you feel, think, act, and perceive the world –
a) *depression*
b) *frustration*
c) *anxiety*
*d) suppression*

34. A personality marked by self-love and self-absorption –
a) *anxious personality*
b) *obsessive-compulsive personality*
c) *Freudian personality*
d) *narcissistic personality*

35. The process of releasing strong emotions through a particular activity or experience in a way that helps you to understand those emotions –
a) *catharsis*
b) *disobedience*
c) *conflict*
d) *delusion*

36. A feeling of great elation –
a) *reinforcement*
b) *euphoria*
c) *anxiety*
d) *schizophrenia*

37. A treatment that appears real, but is designed to have no therapeutic benefit –
a) *tension*
b) *frustration*
c) *phobia*
d) *placebo*

38. One's potential is fully realized after more basic needs have been fulfilled, the peak of human needs –
a) *self-actualization*
b) *self-awareness*
c) *self-esteem*
d) *self-perception*

39. A person's awareness or perception of something –
a) *consciousness*
b) *self-actualization*
c) *disobedience*
d) *obedience*

40. A type of defense mechanism that involves ignoring the reality of a situation to avoid anxiety –
a) *sublimation*
b) *rationalization*
c) *projection*
d) *denial*

**2. Complete the following sentences:**

1. Behavior is the result of …
2. Despite all limitations behaviorism …
3. Behavior therapy and behavior modification represent …
4. Freud was the founding father of …
5. Psychoanalysis is known …
6. The goal of psychoanalysis …
7. The *id* comprises …
8. The *ego*'s goal…
9. The *superego* operates on…
10. Defense mechanisms are termed as…
11. Repression is an unconscious mechanism …
12. Denial involves …
13. Rationalization is the cognitive distortion …
14. The psychoanalyst uses…
15. Slips of the tongue provided …
16. Sigmund Freud considered dreams …
17. Major function of dreams …
18. Jung agreed with Freud …
19. Jung disagreed with Freud...
20. A complex is a collection of …
21. The most important difference between Jung and Freud is …
22. The *"persona"* is the public face …
23. The "*shadow"* is the source of …
24. The ultimate aim of every individual is …
25. Erikson proposed a model of …
26. Maslow believed that people possess …
27. The original hierarchy of needs includes …
28. The expanded hierarchy of needs includes …
29. The human motivation is based on …
30. Self-actualized people are those who...
31. Self-actualized people can display such characteristics as …
32. People who are able to be self-actualized are…
33. To be fully functioning persons means …
34. Critics of Roger's theory claim…
35. The notion of self or self-concept is defined as …
36. The *self* is influenced by …
37. The *self-concept* includes three components …
38. Neurotic conflict stems from...
39. People can protect themselves from *basic anxiety* through …
40. 10 categories of neurotic needs include…

## ENGLISH-UKRAINIAN VOCABULARY OF PSYCHOLOGICALTERMS

**A**

| | |
|---|---|
| **Acquisition** | надбання, придбання |
| **Acute pain** | гострий біль |
| **Aggression** | агресія |
| **Ambiguity** | двозначність, неясність |
| **Anticipation** | передчуття, передбачення |
| **Anxiety** | тривога |
| **Archetype** | архетип |
| **Assimilation** | асиміляція, уподібнення |
| **Attachment** | прихильність, відданість |
| **Attention** | увага |
| **Aversion** | відраза, антипатія |

**B**

| | |
|---|---|
| **Banish** | виганяти, витісняти |
| **Behavior** | поведінка |
| **Behavioral** | поведінковий |
| **Behaviorism** | біхевіоризм |
| **Brain** | мозок |

**C**

| | |
|---|---|
| **Catharsis** | катарсис |
| **Closure** | закриття, припинення |
| **Cognition** | пізнання, пізнавальна здатність |
| **Cognitive psychology** | когнітивна психологія |
| **Collective unconscious** | колективне підсвідоме |
| **Compliance** | згода, поступливість |
| **Condition** | умова |
| **Conflict** | конфлікт |
| **Conformity** | відповідність, подібність, конформізм |
| **Consciousness** | свідомість |
| **Cope** | справлятися |
| **Correlation** | кореляція, співвідношення |
| **Creativity** | творчість |

