**Методичні рекомендації**

**до виконання контрольної роботи з**

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

**4 курсу (7 семестр)**

**(заочна форма навчання)**

**Контрольна робота № 7**

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 ІV курсу (7 семестр)**

**Варіант №1**

І. Translate the following text into English

According to the Freudian theory, dreams don't reveal anything about the future. Instead they tell us something about our present unresolved and unconscious complexes and may lead us back to the early years of our lives, when, according to psycho-analytic theory, the ground was being prepared for these later defects. There are three main hypotheses in this general theory.

The first hypothesis is that the dream is not a meaningless jumble of images and ideas, accidentally thrown together, but rather that the dream is a whole, and every element in it is meaningful. This idea is a very ancient one. For Freud it follows directly from the deterministic standpoint: i.e., from the view that all mental and physical events have causes and could be predicted if these causes were fully known. This is a philosophical notion with which few scientists would wish to quarrel. Freud's argument of the meaningfulness of dreams is directly connected with his general theory that all our acts are meaningfully determined; a theory which embraces mispronunciations, gestures, lapses, emotions and so forth.

The second point that Freud makes is that dreams are always in some sense a wish fulfillment; in other words, they have a purpose, and this purpose is the satisfaction of some desire or drive, usually of an unconscious character. This is linked up with his general theory of personality. Roughly speaking, Freud recognizes three main parts of personality: one, which he calls the id, is a kind of reservoir, as it were, provides the dynamic energy for most of our activities. Opposed to it we have the so-called super-ego, which is partly conscious and partly unconscious and which is the repository of social morality. Intervening between the two, and trying to resolve their opposition, is the ego; i.e., the conscious part of our personality.

Thirdly, Freud believes that desires and wishes, having been repressed from consciousness because they are unacceptable to the socialized mind of the dreamer, are not allowed to emerge even into the dream without disguise. A censor or super-ego watches over them and ensures that they can only emerge into the dream in a disguise so heavy that they are unrecognizable.

The link-up between Freud's theory of personality and his theory of dream interpretation is a very simple one: the forces of the id are constantly trying to gain control of the ego and to force themselves into consciousness. During the individual's waking life, the super-ego firmly represses them and keeps them unconscious; during sleep, however, the super-ego is less watchful, and consequently some of the desires start up in the id and are allowed to escape in the form of dreams.

However, the super-ego may nod, but it is not quite asleep, and consequently these wish-fulfilling thoughts require to be heavily disguised. This disguise is stage-managed by what Freud calls the dreamwork. Accordingly, it is necessary to distinguish between the manifest dream, i.e. the dream as experienced and perhaps written down, and the latent dream, i.e. the thoughts, wishes, and desires expressed in the dream with their disguises removed. The task of the analyst and interpreter on this view is to explain the manifest dream in terms of the latent dream.

(Донченко Е.Н. Английский для психологов и социологов.Пособие. – Ростов-на-Дону: Феникс, 2006 – 512 с.)

***Assignments***

*I. Memorize the following words and phrases:*

|  |  |  |
| --- | --- | --- |
| to repress from consiousness | витісняти із свідомості | |
| dream interpretation | тлумачення снів | |
| id | ід, підсвідомість (у психоаналізі) | |
| to reveal | показати, виявити | |
| unresolved | невирішений | |
| defect | недолік | |
| meaningless | безглуздий, безцільний | |
| jumble | плутанина, безлад | |
| meaningful | багатозначний, виразний | |
| philosophical nation | філософське поняття | |
| mispronunciation | неправильна вимова | |
| satisfaction of some desires | задоволення деяких бажань | |
| disguise | маскування, обман | |
| ancient | стародавній | |
| deterministic standpoint | детерміністична точка зору | |
| to quarrel | сперечатися | |
| miscpronunciation | неправильна вимова | |
| lapses | недоліки, помилки | |
| satisfaction of some desire | задоволення бажання | |
| roughly speaking | наприклад | |
| to gain control | встановити контроль | |
| to escape | втекти | |
| latent dream | приховане бажання | |
| manifest dream | | явний сон |

II. Suggest Ukrainian equivalents to the following words and phrases. Make your own sentences with them:

meaningless jumble of images and ideas; meaningful element; satisfaction of some desire; to watch over; to gain control of; watchful; to distinguish; unresolved and unconscious complexes; meaningfulness of dreams; all our acts are meaningfully determined; repository of social morality; dream interpretation; wish fulfilling thoughts; dreamwork.

