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Предисловие

Учебное пособие «Английский язык для психологов» предназначено для студентов-психологов, имеющих средний уровень языковой подготовки (*intermediate*).

Реализуя требование Федерального государственного образовательного стандарта высшего образования (ФГОС ВО), большинство существующих учебников по иностранному языку для специальных целей в качестве учебного материала используют аутентичные тексты, имеющие профессиональную направленность. Однако практика преподавания иностранного языка в высшем учебном заведении показывает, что подобный подход сопряжён со значительными трудностями, обусловленными низким уровнем языковой подготовки студентов неязыковых специальностей.

Использование учебного материала, требующего свободного владения языком, на занятиях в неязыковых группах зачастую приводит к тому, что обучающиеся вынуждены тратить большую часть учебного времени на преодоление языковых трудностей, утрачивая интерес к изучению языка как средству получения знаний в профессиональной сфере.

В данном учебном пособии, реализующем принцип доступности учебного материала, предпринимается попытка решения проблемы одновременного развития языковых навыков и изучения предметной области «Психология».

Высокий уровень доступности учебного материала, предлагаемого в учебном пособии, позволяет вовлечь будущих психологов в поиск профессиональной информации с опорой на знание иностранного языка.

Изучая учебные психологические тексты среднего уровня сложности (*intermediate*), студент не только получает представление о лексической и грамматической системе языка, но и развивает умение применять лингвистические знания для получения профессиональной информации.

Логика изложения материала в каждом из разделов пособия определяется прежде всего необходимостью максимально полного раскрытия некоторых аспектов рассматриваемой психологической темы. После каждого изучаемого текста предлагаются вопросы, проверяющие не только понимание текста, но и знание основных понятий и положений изучаемых психологических теорий. Упражнения, формирующие лексическую и грамматическую компетенции, также подчинены задаче ознакомления студента со всеми аспектами изучаемой психологической темы.

Вопросы, следующие после основного текста каждого раздела, позволяют вовлечь учащихся в целенаправленную коммуникативную деятельность на материале основного текста и следующих после него упражнений. Для ответа на вопросы студентам достаточно понять содержание основного текста и упражнений изучаемого раздела.

Подобный подход к отбору учебного материала, направленный на максимально полное освещение изучаемой психологической темы, создаёт условия для вовлечения в иноязычное профессионально ориентированное общение студентов первого и второго курсов, которые зачастую не обладают достаточно высоким уровнем предметных знаний.

Таким образом учебное пособие содержит доступный учебный материал, организация которого определяется необходимостью интеграции лингвистических и профессионально ориентированных знаний и навыков при обучении иностранному языку для специальных целей в неязыковом вузе.

UNIT 1

Psychology as a Science

Unit outline

- 1.1. What is science?
- 1.2. Scientific methods in psychology

Learning objectives

1. What makes psychology a science?
2. How does psychology differ from false explanations of behavior?
3. Explain why using our intuition about everyday behavior is insufficient for a complete understanding of the causes of behavior.
4. What are the basic steps of scientific study?
5. How do differences in behavior relate to differences in heredity (nature)?
6. What is the impact of social experience (nurture) on a person's psychological characteristics?

Key points

- Psychology is the scientific study of mind and behavior.
- Psychologists use the scientific method to collect, analyze, and interpret evidence.
- Employing the scientific method allows the scientist to collect empirical data objectively.
- A scientific study goes through the following sequence of steps: hypothesis, method and results.
- Psychologists commonly use three types of research: descriptive (observation, surveys and interviews, and case studies), correlational and experimental ones.

