

Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины»

Ю. Е. АКУЛИЧ

ENGLISH FOR SOCIAL TUTORS AND WORKERS

**АНГЛИЙСКИЙ ЯЗЫК.
СПЕЦИАЛИЗИРОВАННАЯ ЛЕКСИКА**

Практическое пособие

для студентов специальностей:

1 – 23 01 04 «Психология», 1-03 04 01 «Социальная педагогика»,
1-86 01 01-02 «Социальная работа
(социально-психологическая деятельность)»

Гомель
ГГУ им. Ф. Скорины
2021

УДК 811.111'373.46(076)
ББК 81.432.1-324я73
А441

Рецензенты:

кандидат филологических наук И. Н. Пузенко;
кандидат филологических наук И. А. Хорсун

Рекомендовано к изданию научно-методическим советом
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

Акулич, Ю. Е.

А441 English for social tutors and workers = Английский язык.
Специализированная лексика : практическое пособие /
Ю. Е. Акулич ; Гомельский гос. ун-т им. Ф. Скорины. – Гомель :
ГГУ им. Ф. Скорины, 2021. – 43 с.
ISBN 978-985-577-739-8

Практическое пособие содержит тексты из оригинальной научно-популярной литературы и упражнения.

Представленный материал может использоваться для организации аудиторной и внеаудиторной учебной деятельности.

Предназначено для студентов факультета психологии и педагогики специальностей 1 – 23 01 04 «Психология», 1-03 04 01 «Социальная педагогика», 1-86 01 01-02 «Социальная работа (социально-психологическая деятельность)».

УДК 811.111'373.46(076)
ББК 81.432.1-324я73

ISBN 978-985-577-739-8

© Акулич Ю. Е., 2021

© Учреждение образования «Гомельский
государственный университет
имени Франциска Скорины», 2021

ОГЛАВЛЕНИЕ

Предисловие.....	4
Unit 1. Introduction to psychology.....	5
Text Psychology.....	5
Text Social psychology.....	8
Text Psychological methods.....	11
Text Naturalistic observation.....	14
Text The Survey method.....	16
Text The Testing method.....	18
Text The Experimental method.....	21
Text How does your personality affect your behavior?.....	25
Text Personality theories.....	28
Text Bad kids.....	32
Unit 2. Social psychology.....	34
Text Social influence.....	34
Text Relation with others.....	37
Text Conflicts.....	40
Литература.....	43

ПРЕДИСЛОВИЕ

Практическое пособие включает 2 раздела. Первый раздел ориентирован на развитие навыков чтения и обсуждения прочитанных текстов, а также активизацию профессиональной лексики. Второй раздел направлен на самостоятельную работу студентов по предложенным текстам.

Тексты отобраны из оригинальной научно-популярной литературы, сопровождаются лексико-грамматическими упражнениями с целью интенсификации процесса обучения чтению, контроля понимания материала, активизации профессионального словаря, развития навыков устной речи.

Представленный в пособии материал может использоваться для организации аудиторной и внеаудиторной учебной деятельности по английскому языку в рамках учебной программы высшего образования первой ступени.

Данное практическое пособие предназначено для студентов факультета психологии и педагогики специальностей 1 – 23 01 04 «Психология», 1-03 04 01 «Социальная педагогика», 1-86 01 01-02 «Социальная работа (социально-психологическая деятельность)» и ставит целью научить студентов читать и понимать оригинальные научно-популярные психологические тексты, уметь поддерживать беседу на английском языке и делать сообщения в рамках изучаемых тем, адекватно переводить оригинальные психологические тексты среднего уровня сложности.

UNIT 1. INTRODUCTION TO PSYCHOLOGY

Text Psychology

Ex. 1. Learn the words.

1. **assessment** – оценка
2. **behavior (behaviors)** - поведение (поступки)
3. **cognitive** – когнитивный, относящийся к познанию
4. **enhance** – увеличивать, усиливать, способствовать
5. **goal** – цель
6. **intelligence** – интеллект, ум
7. **investigate, explore** – исследовать, изучать
8. **lifespan** – продолжительность жизни
9. **mental** – умственный, психический
10. **motivation** – мотивация
11. **mind** – разум, ум, умственная деятельность
12. **perform** – действовать, выполнять
13. **personality** – личность
14. **refine** – совершенствовать
15. **research** – исследование
16. **self-knowledge** – самопознание
17. **testing** – апробирование
18. **thinking** – мышление

Ex. 2. Read and translate the text.

Psychology is the science that studies human behavior and mental processes. In many ways you have been investigating human behavior all your life and have many understandings (or perhaps misunderstandings) of why you and others act they do. Sigmund Freud, the father of psychology, stated that what he really did was «mental detective work».

Through studying the exciting and intellectually stimulating ideas of many great psychologists, you will refine and extend your abilities in understanding yourself and others. You will travel “inside” as a “psychonaut” to discover and reflect on your own behaviors. Then you will apply the key concepts in psychology to yourself and others and gain skills in interpersonal understanding. You will reflect upon the ideas

of the great psychologists, debate their ideas, and develop your own personal “truths” integrating your new knowledge and understanding of human behavior.

Perhaps the most rewarding aspect of exploring the fascinating field of the “mind” and “human behavior” is the self-knowledge and personal understanding you will gain that will help you to lead a more productive and self-fulfilling life.

To “know yourself”, to better understand your motivations, emotions, thoughts and behaviors, may well be the most important knowledge you acquire on life’s path. Just as there are many schools of thought in psychology, there are also many areas of research. Below are the major areas of psychology:

- the Evolution of Psychology and Major Perspectives,
- research Methodology and Testing,
- personality Theory and Assessment,
- social, Cognitive and Moral Lifespan Development,
- biological Bases of Behavior,
- motivation, Emotion and Health Psychology,
- learning, Thinking and Intelligence,
- social Psychology.

The two major goals for studying General Psychology are:

- to gain knowledge of basic concepts and understandings of the field of psychology and,
- to apply the knowledge of psychological principles to enhance understanding of yourself and others.

Ex. 3. Translate the following words from Russian into English.

Исследование поведения человека, недоразумение, совершенствовать возможности, понимание себя, сказываться на поведении, изучение разума, самопознание, важные задачи, основы поведения, приобретать, применять в жизни.

Ex. 4. Match the words to make phrases.

reflect
understand
human
mental
psychological

interpersonal
social
understanding
principles
behavior

processes
development

yourself
ideas

Ex. 5. Define the words according to their definitions:

- enthusiasm for doing something,
- the type of person you are, which is shown by the way you behave, feel and think,
- when you use your mind to consider something,
- the part of a person that make it possible for a person to think, feel emotion and understand things,
- the way the person behaves.

Ex. 6. Answer the questions.

1. What is psychology?
2. How can we understand ourselves?
3. What is the most important knowledge we acquire in our life?
4. What are the major goals of psychology?
5. What can help you to lead a more productive life?

Text Social psychology

Ex. 1. Learn the words.

