

Olena Kokhanova

**PSYCHOLOGY.
PRACTICAL TASKS**



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The manual is intended for students and teachers of psychology at institutions of higher education in accordance with the disciplines "Psychology", "General Psychology". The manual consists of two parts: the first is presented in English, the second one in Ukrainian. The manual is compiled in the format of lessons, which contain practical tasks, the implementation of which allows you to deepen and systematise the knowledge of general psychology. Each lesson contains a text, followed by a task to find or compare the correct answers, to express one's opinion, to work in pairs, to solve psychological problems.

At the end of the manual there are test questions for self-checking, a dictionary of basic concepts from general psychology.

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Олена Коханова

**ПСИХОЛОГІЯ.
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Посібник розрахований на студентів та викладачів психології закладів вищої освіти відповідно до дисциплін «Психологія», «Загальна психологія».

Посібник складається з двох частин: перша представлена англійською мовою, друга – українською. Посібник укладений у форматі занять, які містять практичні завдання, виконання яких дозволяє поглибити і систематизувати знання із загальної психології. Кожне заняття має текст, після якого – завдання на знаходження або зіставлення правильних відповідей, на висловлювання своєї думки, на роботу в групах, розв'язання психологічних задач.

У кінці посібника розміщено тестові запитання для самоперевірки, словник основних понять із загальної психології.

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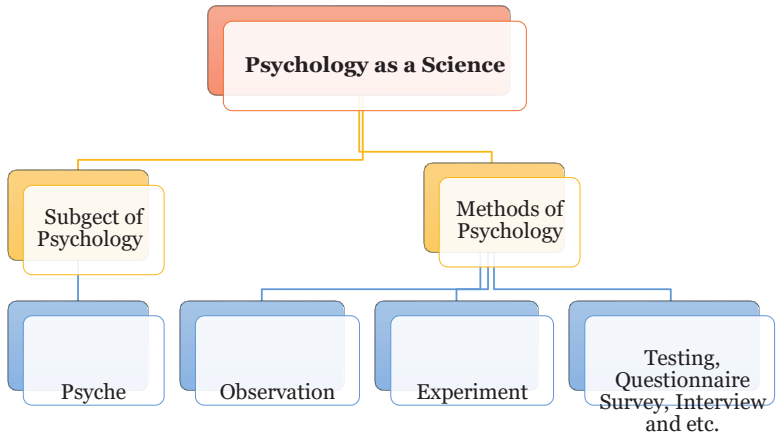
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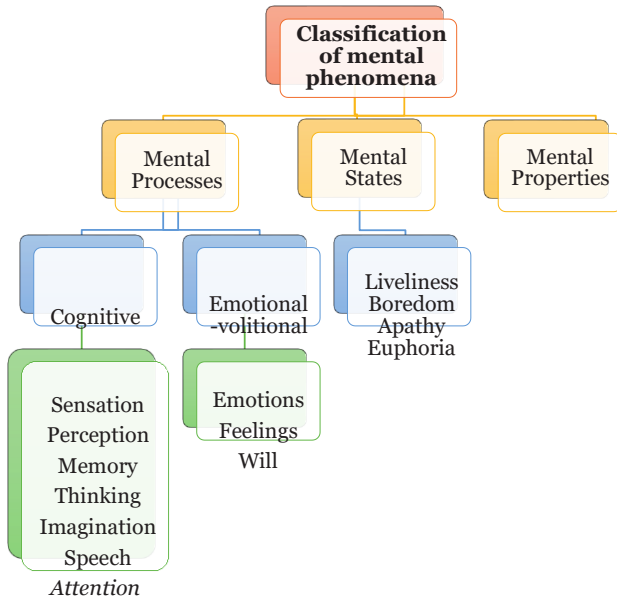
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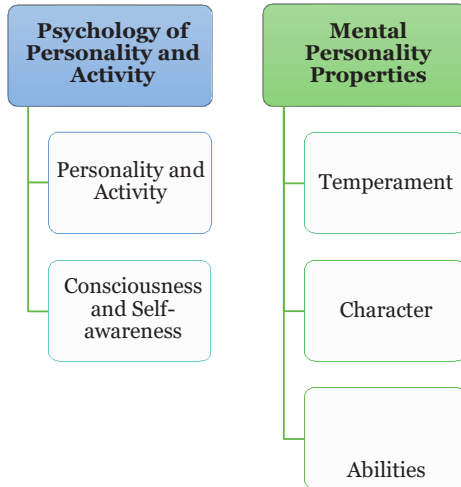


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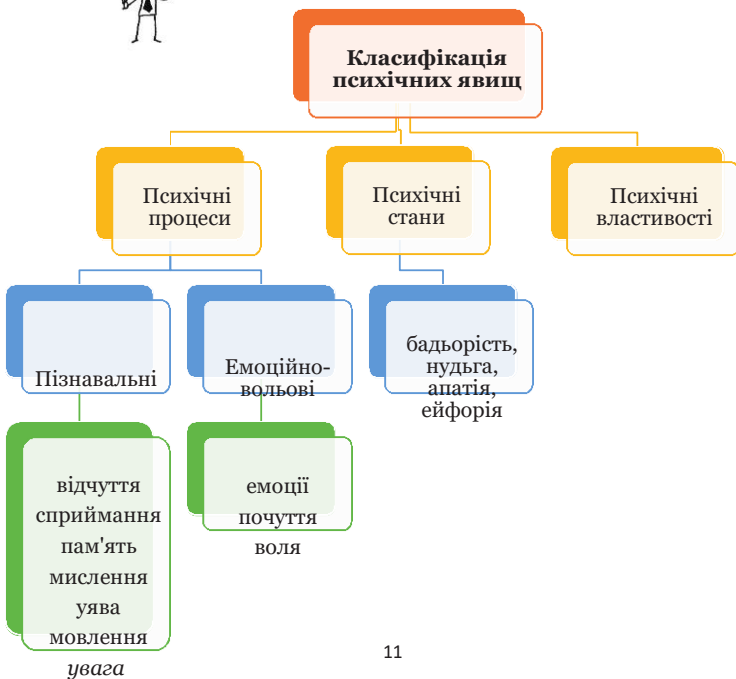
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PREFACE

Today, psychology is a science that attracts the attention of specialists of/from various fields. It is relevant not only in a person's professional activity, but is actively manifested in various spheres of their life: spiritual, political, social, etc.

If you hold this book in your hands, you are interested in psychology as a science. Obviously, you are getting a certain specialty and the study of psychology is included in the content of your educational programme. Perhaps you have even chosen the specialty "Psychology" or are already a psychologist, and therefore mastering psychological disciplines is a priority task for you. It can also be assumed that you have an interest in the English language. If so, then this guide will be useful for you.

Psychology has its own conceptual and categorical framework, which is specific to it and distinguishes it from other sciences. Often, the adequacy of the understanding of the meaning of what is said or read depends on the correctness of the use of this or that concept. Especially, many semantic and other differences can be contained in the translation of psychological concepts from foreign languages into Ukrainian or from Ukrainian to foreign languages. Compilation of this manual is an attempt to combine psychology and philology, but its purpose is not to teach English. All the tasks posted here are exclusively psychological in content, and the author hopes to help Ukrainian and foreign students to properly master the educational material in psychology: first, in deepening and expanding the possibilities of mastering and using knowledge in psychology; the second - in the adaptation of educational material in accordance with the specifics of the use of psychological concepts in foreign and domestic psychological science.

The manual consists of two parts: the first is presented in English, the second is in Ukrainian and is compiled in the format of classes that contain practical tasks, the implementation of which allows you to deepen and systematise the knowledge of general psychology. Each lesson has a text, followed by a task to find or compare the correct answers, express your opinion, work in groups, solve psychological problems, etc.

The author of this manual hopes that the interactive format of the presentation of educational material will help to better assimilate, deepen and improve the knowledge of psychology, to form the skills and abilities necessary for both psychologists and specialists of other specialties.

ПЕРЕДМОВА

Сьогодні психологія є наукою, яка привертає увагу фахівців різних спеціальностей. Вона є актуальною не лише у професійній діяльності людини, а й активно виявляється в різних сферах її життя: духовній, політичній, соціальній та ін.

Якщо ви тримаєте в руках цю книгу, психологія як наука вас цікавить. Очевидно, ви здобуваєте певну спеціальність і вивчення психології входить до змісту вашої освітньої програми. Можливо, ви навіть обрали спеціальність «Психологія» або вже є психологом, а тому опанування психологічними дисциплінами є для вас пріоритетним завданням. Також можна припустити, що ви маєте інтерес і до англійської мови. Якщо так – то цей посібник буде для вас корисним.

У психології – власний понятійно-категоріальний апарат, який має свою специфіку і відрізняється від інших наук. Часто від правильності вживання того чи іншого терміну залежить адекватність розуміння змісту сказаного або прочитаного. Особливо багато смислових та інших відмінностей може міститися в перекладі психологічних понять з іноземних мов на українську або з української – на іноземні. Укладання цього посібника є спробою об'єднати психологію і філологію, проте його метою не є навчання англійській мові. Всі, розміщені тут завдання, – виключно психологічного змісту, і автор має надію допомогти українським та іноземним здобувачам вищої освіти належним чином оволодіти навчальним матеріалом з психології: першим – у поглибленні та розширенні можливостей опанування та використання знань з психології; другим – в адаптації навчального матеріалу з урахуванням специфіки використання психологічних понять в англійській та вітчизняній психологічній науці.

Посібник складається з двох частин: перша подана англійською мовою, друга – українською і укладений у форматі занять, які містять практичні завдання, виконання яких дозволяє поглибити та систематизувати знання із загальної психології. Кожне заняття має текст з тієї чи іншої теми, а потім – завдання знайти чи зіставити правильні відповіді, висловити свою думку, попрацювати в групах, розв'язати психологічні задачі та ін.

Укладач цього посібника сподівається, що інтерактивний формат подачі навчального матеріалу допоможе краще засвоїти, поглибити й удосконалити знання з психології, сформувати уміння й навички, необхідні як для психологів, так і для фахівців інших спеціальностей.



LESSON 1

INTRODUCING PSYCHOLOGY. METHODS OF PSYCHOLOGY

THE GROWTH OF PSYCHOLOGY

Psychology is a very popular science today. It is relatively new, as it only emerged as a separate, independent discipline in the mid- to late- 19-th century. However, it is also ancient because, even though it may not have existed as a separate discipline, psychology and its concepts have been studied for many years within philosophy and physiology.



Aristotle, a philosopher from Greece, wrote a lot about topics that became important in modern psychology. Aristotle can be considered to be the father of psychology. His major treatise, «On the Soul», is a significant work in this field.

It has been more than a hundred years since psychology broke away from philosophy and physiology to emerge as a separate discipline. In 1879, the German psychologist, physician and philosopher Wilhelm Wundt established the first psychology lab in Leipzig, Germany, officially marking the beginning of psychology as a field of science distinct from philosophy and physiology. In addition to being considered one of the founders of contemporary psychology, Wundt is also frequently referred to as the father of experimental psychology. He emphasized the importance of consciousness and classification of the mind's structures and elements of consciousness (sensations, images, and feelings).