III. Find English equivalents to the following phrases:

втановити контроль; неправильна вимова; значущий елемент; приховане бажання; сперечатися; філософське поняття; задоволення бажання; певна точка зору; «вмістилище» соціальної моралі; невирішені підсвідомі комплекси; думки, спрямовані на виконання бажань.

IV. Translate into English:

1. Сили ід (підсвідомості) намагаються встановити контроль над его і проникнути у свідомість.

2. Бажання, витіснені із свідомості не можуть з’явитися навіть у снах без маскування.

3. Необхідно відрізняти явний сон від прихованого.

V. Answer the questions:

1. According to Freund’s theщry all our acеs are meaningfully determined. Prove it.

2. What three part of personality are recognized by Freud?

3. What is the link-up between Freundєs theory of personality and his theory of dream interpretation?

4. Distinguish between the manifest dream and the latent dream.

5. What does “the deterministic standpoint” stand for?

**Контрольна робота для студентів ІЗДН ІV курсу (7 семестр)**

**Варіант №2**

І. Translate the following text into English

In the first place, and probably most important, behavioral therapies have tried to base their techniques on psychological theories of learning. Also, as is implied in their designation, the emphasis tends to be placed on behavior rather than on inferred personality constructs. From this point of view, then, the individual's "symptoms" are seen as learned behaviors, and the appropriate approach is to try to change or modify such problem behaviors directly rather than to treat them indirectly as manifestations of underlying problems.

Watson, the early champion of Be­haviorism, reported the famous case of "Little Albert," in which a nine-month old boy developed a conditioned fear of animals. Previously, this child had played with animals and displayed no fear of them. But, after a number of trials where a loud noise was introduced as the child was about to touch a white rat, the child became fearful of the animal and this fear generalized to other animals. A few years later, Mary Cover Jones reported her successful at­tempts at removing children's fears. The basic procedure was to have the child engaged in some pleasurable activity, such as eating, and then to introduce the feared object at some distance from the child. Gradually the feared object was brought closer and closer to the child, who eventually reacted to it without fear.

The response to these early experiments in the modification of be­havior was limited, even though there were isolated reports of applica­tion of comparable procedures and principles. The rising popularity of psychoanalysis and psychoanalytic psychotherapy may have also acted as a counterforce to learning theory approaches to therapy. Whatever the explanation, behavioral therapies developed very slowly, even though there were several papers that pointed out the relationship between learning theory and psychotherapy, and Dollard and Miller attempted to reformulate psychoanalytic concepts into learning terminology.

It should be kept in mind, however, that the behavioral and learning oriented procedures are still in a developing stage and that a large amount of research, practice, and theoretical dis­cussion is currently taking place.

The attempts at treatment deal more directly with the modification of observable behaviors and generally the therapeutic relationship, interpretation, and similar phenomena which are emphasized in analytically oriented and other comparable forms of traditional psychotherapy receive little or no emphasis. Finally, behavior therapists are more interested in research and in relating their work to other areas of scientific psychology than in the other therapeutic orientations and discussing the results of their therapeutic interventions.

***Assignments***

*I. Suggest the Ukrainian equivalents of the words and phrases below. Use them in sentences:*

learning oriented procedures; observable behaviours; behaviour therapists; inferred personality constructs; learned behaviours; conditioned fear of animals; to become fearful of the animal; to remove children’s fears; to have the child engaged in some pleasurable activity; feared object; counterforce; modification of observable behaviours;

II. Translate into English:

Вчений Ватсон описав випадок , коли маленький хлопчик Альберт, котрому було лише 9 місяців, не виявляв ніякого страху стосовно тварин. Він спокійно грався з ними, але одного разу, коли дитина збиралася доторкнутися до білого щура, почувся сильний крик. З того часу хлопчик почав боятися цієї тварини, цей страх поширився і на інших тварин.

Кілька років потому вдалося допомогти дитині позбутися страху перед тваринами. Зпочатку хлопчика залучали до приємних ігор та годування тварин. Згодом тварин підносили все ближче і ближче, доки маленький Альберт не почав ставитись до них без будь-якого страху.

III. Answer the following questions:

1. What have behavioural therapies tried to base their techniques on?

2. What is the reason of rising popularity of psychoanalysis and psychoanalytic approaches to therapy?

3. What do behaviour therapists deal with at treatment?

4. Why did the attempts of behaviour therapists at treatment receive little emphasis?

5. What are the behaviour therapists interested in?

IV.Put 5 types of questions to the following text.

V. Put 5 sentences of your own in Continuous tenses (active voice)

**Контрольна робота для студентів ІЗДН ІV курсу (7 семестр)**

**Варіант №3**

І. Translate the following text into English

There are many behavioral procedures, and they can be variously categorized. For purposes of convenience, some of the best known procedures which, at the same time, reflect different learning principles, will be used to illustrate this approach to psychotherapy.