**D**

| | |
|---|---|
| **Decay** | розкладатися, псуватися |
| **Defense mechanismsDelusion** | захисні механізми |
| **Denial** | помилка, помилкова думка, |
| **Determinism** | омана,заперечення |
| **Development** | детермінізм |
| **Divergent thinking** | розвиток |
| **Dream analysis** | мислення, відмінне відзагальноприйнятного |
| **Drives** | аналіз сну |
| | потяг, спонукання, потреба,внутрішній імпульс |

**E**

| | |
|---|---|
| **Ego** | его (я, суб'єкт) |
| **Empathy** | емпатія |
| **Encoding** | кодування |
| **Environmental variables** | змінне середовище |
| **Explicit** | певний, чітко висловлений |
| **External** | зовнішній |
| **Extinction** | вимирання, згасання |

**F**

| | |
|---|---|
| **Fear** | страх, побоювання |
| **Fixation** | закріплення |
| **Frame** | фрейм, структура |
| **Free association** | вільні асоціації |
| **Free will** | свобода волі |
| **Frustration** | фрустрація, розчарування |

**G**

| | |
|---|---|
| **Gender** | рід, гендер |
| **Generalized anxietydisorder** | узагальнений тривожний розлад |
| **Genetics** | генетика |
| **Gestalt psychology** | гештальт-психологія |
| **Group dynamics** | групова динаміка |

**H**

| | |
|---|---|
| **Heredity** | спадковість |
| **Hierarchy of needs** | ієрархія потреб |
| **Humanistic** | гуманістичний |
| **Hypnosis** | гіпноз |
| **Hypothesis** | гіпотеза |

**I**

| | |
|---|---|
| **Id** | ід |
| **Identification** | ідентифікація |
| **Illusion** | ілюзія, обман почуттів |
| **Imprint** | відбиток |
| **Incentive** | спонукальний, стимулюючий |
| **Induced** | вимушений |
| **Insanity** | божевілля, безумство |
| **Insight** | інсайт, усвідомлення |
| **Instinct** | інстинкт |
| **Internal** | внутрішній |

**L**

| | |
|---|---|
| **Libido** | лібідо |
| **Lucid dreaming** | свідомий сон |

**M**

| | |
|---|---|
| **Memory** | пам'ять |
| **Mnemonics** | мнемоніка |
| **Mood disorder** | розлад настрою |
| **Morality** | моральність |
| **Motivation** | мотивація |

**O**

| | |
|---|---|
| **Obedience** | слухняність, покірність |
| **Observation** | спостереження |
| **Obsession** | нав'язлива ідея, одержимість |
| **Operant** | оперантний (специфічна рефлекторнавідповідь) |

**P**

| | |
|---|---|
| **Pain** | біль |
| **Panic disorder** | панічний розлад |
| **Perception** | сприйняття, відчуття |
| **Personality** | особистість |
| **Persuasion** | переконування |
| **Phobia** | фобія |
| **Placebo effect** | ефект плацебо (пустушки) |
| **Posttraumatic stress disorder** | посттравматичний стресовий розлад |
| **Preconscious area** | зона підсвідомості |
| **Prejudice** | упередження |
| **Projective test** | проективний тест |
| **Psychiatrist** | психіатр |
| **Psychoanalysis** | психоаналіз |
| **Psychologist** | психолог |
| **Psychology** | психологія |
| **Psychometrics** | психометрика |
| **Psychotherapy** | психотерапія |
| **Psyche** | психіка, душа |
| **Punishment** | покарання |

**R**

| | |
|---|---|
| **Reasoning** | обґрунтування, аргументація,мотивування |
| **Recognition** | розпізнавання |
| **Reflex** | рефлекс |
| **Regression** | регресія, зворотній рух |
| **Reinforcement** | зміцнення, підсилення |
| **Relaxation** | розслаблення, пом’якшення |
| **Reliability** | надійність, достовірність |
| **Repression** | пригнічення, придушення |
| **Resistance** | опір, протидія |
| **Reversal** | скасування, зміна |

**S**

| | |
|---|---|
| **Schizophrenia** | шизофренія |
| **Self-actualization** | самоактуалізація |
| **Self-awareness** | самоусвідомлення |
| **Self-esteem** | самоповага, самооцінка |
| **Self-perception theory** | теорія самосприйняття |
| **Social psychology** | соціальна психологія |
| **Socialization** | соціалізація |
| **Stress** | стрес |
| **Subconscious** | підсвідомість |
| **Superego** | суперего |