It is important to note that Wundt proved that experiments can be used in psychology. For a long time before this, the main method of psychology was introspection (the self-observation method).

In the past century this area of study has undergone a series of expansions in subject matter as well as in research methods. During this period even the basic nature of psychology has been at issue: Is it the study of conscious experience? The study of unconscious processes? The study of individual differences, or of observable behaviour? As we will discover when we examine a few of these basic ideas, these differences of opinion have contributed to the tremendous growth of psychology.

Psychology is the science of the patterns, formation and development of the psyche as a special form of life.

Many research methods are used in psychology. Observation and experiment are the main ones, questionnaires, interviews, testing, etc. are auxiliary. For example, interviews and surveys are research methods used in psychology to collect data by directly asking people questions (surveys involve administering a set of questions to a large number of people, either in person, over the phone, by mail, or online).



Task 1. Read the text and answer the following questions.

1. What do you know about origin and history of Psychology? Mention some names, dates, terminology.
2. Why is it considered that Psychology is both an old and a new science at the same time?
3. What is the subject of Psychology as a science?

Task 2. Major branches of Psychology

Psychology encompasses a wide range of domains and methodologies in the study of mental processes and behaviour.

Read the description of the fields of psychology on the right, underline key words and then match with the names on the left.

1	General psychology	A	is a branch of psychological science that studies the patterns of development and functioning of the human psyche at all stages of its life
2	Social Psychology	B	studies the general patterns of the human and animal psyche
3	Developmental psychology	C	is a branch of psychology that studies the peculiarities of the mental manifestations of people with visual, hearing, speech and mental disabilities
4	Pedagogical psychology	D	studies the patterns of mental manifestations of people included in social groups, as well as the psychological characteristics of the groups themselves
5	Special psychology	E	focused on the study of psychological features of learning, upbringing, and pedagogical activities and the teacher's personality

6	History of psychology	F	is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language
7	Psycholinguistics or Psychology of language	G	studies the regularities of the formation and development of ideas and knowledge about the psyche based on the analysis of various approaches to understanding its nature, functions and genesis



After completing task 2, answer the question: What other branches of psychology do you know?

If you have some difficulties, look at the signs and try to guess what other branches of psychology there are.



1	2	3	4	5
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Task 3. Work in pairs. Discuss which branch of psychology you are most interested in. Give reasons for your choice.



Task 4. Word search. Find the names of 6 methods of psychology in the puzzle below.

Search across  and down 

O	B	S	E	R	V	A	T	I	O	N	F	M	D
L	A	C	X	E	W	O	C	A	F	I	I	E	A
X	B	N	P	L	O	S	U	C	Z	X	N	T	S
V	E	T	E	S	T	I	N	G	M	C	T	H	C
N	S	U	R	V	E	Y	A	X	E	V	E	O	G
T	E	Y	I	F	N	M	O	V	T	K	R	D	H
R	V	P	M	E	T	U	I	Q	H	M	V	S	T
A	Q	U	E	S	T	I	O	N	N	A	I	R	E
Y	R	I	N	A	X	C	B	N	D	M	E	D	Y
S	T	E	T	L	D	S	T	R	S	K	W	L	Q
H	I	L	P	Y	Q	W	I	J	O	F	V	O	E
C	P	S	Y	C	H	O	L	O	G	Y	N	F	R



Task 5. Fill in the gaps in the sentences below, using the correct method from the task 4.

- _____ is the main method of modern psychology, which entails the fact that scientific data are collected without influencing the existence of the object, but by passively observing this particular fact.
- _____ is the main method of psychology, in which facts are obtained by creating special conditions. Manipulating one or more independent variables to observe their effect on dependent variables, often in controlled environments.
- _____ is the method of obtaining information based on verbal communication, which includes questions and answers. This method involves administering a set of questions to a large number of people either in person, over phone, by mail, or online.
- _____ is a method of socio-psychological research using questionnaires. Contains a written list of questions that people are asked so that information can be collected.
- _____ is a test, one of the methods of psychological diagnosis of the level of development of mental processes and human properties.
- An _____ is a method of obtaining information about individual and psychological characteristics in the process of direct

verbal communication according to a special program. Two-way communication is limited, since the researcher only records the relevant answers of the subject, maintaining a neutral position.



Solve the psychological problems

1. The first method of psychology was self-observation: an attempt to directly penetrate a person into his mental life. Later, it was replaced by mediated methods of psychological cognition: observation and experiment. Self-observation now plays an auxiliary role and is used as a supplementary method of psychological research.

Why did this happen? Why can't the human psyche be studied directly?

2. A school psychologist can determine the reason for a student's failure, for example, in the English language, using various methods. In one case, with the help of standardized measurements, the psychologist can determine the level of development of the student's verbal abilities. In another case, the psychologist will conduct a conversation with the teacher, student, and student's parents.

What methods will the psychologist use in each of the listed cases? Which one will have an advantage over the others? What psychological method could be used in this situation? Explain your answer.



Your reflections about the Lesson 1

- ✓ What was this lesson about?
- ✓ Why do you need knowledge of psychology as an expert?
- ✓ Where exactly can you use it?



LESSON 2

SENSATION AND PERCEPTION

MENTAL PROCESSES OF SENSORY COGNITION

Cognitive activity is the process of reflecting objects and phenomena from the surrounding reality in the human brain. The reflection of reality in human consciousness occurs at both sensory and abstract levels of cognition.

Sensory cognition is characterized by the fact that objects and phenomena of the objective world directly affect the human sense organs (vision, hearing, tactile, smell, and other analyzers) which are reflected in the human brain. Cognitive processes such as sensation and perception belong to this form of knowledge of reality. Impressions derived from sensations and perceptions convey the information about external characteristics and properties of objects, shaping a person's sensory experience. Thus, we learn about the richness of the surrounding world, about colours, smells, musical tones, noises, the weight of objects, thirst, hunger, etc.

Sensation is the primary means of orientation for the organism in the surrounding world and the initial form of cognitive activity development. Animals and newborn infants initially react to specific qualities of objects.

Sensation is the cognitive process by which certain properties of objects and phenomena from the surrounding world are reflected in the brain through the stimulation of human senses.

Sensation is the process through which our senses gather information and transmit it to the brain. At any given moment, our senses are bombarded with a wealth of information: the ambient room temperature, the brightness of lights, distant sounds like a passing train, or the fragrance of perfume. Despite this influx, much of the world around us goes unnoticed. We remain oblivious to phenomena like radio waves, x-rays, or microscopic organisms on our skin. We do not perceive every scent or distinguish every spice in a gourmet meal. Our sensory capabilities differ from those of animals like bloodhounds or hawks; our thresholds vary even among individuals.

Absolute Threshold. The absolute threshold marks the point at which a stimulus becomes perceptible to our senses. It represents the softest sound we can hear or the gentlest touch we can feel. Anything quieter or gentler remains beyond our awareness. The absolute threshold signifies the moment when a stimulus transitions from imperceptible to detectable by our senses.

Difference Threshold. Once a stimulus is detectable, how do we discern changes in its intensity? For instance, when we notice the sound of a radio from another room, how do we register when it grows louder? If someone were to incrementally increase the volume so subtly, we might fail to notice the change. The difference threshold refers to the minimum amount of change required for us to perceive that a change has occurred. This concept is also known as the Just Noticeable Difference [3, 50].

Perception is a mental process of displaying objects and phenomena in the brain as a whole, in the aggregate of all their properties and qualities, with a direct effect on human senses.

Perception is based on sensations but perception is not reduced to the sum of sensations. It proceeds in connection with other mental processes of the individual: thinking, language, feelings and will.

Properties of perception are constancy (permanence), apperception, awareness, generalisation, integrity, etc. That is, perceiving, for example, a cloud in the sky, we try to give it a certain meaning - we see a cat, a house, a tree or something else. Also, our perception depends on our experience, knowledge and attitudes (apperception).

Perceptual Illusions are the misinterpretation of a real external, sensory experience (for example, an illusion of motion, experienced because we have a strong tendency to assume that the object moves, while the background is stationary, Muller-Lyer Illusion: a famous visual illusion involving the misperception of the identical length of two lines, one with arrows pointed inward, one with arrows pointed outward).

So, Sensation and Perception are the mental processes of sensory cognition. The next, higher level of cognition is abstract cognition. Abstract cognition is carried out with the help of such mental processes as memory, thinking, and imagination.



Task 1. Read the text above and mark the following sentences as true (T) or false (F). The processes of sensory cognition include only sensations.

1. Perception is a mental process that consists of the sum of sensations.
2. Impressions obtained with the help of sensations and perceptions carry information about the internal signs and properties of objects.
3. Sensation and perception are processes of sensory cognition.
4. The difference between sensation and perception is that sensations reflect separate properties of the objects and phenomena when directly acting on human senses; perception reflects objects and phenomena as a whole, in the aggregate of their properties and qualities.



Task 2. Work in pairs. Look at and read the quotes. Which quote do you agree with the most, and why?

«The great art of life is sensation – feeling that we exist, even in pain».
Lord Byron

«Our senses enable us to perceive only a minute portion of the outside world. Our hearing extends to a small distance. Our sight is impeded by intervening bodies and shadows. To know each other, we must reach beyond the sphere of our sense perceptions...».

Nicola Tesla



«Sense perceptions can only be indirect knowledge, and not direct knowledge. Only one's own awareness is direct knowledge».

Ramana Maharshi



Task 3. Match the names of sensation properties on the left to their descriptions on the right.

1	Sensitivity Threshold	A	is a change in sensitivity under the influence of a constantly acting stimulus, manifested in a decrease or increase in sensitivity thresholds
2	Adaptation	B	is the emergence, under the influence of stimulation by one analyzer, of a sensation characteristic of another analyzer

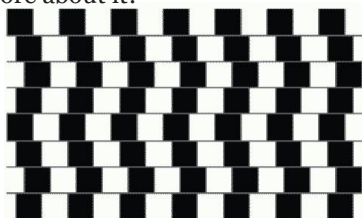
3	Sensitization	C	is the relationship between the intensity of sensation and the strength of the stimulus
4	Synesthesia	D	increased sensitivity as a result of interactive analyzers, as well as systematic exercises.
5	Difference Threshold	E	is the point where something becomes noticeable to our senses
6	Absolute Threshold	F	is the amount of change required for us to recognize changes in sensation



Task 4. Look at the Word Cloud, find the perception properties in it, then define them.



Task 5. Look at this picture and answer, what is this perception called? Do you know anything more about it?



You have some clues below:

- a) hallucination, b) aphasia, c) illusions of perception, d) selectivity of perception



Solve the psychological problems

1. How can this phenomenon be explained?

Upon entering a smoky room, a person immediately feels the strong smell of tobacco. After staying in this room for a long time, the smell of tobacco is not so strong.

2. If another train passes by a stationary train, it seems to the passenger of the first one that their train is moving, and not the one passing by him.

