«Psychoanalysis»

1. Прочитайте и запомните новый лексический материал

**Active Words and Word Combinations**

anxiety *-*тревожность, беспокойство, страх anxious – 1. Тревожный, беспокойный; 2. Стремящийся к ч-л. To assume – предполагать, допускать Assumption – предположение, допущение Aware- осознающий (to be aware of smth – сознавать что-либо) To communicate – общаться, сообщать, передавать Communicator – коммуникатор, передающий механизм To convince – 1. Убеждать 2. Доводить до сознания

Current *adj* – текущий, современный, нынешний Current n – течение, ход To evolve – 1. Развивать, развертывать 2. Эволюционировать

Extraverted – экстравертированный Gradual – постепенный, последовательный Identification – 1. идентификация; отождествление; 2. Определение, выяснение Interrelated – взаимосвязанный Latency – скрытое состояние, латентность To mediate – 1. служить связью 2. Занимать промежуточное положение To persuade – 1. Убеждать 2. Склонить, уговорить To repress – 1. Подавлять 2. Сдерживать To resist – 1. Сопротивляться 2. (to smth) воздерживаться от ч –л. To resolve – 1. Принимать решение 2. Разрешать (сомнения) 3. Расщеплять, разделять Striving – стремление To succeed – 1. Иметь успех 2. Следовать за ч –л. To transfer – переносить, переставлять

1. Прочитайте текст «Psychoanalysis».
2. Ответьте на вопросы

1. What were the roots of psychoanalysis and who was its founder?

2. What is psychoanalysis based on?

3. What are the goals of Freudian psychoanalysis?

4. What is psychoanalysis aimed at?

5. What changes have evolved in psychoanalysis since Freud’s days?

3. Прочитайте текст «THE PSYCHOANALYTIC APPROACH AFTER FREUD» и назовите имена последователей и преемников Фрейда. В чем суть их идей?

4. Просмотрите оба текста и найдите английские эквиваленты следующих словосочетаний: *согласно Фрейду, интересоваться чем-л., быть основанным на чём-л., конфликты, продуцирующие тревожность, приносить небольшую пользу, насколько возможно оставаться неизменными, пациенту больше не угрожает опасность, тесный круг коллег и друзей, не полностью соглашаться со всеми аспектами теории, социальное влияние и комплексы неполноценности, иметь значение, самые слабые стороны*

5. Изучите грамматический материал - Причастие I (Participle I).

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Причастие I (Participle I) - неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Соответствует формам причастия и деепричастия в русском языке.

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| --- | --- | --- |
| Формы причастия | active | passive |
| Indefinite | asking | being asked |
| Perfect | having asked | having been asked |

Participle I Indefinite обозначает действие, одновременное с действием глагола-сказуемого.

While translating difficult texts we use a dictionary. Переводя трудные тексты, мы пользуемся словарём.

Participle I Perfect обозначает действие, предшествующее действию, выраженному глаголом-сказуемым.

Having read the book I returned it to the library. Прочитав книгу, я вернул её в библиотеку.

6. Напишите свои предложения с Participle I Indefinite (2 примера), Participle I Perfect (2 примера)

7. ТЕСТ

1. TO BE BASED … SEVERAL ASSUMPTIONS.:

1) on;

2) at;

3) by;

4) for;

2. TO BE OFTEN … THE INFLUENCE.:

1) on;

2) under;

3) by;

4) to;

3. TO COME … TIME.:

1) in;

2) at;

3) by;

4) to;

4. TO BE … LITTLE BENEFIT.:

1) on;

2) of;

3) by;

4) to;

5. TO BE … LITTLE USE.:

1) of;

2) at;

3) by;

4) to;

ПРИЛОЖЕНИЕ

**Приложение 1**

**PSYCHOANALYSIS**

Psychoanalysis began with Sigmund Freud (1856-1939) near the end of the nineteenth century. It did not really evolve from Freudian personality theory, for Freud was a therapist first, and a personality theorist second. He was very interested in what were then called *nervous disorders,*or what is now called *psychiatry.*Freud was not a laboratory scientist. Psychoanalysis came from Freud's experience with patients. Psychoanalysis is based on sev­eral assumptions, most of them having to do with conflict and the uncon­scious mind. Our feelings, actions, and thoughts (A, B, and C) are often under the influence of the unconscious mind, wrote Freud, and many of our behaviors are expressions of instinctive strivings. For Freud, one's life is a struggle to resolve conflicts between naturally opposing forces. The bio­logical, sexual, aggressive strivings of the id are often in conflict with the superego. The strivings of the id can also be in conflict with rational, reality-based ego, which may be called upon to mediate between the id and the superego. Anxiety-producing conflicts that go unresolved are repressed; that is, they are forced out of awareness into the unconscious mind. Conflicts and anxiety-producing traumas of childhood can be expected to produce symptoms of psychological disturbance later in life.

According to Freud, the way to rid oneself of anxiety is to enter the unconscious, identify the details of the repressed, anxiety-producing con­flict, bring it out into the open, and then resolve it as well as possible. The first step is to gain insight into the true nature of one's problems, only then can problem solving begin. Thus the goals of Freudian psychoanalysis are insight and resolution of repressed conflicts. This process is very slow and gradual, because old, repressed experiences tend to be well integrated in one's current life situation. Hypnosis, according to Freud, was of little benefit because its effects were temporary. In fact, Freud characterized the difference between hypnosis and psychoanalysis in the following way: the first works cosmetically, the second surgically.

