**Методичні рекомендації**

**До виконання контрольної роботи з**

**Дисципліни «Іноземна мова (за професійним спрямуванням)»**

**3 курсу (6 семестр)**

**(заочна форма навчання)**

**Контрольна робота № 6**

Завдання до контрольної роботи подані у 4 варіантах. Студент обирає контрольні роботи відповідно до списку (див. отримані файли). Контрольні роботи, перевіряються викладачем лише у разі її реєстрації на кафедрі іноземної філології ННГМІ (8.1512).

Студент отримує позитивну оцінку за умови засвоєння навчального матеріалу, написання контрольної роботи, відвідування всіх практичних занять та активної участі в роботі над матеріалом під час занять.

**Вимоги до оформлення:**

1. **Обов’язкова титульна сторінка**
2. **Шрифт – 14, всі поля – 2 см**
3. **Друкується спочатку англ. текст, потім переклад**
4. **Завдання 2 виконується у стовпчик**

**Psychology - психологія**

1. **Завдання 3, спочатку українське речення, потім переклад**
2. **Решта завдань відповідно до сформульованого**

**Контрольна робота для студентів ІЗДН ІІІ курсу (6 семестр)**

**Варіант №1**

**І. Translate the following text into English**.

Occupational psychology is concerned with selecting the right people for particular jobs, and with training and retraining systems to help people to learn new skills.

One of the main areas of occupational psychology is in the field of psychometric testing. Psychometric tests are tests which are designed to assess some aspect of a person's psychology. Sometimes they aim to assess how much someone knows, or what skills they have: sometimes they are concerned with personality, or intelligence, or some other character quality; and sometimes they are assessing what a person's potential might be - what particular aptitudes they have, and what sort of skills they might find easy to learn.

One thing which all psychologists agree on, though, is that no psychometric test is enough in itself. We should not base any decisions on the outcomes of psychometric tests alone, because they are not that definite. They can be useful, but they are not the whole answer - and if they are taken as absolute truth, then they can do more harm than good What they actually do is to give us an indication of what the person is like, but that always has to be backed up by other information - their previous experience, other people's opinions, and what they themselves have to say.

Psychometric tests are used by occupational psychologists in a number of ways. One of these is in vocational guidance. People, who are contemplating a change of job, or a new career, often find it helpful to do a psychometric test which will help to identify what kinds of work they might do best. Of course, they still have to decide which out of several possibilities they actually want to do (if any), and then they have to acquire the relevant skills and experience to get the job; but a vocational guidance test can be a useful first step in making a career decision.

Psychometric tests are also used for job selection choosing the right person for the job. Again, they cannot be used on their own: a psychometric test is only one part of a range of information that needs to be taken into account in choosing the right person for a particular job. Sometimes, too, psychometric tests are used to help to select managers or technical staff for promotion. Those making the decision want to know whether someone will be able to cope with the demands of a new job, and use information from psychometric tests along with work records and managers' opinions to make the decision.

There are three types of occupational tests. The first of these are tests of general ability, which are usually *intelligence tests*of one form or another. These are really just to make sure that someone has a rcasonable capacity for grasping what is expected of them.

The second major type of test is the *personality test***.** These tests are designed to identify personality characteristics which can influence how people interact with others at work, and how they approach the job. They might show, for instance, whether someone is mainly of a sociable disposition, or whether they tend to be quiet and introverted, keeping themselves to themselves.

The third major type of psychometric test which occupational psychologists use is *ability and aptitude tests*. Ability tests assess how skilled someone is at a particular type of task. For example, someone thinking of employing a secretary would usually ask them to type out a letter, so that they could see how capable they were at typing. Psychometric ability tests work on the same principle, but everything has been carefully standardised, so that we can compare people with different abilities effectively.

Aptitude tests do not assess existing skills. Instead, they assess how well someone would learn to do something. If a computer firm is taking on trainee, for instance, it would not make sense to ask them to program something, because they intend to train the person. Instead, they would give the person an aptitude test, which assessed whether that person could think in the way that is needed for good computer programming. Someone who could not think that way, clearly, would not be any good as a trainee. But just because someone could, does not mean they would be the right person. There are other angles, too, like motivation and character, which would need to be evaluated at an interview and from the person's background. The test would be helpful, but not enough in itself.

