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(МИ ВлГУ)

Кафедра *ИЯ*

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\_\_\_\_\_ 04.06.2019

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

*Иностранный язык в профессиональной сфере*

**Направление подготовки**

*44.03.02 Психолого-педагогическое  
образование*

**Профиль подготовки**

*Социальная педагогика и психология*

Семестр	Трудоем- кость, час./зач. ед.	Лек- ции, час.	Прак- тиче- ские занятия, час.	Лабора- торные работы, час.	Консультация, час.	Конт- роль, час.	Всего (контакт- ная работа), час.	СРС, час.	Форма промежу- точного контроля (экз., зач., зач. с оц.)
5	72 / 2		28			0,25	28,25	43,75	Зач.
6	108 / 3		32		2	0,35	34,35	47	Экз.(26,65)
Итого	180 / 5		60		2	0,6	62,6	90,75	26,65

Муром, 2019 г.

## 1. Цель освоения дисциплины

Цель дисциплины: овладение необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной деятельности.

Задачи дисциплины: развитие коммуникативных умений в в разнообразных ситуациях профессионального межкультурного общения.

## 2. Место дисциплины в структуре ОПОП ВО

Изучение дисциплины «Иностранный язык в профессиональной сфере общения» базируется на изучении вузовского курса «Иностранный язык» для бакалавров. Углубление и расширение вопросов данного курса будет осуществляться в дальнейшей академической и профессиональной деятельности.

## 3. Планируемые результаты обучения по дисциплине

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции	Результаты обучения по дисциплине	
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.2 Использует иностранный язык как средство делового общения и обмена информацией в устной и письменной форме	Знать средства осуществления профессионально ориентированной коммуникации на иностранном языке (УК-4.2) Уметь понимать и передавать информацию профессионально ориентированного характера на иностранном языке (УК-4.2)	Тест, вопросы к устному опросу

#### 4. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 5 зачетных единиц, 180 часов.

##### 4.1. Форма обучения: очная

Уровень базового образования: среднее общее.

Срок обучения 4г.

##### 4.1.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Психология	5		28						43,75	Тестирование, устный опрос
Всего за семестр		72		28				0	0,25	43,75	Зач.
2	Педагогика	6		32						47	Тестирование, устный опрос
Всего за семестр		108		32				2	0,35	47	Экз.(26,65)
Итого		180		60				2	0,6	90,75	26,65

##### 4.1.2. Содержание дисциплины

###### 4.1.2.1. Перечень лекций

Не планируется.

###### 4.1.2.2. Перечень практических занятий

###### Семестр 5

###### Раздел 1. Психология

###### Практическое занятие 1

Психология и психологи (2 часа).

###### Практическое занятие 2

Психология и психологи (2 часа).

###### Практическое занятие 3

Развитие личности (2 часа).

###### Практическое занятие 4

Развитие личности (2 часа).

###### Практическое занятие 5

Здоровая личность (2 часа).

**Практическое занятие 6**

Здоровая личность (2 часа).

**Практическое занятие 7**

Характеристики здоровой личности (2 часа).

**Практическое занятие 8**

Характеристики здоровой личности (2 часа).

**Практическое занятие 9**

Психология развития (2 часа).

**Практическое занятие 10**

Психология развития (2 часа).

**Практическое занятие 11**

Когнитивное развитие (2 часа).

**Практическое занятие 12**

Когнитивное развитие (2 часа).

**Практическое занятие 13**

Социальное и эмоциональное развитие (2 часа).

**Практическое занятие 14**

Социальное и эмоциональное развитие (2 часа).

**Семестр 6**

*Раздел 2. Педагогика*

**Практическое занятие 15**

Развитие ребенка (2 часа).

**Практическое занятие 16**

Развитие ребенка (2 часа).

**Практическое занятие 17**

Развитие ребенка (2 часа).

**Практическое занятие 18**

Школьные психологи (2 часа).

**Практическое занятие 19**

Школьные психологи (2 часа).

**Практическое занятие 20**

Школьные психологи (2 часа).

**Практическое занятие 21**

Что такое педагогика? (2 часа).

**Практическое занятие 22**

Что такое педагогика? (2 часа).

**Практическое занятие 23**

Что такое педагогика? (2 часа).

**Практическое занятие 24**

Образование (2 часа).

**Практическое занятие 25**

Образование (2 часа).

**Практическое занятие 26**

Образование (2 часа).

**Практическое занятие 27**

Педагогическое оценивание (2 часа).

**Практическое занятие 28**

Педагогическое оценивание (2 часа).

**Практическое занятие 29**

Психолого-педагогическое образование (2 часа).

**Практическое занятие 30**

Психолого-педагогическое образование (2 часа).

#### **4.1.2.3. Перечень лабораторных работ**

Не планируется.

#### **4.1.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы**

Перечень тем, вынесенных на самостоятельное изучение:

1. Теории личности.
2. Педагогическая система.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

#### **4.1.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР**

Не планируется.

#### **4.1.2.6. Примерный перечень тем курсовых работ (проектов)**

Не планируется.

## 4.2 Форма обучения: заочная

Уровень базового образования: среднее общее.

Срок обучения 5л.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
6	72 / 2		8			0,5	8,5	59,75	Зач.(3,75)
7	108 / 3		8			0,6	8,6	90,75	Экз.(8,65)
Итого	180 / 5		16			1,1	17,1	150,5	12,4

### 4.2.1. Структура дисциплины

№ п\п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Психология	6		8						59,75	Тестирование, устный опрос
Всего за семестр		72		8		+		0	0,5	59,75	Зач.(3,75)
2	Психология	7		2						16,25	Тестирование, устный опрос
3	Педагогика	7		6						74,5	Тестирование, устный опрос
Всего за семестр		108		8		+		0	0,6	90,75	Экз.(8,65)
Итого		180		16					1,1	150,5	12,4

### 4.2.2. Содержание дисциплины

#### 4.2.2.1. Перечень лекций

Не планируется.

#### 4.2.2.2. Перечень практических занятий

##### Семестр 6

##### Раздел 1. Психология

##### Практическое занятие 1.

Психология и психологи. Развитие личности (2 часа).

##### Практическое занятие 2.

Здоровая личность. Характеристики здоровой личности (2 часа).

**Практическое занятие 3.**

Психология развития. Когнитивное развитие (2 часа).

**Практическое занятие 4.**

Социальное и эмоциональное развитие. Развитие ребенка (2 часа).

**Семестр 7**

*Раздел 2. Психология*

**Практическое занятие 5.**

Школьные психологи (2 часа).

*Раздел 3. Педагогика*

**Практическое занятие 6.**

Что такое педагогика? (2 часа).

**Практическое занятие 7.**

Образование. Педагогическое оценивание (2 часа).

**Практическое занятие 8.**

Психолого-педагогическое образование (2 часа).

**4.2.2.3. Перечень лабораторных работ**

Не планируется.

**4.2.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы**

Перечень тем, вынесенных на самостоятельное изучение:

1. Теории личности.
2. Педагогическая система.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

**4.2.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР**

1. Психология и психологи: лексика, чтение.
2. Развитие личности: лексика, чтение.
3. Здоровая личность: лексика, чтение.
4. Характеристики здоровой личности: лексика, чтение.
5. Психология развития: лексика, чтение.
6. Когнитивное развитие: лексика, чтение.
7. Социальное и эмоциональное развитие: лексика, чтение.
8. Развитие ребенка: лексика, чтение.
9. Школьные психологи: лексика, чтение.
10. Что такое педагогика?: лексика, чтение.
11. Образование: лексика, чтение.
12. Педагогическое оценивание: лексика, чтение.
13. Психолого-педагогическое образование: лексика, чтение.

**4.2.2.6. Примерный перечень тем курсовых работ (проектов)**

Не планируется.

### 4.3 Форма обучения: заочная

Уровень базового образования: среднее профессиональное.

Срок обучения 3г 6м.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
5	72 / 2		6			0,5	6,5	61,75	Зач.(3,75)
6	108 / 3		6			0,6	6,6	92,75	Экз.(8,65)
Итого	180 / 5		12			1,1	13,1	154,5	12,4

#### 4.3.1. Структура дисциплины

№ п\п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Психология	5		6						61,75	Тестирование, устный опрос
Всего за семестр		72		6		+		0	0,5	61,75	Зач.(3,75)
2	Психология	6		2						60	Тестирование, устный опрос
3	Педагогика	6		4						32,75	Тестирование, устный опрос
Всего за семестр		108		6		+		0	0,6	92,75	Экз.(8,65)
Итого		180		12					1,1	154,5	12,4

#### 4.3.2. Содержание дисциплины

##### 4.3.2.1. Перечень лекций

Не планируется.

##### 4.3.2.2. Перечень практических занятий

#### Семестр 5

#### Раздел 1. Психология

#### Практическое занятие 1.

Психология и психологи. Развитие личности. Здоровая личность. Характеристики здоровой личности (2 часа).



**Практическое занятие 2.**

Психология развития. Когнитивное развитие (2 часа).

**Практическое занятие 3.**

Социальное и эмоциональное развитие. Развитие ребенка (2 часа).

**Семестр 6***Раздел 2. Психология***Практическое занятие 4.**

Школьные психологи (2 часа).

*Раздел 3. Педагогика***Практическое занятие 5.**

Что такое педагогика? Образование (2 часа).

**Практическое занятие 6.**

Педагогическое оценивание. Психолого-педагогическое образование (2 часа).

**4.3.2.3. Перечень лабораторных работ**

Не планируется.

**4.3.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы**

Перечень тем, вынесенных на самостоятельное изучение:

1. Теории личности.
2. Педагогическая система.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

**4.3.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР**

1. Психология и психологи: лексика, чтение.
2. Развитие личности: лексика, чтение.
3. Здоровая личность: лексика, чтение.
4. Характеристики здоровой личности: лексика, чтение.
5. Психология развития: лексика, чтение.
6. Когнитивное развитие: лексика, чтение.
7. Социальное и эмоциональное развитие: лексика, чтение.
8. Развитие ребенка: лексика, чтение.
9. Школьные психологи: лексика, чтение.
10. Что такое педагогика?: лексика, чтение.
11. Образование: лексика, чтение.
12. Педагогическое оценивание: лексика, чтение.
13. Психолого-педагогическое образование: лексика, чтение.

**4.3.2.6. Примерный перечень тем курсовых работ (проектов)**

Не планируется.

**5. Образовательные технологии**

В процессе изучения дисциплины "Иностранный язык в профессиональной сфере" используются активные и интерактивные формы проведения занятий. В ходе практических занятий также применяются ИКТ-технологии.

**6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.**

Фонды оценочных материалов (средств) приведены в приложении.