1. **abnormal behavior** – ненормальное, неправильное поведение
2. **attention** – внимание
3. **be associated with** – ассоциироваться с
4. **be affected by** – находиться под влиянием
5. **be concerned (with)** – быть связанным (с чем-либо), иметь отношение (к чему-либо), заниматься чем-либо
6. **be characterized by** – характеризоваться чем-либо
7. **be linked to** – быть связанным
8. **cognition** – познание, познавательная способность
9. **cognitive psychology** – психология познавательных процессов
10. **conform to(smb/smth)** – приспособляться, подстраиваться к (кому/чему-либо)
11. **decision making** – принятие решения
12. **development** – развитие
13. **emphasis** – особое внимание, акцент
14. **justice** – справедливость
15. **memory** – память
16. **perception** – восприятие
17. **personality** – личность
18. **sense (of)** – чувство, ощущение
19. **social behavior** – социальное поведение
20. **social psychology** – социальная психология
21. **sociology** – социология
22. **thought** – мысль, мышление

Ex. 2. Read and translate the text.

Social psychology is that branch of psychology most closely associated with the social sciences, especially sociology. Within the discipline of psychology, social psychology is defined as being concerned with how psychological processes within the individual (e.g., cognition, personality, motivation, development, etc.) are affected by exposure to social stimuli (i.e., events, information, or objects representing one or more people). The most distinctive feature of social psychology in North America for the past 30 years has been its emphasis on the individual's

cognitive processes – mental functioning such as attention, perception, memory, thought, and decision making. For that reason, of all the disciplines within psychology, social psychology is perhaps most closely linked to cognitive psychology, the study of mental functioning (memory, thought and language are core topics within the general area of cognitive psychology).

Beyond that, social psychology also has ties to the areas of personality, abnormal behavior, development, and motivation.

Social psychology is characterized by its interest in a diverse array of questions and topics. For example, in trying to understand different types of social behavior – such as helping another person in need or conforming to another's wishes or opinions – is the nature of the situation of greater importance than the individual's personality characteristics? How do we come to «know» ourselves and others? What is a good way to change someone's opinion on a given subject? When does our sense of justice lead us to respond unfairly to someone else? What role do cognitive (i.e., mental) processes play in social behavior?

Contemporary social psychology provides answers to these and other questions.

Ex. 3. Translate the following words from Russian into English.

Современная социальная психология, самопознание, отличительная черта, основная область психологии, познавательные процессы, личностные качества, социальное поведение, грубо относиться к другому, помощь нуждающимся.

Ex. 4. Match the words to make phrases.

psychological
social
mental
abnormal
help
sense

of justice
processes
stimuli
functioning
behavior
another person in need

Ex. 5. Insert the right prepositions.

1. Many people associate his behavior... his mother's name.
2. There's no need for you to concern yourself... what happened.

3. I was deeply affected... his abnormal behavior.
4. Social psychologists put great emphasis... individual psychological processes.
5. The study... cognitive psychology is of great importance.
6. Is your friend's behavior tied... his divorce?
7. This pupil is characterized... his interests in smoking.
8. New students have to conform... new study conditions.

Ex. 6. Answer the questions.

1. What is social psychology?
2. What is the difference between social and cognitive psychology?
3. What psychological processes do you know?
4. What social stimuli can affect your behavior?
5. What are the types of social behavior?

Text Psychological methods

Ex. 1. Learn the words.

1. **approach** – подход
2. **attitude** – отношение
3. **accept** – принимать
4. **apriori information** – априорная информация
5. **contemporary** – современный
6. **conclude** – приходить к выводу
7. **contradictory** – противоречивый
8. **disease** – заболевание
9. **hypothesis** – гипотеза
10. **inborn** – врожденный
11. **investigate** – исследовать
12. **method** – метод
13. **observation** – наблюдение
14. **reject** – отвергать

Ex. 2. Read and translate the text.

In the days of psychology's long philosophical past, the method used to investigate the behavior of human beings was rationalism. This is the point of view that great discoveries can be made just by doing a lot of hard thinking. This is still a workable approach in some fields of philosophy, and it has certainly been a workable method in mathematics.

In psychology, however, rationalism alone can lead to contradictory conclusions. At an informal level, rationalism is sometimes called – armchair philosophizing. Using only writing and thinking, the British philosopher John Locke (1632–1704) decided that there are no inborn ideas. Using the same approach as Locke, the German philosopher Immanuel Kant (1724–1804) concluded that the human mind does have some apriori information, meaning that there are inborn ideas of a certain kind. So you can see that rationalism alone is an unsatisfactory method for psychology if it claims to be a science.

Contemporary psychology combines rationalism with empiricism. Naturally, thinking is used. However, facts are gathered. Empiricism is the point of view that knowledge is acquired by using the senses – by seeing,

hearing, touching, and so forth. Empiricism represents what William James called a tough-minded attitude.

The attitude can be expressed with the words – I’m stubborn. I can be convinced – but you’ve got to show me.

Today’s researchers do their best to gather data, information relevant to questions they ask about human behavior. In order to gather data, various methods are used. And these methods are the principal subjects of this chapter.

Before we look at the various individual method used to gather data, let’s take a look at the general approach that inspires all of the methods. This general approach is called the scientific method. It is a systematic approach to thinking about an interesting possibility, gathering data, and reaching a conclusion. There are three main steps in the scientific method. The first step is to form a hypothesis, a proposition about a state of affairs in the world. Informally, a hypothesis is an educated guess about the way things are. Let’s say that Nora is a teacher. She observes at an informal level that students seem to do better on tests when the room is slightly cool than when it is too warm. She forms this hypothesis: Room temperature has an effect on test performance.

Let’s say that she’s interested enough to explore the merits of the hypothesis. Nora takes the second step in the scientific method. She gathers data. Probably she will compare student test performance under at least two different conditions. We’ll return to this aspect of data gathering when the experimental method is presented later in this chapter.

The third step in the scientific method is to accept or reject the hypothesis. If the data support the hypothesis, Nora will accept it. If the data do not support the hypothesis, Nora will reject it.

Unfortunately, it is possible to make decision errors. Sometimes a hypothesis is accepted that should not be accepted. This is called a Type I error. Sometimes a hypothesis is rejected that should be accepted. This is called a Type II error. The history of science, unfortunately, provides many examples of both kinds of errors.

The astronomer Percival Lowell (1855–1916), based on his observations, concluded that there were canals and probably an advanced civilization on Mars. Later research showed that there are neither canals nor an advanced civilization there. He made a Type I error.

For many years, before the research of the French biologist Louis Pasteur (1822–1895), medical doctors rejected various versions of the hypothesis that some diseases can be caused by germs. They were making a Type II error.

Ex. 3. Translate the following words from Russian into English.

Исследовать поведение человека, усердное мышление, рабочий метод, противоречивые выводы, сбор данных, достоинства гипотезы, общий подход, научный метод, формировать гипотезу.