1.1. What is science?

approach [ə'prəʊtʃ] — подход

attempt [ə'tempt] — пытаться

common ['kəmən] — общепринятый, распространённый

concern [kən'sɜ:n] — интерес, участие, заинтересованное отношение

define [dɪ'faɪn] — давать определение (какому-л. понятию)

definition [,defɪ'nɪʃ(ə)n] — определение, дефиниция

derive from — происходить от

directly [daɪ'rektli] — непосредственно (без посредников)

examine [ɪg'zæmɪn] — исследовать; изучать

experience [ɪk'spiərɪəns] — опыт

explain / account for — объяснять

heritage ['herɪtɪdʒ] — наследство; наследие

mind [maɪnd] — 1) разум, ум; 2) мышление, умственная деятельность

observation [,əbzə'veɪʃən] — наблюдение

observe [əb'zɜ:v] — наблюдать

perception [pə'septʃən] — восприятие

refer [rɪ'fɜ:] / **(refer to)** — указывать, обозначать

science ['saɪəns] — наука

scientific [,saɪən'tɪfɪk] — научный

separate ['sepərət] — отдельный

similarity [,sɪmɪl'ærətɪ] — подобие, сходство

the ancients — древние народы

thought [θɔ:t] / **thinking** — (от think) мысль; мышление

When you think of the word *psychology*, what first comes to mind? The word psychology is derived from the Greek “psyche” ['saɪkɪ] (mind, soul or spirit) and “logos” (study). Psychology is the “study of mind”.

Psychology is the scientific study of behavior and mental processes.

What does behavior refer to in the definition of psychology?

Behavior is anything you do — eating, sleeping, talking, or sneezing.

Mental processes are the thoughts, feelings, and motives. Although we cannot directly see thoughts and feelings, they are real. They include thinking about kissing someone, a baby's feelings when its mother leaves the room, and a student's memory of a motorcycle trip.

So, psychology means the study of the psyche, or mind, and this study is as old as the human species. The ancients, for example, attempted to account for dreams, mental illness, emotions, and fantasies. Was this psychology? Or did psychology start when explanations of human cognitive experience became more systematic?

Plato ['pleɪtəʊ] and Aristotle ['arɪstɔːtəl], for example, created theories that attempted to account for such processes as memory, perception, and learning. Is this the point at which psychology started?

Or did psychology start when it became a separate science in the 19th century?

It is common these days to begin a history of psychology at the point where psychology became a separate science.

This approach is unsatisfactory because it ignores the philosophical heritage that made psychology the type of science that it became.

What is science?

At various times in history, influential individuals (such as Galileo [galɪ'lēəʊ] and Kant) have said that psychology could never be a science because of its concern with subjective experience.

To answer the question of whether psychology is a science we must first attempt to define science.

Science is a way of answering questions about nature by examining nature directly, rather than by depending on church dogma ['dɒgmə] or abstract thought processes alone.

From the very beginning the focus of psychology has been empirical observation (that is, the direct observation of nature), but there is more to science than simply observing nature. To be useful, observations must be organized in some way. After noting

similarities and differences among observations, many scientists attempt to explain what they have observed.

Science, then, has two major components: (1) empirical observation and (2) theory.

Here we have the two essential elements ['elɪmənts] of modern science: the making of observations is the empirical or factual component, and the systematic attempt to explain these facts is the theoretical component.

EX. 1. Answer the questions below.

1. What is psychology?
2. What is behavior? What is a mental process?
3. What processes did Plato ['pleɪtəʊ] and Aristotle ['arɪstɒtəl] attempt to account for?
4. Why is it important to study the history of psychology?
5. Why did Galileo [,galɪ'lēəʊ] and Kant think that psychology could never be a science?
6. What is a science? What are two major components of science?
7. What makes psychology a science? How does psychology differ from false explanations of behavior?
8. How can we study the mind if we can't observe it?
9. Would you agree that psychology can be considered a science?

EX. 2. Fill in the gaps with the most suitable words.

| | | |
|---------|----------|-------|
| actions | thinking | study |
|---------|----------|-------|

Psychology is the systematic, scientific _____ (1) of behaviors and mental processes.

Behavior refers to observable _____ (2) or responses in both humans and animals.

Mental processes, which are not directly observable, refer to a wide range of complex mental processes, such as _____ (3), imagining, studying, and dreaming.

✓ **observable** [əb'zɜ:vəbl] — наблюдаемый, поддающийся наблюдению

EX. 3. Fill in the gaps with the following words.

thoughts experience approach observed

DEFINING PSYCHOLOGY

Psychology is the scientific study of human behavior and mental processes.

