

«Затверджено»

Голова Приймальної комісії,

ректор Б.Г. Херсонський



(протокол № 3 від 28.02.2020р.)

**ПРОГРАМА
ВСТУПНОГО ВИПРОБУВАННЯ З ІНОЗЕМНОЇ МОВИ
(АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)**

Освітній рівень: «Магістр»

Спеціальність 053 «Психологія»

(вступ на основі ОКР «Спеціаліст», ОР «Магістр»)

«Погоджено»

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Київ 2020 р.

Структура та зміст вступного іспиту з англійської мови за професійним спрямуванням («Психологія»)

Вступний іспит – тест. Тривалість – 120 хвилин.

Перша частина (10 питань) – перевірка навичок читання тексту професійного спрямування (психологія), друга частина (10 питань) – перевірка лексично-граматичної компетентності, третя частина (5 питань) – перевірка граматичних знань студентів. Зразок тесту (Додаток 1.)

ЗМІСТ ДИСЦИПЛІНИ

«Англійська мова за професійним спрямуванням» («Психологія»)

РОЗДІЛ 1. ВСТУП ДО ПСИХОЛОГІЇ

Тема 1.

Психологія як наука

Визначення психології. Цілі психології. Розвиток психологічної науки. Галузі сучасної психології. Методи психології. Чим займаються психологи? Професійна підготовка психологів.

The Science of Psychology

A definition of Psychology. The goals of Psychology. The growth of Psychology. Areas within Psychology today. Methods of Psychology. What psychologists do? Training that psychologists receive.

Тема 2.

Біологія і поведінка

Генетика. Ендокринна система. Нервова система. Мозок. Епілепсія. Сон і сновидіння. Гіпноз.

Biology and Behavior

Genetics. The endocrine system. The nervous system. The brain. Epilepsy. Sleep and dreams. Hypnosis.

РОЗДІЛ 2. ПСИХОЛОГІЯ ТА КОГНІТИВНІ ПРОЦЕСИ

Тема 3.

Пам'ять

Вимірювання запам'ятовування. Три стадії пам'яті. Біологічні основи пам'яті. Забування.

Memory

Measuring retention. The three stages of memory. Biological bases of memory. Forgetting.

Тема 4.

Мислення

Одиниці мислення. Спрямоване мислення. Інсайт та творче вирішення проблем. Асоціативне мислення. Уява. Природа, функції та види уяви.

Thinking

The units of thought. Directing thinking. Insight and creative problem solving. Associative thinking. Imagination (thought). The nature, functions and types of imagination.

Тема 5.

Розум і креативність

Природа інтелекту. Природа творчості. Вимірювання інтелекту і творчості. IQ тести. Детермінанти інтелекту.

Intelligence and Creativity

The nature of intelligence. The nature of creativity. Measuring intelligence and creativity. Intelligence tests. Determinants of intelligence.

РОЗДІЛ 3. ПСИХОЛОГІЯ І СВІДОМІСТЬ

Тема 6.

Відчуття

Визначення відчуття. Зір. Слух. Тілесні відчуття. Тактильні відчуття.

Sensation

The nature of sensation. Vision. Hearing. The chemical senses. The body senses. The skin senses.

Тема 7.

Сприймання

Увага. Організація сприймання. Сприйняття відстані і глибини. Сприйняття руху. Сталість сприймання. Фактори, що впливають на сприйняття.

Perception

Attention. Organization of perception. Perception of distance and depth. Perception of movement. Perceptual constancy. Factors affecting perception.

РОЗДІЛ 4. ПСИХОЛОГІЯ МОТИВАЦІЇ ТА ЕМОЦІЙ

Тема 8.

Мотивація

Фізіологічні мотиви. Мотиви-стимули. Вивчені мотиви. Несвідомі мотиви. Ієрархія мотивів.

Motivation

Physiological motives. Stimulus motives. Learned motives. Unconscious motives. A hierarchy of motives.

Тема 9.

Емоції

Природа емоцій. Джерела емоцій. Функція емоцій. Роль емоцій у житті людини.

Emotion

The nature of emotion. The sources of emotion. The function of emotion. The role of emotions in human life.

Тема 10.

Воля

Воля та її основні ознаки. Вольова регуляція поведінки. Структура вольової дії.

Volition

The will and its main features. Volitional regulation of behavior. Structure of volitional action.

РОЗДІЛ 5. ПСИХОЛОГІЯ ТА ОСОБИСТІТЬ

Тема 11.