Ex. 4. Match the words to make phrases.

gather	a conclusion
inborn	mind
apriori	data
human	ideas
reach	information
reject	a hypothesis

Ex. 5. Insert the right prepositions.

1. His knowledge of psychology is acquired... using apriori information.
2. My mum's sadness was expressed... her tears.
3. The teacher's plan to make the study process relevant... life was beyond his experience.
4. Did you ask your child... his abnormal behavior.
5. His mental disorder has a disastrous effect... his relationship with his peers.

Ex. 6. Answer the questions.

1. What is rationalism?
2. What is the essence of the scientific method?
3. What are the steps of the scientific method?
4. What aspects are basic for empiricism?

Text Naturalistic observation

Ex. 1. Learn the words.

1. **disorder** – расстройство, заболевание
2. **findings** – выводы
3. **goal** – цель
4. **habitat** – среда обитания
5. **hysteria** – истерия
6. **psychiatry** – психиатрия
7. **psychoanalysis** – психоанализ
8. **patient** – пациент
9. **pattern** – образец
10. **presence** – присутствие
11. **prediction** – предсказание
12. **setting** – окружение
13. **treatment** – лечение, обращение

Ex. 2. Read and translate the text.

Naturalistic Observation: Looking at behavior without interference requires a researcher to study behavior as it is happening in its own setting. The researcher should have a – no interference policy. When people or animals know they are being observed, they may not behave in the same way as when they're not being observed.

Sometimes it is necessary for the researcher to allow for a period of adaptation to his or her presence.

Let's say that Clayton, an anthropologist, is interested in studying the behavioral patterns of a certain tribe. He lives among its people for a span of time, is accepted by them as a friend, and they grow to trust him. He takes field notes as objectively as possible. Eventually he publishes his findings for other scientists to read. This is the essence of naturalistic observation as a method. (Anthropology, like psychology, studies human behavior. Anthropology tends to focus on physical, social, and cultural development.) Naturalistic observation has also been used extensively to study the behavior of animals in their own habitats in the wilderness.

Although psychology occasionally employs naturalistic observation, in practice, research in psychology has tended to favor other methods.

The Clinical Method is a research technique associated primarily with the treatment of individuals with mental or behavioral disorders. It arose within the associated frameworks of psychiatry and clinical psychology. For example, a therapist may treat a troubled person for a span of time. Initially, research may not be the goal. However, at the conclusion of the case, the therapist may decide that the case has many interesting features that make a contribution to our understanding of either the therapy process, behavior, or both. Consequently, the therapist writes up the case, and it is published in a professional journal.

Freud once worked with a colleague named Josef Breuer. One of Breuer's patients was a young woman identified as Anna O. Anna suffered from various symptoms of hysteria. – The Case of Anna O. is the first case in psychoanalysis, and it was published together with other case histories in Breuer and Freud's book *Studies on Hysteria* in 1895. Consequently, it can be said that psychoanalysis has its roots in the clinical method.

Ex. 3. Translate the following words from Russian into English.

Естественное наблюдение, культурное развитие, интересные особенности, внести вклад в понимание, политика невмешательства, фокусироваться на социальном развитии, исследование в психологии, различные симптомы, корни психоанализа.

Ex. 4. Match the words to make phrases.

symptoms
research
behavioral
physical
publish
therapy

patterns
development
process
of hysteria
technique
findings

Ex. 5. Insert the right prepositions.

1. It may be necessary... you to consult a psychiatrist.
2. It may take years to be completely accepted... the peer group.
3. When I am tired I tend... make silly mistakes.
4. Can you focus... your thoughts.
5. He made a very positive contribution... understanding of his relatives.

Text The Survey method

Ex. 1. Learn the words

1. **assess** – оценивать
2. **bias** – предвзятость
3. **constitute** – составлять
4. **conduct** – выполнять
5. **evaluate** – оценивать
6. **obtain** – получать
7. **prediction** – предсказание
8. **sample** – выборка
9. **valuable** – ценный
10. **questionnaire** – опросник

Ex. 2. Read and translate the text.

The Survey Method: large samples from larger populations. A survey attempts to take a large, general look at an aspect of behavior. Examples of topic include sexual behavior, eating behavior, how people raise children, spending habits, and so forth. A researcher may be interested in studying a population. A population is a well-defined group. It need not be large. For example, a home aquarium with ten fish is correctly said to have a population of ten. However, in practice populations are often large (e.g., the population of the United States, the population of California, the population a particular city). Consequently, it is common to conduct the survey taken on a sample of the population. The sample should be taken at random from the population. A random sample allows the laws of chance to operate and provides an equal opportunity for any member of the population to be included in the sample.

Members of the population fill out questionnaires, are interviewed, or are otherwise evaluated. This constitutes the survey.

Among the more famous surveys conducted during the twentieth century are the Kinsey surveys of sexual behavior published about fifty years ago. Conducted by the Indiana University researcher Alfred Kinsey, the surveys, first of males and then of females, provided valuable information concerning sexual behavior. These studies gave a great impetus to the survey method as a way of studying behavior.

A serious drawback of the survey method is the problem of bias in the sample. In 1936 Alfred Landon, the Republican governor of Kansas, ran for president against Franklin Delano Roosevelt, the incumbent. It was widely expected that Landon would win because a telephone poll conducted by a magazine called The Liberty Digest predicted Landon's victory. Although the survey method used by the poll took names at random from the phone book, it appears that during the Great Depression, with the nation plagued by 30 percent unemployment, more Republicans than Democrats had telephones. Consequently, the survey made an incorrect prediction.

The difficulty associated with biased sampling from a population of interest is a general problem, one that is not limited to surveys. Most research is conducted on samples, not populations. A researcher, no matter what research method he or she employs, needs to assess the quality of the sample obtained.

Ex. 3. Translate the following words from Russian into English.

Сексуальное поведение, привычки растраты, выполнять исследование, равные возможности, случайный выбор, серьезный провал, оценить качество выборки.

Ex. 4. Match the words to make phrases.

eating	survey
conduct	questionnaire
biased	sampling
a random	sample
fill out	behavior

Ex. 5. Answer the questions.

1. What is the aim of the survey method?
2. What do members of the survey do to conduct the research?
3. What is a serious drawback of the survey method?
4. What constitutes the survey?

Text The Testing method

Ex. 1. Learn the words.

1. **adulthood** – совершеннолетний, зрелый возраст
2. **creativity** – творчество
3. **childhood** – детство
4. **correlation** – корреляция, соотношение
5. **intelligence** – интеллект, ум
6. **intelligence quotient** – коэффициент интеллекта
7. **measurement** – измерение
8. **predict** – предсказывать
9. **reliability** – надежность
10. **research tool** – исследовательский инструмент
11. **variable** – переменная
12. **validity** – действительность, аргументированность

Ex. 2. Read and translate the text.