We can see, then, that psychology has been involved in a great many different sides of working life. Organisational psychologists are involved in issues to do with human resource management, in understanding what motivates people at work, and in helping organisations to change their ways of working. Occupational psychologists are also involved in developing training systems and in the different aspects of personnel selection.

***Assignments***

* 1. *Memorize the following words and phrases:*

|  |  |
| --- | --- |
| aptitude | здібність, схильність (до) |
| occupational psychology | професійна психологія |
| to back up | підтримувати |
| vocational guidance | рекомендація щодо обрання професії |
| to contemplate | мати намір |
| ability | здібність, уміння, здатність |
| capacity | здатність (до чого- небудь); розумові здібності |
| sociable disposition | товариський, компанійський характер |
| background | 1)освіта, кваліфікація  2) анкетні дані |
| introvert | людина, зосереджена на своєму внутрішньому світі |
| trainee | стажист, практикант |

II. Suggest the Ukrainian equivalents of the phrases below:

psychometric testing; intelligence test; personality test; to be concerned with; selecting/choosing the right people for particular jobs; training and retraining systems; to assess some aspects of a person’s psychology; they can do more harm than good; an indication of what the person is like; that has to be backed up by other information; previous experience; people, who are contemplating a change of job; to identify what kinds of work they might do best; to acquire the relevant skills and experience; information that needs to be taken into account; to make decision; to cope with the demands of a new job; work records; capacity for grasping what is expected of them; to identify personality characteristics; to make sense.

III. Find English equivalents to the following phrases:

це має підтверджуватися іншою інформацією; набувати відповідні навички і досвід; упоратися з вимогами, пов’язаними з новою роботою; здатність зрозуміти, що від них очікують; мати сенс; займатися чимсь; вони можуть завдати більше шкоди, ніж користі; з’ясовувати, які види роботи вони могли б виконувати найкраще; інформація, яку необхідно враховувати; послужний список; визначити характерні риси особистості; відбір потрібних людей для певної роботи; вказівка на те, якою є людина; попередній досвід; приймати рішення; люди, які мають намір змінити роботу; оцінити деякі психологічні аспекти особистості; система підготовки та перепідготовки; психометричне тестування; перевірка розумових здібностей; перевірка рис характеру.

IV. Translate into English:

1. Професійна психологія займається відбором потрібних людей для певної роботи.

2. Тести на перевірку рис характеру можуть виявити, чи ви є людиною з компанійським характером, чи, навпаки, ─ зосереджені на своєму внутрішньому світі.

3. Тести на перевірку розумових здібностей розроблені для того, щоб визначити, чи здатні ви зрозуміти, що від вас очікують.

4. Тести на перевірку здібностей оцінюють, наскільки вправною є людина у виконанні певних завдань.

5. Тести на перевірку схильності людини до чогось не оцінюють певні уміння, але оцінюють здатність вчитися виконувати певні види роботи.

6. Для роботодавця, який хоче найняти нового робітника, важливими є не лише результати психометричних тестів, а й мотивація претендента на роботу та інші аспекти, які можна оцінити лише під час співбесіди.

V. Answer the questions:

1. What is occupational psychology concerned with?
2. What are the purposes of psychometric testing?
3. What kind of information can be obtained by means of psychometric testing? Is this information sufficient?
4. In what ways can psychometric tests be used?
5. What types of occupational tests can you name?
6. Write out information about different types of tests (intelligence, personality, ability and aptitude tests).
7. What other methods of evaluating a person except the tests can be used?
8. What other aspects of working life is psychology involved in?

**Контрольна робота для студентів ІЗДН ІІІ курсу (6 семестр)**

**Варіант №2**

**І. Translate the following text into English**.

For a human being, work is a deeply important part of life. Although we might daydream about a life of leisure, the reality is that most of us are psychologically, and physically, healthier if we are working. If we are prevented from working, by unemployment or redundancy, we are very likely to become depressed. If that unemployment continues for a long time, we are also liable to fall into a kind of learned helplessness which can sometimes make it very difficult for us to find work again, or to make the sustained effort that is necessary if an opportunity does come along.

Unemployment has other negative effects, as well. Between 20 per cent and 30 per cent of unemployed people showed deterioration in their physical health. Unemployment often leads to difficulties in personal relationships as well, often because of the additional strain brought on by continuing financial difficulties.

