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РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

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КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ ЕСТЕСТВЕННОНАУЧНЫХ  
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по развитию навыков чтения, перевода,  
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научных текстов для студентов по специальности  
«Психология» 030301 и «Социальная педагогика» 050711

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## ЧАСТЬ 1

### Lesson 1

## Psychology as a Science of Conscious Experience

### Active Vocabulary

- 1) **add**, *v* 1. прибавить, добавить 2. мат. складывать
- 2) **addition**, *n* 1. добавление, дополнение 2. мат. сложение
- 3) **in addition to** помимо
- 4) **adjust**, *v* (*to smth.*) приспособиться (к чему-либо)
- 5) **adjustment**, *n* (*to smth.*) приспособление, адаптация (к чему-л.)
- 6) **apply**, *v* 1. обращаться с просьбой, просить (о чем-л.); *apply for help, a job*
- 7) обратиться за помощью, за работой 2. использовать, употреблять; *apply knowledge to practice* использовать знания на практике
- 8) **application**, *n* 1. применение, использование 2. заявление, заявка
- 9) **approach**, *n* 1. приход, приближение, наступление 2. подход (к рассмотрению чего-л); *the best approach to this problem* наилучший подход к данной проблеме
- 10) **approach**, *v* подходить, приближаться; *approach smb/smth* подходить к кому –л.
- 11) **behave**, *v* вести себя, **behaviour**, *n* поведение.
- 12) **condition**, *n* 1. состояние, положение 2. pl. обстоятельства, условия
- 13) **conscious**, *adj* 1. сознающий, осознанный, сознательный 2. ощущающий
- 14) **consciousness**, *n* 1. сознание 2. осознание, понимание 3. сознательность
- 15) **contribute**, *v* вносить вклад, способствовать, содействовать
- 16) **contribution**, *n* вклад
- 17) **deal**, *v* (*with*) иметь дело (с чем-л), рассматривать (что-л)
- 18) **depend**, *v* (*on, upon*) зависеть (от)
- 19) **dependence**, *n* зависимость, **dependent**, *adj* зависимый
- 20) **environment**, *n* окружающая обстановка, окружение, среда
- 21) **experience**, *n* (жизненный) опыт
- 22) **experience**, *v* 1. испытать, узнать по опыту 2. испытывать, переживать
- 23) **experienced** опытный, квалифицированный
- 24) **instead of**, *prep* вместо, взамен
- 25) **phenomenon**, *n* (pl. *phenomena*) явление, феномен
- 26) **procedure**, *n* процедура
- 27) 16. **random**, *adj* случайный, **non-random**, *adj* неслучайный
- 28) 17. **survive**, *v* выжить, уцелеть, остаться в живых, **survival**, *n* выживание
- 29) **survivor**, *n* оставшийся в живых, уцелевший

### Text

## Psychology as a Science of Conscious Experience

### The Nature of Science

A science is an organized body of reliable information. Such a body of knowledge does not grow as a result of speculation alone, nor does it develop from

random observations. Its accumulation depends on the use of special procedures which constitute scientific method. In the early stages of a science, moreover, the importance of the procedure used far outweighs that of the information obtained.

Psychology, like every other science, acquired scientific status when (1) its observations became systematic rather than aimless; (2) its observations became impersonal – that is to say, when psychologists honestly sought information instead of attempting to prove their own ideas by a prejudiced selection of facts, and (3) it became possible for any qualified investigator to repeat the observations of another, under essentially the same conditions, and to verify the results.

The requirements of science are most closely fulfilled when investigators use experimental methods, when instead of observing what occurs spontaneously, they change aspects of nature and note the effect of these changes on phenomena, which come within the range of their inquiry. Psychology achieved scientific status when it became experimental. As we shall see, experimental procedure in psychology was first applied to analyses of conscious experience.

### **Analysis of Consciousness**

The formal launching of psychology as a separate science occurred in 1879 when Wilhelm Wundt opened his Psychological Institute at the University of Leipzig. Wundt was a psychologist and philosopher who had made contributions to both of these fields. In addition to his experiments in psychology, he was to continue making important contributions to philosophy.

The new movement was not so much a revolt against mental philosophy as an attempt to get psychology out of an impasse (тупик), by utilizing the experimental method of physiology and physics.

No science is, in an absolute sense, independent of philosophy. Psychology has never completely broken away from philosophy and the two disciplines will always have much in common, since scientific endeavours psychological or otherwise, are preceded and followed by speculation. Today there is a flourishing branch of philosophy, the philosophy of science, which critically examines the aims, methods and conclusions of all sciences.

Scientific psychology at first took over the same apparatus and methods with which physiologists and physicists had been investigating behaviour and experience. Very soon, however, psychologists were finding new problems and devising apparatus and procedures of their own.

Most of the early psychological experiments dealt with experience. There was only incidental interest in a scientific study of behaviour as such: that is, in what persons said and did. Individual observers were trained to attend to and describe their experience while the experimenter made various changes in light, sound and other external conditions. He also made experimental changes in physiological conditions (fatigue, hunger, thirst). The method of attending to and describing experiences under known external and internal conditions was called experimental introspection.

The chief aim of Wundt and his students was to discover the ingredients of conscious experience. It was claimed, that it could be analyzed into its elements

(sensations and so on). Especially there was an effort to discover the relations between stimuli, physiological structures, and particular types of experience. Because of emphasis upon conscious experience, psychology was at that time designated as the science of consciousness.

### **The Functions of Consciousness**

While some psychologists were trying to discover what consciousness is by analyzing experiences and relating them to environmental and organic factors, other investigators of consciousness were more interested in what consciousness does; that is, in its functions. Perhaps the most important impetus for such a “functional” approach to the study of consciousness came from the Darwinian doctrine of evolution. Darwin, in discussing the struggle for existence, had pointed out that organisms, which have the most adequate means of adjusting to their environment, are those most likely to survive. How consciousness might aid survival of organisms appeared, therefore, worthy of scientific study. Introspection revealed that learning a motor skill makes one vividly conscious at first of one’s activities. As the habit approaches perfection, however, consciousness gradually recedes. The perfected habit then is carried out automatically, without necessary participation of consciousness. Thus it appeared that consciousness contributes to the survival of organisms by aiding them to learn.

This approach to the study of consciousness failed to advance understanding of what consciousness is, or even, to any appreciable extent, what consciousness does. Nevertheless, it proved very important in shaping the further development of psychology. Seeking to discover the functions of consciousness in adjustment, psychologists were led to investigate the learning process itself. They eventually paid attention less to consciousness and more to the environmental and organic conditions, which produce efficient learning. Such a change of emphasis made psychology, that had previously been regarded as a science of the functions of consciousness, a science of behaviour.

### ***Exercises***

*1. Form nouns with –ist and adjectives with –ical from the nouns:*

psychology, physiology, microbiology, biology, histology, cardiology, neurology  
*According to the pattern: sociology-sociologist-sociological*

*2. Translate the following words into Russian and give similar Russian words:*

behaviour, structure, individual, function, selection, identify, systematic, collection, test, universal, application, objective, subjective, reaction, principle, concept, special, characteristic, basis, extremely, speculation, accumulation, status, doctrine, discipline.