Особистість

Конституційна теорія. Психоаналітична теорія. Его-психологія. Теорія рис. Дослідження особистості.

Personality

Constitutional theory. Psychoanalytic theory. Self theory. Trait theory. Personality assessment.

Тема 12.

Загальні психічні властивості особистості

Поняття темпераменту. Типи темпераменту. Поняття характеру. Акцентуації характеру. Формування характеру. Особистість і характер людини.

General Psychic Characteristics of Personality

The concept of temperament. Types of temperament. The concept of character. Accentuations of temper. Temper formation. Personality and human character.

Тема 13.

Здібності особистості

Загальне уявлення про здібності. Відмінності між здібностями, знаннями, вміннями та навичками. Природні та придбані здібності. Загальні та спеціальні здібності.

Personality Skills and Habits

Understanding abilities. Differences between skills, knowledge and abilities. Natural and learned abilities. General and special abilities.

Тема 14.

Спрямованість особистості

Поняття спрямованості особистості. Структура спрямованості особистості. Види спрямованості особистості. Форми прояву спрямованості: потяги, бажання, інтереси, схильності, ідеали, переконання. Світогляд особистості.

Personality Orientation

The orientation of an individual. The structure of an individual orientation. Types of an individual orientation. Manifestations of orientation: affection, desires, interests and inclinations, ideals and beliefs. Ideology of personality.

РОЗДІЛ 6. КОНФЛІКТНІ ПЕРЕЖИВАННЯ ТА ЗАСОБИ РОБОТИ З НИМИ

Тема 15.

Frustration і conflict

Поняття фрустрації. Види конфліктів. Механізми вирішення конфліктних переживань. Як долати фрустрацію і конфлікт.

Frustration and Conflict

Frustration. Kinds of conflicts. Adjustment mechanisms. How to deal with frustration and conflict.

Тема 16.

Особистісні розлади

Особистісні розлади у сучасному суспільстві. Неврози. Психози. Особистісні розлади. Різні підходи до особистісних розладів. Алкоголізм. Наркотична залежність. Що таке норма і патологія.

Personality Disturbances

Emotional disorders in the modern society. Neuroses. Psychoses. Personality disorders. Various approaches to personality disturbances. Alcoholism. Drug addiction. What's normal and what's abnormal?

Тема 17.

Терапія

Лікування особистісних розладів. Фізичне лікування. Клінічна терапія. Інституалізація. Психологія ком'юніті. Психотерапія. Поведінкова терапія. Індивідуальна терапія. Групова терапія. Ефективність різних терапевтичних підходів.

Therapies

Treatment of personality disturbances. Physical treatment. Medical therapy. Institutionalization (mental hospitals). Community Psychology. Psychotherapy. Behavior therapies. Individual psychotherapies. Group therapy. The effectiveness of different therapies.

Тема 18.

Психологія розвитку дитини

Новонароджена дитина. Фізичний розвиток. Моторика. Розвиток сприймання. Розвиток мовлення. Когнітивний розвиток. Особистісний розвиток дитини.

Child Developmental Psychology

The newborn baby. Human growth. Motor abilities. Perceptual development. Language development. Cognitive development. Personality development.

Критерії оцінювання

За 200 бальною шкалою.

Завдання 1 (читання), 5 питань – 8 балів за кожну правильну відповідь – максимально 40 балів;

завдання 2 (читання), 5 питань – 8 балів за кожну правильну відповідь – максимально 40 балів;

завдання 3 (лексично-граматичне), 10 питань – 8 балів за кожну правильну відповідь – максимально 80 балів;

завдання 4 (граматичне), 5 питань – 8 балів за кожну правильну відповідь – максимально 40 балів.

6. Рекомендована література

Основна література:

1. Banich, M. T. (2004). *Cognitive neuroscience and neuropsychology* (2nd ed.). Boston: Houghton Mifflin.
2. Blackmore, S. (2004). *Consciousness: An introduction*. New York: Oxford University Press.
3. Coon, D. & Mitterer, J.O. (2009). *Psychology: Modules for Active Learning*, Eleventh Edition. Thomson Higher Education.
4. Coren, S., Ward, L. M., & Enns, J. T. (2004). *Sensation and perception* (6th ed.). New York: Wiley.
5. Engle, T. L. & Snellgrove, L. *Psychology: its Principles and Applications* (2008). New-York: Harcourt Brace Jovanovich, Inc.
6. Giorgi, A. (1970). *Psychology as a human science. A phenomenologically based approach*. New York: Harper & Row.
7. Morris, Ch. G. *Psychology: an Introduction* (2012). New-York: Appleton-Century-Crofts
8. Spector, P. E. (2005). *Industrial and organizational psychology: Research and practice* (4th ed.). New York: Wiley.
9. Teo, T. (2009). *The critique of psychology. From Kant to postcolonial theory*. New York: Springer.
10. Wolfe, J. M., Kluender, K. R., Levi, D. M., Bartoshuk, L. M., et al. (2005). *Sensation and perception*. Sunderland, MA: Sinauer Associates.