What is this phenomenon?

3. Identify the type of sensation that appears in the example below.

It is cool before sunrise, and he is barefoot, without a cap. The boy's skin became bumpy, his lips turned blue, and he shrank, trying to put his hands deeper into his pockets.

You have some clues below:

- a) visual sensations, b) thermal sensations, c) kinesthetic sensations, d) olfactory sensations

4. What property of perception is revealed in the following examples? Explain the answer. Examining the moon through a telescope, the officer mistook the mountains for the towers of the fortress, the pastor for the bell tower, and the geographer for the volcano.



Your reflections about the Lesson 2

- ✓ What was this lesson about?
- ✓ Why are the processes of sensory cognition important for a person?
- ✓ Where exactly can you use the knowledge about such mental processes as sensation and perception?



LESSON 3

THINKING AND SPEECH

COGNITION AND THINKING. LANGUAGE AND SPEECH



Human cognitive activity begins with sensations and perception. All the necessary information is stored in memory. However, such knowledge about the objective world is not enough for a person. A person receives comprehensive knowledge about the objects of reality; they're inner, not directly given in sensations and perception. Thinking gives us information about the essence of things, objects and phenomena. Thinking is a process of mediated (indirect) and generalised reflection by a person of objects and phenomena of objective reality in their essential connections and relations.

The material basis of thinking is language, which is a tool and way of existence for thought. This is what makes human thinking qualitatively different from animal thinking. A thought is based on a condensed internal language. Experiments have shown that not a single complex thought proceeds without condensed internal language processes.

Mental activity is related to practice. Practice is a source of mental activity. The object of mental activity is always the most pressing problem created by modernity.

Thinking is carried out through mental actions and operations.



Mental operations include analysis, synthesis, comparison, generalisation, specification, abstraction. For example, analysis is the mental division of the whole into parts. Synthesis is the combination of parts into a whole mentally. Comparison is a mental operation when similar and different features and properties of objects are singled out.

Forms of thinking are concepts (words), judgments (affirming or denying something in the form of a sentence), and inferences (when something new is deduced from several judgments).

There are different classifications of types of thinking. One of them is the following types of thinking: visual-active, visual-figurative, and verbal-logical.

The thinking of all people differs in individual features: independence, depth, breadth, consistency, speed, criticality, and flexibility.

As already mentioned above, thinking is impossible without language and speech. Language is a specifically human means of communication, which is a system of signs that has a social nature and is created and fixed in the process of historical development of the activities of members of society.

 Speech is the activity of communication (expression, influence, or message) using language. 

Types of speech: internal and external. External speech is divided into non-verbal, sound, and written. Sound (oral) speech is monologic or dialogic speech. All types of speech are interconnected with each other, and human thinking.



Task 1. Read the text and answer the following questions.

1. What do you know about thinking? Define its role in human life?
2. What are the forms, operations and types of thinking?
3. What do you know about speech? What is a difference between language and speech?
4. Can language and cognition be separated?
5. What are the types of speech?
6. Is there a relationship between speech and thinking?
7. Do people who speak different languages think differently?



Task 2. Confirm or deny the statements. Make use of the following phrases:

To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely

agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,

1. Historically, written communication arose later than oral communication.
2. Despite having the same language, people's speech is different.
3. At about five years, children begin to produce simple single words.
4. Speech can exist outside of language.
5. During written speech, a person perceives listeners, reactions to words.
6. Many other species also have complex communication systems.
7. It could be that a good writer is a poor speaker, and conversely, great speakers do not express themselves well in writing?



Task 3. Work in pairs. After working in pairs, discuss what was particularly difficult.

Which communication is more important, sound or non-verbal? Why do you think so?

«Silent Scene»

Each pair of students must create a one-minute scene that takes place in one place and has a problem that needs to be solved. No one in the scene can speak. All communication has to be non-verbal. The audience must guess the scene's content without any dialogue.



«Guess the Emotion»



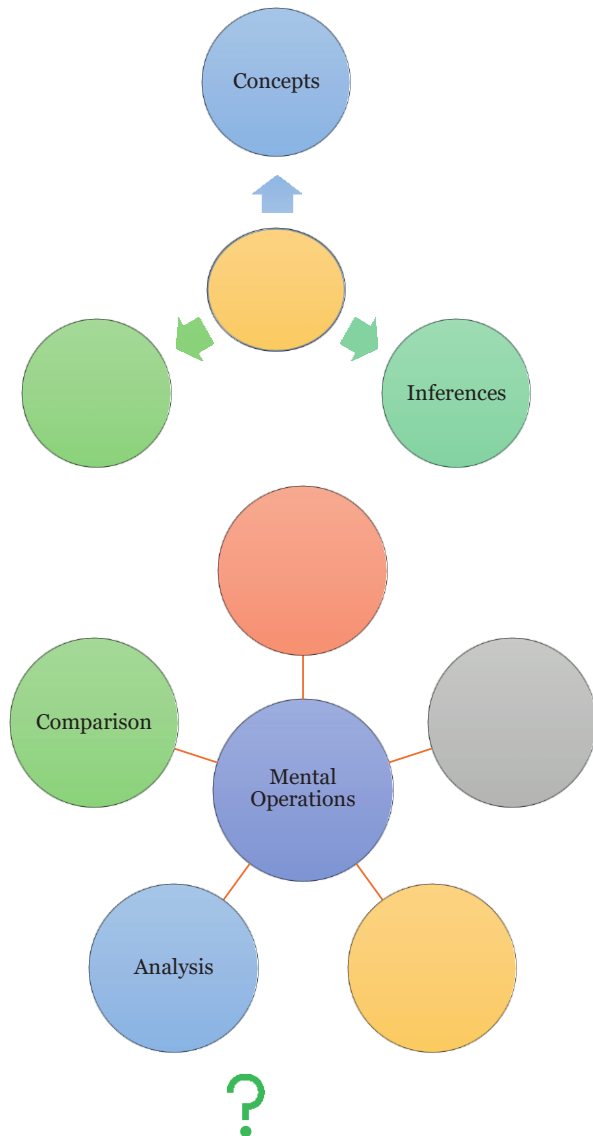
Each student in a pair draws cards with emotions written on them. Further they take turns representing the emotions indicated on a piece of paper. Their purpose is to "show" the indicated emotions well enough so that the partner can guess them (for example: Excitement, Envy, Disgust, Surprise, Sadness, Anger, Fear, Boredom, Nervousness).

«Subtext Scene»

Students have to create a scene where one character has lines that say one thing, however, their body language says another (for example, a student tells another student that he is happy to have won the competition but his body language is tense, arms crossed opposite).



Task 4. Look at these two pictures and fill in the blanks.



Task 5. Find two concepts related to the topic, compare them and note the differences between them.



Solve the psychological problems

1. What are the individual features of thinking in the given description?
He had a thorough knowledge in the field of both social and natural sciences, and he knew how to use this knowledge. He always tried to find the essence of the studied phenomena, to find out the main reasons and connections.
2. A boy (2 years, 8 months) unsuccessfully tries to get a ball that has rolled under a huge closet. Dad, watching the child's futile attempts, says: "Son, take your time, think." The boy answers: "I don't have to think, I have to get."

What kind of thinking takes place in this example?



Your reflections about the Lesson 3

- ✓ What was this lesson about?
- ✓ Why are the processes of abstract cognition important for a person?
- ✓ Where exactly can you use the knowledge about such mental processes as thinking and speech?



LESSON 4

MEMORY

MEMORY AS A PROCESS OF ABSTRACT COGNITION

The knowledge of reality is impossible without the perception of information coming from the outside. Such mental processes as sensation and perception provide us with this information. Images of the outside world that arise in the brain do not disappear without a trace. They leave a mark that can last for a long time.

Sometimes, when we think of our memory, we imagine it as a mental «filling cabinet», in which we deposit different facts that we want to be sure to retain. Our memory encompasses everything we have recently perceived and everything we know or can recollect – about people, places, music, pictures, ways of doing things, actions, languages, emotions and feelings, dreams and skills.

Memory is the mental process of reflecting a person's experience by assimilating, preserving, and further reproducing their life and activities.

In analysing memory, William Brewer and J. R. Pani have suggested that the contents of our memory can be seen as falling into three broad categories.

- Personal memories consist of distinct episodes we have witnessed, such as this morning's breakfast. When we remember such episodes, we can «see» the event taking place, and our mental images carry a sense of the past.
- Generic memories, by contrast, include memories that are abstract and are not tied to any particular time or place; we do not usually remember where we learned them. They include memories that are primarily semantic, or meaning related to something rather than being scenes. Concepts such as «love» or «constitutional monarchy» are generic memories. Generic memories also include perceptual memories of the way things look, sound, and so on.
- Skill memories consist of cognitive skills, such as our ability to solve quadratic equations; motor skills, such as our knowledge of how to ice

skate or put in a light bulb; and rote verbal sequences we have memorized, such as our phone number [4, c. 43].

There are several classifications of types of memory.

According to the criterion of the sense organ, there are the following types of memory: visual, auditory, tactile, gustatory, olfactory, etc.

Depending on what a person remembers, memory can be figurative, emotional, motor, verbal-logical.

According to the duration of memorisation, memory is divided into short-term memory, long-term memory and working memory.

Short-term memory is a temporary form of memory that lasts a few seconds; it is also known as active memory or primary memory. Information is stored in it in an unchanged photographic form.

Long-term memory stores information for significant periods of time, sometimes the entire life of a person.

Working memory is needed for a person to perform certain current operations and retain information during them. For example, a simultaneous interpreter retains the words heard from a foreigner until they translates them, then forgets them.

According to the form of mental activity (with the participation of the will), memory can be involuntary (by itself, without exerting volitional effort) and arbitrary (purposeful, with volitional effort). By the way, the predominant type of children's memory is involuntary memory.

The main processes of memory are memorisation (encoding), storage, and reproduction (retrieval). An equally important process of memory is forgetting.

Memorisation is divided into mechanical and conscious; involuntary and arbitrary. The quality of memorisation is influenced by various factors: age, mood and well-being of a person, attitude towards memorisation, etc.

Forms of reproduction: recognition (occurs when objects are re-perceived) and recall (occurs without re-perception of what is being reproduced). The recognition is more effective than the recall.

The memory of all people differs in individual features: the amount of memory, the dominant type of memory, and individual characteristics of memory processes (for example, the speed and accuracy of memorisation, the duration, and accuracy of storage, and the accuracy and speed of reproduction).



Task 1. Answer the questions on the text:

1. What is deposited in a mental «filling cabinet», called memory? Define memory.
2. What kind of memories does the generic one contain?
3. What memory processes do you know? Describe them.
4. Does the long-term memory have unchanged photographic form?
5. What are the classifications of types of memory?
6. What is the difference between involuntary and arbitrary memory?
7. What are the individual features of memory?



Task 2. Complete the following sentences:

1. There are several classifications of types of memory: _____.
2. According to the duration of memorisation there are three kinds of memory: _____.
3. The main processes of memory are: _____.
4. According to the form of mental activity memory can be _____.
5. The predominant type of children's memory is _____.
6. Memorisation can be _____.
7. Memory is a process of _____ cognition.