## **7. Учебно-методическое и информационное обеспечение дисциплины.**

### **7.1. Основная учебно-методическая литература по дисциплине**

1. Кокорина, Е. А. Английский язык для психологов-педагогов : учебное пособие / Е. А. Кокорина. — Москва : National Research, 2018. — 194 с. — ISBN 978-5-9908927-4-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/95592.html>
2. Губанова, Л. В. Elements of Educational Psychology (Иностранный язык в профессиональной сфере — психология) : учебное пособие / Л. В. Губанова. — Москва : Московский городской педагогический университет, 2013. — 104 с. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/26428.html>
3. Твердохлебова, И. П. Insights into Psychology : учебное пособие по обучению профессионально-направленному чтению на английском языке для студентов-психологов / И. П. Твердохлебова, Е. Ф. Ширяева. — Москва : Московский городской педагогический университет, 2013. — 160 с. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/26429.html>

### **7.2. Дополнительная учебно-методическая литература по дисциплине**

1. Учебный англо-английский терминологический словарь психолого-педагогических терминов. English-english dictionary of psychological and pedagogical terms : для студентов 1, 2 курсов направления подготовки 050400 «Психолого-педагогическое образование» / составители М. В. Межова. — Кемерово : Кемеровский государственный институт культуры, 2012. — 96 с. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/22118.html>
2. Жидкова, О. Н. English for students of psychology : учебно-практическое пособие / О. Н. Жидкова. — Москва : Евразийский открытый институт, 2010. — 172 с. — ISBN 978-5-374-00460-1. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/10588.html>
3. Гитович, Р. А. Learning Psychology in English : учебно-методический комплекс / Р. А. Гитович, С. В. Ковальчук. — Москва : Евразийский открытый институт, 2010. — 158 с. — ISBN 978-5-374-00424-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/11191.html>
4. Кочкинекова, А. В. Английский язык для психологов : учебное пособие / А. В. Кочкинекова. — Барнаул : Алтайский государственный педагогический университет, 2015. — 164 с. — ISBN 978-5-88210-768-9. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. - <https://www.iprbookshop.ru/102819.html>

### **7.3. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем**

В образовательном процессе используются информационные технологии, реализованные на основе информационно-образовательного портала института ([www.mivlgu.ru/iop](http://www.mivlgu.ru/iop)), и инфокоммуникационной сети института:

- предоставление учебно-методических материалов в электронном виде;
- взаимодействие участников образовательного процесса через локальную сеть института и Интернет;
- предоставление сведений о результатах учебной деятельности в электронном личном кабинете обучающегося.

Информационные справочные системы:

1. Онлайн словарь Мультитран, режим доступа: <http://www.multitran.ru/c/m.exe?a=1&SHL=2>

2. Онлайн словарь Эбби Лингво, режим доступа: <https://www.lingvolive.com/ru-ru>
  3. Онлайн словари английского языка Оксфордского университета, режим доступа: <https://en.oxforddictionaries.com/>
  4. Онлайн словарь английского языка Кембриджского университета, режим доступа: <http://dictionary.cambridge.org/ru/>
  5. Онлайн словари и энциклопедии на «Академике», режим доступа: <http://translate.academic.ru/>
- Программное обеспечение:  
7-Zip (GNU LGPL)  
Microsoft Office Standard 2010 Open License Pack No Level Academic Edition  
(Государственный контракт №1 от 10.01.2012 года)  
Zoom (Свободно распространяемое ПО Freemium)  
Free Commander XE (Лицензионное соглашение FreeCommander)  
Adobe Reader XI (Общие условия использования продуктов Adobe)  
Kaspersky Endpoint Security для бизнеса - Стандартный Russian Edition. 500-999 Node 2  
year Educational Renewal (продление) (Гражданско-правовой договор бюджетного учреждения  
№2020.526633 от 23.11.2020 года)  
Microsoft Windows 7 Professional (Программа Microsoft Azure Dev Tools for Teaching  
(Order Number: IM126433))  
Open Office (Apache License 2.0)

#### **7.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины**

iprbookshop.ru  
multitran.ru  
lingvolive.com  
dictionary.cambridge.org  
translate.academic.ru  
mivlgu.ru/iop

#### **8. Материально-техническое обеспечение дисциплины**

Кабинет иностранного языка

Комплект учебно-методических пособий, комплект проекционного оборудования (проектор NEC V302XG, проекционный экран), 11 компьютеров: монитор LCD 20" Philips, сист. блок Intel Core i5/3.1/10Гб/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

Кабинет английского языка

Комплект учебно-методических пособий; компьютер: монитор LCD 19" Samsung, сист. блок Intel E2160/1.8/2048Mb/DVD-RW, клавиатура, мышь. Доступ к сети Интернет.

#### **9. Методические указания по освоению дисциплины**

Практические занятия по иностранному языку в профессиональной сфере общения нацелены на обучение чтению, переводу и реферированию профессионально ориентированной иноязычной литературы. На занятиях студенты приобретают навыки работы с аутентичным иноязычным научным текстом, изучают новый лексический материал, необходимый для перевода профессионально ориентированной литературы, выполняют лексико-грамматические упражнения (включающие задания на словообразование, нахождение синонимов, антонимов, терминологических соответствий), читают и переводят тексты, составляют аннотации и рефераты по изученному материалу, выполняют задания по тексту, готовятся к устному высказыванию.

В рамках самостоятельной работы обучающимся рекомендуется ознакомиться со списком основной и дополнительной рекомендуемой литературы по дисциплине. Материал раздела прорабатывается учащимся самостоятельно. Для закрепления материала по каждой теме, выносимой на самостоятельное изучение, предлагаются тестовые задания с целью

самоконтроля уровня усвоения материала обучающимися. Методические указания и практические задания для самостоятельной работы студентов приведены на ИОП "MOODLE": <https://www.mivlgu.ru/iop/course/view.php?id=2010>.

Форма заключительного контроля при промежуточной аттестации – экзамен. Для проведения промежуточной аттестации по дисциплине разработаны фонд оценочных средств и балльно-рейтинговая система оценки учебной деятельности студентов. Оценка по дисциплине выставляется в информационной системе и носит интегрированный характер, учитывающий результаты оценивания участия студентов в аудиторных занятиях, качества и своевременности выполнения заданий в ходе изучения дисциплины и промежуточной аттестации.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению *44.03.02 Психолого-педагогическое образование* и профилю подготовки *Социальная педагогика и психология*

Рабочую программу составил *ст. преподаватель Лебедев А.Р.*\_\_\_\_\_

Программа рассмотрена и одобрена на заседании кафедры *ИЯ*

протокол № 6 от 21.05.2019 года.

Заведующий кафедрой *ИЯ* \_\_\_\_\_ *Панкратова Е.А.*

(Подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической комиссии факультета

протокол № 9 от 04.06.2019 года.

Председатель комиссии ГФ \_\_\_\_\_ *Макаров М.В.*

(Подпись)

(Ф.И.О.)

**Фонд оценочных материалов (средств) по дисциплине**  
**Иностранный язык в профессиональной сфере**

**1. Оценочные материалы для проведения текущего контроля успеваемости по дисциплине**

Оценочные средства для текущего контроля включают следующее.

Тема. Психология и психологи.

1. Переведите на английский язык.

изучения поведения и мышления, сознательный опыт, прикладная наука, устанавливать принципы, исследовать процессы, лежать в основе поведения, быть направленным на, стремиться к чему-либо, большинство, широкое разнообразие, имеющий отношение к чему-либо, факультет, отделение, судебное расследование.

2. Переведите на русский язык.

brain functioning, family resilience, school setting, university psychology department.

3. Соотнесите термины с определениями.

1. The way in which one acts or conducts oneself.

2. Practical contact with and observation of facts or events.

3. The study of materials and sources in order to establish facts and reach new conclusions.

4. The ability to see, hear, or become aware of something through the senses.

5. The mental action or notice taken of someone or something.

6. The ability to acquire and apply knowledge and skills.

7. A branch of philosophy which deals with consciousness, thought, and experience.

—

benefit, phenomenology, intelligence, attention, perception. research, experience, behavior.

Тема. Развитие личности.

1. Переведите на английский язык.

психические характеристики, заставлять делать что-то, формирование личности, наследственность и окружающая среда, наследственные факторы, овладеть ценностями, вносить вклад, взаимодействие, влияние, внешность, межличностные события.

2. Переведите на русский язык.

personality, personal, personally, express, expressive, expression, expect, expectation, acquisition, acquire, value, valuable, heredity, hereditary, inherited, develop, development, developed, shape, shaping.

3. Соотнесите термины с определениями.

1. The power or ability to do something.

2. A strong belief that something will happen.

3. The action of one object coming forcibly into contact with another.

4. The treatment and instruction received by a child from its parents throughout its childhood.

5. The importance, worth, or usefulness of something.

6. The process by which features and characteristics are passed on from parents to their children.

7. A distinguishing quality or characteristic.

8. The surrounding or conditions in which a person, animal or plant lives or operates.

—  
environment, trait, heredity, value, child rearing, impact, expectation, capability.

Тема. Здоровая личность.

1. Переведите на английский язык.

жизненные ситуации, способность делать что-то, приспосабливаться к окружающей среде, достичь чувства гармонии, саморазрушающее чувство, чувство вины и стыда, беспокойство и гнев, легко приспосабливающийся, мысли и действия, двигаться вперед, объяснять тот факт, отношение и подход, эмоциональная устойчивость, личность не умеющая

приспосабливаться, склонный к легкой смене настроения, влиять на продолжительность жизни, достаточно сказать, зная свои сильные и слабые стороны.

2. Закончите предложения.

1. A personality decides.....
2. People differ in the way they.....
3. People with healthy personalities are.....
4. People with healthy personalities have.....
5. They have a sense of people.....
6. They do not have feeling of.....
7. A healthy personality is flexible.....
8. A health personality is a personality with.....
9. A person with maladjusted personality is.....
10. A person with well adjusted personality interprets.....

3. Соотнесите термины с определениями.

1. The quality of being able to do task successfully, without wasting time or energy.
2. Freedom from disturbance, tranquility.
3. An unhappy feeling that you have because you have done something wrong or think that you have done something wrong.
4. A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.
5. A feeling of worry, nervousness, or unease about something with an uncertain outcome.
6. A settled way of thinking about something.
7. A distinguishing quality or characteristic, typically one belonging to a person.

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attitude, anxiety, trait, shame, guilt, peace, efficiency.

Тема. Характеристики здоровой личности.

1. Переведите на русский язык.

Studies Across the Years

Various psychological studies have been conducted over the years to understand and pinpoint exactly what a healthy personality is. These studies have resulted in a number of theories. Carl Jung's theory of an individuated person emphasizes on higher forces of nature and their roleplay in a healthy personality. The theory of self-transcendence by Viktor Frankl talks about finding meaning in our past and our actions in order to have a healthy mental state. The importance of social adjustment is reflected in his theory by Erich Fromm. Carl Rogers, in his theory of the fully functional person, sheds light on one's ability to take his own decisions and be spontaneous. The mature person, a theory by Gordon Allport, stresses on the fact that such a personality is developed by moving forward and not by pining on the past. He was one of his kind in an era where all other experts stressed on the past. Another important theory on self-growth and healthy personality is by Abraham Maslow. Also called the self-actualization theory, it explains how a healthy personality is developed over time.

Over the years, the development of these theories have led psychologists to sum up the human personality into five important traits. This has led to the development of the "Big Five" personality traits of psychology, also known as OCEAN. It is one of the most common and famous theories of all for personality analysis. The OCEAN theory basically comprises five main spheres: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Out of these five, the first four are positive traits. Neuroticism, in its own, is a negative trait. However, the opposite of it, i.e., emotional stability, is a trait of a healthy personality. Here we have listed for you some basic characteristics of a healthy personality with regard to the OCEAN theory.

