



# Московский Институт ПСИХОАНАЛИЗА

НЕГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ ЧАСТНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ОБРАЗОВАНИЯ

**Принято:**

Ученым советом НОЧУ ВО  
«Московский институт психоанализа»  
протокол № 3  
от « 11 » октября 2023 г.

**Утверждено:**

Ректор НОЧУ ВО  
«Московский институт психоанализа»  
Д.И. Сурат  
« 12 » октября 2023 г.



## ПРОГРАММА И МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ

### ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ ПО ИНОСТРАННОМУ ЯЗЫКУ ПРИ ПРИЕМЕ НА ОБУЧЕНИЕ ПО ПРОГРАММАМ ВЫСШЕГО ОБРАЗОВАНИЯ - ПРОГРАММАМ ПОДГОТОВКИ НАУЧНЫХ И НАУЧНО-ПЕДАГОГИЧЕСКИХ КАДРОВ В АСПИРАНТУРЕ

#### Научная специальность

- 5.3.1. Общая психология, психология личности, история психологии
- 5.3.5. Социальная психология, политическая и экономическая психологии
- 5.3.6. Медицинская психология
- 5.3.7. Возрастная психология
- 5.3.8. Коррекционная психология и дефектология

#### Форма обучения очная

Рассмотрено на заседании кафедры  
Гуманитарных и естественно-научных дисциплин  
Протокол № 1 от «06» сентября 2023 г.

Москва  
2023

Цель вступительного испытания – определить уровень развития у поступающих иноязычной коммуникативной компетенции. Под иноязычной коммуникативной компетенцией понимается умение соотносить языковые средства с конкретными сферами, ситуациями, условиями и задачами общения, рассматривать языковой материал как средство реализации речевого общения.

## 1. Требования к поступающим

На вступительном экзамене поступающий должен продемонстрировать умение пользоваться иностранным языком как средством межкультурного общения в научной и профессиональной сферах. Поступающий должен владеть орфографическими, лексическими и грамматическими нормами иностранного (английского) языка и правильно использовать их во всех видах речевой деятельности, представленных в сфере профессионального и научного общения.

Учитывая перспективы практической и научной деятельности аспирантов, требования к знаниям и умениям на вступительном испытании осуществляются в соответствии с уровнем сформированности следующих навыков и умений:

Говорение и аудирование: на экзамене поступающий должен показать владение неподготовленной диалогической речью в ситуации официального общения в пределах вузовской программной тематики. Оценивается умение адекватно воспринимать речь и давать логически обоснованные развернутые и краткие ответы на вопросы экзаменатора, в том числе на вопросы по содержанию прочитанного текста по специальности (см. далее).

Чтение: контролируются навыки изучающего чтения. Поступающий должен продемонстрировать умение читать оригинальную литературу по специальности, максимально полно и точно пересказывать её письменно на русском языке, пользуясь словарём и опираясь на профессиональные знания и навыки языковой и контекстуальной догадки. Письменный перевод-пересказ должен соответствовать нормам русского языка.

### Грамматика:

Порядок слов простого предложения. Сложное предложение: сложносочиненное и сложноподчиненное предложения. Союзы и относительные местоимения. Эллиптические предложения. Бессоюзные придаточные. Употребление личных форм глагола в активном залоге. Согласование времен. Функции инфинитива; инфинитив в функции подлежащего, определения, обстоятельства; оборот дополнение с инфинитивом (объектный падеж с инфинитивом); оборот подлежащее с инфинитивом (именительный падеж с инфинитивом); инфинитив в функции вводного члена; инфинитив в составном именном сказуемом (be+инф.) и в составном модальном сказуемом; оборот for + сущ. + инфинитив. Функции причастия: причастие в функции определения и определительные причастные обороты; независимый причастный оборот (абсолютная причастная конструкция). Функции герундия: герундий в функции подлежащего, дополнения, определения, обстоятельства; герундиальные обороты. Сослагательное наклонение. Модальные глаголы с простым и перфектным инфинитивом: функции глаголов should, would. Условные предложения. Атрибутивные комплексы (цепочки существительных). Эмфатические (в том числе инверсионные) конструкции: предложения с усилительным прилагательным do; инверсия на первое место отрицательного наречия, наречия неопределенного времени или слова only с инклюдией ритмического (непереводимого) do; оборот it is ... that; инверсия с вводным there.