Of course, the longer we are unemployed, the more these problems are likely to become exaggerated.

The reason why long-term unemploymentis so damaging is because working is more than it appears. It does not just serve the obvious functions for us, like earning money to live on, it also has other functions, which are not so apparent. Psychologists identified five latent functions of working. We do not really notice these functions while we are working, but they are actually extremely important in helping to keep our emotional and psychological life balanced.

***Latent functions of working***

1. Employment imposes a time structure on the working day

2. Employment brings about regularly shared experiences and contacts with people outside the family

3. A job links the individual with goals and purposes beyond one's own

4. A job defines aspects of personal status and identity

5. Paid employment enforces its own activity

Thinking of work in this way can be useful, too, because it can give us some hints as to how unemployment can be survived. For example, people who are unemployed but keep themselves busy by doing voluntary work do not usually suffer from the depression and learned helplessness that so many other unemployed people experience. That seems to be partly because they gain the latent functions of working from their voluntary commitment. It can sometimes be like that for people who are committed to a particular hobby, as well.

The importance of these latent functions in working becomes particularly obvious when people retire. The first psychological theories about retirement tended to take a rather negative position. Cummings and Henry (1961) saw retirement as a gradual process of disengagement from society. Cummings and Henry saw this as part of a biological mechanism, like a weakened animal withdrawing from its herd to die.

But that type of explanation ignores the social factors which are involved in retirement. Dowd (1975) suggested that it is more useful to see retirement as a kind of social exchange, in which people make an unspoken contract with society. They receive an 'honourable discharge' from society's expectations about work, and in return they feel that society expects them to be less active and involved.

More recently, however, people are showing signs of being less prepared to accept this type of social contract. After all, we live much longer now than they did when retirement was first introduced, and we keep our health for longer, too. Among business and professional people, it is not at all uncommon for retirement to signal the beginning of a second career, and a much more independent one which allows them to use their experience, such as working as a consultant.

***Assignments***

*I. Memorize the following words and expressions:*

|  |  |
| --- | --- |
| to daydream | мріяти |
| leisure | дозвілля |
| redundancy | скорочення штату |
| sustained effort | тривале зусилля |
| to come along | траплятися |
| deterioration | погіршення |
| strain | риса, елемент |
| to exaggerate | перебільшувати |
| to bring on | викликати |
| latent | прихований, в прихованому стані, латентний |
| to bring about | викликати щось, бути причиною |
| to impose on | накладати |
| commitment | зобов’язання |
| to be committed to a hobby | мати хобі |
| to retire | йти у відставку |
| disengagement | звільнення |
| discharge | усунення (від обов’язків) |
| to pursue | шукати |
| fit | придатний, підходящий |
| self-esteem | самоповага, відчуття гідності |

II. Suggest the Ukrainian equivalents of the phrases below:

to be prevented from working; to become depressed; learned helplessness; to come along; unemployment; negative effects; deterioration of physical health; personal relationships; financial difficulties; apparent; to keep busy; to suffer from the depression; obvious; disengagement from society; a weakened animal withdrawing from its heard to die; unspoken contract with society; “honourable discharge”; in return; to pursue new interests; to acquire new social roles; to reach retiring age; to hold to the old negative ideas about retirement; to throw away; to be as fit as ever; earning money; voluntary commitment.

III. Find English equivalents to the following phrases:

впадати в депресію; страждати від депресії; відсторонення від суспільства; неписаний договір із суспільством; натомість; досягти пенсійного віку; бути у такій же гарній формі, як і раніше; бути позбавленим можливості працювати; безробіття; погіршення фізичного здоров’я; фінансові труднощі; набута безпорадність; негативні наслідки; особисті зв’язки; залишатися зайнятим; почесне усунення від обов’язків; освоювати нові соціальні ролі; притримуватися старих негативних думок щодо виходу на пенсію; викинути; очевидний(2); шукати нові інтереси; добровільне зобов’язання.

IV. Translate into English:

1. Більшість із нас почувається здоровіше психічно і фізично, якщо ми працюємо.

2. Якщо ми позбавлені можливості працювати через безробіття, або скорочення штату, дуже імовірно, що ми впадемо у депресивний стан.

