



**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ИНСТИТУТ МЕЖДУНАРОДНЫХ ЭКОНОМИЧЕСКИХ СВЯЗЕЙ»**

**INSTITUTE OF INTERNATIONAL ECONOMIC RELATIONS**

Принята на заседании  
Учёного совета ИМЭС  
(протокол от 27 марта 2025 г. № 8)

**УТВЕРЖДАЮ**  
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27 марта 2025 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**  
**АНГЛИЙСКИЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

по направлению подготовки  
37.03.01 Психология

Направленность (профиль) «Конфликтология»

*Приложение 4*  
*к основной профессиональной образовательной программе*  
*по направлению подготовки 37.03.01 Психология,*  
*направленность (профиль) «Конфликтология»*

Рабочая программа дисциплины «Английский язык в профессиональной деятельности» входит в состав основной профессиональной образовательной программы высшего образования по направлению подготовки 37.03.01 Психология, направленность (профиль) «Конфликтология» и предназначена для обучающихся очно-заочной формы обучения.

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## 1. Цель и задачи дисциплины

**Цель дисциплины** «Английский язык в профессиональной деятельности» - развить у студентов коммуникативную компетенцию, уровень которой позволит использовать английский язык в профессиональной деятельности, повысить уровень владения английским языком, достигнутый на предыдущем этапе, а также заложить основу для дальнейшего самостоятельного изучения профессионального аспекта языка.

### **Задачи дисциплины:**

- достижение необходимого уровня лингвистических навыков – изучение и использование лексических и грамматических единиц в объеме, который необходим для творческой деятельности в профессиональных сферах и ситуациях;
- развитие дискурсивных навыков - умения построения целостных, логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной коммуникации на основе понимания различных видов профессионально-ориентированных текстов при чтении и аудировании;
- развитие практики использования английского языка для решения специальных профессиональных задач (подбор литературы, чтение соответствующих источников, просмотр программ по интересующей студента проблематике);
- повышение уровня учебной автономии, способности к самообразованию;
- развитие когнитивных и исследовательских умений.

## 2. Место дисциплины в структуре основной профессиональной образовательной программы высшего образования

Дисциплина «Английский язык в профессиональной деятельности» входит в часть учебного плана, формируемую участниками образовательных отношений по направлению подготовки 37.03.01 Психология, направленность (профиль) «Конфликтология».

## 3. Объем дисциплины в зачетных единицах и академических часах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 8 зачетных единиц, всего – 288 часов.

Вид учебной работы	Всего часов
<b>Контактная работа с преподавателем (всего)</b>	<b>112</b>
в том числе:	
Занятия лекционного типа	84
Занятия семинарского типа (практические занятия)	28
<b>Самостоятельная работа</b>	<b>149</b>
<b>Контроль</b>	<b>27</b>
Форма контроля	Зачет с оценкой, экзамен
<b>Общая трудоемкость:</b>	<b>288</b>

**4. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения основной профессиональной образовательной программы**

<b>Код и наименование компетенции(ий) выпускника</b>	<b>Код и наименование индикатора достижения компетенции</b>	<b>Планируемые результаты обучения по дисциплине</b>
<p><b>Коммуникация УК-4</b> Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p><b>ИУК 4.1</b> Осуществляет деловую коммуникацию в устной форме на русском и иностранном языках. <b>ИУК 4.2</b> Осуществляет деловую коммуникацию в письменной форме на русском и иностранном языках.</p>	<p><b>Знать:</b> грамматические правила, формы и конструкции, лексику английского языка, необходимые для реализации профессиональных задач. <b>Уметь:</b> логично, аргументировано и корректно подготовить устные и письменные высказывания на иностранном языке в различных сферах профессионального общения. <b>Владеть:</b> навыками использования монологической и диалогической устной и письменной речи в ситуациях делового взаимодействия в пределах изученного языкового материала.</p>
<p><b>ПК-4</b> Способен осуществлять психологическое консультирование субъектов образовательного процесса.</p>	<p><b>ИПК 4.1</b> Консультирует обучающихся по проблемам самопознания, профессионального самоопределения, личностным проблемам, вопросам взаимоотношений в коллективе, с родителями и другим вопросам. <b>ИПК 4.2</b> Осуществляет консультирование администрации образовательной организации, педагогов, родителей (законных представителей) по психологическим проблемам обучения, воспитания и развития обучающихся. <b>ИПК 4.3</b> Оформляет и ведет профессиональную документацию (планы работы, психологические заключения и др.)</p>	<p><b>Знать:</b> лексический и грамматический минимум, необходимый для психологического консультирования на английском языке в процессе профессиональной деятельности. <b>Уметь:</b> осуществлять психологическое консультирование субъектов образовательного процесса и оформлять профессиональную документацию на английском языке. <b>Владеет:</b> навыками психологического консультирования по проблемам обучения, воспитания и развития на английском языке.</p>