## 2. Содержание вступительного испытания

### 1. Краткая беседа с преподавателем на следующие темы:

- научные интересы,
- полученное образование,
- вуз, в котором было получено высшее образование,
- тема выпускной квалификационной работы,
- специфика профессиональной деятельности,
- выступления на научных конференции,
- мотивы поступления в аспирантуру,
- выбранное направление научных исследований.

На подготовку к ответу отводится примерно 10-15 мин.

2. Чтение и письменный перевод-пересказ оригинального текста по направлению подготовки (научной специальности) со словарём. Беседа по содержанию прочитанного. Объём текста – до 2500 печатных знаков, время выполнения - 30 минут. Форма проверки: проверка подготовленного перевода (если за указанный отрезок времени 75% от задания не выполнено, то экзаменуемый не допускается к дальнейшей сдаче экзамена); ответ на вопросы преподавателя по содержанию прочитанного. См. Приложение.

3. Тест (лексико-грамматический). Время выполнения теста 10-15 минут. Содержание теста представлено следующими видами вопросов: закрытые вопросы с односложным ответом: да/нет или слово в именительном падеже, вопросы выбора одного или нескольких правильных вариантов, открытые вопросы, требующие развёрнутого ответа, синтаксический анализ предложения, восстановление последовательности, трансформация или перевод высказывания.

### 3. Критерии оценки знаний по иностранному языку

Оценка ответов, поступающих на программы подготовки научных и научно-педагогических кадров в аспирантуре по дисциплине «Иностранный язык» проводится по пятибалльной шкале и выставляется согласно критериям, приведённым в таблице.

Оценка	Критерии
«Отлично»	1. Коммуникативная задача выполнена полностью. Осуществляется активное взаимодействие с собеседником. Словарный запас полностью адекватен поставленной задаче, характеризуется разнообразием и идиоматичностью, используются разнообразные грамматические средства, допускаются 1-2 негрубые ошибки, не затрудняющие понимание и не искажающие смысл. 2. Письменный перевод-пересказ выполнен в полном объёме, стилистически грамотно с точным подбором адекватных лексических (терминологических) средств перевода научной литературы. 3. В тесте правильно выполнено не менее 80 % заданий.
«Хорошо»	1. Коммуникативная задача выполнена, но не в полном объёме. Беседа, в целом, логична и последовательна. Не всегда отмечается активное взаимодействие с собеседником,

	<p>возникают некоторые затруднения при понимании друг друга. Словарный запас, в целом, соответствует поставленной задаче, но недостаточно разнообразен, имеются 3-4 негрубые грамматические ошибки, не затрудняющие понимания и не искажающие смысл.</p> <p>2. Письменный перевод-пересказ выполнен в полном объёме, но с небольшими стилистическими лексико-грамматическими неточностями.</p> <p>3. В тесте правильно выполнено не менее 50 % заданий.</p>
«Удовлетворительно»	<p>1. Коммуникативная задача выполнена частично. Отмечаются нарушения в логике ведения беседы, не отмечается активное взаимодействие с собеседником. Словарный запас не всегда соответствует поставленной задаче, грамматические средства однотипны, имеются грамматические ошибки, затрудняющие понимание высказывания.</p> <p>2. Письменный перевод-пересказ выполнен не в полном объёме и с стилистическими и лексико-грамматическими неточностями, нарушающими адекватное восприятие текста.</p> <p>3. В тесте правильно выполнено не менее 30 % заданий.</p>
«Неудовлетворительно»	<p>1. Коммуникативная задача не выполнена. Не может взаимодействовать с собеседником. Словарный запас не достаточен для выполнения поставленной задачи, речь почти не воспринимается на слух из-за большого количества ошибок.</p> <p>2. Письменный перевод-пересказ выполнен не в полном объёме и с большими стилистическими и лексико-грамматическими неточностями, ведущими к искажению понимания содержания иноязычного текста.</p> <p>3. В тесте правильно выполнено менее 10 % заданий.</p>