Task 3. Work in pairs. Develop the following situations.



1. Your friend knows English very well. You would like to know it as well as they do. You ask them about their way of learning a language.

Ask your partner:

- when they started learning English;
- how they learned new words;
- what is the best way to remember things;
- if it is better to learn words or phrases;
- if different mnemonic techniques help memorise something;

- if attention plays any role in the process of memorising;
- what factors (external and internal) affect the success of memorisation.



2. It's a great problem for you sometimes to hold in your memory even the slightest things or data. And you envy your friend who can remember quite a number of them. You ask them how they manage to do it.

Ask your partner:

- what they memorise more quickly: names or dates;
- if they practice their memory in any way;
- if it is possible for them to remember things by repeating them;
- if they have got a special diary to put down some important facts;
- how they remember telephone numbers;
- in what way they make notes of the lectures.



3. You are an absent-minded person by your nature. You constantly forget your mother's request to buy something. And your mother says you are always in the clouds. You come to a psychologist for advice.

Ask them:

- if your situation is hopeless;
- if your bad memory is associated with mental disorders;
- what is necessary to do to correct the situation;
- if you have to make some special notes how do you ensure you don't forget what they mean?
- what training exercises they can suggest.



Task 4. Look through the definitions from different sources. Which definition is the closest to yours?

«Memory is what makes us forget».

James Hadley Chase

«Memory is the means by which we draw on our past experiences in order to use this information in the present».

Robert Sternberg

«Memory is the ability to remember things».

Macmillan English dictionary

«Memory is the process of retaining information over time».

Margaret W. Matlin



Task 5. Look at the table of numbers. Your task is to remember as many numbers as possible in 20 seconds. After 20 seconds, without looking at the table, you must write down all the numbers that you managed to remember.

13	91	47	39
65	83	19	51
23	94	71	87

After that, answer the question: What type of memory was this research aimed at?



Solve the psychological problems

1. Two student groups had practical classes. The first group was informed that the lesson material would be tested in the exam at the end of the session. The second group was not given such instructions. After 2 weeks passed, a survey was conducted in both groups.

In which groups will the subjects remember the material better?
Why?

2. A man with a phenomenal memory was read a long list of words in front of numerous people and was asked to reproduce them. The subject coped perfectly with this task. Then he was asked to name, from the entire list of words, one that denoted an infectious disease. All present people with normal memory instantly remembered this word ("typhoid"). It took the subject a full two minutes to complete the task. It turns out that during all this time, he was going through all the memorised words in his head one by one.

What type of memorisation occurred in this case?

3. In an experiment, one group of pre-school children was asked to play with pictures of various domestic animals. After that, the pictures were taken away from them and they were asked to remember which animals were depicted on them. Children easily named many animals.

Another group of pre-schoolers was given a clear instruction by the experimenter to carefully look at the animals depicted in the pictures and try to remember them. When the children were then asked to remember who was depicted in the pictures, they were able to reproduce a small number of objects compared to the children in the first group.

What features of children's memory were revealed as a result of the research?



Your reflections about the Lesson 4

- ✓ What was this lesson about?
- ✓ Why is memory important for a person? Write a list of ideas how to improve memory.
- ✓ Where exactly can you use the knowledge about such mental process as memory?



LESSON 5

ATTENTION

ATTENTION AS A STATE OF CONSCIOUSNESS

Numerous stimuli simultaneously affect a person. However, only those of them that are the most significant come to mind. The selective, directed nature of mental activity is the essence of attention. Unlike cognitive processes, attention has no special content. It manifests itself within mental processes (perception, memory, thinking etc.) and is inseparable from them.

Attention is a special form of mental activity that manifests itself in the orientation and concentration of consciousness on objects significant for the individual, phenomena of the surrounding reality, or one's own experiences.

Attention ensures the successful and clear work of our consciousness, not just creating the best conditions for mental activity. Attention also performs a guard duty, helping a person to respond in a timely manner to various changes in the environment and their own body.

There are some classifications of types of attention.

Depending on the content of the activity, attention can be internal or external. Internal (intellectual) attention is directed to one's own thoughts and experiences. External (sensory) attention plays a leading role in observing objects and phenomena of the surrounding reality, it manifests itself in an active attitude, in directing the senses to the object of perception.

Depending on volitional regulation, attention is divided into involuntary, voluntary, and post-voluntary. Involuntary attention arises unexpectedly, regardless of consciousness, is unpredicted, and does not require volitional efforts. Involuntary attention is predominant in children. Voluntary attention is the consciously directed concentration of an individual on objects and phenomena of the surrounding reality and on internal mental activity. Post-voluntary attention occurs as a result of conscious focus on objects and phenomena in the process of voluntary attention and does not require volitional efforts, but is intensive.

Attention has specific properties: concentration, stability, switching, distribution, and attention span. In contrast to the positive features of attention, a person is able to show its negative properties: inattention,

absent-mindedness. It is important to develop attentiveness as a personality trait.



Task 1. Read the text and answer the following questions.

1. What do you know about attention? Define its role in human life?
2. What are the types of attention?
3. What do you know about the specific properties of attention?

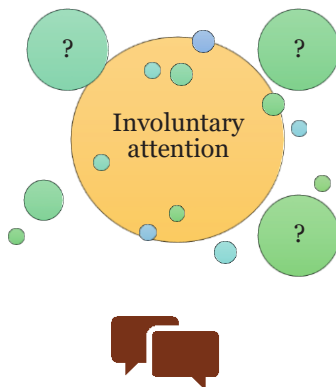


Task 2. Read the descriptions of the properties of attention on the right, and then match them with the properties on the left.

1	Concentration	A	Speed of transition from one object to another
2	Stability	B	Simultaneous performance of several types of activities (actions)
3	Switching	C	Duration of concentration of attention on the object
4	Distribution	D	The number of objects perceived at the same time (4–6 objects)
5	Attention span	E	The degree of focus on the object



Task 3. Specify the features of stimuli that cause involuntary attention (for example, one of these features can be the suddenness of the stimulus. No matter what a person is doing, a sudden sound will immediately attract their attention).



Task 4. Work in pairs. Determine which objective and subjective factors can negatively affect the individual's attention.

Analyse your own qualities of attention, focusing on strengths and weaknesses.



Task 5. Mark the sentences as true (T) or false (F).

1. Attention is a mental process of sensory cognition.
2. Animals also have involuntary attention.
3. Depending on volitional regulation, attention is divided into involuntary, and voluntary.
4. Attention can only be external.
5. Concentration and stability of attention are one and the same property.
6. The predominant type of attention in children is involuntary attention.



Solve the psychological problems

1. At the request of his parents, the student turned away from the TV, on which they were watching an interesting movie, and sat down to do the homework. By forcing themselves, they solved the first one, and then the second arithmetic problem. After analysing the solution process, they discovered an algorithm for constructing issues of this type and

began to apply it to others. The student was so engrossed in this activity that they did not hear his mother calling them to dinner.

How does this example characterise attention? The dynamics of what types of attention can be traced in this case?

2. Once there was a dispute about who can be called more attentive.

One of the debaters said, «John is very attentive. When he is reading a book or listening to something, nothing can distract him: not the appearance of someone in the room, not the conversation of the neighbours, not the sound of the radio. All his attention is directed to what he is doing at the moment».

«In my opinion, – answered the other, – Michael is more attentive. No matter how passionately he talks (it seems that he is completely absorbed in the story), not a single detail of the behaviour of the students in the class will be left out of his attention. He sees and hears everything that happens around him».

«No, Harry is more attentive than the others», said the third one. Once we were walking along the road in complete darkness, until suddenly the light from the lantern flashed and immediately went out. We only got a glimpse of the man's figure, and in one brief moment, Harry took in both the man and what he was wearing and the dog standing next to him. Later, it turned out that he noticed everything correctly.

Who, in your opinion, is more attentive? Justify the answer.



Your reflections about the Lesson 5

- ✓ What was this lesson about?
- ✓ Why is attention important for a person? Write a list of ideas how to develop attentiveness as a personality trait.
- ✓ Where exactly can you use the knowledge about such state of consciousness?



LESSON 6 IMAGINATION

IMAGINATION AS A PROCESS OF ABSTRACT COGNITION

In the process of reflecting reality, a person not only perceives what affects them at a certain moment but also remembers what affected them before. Life requires a person to create new images, program their activities, etc.

Imagination is a higher cognitive process (like memory and thinking, for example). It is a necessary part of any activity. Imagination is determined by human needs and, firstly, the need to change certain objects in the surrounding world.

Imagination is a mental process that occurs when a person creates new images based on their previous experience.

No matter how amazing the products of human imagination may seem, the basis for their construction is always a person's previous experience – those impressions that are stored in their mind. The more knowledge a person has, the richer their experience is, the more diverse their impressions are, the more opportunities exist for combining images.

Important features of imagination are:

1. Imagination is inherent only to humans, and it is a necessary condition for their work.
2. It is closely related to thinking, memory, sensations, and emotions.
3. Imagination is a component of creativity.
4. It is always a move away from reality, but the source of imagination is objective reality.

As we said above, imagination is a higher cognitive process (like memory and thinking). But what is the difference between them? Images of imagination differ from images of memory in that, in imagination, we change what is remembered or create something that was not in our memory. Imagination differs from memory in novelty. Imagination, like thinking, works in a problematic situation, when a new solution needs to be found. However, it is the nature of the problematic situation that determines either the activity of thinking or the work of the imagination. Imagination works at the stage of cognition when the uncertainty of the problematic situation is

quite large. How does imagination differ from perception? Firstly, perception always takes place here and now; it is a process of direct reflection on objects and phenomena. Imagination does not involve direct contact (interaction) with something, and is therefore a mediated process.

There are different classifications of types of imagination. According to the method of activity: involuntary and arbitrary imagination; according to the results of activity: reproductive (creating images based on description) and creative imagination (independent creation of a new image); to the content of activity: artistic, technical, and scientific imagination.

Forms of imagination are hyperbolization (increasing the characteristics of the object: the giant Gulliver), agglutination (creation of a new image by combining elements taken from different representations: Centaur, Mermaid), underlining (accentuation of some part of the image or a certain property: cartoons, caricatures), schematisation (distinguishing the essential in homogeneous facts and embodying them in specific images), reducing of the characteristics of the object (Thumbelina), etc.



Task 1. Read the text and choose the true (T) or false (F) sentences.

1. Imagination is a mental process of sensory cognition.
2. Imagination is inherent only to humans.
3. Hyperbolization is a technique of imagination that consists of «gluing» parts of different images.
4. Imagination is related to the thinking of the individual.
5. Imagination is related only to creativity.
6. Imagination can be involuntary and arbitrary.