Додаткова література:

1. Durand, V. M., & Barlow, D. H. (2006). *Essentials of abnormal psychology* (4th ed.). Belmont, CA: Cengage Learning/Wadsworth.
2. Elliott, M., & Williams, D. (2003). The client experience of counselling and psychotherapy. *Counselling Psychology Review*, 18(1), 34–38.
3. Folkman, S., & Moskowitz, J. T. (2004). Coping. *Annual Review of Psychology*, 55, 745–774.
4. Friedman, H. S. (2002). *Health psychology* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
5. Gifford, R. (2002). *Environmental psychology: Principles and practice* (3rd ed.). Colville, WA: Optimal Books.
6. Gilbert, P. (2001). *Overcoming depression*. New York: Oxford University Press.
7. Gould, R. (1975). Growth toward self-tolerance. *Psychology Today*, Feb., 74–78.
8. Gump, B. B., & Kulik, J. A. (1997). Stress, affiliation, and emotional contagion. *Journal of Personality & Social Psychology*, 72(2), 305–319.
9. Hall, J. (2006). *What is clinical psychology?* (4th ed.). New York: Oxford University Press.
10. Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th ed.). New York: McGrawHill.
11. Hyde, J. S. (2004). *Half the human experience: The psychology of women* (6th ed.). Boston: Houghton Mifflin.
12. Kassin, S. M., Fein, S., & Markus, H. R. (2008). *Social psychology* (7th ed.). Boston: Houghton Mifflin.
13. Kiecolt-Glaser, J. K., McGuire, L., Robles, T. F., & Glaser, R. (2002). Emotions, morbidity, and mortality. *Annual Review of Psychology*, 53, 83–107.
14. Kosslyn, S. M. (2005). Mental images and the brain. *Cognitive Neuropsychology*, 22(3–4), 333–347.
15. Levy, D. A. (2003). *Tools of critical thinking: Metathoughts for psychology*. Long Grove, IL: Waveland Press.
16. Minton, H. L. (2000). Psychology and gender at the turn of the century. *American Psychologist*, 55(6), 613–615.
17. Morgan, J. P. (Ed.). (2005). *Psychology of aggression*. Hauppauge, NY: Nova Science Publishers.
18. Muchinsky, P. M. (2006). *Psychology applied to work* (8th ed.). Belmont, CA: Cengage Learning/Wadsworth.
19. Nelson, G., & Prilleltensky, I. (Eds.). (2005). *Community psychology: In pursuit of liberation and well-being*. New York: Palgrave MacMillan.
20. Nickerson, R. S., & Adams, M. J. (1979). Long-term memory for a common object. *Cognitive Psychology*, 11, 287–307.
21. Nolen-Hoeksema, S. (2007). *Abnormal psychology* (4th ed.). New York: McGraw-Hill.