*3. Translate the following sentences and word combinations into Russian (The exercise is to be done orally):*

He **behaved** badly at the lesson; Bill, behave yourself !; people behave differently in this situation; to study the **behaviour** of man; what can you say about his behaviour?

to **deal with** animals; to deal with man`s behaviour; to deal with the selection of animals for the experiment;

to **apply** the results of the experiment to practice; to apply a new method; **an application** of new methods; the application of natural selection; the application of a law;

good **conditions**; under difficult conditions; to study their life conditions;

natural **environment**; artificial environment; to study the environmental conditions;

the subjective **approach** to the problem; the objective approach; an artificial approach;

the results will **depend** on our approach to the problems; we are **dependent** on our environment; to study the **dependence** of one`s behaviour on the environmental conditions;

to study one`s past **experience**; our behaviour depends on our experience;

to **contribute** to the investigation of a problem; to contribute to the development of psychology; to make important **contributions** to the field of animal psychology;

**random** behaviour; a random search for food; **non- random** selection;

class **consciousness**; to be **conscious** of environment; to lose consciousness;

to **survive** under unfavourable conditions; he was the only **survivor** after the terrible storm; only the strongest among animals **survive**;

to **adjust** to the environmental conditions; his **adjustment** to new work conditions was very slow.

*1. Choose the right word and insert it into one of the sentences given below:*

approach, to apply, application, environment, to deal with

1. These findings can be ... in industry. 2. Individuals try to adapt to the conditions of their social ... 3. Subjects used an extraordinary different ... to the problem. 4. Several countries now have one or more research organizations which ... the problem of human ageing. 5. It is difficult to translate laboratory and clinical findings directly into practical ... .

*1. Translate into Russian, underline predicates and define their tenses, paying attention to the Active Voice.*

1. In recent years there have been a large number of studies of the dependence of animals on the environment. 2. Stott noted how often his child, at the age of 4 to 18 months, liked to perform new activities. 3. This behaviour marks the beginning of motivated activity which is of great importance for human beings, differentiating them from most other animals. 4. Various contacts with other people and the environment will help the child to develop an adaptable personality. 5. Hull and his co-workers were dealing with the data, received as a result of their experiments on animals. 6. Knowledge of neurology is becoming more and more important to the

psychologist. 7. We shall be discussing human performance later. 8. Man has been experimenting in one form or another since he appeared on the earth. 9. We find that Brackbill and Sturges have been using human subjects.

6. *Translate the following sentences paying special attention to the emphatic construction in them:*

1. It is seldom that this response can be measured by direct method. 2. It is only by this method that the most precise knowledge of human behaviour can be obtained. 3. It is due to that investigation that the experimental study of hearing has been started. 4. It is in the study of reflex responses to vestibular stimulation that the most precise measuring techniques have been used. 5. In memory it is not only the sounds of items which are being remembered that are important, but also their meanings. 6. As we have said it is the subject's activity that underlies the development of abilities. 7. It was under the influence of Russian revolutionary democrats that Sechenov, the father of Russian physiology and scientific psychology formed his views. 8. It was Vygotsky who originated the principle of historicism, i. e. the study of psychological processes in their developmental context.

7. *Translate the following sentences paying attention to different meanings of the word since:*

1. I haven't seen him since. 2. Since 1998 we have been working at the problem. 3. Since human behaviour is difficult to classify, his motives are also difficult to define. 4. I have been interested in the problem since I entered the University. 5. Since the 1920's there has been great progress in the investigation of the functional activity of the cortex and other nervous structures. 6. The facts of human behaviour have changed little since the time of primitive man. 7. Since the numbers are the very basis of measurement and since the number system is an important part of the general body of mathematics, we should next give attention to the properties of numbers. 8. Since social conditions do not remain unchanged, the only correct approach to the study of man's psychological processes and his personality is the socio-historical approach.

8. *Answer the following questions based on the text:*

1. What is a science?
2. What does the accumulation of scientific knowledge depend on?
3. When did psychology acquire scientific status?
4. What is the main method of psychological investigations?
5. What contribution did Wundt make to the development of psychology?
6. What does psychology have in common with philosophy?
7. What did the early psychological experiments deal with?
8. Why may psychology at the beginning of this century be called the science of consciousness?
9. Whose doctrine contributed to the study of consciousness?

10. What does the Darwinian theory say about survival in the struggle of organisms for existence?

11. Does consciousness aid survival of organisms?

12. In what way does consciousness contribute to the survival of organisms?

13. What did the attempt to discover the functions of consciousness in adjustment lead psychologists to?

8. *Prepare a dialogue between a school-leaver and a psychology student of your University:*

The school-leaver has come to a meeting organized by University authorities for school-leavers. After the official part he/she comes up to the psychology student to ask him/her some questions in an informal way.

You may use the following as a guideline for the dialogue:

Q.- Excuse me, may I ask you a few questions?

A.- ...

Q.- As far as I know, you are a psychology student here, aren't you?

A.- ...

Q.- I got interested in your Department when I was listening to your Dean. Now, before making a final decision I'd like to have more information about psychology.

A.- ...

Q.- What kind of science is psychology?

A.- ...

Q.- What is its subject-matter?

A.- ...

Q.- Where is psychology applied and where do graduates from your Department work?

A.- ...

Q.- Was it difficult for you to enter the Department? Was the entrance competition tough?

A.- ...

Q.- How do you like your studies and University life?

A.- ...

Q.- Oh, your answers sound very interesting. Now I am convinced that psychology is what I need.

A.- I'll be glad to see you a student of our Department. I am sure, you won't regret if you make this choice.

## Lesson 2

### Memory and Thinking

#### *Active Vocabulary*

1. **capacity**, *n* 1. способность 2. объем, емкость; storage ~ объем памяти

2. **connotive**, *adj* коннотативный; ~ meaning коннотативное значение

3. **connotation**, *n* дополнительный, побочный оттенок значения, коннотация



4. **connote**, *v* иметь дополнительное значение
5. **efficiency**, *n* 1. эффективность, действенность 2. продуктивность, производительность 3. умение
6. **efficient**, *adj* эффективный, действенный
7. **event**, *n* событие, случай
8. **frequency**, *n* частота, **frequent**, *adj* частый
9. **generation**, *n* поколение, **generate**, *v* порождать
10. **image**, *n* образ **imagine**, *v* воображать, представлять себе  
**imagination**, *n* воображение
11. **imagery**, *n* представления, мысленные образы
12. **imaginary**, *adj* воображаемый, нереальный
13. **involve**, *v* 1. включать в себя; содержать 2. вовлекать, впутывать
3. **to be involved (in)** быть включенным; участвовать
14. **involvement**, *n* участие, вовлеченность
15. **item**, *n* вопрос, пункт; задание (теста)
16. **pattern**, *n* 1. образ жизни, манера поведения 2. структура 3. тип, способ 4. рисунок, узор
17. **recall**, *v* вспоминать, припоминать, воспроизводить
18. **recall**, *n* воспроизведение, воспоминание
19. **recency**, *n* новизна
20. **recent**, *adj* недавний, новый
21. **remind**, *v* (*smb. of smth.*) напоминать (кому-л. о чем —л)
22. **represent**, *v* представлять, изображать
23. **representation**, *n* 1. предъясвление; репрезентация 2. изображение; образ 3. представительство
24. **retention**, *n* 1. сохранение в памяти 2. физиол. задержание, задержка
25. **retain**, *v* 1. сохранять 2. помнить 3. удерживать
26. **retrieve**, *v* воспроизводить, извлекать из памяти
27. **retrieval**, *n* воспроизведение
28. **scan**, *v* сканировать
29. **store**, *v* накапливать, хранить (в памяти)
30. **storage**, *n* 1. хранение (информации) 2. запоминающее устройство
31. **value**, *n* 1. ценность 2. значение; число, величина
32. **value**, *v* 1. ценить 2. оценивать, производить оценку
33. **valuable**, *adj* ценный, важный

## Text

### Memory and Thinking

Human memory and learning are intimately related since the development of an association between a stimulus and response requires some sort of retention. Some of our associations, such as conditioned reflexes, are not at the conscious, but at the spinal level of association, although possibly they are 'remembered' there also. For most of the behaviour, which distinguishes humans from animals (that is thinking and communicating through language), memory is located in the centre of the nervous system on cortex of the brain. We can think of memory as

analogous to some sort of filing cabinet system. Information received through the senses is stored and utilized as needed, within the limits of storage capacity and the personal efficiency for `searching the files`. (Without this retention process there could be no learned behaviour). Our storage capacity seems to be an inflexible individual characteristic, but the efficiency with which the information is retrieved is a function of a number of influences. Three of these influences, which are general features in memory, are frequency, recency, and value.