#### 4. Литература для подготовки к вступительному испытанию

1. Английский язык (Магистратура) : учебное пособие / В. П. Фролова, Л. В. Кожанова, Е. А. Молодых, С. В. Павлова. — 2-е изд. — Воронеж : Воронежский государственный университет инженерных технологий, 2021. — 188 с. — ISBN 978-5-00032-540-7. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/119654.html> (дата обращения: 14.04.2022). — Режим доступа: для авторизир. пользователей
2. Дроздова, Т. Ю. English Grammar. Reference and Practice : учебное пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. — 11-е изд. — Санкт-Петербург : Антология, 2021. — 464 с. — ISBN 978-5-9909598-9-7. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/104032.html> (дата обращения: 14.04.2022). — Режим доступа: для авторизир. Пользователей
3. Дроздова, Т. Ю. English Grammar. Reference and Practice. Version 2.0 / Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. — Санкт-Петербург : Антология, 2021. — 424 с. — ISBN 978-5-9907622-6-8. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/104033.html> (дата обращения: 14.04.2022). — Режим доступа: для авторизир. пользователей

4. Утевская, Н. Л. English Grammar Book. Version 2.0 = Грамматика английского языка. Версия 2.0 : учебное пособие / Н. Л. Утевская. — Санкт-Петербург : Антология, 2021. — 480 с. — ISBN 978-5-9500282-7-4. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/104029.html> (дата обращения: 14.04.2022). — Режим доступа: для авторизир. Пользователей
5. Psychology 2e: учебное пособие / Rose M. Spielman, et al. – OpenStax, Rice University, 2021. – Текст: электронный: [сайт]. – URL: [https://assets.openstax.org/oscms-prodcms/media/documents/Psychology2e-WEB\\_0eRvAre.pdf](https://assets.openstax.org/oscms-prodcms/media/documents/Psychology2e-WEB_0eRvAre.pdf) (дата обращения: 14.04.2022). — Режим доступа: открытый.
6. Gililand T., Dooley J. Career Paths Psychology Student's Book. – Express Publishing, 2017.
7. Short J. English for Psychology in Higher Education Studies. Course Book. - Garnet Education, 2012.

### Интернет-ресурсы

1. <http://psychology.about.com/> - Complete Guide to Psychology for Students, Educators and Enthusiasts
2. [http://www.sciencedaily.com/news/mind\\_brain/psychology/](http://www.sciencedaily.com/news/mind_brain/psychology/) - Science Daily – Psychology News
3. <http://www.psychology.org/> - Encyclopedia of Psychology – Psychology Websites
4. <http://www.oup.com/elt/englishfile/pre-intermediate> – New English File Pre-Intermediate
5. <https://www.verywellmind.com/psychology-4157187> - VeryWell Mind: Explore the various types of psychology, their history, and the major theorists behind them and apply this knowledge to your own mental and emotional well-being.

## ПРИЛОЖЕНИЕ

### Примерные тексты для перевода со словарем

#### Текст № 1

#### **A Transformative Political Psychology Begins with Jung**

*Peter T. Dunlap (2011) A Transformative Political Psychology Begins with Jung, Jung Journal, 5:1, 47-64, DOI: 10.1525/jung.2011.5.1.47*

#### Abstract

In this paper, I assert that the rise of psychological experience in Western culture—in the form of the “psychological attitude”—is a developmental, if not evolutionary, advance that is a direct response to the objective crises of our times. I note the way in which such experience has been problematically marginalized, if not neutralized, by the association of “development” with individual experience, which has reduced our understanding of the new psychological attitude to its modest success in its application to our private lives. By way of overcoming this historical limitation, I review the research of several Jungians and related theorists to describe the way that social science language is beginning to catch up with the full cultural and political significance of our emerging psychological experience. Central to this thesis is an integration of the emerging field of “affect science,” including the history of the cultural use of affect, with clinical and political psychologies. The diverse theories from these fields are helping us to understand the epistemological significance of the “objective” nature of human development; that is, the way the