3. Безробітні, які знаходять для себе заняття, виконуючи добровільну роботу, не страждають від депресії і набутої безпорадності.

4. У наш час вихід на пенсію супроводжується початком іншої кар’єри, яка дозволяє скористатися своїм досвідом роботи, наприклад: робота консультанта.

5. Багато пенсіонерів почувається так, ніби суспільство відмовилося від них, хоча вони знаходяться у такій же гарній формі, як і раніше.

V. Answer the questions.

1. What negative effects of unemployment are mentioned in the text?

2. How can unemployment be survived?

3. Name latent functions of working.

4. What psychological theories about retirement do you know? Which of them, to your mind, is more correct?

5. What positive approaches to the problem of retirement can you name?

**Контрольна робота для студентів ІЗДН ІІІ курсу (6 семестр)**

**Варіант №3**

**І. Translate the following text into English**.

People who take the viewof retirement described above, are actually much more likely to die in the first few years afterwards than people who take a more positive view. It seems that they find it much harder to find anything worth living for, because they feel so useless. This also helps to explain why women live longer than men (although there are other factors too, naturally). Women who are past retiring age grew up in a culture in which the home was considered to be their primary responsibility. Even after they have retired, that responsibility still remains, so they still have something in their lives to be involved with.

But men of the same age were usually brought up to believe that their primary responsibility was to work and be the breadwinner for the family. That responsibility vanishes with compulsory retirement, and this can be emotionally devastating. Even people who have looked forward to retirement can find, after the first few months, that feeling socially useless is more than they can cope with, and they can become very depressed, even, sometimes, to the point where they give up trying to live.

That is why it is so important for retired people to make sure that they have some other interest in their lives, and more than just one if at all possible. Many retired people take up another responsibility, where they can still feel needed. Some do voluntary work in charity shops or other places. Gardening is particularly popular, because a garden needs to be looked after - it cannot be neglected or it will quickly turn wild. So someone who looks after a garden knows that their efforts are necessary and worth while. Some people, too, develop hobbies, like travelling, or learn a new sport, such as golf or bowls. All these are ways for people to develop other sources of self-esteem, to make up for the consequences of being without paid employment.

***Assignments***

*I. Memorize the following words and phrases:*

|  |  |
| --- | --- |
| breadwinner | годувальник |
| devastating | руйнівний |
| to vanish | зникати |
| to take up | приймати, братися за що-небудь |
| charity | благодійний |
| gardening | садівництво |
| to neglect | нехтувати |
| worth while | вартий |

II. Suggest the Ukrainian equivalents of the phrases below:

the home was considered to be their primary responsibility; compulsory retirement; to look forward to retirement; anything worth living for; to take up another responsibility; to feel needed; charity shops; a garden needs to be looked after; it cannot be neglected; to turn wild; to make up for the consequences; paid employment; feeling socially useless.

III. Find English equivalents to the following phrases*:*

благодійні магазини, чекати виходу на пенсію, взяти на себе інші обов’язки; він не може бути занедбаним; почуватися потрібним; обов’язкoвий вихід на пенсію; будинок вважався їх найважливішим обов’язком; щось, заради чого варто жити; сад потребує догляду, здичавіти (заростати бур’янами); почуття соціальної непридатності; компенсувати наслідки; оплачувана робота.

IV. Translate into English*:*

1. Деяким людям після виходу на пенсію важко знайти щось, заради чого варто жити.

2. Жінки після виходу на пенсію живуть довше, ніж чоловіки, тому що у них є багато обов’язків.

3. Чоловіки пенсійного віку вважають, що їх найважливіший обов’язок полягав у тому, щоб працювати і бути годувальником сім’ї.

4. Після обов’язкового виходу на пенсію обов’язок годувальника втрачає важливість і чоловіки почуваються соціально непридатними.

5. Багато пенсіонерів беруть на себе інші обов’язки, виконуючи які, вони можуть почуватися потрібними.

V. Answer the questions*:*

1. What helps women to survive retirement?

2. What approaches to the problem of retirement do men and women have?

3. Why is it so important for the retired people to have some other interest in their lives?

4. What other responsibilities can they take up?

**Контрольна робота для студентів ІЗДН ІІІ курсу (6 семестр)**

**Варіант №4**

І. Translate the following text into English

Organisational psychologists have also been involved in studying leadership. Much of the early research into leadership tended to look for particular people who had leadership 'qualities'- who automatically acted like leaders and took on leadership responsibilities when that sort of situation arose. Later, psychologists became more and more interested in the idea that effective leadership was actually a style of interacting with people, rather than a specific inherited personality trait.