The Testing Method explores human behavior by using psychological tests of attributes such as intelligence, personality, and creativity. These tests are often of the paper-and-pencil variety, and the subject completes the test following a set of instructions. In some cases the test is given in interview form on a one-to-one basis by an examiner. Individual intelligence tests are often administered in this manner.

An example of the testing method is provided by the research of Lewis Terman (1877–1956) on gifted children. Using the Stanford-Binet Intelligence Scale as a research tool, Terman studied subjects with very high intelligence quotient (IQ) scores from childhood to late adulthood. (Associates continued the study after Terman's death.) The research supported the hypothesis that high intelligence is desirable. On the whole, gifted children had better health and lower divorce rates than most people.

Two problems associated with psychological testing are validity and reliability. In order for a psychological test to be useful it needs to be both valid and reliable. A valid test measures what it is supposed to measure. If a test that is given to measure the intelligence of subjects instead actually measures the individual's motivation to take the test, the test is invalid.

A reliable test gives stable, repeatable results. If a subject is tested twice with the same instrument within a few days, the two scores obtained

should be very close to each other. One of the functions of the next method to be identified, the correlational method, is to establish both the validity and reliability of psychological tests.

The Correlational Method: When X is associated with Y. The word correlation refers to the relationship between two variables. These are usually designated as X and Y on a graph. If scores on one variable can be used to predict scores on the second variable, the variables are said to covary.

Let's say that X stands for shoe size on the right foot. Y stands for shoe size on the left foot. If the both feet are measured on one hundred subjects, it is obvious that a measurement on the right foot will predict, with some variations, a measurement on the left foot (and vice versa). This example also illustrates that a correlation does not necessarily provide a basis to conclude that causation is present. The size of the right foot does not cause the size of left foot. The sizes covary because they both probably have the same genetic cause in common; they don't cause each other.

In the above example, a positive correlation is said to exist. This means that increases in variable X suggest increases in variable Y. On the other hand, if increases in variable X were to suggest decreases in variable Y, a negative correlation would be said to exist. Of course, in some cases there is no relationship. Then a zero correlation is said to exist.

Ex. 3. Translate the following words from Russian into English.

Психологические тесты, тест на бумаге, следовать набору инструкций, желаемый, увеличение переменной, соотношение между двумя переменными, измерение интеллекта, интервью в форме один на один, изучать поведение, действительный тест.

Ex. 4. Match the words to make phrases.

psychological
intelligence
divorce
individual's
support
negative

correlation
quotient
tests
motivation
rate
hypothesis

Ex. 5. Define the words according to their definitions:

- not correct;
- a loving friendship between people;
- a careful study of a subject, especially to discover new facts;
- a connection between two things in which one changes as the other does;
- the ability to learn, understand and think in a logical way about things;
- the idea of explanation of something that is based on a few known facts but that has not yet been proved to be true or correct.

Ex. 6. Answer the questions.

1. How is testing method defined?
2. When was the first testing method conducted?
3. What are the most important aspects of a testing method?
4. What gives stable results?
5. What types of correlation exist?

Text The Experimental Method

Ex. 1. Learn the words.

1. **cause** – причина
2. **confidence** – уверенность
3. **comparison** – сравнение
4. **condition** – условие
5. **evaluate** – оценивать
6. **experimental group** – экспериментальная группа
7. **in advance** – заранее
8. **multiple-choice test** – тест со множественным выбором
9. **statistical** – статистический
10. **test performance** – выполняемость теста

Ex. 2. Read and translate the text.

Of all of the methods presented, the experimental method is the one that gives a researcher the most confidence when making the decision to accept or reject a hypothesis. The experimental method is a research tool characterized by a control over variables, the identification of a cause (or causes), and a well defined measure of behavior. These aspects of the experimental method give it great power.

Four key concepts will help you understand the experimental method: (1) the control group, (2) the experimental group, (3) the independent variable, and (4) the dependent variable. Definitions will be presented followed by an example incorporating all four concepts into an experiment. The control group receives no treatment; it is dealt with in a more or less conventional manner. It provides a standard of comparison, a set of observations that can be contrasted with the behavior of the experimental group. The experimental group receives a novel treatment, a condition (or set of conditions) that is presumed to affect behavior. It is the target group, the one that will perhaps provide original or particularly interesting data.

The independent variable is one that is assigned to the subjects by the experimenter. There will be at least two values, or measures, of this variable. It is the variable that is thought of as a cause of behavior.

The dependent variable is a measure of the behavior of the subjects. In most experiments, this variable can be expressed as a set of scores.

The dependent variable is associated with the effect of a cause. Scores make it possible to compute statistical measures and make evaluations based on the data.

You will recall that near the beginning of this chapter a teacher named Nora was said to have formed the hypothesis that room temperature has an effect on test performance. Let's say that Nora wants to do an experiment to evaluate this hypothesis.

Nora writes the names of sixty students on a set of cards. The cards are shuffled and then dealt into two groups, Group A and Group B. A coin is flipped. She says in advance that if heads comes up, Group A will be the control group. If tails comes up, Group B will be the control group. Heads comes up, and Group A becomes the control group. By default, Group B is designated the experimental group.

It is important to note that the process by which subjects are assigned to groups is a random process, meaning all subjects have an equal chance of being included in either group. The aim of this procedure is to cancel out the effects of individual differences in the subjects that may have an effect on the experiment. Such variables as age, sex, weight, intelligence, and income level are not, for the moment, under study. A practical way to minimize the effects of such variables is to assign subjects randomly to conditions.

The independent variable will be room temperature. Let's say that most of the time Nora's students take tests in a room that is 68 degrees Fahrenheit. The control group will be tested in a room at this temperature.

Up until now Nora has been thinking that a – cool room will have a positive effect on test performance. The time has come to define – cool more precisely. An operational definition is required, a definition of a variable such as – cool in terms of its measurement operations. Nora decides that her operational definition of – cool will be a temperature of 55 degrees Fahrenheit. The word cool is an imprecise, subjective term. On the other hand, 55 degrees Fahrenheit is precise and objective.

The experimental group will be tested at this temperature.

Let's say that subjects in both groups are given the same twenty-question multiple-choice test. Scores range from a low of 5 to a high of 20 correct. The mean (i.e., average) score for subjects in the control group is 11. The mean score for subjects in the experimental group is 14. On the surface, it appears that Nora will make the decision to accept

her experimental hypothesis. It appears that a cool room does in fact facilitate test performance.

Before a firm decision can be made to accept or reject a hypothesis, a statistical evaluation of the data must be made. A difference between means is sometimes due to chance.

An experiment can, of course, be much more interesting than the one described, and there can be two or more independent variables. However, Nora's experiment was presented because it reveals the essentials of the experimental method.

Ex. 3. Translate the following words from Russian into English.

Определение причин, независимая и зависимая переменные, набор баллов, давать оценку данным, поведение экспериментальной группы, формирование решения, принять гипотезу, отражение основ метода, статистическая оценка данных.

Ex. 4. Match the words to make phrases.

experimental	variable
test	group
statistical	performance
make	observation
dependent	evaluations
a set of	evaluation

Ex. 5. Insert the right prepositions.