**Frequency** refers, everything else being equal, to the tendency to remember those experiences, which have happened most often. Experiences or events that occur infrequently are not remembered well. It is also clear that, everything else being equal, we remember the more recent events in contrast to those that occurred in earlier times.

Learning also influences our ability to recall our past experiences. When the learning takes place, how well is the material mastered? How frequently do the lessons occur, and what are the personal priorities we attach to the lessons? All these factors affect the extent to which we can demonstrate our retention of information.

Thinking must, like memory, be inferred from public behaviour. Thinking is another so – called `mental` activity, involving the manipulation of symbols, signs, concepts, or ideas, which are symbolically represented. Thinking is a process, which is closely bound up with language.

To continue with the filing analogy, thinking is the term used to describe the various ways in which the information in storage is retrieved, scanned, examined, combined, and rearranged. We do not actually examine the objects (memories) on `file`, but we may sometimes refer to the verbal description of the remembered events. Memory, learning, thinking, and language are all intimately related processes. So far is this the case that a word may remind you of other words and conjure up images, whereas a perception may conjure up images and also remind you of a linguistic description.

Two types of thinking, i.e. convergent and divergent thinking, are processes of association between stimuli and responses, which are acceptable according to different criteria. We may also make associations among ideas or experiences. When we are faced with a problem that we wish to solve we usually resort to convergent thinking, depending on our memory to bring forth the best answer that can serve as a solution. If this effort is unrewarding we may resort to trial-and-error or perhaps use a hypothesis as a result of insight, i.e. we may be able to assemble our previous experiences in a new way so that we understand the relationships required to solve the task. Our thinking process like many of the actions we perform, is very likely to become habitual and standardized. Most people find it very difficult to change their pattern of thinking, especially if their methods have previously been rewarding.

Through language we understand and communicate the symbols and concepts that we learn. The words in our language are learned initially by association with the objects or events they represent (extension), but we also acquire meaning of words through their relationship to other words and symbols.

They are usually clear-cut labels and have only one meaning. The second class of symbols are connotive symbols, and they mark the way we intend to make people think about these things. Words like `good`, `happy`, `worthwhile`, are some of the connotive-type words used evaluatively.

The essential link between thinking and language, we must repeat, comes about because we learn a great deal by **description**. We read about the experiences of others, of their verbal representations of other objects and ideas. We think by internal manipulation of language, and the very fact that we are able to associate a name successfully with an object is clear evidence that our memory stores both the name and a symbolic representation of the thing.

Let us look at just one piece of experiment on linguistic behaviour. Our vocabulary is composed of tens of thousands of words, including a great number of adjectives. We can use adjectives to qualify objects with such words as `good`, `clean`, `large` and so on. Research has shown that our basic connotive vocabulary can be reduced to the three broad types of adjectives that most people use to describe their environment. The fundamental adjective types are:

Evaluation: i.e. good...bad

Potency: i.e. strong... weak

Activity: i.e. active...passive

These three pairs of adjectives are the basic meanings that we seem to apply to many of the objects we perceive, learn, and think about. The whole field of relationship of symbols and language is the communication process by which human knowledge is recorded and developed. Language makes it possible for each generation to learn for itself what other generations had learned earlier. Knowledge is cumulative (совокупный, кумулятивный), otherwise each generation would have to learn for itself, for example, all of the principles of science. Cognition is the mental process by which we learn, think, and remember, and we use language to describe and understand the world around us.

### *Exercises*

*1. Name adjectives from which the following nouns are formed:*

awareness, newness, greenness, quickness, sleepiness, bigness, blindness, blackness, usefulness, seriousness, unexpectedness, darkness, nervousness, correctness

*2. Form adjectives with the suffixes **-ful** and **-less** from the following nouns and translate them into Russian:*

care, use, doubt, help, fear, need

*3. Translate the following sentences and word combinations into Russian. (The exercise is to be done orally):*

to **retain** information; to retain knowledge; to retain the exciting news; the mechanism of retention;

to **store** facts; to store data; the brain is the place where a great deal of information is stored; storage capacity;

to have good intellectual **capacities**; our memory has a great storage capacity; **efficiency** in performance; efficiency in memorizing facts and figures; **recent** events; a recent trial; a recent experiment;  
to **value** one's views; to value one's opinion; valuable facts; valuable data; valuable information; information value;  
historical **events**; recent events; to remember better frequent and recent events;  
to **involve** new data; to involve one's consciousness, to involve one's memory;  
to involve thinking;  
the **image** of the world around us; the image of a concept; image memory, a visual image;  
to study the **pattern** of one's behaviour; to influence one's pattern of thinking;  
to depend on the pattern of memorizing new data; the pattern of movement;  
the younger **generation**; the older generation; several generations of experimental animals;

*1. Translate the following sentences paying special attention to the italicized expressions:*

1. The higher the level of scale, the more we can do with the numbers we obtain in measurement. 2. The greater the proportion of similar reactions, the nearer they are on the scale, and the smaller the proportion of similar reactions, the farther apart they are. 3. The greater the age difference between the child subject and the experimenter, the more difficult is for the experimenter to understand the child's feelings. 4. The less complex the subjects, the easier it is to carry out a scientifically valid experiment.

*2. Answer the following questions based on the text:*

1. What is human memory closely connected with?
2. What is human memory based on?
3. Where is memory located?
4. What is the quantity of information stored in our memory limited by?
5. Is storage capacity the same for every individual?
6. What are general features in memory?
7. What is meant by the term 'frequency'?
8. What do we remember better, the more recent events or the events that occurred earlier?
9. What does the term 'value' refer to?
10. What is thinking?
11. What is thinking closely bound up with?
12. How do we understand and communicate the symbols and concepts that we learn?
13. Why is language so important for human beings?

*3. Prepare a dialogue between two students, one of whom majors in psychology, while the other majors in history. The following may serve you as a guideline for your dialogue:*

- Since you major in psychology, I hope you'll be able to help me. The thing is, I must remember numerous facts and figures and I find it too difficult. I'm afraid there is something wrong with my memory. Besides, the trouble is that though I can memorize learning material fairly quickly, I forget it as quickly. Why so?
- ...
- I see. So there is long-term and short-term memory. What should be done to retain the material studied and make a more permanent gain in learning?
- ...
- How much material can be remembered and stored in our memory? Are there any limits to our storage capacity?
- ...
- I've noticed that I remember material better if I feel emotionally interested in it.
- ...
- I see. But I still don't understand why some people remember things better than others. Can I improve my memory?
- ...
- Thanks a lot for the interesting information. You must be a very good student.

### Lesson 3

#### **Children and Adults**

The problem of relations between the child and adult is fundamental to education, and adults bear responsibility for future of their children long before the latter are born.

The child is in some ways a mirror reflecting its parents' features. One often hears that a child takes after the father and another after the mother, while some parents believe that their children take after their grandparents. They see a resemblance in looks and character, and at times overlook the individuality, which is manifested in the child's first cry and movement. Parents must learn to see the true self of their son or daughter and to understand them.

To begin with, a child is not only the dearest and nearest being to the mother or father but has a life of its own. The childhood world differs from that of adulthood and children differ at different age. An infant who kicks its legs and smiles as mother comes up to it, changes greatly by the time it is eighteen months old. Now it is able to snatch a spoon out of granny's hands to insist on doing things by itself. At three, the same child climbs a chair, presses its palms and nose to the window glass and stares at the falling rain. It becomes altogether different at seven. A boy, obedient and diligent in primary school, can become a difficult child later on. The child's individuality takes shape as it grows and at every age it is different from what it was before.