2. Соотнесите термины с определениями.

1. The personality of characteristics of qualities that form an individual's distinctive character.
2. Capability (possession of the means or skill) to do something.
3. A thing given in recognition of service, effort, or achievement.
4. The state or fact of having a duty to deal with something or of having control over someone.

5. A call to someone to participate in a competitive situation or fight.
  6. The fact of agreeing to something.
  7. The feeling of being sure about your abilities, qualities, or ideas.
  8. A thing done successfully with effort, skill, or courage.
- 

— confidence, acceptance, challenge, responsibility, reward, ability, personality, achievement.

Тема. Психология развития.

1. Переведите на русский язык.

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. This field examines change across a broad range of topics including: motor skills, cognitive development, executive functions, moral understanding, language acquisition, social change, personality, emotional development, self-concept and identity formation.

Developmental psychology examines the influences of nature and nurture on the process of human development, and processes of change in context and across time. Many researchers are interested in the interaction between personal characteristics, the individual's behavior and environmental factors, including social context and the built environment. Ongoing debates include biological essentialism vs. neuroplasticity and stages of development vs. dynamic systems of development.

Developmental psychology involves a range of fields, such as, educational psychology, child psychopathology, forensic developmental psychology, child development, cognitive psychology, ecological psychology, and cultural psychology. Influential developmental psychologists from the 20th century include Urie Bronfenbrenner, Erik Erikson, Sigmund Freud, Jean Piaget, Barbara Rogoff, Esther Thelen, and Lev Vygotsky.

2. Соотнесите термины с определениями.

1. The period of your life in which you develop from being a child into being an adult.
  2. A mature, fully developed person.
  3. The process of growing old.
  4. The way in which one acts or conducts oneself, especially towards others.
  5. The scientific study of the human mind and the reasons for people's behavior.
  6. An idea of the self constructed from the beliefs one holds about oneself and the responses of others.
  7. Reciprocal action or influence.
- 

— interaction, self-concept, psychology, behavior, aging, adult, adolescence.

(CPC) Тема. Теория личности.

1. Переведите на русский язык.

Theories of Personality and Individual Differences

The study of personality includes multiple approaches to the question of who we are and how and why we are similar and different to other individuals. Some of the ways in which we study personality are developing descriptive taxonomies of individual differences. These approaches use basic psychometric and assessment techniques developed for the study of personality and ability. These approaches emphasize the "who" question of how people are similar to and yet differ from each other.

At least five different theoretical approaches address the "why" question. That is, why are there individual differences. Evolutionary Psychology emphasizes universals of human behavior and attempts to explain individual variability in terms of alternative adaptive strategies. Behavior genetic approaches analyze the variation in behavior in terms of the complex interplay between genetic and environmental influences. Systematic work in biological theorizing has emphasized the continuity of behavior across species and searches for the biological underpinnings of temperament and complex behavior. Social cognitive theories emphasize the importance of socialization and the effect of



cognitive processes to create one's unique patterning of behavior. Traditional psychoanalytic techniques, although not a major area of current personality theory, did have an influence in the theories developed throughout much of the 20th century.

The following selections from each of these approaches are meant to lead the interested reader to some of the current literature. These are certainly not meant to be a complete selection, but are rather important readings that provide good overviews of the separate approaches. The interested reader is encouraged to first consult the overviews of personality before delving into these more specialized readings.

Some of the most interesting results of the past decade have been the demonstrations of the moderate to strong heritability of personality and ability. Using techniques of quantitative behavior genetics, it has become commonplace to show that roughly 40-60% of the variation in most personality traits have a genetic base. The most exciting and counter-intuitive findings have been that the shared environment is much less important than previously thought but that the unique environment is very important.

Genes do not code for thoughts, feelings, or behavior, but rather code for proteins that regulate and modulate biological systems. Although promising work has been done searching for the biological bases of individual differences it is possible to sketch out these bases only in the broadest of terms. Specific neurotransmitters and brain structures can be associated with a broad class of approach behaviors and positive affects while other neurotransmitters and structures can be associated with a similarly broad class of avoidance behaviors and negative affects. Reports relating specific alleles to specific personality traits emphasize that the broad personality traits are most likely under polygenic influence and are moderated by environmental experience.

Subtle differences in neurotransmitter availability and re-uptake vary the sensitivity of individuals to cues about their environment that predict future resource availability and external rewards and punishments. It is the way these cues are detected, attended to, stored, and integrated with previous experiences that makes each individual unique. Current work on the bases of individual differences is concerned with understanding this delicate interplay of biological propensities with environmental opportunities and constraints as they are ultimately represented in an individual's information processing system. With time we can expect to increase our taxonomic and predictive power by using these causal bio-social theories of individual differences.

2. Подготовьте выступление по данной теме.

Тема. Когнитивное развитие.

1. Переведите на английский язык.

умственные способности, решение проблем, когнитивное развитие, овладение языком, раннее детство, цель, предлагать, высказывать мнение, точка зрения, объединять размышления, развиваться, трактовка и моделирование, последующие уровни, увеличение эффективности, объем памяти, продвижение вперед.

2. Переведите на русский язык.

problem solving, language acquisition, motor skills, processing efficiency, working memory capacity.

3. Соотнесите термины с определениями.

1. The ability to remember thing.

2. The gradual growth or formation of something.

3. An expert or specialist in psychology.

4. The action of explaining the meaning of something.

5. The quality of being able to do a task successfully.

6. The maximum amount that something can contain.

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capacity, efficiency, interpretation, psychologist, development, memory.

Тема. Социальное и эмоциональное развитие.

1. Переведите на английский язык.

социальное развитие, компетенции, изучение взаимоотношений, познавательная способность, развивать личность, индивидуальность, общественное поведение, относиться к чему-то, управлять, контролировать, оказывать воздействие, опекун, нарушать, нарушение

координации, подвергать воздействию, факторы, вызывающие стрессы, депрессия и беспокойство, принятие решений.

2. Соотнесите термины с определениями.

1. The mental process involved in knowing, learning, and understanding things.

2. A verbal or written answer.

3. A rule or directive made and maintained by an authority.

4. A problem or illness which affects someone's mind or body.

5. A result or effect, typically one that is unwelcome or unpleasant.

6. A feeling of worry, nervousness.

7. Conscious knowledge of one's own character, feelings, motives, and desires.

8. Management of or by oneself, the taking of responsibility for one's own behavior and well-being.

9. The way in which two or more people or things are connected.

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— relationship, self-management, self-awareness, anxiety, consequence, disorder, regulation, response, cognition.

Тема. Развитие ребенка.

1. Переведите на русский язык.

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and our ability to learn from our environment.

There are various definitions of periods in a child's development, since each period is a continuum with individual differences regarding start and ending. Some age-related development periods and examples of defined intervals are: newborn (ages 0–4 weeks); infant (ages 4 weeks – 1 year); toddler (ages 1–3 years); preschooler (ages 4–6 years); school-aged child (ages 6–13 years); adolescent (ages 13–19).

Promoting child development through parental training, among other factors, promotes excellent rates of child development. Parents play a large role in a child's life, socialization, and development. Having multiple parents can add stability to the child's life and therefore encourage healthy development. Another influential factor in a child's development is the quality of their care. Child care programs present a critical opportunity for the promotion of child development.

The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. In addition there are also some theories that seek to describe a sequence of states that compose child development.

2. Соотнесите термины с определениями.

1. The gradual growth or formation of something.

2. The period of life in which you develop from being a child into being an adult.

3. The action or process of maturing.

4. Reciprocal action or influence.

5. The systematic investigation or study.

6. Attention, care.

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research, regard, interaction, maturation, development, adolescence.

Тема. Школьные психологи.

1. Соотнесите термины с определениями.

1. A problem, difficulty or part of a process that may prevent you from achieving something.
  2. The action or process of intervening.
  3. The action of stopping something from happening or arising?
  4. Being the same in quantity, size, degree or value.
  5. The surroundings or conditions in which a person lives or operates.
  6. An important topic or problem for debate or discussion.
  7. The way in which one acts or conducts.
  8. Voluntary work intended to help people in a particular area.
- 

behavior, community service, issue, environment, equal, prevention, intervention, hurdle.

2. Переведите на английский язык.

Школьные психологи являются экспертами в области психологии и образования. Они имеют дело с проблемами образовательного, эмоционального, общественного и поведенческого характера, с которыми сталкиваются дети и молодые люди. Их главными клиентами являются дети. Они работают также совместно с родителями, учителями, руководством школы и муниципальными службами с целью лучшей помощи детям.

Тема. Что такое педагогика?

1. Переведите на английский язык.

Педагогика - это наука об обучении. Учитель разрабатывает концептуальные знания. Он также управляет содержанием учебной деятельности. Большое влияние на педагогику оказали трое представителей науки о развитии человека. Пиаджет известен своей когнитивной теорией развития. Выготский и Брунер разработали теорию социального и культурного взаимодействия. Пиаджет утверждал, что дети конструируют свое понимание окружающего мира и потом испытывают противоречия между этим представлением и реальностью. Теория социального взаимодействия утверждает, что учащиеся создают новый язык через социально опосредованное взаимодействие. На этих теориях базируется последующее развитие индивидуальных умственных процессов, таких как узнавание, вспоминание, анализ, отражение, применение, создание, понимание и оценивание. Учащийся должен объединить прежние знания с новыми. В этом ему помогает учитель. Обучение тому, как это делать, являются частью работы в классе. Простыми словами, педагогика - это разные типы и варианты обучения.

2. Соотнесите термины с определениями.

1. A place where something is or takes place.
  2. Science of teaching.
  3. The action or process of discovering or being discovered.
  4. Reciprocal action or influence.
  5. Information and understanding about a subject.
  6. The gradual growth or formation of something.
- 

development, knowledge, interaction, discovery, pedagogy, setting.

Тема. Образование.

1. Соотнесите термины с определениями.

1. Facts, information and skills acquired through experience or education.
2. The ability to do something well.
3. The importance, worth, or usefulness of something.
4. A person who is specialized in the theories and methods of education.
5. The evaluation of the nature, quality, or ability of someone or something.

6. The provision of assistance in resolving of problems, especially by a professional.
  7. A settled way of thinking or feeling about something.
  8. A thing done successfully with effort, skill or courage.
- 

— achievement, attitude, counseling, assessment, educator, value, skill.

2. Переведите на русский язык.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship

A right to education has been recognized by some governments, including at the global level: Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes a universal right to education. In most regions education is compulsory up to a certain age.

Тема. Педагогическое оценивание.

1. Переведите на английский язык.

относится ко всем видам деятельности, оценить прогресс, делиться на, рассматривать цели, определение уровня знаний, установить исходный уровень, измерить рост, уровень навыка, в течение всего курса, устный опрос, выполнять, проводить что-либо, единственный ответ, множественный выбор, множественный ответ, вопросы на подбор, расширенный ответ.

2. Переведите на русский язык.

assessment, initial, formative, consider, objective, instruction, intervention, consider, objective, primary, constructive, aid, quiz, think, goal, teaching, interference, assist, test.

3. Соотнесите термины с определениями.