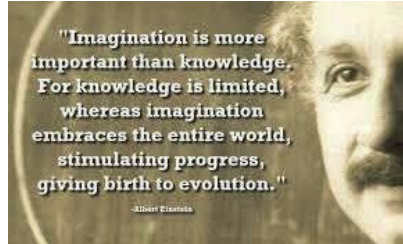
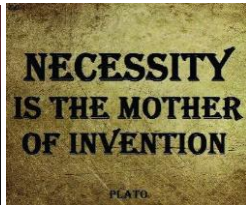
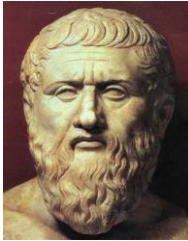


Task 2. Look at this table, fill it in and name it.

-		
- - Arbitrary Imagination	- Reproductive -	- Technical Imagination - -



Task 3. Work in pairs. Look at and read the Plato and A. Einstein quotes. Explain them. Which quote do you agree with most? Why do you think so?



Task 5. Do you agree with the list of the World's worst inventions (7)? Were these the same as your ideas? What do you think are the five worst inventions of all time?



1. Weapons

Bombs, guns, biological weapons, you name it - innovations that go bang or cause bodily harm were the most hated in our survey. Nuclear weapons were the worst offender, getting 11% of the total vote. They've only been used twice in wars - in 1945, the USA dropped the bomb "Little Boy" on the Japanese city Hiroshima, followed three days later by "Fat Man", which fell on Nagasaki.



2. Mobile Phones

A surprising silver medal for the gadget that's revolutionised communication. Mobiles have been available in the UK since 1985 and have been widely used since the late 1990s. Almost three-quarters of Britons now own one. Despite health scares linking mobile phone use to brain tumours, most studies have found there is no increased risk. Maybe it's those annoying ring tones that have put mobile phones here.



3. Nuclear Power

Nuclear accidents are rare but can have devastating effects. Nuclear power plants cost more to construct and operate than fossil fuel ones, and are supported by large subsidies from the taxpayer. Waste storage is also a concern but supporters promote nuclear power's green status as it produces no carbon dioxide directly.



4. The Car

Car haters out-voted petrol users. Developed in the late 1880s, the modern car was initially the toy for the wealthy, but falling prices have made it a key part of family life. The motor industry is now booming - over 60 million cars and light trucks are produced globally in a year. But a green fuel is unlikely to take over from petrol soon, so the car continues to add to our growing carbon footprint.





5. Cigarettes

Cancer-causing chemicals in cigarettes mean that men who smoke are twenty-two times, and women twelve times, more likely to develop lung cancer than those who don't.

Smoking is also linked to other cancers and heart attacks. Pregnant smokers are at greater risk of giving birth to underweight babies. The World Health Organisation says up to 29% of British men and 19% of women smoke.



6. Television

Many of us are probably surprised by this one. But it's actually reality TV that's the main offender with 3% of the total vote. Making its debut in 1948 with *Candid Camera* in America, reality television's popularity has risen in the 21st century; in the USA there are two TV channels devoted to it. Why it's so popular is anyone's guess.



7. Fast Food

Americans are the ultimate fast food eaters, spending an estimated \$142 billion on it in one year. But it seems our days of carefree consumption of fatty, cholesterol-rich food may be limited, as we gradually wake up to the health risks. In 2002, some obese U.A. teenagers filed a lawsuit against McDonald's, accusing the fast food chain of fattening them up. A judge later threw out the lawsuit*.

***threw out the lawsuit** - decided there was no reason for any legal action

[1, 56-57]



Task 4. Write an essay (10-15 sentences) about a dream and its role in a person's life (if you want, you can write about your dream). Try to differentiate between a dream and a goal that a person seeks to achieve.





Solve the psychological problems

1. Glasses were invented in the pre-Christian times, and then in the Renaissance; the phenomenon of radioactivity was first discovered by J. Niepce, and after him (in 1896) by A. Becquerel. People invented at least twice: a steam locomotive, a hot air balloon, a submarine, and an air conditioner.

How do you explain these cases? What do they provide for understanding the nature of imagination?

2. What method of creating an image did Leonardo da Vinci offer?

Leonardo da Vinci gave the following advice to young artists: «If you want to make a fictional animal look natural – let it be, for example, a snake – then take the head of a shepherd or a hound for its head, add a cat eyes, owl ears, a nose to it greyhound, the eyebrows of a lion, the temples of an old rooster and the neck of a water turtle».



Your reflections about the Lesson 6

- ✓ What was this lesson about?
- ✓ Why is imagination important for a person?
- ✓ Where exactly can you use the knowledge about such mental process as imagination?



LESSON 7

EMOTIONAL AND VOLITIONAL PERSONALITY SPHERE

EMOTIONS AND FEELINGS. WILL

Mind, feelings and will are the components of mental life. The mind is represented by cognitive-mental processes such as sensations, perception, memory, thinking, and imagination. Using these processes, a person explores the world. In the process of learning reality, a person expresses their attitude towards the objects and phenomena that surround them: to things, people and themselves. Such experiences are called emotions and feelings.

Emotion is a general active form of the organism's experience of its vital activity, the reaction of the psyche to the satisfaction of the need or not. An emotion is a simple, direct, superficial, short-term experience of a person at the moment (joy, cheerfulness, fatigue, and sadness). Emotions are inherent in both humans and animals.

Feelings are specifically human experiences, which represent the generalised, highest and deepest level of personal experiences of one's attitude toward oneself, to events, people, and objects that were, are, and will be. Feelings are deeper and more stable forms of attitude towards reality.

The nature of emotions and feelings is organically related to needs. The need is always accompanied by positive or negative experiences. The needs of humans and animals differ in content, intensity, and the way they are satisfied, and this leads to differences in the emotions of humans and animals, even those that are common to them: anger, fear, joy, etc. A human as a social being has higher, spiritual needs, and correspondingly higher feelings: moral, aesthetic, cognitive, which are not the characteristics of animals.

Emotions and feelings are manifested externally (movements, posture, motor and vocal mimicry, speech intonations, eye movements, etc.), and internally (heart rate, breathing, blood pressure, changes in endocrine glands, digestive and excretory organs). It is important to note that a person can control the external expression of emotions. Education and socio-cultural norms have a significant influence on the manifestation of one's experiences.

There are many classifications of emotions. Depending on the state of satisfaction of needs, emotions are positive, negative, neutral. People have higher feelings: moral, aesthetic, intellectual, etc.

The forms of experiencing emotional states are mood, stress, distress, affect, frustration.

A person not only knows and expresses their attitude towards the world, but also acts. Will is a mental process of conscious and purposeful regulation by a person of their activities and behavior in order to achieve the set goals.

Will is manifested in the following functions: stimulation (human activity to overcome an obstacle) and restraining (personal restraint of undesirable behaviour).

The dynamics of the use of the will in the process of personality formation determines the consolidation of permanent willful traits in the character. Volitional qualities are relatively stable mental formations independent of a specific situation that testify to the level of conscious self-regulation of behavior achieved by a person and their power over themselves. There are such strong-willed qualities: purposefulness, persistence, organisation, courage, punctuality, endurance, discipline, independence, initiative, and responsibility, etc.



Task 1. Answer the questions on the text:

1. What do you know about the emotional sphere of personality? Define the role of emotions and feelings in human life?
2. What are the differences between emotions and feelings?
3. What are the types of emotions and feelings?
4. What are the manifestations of emotions and feelings? Can a person control all the manifestations of emotions?
5. What are the forms of experiencing emotional states?
6. What do you know about will? What are its functions?
7. What do you know about the volitional qualities of a person?



Task 2. Work in pairs. Discuss the questions below.

1. Are you an emotional person?
2. How often and in which situations do you hide your emotions?
3. Is it possible to convey your feelings in the language of words and movements?
4. How aware are we of our facial expressions?
5. Can a person control the expression of emotions? Can you control your emotions? How?
6. Ask your partner about the last time he/she felt sad, proud etc. Ask follow-up questions if possible.

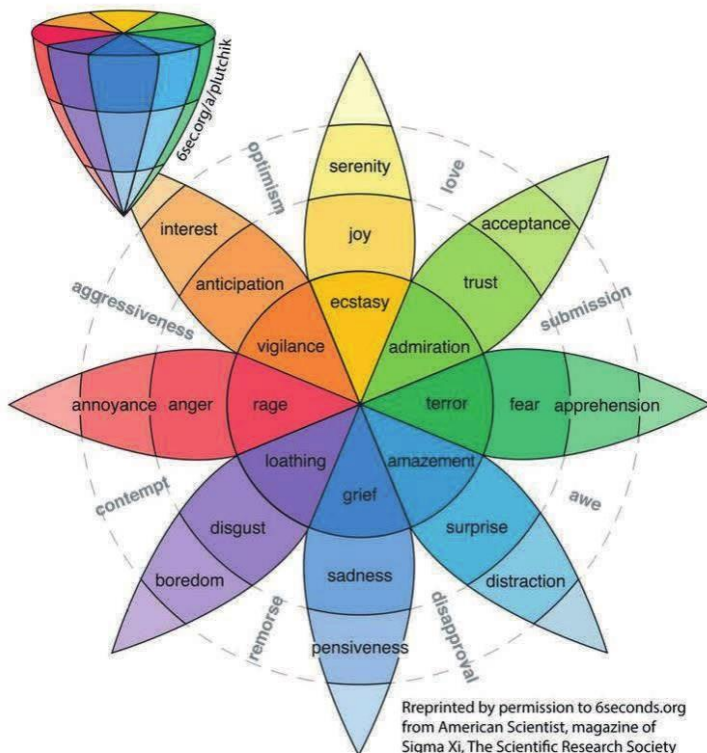


Task 3. Psychologist Robert Plutchik created the Plutchik Model shown below. It shows that there are 8 basic emotions: joy, trust, fear, surprise, sadness, anticipation, anger, and disgust. Plutchik's wheel of emotions organises these 8 basic emotions based on the physiological purpose of each.

Look at the Plutchik's wheel of emotions, choose 5 emotions and answer the following questions: What is the emotion telling you? How can the emotion help you? Example: What is *Annoyance* telling you? *Something is unresolved*. How can *Annoyance* help you? *Notice minor issues*.

PLUTCHIK'S WHEEL OF EMOTIONS

NAME A FEELING & ENHANCE EMOTIONAL LITERACY



Reprinted by permission to 6seconds.org
from American Scientist, magazine of
Sigma Xi, The Scientific Research Society

[9] <https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/>



Task 4. Read the descriptions of the forms of experiencing emotional states on the right, and then match them with the names on the left.

1	Mood	A	a state of emotional explosion, when a person loses the ability to control their actions and deeds
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2	Stress	B	this is the general emotional state of a person, which characterizes their vitality
3	Distress	C	a state of hopelessness, loss of perspective
4	Affect	D	a long-term experience of a stressful state, maintaining tension after the removal of the threat
5	Frustration	E	the state of psychophysiological tension of a person in difficult situations that appear unexpectedly and require measures to overcome them



Task 5. Find proverbs in English (at least 3) that refer to a person's manifestation or lack of certain volitional qualities. Name these volitional qualities.

Example: Where there is a will, there is a way (*persistence, initiative*).