Teenagers shed childhood patterns and try to imitate grownups and those of their peers who have enviable qualities, such as independence, original opinion, constant habits, firm convictions and knowledge.

Psychology today shows that man's characteristics, his abilities or inabilities and his personality depend above all on the way he gains his childhood experience.

The human infant is quite helpless and entirely dependent on other for survival. It cannot be left on its own and there are always adults to bind it with the

outer world. The development of the personality is an extremely complex process because every human being gradually acquires all qualities inherent in man's nature. In this sense, it could be said that humans are learning from the earliest days of their life. Just recall how often the verb "to learn" is used when speaking about the little ones who learn to sit, learn to hold a spoon, learn to walk and learn to talk.

One thing should be always remembered - adults are always responsible for the child's education and the development of its personality because the individual is socially and culturally conditioned. In this sense the complicated problem of child – adult's relations is fundamental to education.

All countries are working on the problem of how to organize education so that the growing man should be able to acquire knowledge necessary nowadays.

As the amount of knowledge is expanding and to continue his studies, man has to assimilate more and more information within a limited work, the problem of improving the methods of teaching is increasing and coming to the fore. Instruction methods should enable the pupil to learn much more and to work creatively and if possible, independently.

It was believed until recently that from the age of seven to ten children have elementary thought patterns and can deal mainly with specific objects and concepts. This led to the conclusion that at primary school children can only perceive concrete objects and can be shown mainly their outward manifestations and relations. In other words children understand only surface characteristics, because the inner features of objects and the laws of their development are beyond the children's reach.

At present, however, psychologists, educators, mathematicians and linguists in many countries believe that primary education can go beyond that. Is it not possible to teach juniors some basic laws of mathematics and language? The main question to be answered by psychologists is as follows: how to promote the development of children and how their future potentials can be estimated?

As you see, the problem of relations between the child and the adult is provided by several factors simultaneously – family, school and society as a whole.

Language development has a major part in the child's overall intellectual development. Psychological research data show that the first stage of the educational process is of paramount importance in many respects. Can the development of personality be of full value without mastering language? Through language the child discovers national and world culture.

*Words to remember:*

**for instance** - например

**bear responsibility for** - нести ответственность

**feature** - особенность, черта, характеристика

**resemblance** - сходство

**overlook** - пропустить, не заметить, смотреть (за чем-л.)

**manifest** - ясно показывать, проявлять, очевидный, ясный

**kick** – ударять, пинать

**snatch** - хватать, вырывать  
**obedient** - послушный, покорный  
**diligent** - старательный, прилежный  
**shed (shed)** - терять, ронять, излучать  
**peer** - сверстники  
**enviable** - завидный  
**conviction** - убеждение  
**bind (bound)** - связать  
**acquire** - приобретать  
**expand** - расширять(ся)  
**benefit** - польза, выгода  
**estimate** - оценивать  
**simultaneously** - одновременно  
**of paramount importance** – величайшая, первостепенная важность (значение)

*Translate into Russian*

1. He acquired new knowledge because he worked hard.
2. His discovery is of paramount importance.
3. I like his conviction.
4. I knew him as an obedient and diligent boy.
5. Parents bear responsibility for their children.
6. I see this benefit is manifest.
7. Family, school and society help children simultaneously.
8. For instance, the child is a mirror reflecting its parents' features.

*Prove concepts*

1. Why are adults responsible for the future of their children?
2. How does psychology show man's mental characteristics today?
3. Why are all countries working on the problem of how to organize education?
4. Why is the first state of the educational process so important?

*Choose the correct synonyms for the following adjectives:*

1. glad, nice, wonderful, awful, strange, very big, optimistic, funny, handsome, dull, impolite, intelligent, quiet, easy, cheap
2. silent, happy, amusing, boring, rude, inexpensive, good-looking, terrible, hopeful, marvelous, simple, huge, peculiar, clever, pleasant

*Choose the correct synonyms for the following verbs:*

1. talk, love, hate, fall, phone, swim, leave, let, ask, cry, assist, get, need, understand, repair
2. depart, help, adore, mend, receive, allow, comprehend, ring, loathe, require, weep, speak, inquire, stumble, bathe

## Lesson 4

### What is Mental Development?

This problem is one of the most arguable. Some scholars claim that it is based on heredity potentials and is therefore “programmed”. Development is essentially the realization of the “program”, while the environment can only sharpen the process. Others argue that development is determined by outside factors rather than inner causes and laws. The environment is what matters most and the newborn is a *tabula rasa*, a clean slate, on which experience is to leave a mark. That’s why a child always bears an imprint of the environment.

In 1930s Jean Piaget, Lev Vygotsky and some other psychologists sought to avoid these view points and to interpret mental development without contrasting man to the environment, heredity to experience. They wanted to visualize them in unity and to see how they interact.

It was highly important to decide in what way intellectual development differed from other types of development.

Soviet psychologist Vygotsky put forward the idea that as distinct from other types of development (biological, historical and so on), mental development proceeds as a specific interaction of the initial (lower) and higher forms.

Take the following example. When the child starts talking, pronouncing not even words but the first sounds, the mature speech of the surrounding adults serves as the environment. In this case the child’s speech contains the initial form, while the adults’ speech is in a sense the ideal form of what the child still lacks but is bound to attain as a result of development.

If the level of that environment is low, development too proves less effective than it could be under other circumstances. For example, if the child is deprived of the opportunity to interact or to co-operate with the ideal or higher form of the activity it is trying to master it itself. The same is true of the development of all human skills.

When a man is born into the world, his intellect is determined both by what he inherited from his parents and by the Nature. People’s personalities, intellectual and physical potentials become embodied in the things they produce.

The newborn child has to discover and make ‘habitable’ the surrounding world. In this way it is born again this time as a social being capable of *reasoning* and of *mastering*, and assimilating everything that has been created by mankind. Material things determine its living conditions, while things spiritual shape its personality.

Another important aspect is the fact that the culture every human being comes into contact with is semantic by nature. Development starts with the assimilation of the fundamental habits and thought patterns semantically coded. From the moment of birth the baby learns to understand the first signs – mother’s smile means she is content, her spoken language may be unpleasant. By mastering a language the child can master achievements and this is highly important. In other words the limits of its individual abilities and perception disappear, and its potential grows. This is one aspect of what mastering a language means.



The other aspect has to do with the development of individual consciousness, which also largely depends on the way of mastering a language.

(from A. Aidarova "Child development and education")

*Words to remember:*

**Argue** - спорить, доказывать, аргументировать

**Heredity** - наследственность

**Environment** - окружающая среда

**A clean slate** - чистая доска

**Rather than** - скорее чем..., лучше чем...

**Experience** - переживание, опыт

**Put forward** - выдвигать идею, теорию

**Initial form** - первоначальная форма

**Embody** - воплощать, олицетворять

**Master** - овладеть, изучить, подчинить себе, управлять

**Personality** - личность

**Perception** - восприятие

*Exercise 1. Give definitions to these terms*

1. **Tabula rasa** is...
2. Jean Piaget, Lev Vygotsky interpreted **mental development**...
3. The terms **mastering and assimilating** mean...\_\_\_\_\_

*Exercise 2. Match the synonymous words*

Distinct, vital, environment, human being, individual, sense, main, high, aspect, living, surrounding, idea, view point, man, general, above, personality, different

*Exercise 4. Find nouns in this text with suffixes -ness and -ment, write the corresponding verbs*

For example: argument argue, different-differ

*Exercise 5. Test yourself*

*You should find these sentences in the text* 1. другие доказывают, что развитие скорее обусловлено внешними факторами, чем врожденными закономерностями, 2. важно понять, чем процессы интеллектуального развития отличаются от особенностей развития в других сферах (например, биологического, исторического и т.д.), 3. в этом случае детская речь выступает в исходной форме, тогда как речь взрослого представляет собой идеальную форму, которой ребенок пока не владеет, но которой должен овладеть в ходе развития, 4. когда человек рождается, его интеллект определяется как тем, что он унаследовал от родителей, так и теми условиями, в которых он живет.