1. Have you dealt... a psychological test yet?
2. Her actions contrasted sharply... her behavior.
3. The results of the experimental test are based... data.
4. You should include the variables... your test.
5. While conducting an experiment one's should cancel... some variables.

Ex. 6. Decide whether these sentences are true or false.

1. The experimental method is characterized by an experimenter.
2. The experimental group is the target group.

3. The dependent variable is a measure of the psychological processes of the subject.

4. The aim of the experiment is to add the effects of individual differences.

5. To come to a conclusion a statistical evaluation of the data must be made.

Ex. 7. Fill in the gaps with the appropriate word.

Acquire, provide, research, observe, attempt, evaluate, constitute, measure, define, facilitate.

1. Does such an activity... his tantrum.
2. I will... to answer all your questions.
3. He has carried out a new... about students' problems in studies.
4. The figures can not be very good when you... the intelligent quotient.
5. Good conditions should... the test performance.
6. The term «mental illness» is difficult to... .
7. She... that all the groups made a decision error.
8. Our research attempts to... the effectiveness of the experimental method.
9. The group has a commitment to... the best test results.
10. He has... a reputation for his misbehavior.

Ex. 8. Answer the questions.

1. What variables can be used in a psychological experiment?
2. What is the difference between control and experimental group?
3. Which variable is assigned by the experimenter?
4. What does an experimenter need to minimize the effects of the variables?
5. How many variables can be used in the experiment?

Text How does your personality affect your behavior?

Ex. 1. Learn the words.

1. **attraction** – привлечение
2. **appealing** – привлекательный
3. **aggressiveness** – агрессивность
4. **choleric** – холерик
5. **constellation** – совокупность
6. **disposition** – предрасположенность
7. **depression** – депрессия, уныние
8. **irritability** – раздражительность
9. **interpersonal** – межличностный
10. **melancholic** – меланхолик
11. **persistent** – настойчивый
12. **phlegmatic** – флегматик
13. **sanguine** – сангвиник
14. **sluggishness** – медлительность
15. **trait** – черта характера

Ex. 2. Read and translate the text.

Your personality plays a role in almost everything that you do. If you are familiar with someone's personality, you can often predict how he or she will be likely to act in a particular situation.

A workable definition of personality is that it is the constellation of traits unique to the individual. Your personality is like a psychological fingerprint. Only you have your particular personality. The word trait, as used above, refers to your relatively stable behavioral dispositions.

Although physical appearance can be a basis for interpersonal attraction, it is also true that one person will often want to get to know another person because of that person's personality. Like another's face or figure, we often find another's personality appealing or unappealing. Relationships, including marriages, often stand or fall on the basis of the way in which two people react to each other's personalities.

These are some of the reasons why psychologists believe that the study of personality is important.

Type-trait theories. The philosopher Aristotle was thought to have wisdom. The conqueror Attila the Hun is remembered for his

aggressiveness. The physicist Marie Curie was recognized to be unusually persistent. In Charles Dickens's *A Christmas Carol*, the character Scrooge is known for being stingy. In Margaret Mitchell's *Gone With the Wind*, Scarlett O'Hara is admired for her courage.

Wisdom, aggressiveness, persistence, stinginess, and courage are all traits of personality. In psychology, type-trait theories are attempts to provide consistent descriptions of personality. Psychologists presenting these theories, theories based on observations and personality tests, are somewhat like mapmakers. Mapmakers may or may not understand the geological processes that create islands, continents, and mountains, but they try to present an accurate picture of what they find. Similarly, type-trait theorists may or may not comprehend the underlying processes that account for a trait or a set of traits, but they try to present an accurate picture of what they discover.

A very early type-trait theory was the one presented by Hippocrates, who was often identified as the father of medicine, about 400 B.C. According to Hippocrates, there are four personality types: sanguine, choleric, melancholic, and phlegmatic. The dominant trait of a sanguine personality is optimism. The dominant trait of a choleric personality is irritability. The dominant trait of a melancholic personality is depression. The dominant trait of a phlegmatic personality is sluggishness.

Hippocrates believed that one's personality is influenced by the balance of humors in the body. In physiology, the word humor refers to any functioning fluid of the body. Hippocrates asserted that a person with a sanguine personality has a lot of the humor blood. A person with a choleric personality has a lot of the humor yellow bile. A person with a melancholic personality has a lot of the humor black bile. A person with a phlegmatic personality has a lot of the humor phlegm.

Hippocrates's humor theory of personality is not taken seriously today. However, he is credited for being a fairly astute observer of human behavior. The four types, if not entirely accurate, do have some interest and value. Present-day usage such as – being in a good humor can be traced back to the thinking of Hippocrates.

Ex. 3. Translate the following words from Russian into English.

Основанный на наблюдении, доминантная черта, учитывать черты характера, психологический отпечаток, черта характера

уникальная для каждого человека, в определенной ситуации, поведенческая предрасположенность.

Ex. 4. Match the words to make phrases.

functional
behavioral
type-trait
personality
descriptions
dominant

theory
test
trait
of personality
fluid of the body
dispositions

Ex. 5. Find a pair of synonyms.

Discover, comprehend, assert, main, investigate, state, basic, understand, appealing, attractive.

Ex. 6. Answer the questions.

1. Why is it important to know somebody's personality?
2. What is personality?
3. What is a trait?
4. What are the examples of traits of personality?
5. What is the basis of Hippocrates's theory?

Text Personality theories

Ex. 1. Learn the words.

1. **anger** – злость
2. **ambivert** – человек, который имеет черты как экстраверта, так и интроверта
3. **anxiety** – беспокойство
4. **assign** – агрессивность
5. **bipolar trait** – двухполярная черта
6. **dimension** – величина
7. **extraversion** – экстраверсия
8. **experience** – опыт
9. **introversion** – интроверсия
10. **interpersonal** – межличностный
11. **manifest** – проявлять
12. **pattern** – образец
13. **reflect** – отражать
14. **statistical analysis** – статистический анализ

Ex. 2. Read and translate the text.

Another classical personality theory, one that bears some resemblance to Hippocrates's theory, was proposed about sixty years ago by the physiologist William H. Sheldon. Sheldon suggested that there are three basic body types: endomorph, mesomorph, and ectomorph. The body types are innately determined during the stage of the embryo. The adult's body is shaped by varying amounts of endoderm, mesoderm, and ectoderm. An endomorph tends to have a soft, flabby body. The endomorph will tend to be placid and lazy and to seek fun for fun's sake.

A mesomorph tends to have a firm, muscular body. The mesomorph will tend to be assertive and ambitious and to seek action for action's sake. An ectomorph tends to have a thin, frail body. The ectomorph will tend to be shy, tense, and nervous.

Sheldon recognized that many, perhaps most, people are not pure types. Consequently, in his research he rated subjects on the three dimensions of the body and assigned them a somatotype. The somatotype is a profile that reflects an individual's particular pattern of body tissue. Although Sheldon collected quite a bit of data to support his approach to

the study of personality, research by others has provided only weak support for his viewpoint.