Solve the psychological problems

1. The registration of the manifestations of emotions in Japanese and American students while watching a dramatic film showed that they react almost the same to emotional situations. However, when talking about this film, the Americans showed the same emotions, while the Japanese masked negative attitudes towards certain characters with polite smiles.

What do the identified differences indicate? How to explain the fact that students from different countries reacted almost the same?

2. An unemployed Brooklyn man missed a job interview for the best of reasons. He was saving the life of a nine-month-old boy who was blown into the path of an oncoming subway train by a gust of high wind. Like a superhero without a cape, Delroy Simmonds jumped onto the tracks and lifted the bleeding child – still strapped into his stroller – to the safety of the platform as the train bore down on them. “If he hadn’t jumped down there. The baby wouldn’t be alive, said a worker at the station. “Everybody thinks I’m some sort of superhero”, the father of two said. “I’m just a normal person. Anybody would have done the

same”. A friend of Simmonds thought differently. “If that happened to me, I might not have jumped” [48, 56-57].

Do you think this deed is brave? Why do you think so?

3. Justify the following facts. Why, after all, do people perform actions that threaten the instinct of self-preservation? Can such actions be considered a higher manifestation of will?

Old people are ready to starve and freeze, but they do not sell paintings, books, or art objects that belong to the family and are passed down from generation to generation.



Your reflections about the Lesson 7

- ✓ What was this lesson about?
- ✓ Why are the emotions and feelings important for a person? What role does a will play in a person's life?
- ✓ Where exactly can you use the knowledge about such mental processes as emotions, feelings, and will?



LESSON 8 PERSONALITY. ACTIVITY

PERSONALITY AND ITS MANIFESTATION IN ACTIVITY

In psychology, a person is studied in three aspects: as an individual, personality, and individuality. Firstly, a person is born with the status of an individual.

An individual is a person who is a representative of the species *Homo sapiens*.

The signs of an individual: the ability to walk upright, the ability to work, a highly developed brain tissue with a complex structure and functions, awareness ability, the ability to speak and think abstractly, the ability to communicate. This quality is innate and unchanging throughout a person's life.

After being born, the baby starts talking to other people and doing things on their own. This makes them become a person with a personality.

A personality is a conscious individual involved in full-fledged social relations. Personality traits are as follows belonging only to men, social and personal activity, dynamism (variability of certain manifestations depending on the age of a person and the circumstances of their life), functioning on the basis of a formed and healthy consciousness, social conditioning.

A personality is unique. Individuality is a person in their originality and uniqueness, and has two levels of manifestation: at the level of the individual (appearance, blood type, Rhesus factor, etc.), and at the level of the personality (character traits, abilities, intelligence, motivation, etc.).

There are many theories of personality in psychology. Personality theories are carefully tested hypotheses about what people are, how they behave, and why they act in a certain way. There are some of them: psychodynamic theories (Z. Freud, K. Jung, A. Adler, etc.), behavioral theories (B. Skinner, etc.), humanistic theories (A. Maslow, K. Rogers, etc.).

Psychologists have tried and are still trying to develop the structure of personality. In the classic model of personality structure, there are the following areas: intellectual (cognitive processes, attention), emotional-volitional sphere (emotions, feelings, will), motivational sphere (needs, interests, world view), individual-typological sphere (temperament, character, abilities).

What factors affect personality development? Biological factor, social factor, and individual activity.

Personality reveals itself in activity (it is a human activity that is conscious, aimed at achieving a set goal, and determined by need).

Activity is a means of satisfying needs, a factor of mental development and personality formation, a means of developing intelligence and abilities, tools for the transformation of reality and the progress of society, the mechanism of identity search and the embodiment of self-realization, mechanism of creativity.

The activity structure includes: needs, motives, goals, actions, operations, and means.

The main types of activities are game, learning, and work. Game is aimed at the game process itself and reproduces learning and work in an accessible form. Learning is an active, conscious activity aimed at acquiring knowledge, developing abilities, and developing skills. Work is a conscious human activity aimed at creating material and spiritual goods.



Task 1. Answer the questions on the text:

1. How can individual, personality, and individuality be defined?
2. What are the characteristics of an individual? What are personality traits?
3. What factors of personality development do you know?
4. Is "personality" an innate feature of a person?
5. What do you know about personality theories?
6. How can activity be defined? What are the functions of the activity?
7. What are the types of activities?



Task 2. Work in pairs. Discuss the questions below.

1. How do you feel in the presence of other people (your parents, groupmates, friends, well known people, unknown people, newcomers, and highly ranked people)?
2. Are you an easy person to persuade?
3. When you are in a crowd do you feel that you lose your identity and merge into the group?
4. What can affect your decision making?
5. What would you prefer – to comply with another person's ideas or to compel them to your will?
6. Which source of information is more influential in your buying decision (the survey of several thousand owners of a car, for instance, or your friend/neighbour)?
7. Is it difficult for you to obey to authority?
8. Can you adjust your position to conform to that of the majority? [2, 67-68].



Task 3. Confirm or deny the following statements. Make use of the following phrases:

That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not.
You are not quite right, I'm sorry to say it. Far from it.

1. Individual is an acquired, not inherent feature of each person.
2. All approaches to personality, namely Freud's theory and behavioural theories, contradict each other.
3. Personality can bring both benefit and harm to other people.
4. Gender roles are predetermined only by biology.
5. Family and the wider community exert a powerful influence on the child's development [8].
6. Social skills can be learnt by children only through interactions with their peers.
7. Only social factors influence personality development.
8. The main type of activity is work.



Task 4. Read the descriptions of the components of activity on the right, and then match them with the properties on the left.

1	Goal	A	is an implementation component of an activity aimed at accomplishing a certain task
2	Operation	B	is an imaginary end result of an activity (what a person wants to achieve)
3	Action	C	is an incentive to an activity, which is related to the satisfaction of needs, in which the direction of the subject is determined
4	Motive	D	is a state of a living being that shows dependence on the specific conditions of its existence and generates activity in relation to these conditions
5	Need	E	is a way of performing an action that depends on the conditions in which it takes place and, as a rule, is little conscious or unconscious



Task 5. Which of the following properties characterise a person as an individual, and which - as a personality?

1) High sensory sensitivity	2) Responsibility	3) Low adaptation to darkness	4) Hair colour
5) Kindness	6) Frankness	7) Honesty	8) Height



Solve the psychological problems

1. Catherine's mother (6 years old) believes that the child should be given complete freedom in her behaviour. Let the child learn from her mistakes. And Julia's mother (aged 6) believes that all spheres of children's lives should be controlled.

Considering the factors affecting the mental development of the child, determine which strategy of parental behaviour is correct. Why?

2. There is an old legend about craftsmen who brought stones to the place of future construction. When one was asked what he was doing, he replied, "Don't you see, I'm hauling stones." The second answered this very question: "I earn my bread by the sweat of my brow." The third said, "I am building a house where people will live."

What type of activity is carried out by people? Whose activity will be more effective? Why do you think so? How can the differences in the responses of these builders be explained?



Your reflections about the Lesson 8

- ✓ What was this lesson about?
- ✓ Why is the problem of personality development important? What factors influence personality development?
- ✓ Where exactly can you use knowledge about personality and activity?



LESSON 9

CONSCIOUSNESS AND SELF-AWARENESS

CONCEPT AND STRUCTURE OF CONSCIOUSNESS AND SELF-AWARENESS

A person is a being that possesses the most complex manifestations of the psyche and has consciousness. Consciousness is what separates humans from animals. It is a special type of mental reflection that was formed during socio-historical development. Consciousness has many aspects. No precise and satisfactory definition of 'consciousness' has been produced.

It can mean being awake as opposed to being unconscious; or being aware of something in the environment, as when we are conscious of someone's presence; or choosing a course of action in contrast with being driven by unconscious decision. It can mean the flow of sensations, thoughts, images, and emotions – often called the 'stream of consciousness' – or it can mean reflecting on that stream of consciousness. The most general, workable definition for consciousness is the awareness of the mind's operations.

So, consciousness is the highest form of psychic development, unique only to humans, which manifests itself in complex forms of reflecting the world.

The signs of consciousness are the following: the ability to reflect; a person's ability to communicate; abstract thinking; the structure of the scheme of being: in relation to the past, present and future; the regulation of actions and behaviour. There are such functions of consciousness as cognitive, prognostic, communicative, reflective, regulatory.

The structure of consciousness consists of the components: knowledge (is expressed in cognitive processes), attitude (is expressed in emotions and feelings), purposeful activity (is embodied in activity and volitional regulation), and self-awareness (a person's ability to know himself).

Consciousness (and self-awareness) are not given to a person from birth, consciousness is formed in the process of life. What factors affect consciousness development? Biological factor, social factor, and individual activity.

Self-awareness is the ability of the human psyche to be aware of its own qualities, properties, and characteristics. Among functions of self-awareness are cognitive, regulatory, evaluative, protective.

The structure of self-awareness includes the image of self, self-esteem, level of claims, and psychological protection.

The image of self is a system of ideas and knowledge of a person's own characteristics, signs, and qualities. Self-esteem is an individual's assessment of themselves, their capabilities, qualities, and place among other people.

Self-esteem can be adequate (it corresponds to reality) or inadequate. Inadequate self-esteem can be overstated or understated.

The level of claims is a system of promising tasks that a person sets for their own achievement. It significantly depends on the self-image, in particular the ideal self (according to the self-image in the future, a person sets the goal of achieving this image) and self-esteem (usually a high self-esteem creates a high level of claims).

Psychological protection is a mental process that consists of eliminating or weakening negative, traumatic, or unacceptable emotional experiences [4, 30].

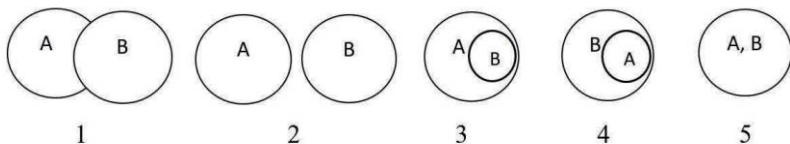


Task 1. Answer the questions on the text:

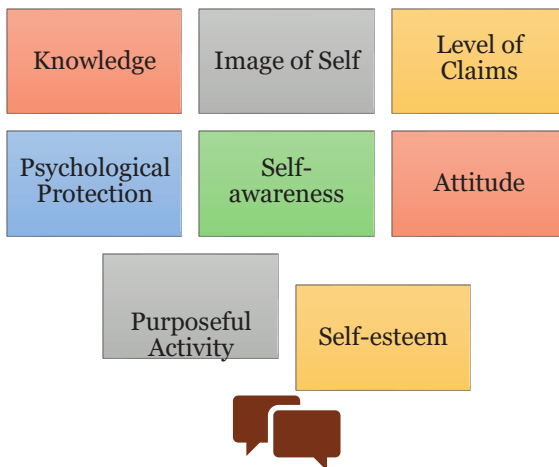
1. Why is it difficult to give a proper definition of consciousness?
2. How can consciousness be defined?
3. What are the main signs and functions of consciousness and what is meant by them?
4. What components are included in the structure of consciousness?
5. How can self-awareness be defined?
6. What are the functions of self-awareness?
7. What components are included in the structure of self-awareness?
8. Are consciousness and self-awareness inherent in a person from birth?