## ЧАСТЬ 2

### Texts for Rendering and Discussion

#### Text 1. What Worry May Do to You After Dale Carnegie

Those who do not know how to fight worry die young.

*Dr. Alexis Carrel*

Many years ago, a neighbor rang my doorbell one evening and urged me and my family to be vaccinated against smallpox. He was only one of thousands of volunteers who were ringing doorbells all over New York City. Frightened people stood in lines for hours at a time to be vaccinated. Vaccination stations were opened not only in all hospitals, but also in firehouses, police precincts, and in large industrial plants. More than two thousand doctors and nurses worked feverishly day and night, vaccinating crowds. The cause of all this excitement? Eight people in New York City had smallpox - and two had died. Two deaths out of a population of almost eight million.

Now, I had lived in New York for many, many years; and no one had ever yet rung my doorbell to warn me against the emotional sickness of worry – an illness that, during the same time period, had caused ten thousand times more damage than smallpox.

No doorbell ringer has ever warned me that one person out of ten now living in these United States will have a nervous breakdown - induced in the vast majority of cases by worry and emotional conflicts. So I am writing this chapter to ring your doorbell and warn you.

The great Nobel prize winner in medicine, Dr. Alexis Carrel, said, “Businessmen who do not know how to fight worry die young”. And so do housewives and horse doctors and bricklayers.

A few years ago, I spent my vacation motoring through Texas and New Mexico with Dr. O. F. Gober –one of the medical executives of the Santa Fe railway. His exact title was chief physician of the Gulf, Colorado and Santa Fe Hospital Association. We got to talking about the effects of worry, and he said: “Seventy per cent of all patients who come to physicians could cure themselves if they only got rid of their fears and worries. Don’t think for a moment that I mean that their ills are imaginary”, he said. “Their ills are as real as a throbbing toothache and sometimes a hundred times more serious. I refer to such illnesses as nervous indigestion, some stomach ulcers, heart disturbances, insomnia, some headaches, and some types of paralysis.

“These illnesses are real. I know what I am talking about” said Dr. Gober, “for myself suffered from a stomach ulcer for twelve years.

“Fear causes worry. Worry makes you tense and nervous and affects the nerves of your stomach and actually changes the gastric juices of your stomach from normal to abnormal and often leads to stomach ulcer.”

Dr. Joseph F. Montague, author of the book *Nervous Stomach Trouble*, says much the same thing. He says: “You do not get stomach ulcers from what you eat. You get ulcers from what is eating you.”

Dr. W. C. Alvarez, of the Mayo Clinic, said: "Ulcers frequently flare up or subside according to the hills and valleys of emotional stress".

This statement was backed up by a study of 15,000 patients treated for stomach disorders at the Mayo Clinic. Four out of five had no physical basis whatever for their stomach illnesses. Fear, worry, hate, supreme selfishness, and the inability to adjust themselves to the world of reality – these were largely the causes of their stomach illnesses and stomach ulcers...Stomach ulcers can kill you. According to "Life" magazine, they now stand tenth in our list of fatal diseases.

I recently had some correspondence with Dr. Harold C. Habein of the Mayo Clinic. He read a paper at the annual meeting of the American Association of Industrial Physicians and Surgeons, saying that he had made a study of 176 business executives whose average age was 44.3 years. He reported that slightly more than a third of these executives suffered from one of three ailments peculiar to high-tension living – heart-disease, digestive-tract ulcers, and high blood pressure. Think of it – a third of our business executives are wrecking their bodies with heart disease, ulcers, and high blood pressure before they even reach forty-five. What price for success! And they aren't even buying success! Can any man possibly be a success who is paying for business advancement with stomach ulcers and heart trouble? What shall it profit a man if he gains the whole world – and loses his health? Even if he owned the whole world, he could sleep in only one bed at a time and eat only three meals a day. Even a new employee can do that - and probably sleep more soundly and enjoy his food more than a high-powered executive. Frankly, I would rather be a carefree person with no responsibility than wreck my health at forty-five by trying to run a railroad or a cigarette company.

The best-known cigarette manufacturer in the world dropped dead from heart-failure while trying to take little recreation in the Canadian woods. He amassed millions – and fell dead at sixty-one. He probably traded years of his life for what is called "business success".

In my estimation, this cigarette executive with all his millions was not half as successful as my father – a Missouri farmer – who died at eighty-nine, without a dollar.

The famous Mayo brothers declared that more than half of our hospital beds are occupied by people with nervous troubles. Yet, when the nerves of these people are studied under a high-powered microscope in a postmortem examination, their nerves in most cases are apparently healthy. Their "nervous troubles" are caused not by a physical deterioration of the nerves, but by emotions of futility, frustration, anxiety, worry, fear, defeat, despair. Plato said that "the greatest mistake physicians make is that they attempt to cure the body without attempting to cure the mind; yet the mind and the body are one and should not be treated separately!"

It took medical science twenty three hundred years to recognize this great truth. We are just beginning to develop a new kind of medicine called psychosomatic medicine – a medicine that treats both the mind and the body. Medical science has largely wiped out the terrible diseases caused by physical germs - diseases such as smallpox, cholera, yellow fever. But medical science has been unable to cope with

the mental and physical wrecks caused not by germs, but by emotions of worry, fear, frustration, and despair.

What causes insanity? No one knows all the answers. But it is highly probable that in many cases fear and worry are contributing factors. The anxious and harassed individual who is unable to cope with the harsh world of reality breaks off all contact with his environment and retreats into a private dream world of his own making, and this solves his worry problems.

If I want to see what worry does to people, I don't have to go to a library or a physician. I can look out of the window of my home; and I can see, within one block, one house where worry caused nervous breakdown – and another house where a man worried himself into diabetes. When the stock market went down, the sugar in his blood and urine went up.

Worry can put you into a wheel chair with rheumatism and arthritis. Dr. Russell L. Cecil, a world-recognized authority on arthritis, has listed four of the commonest conditions that bring on arthritis:

1. Marital shipwreck
2. Financial disaster
3. Loneliness and worry
4. Long-cherished resentments.

Worry can even cause tooth decay. Dr. William McGonigle told of a patient of his who always had a perfect set of teeth until he began to worry over his wife's sudden illness. During the three weeks she was in the hospital, he developed nine cavities – cavities brought on by worry.

Heart disease is the number one killer in America today. During the Second World War, almost a third of a million men were killed in combat; but during the same period, heart disease killed two million civilians – and one million of those casualties were caused by the kind of heart disease that is brought on by worry and high-tension living.

“The Lord may forgive us our sins,” said William James, “but the nervous system never does.” Here is a startling and almost incredible fact: more Americans commit suicide each year than die from the five most common diseases. Why? The answer is largely: “Worry.”

#### Exercises

- A. Write down 10 questions about the text that might be asked during the discussion of the text.
- B. Single out the main facts from the text and present them in an essay.
- C. Sum up the text and present your summary in class.
- D. Discuss the text with your partner.
- E. Complete sentences and learn them.

#### Tentative agreement

You may well be right, but ...

I agree with you to a certain extent, but

I see what you mean, but

I appreciate your point of view, but

You could be right, but...

That's an interesting idea, but...

*Disagreeing*

Are you sure?

I don't think I really like the idea.

No, I think you are mistaken here.

No, I disagree.

I can't agree at all

That's not right I'm afraid.

That's quite wrong.

## **Text 2. How to Win Friends and Influence People After Dale Carnegie**

When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices and motivated by pride and vanity.