**T**

| | |
|---|---|
| **Trait** | характерна риса, особливість |
| **Transference** | перенесення, переведення, переміщення |

**U**

| | |
|---|---|
| **Unconditional** | безумовний, не обмежений умовами |
| **Unconscious** | підсвідомий |
| **Unconscious inference** | несвідомий висновок |

**V**

| | |
|---|---|
| **Validity** | валідність, дійсність, обґрунтованість |
| **Variable** | мінливий, непостійний, несталий |

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3. Merriam Webster’s Learner’s Dictionary. URL: www.learnersdictionary.com

## APPENDIXES

**APPENDIX 1**

### Ключові слова та фрази для підготовки резюме тексту

| English Phrase | Equivalent |
|---|---|
| The present text (book, paper) is about (deals with, is devoted to )… | Цей (запропонований) текст (книга, робота) присвячена … |
| The text embraces a wide range of problems. | У тексті порушено широке коло проблем. |
| The main emphasis in this text ( book, paper) is on… | Основну увагу в цьому тексті (книзі, статті) акцентовано на… |
| The problem is … | Проблема полягає у тому, що … |
| The problem raised (studied, considered,) here is… | Проблема, яку порушили (вивчають, розглядають) полягає у … |
| There is a vast literature on the subject. | Є багато літератури, присвяченої цій проблемі. |
| It is necessary to point out that … | Необхідно зазначити, що … |
| There is another proof that … | Є ще один доказ того, що … |
| It is true that … | Справді, … |
| It is clear (evident, obvious) that … | Цілком зрозуміло, що … |
| This is proved by the fact that … | Це підтверджує той факт, що … |
| It must be admitted that … | Варто припустити, що … |
| It seems essential to emphasize that... | Важливо відзначити, що … |
| It should be noted that … | Необхідно відзначити, що … |
| It should be added that … | Необхідно додати, що … |
| As we have said … | Як було сказано … |
| As has been mentioned earlier … | Як було згадано раніше … |
| It is generally accepted that … | Загальновідомо, що … |
| It is known that … | Відомо, що … |
| It a well-known fact that … | Це добре відомий факт, що ... |
| It is usually regarded as … | Це зазвичай розглядається, як … |
| According to this view … | Згідно з цією точкою зору … |
| On the basis of the view it is possible to … | Виходячи з цієї точки зору, можливо … |
| This is a scientifically valid theory… | Це науково обґрунтована теорія ... |
| This conception is current. | Ця концепція є загальновідомою. |

**APPENDIX 2**

**Фрази для виступів і дискусій**

1. Could you explain what you mean by …
2. I`m not quite sure I follow you.
3. Well, the point is …
4. It is obvious that …
5. In my opinion …
6. As I see it …
7. Won`t (Would) you agree that …?
8. There is no doubt about that.
9. I couldn`t agree more.
10. I completely agree with you.
11. That`s just what I was thinking.
12. You haven`t convinced me that …
13. I agree with you on the whole but …
14. Perhaps, but …
15. Possibly, but …
16. Oh, but don`t you think that …
17. Look at it in another way …
18. On the contrary.
19. On the one hand …
20. On the other hand …
21. It seems to me that …
22. I am not sure about that.
23. As far as I know …
24. Could you be a little more specific?
25. I am afraid, I don`t agree with you here.
26. It`s too time-consuming.
27. It`s a good point.
28. You did a great job.
29. I see your point.
30. Basically I understand what you mean, but I think your conclusions are wrong.
31. I don`t think it will work.
32. I`m sorry to interrupt you, but …
33. Excuse me for interrupting you, but (I don`t think this information is relevant to the subject of our discussion).
34. You misunderstood. Let me explain…

Навчальне видання
*(англійською мовою)*

Деревянко Юлія Миколаївна

# ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

Практикум
з розвитку вмінь читання літератури
за фахом для самостійної та індивідуальної роботи
здобувачів ступеня вищої освіти бакалавра
спеціальності «Психологія»
освітньо-професійної програми «Психологія»

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