Task 2. In which of the presented relations are pairs of concepts: consciousness (A) and self-awareness (B)? Explain the answer.



Task 3. Choose only those words that are components of self-awareness. Explain them.



Task 4. Work in pairs. Look at and read the quotes of famous psychologists. Explain them. Which quote do you agree with most? Why do you think so?



“One day, in retrospect, the years of struggle will strike you as the most beautiful”.

Sigmund Freud



“The most terrifying thing is to accept oneself completely”.

Carl Gustav Jung

“What is necessary to change a person is to change his awareness of himself”.

Abraham Maslow



“When we are no longer able to change a situation, we are challenged to change ourselves”.

Viktor E. Frankl



Task 5. Read the descriptions of the consciousness components on the right, then match them with the corresponding names on the left.

1	Knowledge	A	A person's ability to set and achieve a goal. It is embodied in activity and volitional regulation
2	Attitude	B	A person's ability to know himself. It is expressed in image of self, self-esteem, and level of claims
3	Purposeful activity	C	Contains information about the surrounding reality. It is obtained through sensation, perception, memory and other cognitive processes
4	Self-awareness	D	A person's experience (through emotions and feelings) of their attitude to events, people and themselves



Solve the psychological problems

- What factors in the development of consciousness were revealed by H.Ch. Andersen: "It's okay to be born in a duck's nest if you were hatched from a swan's egg!"
- Read the parable of the Narcissus and answer the questions:
 - What self-esteem did Narcissus have?
 - How can self-esteem affect a person's success?

Narcissus was the son of a river god and a nymph, and he was the most handsome young man. Parents once turned to an oracle and

learned that their son would live to old age only if he never saw his reflection...

One day, Narcissus, returning from hunting, felt very thirsty and stopped to drink water at the edge of a clean and calm spring. He had already bent down to drink, but here he saw his reflection for the first time. The young man could not tear his eyes away from the beauty of what he saw; he fell in love with himself but faded like a flower.



Your reflections about the Lesson 9

- ✓ What was this lesson about?
- ✓ Why are the consciousness and self-awareness important for a person?
- ✓ Where exactly can you use knowledge about consciousness and self-awareness?



LESSON 10

TEMPERAMENT AND CHARACTER

TEMPERAMENT AND CHARACTER: SIMILARITIES AND DIFFERENCES

All people have individual and psychological differences. Some people are sociable, easily come into contact with people, and cheerful, while others, on the contrary, are closed and reserved. One of these differences is a person's temperament.

Temperament is a characteristic of an individual in terms of the dynamic properties of their psyche: intensity, speed, rhythm, and balance of mental manifestations.

Temperament criteria: it reflects the formal aspects of activity and behaviour; it characterises the degree of dynamic (energy) tension and the attitude of a person toward the world, people, themselves, and activity; it appears in early childhood; it is stable during a long period of human life; it is universal and manifests itself in all spheres of activity and life.

The doctrine of temperament has its own history. Even in ancient times, scientists paid attention to the differences between people and tried to explain them in different ways. Gradually, different approaches to temperament emerged.

Humoral theory (Hippocrates) explains the temperament by the relative predominance of one of the 4 liquids in the body: blood, mucus, bile, or black bile.

Constitutional theory (E. Kretschmer) determines temperament and character depending on the body structure.

Physiological theories (I. Pavlov) consider the dependence of temperament on the type of nervous system.

It is generally accepted that temperament depends on the properties of the nervous system, namely: its strength, balance, and mobility of excitation and inhibition processes.

There are the following types of temperaments: Sanguine, Choleric, Phlegmatic, and Melancholic. Sanguine is characterised by a strong, balanced, mobile nervous system. Choleric has a strong, unbalanced (excitation prevails over inhibition) nervous system. Phlegmatic has a strong, balanced, but inertial (immobile) nervous system. Melancholic is characterised by a weak nervous system (that is, they have low work capacity and quick fatigue).

Depending on these features, the representatives of different types of temperament have certain psychological characteristics. For example, Sanguine is cheerful, sociable, Choleric – energetic, active, Phlegmatic – calm and peaceful, Melancholic – sensitive and emotional. By the way, each type of temperament has corresponding negative manifestations. Sanguine can be frivolous and superficial, Choleric – unrestrained and aggressive, Phlegmatic – lazy and passive, Melancholic – offensive and pessimistic.

It is worth noting that there are no good or bad types of temperament. Temperament does not determine the level of upbringing or morality of a person. There are rarely pure temperament types. As a rule, there are combinations of two types of temperament. For example, a phlegmatic temperament can have the following combination: phlegmatic-melancholic. The same can be said about other types: choleric and sanguine and others.

Defining the concept of 'character', it should be noted that it is interpreted ambiguously in psychology. Firstly, there are difficulties in distinguishing between character and temperament, since it is still difficult to establish what are the properties of temperament, and what refers to character traits.

Character is a set of permanent individual and psychological properties of a person that are manifested in their activity, social behaviour, attitude towards the team, other people, work, the surrounding reality, and themselves.

Character is not given to a person at birth. It is formed throughout a person's life. Character consists of the following components: the orientation of the individual (on oneself, on other people, on activity), mental traits, emotional traits, and volitional traits.

Character is the core of human personality. It is both a prerequisite and a result of real human behaviour in specific life situations. Determining a person's behaviour, character is revealed in their behaviour.



Task 1. Read the text. Confirm or deny the following statements. Make use of the following phrases:

That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not.

You are not quite right, I'm sorry to say it. Far from it.

1. Temperament is an acquired, not inherent feature of each person.
2. Phlegmatic resists making quick decisions.
3. Choleric has a strong, unbalanced nervous system.
4. Melancholic has a strong, balanced, mobile nervous system.
5. The advantages of sanguine are sociability and sensitivity.
6. The type of temperament depends on a person's gender.
7. Phlegmatic is the best type of temperament compared to others.
8. The type of temperament depends on the properties of the nervous system.
9. Temperament and character are the same thing.
10. Character consists of mental and volitional traits of a person.



Task 2. Discuss and identify the advantages and disadvantages of each type of temperament for your future professional activities.

Tell whether the type of a person's temperament determines the success of their activity.

What, in your opinion, should you pay attention to firstly when hiring a person: his temperament or character? Why do you think so?



Task 3. Look at the picture and choose from the words those that describe the character and those that describe the temperament of the person. Explain the answer.

Various Facial Expressions	Unselfish	Calm/ Composed
Quick Adaptation	Excitable	Responsible
Reliable	Dishonest	Speed of Thought



Task 4. Choose from the given list of character traits, those that express

- 1) a person's attitude towards other people,
- 2) a person's attitude towards activities.

Character traits	Personality attitude	
Cheerful, tidy, ambitious, enthusiastic, frank, friendly, unenthusiastic, lazy, kind, persevering, polite, practical, sympathetic, modest, hard-working	Other people	Activities



Task 5. Comment on the expressions. Indicate the most correct, in your opinion, and incorrect.

1. Character is such a mental property of a person that is inherited and formed throughout his life.

2. People are born with a character, but they become personalities.
3. Temperament properties depend on blood chemistry and hormones.
4. The type of nervous system is the basis of temperament.
5. Temperament is determined by the constitution of the human body.
6. Disadvantages of temperament can be compensated for by the enthusiasm of the individual, their preparation, and their willful efforts.



Solve the psychological problems

1. Psychologically, explain the legality of the father's statement about a preschool daughter:

«My Natalya is an untidy, just like her mother. The daughter inherited this quality from her mother, and she got her kindness from me».

2. What type of temperament does Danilo have? What advice would you give to a mother regarding the peculiarities of raising a child?

A very mobile boy, with lively facial expressions, easily gets close to his peers, sometimes forgets about duties. Sometimes he gets upset, but not for long. The boy's mood is mostly cheerful and joyful. Easily gets excited about everything new, but loses interest relatively quickly. The boy is very talkative.



Your reflections about the Lesson 10

- ✓ What was this lesson about?
- ✓ Why is knowledge of temperament and character important for a person?
- ✓ Where exactly can you use knowledge about temperament and character?



LESSON 11

ABILITIES

ABILITIES AS INDIVIDUAL MENTAL PROPERTIES

In psychology, a person is considered not only as a personality, but also as an individual with unique characteristics. The previously discussed mental properties: temperament and character – characterise a person's individuality. People also differ in their abilities.

Abilities are individual and mental properties of a person that meet the requirements of a certain activity and are a condition for its successful implementation.

Abilities are closely related to activities: appear in it, develop in it, are used in activities.

The signs of the presence of abilities for a certain type of activity are the following high speed of learning the relevant activity, breadth of transferring skills to other similar situations, energy efficiency, individual originality, high motivation and desire for this activity, sometimes against the circumstances, high efficiency of activity.

Scientists do not have a single point of view regarding the origin of abilities and the conditions for their formation. Historically, there have been three theories for this problem: the theory of inherited abilities, the theory of acquired abilities, the theory of inherited abilities and acquired abilities.

According to the first theory, abilities are biologically determined human properties that are inherited from the previous generation, and the human habitat only reveals them. According to the second theory, abilities are completely determined by the influence of the environment and, in particular, upbringing. The theory of the combination of innate and acquired abilities states that abilities combine both heredity (aptitudes) and their development due to the influence of the environment and upbringing. Modern psychology supports the latter theory.

There are different classifications of types of abilities.

According to the field of manifestation, there are general and special abilities. Depending on the application, there are educational and creative

abilities. Depending on the type of thinking, there are theoretical and practical abilities.

There are qualitative and quantitative manifestations of abilities. Qualitative manifestation is the sphere of manifestation and application of abilities. What is a person capable of? Quantitative expression is the level of development of abilities: how capable is a person? There are the following levels of development of abilities: aptitude, giftedness, talent, and genius. Genius is exceptionally developed and uses abilities, the results are exclusively creative; their value is recognized by humanity.

Don't equate a person's makings and abilities. Makings are inherited prerequisites for the development of personality abilities (anatomical and physiological features of the brain, nervous system, receptors that cause natural individual differences between people). It should be noted that makings do not contain abilities and do not guarantee their development. Makings are only one of the conditions for the development of abilities.

Therefore, the development of a person's abilities is influenced by their innate features, the favourable influence of the environment and the individual's own activity.



Task 1. Answer the questions on the text:

1. How can abilities be defined?
2. How are abilities and activities interrelated?
3. What signs indicate that a person has abilities for a certain activity?
4. What theories of the origin of abilities do you know?
5. What are the types of abilities? What are the manifestations of abilities?
6. What are the levels of qualitative manifestation of abilities?
7. What is the difference between person's makings and abilities?
8. What does the development of human abilities depend on?



Task 2. Fill in the gaps in the sentences below.