And criticism is a dangerous spark – a spark that is liable to cause an explosion - an explosion that sometimes hastens death. For example, General Leonard Wood was criticized and not allowed to go with the army to France. That blow to his pride probably shortened his life.

Bitter criticism caused the sensitive Thomas Hardy, one of the finest novelists that ever enriched English literature, to give up writing of fiction for ever. Criticism drove Thomas Chatterton, the English poet, to suicide.

Benjamin Franklin, tactless in his youth, became so diplomatic, so adroit at handling people that he was made American Ambassador to France. The secret of his success? "I will speak ill of no man", he said, "and speak all the good I know of everybody"

Any fool can criticize, condemn, and complain – and most fools do. But it takes character and self-control to be understanding and forgiving." A great man shows his greatness", said Carlyle," by the way he treats little men". Instead of condemning people, let's try to understand them. Let's try to understand why they do what they do. That's a lot more profitable and intriguing than criticism; and it breeds sympathy, tolerance and kindness. "To know all is to forgive all. " As Dr. Johnson said "God himself, sir, does not propose to judge man until the end of his days." Why should you or I?

Say to yourself over and over: "My popularity, my happiness, and my income depend to no small extent upon my skill in dealing with people. "Bernard Shaw once remarked: "If you teach a man anything, he will never learn ". Shaw was right. Learning is an active process. We learn by doing. So, if you desire to master the principles you are studying in this book, do something about them. Apply these rules at every opportunity. If you don't, you will forget them quickly. Only knowledge that is used sticks in mind.

You will probably find it difficult to apply these suggestions all the time. For example, when you are displeased, it is much easier to criticize and condemn than it is to try to understand the other person's viewpoint. It is frequently easier to find fault than to find praise. It is more natural to talk about what you want than to talk

about what the other person wants. And so on. So, if you read this book, remember that you are not merely trying to acquire information. You are attempting to form new habits. Ah yes, you are attempting a new way of life. That will require time and persistence and daily application.

The president of an important Wall Street bank once described, in a talk before one of my classes, a highly efficient system that he used for self-improvement. This man had little formal schooling, yet he is now one of the most important financiers in America, and he confessed that he owed most of his success to the constant application of his homemade System. This is what he does. I'll put it in his own words as accurately as I can remember

For years I have kept an engagement book showing all the appointments I have during the day. My family never makes any plans for me on Saturday night, for the family knows that I devote a part of each Saturday evening to the illuminating process of self-examination and review and appraisal. After dinner I go off by myself, open my engagement book, and think over all the interviews, discussions, and meetings that have taken place during the week. I ask myself:

“What mistakes did I make that time? What did I do that was right – and in what way could I have improved my performance?”

“What lessons can I learn from that experience?”

“I often find that this weekly review makes me very unhappy. I am frequently astonished at my own blunders. Of course, as the years have gone by, these blunders have become less frequent. Sometimes now I am inclined to pat myself on the back a little after one of these sessions. This system of self-analysis, self-education, continued year after year, has done more for me than any other thing I have ever attempted.

“It has helped me improve my ability to make decisions – and it has aided me enormously in all my contacts with people. I cannot recommend it too highly”

Why not use a similar system to check up on your application of the principles discussed in this book? If you do, two things will result. First, you will find yourself engaged in an educational process that is both intriguing and priceless. Second, you will find that your ability to meet and deal with people will grow and spread like a green bay tree (лавровое дерево ).

Keep a diary – a diary in which you ought to record your triumphs in the application of these principles. Be specific. Give names, dates, results. Keeping such a record will inspire you to greater efforts; and how fascinating these entries will be when you chance upon them some evening years from now!

Exercises

- A. Read and discuss the text.
- B. Write down the questions that might be asked while discussing the text
- C. Discuss the text with your partner.
- D. Make up the dialogue, using these sentences.

1. Accepting an offer:

That seems like a reasonable offer to me.

That sounds most satisfactory.

OK, it's a deal.

## 2. Refusing an offer:

I'm afraid I must reject that offer.

I'm afraid we can't see eye-to-eye on that.

I'm sorry, but that's completely out of the question.

No, I really can't accept that.

### **Text 3. The Big Secret of Dealing with People After Dale Carnegie**

There is only one way under high Heaven to get anybody to do anything. Did you ever stop to think of that? Yes, just one way. And that is by making the other person want to do it.

Almost every normal adult wants –

1. Health and the preservation of life. 2. Food. 3. Sleep. Money and the things money will buy. 4. The well-being of our children. 5. A feeling of importance (to name but a few).

Almost all these wants are gratified – all except one. It is what Freud calls “the desire to be great” and Dewey calls “the desire to be important”. Lincoln once began a letter by saying: “Everybody likes a compliment.” William James said: “The deepest principle in human nature is the craving to be appreciated.” The desire for a feeling of importance is one of the chief distinguishing differences between mankind and the animals. If our ancestors hadn't had this flaming urge for a feeling of importance, civilization would have been impossible. Without it, we should have been just about like the animals.

It was this desire for a feeling of importance that led an uneducated, poverty-stricken grocery clerk to study some law books that he found in the bottom of a barrel of household plunder that he had bought for fifty cents. You have probably heard of this grocery clerk. His name was Lincoln.

It was the desire for a feeling of importance that inspired Dickens to write his immortal novels. This desire inspired Christopher Wren to design his symphonies in stone. This desire made Rockefeller amass millions that he never spent! And this same desire made the richest man in your town build a house far too large for his requirements. This desire makes you want to wear the latest style, drive the latest car, and talk about your brilliant children.

If you tell me how you get your feeling of importance, I'll tell you what you are. That determines your character. That is the most significant thing for you. For example, John D. Rockefeller gets his feeling of importance by giving money to erect a modern hospital in Peking, China, to care for millions of poor people whom he has never seen and never will see. Dillinger, on the other hand, got his feeling of importance by being a bandit, a bank robber and killer. When the police were hunting him, he dashed into a farm-house up in Minnesota and said, “I'm Dillinger!” He was proud of the fact that he was Public Enemy Number One, “I'm not going to hurt you, but I'm Dillinger!” he said. Yes, the one significant

difference between Dillinger and Rockeller is how they got their feeling of importance.

History sparkles with amusing examples of famous people struggling for a feeling of importance. Even George Washington wanted to be called His Mightiness, the President of the United States; and Columbus pleaded for the title “Admiral of the Ocean and Viceroy (вице-король) of India”. Catherine the Great refused to open letters that were not addressed to “Her Imperial Majesty”: and Mrs. Lincoln, in the White House, turned upon Mrs. Grant like a tigress and shouted, “How dare you be seated in my presence until I invite you!” Even Shakespear, mightest of all mighty, tried to add luster to his name by procuring a coat of arms for his family.

The difference between appreciation and flattery? That is simple. One is sincere and the other insincere. One comes from the heart out: the other from the teeth out. One is unselfish; the other selfish. One is universally admired; the other is universally condemned. No! No! No! I am not suggesting flattery! Far from it. I’m talking about a new way of life. Let me repeat. I’m talking about a new way of life.

King George had a set of six maxims displayed on the walls of his study at Buckingham Palace. One of these maxims said: “Teach me neither to proffer nor receive cheap praise.” That’s all flattery is: cheap praise. I once read a definition of flattery that may be worth repeating. “Flattery is telling the other man precisely what he thinks about himself.” If all we had to do was flattery, everybody would catch on to it and we should all be experts in human relations.

When we are not engaged in thinking about some definite problem, leisurely spend about 95 per cent of our time thinking about ourselves. Now, if we stop thinking about ourselves for a while and begin to think of the other man’s good points, we won’t have to resort to flattery so cheap and false that it can be spotted almost before it is out of the mouth.