1. The evaluation of the nature, quality or ability of someone or something.
  2. Existing or occurring at the beginning.
  3. Serving to form something, having a profound influence on a person's development.
  4. To think carefully about something, typically before making a decision.
  5. Something that you are trying to achieve.
  6. A minimum or starting point used for comparisons.
  7. A short piece of writing on a particular subject.
- 

— consider, objective, baseline, formative, initial, assessment, essay.

(CPC) Тема. Педагогическая система.

1. Подготовьте выступления по следующим темам:

1. Школьные психологи.
2. Что такое педагогика?.
3. Образование.
4. Педагогическое оценивание.
5. Психолого-педагогическое образование.

— Ответьте на вопросы.

Тема. Психология и психологи.

1. How can psychology be defined?
2. What does psychology try to understand?
3. How can psychologists be classified?
4. What are the tasks of psychologists?

5. What concepts to psychologists explore?
6. What is psychological knowledge directed towards?
7. What are psychologists involved in?
8. Where do psychologists work?

Тема. Развитие личности.

1. What is an individual's personality?
2. What is included in personality?
3. How is personality expressed?
4. What does personality color?
5. What factors are more important?
6. What factors are involved in shaping a personality?
7. What can be acquired due to socialization and unique experiences?
8. How do hereditary factors contribute to personality development?
9. What is an impact of your capabilities?
10. What is also important in your personality development?
11. What influences are critical in shaping personality?

Тема. Здоровая личность.

1. How can a personality be defined?
2. What makes people different from each other?
3. What kind of people have healthy personalities?
4. Whose efficiency to do anything is greater?
5. Why is the life of people with healthy personalities harmonious?
6. What are healthy personalities characterized by?
7. What personalities can be considered flexible?
8. What does a person with healthy personality believe in?
9. To what fact do all these qualities construe?
10. What kind of people are more prone to stress?
11. What does neuroticism affect?
12. What is a peculiar trait of a well adjusted personality?

Тема. Характеристики здоровой личности.

1. What are the characteristics of a healthy personality?
2. How does a healthy personality look at himself?
3. What does a person with healthy personality know?
4. How does a well-adjusted personality reacts to criticism?
5. How does a healthy personality appraise his achievements?
6. How does an unhealthy personality take his rewards?
7. What does agreeing with reality mean?
8. How does a healthy personality understands responsibility?
9. What is emotional stability?
10. What is meant by acceptance?

Тема. Психология развития.

1. What does developmental psychology study?
2. What does developmental psychology include?
3. What does this field examine?
4. What are researchers interested in?
5. What do debates include?
6. What fields are involved in developmental psychology?
7. Who are the most important psychologists of the 20th century?

Тема. Когнитивное развитие.

1. What is cognitive development concerned with?
2. What does cognitive development study?
3. What did Piaget study?
4. What does Piaget's theory suggest?
5. What has Vygotsky suggested?

6. What has modern cognitive development integrated?

7. What did the neo-Piagetian theories stages?

8. What explains differences between stages?

Тема. Социальное и эмоциональное развитие.

1. What do developmental psychologies examine?

2. What do they study?

3. What may research in this area involve?

4. What does emotional regulation refer to?

5. How is this regulation controlled in childhood?

6. What happens as children develop?

7. What is the development of ER affected by?

8. Why can a child's development be disrupted?

9. What does environmental hypothesis explain?

10. What are the key areas in social and emotional development?

Тема. Развитие ребенка.

1. What does child development refer to?

2. What kind of a process is it?

3. What are these changes influenced by?

4. How may developmental change occur?

5. What are the period in a child's development?

6. What are parental training promote?

7. Where do parents play a large role?

8. What is considered vital to society?

9. What was the result of increased research?

Тема. Школьные психологи.

1. What kind of services do school psychologies provide?

2. Who do school psychologists work with?

3. What do they utilize prevention and intervention for?

4. When can school psychologists assist?

5. What kind of school do school psychologists help create?

6. Why do they team up with teachers and parents?

7. What do they administer?

8. What kind of consultation do they provide?

9. What must school psychologists make sure?

10. What do they aid in?

Тема. Что такое педагогика?

1. What is pedagogy?

2. What are the tasks of an instructor?

3. Who has influenced modern pedagogy?

4. What did Piaget argue?

5. What did the social interactionist theory state?

6. What do the individual mental processes include?

7. How do students learn?

8. What must the learner integrate?

9. What must children develop?

10. What must classroom experience include?

11. How can pedagogy is defined?

Тема. Образование.

1. How can education be defined?

2. What do educational methods include?

3. How does education take place?

4. Where does education take place?

5. What is pedagogy?

6. What are the stages of education?

7. What are the functions of an educational psychologists?
8. What is called educational assessment?
9. What information is obtained by means of educational assessment?
10. What can assessment focus on?

Тема. Педагогическое оценивание.

1. What is assessment used for?
2. What are the categories of assessment?
3. What is placement assessment conducted for?
4. What is formative assessment carried out?
5. What forms can formative assessment take?
6. When is summative assessment carried out?
7. When is summative assessment made for?
8. What form can this type of assessment take?
9. What is objective assessment?
10. What is subjective assessment?
11. What do objective question types include?
12. What do subjective questions include?
13. What is objective assessment suited to?

Критерии оценки ответов.

Ответ полный; фонетическое, лексико-грамматическое оформление речи правильное (1–2 незначительные ошибки) – отлично.

Ответ не совсем полный; фонетическое, лексико-грамматическое оформление речи с нарушениями норм (3–4 незначительные ошибки) – хорошо.

Ответ неполный; фонетическое, лексико-грамматическое оформление речи с множеством нарушений норм (5–6 ошибок) – удовлетворительно.

Ответ не соответствует требованиям по объему и качеству – неудовлетворительно.

#### **Общее распределение баллов текущего контроля по видам учебных работ для студентов**

Рейтинг-контроль 1	Тестирование, устный опрос	до 15/15/10
Рейтинг-контроль 2	Тестирование, устный опрос	до 15/15/10
Рейтинг-контроль 3	Тестирование, устный опрос	до 50/50/20
Посещение занятий студентом		до 5
Дополнительные баллы (бонусы)		до 5
Выполнение семестрового плана самостоятельной работы		до 10

## **2. Промежуточная аттестация по дисциплине**

**Перечень вопросов к экзамену / зачету / зачету с оценкой.**

**Перечень практических задач / заданий к экзамену / зачету / зачету с оценкой (при наличии)**

5 СЕМЕСТР (ЗАЧЕТ)

УК-4

БЛОК 1. ЗНАТЬ.

ТЕСТИРОВАНИЕ

ВАРИАНТ 1

Выберите правильный ответ.

1. The physiological capacities within organisms that provide inputs for perception are.....

abilities  
emotions  
moods  
senses

2. The aim of educational research is to \_\_\_\_ behavioral patterns in pupils, students and teachers.

standardize  
affect  
improve  
investigate

Сопоставьте термины с определениями.

1.

1. The way in which one acts or conducts oneself.
2. Practical contact with and observation of facts or events.
3. The study of materials and sources in order to establish facts and reach new conclusions.
4. The ability to see, hear, or become aware of something through the senses.
5. The mental action or notice taken of someone or something.
6. The ability to acquire and apply knowledge and skills.
7. A branch of philosophy which deals with consciousness, thought, and experience.

—

benefit, phenomenology, intelligence, attention, perception, research, experience, behavior.

2.

1. The power or ability to do something.
2. A strong belief that something will happen.
3. The action of one object coming forcibly into contact with another.
4. The treatment and instruction received by a child from its parents throughout its childhood.
5. The importance, worth, or usefulness of something.
6. The process by which features and characteristics are passed on from parents to their children.

7. A distinguishing quality or characteristic.

8. The surrounding or conditions in which a person, animal or plant lives or operates.

environment, trait, heredity, value, child rearing, impact, expectation, capability.

3.

1. The quality of being able to do task successfully, without wasting time or energy.
2. Freedom from disturbance, tranquility.
3. An unhappy feeling that you have because you have done something wrong or think that you have done something wrong.
4. A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.

5. A feeling of worry, nervousness, or unease about something with an uncertain outcome.

6. A settled way of thinking about something.

7. A distinguishing quality or characteristic, typically one belonging to a person.

—  
attitude, anxiety, trait, shame, guilt, peace, efficiency.

4.

1. The personality of characteristics of qualities that form an individual's distinctive character.
2. Capability (possession of the means or skill) to do something.
3. A thing given in recognition of service, effort, or achievement.
4. The state or fact of having a duty to deal with something or of having control over someone.

5. A call to someone to participate in a competitive situation or fight.

6. The fact of agreeing to something.



7. The feeling of being sure about your abilities, qualities, or ideas.
  8. A thing done successfully with effort, skill, or courage.
- 

— confidence, acceptance, challenge, responsibility, reward, ability, personality, achievement.  
ВАРИАНТ 2

Выберите правильный ответ.

1. Learning disability is a classification including several ..... in which a person has difficulty learning in a typical manner.

disorders

capacity

incompetence

habits

2. A term used to reflect a person's overall evaluation of one's own worth is.....

self- esteem

self- effacement

self- actualization

self- contradiction

Соотнесите термины с определениями.

1.

1. The period of your life in which you develop from being a child into being an adult.

2. A mature, fully developed person.

3. The process of growing old.

4. The way in which one acts or conducts oneself, especially towards others.

5. The scientific study of the human mind and the reasons for people's behavior.

6. An idea of the self constructed from the beliefs one holds about oneself and the responses of others.

7. Reciprocal action or influence.

---

— interaction, self-concept, psychology, behavior, aging, adult, adolescence.

2.

1. The ability to remember thing.

2. The gradual growth or formation of something.

3. An expert or specialist in psychology.

4. The action of explaining the meaning of something.

5. The quality of being able to do a task successfully.

6. The maximum amount that something can contain.

---

capacity, efficiency, interpretation, psychologist, development, memory.

3.

1. The mental process involved in knowing, learning, and understanding things.

2. A verbal or written answer.

3. A rule or directive made and maintained by an authority.

4. A problem or illness which affects someone's mind or body.

5. A result or effect, typically one that is unwelcome or unpleasant.

6. A feeling of worry, nervousness.

7. Conscious knowledge of one's own character, feelings, motives, and desires.

8. Management of or by oneself, the taking of responsibility for one's own behavior and well-being.

9. The way in which two or more people or things are connected.

---

relationship, self-management, self-awareness, anxiety, consequence, disorder, regulation, response, cognition.

4.

1. The gradual growth or formation of something.
  2. The period of life in which you develop from being a child into being an adult.
  3. The action or process of maturing.
  4. Reciprocal action or influence.
  5. The systematic investigation or study.
  6. Attention, care.
- 

— research, regard, interaction, maturation, development, adolescence.

ВАРИАНТ 3

Выберите правильный ответ.

1. Learning styles are various ... of learning.

approaches

attitudes

means

systems

2. A standardized requirement for an individual to properly perform a specific job is ..... .

competence

reinforcement

intelligence

skill

Соотнесите термины с определениями.

1.