developing human can influence, if not create, his or her political culture. The thinking of C. G. Jung, Erik Erikson, and Joseph Henderson establishes an intuitive frame for this new thinking, which is currently being filled out by the further thought and applied research of Andrew Samuels, John Beebe, Samuel Kimbles, Thomas Singer, and Aftab Omer. Their work, in turn, is leading to practical applications in a range of affect-focused “learning practices” that activate emergent “leadership capacities” that are nascent within the psychological attitude. I identify this emerging “praxis” as a new field of a transformative political psychology with a new type of practitioner, a transformative political psychologist who, through a “political practice,” is able to engage progressive organizations in order to activate the “political development” of the leadership of those organizations.

Question: What theories of cultural and political psychology influenced the research?

#### Текст № 2

##### **Culture and Psychopathology: Foundations, Issues, Directions**

Marsella, A. J., & Yamada, A. M. (2010). *Culture and Psychopathology: Foundations, Issues, Directions*. *Journal of Pacific Rim Psychology*, 4(2), 103–115. <https://doi.org/10.1375/prp.4.2.103>

##### Abstract

The present article offers an overview of the historical influences, conceptual assumptions, and major findings and issues associated with the study of culture and psychopathology. The article traces continuing reductionistic resistance to the incorporation of cultural considerations in the etiology, expression, and treatment of psychopathology to historical and contemporary forces. These forces include ‘cultural context’ of Western psychiatry and psychology, which choose to locate the determinants of behaviour in the human mind and brain. A definition of culture that acknowledges its internal and external representations is offered, and steps in the cultural construction of reality are proposed. Within this context, the risks of imposing Western cultural views universally are noted, especially attempts to homogenise classification and diagnostic systems across cultures. ‘Culture-bound’ disorders are used as example of Western bias via the assumption that they have ‘real’ disorders, while the other cultures have disorders that are shaped by culture. Cultural considerations in understanding the rate, etiology, and expression are presented, including recommended criteria for conducting epidemiological studies across cultural boundaries, especially ‘schizophrenic’ disorders as this problematic diagnostic category is subject to multiple cultural variations. The article closes with discussions of ‘cultural competence’ and ‘multilevel’ approaches to behaviour.

Question: What are the results of the study?

#### Текст № 3

##### **Suicide Notes, Attempts, and Attempt Lethality During Episodes of Ideation Among Suicidal Soldiers and Marines**

Huppert TK, Fruhbauerova M, Kerbrat AH, DeCou CR, Comtois KA. Suicide Notes, Attempts, and Attempt Lethality During Episodes of Ideation Among Suicidal Soldiers and Marines. *Arch Suicide Res*. 2021 Oct 17:1-14. doi: 10.1080/13811118.2021.1988785. Epub ahead of print. PMID: 34657584.

##### ABSTRACT

**Objective:** Suicide remains a significant public health problem among military personnel despite expanded suicide prevention efforts over the last two decades. It is important to understand the behavioral antecedents of suicide, including the writing of a suicide note, to inform efforts to identify imminent risk. However, the completion of a suicide note increasing the likelihood of making a suicide attempt (SA) and predicting a higher lethality SA during episodes of suicidality have not been evaluated.

**Method:** To determine whether or not the completion of a suicide note increased the likelihood of making a SA during a given episode of suicidal ideation (current or worst) and predicted a higher lethality SA, we conducted secondary data analysis with a sample of 657 help-seeking, active-duty U.S. Soldiers and Marines. We hypothesized that service members who completed a suicide note would be more likely to make a SA during that given episode of suicidality and make a higher lethality SA.

**Results:** Completion of a suicide note increased the likelihood of making a SA in both current and worst episodes of suicidal ideation. Additionally, writing a suicide note predicted making a higher lethality SA during a service member's current episode of ideation but not their worst episode.

