Тема №35. Personality Theory.

1. Прочитайте грамматический материал

**Грамматический материал**

The former... the latter (вместе или по отдельности) употребляются в тех же случаях, когда в английском тексте нужно заменить упомянутые ранее существительные.

The former заменяет первое, the latter — второе из них. Например:

X and Y were acids. The former was strong, the latter weak. X и Y были кислотами. X была крепкой кислотой, Y — слабой.

"Anatomy and chemistry are both covered in the course. The former is studied in the first and second term and the latter is studied in the final term."

**Эквиваленты глаголов долженствования: to have (to), to be (to)**

**to have (to)**

**to** **have (to) / to** **have** **got (to)** в модальном значении выражает необходимость совершения действия, вызванную обстоятельствами –**должен, придется, вынужден**. По смыслу близок модальному **must** (обязанность или необходимость с точки зрения говорящего).

Он имеет формы времени: **have / has** – настоящее время, **had** – прошедшее время, **shall / will** **have** – будущее время.

Вопросительная и отрицательная форма модального **to** **have** в Present и Past Indefinite образуются всегда с помощью вспомогательного глагола **do**.

**to** **have** **got (to)** – разговорный вариант, вопрос. и отриц. формы образуются без вспомогательного глагола **do**.

|  |
| --- |
| I **have to go** there. Я***должен идти***туда. (мне приходится, я вынужден) |
| I **had to study** last night. | Мне***пришлось заниматься***вчера вечером. |
| You **will have to read** this book again. | Тебе***придется прочитать***эту книгу снова. |
| **Do** I **have to help** them? | Я***должен помогать***им? |
| How many exams **will** you **have to take**? | Сколько экзаменов тебе***придется сдавать***? |

Oтрицательная форма выражает отсутствие обязанности или необходимости и на русский язык переводится словами: не нужно, не обязательно, нет необходимости и т.п.

|  |  |
| --- | --- |
| I **don’t have to go** there. | Мне***не нужно идти***туда. |

**to be (to)**

**to** **be (to)** в модальном значении выражает необходимость совершения действия, обусловленную планом, расписанием; приказанием, инструкцией; предварительной договоренностью – **должен, нужно**.

Употребляется в настоящем (**am/is/are** + простой инфинитив) и прошедшем времени (**was/were** + простой или перфектный инфинитив) с последующим инфинитивом смыслового глагола с частицей **to**. **Признак** наличия модального **to** **be**: сказуемое состоит из глагола **to** **be**(**am/is**… и т.п.) и инфинитива.

**1** **В настоящем: am / is / are + Indefinite Infinitive** (простой инфинитив):

|  |
| --- |
| I **am to meet** him in the evening. Я***должен встретить***его вечером.(так решено) |
| He **is to come** here at 6 o’clock. | Он***должен прийти***сюда в 6 часов. |

Модальный глагол **to** **be (to)** употребляется в приказаниях, распоряжениях и инструкциях:

|  |  |
| --- | --- |
| They **are to begin** this work at once. | Они***должны начать***работу немедленно. |

**Примечание 1**: Модальный глагол **to** **be (to)** в сочетании с инфинитивом в страдательном залоге, выражает **возможность** (как глагол **can**):

|  |  |
| --- | --- |
| Nothing **is to be done**. | Ничего***нельзя сделать***. |
| There **was** no taxi **to be found** at that late hour. | В тот поздний час***невозможно былонайти***такси. |

**2** **В прошлом**:

**а)** **was / were + Indefinite** **Infinitive**, эта форма не показывает произошло ли намеченное/запланированное действие.

|  |
| --- |
| I **was to see** the doctor at 2 o’clock. Я***должен был пойти/***(повидать) к врачу в два часа. |
| He **was to meet** her. | Он***должен был встретить***ее. |
| They **were to come** at 5 o’clock. | Они***должны были*** **прийти**в пять. |

**б)** **was / were + Perfect** **Infinitive**, эта форма показывает, что намеченное/запланированное действие не произошло, не осуществилось.