1. A problem, difficulty or part of a process that may prevent you from achieving something.
  2. The action or process of intervening.
  3. The action of stopping something from happening or arising?
  4. Being the same in quantity, size, degree or value.
  5. The surroundings or conditions in which a person lives or operates.
  6. An important topic or problem for debate or discussion.
  7. The way in which one acts or conducts.
  8. Voluntary work intended to help people in a particular area.
- 

— behavior, community service, issue, environment, equal, prevention, intervention, hurdle.

2.

1. A place where something is or takes place.
  2. Science of teaching.
  3. The action or process of discovering or being discovered.
  4. Reciprocal action or influence.
  5. Information and understanding about a subject.
  6. The gradual growth or formation of something.
- 

— development, knowledge, interaction, discovery, pedagogy, setting.

3.

1. Facts, information and skills acquired through experience or education.
2. The ability to do something well.
3. The importance, worth, or usefulness of something.
4. A person who is specialized in the theories and methods of education.
5. The evaluation of the nature, quality, or ability of someone or something.
6. The provision of assistance in resolving of problems, especially by a professional.

7. A settled way of thinking or feeling about something.
  8. A thing done successfully with effort, skill or courage.
- 

— achievement, attitude, counseling, assessment, educator, value, skill.

4.

1. The evaluation of the nature, quality or ability of someone or something.
  2. Existing or occurring at the beginning.
  3. Serving to form something, having a profound influence on a person's development.
  4. To think carefully about something, typically before making a decision.
  5. Something that you are trying to achieve.
  6. A minimum or starting point used for comparisons.
  7. A short piece of writing on a particular subject.
- 

— consider, objective, baseline, formative, initial, assessment, essay.

#### УСТНЫЙ ОПРОС

Ответьте на вопросы.

Тема. Психология и психологи.

1. How can psychology be defined?
2. What does psychology try to understand?
3. How can psychologists be classified?
4. What are the tasks of psychologists?
5. What concepts to psychologists explore?
6. What is psychological knowledge directed towards?
7. What are psychologists involved in?
8. Where do psychologists work?

Тема. Развитие личности.

1. What is an individual's personality?
2. What is included in personality?
3. How is personality expressed?
4. What does personality color?
5. What factors are more important?
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2. What makes people different from each other?
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Тема. Психология развития.

1. What does developmental psychology study?
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7. Who are the most important psychologists of the 20th century?

Тема. Когнитивное развитие.

1. What is cognitive development concerned with?
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3. What did Piaget study?
4. What does Piaget's theory suggest?
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6. What has modern cognitive development integrated?
7. What did the neo-Piagetian theories stages?
8. What explains differences between stages?

Тема. Социальное и эмоциональное развитие.

1. What do developmental psychologies examine?
2. What do they study?
3. What may research in this area involve?
4. What does emotional regulation refer to?
5. How is this regulation controlled in childhood?
6. What happens as children develop?
7. What is the development of ER affected by?
8. Why can a child's development be disrupted?
9. What does environmental hypothesis explain?
10. What are the key areas in social and emotional development?

## 6 СЕМЕСТР (ЭКЗАМЕН)

УК-4

БЛОК 1. ЗНАТЬ.

ТЕСТИРОВАНИЕ

Выберите правильный ответ.

1. The physiological capacities within organisms that provide inputs for perception are.....  
abilities  
emotions  
moods  
senses
2. The aim of educational research is to \_\_\_\_ behavioral patterns in pupils, students and teachers.  
standardize  
affect  
improve  
investigate

3. Learning disability is a classification including several ..... in which a person has difficulty learning in a typical manner.

disorders  
capacity  
incompetence  
habits

4. A term used to reflect a person's overall evaluation of one's own worth is.....

self- esteem  
self- effacement  
self- actualization  
self- contradiction

5. Learning styles are various ... of learning.

approaches  
attitudes  
means  
systems

6. A standardized requirement for an individual to properly perform a specific job is ..... .

competence  
reinforcement  
intelligence  
skill

Сопоставьте термины с определениями.

1.

1. The way in which one acts or conducts oneself.
2. Practical contact with and observation of facts or events.
3. The study of materials and sources in order to establish facts and reach new conclusions.
4. The ability to see, hear, or become aware of something through the senses.
5. The mental action or notice taken of someone or something.
6. The ability to acquire and apply knowledge and skills.
7. A branch of philosophy which deals with consciousness, thought, and experience.

—

benefit, phenomenology, intelligence, attention, perception, research, experience, behavior.

2.

1. The power or ability to do something.
2. A strong belief that something will happen.
3. The action of one object coming forcibly into contact with another.
4. The treatment and instruction received by a child from its parents throughout its childhood.
5. The importance, worth, or usefulness of something.
6. The process by which features and characteristics are passed on from parents to their children.
7. A distinguishing quality or characteristic.
8. The surrounding or conditions in which a person, animal or plant lives or operates.

—  
environment, trait, heredity, value, child rearing, impact, expectation, capability.

3.

1. The quality of being able to do task successfully, without wasting time or energy.
2. Freedom from disturbance, tranquility.
3. An unhappy feeling that you have because you have done something wrong or think that you have done something wrong.
4. A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.
5. A feeling of worry, nervousness, or unease about something with an uncertain outcome.
6. A settled way of thinking about something.
7. A distinguishing quality or characteristic, typically one belonging to a person.

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- attitude, anxiety, trait, shame, guilt, peace, efficiency.
- 4.
1. The personality of characteristics of qualities that form an individual's distinctive character.
  2. Capability (possession of the means or skill) to do something.
  3. A thing given in recognition of service, effort, or achievement.
  4. The state or fact of having a duty to deal with something or of having control over someone.
  5. A call to someone to participate in a competitive situation or fight.
  6. The fact of agreeing to something.
  7. The feeling of being sure about your abilities, qualities, or ideas.
  8. A thing done successfully with effort, skill, or courage.
- 

- confidence, acceptance, challenge, responsibility, reward, ability, personality, achievement.
- 5.
1. The period of your life in which you develop from being a child into being an adult.
  2. A mature, fully developed person.
  3. The process of growing old.
  4. The way in which one acts or conducts oneself, especially towards others.
  5. The scientific study of the human mind and the reasons for people's behavior.
  6. An idea of the self constructed from the beliefs one holds about oneself and the responses of others.
  7. Reciprocal action or influence.
- 

- interaction, self-concept, psychology, behavior, aging, adult, adolescence.
- 6.
1. The ability to remember thing.
  2. The gradual growth or formation of something.
  3. An expert or specialist in psychology.
  4. The action of explaining the meaning of something.
  5. The quality of being able to do a task successfully.
  6. The maximum amount that something can contain.
- 

- capacity, efficiency, interpretation, psychologist, development, memory.
- 7.
1. The mental process involved in knowing, learning, and understanding things.
  2. A verbal or written answer.
  3. A rule or directive made and maintained by an authority.
  4. A problem or illness which affects someone's mind or body.
  5. A result or effect, typically one that is unwelcome or unpleasant.
  6. A feeling of worry, nervousness.
  7. Conscious knowledge of one's own character, feelings, motives, and desires.
  8. Management of or by oneself, the taking of responsibility for one's own behavior and well-being.
  9. The way in which two or more people or things are connected.
- 

- relationship, self-management, self-awareness, anxiety, consequence, disorder, regulation, response, cognition.
- 8.
1. The gradual growth or formation of something.

2. The period of life in which you develop from being a child into being an adult.
  3. The action or process of maturing.
  4. Reciprocal action or influence.
  5. The systematic investigation or study.
  6. Attention, care.
- 

research, regard, interaction, maturation, development, adolescence.

9.

1. A problem, difficulty or part of a process that may prevent you from achieving something.
  2. The action or process of intervening.
  3. The action of stopping something from happening or arising?
  4. Being the same in quantity, size, degree or value.
  5. The surroundings or conditions in which a person lives or operates.
  6. An important topic or problem for debate or discussion.
  7. The way in which one acts or conducts.
  8. Voluntary work intended to help people in a particular area.
- 

behavior, community service, issue, environment, equal, prevention, intervention, hurdle.

10.

1. A place where something is or takes place.
  2. Science of teaching.
  3. The action or process of discovering or being discovered.
  4. Reciprocal action or influence.
  5. Information and understanding about a subject.
  6. The gradual growth or formation of something.
- 

development, knowledge, interaction, discovery, pedagogy, setting.

11.

1. Facts, information and skills acquired through experience or education.
  2. The ability to do something well.
  3. The importance, worth, or usefulness of something.
  4. A person who is specialized in the theories and methods of education.
  5. The evaluation of the nature, quality, or ability of someone or something.
  6. The provision of assistance in resolving of problems, especially by a professional.
  7. A settled way of thinking or feeling about something.
  8. A thing done successfully with effort, skill or courage.
- 

achievement, attitude, counseling, assessment, educator, value, skill.

12.

1. The evaluation of the nature, quality or ability of someone or something.
  2. Existing or occurring at the beginning.
  3. Serving to form something, having a profound influence on a person's development.
  4. To think carefully about something, typically before making a decision.
  5. Something that you are trying to achieve.
  6. A minimum or starting point used for comparisons.
  7. A short piece of writing on a particular subject.
- 

consider, objective, baseline, formative, initial, assessment, essay.

Соотнесите термины с определениями:

1.
  1. psychology 1 the study of the mind and how it influences people's behaviour
  2. behaviour 6 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
  3. intelligence 4 using your mind to solve something, decide something, imagine something etc
  4. thinking 5 the condition of being awake and able to understand what is happening around you
  5. consciousness 2 the things that a person or animal does
    - 3 the ability to learn, understand, and think about things
2.
  1. depression 6 the things that a person or animal does
  2. phobia 5 continuous feeling of worrying about your work or personal life, that prevent you from relaxing
  3. nervous system 1 a medical condition that makes you very unhappy and anxious and often prevents you from living a normal life
  4. consciousness 2 a strong unreasonable fear of something
  5. stress 3 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
    - 4 the condition of being awake and able to understand what is happening around you
3.
  1. sensation 6 the ability to learn, understand, and think about things
  2. consciousness 3 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
  3. nervous system 2 the condition of being awake and able to understand what is happening around you
  4. character 1 a feeling that you get from one of your five senses, especially the sense of touch
  5. emotion 5 a strong human feeling such as love, hate, or anger
    - 4 the particular combination of qualities that makes someone a particular type of person
4.
  1. intelligence 1 the ability to learn, understand, and think about things
  2. memory 3 using your mind to solve something, decide something, imagine something etc
  3. thinking 4 someone's character, especially the way they behave towards other people
  4. personality 6 a feeling that you get from one of your five senses, especially the sense of touch
  5. learning 2 someone's ability to remember things, places, experiences etc
    - 5 knowledge gained through reading and study
5.
  1. emotion 6 the study of the mind and how it influences people's behaviour
  2. sensation 5 someone's character, especially the way they behave towards other people
  3. consciousness 3 the condition of being awake and able to understand what is happening around you
  4. memory 2 a feeling that you get from one of your five senses, especially the sense of touch