What mattered more, Freud believed, was to have the patient talk about anything to get at the conflicts that were causing the patient's symptoms. The major task for the patient was to talk openly and honestly about all aspects of his or her life, from early childhood memories to the dreams of the present. The main task of the therapist/analyst was to interpret what was being expressed by the patient.

Several procedures and processes were used in the search for expres­sions of unconscious desires and conflicts. Freudian psychoanalysis is aimed at uncovering repressed conflicts (often developed in childhood) so I hat they can be resolved. The process involves (1 *)free association,*in which the patient is to say anything and everything that comes to mind, without editing; (2) *resistance,*in which the patient seems unable or unwilling to discuss some aspects of his or her life, suggesting that the resisted experi­ences may be anxiety-producing; (3) *dream interpretation,*in which one analyzes dreams at two levels: *manifest content,*the dream as recalled and reported, and *latent content,*the dream as a symbolic representation of the contents of the unconscious; and (4) *transference,*in which feelings once directed at a significant person in the patient's life become directed to­ward the analyst.

Although the principles of psychoanalysis have remained unchanged since Freud's days, some changes have evolved. There is now more effort to shorten the duration of analysis; there is less emphasis on childhood experiences and more emphasis on the here and now. The present-day analysis is also more directive than when it was practised by Freud. For example, a patient may come for analysis complaining about feelings of depression and anger to the point that the analyst believes there is a real and present danger that the patient might harm himself or herself, or even commit suicide. The thrust of therapy is in the here and now dealing with the patient's current anger and depression until the analyst is convinced the patient is no longer in danger of harming himself or herself.

**THE PSYCHOANALYTIC APPROACH AFTER FREUD**

Sigmund Freud was a persuasive communicator. His ideas were chal­lenging, and they attracted many students. Freud founded a psychoana­lytic society in Vienna. There was an inner circle of colleagues and friends who shared his ideas, but some did not entirely agree with all aspects of his theory. Among other things they were bothered by the very strong empha­sis on biological instincts and libido. Some of these analysts proposed theo­ries of their own. They became known as **neo-Freudians.**Because they had their own ideas, they had to part from Freud. He would not tolerate dis­agreement with his theory.

**Alfred Adler**(1870-1937). Adler was one of Freud's closest friends. Adler left Freud's inner circle and in 1911 founded his own version of a psychoanalytic approach to personality. Two things seemed most to attend Adler: the negativity of Freud's views (for example, the death instinct) and the idea of sexual libido as the prime impulse in life. For Adler, social influences and *inferiority complexes*mattered much more than innate drives. We are not motivated so much by drives and instincts as by goals and in­centives. The future and one's hope are often more important than one's past. For Adler, the goal in life is the achievement of success or superiority. Although we may seem inferior as children, with the help of social support and our own creativity, we can overcome and succeed.

**Carl Jung**(1875—1961). Another student and colleague of Freud, Carl Jung, left the inner circle in 1913. Jung was chosen by Freud to be his successor, but several disagreements developed, mostly about the role of sexuality and the nature of the unconscious, two central themes in psychoanalysis. Jung was more mystical in his approach to personality and, like Adler, was more positive about an individual's ability to control his or her own destiny. He believed the major goal in life is to unify all of the aspects of our personality, conscious and unconscious, introverted (inwardly directed) and extroverted (outwardly directed). Libido was en­ergy for Jung, but not sexual energy; it was energy for personal growth and development. Jung accepted the idea of an unconscious mind, claim­ing that there are two types of the unconscious: *the, personal unconscious,*which is very much like Freud's view of the unconscious, and the *collec­tive unconscious,*which contains very basic ideas that go beyond an indi­vidual's own personal experiences. He believed that the concepts con­tained in the collective unconscious are common to all of humanity and are inherited from all past generations. The contents of our collective unconscious include what Jung called *archetypes*— universal forms and patterns of thought.

**Karen Horney**(1885—1952). Horney believed that the idea of levels of consciousness made sense, as did anxiety and repression, but she theo­rized that the prime impulses that motivate behavior are not biological and inborn or sexual and aggressive. A major concept for Horney was *basic anxiety,*which grows out of childhood when the child feels alone and iso­lated in a hostile environment.

The strengths of the psychoanalytic approach include the fact that Freud and other psychoanalytic theorists focused attention on the impor­tance of the childhood years. Other strengths are that the approach high­lighted the role of the unconscious in motivating behavior and the intro­duction of defense mechanisms as important psychological concepts. The greatest weakness of the approach is that many of its central concepts can­not be empirically tested.

**Приложение 2**

8. Переведите предложения на английский язык

1.Краеугольным камнем психоаналитической теории является понятие тревожности.  
2. Мы можем определить по крайней мере пять аспектов, которые вызывают такое явление, как стеснительность.  
3.Динамический подход к поведению человека основан на ряде предположений.  
4. В тот или иной момент многие люди страдают от стеснительности, замешательства и других комплексов неполноценности.  
5. Анализируя бессознательные процессы, Фрейд видел, что сновидения (dreams) предохраняют сон от тревожных (вызывающих беспокойство) импульсов, относящихся к прошлому опыту.  
6. Подавление является основным защитным механизмом.  
7. Он совершенно не способен переносить новую информацию в так называемую долговременную память.  
8. Сильный удар по голове вызвал временную потерю памяти.  
9. Хотя основные принципы психоанализа остаются неизменными, теория продолжает развиваться.