He **was to have arrived** yesterday. Он***должен был приехать***вчера. (но не приехал)

He **was to have met** her. Он***должен был встретить***ее.(но не встретил)

1. **Просмотрите новую лексику**

to establish — основывать hierarchy of needs — иерархия потребностей unsatisfied need — неудовлетворенная потребность

exemplary — показательный mentally ill — психически больной safety — безопасность esteem — оценка selfishly — эгоистично

craving — страсть growth — рост self-actualization — самореализация gratification — удовлетворенность sick — больной evil — злой

basic needs — основные нужды irritation — раздражение pain — боль security — безопасность abusive — склонный к насилию

to appreciate — ценить applause — аплодисменты competence — компетентность to seek — искать

1. Прочитайте текст и ответьте на вопросы.

**MASLOW'S HIERARCHY OF NEEDS**

Abraham Maslow is known for **establishing**the theory of a **hierar­chy**of needs. He wrote that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be satisfied. Maslow studied exemplary people such as Albert Zinstein, Eleanor Roosevelt, and Frederick Douglas rather than **mentally ill**or neurotic people. This was a radical difference from two of the major schools of psychology of his days: S. Freud's and B.F Skinner's.

According to Maslow, there are general types of needs (physiologi­cal, safety, love, and esteem) that must be satisfied before a person can act not selfishly. He called these needs "deficiency needs." As long as we are motivated to satisfy these **cravings,**we are moving towards **growth,**toward self-actualization. Satisfying needs is healthy, blocking gratifi­cation makes us **sick**or evil.

Physiological needs are the very **basic**needs such as air, water, food, sleep, sex, etc. When these are not satisfied we may feel sickness, irritation, pain, discomfort, etc. Once they are satisfied, we may think about other things.

Safety needs have to do with establishing stability and consistency in a chaotic world. These needs are mostly psychological in nature. We need the**security**of a home and family. However, if a family is dysfunctional, i.e., an **abusive**husband, the wife cannot move to the next ladder because she has problems with safety.

Love is the next on the ladder. Humans have a **desire**to belong to groups: clubs, work groups, religious groups, family, gangs, etc. We need to feel loved (non-sexual) by others, to be accepted by others. We **appreciate applause.**We need to be needed.

There are two types of esteem needs. First is **self-esteem**which suits from **competence**or mastery of a task. Second, there's the attention and recognition that comes from others. This is similar to the belongingness level; however, wanting admiration has to do with the need for power. People who have all of their lower needs satisfied, often drive very expensive cars because doing so raises their level of esteem.

The need for self-actualization is "the desire to become more and more what one is, to become everything that one is capable of becoming." People who have everything can maximize their potential. They can **seek**knowledge, peace, esthetic experiences, self-fulfillment, etc.

1. What is Abraham Maslow known for?

2. What motivated human beings according to Maslow?

3. What kind of people did Maslow study in order to develop his theory?

4. What needs does a person need to satisfy before a person can act unselfishly?

5. When are we moving towards self-actualization?

6. What needs are mostly psychological in nature?

7. What are the two kinds of esteem needs?

4. Ознакомьтесь с текстом «Personality Development and its major theories» и назовите существующие теории личностного развития.

**Personality Development and its major theories.**

The following theories focus on various aspects of personality development, including cognitive, social and moral development.

**Piaget’s Stages of Cognitive Development**

Jean Piaget’s theory of cognitive development remains one of the most frequently cited in psychology, despite being subject to considerable criticism. While many aspects of his theory have not stood the test of time, the central idea remains important today: children think differently than adults.

Piaget's stage theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities. In Piaget’s view, early cognitive development involves processes based upon actions and later progresses into changes in mental operations.

**Freud’s Stages of Psychosexual Development**

Freud suggested that personality develops in stages that are related to specific erogenous zones. Failure to successfully complete these stages, he suggested, would lead to personality problems in adulthood.