5. personality 1 a strong human feeling such as love, hate, or anger  
4 someone's ability to remember things, places, experiences etc
6.
  1. nervous system 3 the study of the mind and how it influences people's behaviour
  2. consciousness 1 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
  3. psychology 5 someone's character, especially the way they behave towards other people
  4. sensation 2 the condition of being awake and able to understand what is happening around you
  5. personality 4 a feeling that you get from one of your five senses, especially the sense of touch
  - 6 the particular combination of qualities that makes someone a particular type of person
7.
  1. emotion 6 a medical condition that makes you very unhappy and anxious and often prevents you from living a normal life
  2. sensation 3 a strong unreasonable fear of something
  3. phobia 5 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
  4. consciousness 4 the condition of being awake and able to understand what is happening around you
  5. nervous system 2 a feeling that you get from one of your five senses, especially the sense of touch
  - 1 a strong human feeling such as love, hate, or anger
8.
  1. thinking 4 the ability to learn, understand, and think about things
  2. memory 1 using your mind to solve something, decide something, imagine something etc
  3. character 5 the condition of being awake and able to understand what is happening around you
  4. intelligence 2 someone's ability to remember things, places, experiences etc
  5. consciousness 3 the particular combination of qualities that makes someone a particular type of person
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  1. sensation 6 the study of the mind and how it influences people's behaviour
  2. thinking 3 the ability to learn, understand, and think about things
  3. intelligence 2 using your mind to solve something, decide something, imagine something etc
  4. learning 1 a feeling that you get from one of your five senses, especially the sense of touch
  5. emotion 5 a strong human feeling such as love, hate, or anger
  - 4 knowledge gained through reading and study
10.
  1. stress 4 the things that a person or animal does

2. personality 1 continuous feeling of worrying about your work or personal life, that prevent you from relaxing
3. nervous system 6 a medical condition that makes you very unhappy and anxious and often prevents you from living a normal life
4. behaviour 3 your nerves, brain, and spinal cord, with which your body feels pain, heat etc and your movements are controlled
5. character 2 someone's character, especially the way they behave towards other people
- 5 the particular combination of qualities that makes someone a particular type of person

УК-4

БЛОК 2. УМЕТЬ.

ТЕСТИРОВАНИЕ

Подберите соответствующий заголовок к тексту.

1.

1. Cognitive psychology is a discipline within psychology that investigates the internal mental processes of thought such as visual processing, memory, problem solving, and language. The school of thought arising from this approach is known as cognitivism which is interested in how people mentally represent information processing.

2. Cognitive psychologists use psychophysical and experimental approaches to understand, diagnose, and solve problems, concerning themselves with the mental processes which mediate between stimulus and response.

3. Cognitive science differs from cognitive psychology in that algorithms that are intended to simulate human behavior are implemented or implementable on a computer. In other instances, solutions may be found through insight, a sudden awareness of relationships.

Cognitive psychology

Cognitivism

Psychology

Mental psychology

2.

1. Education has as one of its fundamental aspects the imparting of culture from generation to generation. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer sciences, linguistics, neuroscience, sociology and anthropology.

2. The education of an individual human begins at birth and continues throughout life. Some believe that education begins even before birth, as evidenced by some parents' playing music or reading to the baby in the womb in the hope it will influence the child's development.

3. For some the struggles and triumphs of daily life provide far more instruction than does formal schooling (thus Mark Twain's admonition to "never let school interfere with your education"). Family members may have a profound educational effect – often more profound than they realize – though family teaching may function very informally.

Education

Pedagogy

Educational system

Educational subjects

3.

1. School psychology deal largely with psychological testing and student consultation in elementary and secondary schools. Psychological testing is the systematic use of tests to quantify psychological behaviour, abilities, and problems and to make predictions about psychological performance. Tests fall into three general categories.

2. An aptitude test is to measure one's level of intelligence. An intelligence quotient (IQ) test is a good example of this type. By measuring an individual's IQ, the test-giver hopes to predict the subject's future ability to learn and reason. A second category is the achievement test, which assesses

the subject's present level of academic or intellectual accomplishment. Tests of personality form the third general category. A personality test is to reveal a person's moods, attitudes, opinions, motivations, and style of thinking, speaking, and acting. Personality tests are used by mental health clinics and psychiatric to help diagnose mental disorders.

3. Counseling is the process of helping a student discover and develop his educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. The counselor's goal is generally to orient the student toward opportunities that can best guarantee fulfillment of his personal needs and aspirations. The counselor usually attempts to clarify the student's own thinking rather than to solve his problems.

School psychology

Counseling

Psychology

Pedagogy and psychology

4.

1. The sociology of education is the study of how public institutions and individual experiences affect education and its outcomes. It is most concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.

2. Education has often been seen as a fundamentally optimistic human endeavor characterized by aspirations for progress and betterment. It is understood by many to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and social status. Education is perceived as a place where children can develop according to their unique needs and potential. It is also perceived as one of the best means of achieving greater social equality.

3. Many would say that the purpose of education should be to develop every individual to his full potential and give him a chance to achieve as much in his life as his natural abilities allow. Few would argue that any education system accomplished this goal perfectly. Some take a particularly negative view, arguing that the education is designed with the intention of causing the social reproduction of inequality.

Education

The sociology of education

Sociology

Educational system

5.

1. Good teaching is not a matter of techniques or methods, for, as curriculum is not education, so method is not teaching. Research indicates that good teachers cannot be differentiated on the basis of "teaching methods". The method is inseparable from the person of the teacher; in fact, the person of the teacher is more important than the method.

2. The good teacher is not an instructor, who simply provides information, facts and knowledge but a facilitator of learning for the student. Good teachers are not those who are simply experts in subject matter, or experts in teaching methods, or curriculum experts, or who utilize the most resources, such as audiovisual aids.

3. The best teacher is one who, through establishing a personal relationship, frees the student to learn. Learning can only take place if the student and the teacher can create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning.

Teaching

Teachers

Educational process

Teaching methods

6.

1. A learning disability is a mental problem that children may have from birth, or that may be caused by illness or injury, that affects their ability to read, write, or calculate. Though its causes and nature are still not fully understood, it is widely agreed that the presence of a learning disability does

not indicate subnormal intelligence. Rather it is thought that the learning-disabled have a neurologically based difficulty in processing language or figures.

2. Learning disabilities may be diagnosed through testing, and children may be enrolled in programs offering special help. Left unrecognized, learning disabilities may result not only in poor classroom performance but also in low self-esteem and disruptive behaviour. Normal intelligence, low self-esteem and disruptive behaviour indicate that a learning disability is not only a mental problem but also a social problem.

3. A child's disruptive behaviour or low self-esteem can be cured not only by personal psychiatrists but also by proper social environments in the class created by the teacher. Neurology as the scientific study of nerves and their diseases in addition to social adjustments are to help the learning-disabled to overcome their learning disabilities. Children with learning disabilities require highly specialized techniques, usually on an individual basis.

The education of children with learning disabilities

Learning disabilities

Neurology

The education of children

7.

1. Maladjusted children are those who are unable to form good relationships with other children because of problems in their character and behaviour. Socially and emotionally maladjusted children are referred for special programs by parents or by teachers when they find it difficult to manage the child at home or in school.

2. Autistic children make a separate part of maladjusted children. Autism is a severe mental illness that affects children and prevents them from communicating with other children or people. Psychiatrists together with social workers and teachers, determine the eligibility of maladjusted and autistic children for special programs. Children with learning disabilities are assessed by psychoeducational diagnosticians, who through educational and psychological diagnostic tests determine the child's potential for learning and his level of achievement.

3. Psychotherapy and behaviour modification by psychologists, psychiatrists and social workers are generally a part of mental illness, for example depression, by talking to maladjusted children and discussing their problems rather than using drugs or medical treatment. Behaviour modification means the control of behaviour in which desired behaviours are rewarded, and vice versa, undesirable ones are punished. Behaviour modification helps teachers shape individual behaviour toward some desired effect and control behaviour in classrooms.

The education of maladjusted children

Maladjusted children

Autistic children

The children with learning disabilities

8.

1. Children grow, learn and even investigate the world through play. Play is the basis for discovery, reasoning and thinking. When children are given the freedom to experiment, to make mistakes and then to learn from these mistakes, they are developing skills that will stay with them for life.

2. Children do not differentiate between play, learning and work. Children are playful by nature. They love to play because play is an activity in which any child is open to express his points of view, ideas and thoughts.

3. It is important to notice that games are necessary not just for junior pupils; in senior forms the elements of play must be included into the educating process. So games vary accordingly to the age of children.

The role of play at the lesson

Children

Children's behaviour

Schoolchildren

ТЕСТИРОВАНИЕ

## ЧТЕНИЕ

Прочитайте текст и выполните задания, следующие за ним.

### LANGUAGE

1. There is a sea of language around us. From that sea comes a constant flow of messages in Brooklynese and Basque, teenybop and Tibetan. And all those messages are wrapped in sounds and silences and signals.

2. Every person has to learn his language. A human baby raised by apes would learn only the language of apes and other animals. To learn a human language, a human baby-would have to hear it from humans. But much animal talk is not learned. On the contrary, it's inborn. A cat will purr and meow even if it never hears another cat. With any human language, a person can talk about the future and the past. He can discuss ideas—kindness, truth, honesty, justice. He can make almost any number of sentences—including sentences he never heard before. No animal language is so rich in uses and possibilities.

3. Speech is what most writing starts out from. Writing is a secondhand method of trying to say what the sounds and the signals of language say. Written language is separate from spoken language. Children learn to speak without any special training. But reading and writing—written language—have to be specially taught. Written language has a life of its own. Every written language was invented long after spoken language began. In fact, not all languages have a written form. Written language also has its own style. For one thing, written language doesn't change as fast as spoken language. For another thing, people do not commonly write the way they speak. Often writing is more formal.

4. People don't usually talk to themselves. They talk to other people. And their talk has social meaning. Only part of the social meaning of a conversation is earned by words. Take saying hello or talking about the weather. Often such talk has little dictionary meaning. It is a way of being friendly or polite. Choice of language often has social meaning. An informal "Yeah" in the neighborhood carries a relaxed meaning. Often it is replaced by a formal "Yes" in a classroom or at a job interview.

1. Определите, является ли утверждение:

To learn an animal language an animal baby has to hear it from animals.

1) истинным                      2) ложным                      3) в тексте нет информации

2. Определите, является ли утверждение:

People can't learn to write without special training.

1) в тексте нет информации                      2) истинным                      3) ложным

3. Определите, является ли утверждение:

People can make a great number of sentences.

1) в тексте нет информации                      2) истинным                      3) ложным

4. Определите, является ли утверждение:

Sociologists consider language to be the foundation of every culture.

1) истинным                      2) ложным                      3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

There are a lot of languages existing in the world.

1) 3                      2) 4                      3) 1                      4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

People's conversation has a social meaning.

1) 3                      2) 2                      3) 1                      4) 4

7. Ответьте на вопрос

What is the difference between spoken and written language?

- 1) Written language was a great invention of the mankind.
- 2) Written language is the method of expressing ideas.
- 3) Written language is more formal than spoken language and it doesn't change so fast.
- 4) Every language has its written form.

8. Определите основную идею текста

- 1) Human language is rich in possibilities.
- 2) Language which sets apart human from other living beings includes speech, written characters necessary for communication in different situations.

3) People chose language in accordance with social situation.

4) People use both spoken and written language.