22. O’Roark, A. M. (2001). Personality assessment, projective methods and a triptych perspective. *Journal of Projective Psychology & Mental Health*, 8(2), 116–126.
23. Rosnow, R. L. (2006). *Writing papers in psychology: A student guide to research papers, essays, proposals, posters, and handouts* (7th ed.). Belmont, CA: Cengage Learning/ Wadsworth.
24. Runco, M. A. (2004). Creativity. *Annual Review of Psychology*, 55, 657– 687.
25. Schneider, K. J., Bugental, J. F. T., & Pierson, J. F. (2001). Introduction. *The Handbook of Humanistic Psychology*. Thousand Oaks, CA: Sage.
26. Schultz, D. P., & Schultz, S. E. (2008). *A history of modern psychology* (9th ed.). Belmont, CA: Cengage Learning/Wadsworth.
27. Seligman, M. E. P. (1994). *What you can change and what you can’t*. New York: Knopf.
28. Shaffer, D. R. (2002). *Developmental psychology*. Belmont, CA: Cengage Learning/Wadsworth.
29. Simonton, D. K., & Baumeister, R. F. (2005). Positive psychology at the summit. *Review of General Psychology*, 9(2), 99–102.
30. Stanovich, K. E. (2007). *How to think straight about psychology* (8th ed.). Boston: Allyn & Bacon.
31. Steinberg, L. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83–110.
32. Sternberg, R. J., & Grigorenko, E. L. (2005). Cultural explorations of the nature of intelligence. In A. F. Healy (Ed.), *Experimental cognitive psychology and its applications*. Washington, DC: American Psychological Association.
33. Stewart, A. J. & McDermott, C. (2004). Gender in psychology. *Annual Review of Psychology*, 55, 519– 544.
34. Strange, J. R. (1965). *Abnormal psychology*. New York: McGraw-Hill.
35. Straub, R. (2006). *Health psychology* (2nd ed.) New York: Worth.
36. Strongman, K. T. (2003). *The psychology of emotion: From everyday life to theory* (5th Ed.). New York: Wiley.
37. Taylor, S. E. (2006). *Health psychology* (6th ed.). New York: McGrawHill.
38. Tedeschi, J. T., Lindskold, S., & Rosenfeld, P. (1985). *Introduction to social psychology*. St. Paul: West Publishing.
39. Triandis, H. C., & Suh, E. M. (2002). Cultural influences on personality. *Annual Review of Psychology*, 53, 133–160.
40. Trull, T. (2005). *Clinical psychology* (7th ed.). Belmont, CA: Cengage Learning/Wadsworth.

ЗРАЗОК ТЕСТУ

VARIANT

Task 1

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

How to Get Out of Troubles

Your troubles are real and actual. There's no denying it. They are causing your distress, anger and anxiety. They rob you of good health, leave you listless and unmotivated. The more you think about your predicament, the more you feel distraught.

Whether you are having difficulty in your relationship, finances or career, you would not find yourself in a dilemma if you had paid attention and taken action. There is always a way to turn things around. But you have to put in a lot of effort.

1 _____

There is a famous saying: «If you keep doing the same things, you are going to get the same results». In order to get yourself out of endless debts, having to go through never-ending relationship dilemmas, making wrong decisions, and getting yourself in a jam, you must change.

You must become a different person and develop better habits to get yourself out of the tight spot.

2 _____

Single out and list down all of your problems to gain clarity. Ask yourself questions and face the truth. The purpose is to know what they are and to find the necessary information, skills and strategies to solve them.

3 _____

You must make up your mind and build the courage to defeat your difficulties. Decide to take control and to develop new disciplines. Once you make a firm decision, you will gravitate your mind to think of the best possible solutions.

4 _____

Once you have decided that your goal is to put an end to your dilemma, deliberately think positively and constructively. Keep reminding yourself of this goal. Put your attention to solutions instead of the problems. Imagine your dilemmas ending and affirm to yourself that you can do it.

5 _____

Don't wallow in self-pity. That's not going to remove your difficulties. You take control by taking the right actions consistently. Take action by planning out the steps to fix difficulties. Get help from the people who have overcome their difficulties.

Settle one problem at a time. Once you conquer one, it gives you the confidence to tackle the next and continue until you put an end to all of them. You gather lots of experiences and skills along the way, boost your personal growth and gain wisdom.

A Don't Ignore the Early Signs

B Be Willing to Change

C Identify and Shoot for Troubles

D Take Action

E Improve Your Manner of Thinking

F Make a Firm Decision

G Think Positively

H Behave as Usual

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Information Society

Once upon a time societies were organised on the base of religion, farming, trade or industry. In many parts of the world today this is still true, but something else is becoming more important - the exchange of information, and the technologies that we use to do this. Twenty-four-hour news, commerce, international call centres, mobile phones, Global Positioning Systems... all these are making the world smaller and faster.

But how can everybody in the world share the recent technological advances? Millions of people cannot read these words because they don't have access to a computer. They don't understand English either, the language that 80 % of the information is written in. They don't even have a telephone. They are more worried about how far they will have to walk today to get clean water or if they can feed themselves and their families. For most people on this planet, information is not a priority.

The contrast between the countries that have information technology and those that don't is called the "digital divide". Scandinavia and South-East Asia have a high number of people who use Information Communication Technologies (ICT). Central Africa and the Pacific have almost none.

The United Nations is trying to make the information society a reality for most of the developing world. This organisation wants to see rich countries transfer new technology and knowledge to poorer nations.

Ten years from now, the plan is that everybody in the world will have a radio or television and that 50 % of the world's population will have access to the Internet from schools and universities, health centres and hospitals, libraries and museums. This will improve medical care and education, science and agriculture, business opportunities and employment. At the same time, they say, local communities, languages and cultures will become stronger.