One of the most famous type-trait theories of personality is the one proposed in the early part of the twentieth century by the Swiss psychiatrist Carl Jung, one of Freud's early associates. Jung said that two basic personality types are the introvert and the extrovert. The introvert favors behaviors such as thinking, reading, reflecting, meditating, creative writing, remembering, composing music, daydreaming, and spending time alone. These behaviors are associated with a general trait called introversion. As Jung explained it, introversion is characterized by a flow of libido toward the inner world. (Jung used the term libido to mean psychological energy).

The extravert (also, extrovert) favors behaviors such as talking, going to motion pictures, taking trips, seeking financial success, exploration, being physically active, and spending time with a fairly large circle of friends. These behaviors are associated with a general trait called extraversion. Extraversion is characterized by a flow of libido toward the outer world.

Jung recognized that introverts and extraverts reflect a bipolar trait, a trait that exists on a continuum with logical opposites. The trait, correctly named, is introversion-extraversion.

A given person is not necessarily a pure type. The ambivert is an individual who displays a mixture of both introverted and extraverted behaviors.

Jung believed that the tendency to be an introvert or an extravert is primarily inborn, a part of one's biologically determined disposition. Jung himself was an introvert. This is reflected in the title of his autobiography, *Memories, Dreams, and Reflections*. By Jung's own admission, the inner life was more important to him than the outer life.

A well-regarded, contemporary type-trait theory is the researcher Raymond B. Cattell's sixteen personality factor theory. Based on his statistical analysis of various personality tests, Cattell concluded that there are sixteen factors, or clusters of related bipolar traits, that describe the human personality. One of the bipolar traits, or factors, is reserved-outgoing, which corresponds closely to Jung's introversion-extraversion trait. A second bipolar trait is affected by feelings—emotionally stable. A person manifesting the first extreme of the trait will tend to be deeply hurt by a criticism, become depressed easily, and experience emotional states

vividly. A person manifesting the opposite extreme of the trait will seldom experience prolonged states of anger, anxiety, or depression. To such a person, life is lived in a relatively placid manner.

A third bipolar trait is humble-assertive. A person manifesting the first extreme of the trait will tend to be passive, easily controlled by others, and lack self-confidence in social relationships. A person manifesting the opposite extreme of the trait will tend to be a leader, influence others, and have quite a bit of self-confidence in social relationships. Cattell's map of the human personality continues in this manner until, as already indicated, sixteen bipolar traits are identified.

Ex. 3. Translate the following words from Russian into English.

Схожесть, быть самоуверенным и амбициозным, чистый тип, ранжировать, поддерживать подход, творческое письмо, проводить время одному, поток либидо, внутренний мир, психологическая энергия, внешний мир, противоположности, подвергаться депрессии, отсутствие самоуверенности, противоположная черта, стремиться быть лидером, влиять на других.

Ex. 4. Match the words to make phrases.

functional	theory
behavioral	test
type-trait	trait
personality	of personality
descriptions	fluid of the body
dominant	dispositions

Ex. 5. Insert the right prepositions.

1. Are you familiar... his mental disorder?
2. The term "sociology" usually refers... social sciences.
3. This psychological article will be... the basis... our discussion.
4. Children have reacted angrily... the news.
5. People really admired him... his enthusiasm.
6. Students made an attempt... cheat his lecturer.
7. Teenagers are often influenced... their peer groups.
8. I can't take all the credit... the concert success – it was a team effort.

9. This psychological theory traces... the 19th century.

10. The famous type-trait theory of personality was proposed...
Swiss psychiatrist Carl Jung.

11. The results of the experiment will offer you support... your
investigation.

12. Our teacher's ideas have been shaped... his experience.

13. Children are often controlled... their parents.

14. Social psychology is associated... society.

Ex. 6. Answer the questions.

1. Can people be pure types according to Sheldon's theory?

2. What was Jung's theory?

3. Who is an ambivert?

4. How is extraversion characterized?

5. How many factors did Cattell take into consideration in his theory?

Text Bad kids

Ex. 1. Learn the words.

1. **agitated** – возбужденный
2. **abandoned** – оставленный, брошенный
3. **arousal** – возбуждение, пробуждение
4. **demand** – требование
5. **destroy** – разрушать
6. **explicit** – явный
7. **irritation** – раздражение
8. **intervene** – вмешиваться
9. **neglect** – пренебрегать
10. **peer** – сверстник
11. **reveal** – отражать
12. **reassurance** – успокаивание, восстановление доверия
13. **tantrum** – истерика, вспышка гнева

Ex. 2. Read and translate the text.

All children need attention, but there are some who demand it much more forcefully than others. Both with their peers and parents or carers, they will insist they get their way. They readily infuriate other kids by laying down rules that everyone else is supposed to follow.

Oblivious of the irritation they cause others, they are quick to lose their temper if other children don't fall into line with their demands. When parents intervene to set reasonable limits the overly demanding child quickly becomes agitated and angry.

This exaggerated sense of entitlement may spring from an early experience of being wounded – an experience that destroys an earlier sense of security and arouses feelings that the child cannot cope with. One trigger might be the birth of a younger brother or sister, leaving the older child feeling neglected or abandoned. Other potentially wounding experiences include a mother's return to work, moving to a new town, parents fighting or the child being left for long periods of time in daycare. Each of these could initiate a sense of loss accompanied by an emotional arousal that the child can't handle.

The type of child in question is one with a predisposition to react aggressively when it does not receive what it has come to expect. When

the child's expectations are not met an initial sense of hurt is immediately replaced by a feeling of anger and the child has a tantrum.

Child therapists have a saying: Trust the wisdom of the child. Children have temper tantrums for a reason. The angry behavior sends out a signal that the child needs something different from what it is being given. However, it is important not to take the behavior at face value. The child may be screaming to be bought a new toy, but these explicit demands may only be the beginning of the story – in other words, they may conceal as much as they reveal. What the child might really need is neither the toy nor getting his own way, but reassurance. The child may have the deeper and more urgent need to be reassured that it still has the parents' unconditional love.

Ex. 3. Translate the following words from Russian into English.

Посылать сигнал, по причине, детские ожидания, безусловная любовь, чувство потери, реагировать агрессивно, не сдерживаться, нарушать правила, чувство безопасности, явные требования, кричать.

Ex. 4. Match the words to make phrases.

to have
explicit
need
infuriate
lose
arouse
child's

demands
attention
a tantrum
feelings
a person
one's temper
expectations

Ex. 5. Answer the questions.

1. When do children become irritated?
2. What triggers can wound a child?
3. Why do children have tantrums?
4. What explicit demands can children hide?
5. What can children really need?

UNIT 2. SOCIAL PSYCHOLOGY

Text Social influence

Ex. 1. Learn the words.