## 5. Содержание дисциплины

Наименование тем (разделов)	Содержание тем (разделов)
Тема 1. Theories of personality. Теории личности	<p>Лексика: различные теории личности, биографический и психотипический подходы к изучению личности, теория личностных конструктов личности, когнитивный подход, теория Фрейда</p> <p>Грамматика: Conditional 0-1</p> <p>Чтение: тексты Research in the Study of Personality, A case study method, Freud's theory of personality</p> <hr/> <p>Аудирование: How can personality be described?</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- сравнение теорий, обсуждение методов исследования и подходов ученых</li> </ul> <p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- рассказ о теории Фрейда</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе A Humanistic Theory of Development</li> </ul>
Тема 2 Parents And Their Adult Children. Детско-родительские отношения	<p>Лексика: слова для описания детско-родительских отношений</p> <p>Грамматика: Conditionals 2-3, Mixed Conditionals</p> <p>Чтение: тексты Reasons for communicative failures, Being a roommate, Arrogance diminishes wisdom</p> <p>Аудирование: How Parents Can Help Teens Under Academic Pressure</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- обсуждение и распределение семейных обязанностей</li> </ul> <p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- рассказ о подготовке детей к социальным условиям жизни</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе Kids and household duties</li> </ul>
Тема 3. Family Conflict. Внутрисемейный конфликт	<p>Лексика: виды конфликтов, причины, последствия, пути разрешения</p> <p>Грамматика: Infinitive</p> <p>Чтение: тексты Causes of Family Conflict, Familiarity breeds contempt, Living with only one parent</p> <p>Аудирование: Never again to be together, Family Conflict Styles</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- обсуждение стилей конфликтов</li> </ul> <p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- описание идеального конфликта внутри семьи</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе Relationship Conflict: Healthy or Unhealthy</li> </ul>
Тема 4. Constructive and Destructive Conflicts. Конструктивные и деструктивные конфликты	<p>Лексика: описание различных стилей ведения конфликтов, причины, результаты, анализ ошибок</p> <p>Грамматика: Gerund</p> <p>Чтение: тексты What Is Relationship Conflict, Conflicting Features, The Difference between Constructive and Destructive Conflict</p> <p>Аудирование: Improving your non-verbal communication skills</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- сравнение стилей ведения спора</li> </ul>