Just a dream? Certainly there are some contradictions. Does only good come with freedom of information? If information is power, why will people share it? Doesn't more technology mean fewer jobs? And how can the exchange of

information keep local cultures alive if most of that information exists only in one language?

It is much easier to get people connected to broadband or put government online in Europe than in South America or the Middle East. However developing countries often leapfrog the process which richer nations went through, and avoid their mistakes. Brazil collects most of its taxes online these days. There are cyber cities in Dubai and Mauritius. And Taiwan and Hong Kong have better access to ICT than the United Kingdom. Maybe the English language isn't so important after all.

Can the world create an information society for all? If a farmer in Bangladesh can read this in the year 2015, then maybe the answer is "yes".

6 The main idea of the text is that _____

A everybody in the world shares the recent technological advances.

B the exchange of information and technology development are extremely important for today's world.

C many years ago societies didn't need the exchange of information.

D many people cannot read because they don't have access to a computer.

7 For many people in developing countries information is not a priority because ____

A they don't want to learn English.

B they think that the use of a computer can have a bad influence on their health.

C they prefer face-to-face communication.

D they have so many problems in satisfying their physical needs that they don't have time to think about modern technologies.

8 The term "digital divide" is used to describe _____

A the contrast between countries that have information technology and those that don't.

B people who principally ignore ICT.

C the regular use of ICT.

D any digital device.

9 The main reason why the United Nations wants the new technology to be spread in developing countries is to _____

A let everybody in the world have access to the Internet.

B improve the exchange of information.

C make local communities, languages and cultures stronger.

D provide the freedom of information in every place of the world.

10 According to the text, one of the challenges of spreading the information technology is that _____

A the spread of technology doesn't obviously mean the growth of working places.

B the local cultures don't need any support.

C everybody in the world will have a radio or television.

D the freedom of information is a utopia.

Task 3

Read the text below. For questions (11-20) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Is There Such a Thing as Internet Addiction?

Ben Alexander always struggled to (11) _____ in. Teased at school, he (12) _____ to the internet, where he found a (13) _____ new world of friends. Subscribing (14) _____ the hugely popular online game World of Warcraft, he (15) _____ 12 million other people – including the actor Vin Diesel, the presenter Jonathan Ross and his wife Jane Goldman – in a quest reminiscent of Tolkien’s Lord of the Rings. In the game, players create avatars in whose guise they spend hours with other players (16) _____ battles. "There’s lots of working together," says Alexander. "That’s what made it so attractive, because the social thing was something I always had trouble with. It was a lot easier to socialize and make friends online than it was in real life.” The 19-year-old’s interest in the game soon developed into an obsession. He began (17) _____ his biology lectures at university and spending up to 17 hours a day online. Eventually he had depression diagnosed and was (18) _____ medication. He was also treated (19) _____ internet addiction. Alexander admits that he needed help: “I don’t think I would have been able to (20) _____ out of it myself.”

11	A	match	B	suit	C	fit	D	adjust
12	A	watched	B	faced	C	addressed	D	turned
13	A	full	B	specific	C	definite	D	whole
14	A	on	B	to	C	at	D	in
15	A	involved	B	introduced	C	joined	D	connected
16	A	lighting	B	setting	C	running	D	arranging
17	A	delaying	B	missing	C	wasting	D	losing
18	A	cut on	B	taken in	C	put on	D	kept from
19	A	of	B	from	C	against	D	for
20	A	get	B	run	C	go	D	fall

Task 4

Read the text below. For questions (21-25) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Being Optimistic Can Lower Stress and Anxiety

Scientists (21) _____ that people who are too optimistic about the future may have «faulty» brains. Their study, in the journal Nature Neuroscience, concluded that the reason many people always see light at the end of the tunnel may be (22) _____ an inability to sensibly deal with risk. They even say this over-optimism could have been a cause of the 2008 global financial crisis, with bankers failing (23) _____ or see the riskiness of their investments. The Report author Dr Tali Sharot of London's University College analyzed brain scans to measure the activity taking place in patients (24) _____ were asked to think about their future. He found that negative predictions (25) _____ in the minds of optimists.

	A	B	C	D
21	discovered	have discovered	has discovered	have been discovered
22	because of	however	for the reason	since
23	accept	accepting	to accept	to be accepted

24	who	what	where	why
25	ignore	ignored	were ignored	are ignored