Neurotic behaviors are basically conditioned (learned) mal­adaptive behaviors. A related view is that anxiety is central to neurotic disturbance and the individual can be helped by creating conditions that inhibit anxiety. The reciprocal inhibition principle of psychotherapy states that "if a re­sponse inhibitory of anxiety can be made to occur in the presence of anxiety-evoking stimuli it will weaken the bond between these stimuli and the anxiety" A number of responses are poten­tially capable of inhibiting anxiety. Eating is one such potential response. Several others including relaxation, assertion, and sexual response. For example, if an individual tends to be anxious in expressing himself in his interpersonal relations, assertive responses can be used to coun­teract or inhibit the anxiety. The client is encouraged to express himself and his views, and as he continues to behave in this fashion, the asser­tive behavior inhibits the anxiety. Over a period of time, the assertion "habit" would gradually inhibit the anxiety response.

In this procedure, a part of each of the first few sessions is spent in training the client to relax. Material is also secured from the client concerning the specific fears or phobias he has, and then lists of activities pertaining to each are organized into a hierarchy. For example, if an individual is fearful of entering an elevator, a hierarchy can be built up consisting of images that arouse minimal amounts of anxiety — walking in the street a block away from the elevator — to those that produce intense anxiety — getting in the elevator and proceeding rapidly downward. Once a hierarchy of scenes is assembled for each particular fear or phobia.

After the client is relaxed, he imagines the scene that arouses the smallest amount of fear or anxiety, and if he can imagine this scene with little or no anxiety, he proceeds to the next scene in the hierarchy. If he encounters anxiety in visualizing a particular scene in the hierarchy, the client usually sig­nals the therapist and the activity is stopped.

The client is then relaxed once more and the scene repeated until he can visualize it without any apprehension. The client then proceeds through the remainder of the hierarchy until the most anxiety-provoking scene can be imagined with­out any anxiety.

***Assignments***

*I. Memorise the following words and phrases:*

|  |  |
| --- | --- |
| reciprocal inhibition | взаємне стримування, гальмування |
| neurotic behaviour | невротична поведінка |
| neurotic disturbance | нервовий розлад |
| to inhibit anxiety | стримувати занепокоєння |
| anxiety-provoking scene | обставина, що викликає тривогу |
| conditioned behaviour | навіяна поведінка |
| maladaptive behaviour | неадекватна поведінка |
| anxiety response | реакція занепокоєння |
| assertive response | реакція упевненості у собі; позитивна реакція |
| to counteract | взаємодіяти |
| to arouse fear/ anxiety | викликати страх, занепокоєння |

ІI. Suggest the Ukrainian equivalents of the words and phrases below. Use them in sentence:

behavioral procedures; neurotic behaviors; mal­adaptive behaviors; neurotic disturbance; inhibit anxiety; anxiety-evoking stimuli; interpersonal relations; assertive responses; to coun­teract; anxiety response;intense anxiety; to weaken the bond between the stimuli and the anxiety; intense anxiety; to proceed rapidly downward.

III. Answer the questions:

1. What are neurotic behaviours modified by?

2. What is the reciprocal inhibition principle of psychotherapy?

3. What responses are capable of inhibiting anxiety?

IV. Translate into English:

1. Невротична поведінка–це навіяна поведінка.

2. Один з принципів психотерапії ─ принцип гальмування стверджує, що якщо реакція занепокоєння трапляється в присутності подразника, що викликає цю реакцію, то зв'язок між стимулом та занепокоєнням послаблюється.

3. Ціла низка реакцій потенційно здатні стримувати тривогу.

4. Якщо людина має схильність до хвилювання у міжособистих стосунках, реакція упевненості у собі може бути використана для того, щоб зняти тривогу.

V. Suggest synonyms to the following words and word-combinations*:*

to create; anxiety; to modify; to weaken the bond; relaxation; individual; rapidly; quite similar; to behave in this fashion; systematic; to be secured.

**Контрольна робота для студентів ІЗДН ІV курсу (7 семестр)**

**Варіант №4**

І. Translate the following text into English

In systematic desensitization the client is gradually led by means of relaxation to imagine scenes or stimuli of increasing intensity until those that are most anxiety-provoking can be visualized and later experienced without anxiety. The initial anxiety response apparently becomes inhibited through this process of desensitization or counter conditioning. As indicated, the procedures and rationale of reciprocal inhibition and systematic desensitization have received wide application and have been used with groups as well as with children.