	<p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- анализ ошибок конфликтующих</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе Arguments do not always have to end badly</li> </ul>
<p>Тема 5. What makes a good teacher.</p> <p>Психологические особенности профессии учителя</p>	<p>Лексика: виды мотивации, методы обучения, психологические особенности возрастного развития</p> <p>Грамматика: Infinitive</p> <p>Чтение: тексты How children become adults, Motivating students, Methodology of teaching psychology</p> <p>Аудирование: What Makes a Good Teacher?</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- обсуждение стилей и методов воспитания</li> </ul> <p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- сравнение систем семейного воспитания в России и за рубежом</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе What Makes a Good Teacher?</li> </ul>
<p>Тема 6. Counselling and Guidance.</p> <p>Консультирование и руководство</p>	<p>Лексика: виды консультирования, цели и задачи, методы исследования</p> <p>Грамматика: Revision of Infinitive and Gerund</p> <p>Чтение: тексты The principles of guidance, Schooling vs Teaching, The major approaches to counselling</p> <p>Аудирование: Facilitator</p> <p>Устная речь (полилогическая):</p> <ul style="list-style-type: none"> <li>- обсуждение разных стилей консультирования</li> </ul> <p>Устная речь (монологическая):</p> <ul style="list-style-type: none"> <li>- принципы консультирования</li> </ul> <p>Письменная речь:</p> <ul style="list-style-type: none"> <li>- эссе Role and responsibilities of a councillor</li> </ul>

**6. Структура дисциплины по темам с указанием отведенного на них количества академических часов и видов учебных занятий**

№ п/п	Наименование тем (разделов) дисциплины	Контактная работа, час.		Самостоятельная работа, час.	Всего, час.
		Занятия лекционного типа	Практические занятия		
<b>3 семестр</b>					
1.	Theories of personality. Теории личности	14	4	28	46
2.	Parents And Their Adult Children. Детско-родительские отношения	14	4	30	48
3.	Family Conflict. Внутрисемейный конфликт	14	6	30	50
<b>Итого за семестр:</b>		<b>42</b>	<b>14</b>	<b>88</b>	<b>144</b>
<b>4 семестр</b>					
4.	Constructive and Destructive Conflicts. Конструктивные и деструктивные конфликты	14	4	20	39
5.	What makes a good teacher. Психологические особенности профессии учителя	14	4	20	39
6.	Counselling and Guidance. Консультирование и руководство	14	6	21	39
<b>Контроль:</b>					<b>27</b>
<b>Итого за семестр:</b>		<b>42</b>	<b>14</b>	<b>61</b>	<b>144</b>
<b>Итого:</b>		<b>84</b>	<b>28</b>	<b>149</b>	<b>288</b>

## 7. Перечень учебно-методического обеспечения для самостоятельной работы и текущего контроля обучающихся по дисциплине

Самостоятельная работа является одним из основных видов учебной деятельности, составной частью учебного процесса и имеет своей целью: глубокое усвоение материала дисциплины, совершенствование и закрепление навыков самостоятельной работы с литературой, рекомендованной преподавателем, умение найти нужный материал и самостоятельно его использовать, воспитание высокой творческой активности, инициативы, привычки к постоянному совершенствованию своих знаний, к целеустремленному научному поиску.

Контроль самостоятельной работы, является важной составляющей текущего контроля успеваемости, осуществляется преподавателем во время практических занятий и обеспечивает оценивание хода освоения изучаемой дисциплины.

### Распределение самостоятельной работы

Виды, формы и объемы самостоятельной работы студентов при изучении данной дисциплины определяются ее содержанием и отражены в следующей таблице:

№ п/п	Наименование тем (разделов) дисциплины	Вид самостоятельной работы	Объем самостоятельной работы
1.	Theories of personality. Теории личности	Подготовка к аудиторным занятиям	28
2.	Parents And Their Adult Children. Детско-родительские отношения	Подготовка к аудиторным занятиям	30
3.	Family Conflict. Внутрисемейный конфликт	Подготовка к аудиторным занятиям	30
4.	Constructive and Destructive Conflicts. Конструктивные и деструктивные конфликты	Подготовка к аудиторным занятиям	20
5.	What makes a good teacher. Психологические особенности профессии учителя	Подготовка к аудиторным занятиям	20
6.	Counselling and Guidance. Консультирование и руководство	Подготовка к аудиторным занятиям	21
<b>ИТОГО:</b>			<b>149</b>

## 8. Перечень вопросов и типовые задания для подготовки к промежуточной аттестации

### 8.1. Перечень вопросов для подготовки к зачету с оценкой

*Повторите следующие темы и ответьте на вопросы:*

**1. Theories of personality.** What are the main premises of Freud's theory? Name the three levels of consciousness. Describe what kind of information is stored in each level and how it can be reached and brought to the surface. What is the role of conscious and unconscious forces in personality? Describe the hierarchy of needs Maslow proposed. What is seen as a sole motivating drive in Rogers' model?