Psychologists _____ (1) human behavior as scientists who are skeptical and objective.

Behavior includes everything organisms do that can be _____ (2).

Mental processes are _____ (3), feelings, and motives.

As a truly general science, psychology addresses all sides of human _____ (4) — positive and negative, strengths and weaknesses.

EX. 4. Choose the most suitable verb form.

In the late 1800s and early 1900s, psychology was *defined / defining* as the scientific study of the mind.

Around 1920, psychologists became *disappointing / disappointed* with the idea of studying the mind.

The reason was that science deals with what we can *observe / be observed*, and no one can *observe / be observed* a mind. Anyway, through the mid-1900s, psychologists *defined / defining* their field simply as the study of behavior.

However, people care about what they feel and think, not just about what they do.

So for a compromise, let's *defined* / *define* psychology as the systematic study of behavior and experience.

EX. 5. Fill in the gaps with the most suitable words.

| | | | | | |
|------------|------|----------|----------|------|---------|
| definition | idea | behavior | describe | goal | predict |
|------------|------|----------|----------|------|---------|

Although the current _____ (1) of psychology is very broad, psychologists usually have four specific goals in mind when they study some behavior or mental process.

The first goal of psychology is to _____ (2) the different ways that organisms behave.

The second goal of psychology is to explain the causes of _____ (3).

Being able to describe and explain behavior helps psychologists reach the third _____ (4), which is to predict behavior.

If psychologists can _____ (5) behavior, then they can often control behavior. However, the _____ (6) of control has both positive and negative sides.

EX. 6. Fill in the gaps with the most suitable words.

| | | | |
|----------|--------|----------|-------------|
| invented | method | behavior | observation |
|----------|--------|----------|-------------|

Many fields, such as history, law, art, and business, are also interested in human _____ (1). How is psychology different?

Psychology's great strength is that it uses scientific _____ (2) to systematically answer questions about behavior.

Questions sometimes go unanswered for lack of a suitable research _____ (3) (a systematic process for answering scientific questions). In the past, for example, we had to take the word of people who say they never dream. Then the EEG (electroencephalograph) was _____ (4).

EX. 7. Fill in the gaps with the most suitable words.

| | | | | |
|--------|----------|--------|----------|------------|
| likely | occurred | devise | describe | to predict |
|--------|----------|--------|----------|------------|

BYSTANDER APATHY

Researchers might be interested in knowing whether individuals will help a stranger who has fallen down.

The researchers could _____ (1) a study in which they observe people walking past a person who needs help.

The researchers could _____ (2) helping behavior by counting how many times it occurs.

The researchers may also examine characteristics of the individuals studied and try _____ (3) who will help, and when. Are happy people more _____ (4) to help? Are women or men more likely to help? After psychologists have analyzed their data, they also will want to explain why helping behavior _____ (5) when it did.

- ✓ **devise** — разрабатывать, продумывать (планы, идеи); выдумывать, изобретать
- ✓ **observation** — наблюдение
- ✓ **observe** — наблюдать
- ✓ **occur** — происходить, случаться, совершаться
- ✓ **researcher** — научный работник; исследователь; учёный

EX. 8. Fill in the gaps with the most suitable words.

| | | | | |
|-----------|------|--------|--------------|-------------|
| unwilling | fail | likely | observations | description |
|-----------|------|--------|--------------|-------------|

Answering psychological questions often begins with a careful _____ (1) of behavior. Description, or naming and classifying, is typically based on making a detailed record of scientific _____ (2).

But a description doesn't explain anything, does it? Right. Descriptions can't answer the important "why" questions. Why are people more aggressive when they are uncomfortable? Why are bystanders often _____ (3) to help in an emergency?

Understanding usually means we can explain a behavior. For example, research on "bystander apathy" finds that people often _____ (4) to help when other possible helpers are nearby. Why? Because no one feels personally obligated to help. As a result, the more potential helpers there are, the less _____ (5) it is that anyone will help. Now we can explain a complex problem.