A brief case excerpt serves to illustrate this approach in the case of a nine-and-a-half-year-old girl. Carol had apparently adjusted well until about two months after her ninth birthday. At that time she became neurotic, was afraid of the dark, and had night terrors. At school she developed severe abdominal pains which led to her mother being called to the school. Prior to the onset of her anxieties, three traumatic incidents occurred in succession within a few weeks: a friend drowned in a pool, her next door playmate died as a result of illness, and she saw a man killed in an auto accident.

After a brief interlude of somewhat conventional therapy or consultation with the mother, the girl's behaviour improved noticeably while on vacation. Upon returning home, however, the symptoms worsened. Carol wet the bed each night and became hysterical when taken to school. She also insisted on having her mother near her at all times; and when she returned for therapy she anxiously clung to her mother and insisted that her mother be present during the therapy interviews.

On the basis of information secured from the history, interviews, and projective testing, it appeared that the girl's central fear was the possibility of losing her mother through death. Consequently, it was decided to treat this specific area of unadaptive anxiety through systematic desensitization. The child was given training in relaxation, and the following anxiety hierarchy was constructed:

Separation from the mother for 1 week.

Separation from the mother for 2 days.

Separation from the mother for 1 day.

Separation from the mother for some hours.

Separation from the mother for I hour.

Separation from the mother for 15 minutes.

Separation from the mother for 5 minutes.

It took only five sessions spread over a period of ten days to fully desensitize the girl to her anxiety concerning the possible loss of her mother. Within a few days of the beginning of therapy, she went to school with no difficulty. This was followed by an immediate dissipation of all her other neurotic conditions. A fifteen-month follow-up enquiry revealed that apart from very occasional enuretic incidents, she had maintained an eminently satisfactory level of adjustment.

The application of such procedures to cases with neurotic disorders have produced good therapeutic results.

(Garfield Sol. L. Clinical Psychology. The study of Personality and Behaviour: – USA. : Aldine Publishing Company, 1974 – 461p.)

***Assignments***

*I. Memorize the following words and phrases:*

|  |  |
| --- | --- |
| eminently | надзвичайно, виключно, особливо |
| to carry out | виконати |
| desensitization | відновлення нормального психічного стану |
| gradually | поступово |
| to provoke anxiety | викликати занепокоєння |
| wide application | широке використання |
| to adjust | пристосуватись, призвичаїтись |
| night terror | нічний кошмар |
| abdominal pain | біль в черевній порожнині |
| onset | початок, наступ, натиск |
| to worsen | погіршитись |
| counterconditioning | контркондиціонування;  стимулювання заміни небажаної реакції на бажану (напр., для усунення страху перед виходом на сцену) |
| cling (clung) | прилипати, чіплятися |
| case excerpt | уривок з історії хвороби |
| rationale | раціональна основа |
| unadaptive anxiety | некерована тривога |
| to desensitize | повертати до нормального психічного стану, робити когось несхильним до психічних захворювань |
| dissipation | зникнення |
| conditioning | психологічна обробка з використанням умовних рефлексів |

ІI. Suggest the Ukrainian equivalents of the words and phrases below. Use them in sentences:

to imagine scenes or stimuli of increasing intensity; anxiety–provoking scenes; to visualize; to experience smth. without anxiety; reciprocal inhibition; desensitization received wide application; to be afraid of the dark; prior to; onset of anxiety; traumatic incident; to occur in succession; next door playmate; to die as a result of illness; a man killed in an auto accident; conventional therapy; the girl’s behaviour improved noticeably; upon returning home; the symptoms worsened; to become hysterical; therapy interview; the possibility of losing one’s mother through death; to desensitize smb. to smb’s anxiety; neurotic condition/disorder; occasional enuretic incident’s; to maintain an eminently satisfactory level of adjustment; therapeutic result; separation from the mother.

III.Suggest the English equivalents of the words and phrases below. Use them in sentences

в результаті хвороби; розлука з матір’ю; проілюструвати підхід; основний страх; повертати до нормального психічного стану; потонути в басейні; чоловік, який загинув в автомобільній аварії; відчувати щось без тривоги; тривожний стимул, що провокує тривогу; процедура систематичного відновлення нормального психічного стану широко застосовується; відбуватися послідовно; після повернення додому; випадки енурезу, що іноді трапляються; нервові розлади; традиційна терапія.

IV. Answer the questions:

1. How long did it take to fully desensitize the girl?

2. What incidents may provoke neurotic disorders?

3. What was the girl’s central fear?

4. Describe the method of systematic desensitization used to treat the girl unadaptive anxiety.

V. Put 5 sentences of your own in Continuous tenses (passive voice)