#### READING

1. The ability to see and understand written or printed language is called reading. People who cannot read are said to be illiterate. The ability to read is one of the foundation skills in all industrialized societies. In such societies written language is the chief means of transmitting culture and the benefits of civilization from one generation to another. Researchers estimate that about 30 percent of the adult women and about 15 percent of the adult men in the world cannot read, and many more have only minimal reading abilities. Many organizations are dedicated to teaching adults to read, but illiteracy has persisted.

2. Like many human abilities, reading is a learned skill. It must be taught. Young children learn to read a very few years after learning to speak. In doing so, they are made to see a connection between the words they have learned to say and the ones they see on a printed page. The words that appear on a page are printed symbols. The mind interprets those symbols as words it already knows in a rapid recognition process based on the individual's past experiences.

3. Words and their meanings are recognized together. Beyond the decoding of words is comprehension. This is more than just understanding the words, sentences, and paragraphs. It is a matter of seeing relationships and of connecting what is stated on a page with what one already knows about a subject. A good deal of reading stimulates the imagination as the reader pictures what is being read.

4. Several factors determine a reader's level of comprehension and assimilation: intellectual ability, the range of personal experiences, and the speed at which one reads. Intellectual ability and the breadth of experience are personal matters, and they often have something to do with the age of the individual. The more one has learned and experienced, the more one tends to gain from reading. The speed of reading is more subject to control. Slow readers can be trained to read faster.

1. Определите, является ли утверждение:

All people in the world are literate.

1) истинным

2) ложным

3) в тексте нет информации

2. Определите, является ли утверждение:

Speed of reading can be improved.

1) в тексте нет информации

2) истинным

3) ложным

3. Определите, является ли утверждение:

The more the person read, the better his imagination is.

1) в тексте нет информации

2) истинным

3) ложным

4. Определите, является ли утверждение:

Slow analytical reading is necessary for absorbing details.

1) истинным

2) ложным

3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

While learning to read children connect spoken words with written symbols.

1) 3

2) 4

3) 1

4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Adults can be taught to read in special educational institutions.

1) 3

2) 2

3) 1

4) 4

7. Ответьте на вопрос

What is comprehension?

1) It is the ability to see connections between printed words and one's knowledge.

2) It is understanding sentences and paragraphs.

3) Comprehension stimulates the person's imagination.

4) It is recognizing meanings of the words.

8. Определите основную идею текста

1) People should learn to read to be literate.

2) The ability to read based on the comprehension is important for person's imagination and education.

3) Reading is one of many human abilities.

- 4) It is possible to determine comprehension in accordance with three factors.

#### THE SOCIAL SCIENCES

1. There is no single science of society or science of humanity. Instead, there are several branches of learning that deal with the origins and activities of human groups. The size of such group ranges from the family, tribe, and nation up to the relationships between nations. These subjects are called social sciences, and they include anthropology, economics, political science, sociology, social psychology, social geography, international relations, and comparative law. History is sometimes included as a social science.

2. Since 1950 the term behavioral sciences has come into prominence in the colleges and universities. It refers to such subjects as psychology, sociology, social psychology, and social or cultural anthropology. The benefit of bringing these subjects together under the umbrella term behavioral sciences has been to draw them closer to the natural sciences. Sometimes behavioral science and social science are used as equivalents, but many scholars insist on distinguishing between them.

3. The subject matter of the social sciences was carefully studied long before the sciences themselves were named. The naming did not happen until the 19th century. Before then, the courses that are today studied as political science, law, ethics, psychology, or economics all fell within the province of philosophy. The classical Greek philosophers—especially Socrates, Plato, and Aristotle—believed that anything humans could experience or think about was worth investigating.

4. Since the early years of the 20th century, in the schools of the United States some of these subjects have been blended into a single course called social studies. The purpose of social studies is to provide a comprehensive survey of the whole range of human life in all periods of history and all parts of the world, in today's schools the interdisciplinary social studies courses persist, but they are not the single source of schooling in the social sciences.

1. Определите, является ли утверждение:

The term social sciences appeared in the 19th century.

- 1) истинным                      2) ложным                      3) в тексте нет информации

2. Определите, является ли утверждение:

History is always treated as a social science.

- 1) в тексте нет информации                      2) истинным                      3) ложным

3. Определите, является ли утверждение:

The problems of the social sciences were investigated before this term appeared.

- 1) в тексте нет информации                      2) истинным                      3) ложным

4. Определите, является ли утверждение:

Economics was the first social science to set itself off from the rest.

- 1) истинным                      2) ложным                      3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Social sciences include a wide range of subjects dealing with human groups.

- 1) 3                      2) 4                      3) 1                      4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Before the 19th century some social sciences were studied by philosophers.

- 1) 3                      2) 2                      3) 1                      4) 4

7. Ответьте на вопрос

What was the advantage of introducing behavioral sciences?

- 1) Behavioral sciences and social sciences can be used as synonyms.

2) Behavioral sciences include such subjects as psychology, sociology, social psychology, and social or cultural anthropology.

- 3) Behavioral sciences were studied in colleges and universities.

- 4) It gives the possibility to connect behavioral sciences with natural Sciences.

8. Определите основную идею текста

- 1) Social science studies social behavior.

- 2) Scientists should investigate everything people can experience or think about.

- 3) There are several sciences which have focus on the activities of human groups.

4) Since the beginning of the 20th century social sciences are studied in different educational institutions.

#### UNIVERSITIES IN THE UK

1. Universities in Britain are a magnet for students all over the world. There are currently over 250,000 from outside Britain studying at British universities. The largest single group is Chinese students. There are currently 50,000 in the UK. The British government expects the total number of overseas students to be around 900,000 by 2020, and also thinks that a quarter of these will be Chinese. But why is the UK such a popular destination for university students? Well, the quality of your course is guaranteed. All courses are assessed by an independent system, so you can be assured that your course is officially approved and has wide international recognition.

2. The British education system is flexible in provision for the needs of a modern society. It is also cost-effective. Degree courses are usually shorter and more intensive than in other countries. There are lots of scholarships available. You normally need 3 A-levels, which are the exams taken by people leaving school at 18, in order to enter a course. You also need an IELTS score of at least 5.5, but many universities offer foundation or access courses to prepare students for their studies.

3. British universities offer a personalized but independent approach. The emphasis is on creative and independent thought, which helps develop the skills you will need to compete in the global job market. Tutors not only teach but also provide support and guidance. As a result, international students have a very low drop out rate and a very high pass rate.

4. It is very simple to become an international student in the UK. The British Council offers a free and impartial service to anyone who is interested in studying in the UK, and an organization called UCAS assists you in finding a course and making an effective application. The UK is a dynamic and cosmopolitan place. The countryside is beautiful, and the theatres, museums, architecture and rich history make it a fascinating place to live and study. Why not give it a go?

1. Определите, является ли утверждение:

Most UK universities offer preparatory courses.

1) истинным                      2) ложным                      3) в тексте нет информации

2. Определите, является ли утверждение:

To enter the UK Universities is very difficult task for foreign students.

1) в тексте нет информации                      2) истинным                      3) ложным

3. Определите, является ли утверждение:

In the UK universities there are lots of students from the Far East.

1) в тексте нет информации                      2) истинным                      3) ложным

4. Определите, является ли утверждение:

Public support is a norm in the British education system.

1) истинным                      2) ложным                      3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

In the UK, it takes less time to obtain a university degree than in many other countries.

1) 3                      2) 4                      3) 1                      4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

There is an independent assessment system in the UK universities.

1) 3                      2) 2                      3) 1                      4) 4

7. Ответьте на вопрос

What is the teaching approach in the UK universities?

1) The students are taught to be creative and intelligent.

2) The teachers are very strict.

3) They are taught to be free-minded.

4) The student can do whatever they want.

8. Определите основную идею текста

1) Studying in the UK universities is free.

2) Studying in the UK universities is very interesting and prestigious.

3) Studying in the UK universities is very cheap and simple.

4) Studying in the UK universities is very fashionable.

#### THE SUMMERHELL EXPERIMENT



1. Summerhill began as an experimental school. It is now a demonstration school, for it demonstrates that freedom works. When starting the school, we had one main idea: to make the school fit the child – instead of making the child fit the school. Having taught in ordinary schools for many years, I knew the other way very well. It was wrong because it was based on an adult conception of what a child should learn. The other way dated from those days when psychology was still an unknown science.

2. We decided to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce<sup>1</sup> all discipline, all direction, all suggestion, all moral training, all religious instruction. It required a complete belief in the child as a good, not an evil, being. For almost forty years, this belief has become a final faith<sup>2</sup>. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing.

3. What is Summerhill like? For one thing, lessons are optional<sup>3</sup>. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teacher's. The children have classes usually according to their age, but sometimes according to their interest. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether a school has or has not a special method for teaching long division<sup>4</sup> is of no significance, for long division is of no importance except to those who want to learn it. And the child who wants to learn long division will learn it no matter how taught.

4. Children who come to Summerhill as kindergarteners attend lessons from the beginning of their stay; but pupils from other schools vow<sup>5</sup> that they will never attend any lessons again at any time. They play and cycle and get in people's way, but they fight shy of lessons. This sometimes goes on for months. Summerhill is possibly the happiest school in the world. I seldom hear a child cry, because children when free have much less hate to express than children who are depressed. Love means approving of children, and that is essential in every school.

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1 to renounce – отказываться

2 faith – убеждения

3 be optional – факультативный

4 long division – деление столбиком

5 to vow – клясться

1. Определите, является ли утверждение:

In the Summerhill school there is no timetable for pupils.

1) истинным                      2) ложным                      3) в тексте нет информации

2. Определите, является ли утверждение:

They wanted children to be disciplined at school.

1) в тексте нет информации                      2) истинным                      3) ложным

3. Определите, является ли утверждение:

There is moral training and religious institutions in Summerhill school.

1) в тексте нет информации                      2) истинным                      3) ложным

4. Определите, является ли утверждение:

Children can develop their best abilities being taught at home under the guidance of their parents.

1) истинным                      2) ложным                      3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

The idea of Summerhill school is to make school attractive and acceptable for children.

1) 3                      2) 4                      3) 1                      4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Summerhill is a school where children know they are loved and approved of.

1) 3                      2) 2                      3) 1                      4) 4

7. Ответьте на вопрос

What experiment did they do in Summerhill? They allowed children...

1) ... to cry at the lessons.

2) ...to attend only the lessons they want.

3) ... to be out of school for years.

- 4) ... to express their hatred for lessons.
8. Определите основную идею текста
- 1) At school children should be free and happy and develop as they can develop.
- 2) Special activities help children to fight shy of lessons.
- 3) Children should have classes according to their interests.
- 4) It is necessary to have special methods of teaching.

#### SMALL GROUP COMMUNICATION

1. Small group communication involves give-and-take exchanges between a relatively small number of people. A small group involves at least three but has no precise upper limit. The important thing is not how many people are involved but whether the people are aware of each other as individuals and feel that they can participate in the discussion.

2. The first small group in which most people communicate is the family. Family communication often occurs around the dinner table, in the living room, and in the car. As children mature they become members of other small groups: peer play groups, church or synagogue classes, and day-care center or preschool groups. When children enter school they become members of classes. As they progress through school they communicate in an ever-increasing number of groups: scouting, dance classes, musical groups, athletic teams, and school clubs.