- ✓ **fail** — не сделать, потерпеть неудачу
- ✓ **likely** — вероятный, возможный
- ✓ **oblige** — обязывать
- ✓ **unwilling** — нежелающий (что-л. делать)

EX. 9. Fill in the gaps with the most suitable words.

| | | | |
|----------|-----------|---------|------------|
| accuracy | guarantee | predict | prediction |
|----------|-----------|---------|------------|

Explaining a behavior means that we can _____ (1) behavior accurately. Notice that our explanation of bystander apathy makes a _____ (2) about the chances of getting help. If you've ever been stranded on a busy freeway with car trouble, you'll see the _____ (3) of this prediction: Having many potential helpers nearby is no _____ (4) that anyone will stop to help.

- ✓ **a goal** — цель
- ✓ **accuracy** — правильность, точность
- ✓ **accurately** — точно
- ✓ **examine** — исследовать, изучать
- ✓ **predict** — предсказывать, прогнозировать
- ✓ **prediction** — прогноз

EX. 10. Fill in the gaps with the most suitable words.

scientific observation regarded perception

The first western thinker to study psychological topics, **Aristotle** ['arɪstɔ:təl] (384—322 BCE) combined the logic of philosophy with empirical _____ (1). His best known psychological work, *De Anima* («*O душе*»), is _____ (2) as the first systematic treatise ['tri:tɪz] on psychology.

Its range of topics includes such basic psychological processes as the senses, _____ (3), memory, thinking, and motivation. Aristotle's writings on psychology anticipated topics and theories that would be central to _____ (4) psychology centuries later.

✓ **anticipate** — предвосхищать, предугадывать

EX. 11. Fill in the gaps with the most suitable words.

behavior abilities observation knowledge claims an approach

PSYCHOLOGY AS A POWERFUL WAY OF THINKING

We often hear claims about psychological issues. For instance, we hear claims that men and women have different _____ (1) or that violence on television has a harmful effect on children.

As a science, psychology demands that researchers ask questions about such issues and that they test their ideas through systematic _____ (2).

In the long run, this means that psychology provides a way of building _____ (3) that is relatively accurate and dependable.

Of course, psychological research cannot discover an answer for every interesting question about the mind and _____ (4).

You won't find the meaning of life or the secret of happiness in this textbook. But you will find _____ (5) to investigating questions that has proven to be fruitful.

The more you learn about psychology as a way of thinking, the better able you will be to evaluate the psychological _____ (6) you hear in daily life.

- ✓ **accurate** ['ækjərət] — правильный, точный
- ✓ **approach** [ə'prəʊtʃ] — подход (к решению проблемы, задачи)
- ✓ **claim** [kleɪm] — заявление, утверждение
- ✓ **demand** [dɪ'ma:nd] — требовать, предъявлять требование
- ✓ **dependable** [dɪ'pendəbl] — надёжный, заслуживающий доверия
- ✓ **evaluate** [ɪ'velju:t] — оценивать, давать оценку, составлять мнение
- ✓ **observation** [,əbzə'veɪʃən] — наблюдение
- ✓ **provide** [prə'veɪd] — давать, предоставлять, обеспечивать

EX. 12. Fill in the gaps with the most suitable words.

| | | | | | |
|-------------|------------|------|---------|------------|--------|
| reflections | philosophy | mind | founder | discipline | issues |
|-------------|------------|------|---------|------------|--------|

FROM SPECULATION TO SCIENCE: HOW PSYCHOLOGY DEVELOPED

Of course, people have always wondered about the mysteries of the _____ (1). In that sense, psychology is as old as the human race. But it was only a little over 125 years ago that psychology emerged as a _____ (2).

Psychology's intellectual parents were the disciplines of _____ (3) and physiology [,fɪzɪ'ɔlədʒɪ].

By the 1870s a small number of scholars in both fields were actively exploring questions about the mind. Are people's perceptions of the world accurate _____ (4) of reality? How do mind and body interact?

The philosophers and physiologists who were interested in the mind viewed such questions as interesting _____ (5) within

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