Approaches to leadership became concerned with just how organisational leaders or managers influence the people in their working groups. Some theories have seen effective leaders as having preferred styles, which concentrate on either the job at hand, or on the people they are dealing with. Task-oriented leaders are people who focus on the job which has to be done, whereas process-oriented ones are more concerned with making sure that everything in the group runs smoothly, and that people get along well together.

Interestingly, and contrary to what we might expect, the evidence suggests that process-oriented leaders actually get more done in the end. Although the task-oriented leaders are only concerned with what needs to be done, they are less efficient overall because they allow tensions and resentments to build up in their teams, and in the end this means that people work less productively. Process-oriented leaders, on the other hand, concentrate on making sure that people are reasonably happy with one another, and with what is going on, so that they are free to give their best efforts to the job.

This led to a focus on leadership as being all about the transactions which take place between manager and employee. Transactions are interpersonal exchanges between two people. Often these take the form of strokes: ritual greetings or enquiries which signal that the two people have recognised one another. A habitual 'good morning' exchanged between two people at a bus stop or tram station is a good example of a stroke. The words of the exchange are relatively unimportant, but the greeting signals that the two have acknowledged one another. As we have already seen, being recognised by other people matters to us, so the everyday strokes that we get from other people can be very important. We may not notice them much when they happen, but we certainly miss them if they do not.

The idea of transactional leadership is that effective leadership is essentially a joint thing, depending on both the manager and the employee. How effective a leader is depends on how both the leader and the employees interact. It does not just depend on the leader alone. After all, people will not co-operate with someone who does not seem to come up to scratch, so a leader who comes across as being ineffectual or incompetent is not going to be able to influence other people very much.

***Assignments***

*I. Memorize the following words and phrases:*

|  |  |
| --- | --- |
| to take on | брати |
| to get along | ладити (з кимсь) |
| tension | напруга, напружений стан |
| resentment | почуття образи |
| to build up | накопичуватися |
| to come across | справляти враження |
| to come up to scratch | бути готовим до боротьби |
| to get around difficulties | подолати труднощі |
| transaction | спілкування, взаємодія |
| transactional leadership | керівництво, в основі якого лежить спілкування |
| stroke | погладжування |
| enquiry | запитання, розпитування |
| to come in | виявитися корисним |
| to get the best out of people | добиватися найкращих результатів від людей |

II. Suggest the Ukrainian equivalents of the phrases below:

to have leadership qualities; to take on leadership responsibilities; inherited personality trait; task-oriented leaders; process-oriented leaders; to run smoothly; to get more done in the end; to give best efforts to the job; to make sure; interpersonal exchanges between people; interpersonal relationships; their influence depends on being respected or valued; to recognise achievements.

III. Find English equivalents to the following phrases:

міжособистісні обміни між людьми; мати риси лідера; керівники, орієнтовані на виконання завдання; докладати усі зусилля на виконання роботи; брати на себе обов’язки керівника; проходити гладко; успадкована особиста риса; керівники, орієнтовані на процес; переконатися; міжособистісні обов’язки; цінувати досягнення; мати кращі результати наприкінці.

IV. Translate into English:

1. Керівники, для яких головним є виконання поставленого перед ними завдання, дозволяють накопичуватися напрузі та почуттю образи в своїх колективах, в результаті чого люди працюють менш ефективно.

2. Керівники, орієнтовані на процес, дбають про створення гарного мікроклімату в своїх колективах, тому всі свої зусилля колектив спрямовує на якнайкраще виконання своєї роботи.

3. Керівник, який справляє враження невдахи, або некомпетентної особи, не зможе впливати на інших людей.

4. Ефективність керівництва, в основі якого лежить спілкування, залежить від міжособистісних зв’язків між керівниками і підлеглими.

V. Answer the question:

1. What do task- and- process-oriented leaders focus on in their job? Whose work is more efficient? Why?
2. What does the word “stroke” stand for? Give examples. Why are the strokes so important?
3. Explain the term “transactional leadership”.
4. Speak about positive and negative leaders.