1. Abilities develop and are revealed only in _____, and only in that which cannot do without them.
2. Abilities are necessary for the activities that provide its _____.

3. _____ can contribute to the development of abilities to a greater or lesser extent, just as different soil is differently favourable for the development of plants. But what exactly will grow from the seed – an apple tree or a plum – depends not on the soil, but on which the seed was thrown.
4. _____ is an exceptionally developed and used ability; the results are exceptionally creative, and their value is recognized by humanity.
5. _____ are only one of the conditions for the development of _____.



Task 3. Comment on the correctness of the statements about abilities.
Which of these statements do you most agree with?

Talent will always find its way

Talents should be helped

Nature rests on the children of geniuses

There are no incapable students; there are bad teachers



Task 4. Choose the signs that indicate that a person is capable. Explain the answer.

What other signs (besides the ones presented) indicate that a person is capable?

- a) heredity,
- b) speed of learning,
- c) high motivation,
- d) acquisition,
- e) individual originality.



Task 5. Discuss in pairs. «Early Peakers and Late Bloomers: Who Has It Worse»?

«We're all familiar with the story of the film star or singer who peaks early, finds fame at a young age and then seems to disappear. Or the novelist whose brilliant debut at age 22 is followed by works of increasing mediocrity. Sports are particularly biased towards youth: how many teenagers have a moment of glory at the Olympics only to fade away in their 20s when they are no longer able to compete?

And then there are the late bloomers, who discover their talent relatively late in life: the actress who gets her first big part in her 40s, the office clerk who pens a bestseller at 50, and the businessman who starts a multi-million dollar enterprise in his 60s. Late bloomers might spend decades struggling to find their passion or the noticed, and that can be painful. As author Malcolm Gladwell wrote: «On the road to grate achievement, the late bloomer will resemble a failure....».

[1, 68].



Solve the psychological problems

1. Scientists measured the students' mathematical abilities of the same class using the testing method and fairly accurately assessed each one. However, they gave false information in advance to the mathematics teacher: two mediocre students were described as "capable of mathematics." When the same class was retested a year later, it turned out that the two students had indeed shown excellent mathematical abilities. How could this happen?
2. How can you explain the fact that not all gifted students at school or university can boast of life achievements, and vice versa, students who did not have significant abilities in educational institutions, reached remarkable heights?

Why does this happen? Why does a person's success in life not directly depend on his abilities?



Your reflections about the Lesson 11

- ✓ What was this lesson about?
- ✓ Why is the problem of identifying and developing abilities so important?
- ✓ Where exactly can you use the knowledge about abilities?



Answer the test questions

1. What is the subject of psychology?
a) soul, b) behaviour, c) psyche, d) consciousness
2. What branch of psychological science studies the patterns of development and functioning of the human psyche at all stages of its life?
a) general psychology, b) social psychology,
d) developmental psychology, e) special psychology
3. What method of psychology is used to obtain scientific facts by creating special conditions?
a) observation, b) experiment, c) questionnaire, d) testing
4. What cognitive process contributes to the reflection in the brain of certain properties of objects and phenomena of the surrounding world, which at the moment act on human senses?
a) sensation, b) perception, c) memory, d) thinking
5. What is the name of the relationship between the intensity of the sensation and the strength of the stimulus?
a) adaptation, b) synesthesia, c) sensitization, d) sensitivity threshold
6. Is the statement correct: Sensation and perception refer to the processes of sensory cognition of reality?
a) yes, b) no,
c) sensations refer to, perception does not,
d) perception refers to, sensations do not
7. What kind of memory depends on the duration of information storage: short-term, long-term and ...?
a) working memory, b) arbitrary memory,
c) involuntary memory, d) memorisation
8. Which of the following are memory processes?
a) memorisation, b) reproduction, c) analysis, d) comparison
9. What are concepts, judgments and inferences?
a) types of thinking, b) forms of thinking,
d) operations of thinking, e) individual features of thinking
10. Is it correct to say that speech is a set of sounds?
a) yes, b) no

11. What is a special form of mental activity that manifests itself in the orientation and concentration of consciousness on objects significant for the individual, phenomena of the surrounding reality or one's own experiences?

a) memory, b) imagination, c) will, d) attention

12. Is it correct to say that children have arbitrary attention?

a) yes, b) no

13. What mental process allows a person to create new images based on their previous experience?

a) memory, b) imagination, c) will, d) attention

14. What types of imagination take place in a situation when a person reads a work of art and imagines the characters, circumstances, and situation described in the book?

a) involuntary, b) arbitrary, c) artistic, d) scientific

15. What mental process is represented in the definition: features of human experience, which represent a generalised, higher level of experience by a person of their attitude to themselves, to events, people, objects that were, are and will be?

a) emotions, b) feelings, c) will, d) imagination

16. Is it correct to say that emotional experiences have only an external manifestation?

a) yes, b) no

17. Which of the following are volitional qualities of an individual?

a) purposefulness, b) sincerity, c) courage, d) frustration

18. What characteristic of a person is described as follows: tall, height and body type?

a) individual, b) personality, c) individuality, d) subject

19. Which of the mental phenomena listed below refers to the individual-typological component in the personality structure?

a) emotions and feelings, b) temperament,

c) character, d) cognitive processes

20. What type of activity is aimed at acquiring knowledge, developing abilities, and forming skills?

a) game, b) learning (study?), c) work, d) cognition

21. What is the ability of the human psyche to be aware of its own qualities, properties, characteristics?

a) consciousness, b) self-awareness, c) intuition, d) self-esteem

22. Is the statement correct that the main functions of consciousness are cognitive and prognostic?

a) yes, b) no

23. What component in the structure of consciousness is expressed through emotions and feelings?

a) knowledge, b) attitude, c) purposeful activity, d) self-awareness

24. What is the characteristic of an individual in terms of the dynamic properties of their psyche: intensity, speed, rhythm, balance of mental manifestations?

a) temperament b) character c) abilities d) will

25. What are the characteristics (2) of a sanguine?

a) sociability, b) anxiety, c) cheerfulness, d) closedness

26. What theory determines temperament and character depending on the predominance of a certain liquid in the body?

a) humoral, b) constitutional, c) physiological, d) characterological

27. Is it correct to say that a person's character is transmitted through genes?

a) yes, b) no

28. What are the individual mental properties of a person that meet the requirements of a certain activity and are a condition for its successful implementation?

a) makings, b) abilities, c) volitional qualities, d) character traits

29. What is the name of the innate prerequisites for the development of abilities, such as musical ear, sense of rhythm for a musician?

a) makings, b) giftedness, c) genius, d) vocation

30. Is it correct to say that the social environment and activity of an individual influence the manifestation and development of their abilities?

a) yes, b) no



GLOSSARY

- ▶ **Psychology** is the science of the patterns, formation and development of the psyche as a special form of life.
- ▶ **Sensation** is the cognitive process by which certain properties of objects and phenomena from the surrounding world are reflected in the brain through the stimulation of human senses.
- ▶ **Perception** is a mental process of displaying objects and phenomena in the brain as a whole, in the aggregate of all their properties and qualities, with a direct effect on human senses.
- ▶ **Thinking** is a process of mediated (indirect) and generalised reflection by a person of objects and phenomena of objective reality in their essential connections and relations.
- ▶ **Language** is a specifically human means of communication, which is the system of signs that has a social nature and is created and fixed in the process of historical development of the activities of members of society.
- ▶ **Speech** is the activity of communication (expression, influence, or message) using language.
- ▶ **Memory** is the mental process of reflecting a person's experience by assimilating, preserving, and further reproducing their life and activities.
- ▶ **Attention** is a special form of mental activity that manifests itself in the orientation and concentration of consciousness on objects significant for the individual, phenomena of the surrounding reality, or one's own experiences.
- ▶ **Imagination** is a mental process that occurs when a person creates new images based on their previous experience.

- ▶ **Emotion** is a simple, direct, superficial, short-term experience of a person at the moment.
- ▶ **Feelings** are specifically human experiences, which represent the generalised, highest and deepest level of personal experiences of one's attitude toward oneself, to events, people, and objects that were, are, and will be.
- ▶ **Will** is a mental process of conscious and purposeful regulation by a person of their activities and behaviour in order to achieve the set goals.
- ▶ **Individual** is a person who is a representative of the species Homo sapiens.
- ▶ **Personality** is a conscious individual involved in full-fledged social relations.
- ▶ **Individuality** is a person in their originality and uniqueness.
- ▶ **Consciousness** is the highest form of psychic development, unique only to humans, which manifests itself in complex forms of reflecting the world.
- ▶ **Self-awareness** is the ability of the human psyche to be aware of their own qualities, properties, and characteristics.
- ▶ **Temperament** is a characteristic of an individual in terms of the dynamic properties of their psyche: intensity, speed, rhythm, and balance of mental manifestations.
- ▶ **Character** is a set of permanent individual and psychological properties of a person that are manifested in their activity, social behaviour, attitude towards the team, other people, work, the surrounding reality, and themselves.
- ▶ **Makings** are inherited prerequisites for the development of personality abilities.



Abilities are individual and mental properties of a person that meet the requirements of a certain activity and are a condition for its successful implementation.

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NOTES



ЗАНЯТТЯ 1

ВСТУП ДО ПСИХОЛОГІЇ. МЕТОДИ ПСИХОЛОГІЇ

РОЗВИТОК ПСИХОЛОГІЇ

Психологія сьогодні є дуже популярною наукою. Вона є відносно новою, тому що лише в середині-кінці XIX століття вона стала окремою самостійною дисципліною. Психологія також є давньою наукою, тому що психологічні явища вивчалися впродовж багатьох років у рамках філософії та фізіології.



Арістотель, філософ з Греції, багато писав про теми, які стали важливими для сучасної психології. Арістотеля можна вважати батьком психології. Першим психологічним твором можна вважати його трактат «Про душу».

Минуло більше ста років з того часу, як психологія відокремилася від філософії та фізіології і стала окремою наукою. У 1879 році німецький психолог, лікар і філософ Вільгельм Вундт заснував першу психологічну лабораторію в Лейпцигу в Німеччині. Ця подія офіційно знаменує початок психології як галузі науки, відмінної від філософії та фізіології. Окрім того, що Вундта вважають одним із засновників сучасної психології, його також часто називають батьком експериментальної психології. Він наголошував на важливості свідомості, класифікації структур розуму та елементів свідомості (відчуттів, образів, почуттів).



Важливо відзначити, що Вундт довів, що експерименти можна використовувати в психології. Задовго до цього основним методом психології була інтроспекція (метод самоспостереження).

У минулому столітті ця область дослідження зазнала низки розширень як у предметі, так і в методах дослідження. Протягом цього періоду навіть основна природа психології була під питанням: чи вивчає вона свідомий досвід? Чи досліджує несвідомі процеси? Чи вивчає індивідуальні відмінності чи спостережувану поведінку? Дослідження всіх цих питань, попри наявність значних розбіжностей у наукових поглядах, сприяли потужному розвитку психології.

Психологія – наука про закономірності, становлення та розвиток психіки як особливої форми життєдіяльності.