1. **adherence** – приверженность
2. **compliance** – уступчивость, податливость
3. **conformity** – совместимость, приспособляемость
4. **cohesion** – связь
5. **gain** – приобретать
6. **hostility** – враждебность
7. **judgment** – суждение
8. **minority influence** – влияние в меньшей степени
9. **motive** – мотив
10. **obedience** – послушание
11. **persuasion** – убеждение
12. **prophecy** – предсказание
13. **rejection** – отрицание
14. **reactance** – сопротивление
15. **unanimity** – единодушие

Ex. 2. Read and translate the text.

Social influence refers to the way people affect the thoughts, feelings, and behaviors of others. Like the study of attitudes, it is a traditional, core topic in social psychology. In fact, research on social influence overlaps considerably with research on attitudes and persuasion. Social influence is also closely related to the study of group dynamics, as most of the principles of influence are strongest when they take place in social groups.

Conformity is the most common and pervasive form of social influence. It is generally defined as the tendency to act or think like other members of a group. Group size, unanimity, cohesion, status, and prior commitment all help to determine the level of conformity in an individual. Conformity is usually viewed as a negative tendency in American culture, but a certain amount of conformity is not only necessary and normal, but probably essential for a community to function.

Which line matches the first line, A, B, or C? In the Asch conformity experiments, people frequently followed the majority judgment, even when the majority was wrong.

The two major motives in conformity are normative influence, the tendency to conform in order to gain social acceptance, and avoid social rejection or conflict, as in peer pressure; and informational influence, which is based on the desire to obtain useful information through conformity, and thereby achieve a correct or appropriate result.

Minority influence is the degree to which a smaller faction within the group influences the group during decision making. Note that this refers to a minority position on some issue, not an ethnic minority.

Their influence is primarily informational and depends on consistent adherence to a position, degree of defection from the majority, and the status and self-confidence of the minority members. Reactance is a tendency to assert oneself by doing the opposite of what is expected. This phenomenon is also known as anticonformity and it appears to be more common in men than in women.

There are two other major areas of social influence research. Compliance refers to any change in behavior that is due to a request or suggestion from another person. The Foot-in-the-door technique is a compliance method in which the persuader requests a small favor and then follows up with a larger favor, e.g. asking for the time, and then asking for ten dollars. A related trick is the Bait and switch.

The third major form of social influence is obedience. This is a change in behavior that is the result of a direct order or command from another person.

A different kind of social influence is the self-fulfilling prophecy. This is a prediction that, in being made, actually causes itself to become true. For example, in the stock market, if it is widely believed that a crash is imminent, investors may lose confidence, sell most of their stock, and actually cause the crash. Likewise, people may expect hostility in others and actually induce this hostility by their own behavior.

Ex. 3. Translate the following words from Russian into English.

Избегать социальное неприятие, давление сверстников, ожидать враждебности в других, рекламный ход, малая фракция, этническое меньшинство, первичная информация, стандартное влияние, негативная тенденция, изменения в поведении, вызывать

враждебность, неприспосабливаемость, в пределах группы, определять уровень приспособляемости, суждение большинства, стандартное влияние.

Ex. 4. Match the words to make phrases.

social	tendency
affect	groups
negative	the feelings
avoid	making
information	influence
decision	rejection

Ex. 5. Choose the right variant.

1. Social influence refers to the way people affect the *society/feelings/peer*.

2. Conformity is generally defined as the tendency *to act or think/obtain information* like other members of a group.

3. The Foot-in-the-door technique is a compliance method in which the persuader requests *a small favor/money/a variety of strategies*.

4. Obedience is a change in behavior that is the result of *a direct order /influence/measures* from another person.

5. Normative influence is a tendency to conform in order to gain *social acceptance/social rejection*.

Ex. 6. Answer the questions.

1. What does social influence refer to?
2. What is conformity?
3. What is reactance?
4. What does compliance refer to?
5. What other forms of social influence do you know?

Text Relations with others

Ex. 1. Learn the words.

1. **aggression** – агрессия
2. **altruism** – альтруизм
3. **companionate** – сострадательный
4. **consummate** – совершенный
5. **familiarity** – близкое знакомство
6. **frustration** – расстройство
7. **maintain** – поддерживать
8. **physical proximity** – физическая близость
9. **prejudice** – предвзятое мнение
10. **response** – ответ
11. **similarity** – сходство

Ex. 2. Read and translate the text.

Social psychologists are interested in the question of why people sometimes act in a prosocial way (helping, liking, or loving others), but at other times act in an antisocial way (hostility, aggression, or prejudice against others).

Aggression can be defined as any behavior that is intended to harm another human being. Hostile aggression is accompanied by strong emotions, particularly anger. Harming the other person is the goal. Instrumental aggression is only a means to an end. Harming the person is used to obtain some other goal, such as money. Research indicates that there are many causes of aggression, including biological factors like testosterone and environmental factors, such as social learning. Immediate situational factors such as frustration are also important in triggering an aggressive response.

Although violence is a fact of life, people are also capable of helping each other, even complete strangers in emergencies. Research indicates that altruism occurs when a person feels empathy for another individual, even in the absence of other motives.

However, according to the bystander effect, the probability of receiving help in an emergency situation drops as the number of bystanders increases. This is due to both conformity and diffusion of

responsibility, the tendency for people to feel less personally responsible when other people are around.

A major area in the study of people's relations to each other is interpersonal attraction. This refers to all of the forces that lead people to like each other, establish relationships, and in some cases, fall in love. Several general principles of attraction have been discovered by social psychologists. For example, physical proximity tends to increase attraction, whereas long distances make relationships difficult to form and maintain. Even very small differences in distance such as the case of a next door neighbor versus someone who lives down the block can make a significant difference in friendship patterns. Familiarity, or "mere exposure", also increases attraction, influencing people even if the familiarity is not consciously noticed. One of the most important factors in interpersonal attraction is similarity: the more similar two people are in attitudes, background, and other traits, the more probable it is that they will like each other.

Contrary to popular opinion, opposites do not usually attract. Physical attractiveness is an important element of romantic relationships, particularly in the early stages characterized by high levels of passion. Later on, similarity and other compatibility factors become more important, and the type of love people experience shifts from passionate to companionate. Robert Sternberg has suggested that there are actually three components of love: intimacy, passion, and commitment.

When two people experience all three, they are said to be in a state of consummate love; this condition is relatively rare and difficult to maintain for a long period of time.

According to social exchange theory, relationships are based on rational choice and cost-benefit analysis. If one partner's costs begin to outweigh his or her benefits, that person may leave the relationship, especially if there are good alternatives available. This theory is similar to the minimize principle proposed by mathematicians and economists. With time, long term relationships tend to become communal rather than simply based on exchange.

Ex. 3. Translate the following words from Russian into English.

Несоциальное поведение, враждебность, экстренные случаи, случаться, отсутствие мотивов, эффект наблюдателя, факторы

совместимости, основанный на рациональном выборе, анализ рентабельности, совершенная любовь.

