

СМОЛЕНСКИЙ ГУМАНИТАРНЫЙ УНИВЕРСИТЕТ



АНГЛИЙСКИЙ ДЛЯ ПСИХОЛОГОВ

**Учебное пособие
для студентов психологических
факультетов**

Составитель: к.ф.н., доцент С.А.Сергутина

**Смоленск
2014**

ББК 81.2
УДК 802.0
С 32

Составитель:
к.ф.н., доцент С.А. Сергутина

*Печатается по решению
Редакционно-издательского совета
Смоленского гуманитарного университета*

С 32 Английский для психологов. Учебное пособие / Сост. к.ф.н.,
доц. С.А. Сергутина. – Смоленск: Изд-во СГУ, 2014. – 62 с.

Учебное пособие представляет собой краткий курс английского языка для студентов факультета психологии высших учебных заведений.

Цели и задачи пособия: 1) осветить некоторые вопросы теории и истории психологии; 2) представить и закрепить базовый глоссарий по основным категориям и понятиям психологической науки; 3) активизировать знания, умения и навыки, полученные учащимися на ранних этапах изучения английского языка за счет их тренировки в различных видах речевой деятельности: чтение с целью поиска информации, диалогическая и монологическая речь, устный и письменный перевод.

Пособие состоит из 9 уроков и приложения. Каждый урок содержит учебные тексты по теме урока, вопросы по темам, глоссария и тренировочных лексических упражнений. В Приложение представлены тесты и сводный глоссарий по изученному материалу.

Данное пособие составлено на основе учебников “Introduction to Psychology” by Rod Plotnik, 2nd edition, San Diego State University. Random House. N.Y. 1989 и “Mastering Psychology” by Roger Davies & Peter Houghton, 2nd edition, Macmillan. 1995.

© Сергутина С.А., 2014

© Смоленский гуманитарный университет, 2014

Предисловие

Являясь наукой, изучающей людей и их поведение, психология сама служит предметом изучения, особенно, если речь идет о ее предмете, методах и явлениях в терминах английского языка. Способность разбираться в различных теориях и подходах к предмету психологии зависит не только от понимания этих теорий, но и от умения грамотно, точно, а, главное, адекватно осуществлять перевод текстов как с английского на русский язык, так и с русского на английский.

Данное пособие и служит этим целям. В нем освещены избранные вопросы теории психологии, ее истории и практического применения психологических знаний.

Текстовый материал подобран с учетом учебного плана по предмету «Общая психология» и позволяет вводить новую лексику на английском языке с опорой на имеющиеся теоретические знания по предмету.

Для закрепления изученного материала пособие снабжено тренировочными лексическими упражнениями, глоссарием и вопросами с целью контроля понимания и активизации устной речи. В Приложении к пособию представлены тесты самопроверки и сводный глоссарий.

При изучении текстов пособия рекомендуется использовать «Англо-русский словарь-минимум психологических терминов (с указателем русских эквивалентов)» - «Путь», М. 1993.

UNIT 1. DEFINITION OF PSYCHOLOGY. PSYCHOLOGY'S GOALS. APPROACHES TO UNDERSTANDING BEHAVIOUR.

Psychology is the formal science of studying people. As a scientific discipline it is relatively new. It is at the stage where its knowledge is contained more in the pages of research articles than in textbooks. Whereas many of the early theories in the subject have already been presented, there is no comprehensive explanation for the workings of the human mind or behaviour. As a science, psychology tries to set and achieve its goals, formulate and verify its theories and approaches.

If you attend Wilhelm Wundt's psychology class in Germany in 1879, you would be told that *psychology* is the study of the conscious elements (sensations, images, and feelings) of the normal human mind. Because Wundt and his followers were interested in the structure of consciousness, they came to be called *structuralists*.

Over the next 50 years, psychologists found that the structuralists' definition of psychology was too narrow.

If you attend Freud's series of lectures at Clark University in 1909, you would be told that **psychology** is the study of unconscious processes. Freud would discuss the importance of analyzing dreams and free-flowing thoughts to find clues about unconscious feelings and repressed wishes.