According to Sigmund Freud, personality is mostly established by the age of five. Early experiences play a large role in personality development and continue to influence behavior later in life.

Freud's theory of psychosexual development is one of the best known, but also one of the most controversial. Freud believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behavior.

If these psychosexual stages are completed successfully, the result is a healthy personality. If certain issues are not resolved at the appropriate stage, fixation can occur. A fixation is a persistent focus on an earlier psychosexual stage. Until this conflict is resolved, the individual will remain "stuck" in this stage. For example, a person who is fixated at the oral stage may be over-dependent on others and may seek oral stimulation through smoking, drinking, or eating.

The Oral Stage: During the oral stage, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking. If fixation occurs at this stage, Freud believed the individual would have issues with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking or nail biting.

The Anal Stage: During the anal stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

According to Freud, success at this stage is dependent upon the way in which parents approach toilet training. Parents who utilize praise and rewards for using the toilet at the appropriate time encourage positive outcomes and help children feel capable and productive. If parents are too strict or begin toilet training too early, Freud believed that an anal-retentive personality develops in which the individual is stringent, orderly, rigid and obsessive.

The Phallic Stage: During the phallic stage, the primary focus of the libido is on the genitals. Children also discover the differences between males and females. Freud also believed that boys begin to view their fathers as a rival for the mother’s affections. The Oedipus complex describes these feelings of wanting to possess the mother and the desire to replace the father. However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed castration anxiety.

The term Electra complex has been used to describe a similar set of feelings experienced by young girls. Freud, however, believed that girls instead experience penis envy.

Eventually, the child realizes begins to identify with the same-sex parent as a means of vicariously possessing the other parent. For girls, however, Freud believed that penis envy was never fully resolved and that all women remain somewhat fixated on this stage. The Latent Period: The latent period is a time of exploration in which the sexual energy is still present, but it is directed into other areas such as intellectual pursuits and social interactions. This stage is important in the development of social and communication skills and self-confidence.

The Genital Stage: During the final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. Where in earlier stages the focus was solely on individual needs, interest in the welfare of others grows during this stage. If the other stages have been completed successfully, the individual should now be well-balanced, warm and caring. The goal of this stage is to establish a balance between the various life areas.

**Erikson’s Stages of Psychosocial Development**

Erik Erikson’s eight-stage theory of human development is one of the best known theories in psychology. While the theory builds on Freud’s stages of psychosexual development, Erikson chose to focus on the importance of social relationships on personality development. The theory also extends beyond childhood to look at development across the entire lifespan.

**Kohlberg’s Stages of Moral Development**

Lawrence Kohlberg developed a theory of personality development that focused on the growth of moral thought. Building on a two-stage process proposed by Piaget, Kohlberg expanded the theory to include six different stages.

5. Переведите письменно абзац **Piaget’s Stages of Cognitive Development.**

**6.** «Test your knowledge of Freud’s theory

1. ACCORDING TO FREUD, PERSONALITY IS MOSTLY ESTABLISHED BY WHAT AGE?:

1) 5;

2) 10;

3) 15;

4) 20;

2. WHAT ENERGY DID FREUD BELIEVE WAS THE DRIVING FORCE BEHIND BEHAVIOR?:

1) Motivation;

2) Stress;

3) Libido;

4) Drive;

3. WHAT IS THE PERIOD FOLLOWING THE PHALLIC STAGE CALLED?:

1) The anal stage;

2) The latent stage;

3) The genital stage;

4) The oral stage;

4. AS AN ADULT, CASSANDRA IS UPTIGHT AND EXTREMELY RIGID, OFTEN UNWILLING TO MAKE EVEN SMALL ADJUSTMENTS IN HER:

1) Oral;

2) Anal;

3) Phallic;

4) Genital;

5. STEVE STRUGGLED FOR YEARS TO QUIT SMOKING, BUT HE FINALLY SUCCEEDED. NOW, HE CHEWS SEVERAL PACKS OF GUM A DAY.:

1) Oral;

2) Anal;

3) Phallic;

4) Genital;