**Conclusions:** This is the first study to examine note-writing behavior during episodes of suicidal ideation rather than following a suicide death or attempt, demonstrating a non-trivial number (17%) had written a suicide note and this increased the likelihood of making a SA and a higher lethality SA. **HIGHLIGHTS.** The first study of suicide notes during periods of ideation regardless of attempt. A suicide note written during an episode of ideation predicted making an attempt. A suicide note predicted making a more lethal suicide attempt.

Question: How was the objective of the study fulfilled through its method?

#### Текст № 4

#### **Neuroendocrine and neurotransmitter correlates in children with antisocial behavior**

van Goozen SH, Fairchild G. Neuroendocrine and neurotransmitter correlates in children with antisocial behavior. *Horm Behav.* 2006 Nov;50(4):647-54. doi: 10.1016/j.yhbeh.2006.06.021. Epub 2006 Jul 24. PMID: 16860323.

#### ABSTRACT

When antisocial behavior becomes a persistent pattern that affects diverse domains of children's functioning, psychiatrists refer to oppositional defiant disorder (ODD) or conduct disorder (CD). The term disruptive behavior disorder (DBD) covers both ODD and CD. Research shows that in the absence of effective interventions, the prognosis for DBD children is relatively unfavorable: their disorder can extend into adolescence, manifest itself in delinquency, and convert into other psychiatric symptoms, such as addiction or personality disorders. Although environmental factors have traditionally attracted most attention in explaining the origin and persistence of DBDs, it is important not to overlook the vulnerability of the child in the development of antisocial behavior. Relatively few studies have been conducted on the neurobiological factors involved in the development of DBDs in children. In this paper, we explain how problems in hypothalamic-pituitary-adrenal (HPA) axis and serotonergic system functioning could be important factors in the behavioral problems of DBD children. Low fear of punishment and physiological underactivity may predispose antisocial individuals to seek out stimulation or take risks and may explain poor (social) conditioning and socialization. Findings consistent with this hypothesis are presented. Finally, we explain how stress in general, and adverse early life experiences in particular, could have an impact on the development of the HPA and serotonergic systems. An investigation of the neurobiological factors involved in antisocial behavior disorder might ultimately guide the development of new forms of intervention.

Question: How does the article clarify the influence of the neurobiological factors in the behavioral problems of children with DBD?

#### Текст № 5

#### **eHealth Literacy Instruments: Systematic Review of Measurement Properties**

Lee J, Lee EH, Chae D. eHealth Literacy Instruments: Systematic Review of Measurement Properties. *J Med Internet Res.* 2021 Nov 15;23(11):e30644. doi: 10.2196/30644. PMID: 34779781; PMCID: PMC8663713.

## ABSTRACT

**Background:** The internet is now a major source of health information. With the growth of internet users, eHealth literacy has emerged as a new concept for digital health care. Therefore, health professionals need to consider the eHealth literacy of consumers when providing care utilizing digital health technologies.

**Objective:** This study aimed to identify currently available eHealth literacy instruments and evaluate their measurement properties to provide robust evidence to researchers and clinicians who are selecting an eHealth literacy instrument.

**Methods:** We conducted a systematic review and meta-analysis of self-reported eHealth literacy instruments by applying the updated COSMIN (Consensus-based Standards for the selection of health Measurement INstruments) methodology.

**Results:** This study included 7 instruments from 41 articles describing 57 psychometric studies, as identified in 4 databases (PubMed, CINAHL, Embase, and PsycInfo). No eHealth literacy instrument provided evidence for all measurement properties. The eHealth literacy scale (eHEALS) was originally developed with a single-factor structure under the definition of eHealth literacy before the rise of social media and the mobile web. That instrument was evaluated in 18 different languages and 26 countries, involving diverse populations. However, various other factor structures were exhibited: 7 types of two-factor structures, 3 types of three-factor structures, and 1 bifactor structure. The transactional eHealth literacy instrument (TeHLI) was developed to reflect the broader concept of eHealth literacy and was demonstrated to have a sufficient low-quality and very low-quality evidence for content validity (relevance, comprehensiveness, and comprehensibility) and sufficient high-quality evidence for structural validity and internal consistency; however, that instrument has rarely been evaluated.