3. As adults people begin families of their own, become members of groups of people who work together, form friendship groups, join recreational and athletic teams, and become active in community groups. Throughout life people continue to participate in small-group contexts.

4. Scholars often classify groups by function. Among the functional groups that have been identified are learning, social, therapy, problem-solving, political action, and worship groups. Given the variety of functions, effective participation in groups requires a variety of skills. As members, people must learn to help the group to accomplish its purpose or function. Their behaviors toward this end are called task roles. But people must also help each other to feel good about group membership and participation. Their behaviors toward these end are called group maintenance or social roles. In addition, group members must become aware of individual actions that interfere with effective group functioning. Good group members are team players – they sacrifice self-interests for the welfare of the group.

1. Определите, является ли утверждение:

The size of the group is the most important factor for successful communication.

- 1) истинным                      2) ложным                      3) в тексте нет информации

2. Определите, является ли утверждение:

I small group communication people have task and social roles.

- 1) в тексте нет информации                      2) истинным                      3) ложным

3. Определите, является ли утверждение:

Small groups can be classified in accordance with their functions.

- 1) в тексте нет информации                      2) истинным                      3) ложным

4. Определите, является ли утверждение:

Many small groups are also the part of a large group called an organization.

- 1) истинным                      2) ложным                      3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

- 1) 3                      2) 4                      3) 1                      4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

People take part in different small group during the whole life.

- 1) 3                      2) 2                      3) 1                      4) 4

7. Ответьте на вопрос

What are group members?

- 1) They become members of the increasing number of groups.
- 2) Good group members can participate in the discussion.
- 3) They can exchange information between limited amount of people.
- 4) They are the members of team who respect interests of the group.

8. Определите основную идею текста

- 1) Communication is an important aspect of social behavior.

- 2) Members of the group should help the group to accomplish its purpose.
- 3) Participating in different small groups people exchange information and accomplish different purposes.
- 4) There are different functional groups identified by scientists.

## COMMUNICATION

1. Communicating – or getting our message across – is the concern of us all in our daily lives whatever language we happen to use. Learning to be better communicators is important to all of us in both our private and public lives. Better communication means better understanding of ourselves and others; less isolation from those around us and more productive, happy lives.

2. We begin at birth by interacting with those around us to keep warm, dry and fed. We learn very soon that the success of a particular communication strategy depends on the willingness of others to understand and on the interpretation they give to our meaning. Whereas a baby's cry will be enough to bring a mother bringing with a clean nappy and warm milk in one instance, it may produce no response at all in another. We learn then that meaning is never one-sided. Rather, it is negotiated, between the persons involved.

3. As we grow up our needs grow increasingly complex, and along with them, our communication efforts. Different words, we discover, are appropriate in different settings. The expressions we hear in the playground or through the bedroom door may or may not be suitable at the supper table. We may decide to use them anyway to attract attention. Most of our communication strategies develop unconsciously, through imitation of persons we admire and would like to resemble to some extent -and the success we experience in our interactions.

4. Formal training in the classroom affords us an opportunity to gain systematic-practice in an even greater range of communicative activities. Group discussions, moderated by the teacher, give young learners important practice in taking turns, getting the attention of the group, stating one's views and perhaps disagreeing with others in a setting other than the informal family or playground situations with which they are familiar. Classrooms also provide practice in written communications of many kinds. Birthday cards are an early writing task for many children. Reports, essays, poems, business letters, and job application forms are routinely included in many school curricula and provide older learners with practical writing experience.

1. Определите, является ли утверждение:

Communication is an important part of people's daily activity.

- 1) истинным
- 2) ложным
- 3) в тексте нет информации

2. Определите, является ли утверждение:

There are different forms of communication activities to be practiced in classrooms.

- 1) в тексте нет информации
- 2) истинным
- 3) ложным

3. Определите, является ли утверждение:

It is impossible to be engaged in a communicative activity in the classroom.

- 1) в тексте нет информации
- 2) истинным
- 3) ложным

4. Определите, является ли утверждение:

Communication means using hands, body and face expression to send messages.

- 1) истинным
- 2) ложным
- 3) в тексте нет информации

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Being good at communication implies more successful life.

- 1) 3
- 2) 4
- 3) 1
- 4) 2

6. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

- 1) 3
- 2) 2
- 3) 1
- 4) 4

7. Ответьте на вопрос

What does the success of communication strategy depend on? It depends on...

- 1) ... the ability to speak different languages.
- 2) ... the ability to understand and to interpret the meaning of partner's words.
- 3) ... the ability to develop communication techniques unconsciously.
- 4) ... the ability to use intonation; gestures, facial expressions.

8. Определите основную идею текста

- 1) Effective communication process involves both expression and negotiation.

- 2) A person should be equally good at all elements of communication.
- 3) People learn to communicate at birth.
- 4) Communication means getting one's message across.

## СОБЕСЕДОВАНИЕ

ОБЩЕПРОФЕССИОНАЛЬНЫЕ ТЕМЫ: "Психология и психологи", "Развитие личности", "Здоровая личность", "Характеристики здоровой личности", "Психология развития", "Когнитивное развитие", "Социальное и эмоциональное развитие", "Развитие ребенка", "Школьные психологи", "Что такое педагогика?", "Образование", "Педагогическое оценивание", "Психолого-педагогическое образование".

Ответьте на вопросы.

### ВАРИАНТ 1

1. How can psychology be defined?
2. What is an individual's personality?
3. How can a personality be defined?
4. What are the characteristics of a healthy personality?
5. What does developmental psychology study?
6. What is cognitive development concerned with?
7. What do developmental psychologists examine?
8. What does child development refer to?

### ВАРИАНТ 2

1. Who do school psychologists work with?
2. What are the tasks of an instructor?
3. What do educational methods include?
4. What are the categories of assessment?
5. What does psychology try to understand?
6. What is included in personality?
7. What makes people different from each other?
8. How does a healthy personality look at himself?

### ВАРИАНТ 3

1. What does this field examine?
2. What did Piaget study?
3. What may research in this area involve?
4. What are these changes influenced by?
5. What do they utilize prevention and intervention for?
6. Who has influenced modern pedagogy?
7. How does education take place?
8. What is placement assessment conducted for?

### ВАРИАНТ 4

1. What are the tasks of psychologists?
2. What does personality color?
3. Whose efficiency to do anything is greater?
4. How does a well-adjusted personality react to criticism?
5. What does Piaget's theory suggest?
6. What does emotional regulation refer to?
7. How may developmental change occur?
8. What do they utilize prevention and intervention for?

### ВАРИАНТ 5

1. What kind of school do school psychologists help create?
2. What did the social interactionist theory state?
3. What is pedagogy?
4. What forms can formative assessment take?
5. What concepts do psychologists explore?
6. What factors are more important?

7. Why is the life of people with healthy personalities harmonious?
8. How does a healthy personality appraise his achievements?

#### ВАРИАНТ 6

1. What do debates include?
2. What has Vygotsky suggested?
3. What has modern cognitive development integrated?
4. What happens as children develop?
5. What are parental training promote?
6. Why do they team up with teachers and parents?
7. What do the individual mental processes include?
8. What are the stages of education?

#### ВАРИАНТ 7

1. What are psychologists involved in?
2. What can be acquired due to socialization and unique experiences?
3. What personalities can be considered flexible?
4. What does agreeing with reality mean?
5. Who are the most important psychologists of the 20th century?
6. What is the development of ER affected by?
7. Where do parents play a large role?
8. Why do school psychologists team up with teachers and parents? What do they administer?

#### ВАРИАНТ 8

1. What kind of consultation do they provide?
2. What must the learner integrate?
3. What is called educational assessment?
4. What form can this type of assessment take?
5. Where do psychologies work?
6. What is an impact of your capabilities?
7. How do hereditary factors contribute to personality development?
8. What does a person with healthy personality believe in?

#### ВАРИАНТ 9

1. What is an impact of your capabilities?
2. To what fact do all these qualities construe?
3. What is emotional stability?
4. What does environmental hypothesis explain?
5. What was the result of increased research?
6. What must school psychologists make sure?
7. What must children develop?
8. What is objective assessment?

#### ВАРИАНТ 10

1. What is subjective assessment?
2. What can assessment focus on?
3. What are the key areas in social and emotional development?
4. What is meant by acceptance?
5. What kind of people are more prone to stress?
6. What does neuroticism affect?
7. What is also important in your personality development?
8. What are psychologists involved in?

### **Методические материалы, характеризующие процедуры оценивания**

#### 5 семестр (зачёт)

1. Тестирование (Термины, определения, чтение (профессиональная лексика).

2. Собеседование по общепрофессиональным темам: "Психология и психологи", "Развитие личности", "Здоровая личность", "Характеристики здоровой личности", "Психология развития".

6 семестр (экзамен)

Экзамен проводится в электронной и устной формах в соответствии с контролируемыми результатами образования:

1) электронная форма - тестирование в ИОП MOODLE (УК-4. Блок 1 – знать);

2) электронная и устная формы - тестирование в ИОП MOODLE и собеседование (УК-4. Блок 2 - уметь).

Экзаменационная работа включает три задания:

Задание 1. Блок 1. Термины. Определения. (10 (5+5) вопросов)

Задание 2. Блок 2. Чтение. Профессиональная лексика. (10 (5+5) вопросов).

Задание 3.1. Блок 3. Чтение (8 вопросов)

Задание 3.2. Блок 3. Собеседование (8 вопросов)

Тестовые задания размещены в ИОП MOODLE:  
<https://www.mivlgu.ru/iop/course/view.php?id=2010>.

Максимальная сумма баллов, набираемая студентом по дисциплине равна 100.

Оценка в баллах	Оценка по шкале	Обоснование	Уровень сформированности компетенций
Более 80	«Отлично»	Содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	<b>Высокий уровень</b>
66-80	«Хорошо»	Содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	<b>Продвинутый уровень</b>

50-65	«Удовлетворительно»	Содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки	<b><i>Пороговый уровень</i></b>
Менее 50	«Неудовлетворительно»	Содержание курса не освоено, необходимые практические навыки работы не сформированы, выполненные учебные задания содержат грубые ошибки	<b><i>Компетенции не сформированы</i></b>

### 3. Задания в тестовой форме по дисциплине

Примеры заданий:

Пример задания закрытого типа.

Прочитайте текст и выберите подходящее заглавие.

What we sense we interpret, and this psychological process is called 'perception'. By perception we mean the process by which we become aware of and interpret or identify the sensations we receive. There are a lot of factors that influence our perceptions. Inheritance seems to be one factor. Learning is another influence. Perception depends on what you are used to, what you expect, and the context of your experience.

Sensation

Inheritance

Perception

Learning

Пример задания открытого типа.

Впишите одно подходящее по смыслу слово для данных предложений.

People's or animals' \_\_\_\_\_ is the way that they behave.

These eating patterns are a learned \_\_\_\_\_.

His research involved the study of instinctive \_\_\_\_\_ in birds.

Полный перечень тестовых заданий с указанием правильных ответов, размещен в банке вопросов на информационно-образовательном портале института по ссылке <https://www.mivlgu.ru/iop/question/edit.php?courseid=2010&cat=33446%2C58622>

Оценка рассчитывается как процент правильно выполненных тестовых заданий из их общего числа.