Emerson said:” Every man I met is my superior in some way. In that, I learn of him.” If that was true of Emerson, isn’t it likely to be a thousand times more true of you and me? Let’s cease thinking of our accomplishments, our wants. Let’s try to figure out the other man’s good points. Then forget flattery. Give honest, sincere appreciation. Be hearty in your approbation and lavish in your praise.” And people will cherish your words and treasure them and repeat them over a lifetime – repeat them years after you have forgotten them.

#### **Text 4. How to Make People Like You Instantly After Dale Carnegie**

I was waiting in line to register a letter in the Post Office at Thirty –third Street and Eighth Avenue in New York. I noticed that the registry clerk was bored with his job – weighing envelopes, handing out the stamps, making change, issuing receipts – the same monotonous work year after year. So I said to myself: “I am going to try to make that chap like me.”

Obviously to make him like me, I must say something nice not about myself, but about him. So I asked myself. ”What is there about him that I can honestly



admire?” That is sometimes a hard question to answer, especially with strangers; but in this case, it happened to be easy. I instantly saw something I admired no end. So while he was weighing my envelope, I remarked with enthusiasm: “I certainly wish I had your head of hair

He looked up, half startled, his eyes beaming with smiles. “Well, it isn’t as good as it used to be,” he said modestly. I assured him that although it might have lost some of its pristine ( первоначальная ) glory, nevertheless it was still magnificent. He was immensely pleased. We carried on a pleasant little conversation and the last thing he said to me was: “Many people have admired my hair.” I’ll bet that chap went out to lunch walking on air. I’ll bet he went home that night and told his wife about it. I’ll bet he looked in the mirror and said: “It is a beautiful head of hair.”

I told this story once in public; and a man asked me afterwards “What did you want to get out of him?”

What was I trying to get out of him! If we are so contemptibly selfish that we can’t radiate a little happiness and pass on a little appreciation without trying to screw something out of the other person in return – if our souls are no bigger than sour crab apples ( дикое яблоко ), we shall meet with the failure we so richly deserve.

Oh yes I did want something out of that chap. I wanted something priceless. And I got it. I got the feeling that I had done something for him without his being able to do anything whatever in return for me. That is a feeling that glows and sings in your memory long after the incident is passed.

There is one all-important law of human conduct. If we obey that law, we shall almost never get into trouble. In fact the law, if obeyed, will bring us countless friends and constant happiness. But the very instant we break that law, we shall get into endless trouble. The law is this: Always make the other person feel important. As I have already pointed out, it is the urge that differentiates us from the animals. It is the urge that has been responsible for civilization itself.

Philosophers have been speculating on the rules of human relationships for thousands of years and out of all that speculation, there was evolved only one important precept. It is not new. It is as old as history. Zoroaster taught it to his fire-worshippers in Persia three thousand years ago. Confucius preached it in China twenty-four centuries ago. Buddha preached it on the banks of the Holy Ganges five hundred years before Christ. The sacred books of Hinduism taught it a thousand years before that. Jesus taught it among the stony hills of Judea nineteen centuries ago. Jesus summed it up in one thought – probably the most important rule in the world: “Do unto others as you would have others do unto you.”

You want the approval of those with whom you come in contact. You want recognition of your true worth. You want a feeling that you are important in your little world. You don’t want to listen to cheap, insincere flattery but you do crave sincere appreciation. You want your friends and associates to be, as Charles Schwab puts it, “hearty in their appreciation and lavish in their praise.” All of us want that. So let’s obey the Golden Rule, and give unto others what we would have others give unto us.

How? When? Where? The answer is all the time, everywhere.

For example, I asked the information clerk in Radio City for the number of Henry Souvaine's office. Dressed in neat uniform, he prided himself on the way he dispensed knowledge. Clearly and distinctly he replied: "Henry Souvaine. ( pause ) 18<sup>th</sup> floor. ( pause ) Room 1816." I rushed to the elevator, then paused and went back and said: " I want to congratulate you on the splendid way you answered my question. You were very clear and precise. You did it like an artist. And that's unusual."

Beaming with pleasure, he told me why he made each pause, and precisely why each phrase was uttered as it was. My few words made him carry his necktie a bit higher; and as I shot up to the eighteenth floor, I got a feeling of having added a trifle to the sum total of human happiness that afternoon. You don't have to wait until you are ambassador to France or chairman of the committee of the Elks' Club before you use this philosophy of appreciation. You can work magic with it almost every day. If, for example, the waitress brings us mashed potatoes when we ordered French fried, let's say: "I'm sorry to trouble you I prefer French fried." She'll reply, "No trouble at all," and will be glad to do it because you have shown respect for her.

Little phrases such as "I'm sorry to trouble you," "Would you be so kind as to -," "Won't you please," "Would you mind", "Thank you" – little courtesies like that oil the cogs of the monotonous grind of everyday life –and, incidentally, they are the hallmark (отличительный знак, признак) of good breeding. Let's take another illustration I'm going to tell you a story of how a business man in my own courses has applied these principles with remarkable results. We'll call him Mr.R. Shortly after joining the course he motored down to Long Island with his wife to visit some of her relatives. She left him to chat with an old aunt of hers and then rushed off by herself to visit some of her younger relatives. Since he had to make a talk on how he had applied the principles of appreciation, he thought he would begin with the old lady. So he looked around the house to see what he could honestly admire.

"This house was built about 1890, wasn't it?" he inquired.

"Yes", she replied, "that is precisely the year it was built"

"It reminds me of the house in which I was born", he said. "It is beautiful. Well built, roomy. You know, they don't build houses like that any more."

"You are right," the old lady agreed, "The young folks nowadays don't care for beautiful homes. All they want is a small apartment and an electric ice box and then go off gadding about ( шляться, шататься ) in their automobiles."

"This is a dream house," she said in a voice vibrating with tender memories. "This house was built with love. My husband and I dreamed about it for years before we built it. We didn't have an architect. We planned it all ourselves." She then showed him about the house, and he expressed his hearty admiration for all the beautiful treasures she had picked up in her travels and cherished over a lifetime: Paisley shawls, an old English tea set, Wedgwood china, French beds and chairs, Italian paintings, and silk draperies that had once hung in a French chateau (замок, дворец) "After showing me through the house," said Mr. R. , "she took me out to the garage. There, jacked up (поднимать домкратом ) on blocks, was a Packard

car almost new.” “My husband bought that car shortly before he passed on,” she said softly. “I have never ridden it since his death. ... You appreciate nice things, and I’m going to give this car to you.”

“Why, auntie” He said, ‘you overwhelm me. I appreciate your generosity, of course; but I couldn’t possibly accept it. I’m not even a relative of yours. I have a new car; and you have many relatives that would like to have that Packard.”

“Relatives!” she exclaimed. “Yes, I have relatives who are just waiting till I die so they can get that car. But they are not going to get it.”

“If you don’t want to give it to them, you can very easily sell it to a second-hand dealer.” he told her. “Sell it,” she cried. “Do you think I would sell that car? Do you think I could stand to see strangers riding up and down the street in that car – that car that my husband bought for me? I wouldn’t dream of selling it. I am going to give it to you. You appreciate beautiful things! He tried to get out of accepting the car; but he couldn’t without hurting her feelings.

This old lady, left in a big house all alone with her Paisley shawls, her French antiques, and her memories, was starving for a little recognition. She had once built a house warm with love and had collected things from all over Europe to make it beautiful. Now, in the isolated loneliness of old age, she craved a little human warmth, a little genuine appreciation – and no one gave it to her. And when she found it, like a spring in the desert, her gratitude couldn’t adequately express itself with anything less than the gift of a Packard car.

So if you want people to like you, make the other person feel important – and do it sincerely. Apply this philosophy of appreciation at once on the person nearest you – and watch the magic work.

### **Six ways to make people like you**

Rule 1: Become genuinely interested in other people.

Rule 2: Smile.