**Conclusions:** The eHealth literacy scale was the most frequently investigated instrument. However, it is strongly recommended that the instrument's content be updated to reflect recent advancements in digital health technologies. In addition, the transactional eHealth literacy instrument needs improvements in content validity and further psychometric studies to increase the credibility of its synthesized evidence.

Question: How do the presented results illustrate the validity and reliability of this research?

## ТЕКСТ № 6

### **The effect of transactional analysis training on emotional intelligence in health professions students**

Seow HY, Wu MHL, Mohan M, Mamat NHB, Kutzsche HE, Pau A. The effect of transactional analysis training on emotional intelligence in health professions students. *BMC Med Educ.* 2022 May 19;22(1):383. doi: 10.1186/s12909-022-03455-y. PMID: 35590318; PMCID: PMC9121543.

## ABSTRACT

**Background:** Emotional intelligence (EI) is considered to present a significant predictor of work performance whereas Transactional analysis (TA) is the relational perspective in communication in managing emotions. We evaluated the effect of psycho-educational training in EI and TA (TEITA) on EI among health professions undergraduates, with post-training, and at 1-month follow-up.

**Methods:** A total of 34 participants participated in the study where 17 participants were in the TEITA group and another 17 were in the control group. A quasi-experimental non-randomised, controlled cohort study was conducted, in which participants in the TEITA group were introduced to EI and TA concepts on a weekly basis for four weeks, at 90 min each time, and provided with opportunities for experiential sharing of emotions and coping mechanisms experienced in the previous week. Both TEITA and control groups received weekly EI and TA reading materials. All completed the 16-item Wong and Law EI Scale at baseline and post-training. The training group also completed the questionnaire at a 1-month follow-up. Wilcoxon Signed Ranks and Mann



Whitney tests were used to analyse within a group and between group changes in EI scores.

**Results:** Baseline EI scores in the TEITA group were lower than the control group. On completion of TEITA, EI scores in the TEITA group increased, and differences were not detected between groups. Within the TEITA group, paired increases in all domains were statistically significant, whereas, in the control group, the paired increase was only detected in the domain addressing regulations of emotion (ROE). Pre to post-training increases in EI scores were statically significantly greater in TEITA compared to control groups. At the 1-month follow-up, EI scores were sustained.

**Conclusion:** The psycho-educational training based on EI and TA is effective in enhancing EI among health professions undergraduates. Future research should investigate the effect of such training on observable inter-personal and socio-economic behaviours.

Question: What were the objectives and methods of the study?

#### Текст № 7

### **Can physical warmth (or coldness) predict trait loneliness? A replication of Bargh and Shalev (2012).**

Wortman, J., Donnellan, M. B., & Lucas, R. E. (2014). Can physical warmth (or coldness) predict trait loneliness? A replication of Bargh and Shalev (2012). *Archives of Scientific Psychology*, 2(1), 13–19. <https://doi.org/10.1037/arc0000007>

#### ABSTRACT

Bargh and Shalev (2012) hypothesized that experiencing physical coldness will lead individuals to report greater loneliness than if they experienced physical warmth. In their Study 2, they conducted an experiment in which they showed that participants who held a cold pack reported higher trait loneliness (as measured by a short form of the UCLA Loneliness Scale; Russell, 1996) than participants in the warm condition. We attempted to replicate this potentially practically important finding in a high-powered study (N = 260). We also assessed the Big Five personality traits to determine if warmth or coldness might lead to changes in self-reported personality traits (particularly agreeableness). Our results showed that holding a hand warmer or cold pack for 1 min had no effect on trait loneliness in our study, with an effect size of essentially zero. The effect remained nonsignificant after excluding participants who reported any suspicion about the connection between the warmth-coldness manipulation and the measure of loneliness. There were also no effects of the cold (vs. warm) packs on personality traits. The question of the potential connection between physical warmth or coldness and loneliness warrants further research before it can be accepted. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