Ex. 4. Match the words to make phrases.

hostile

environmental

feel

diffusion

increase

romantic

relationship

factors

attraction

aggression

of responsibility

empathy

Ex. 5. Choose the right variant.

1. Aggression can be defined as any behavior that is intended to *harm/help* another human being.

2. Altruism occurs when a person feels *empathy/anger/tantrum* for another individual.

3. Physical proximity tends to increase *attraction/rejection/frustration*.

4. Physical attractiveness is an important element of romantic relationships, particularly in the early stages characterized by high levels of *passion/anxiety/depression*.

5. According to social exchange theory, relationships are based on *rational choice/alternative motive*.

Ex. 6. Answer the questions.

1. Is aggression defined as behavior that is intended to help people?

2. What are the causes of aggression?

3. What are the types of interpersonal attraction?

4. What is a consummate love?

5. Why does the by stander effect occur?

Text Conflicts

Ex. 1. Learn the words.

1. **achieving goals** – достижение цели
2. **disagreement** – разногласие
3. **confusion** – путаница
4. **involve** – включать
5. **tension** – напряжение

Ex. 2. Read and translate the text.

Conflict is a disagreement between two or more interdependent parties about goals and/or methods for achieving goals. Although some scholars use the term conflict to refer to an internal tension or confusion (for example, a mother has “role conflict” when she is torn between competing demands on her time and attention due to her role as a parent and as a working professional), conflict is a social phenomenon concerning disagreements between parties.

A party to a conflict can be a person, a group, an organization, a state, or a nation. Often, conflicts are between two parties who are individuals. But conflict can involve many parties. The more parties to a conflict, the more difficult it is to manage the conflict process and to come to a decision or settlement that is acceptable to all parties. All parties to a conflict are interdependent; they depend on each other for some action or resource necessary to manage or resolve the conflict. The more one party is needed by the other parties, the more power and influence that party has to define the conflict, determine when and how the conflict is managed, and influence the final outcome or solution for the conflict.

What types of disagreements lead to conflict? Conflicts may be caused by disagreements over scarce resources and how they should be distributed. Scarce resources may be economic, such as money, equipment, and capital; or they can be relational resources, such as status, respect, information, and time. Sometimes, conflicts are disagreements about perceptions that one party is exercising unwanted control over other parties. Conflicts are often disagreements about goals – questions about what should be accomplished and why. Even if parties agree on goals or desired outcomes, they may disagree on the best methods to achieve the

outcomes. For example, office managers may agree that they need to upgrade their computer systems, but they disagree about which computer system is the best for their organization.

Conflict can be functional or dysfunctional depending on how the conflict is managed. In functional conflicts, parties are satisfied with both the process used to manage the conflict and the resolution to the conflict. Learning functional conflict management is important for social development and relational development. From early childhood, people learn how to be in peaceful relationships by understanding how to manage conflicts constructively. Many developmental psychologists identify learning to manage conflict constructively as an important skill, and perhaps the most important social skill, of childhood. Educators who work to develop children's emotional intelligence and emotional competence also see constructive conflict management as a key skill for the emotionally competent person. When a conflict is functional, the parties are open and willing to honestly share information, there is a sense of calm and respect, parties are cooperating to try to solve the problem together, and they are flexible in looking at options for solutions.

Dysfunctional conflict happens when a party is dissatisfied with the process or outcome of the conflict. For example, one party may be upset that the other party is unwilling to go to a third party (for example, a mediator) for help with the conflict, or feels the solution to the conflict is unfair. When conflicts become dysfunctional, they escalate in terms of increasingly negative behaviors. Dysfunctional conflicts are characterized by distrust, unwillingness to share information openly and honestly, tension, and the adoption of an "us versus them" attitude that leads to competitive and aggressive behavior. Dysfunctional conflicts often lose focus, and the parties start arguing about issues other than those that initially triggered the conflict. Consider a husband and wife who begin arguing about money and are suddenly arguing about in-laws, parenting, and household chores as well. When conflict becomes dysfunctional, it affects future conflicts. If a person feels he or she was treated unfairly, the person is likely to be defensive and aggressive in the next conflict with the same party.

Ex. 3. Translate the following words from Russian into English.

Социальный феномен, взаимозависимые участники, внутреннее напряжение, приходиться к решению, урегулирование конфликта,

управлять или разрешать конфликты, могут быть вызваны, скудные ресурсы, восприятие, нежелательный контроль, дисфункциональный конфликт, сотрудничество, вызывать конфликт.

Ex. 4. Find a pair of synonyms.

Resolve, final outcome, problem, cooperation, tension, resolve, solution, anxiety, collaboration, disagreement, conflict.

Ex. 5. Answer the questions.

1. What is a conflict?
2. Is conflict an antisocial phenomenon?
3. What are the representatives of a conflict?
4. When do parties depend on each other?
5. What disagreement can lead to conflicts?
6. What is the difference between functional and dysfunctional conflicts?

ЛИТЕРАТУРА

1. Encyclopedia of educational psychology : in 2 vol / ed.: Neil J. Salkind, Kristin Rasmussen. – California : Sage Publications, 2008. – Vol. 1. – 498 p.
2. Kids behaving badly – Fullspate [Electronic resource]. – Mode of access: [http:// fullspate.digitalcounterrevolution.co.uk](http://fullspate.digitalcounterrevolution.co.uk). – Date of access: 25.10.2020.
3. Social psychology [Electronic resource]. – Mode of access: <http://personal.us.es/einfante/uploads/DOCENCIA/PSYCH301-1.1.1-Social-psychology-reading.pdf>. – Date of access: 23.10.2020.
4. Иксанова, Г. Р. English For Students of Psychology : учебно-методическое пособие / Г. Р. Иксанова, А. А. Благовещенская. – Казань : Казанский университет, 2013. – 148 с.
5. Кондратьев, Д. К. Английский язык для специалистов по психическому здоровью : учеб. для студентов учреждений, обеспечивающих получение высш. мед. образования / Д. К. Кондратьев, Л. Н. Гущина, Я. В. Разводовская. – Гродно : ГрГМУ, 2007. – 294 с.

Производственно-практическое издание

Акулич Юлия Евгеньевна

ENGLISH FOR SOCIAL TUTORS AND WORKERS

**АНГЛИЙСКИЙ ЯЗЫК
СПЕЦИАЛИЗИРОВАННАЯ ЛЕКСИКА**

Практическое пособие

В авторской редакции

Подписано в печать 03.05.2021. Формат 60x84 1/16.

Бумага офсетная. Ризография.

Усл. печ. л. 2,56. Уч.-изд. л. 2,8.

Тираж 20 экз. Заказ 239.

Издатель и полиграфическое исполнение:

учреждение образования

«Гомельский государственный университет имени Франциска Скорины».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 3/1452 от 17.04.2017 .

Специальное разрешение (лицензия) № 02330 / 450 от 18.12.2013.

Ул. Советская, 104, 246028, Гомель