Rule 3: Remember that a man’s name is to him the sweetest and most important sound in the English language.

Rule 4: Be a good listener. Encourage others to talk about themselves.

Rule 5: Talk in terms of the other man’s interest.

Rule 6: Make the other person feel important – and do it sincerely.

## **Text 5. Psychological Breakdown**

**By Alla Lyubimova**

The Moscow News

Moscow Mayor Yury Luzhkov has suggested setting up a hot line to provide psychological help to Muscovites. It is supposed to be a 24-hour emergency, “02” service. Previous attempts to organize a free “soul rescue” service in Moscow have ended in failure.

The city government spent vast amounts of money to establish a municipal Psychological Center two years ago. The service had its own office with branches in 5 out of 10 districts of Moscow. The idea was that most of the Muscovites live under permanent stress intensifying on a regular basis due to fires, transport

crashes, terrorist acts, and other disasters. As an average fee for a single commercial psychoanalyst consultation starts at 50 dollars, most Muscovites simply can't afford the "vitally important" psychological help.

The municipal "soul rescue" service held a massive advertising campaign, including announcements in public transport declaring free psychological support for any person with a Moscow registration. Nothing has helped to make Muscovites believe in psychology though. Surprisingly, just 15,000 city dwellers have visited the center, "leading group", in the past two years. More than half of the applicants were between 35 and 40, with higher education and low income, another 'leading group' of 30% included youngsters aged 18-20, while old people almost ignored the service – only 12% of the visitors were over 55. A rare client applied to the municipal experts twice: a total of 20,000 consultations have been held so far.

In Luzhkov's opinion, more Muscovites need psychological assistance, although the mayor doesn't seem to believe in psychology himself. "You depress me with your statistics, but don't expect me to become weak-willed, it's an active sort of depression," Luzhkov told municipal psychologists at a city government session. The mayor promised to start reforming the service by firing all the sluggish psychologists.

Nevertheless, according to opinion polls, Muscovites do have phobias, depressions and stresses. Undoubtedly, the strongest fear of the city residents is "financial insecurity". 25% of ROMIR Monitoring respondents are afraid of future money problems, while 16% mention the fear of losing relatives. Equal groups of Muscovites – 7% each – fear nuclear war and the domination of non-Russian population in Moscow. The amount of people concerned with unpredictability of Russia's future and the current "degradation of nation" is about 5.5%. The percentage of lucky beggars claiming no fears at all is a bit more than 10%.

### **Text 6. Topics to speak about**

Dear editors,

I'm an English language teacher in a far-distant Yakut village, and it is my sixteenth year of doing this work. We have a few advanced classes, and that's the reason why we have to have additional material for our students. A few years ago I went to Alaska and Scotland and now I have some topics to speak about. My students (10<sup>th</sup> form) like to talk about youth problems. In this letter I would like to share them with you. To my mind the main problem in our work is to make our students talk. Here are the texts I use for discussion They are – THE DRUG ADDICT, SMOKING, VIOLENCE ON TV.

#### **The Drug Addict**

Sheila Barnes was 18, and all the other girls in the street where she lived envied her. The reason was not hard to find. Sheila worked as a secretary in a recording studio; pop stars were always in and out of the office where she worked. One day one of them, Ronny, took her to a party after the concert. At the party Sheila tried "pot" for the first time. It seemed to be the thing to do. Some time later Sheila was

very unhappy. Ronny's group had gone to Australia on tour and Ronny didn't want to see her again. Then Sheila met Burt. Her friend Molly tried to advise her:

-You are stupid to go out with Burt. I know you are unhappy, but ...

-I know and I don't care!

-He's supposed to be on hard drugs. They say he takes any drugs at all!

But Sheila did care. In fact she was frightened when Burt took her to an all-night party. For the first time she refused to go. Burt didn't understand and tried to push her, but she resisted, and ran home ... .

Pot – Marijuana, cannabis

### *Comprehension*

1. Why did Sheila like her job? 2. Why did other girls envy her? 3. Why did Ronny leave her? 4. What did Molly think of Burt? 5. Why did Sheila run away from Burt? 6. Why did Molly try to advise her friend

### *What do you think?*

1. Why did Sheila care about Burt's taking drugs? 2. Do you think taking drugs is dangerous? Why? 3. Is it dangerous to take sleeping pills, or alcohol? 4. The story has no ending – what might have happened at the all-night party? 5. What could you say to a person that has become a drug-addict?

Jack Marsden is 16. He lives in a semi-detached house with his father (a garage mechanic) and his mother (an assistant in a shop). For most of the day his mother has a cigarette hanging from her lips. He can't remember ever seeing his father without a pipe in his mouth. At the youth club, most of his friends are already smoking. Wherever he goes, cigarette ads confront him. His girl-friend smokes, and at parties he finds it embarrassing to turn down offers of cigarettes:

- What is the matter, Jack? Are you training? –

- He's afraid he'll stop growing.

- But Jack has seen other posters, and he knows the dangers involved in smoking very well ... But even though he knows the dangers he sometimes wonders what he is missing ...

Ads - short form of "advertisements"

Embarrassing - it makes him feel awkward, not like others

Train - to get fit, practice a sport

### *Comprehension*

1. Where does Jack live? 2. Where does he go in his free time? 3. Where do his parents work? Do his parents smoke a lot? 4. What does he do when people offer him a cigarette?

### *What do you think?*

1. What are Jack's reasons for not smoking? 2. How does he feel when he is with his friends? 3. What do you think Jack feels he is missing? 4. What do you think his parents' reasons for smoking all day are? 5. What are people's reasons for smoking? Why do they start? 6. What effect does smoking have on people? 7. Should cigarette ads be allowed? Could it be bad for children? 8. Why do you think smokers find it difficult to give up smoking? Are they addicted? 9. Give your own

reasons for smoking or not smoking. 10. Is smoking connected with the danger of lung cancer? Does smoking shorten your life? 11. Can a psychologist help a smoker give up smoking?

### **Violence on TV**

The influence of television on people's behaviour is great. Most young children watch TV for many hours every week. They watch it long before they have any real understanding of what they are watching. They often watch programmes that are not meant for them. They watch programmes that are meant for adults. Perhaps they stay up late and watch films containing sex and violence. There is now a lot of evidence to show that they are often harmed by seeing such things.

There is now more crime and violence in our society than ever before. Everyone is worried. These are dangerous times we live in. This is also the time when more and more people are watching violent films on television. Certainly there is direct connection between the films that people watch on TV and the violence that is in the streets. In other words, it is television that is teaching people how to be violent. For example, a child may see a bank robbery in a film. The child learns from the film how to rob a bank. Or sees a violent fight. He then becomes interested in having a violent fight with other children. There have been many cases reported in the newspapers where such things have actually happened.

One can give many examples. A girl of 16 became so fascinated by watching films on TV that she decided to organize a bank robbery. She persuaded some men to do it with her and then went out and organized an armed robbery. Take another case. A boy of 15 died trying to copy a cowboy, he had seen in a film, who was hanged. In the film the cowboy survived and in real life the boy died. One could give many more examples. Every week the newspapers give more. Every week the violence in our society gets worse.

One doesn't worry about the programmes that are watched only by adults. We must worry about children and young people who are still growing up. Their values are not formed. They are still young and easily influenced. They can be corrupted. Professor Ivor Mills (Cambridge University) has proved that many young people become too excited by violent films and when the film is over they go out and commit criminal acts and violence.

#### *Problems to speak about*

1. Personal experiences of the effects of films and TV.
2. Examples of films that you think have a bad effect.
3. Examples of films that you think have a good effect.
4. The main arguments in favour of reducing the amount of violence, and possible ways of reducing it.
5. The main arguments against reducing the amount of violence.
6. Your own views, including a possible set of rules which you think the makers of films should follow.

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