If you attend John Watson's psychology class at Harvard University in the early 1940s, you would be told that **psychology** is the study of observable responses an organism makes to environmental stimuli. Since they were interested only in how an individual behaved, Watson's followers were called *behaviourists*. Behaviourists thought that the workings of the human mind could not be studied scientifically.

The present definition of psychology developed from the views of the structuralists, psychoanalysts, and behaviourists. **Psychology** is a systematic, scientific study of behaviour, both animal and human. The term *behaviour* refers to Observable actions, such as eating, speaking, and laughing, as well as to mental activities, such as planning, thinking, and imagining.

Psychology's goals include those of explaining, predicting and controlling behaviour. Psychology wants to explain or understand, why an organism behaves in a certain way and to predict how it will behave in the future. The third goal has both positive and negative sides. On the one hand, we can learn how to control anger, depression, overeating, smoking and other poor habits. On the other hand, certain of our behaviours may be controlled without our knowledge or intention. Psychologists have developed techniques for controlling behaviours, as well as recommendations so that control is not misused.

The best illustration of different **approaches to understanding behaviour** is the analysis of Alfred Einstein's life.

He didn't begin talking until he was almost three years old. During most of his early schooling, his teachers said he seemed dull and uninteresting, had a poor memory, and could not express himself clearly. He hardly passed his exams in history, biology, and language. It was not until his middle teens that Einstein began solving math problems that were difficult for most adults.

In college, Einstein made his math professors angry by asking questions that they could not answer, and he surprised his friends by doing the whole math course in just two weeks. Perhaps the best example of his genius is his theory of relativity, represented by the famous equation $E = mc^2$. This equation laid the groundwork for the atomic bomb. In 1921, at age 42, Einstein received the Nobel Prize for physics.

Which of the contradictions in Einstein's life make you curious? Do you wonder how people of average intelligence could be the parents of a genius? Or why Einstein could formulate original theory of relativity but could not remember his children's birthdays? When psychologists examine Einstein's genius, they emphasize different factors, depending on their perspectives.

The Biological Perspective

"Perhaps Einstein's genetic instructions resulted in the unique development and functions of his nervous system. These biological factors influenced his mood, learning, and memory". Psychologists who explain behaviour in this way have a **biological perspective** and are called *physiological psychologists*.

In 1985 physiological psychologist Marian Diamond of the University of California at Berkley examined Einstein's brain, which had been preserved. Professor Diamond reported that, compared to eleven other human brains, Einstein's brain had 73% more cells in certain areas, including one area involved in processing information. This difference may partially explain Einstein's mathematical genius.

Through research physiological psychologists have answered many questions. For example, they now know that healthy cells can be transplanted to help a damaged brain, and that only one side of the brain is involved in producing speech.

The Cognitive Perspective

"Perhaps Einstein had a special ability to think in abstract symbols. If he did, he might more easily process, remember, and solve complex mathematical problems". Psychologists who explain behaviour in this way have a **cognitive perspective**. They search for explanations in how we process, store, and use information and how this information affects our perceptions and behaviours.

Interest in the cognitive perspective increased in the 1970s and continues into the present. Cognitive psychologists study how we learn and remember, make decisions, develop stereotypes, and experience emotions.

The Behavioural Perspective

"Perhaps Einstein learned to solve math problems because doing so resulted in so much attention and praise". Psychologists who emphasize this possibility have a **behavioural perspective**. Behaviourists would search for factors in Einstein's environment that encouraged him to be good at mathematics and physics. For example, as a teenager, Einstein had an adult friend who brought him mathematical puzzles. As Einstein solved more difficult problems, his friend, parents, and teachers rewarded him with attention and praise. Unknowingly, the people around Einstein were using behavioural principles to encourage his interest in mathematics.

The principles of behavioural psychology are used in helping people to overcome extreme fears, in teaching severely retarded people to feed and dress themselves, and toilet training young children, in overcoming depression, or stopping smoking.

Originally, behavioural psychologists studied only what they could observe. Today some behavioural psychologists also study internal behaviours, such as beliefs, thoughts, and feelings. Behavioural principles could be used to modify both thought processes and observable behaviours.

The Psychoanalytic Perspective

"Perhaps Einstein's genius was the result of the repression of his unconscious sexual desires". Those who emphasize this possibility are using the **psychoanalytic**