In recent years, psychologists have become increasingly interested in the extent to which abstract concepts can be “embodied” in physical experiences. Bargh and Shalev (2012) demonstrated that individuals who experienced physical coldness (in the form of a cold pack) reported that they were lonelier than individuals who experienced physical warmth (in the form of a hand warmer) (Bargh & Shalev, 2012). Using procedures that were very similar to those in the original study and a sample size that was more than 5 times larger, we found that there was no difference between conditions, a finding that failed to replicate the original study. People who held a cold pack did not report that they were lonelier than people who held a warm pack. Holding a cold pack versus a warm pack also did not have an effect on people’s personality traits. Overall, we suggest that there needs to be further research to determine if there is a connection between physical warmth and interpersonal warmth. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Question: Can physical warmth (or coldness) predict trait loneliness?

## Примерный вариант теста

TEST (preliminary exam)

1) Подчеркните нужный вариант ответа

Thanks for your help. I wouldn't have finished it \_\_\_\_.

- therefore
- nevertheless
- hence
- otherwise

I'd prefer tea \_\_\_\_\_ coffee.

- than
- to
- from
- not

If you \_\_\_\_ me, I would never have known about the book.

- had told
- hadn't told
- told
- didn't tell

What would you do if you \_\_\_\_\_ one million dollars?

- win
- won
- have won
- have been winning

2) Подчеркните подлежащие и сказуемые в предложении:

The article uses political psychology to understand how emotions such as fear, anger, hate and passion fuel the construction of emotional norms in foreign policy, and why this is important to the contributing articles to this Global Affairs special issue (SI) on emotion(al) norms in European foreign policy.

3) Подчеркните в тексте эквиваленты следующих фраз: опыт восприятия окружающего мира; продолжительность жизни; судебная психология; условия труда на рабочем месте; лечение психических расстройств.

4) Подчеркните подходящий вариант названия к тексту: Psychology in future, Contemporary psychology, Methods of behavior study, Forensic psychology

Psychology is a diverse discipline that is made up of several major subdivisions with unique perspectives. Biological psychology involves the study of the biological bases of behavior. Sensation and perception refer to the area of psychology that is focused on how information from our sensory modalities is received, and how this information is transformed into our perceptual experiences of the world around us. Cognitive psychology is concerned with the relationship that exists between thought and behavior, and developmental psychologists study the physical and cognitive changes that occur throughout one's lifespan. Personality psychology focuses on individuals' unique patterns of behavior, thought, and emotion. Industrial and organizational psychology, health psychology, sport and exercise psychology, forensic psychology, and clinical psychology are all considered applied areas of psychology. Industrial and organizational psychologists apply psychological concepts to I-O settings. Health psychologists look for ways to help people live healthier lives, and clinical psychology involves the diagnosis and treatment of psychological disorders and other problematic behavioral patterns. Sport and exercise psychologists study the interactions between thoughts, emotions, and physical performance in sports, exercise, and other activities. Forensic psychologists carry out activities related to psychology in association with the justice system.

\*\*\*\*\* ВНИМАНИЕ ОТВЕТЫ \*\*\*\*\*

TEST (preliminary exam)

Подчеркните нужный вариант ответа

1. Thanks for your help. I wouldn't have finished it \_\_\_\_.

- therefore
- nevertheless
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- otherwise

2. I'd prefer tea \_\_\_\_\_ coffee.

- than
- to
- from
- not

3. If you \_\_\_\_ me, I would never have known about the book.

- had told
- hadn't told
- told
- didn't tell

4. What would you do if you \_\_\_\_\_ one million dollars?

- win
- won
- have won
- have been winning

5. Подчеркните подлежащие и сказуемые в предложении:

*The article uses political psychology to understand how *emotions* such as fear, anger, hate and passion fuel the construction of emotional norms in foreign policy, and why *this is important* to the contributing articles to this Global Affairs special issue (SI) on emotion(al) norms in European foreign policy.*

6. Подчеркните в тексте эквиваленты следующих фраз: опыт восприятия окружающего мира; продолжительность жизни; судебная психология; условия труда на рабочем месте; лечение психических расстройств.

Подчеркните подходящий вариант названия к тексту: Psychology in future, Contemporary psychology, Methods of behavior study, Forensic psychology

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