**2. Parents and their Adult Children.** Do parents of older children experience more tension and aggravation than those whose children are younger? What type of tie is the parent-child relationship? What topics did the researchers at Purdue and Pennsylvania State universities ask about? May tensions be more upsetting to parents or to children, according to the study? Why may the parent-daughter tie provide more opportunities for tensions? Do mothers or fathers make more demands for closeness?

**3. Family Conflict.** What did parental perceptions of tension increase with? What topics were more harmful than others to parent-child relationships? What strategies do parents and adult children use to cope with relationship tensions? What is associated with poorer quality relationships overall? Does avoidance work as a strategy for dealing with conflicts? What do disciplinary approaches create in children already paralyzed by inability to meet expectations? With what kids can parents also help by being like a good administrative assistant? What is the best time to talk with teens? Is the relationship the most important resource parents have with teens? Does the lack of consensus open up another potential area for family conflict? Does conflict frequently result, if relatives routinely interfere in your family's decisions and lifestyle?

### 8.1. Перечень вопросов для подготовки к экзамену

*Повторите следующие темы и ответьте на вопросы:*

**1. Constructive and Destructive Conflicts.** What features of constructive (destructive) conflict include? Can a history of unresolved conflict significantly increase the potential for destructive conflict? Can past experiences with conflict also influence how people respond to disagreements and arguments? Does constructive conflict grow out of healthy and trusting interpersonal relationships among those involved? Does destructive conflict contribute to an ongoing cycle of anger, fear and isolation between individuals and within a group? Does constructive conflict have many positive benefits? What conflict resolution skills can be learned? What can contribute considerably toward defusing potentially destructive conflict situations?

**2. What makes a good teacher?** What are the most important aspects of teacher quality? What kind of feedback helps teachers improve the quality of their teaching? What aspects of teacher quality can be measured and assessed? What qualities do good teachers possess? How do teachers enact quality teaching? Towards what outcomes should teachers work?

**3. Counselling and Guidance.** Why do you think many people might be skeptical about psychology being a science? How did the object of study in psychology change over the history of the field since the 19th century? What are the potential ethical concerns associated with Milgram's research on obedience? Why is an undergraduate education in psychology so helpful

in a number of different lines of work? Other than a potentially greater salary, what would be the reasons an individual would continue on to get a graduate degree in psychology?

## 8.2. Типовые задания для оценки знаний

### Задание 1.

Раскройте скобки, используя правильную форму английского глагола (времена, условные выражения, сослагательное наклонение)

1. If the car \_\_\_\_\_ (be) out of order again, you \_\_\_\_\_ (have to) call the service station, but I doubt if you \_\_\_\_\_ (have / it / service) quickly.
2. Nobody \_\_\_\_\_ (know) what \_\_\_\_\_ (happen) in ten years' time as life \_\_\_\_\_ (get) tougher and tougher.
3. I wonder if they \_\_\_\_\_ (turn) to us for help if the need \_\_\_\_\_ (arise).
4. My little son \_\_\_\_\_ (want) to know if there \_\_\_\_\_ (be) some cartoons on TV tonight. If there \_\_\_\_\_ (be) some, he \_\_\_\_\_ certainly (watch) them.
5. I wonder if the weather \_\_\_\_\_ (change) for the better next week. I \_\_\_\_\_ (plan) to go to the countryside for a month.
6. I \_\_\_\_\_ (leave) a message at the office in case the customer \_\_\_\_\_ (phone). But I'm afraid he's unlikely \_\_\_\_\_ (call) today.
7. Nobody can definitely tell us when he \_\_\_\_\_ (come) back from London. But as soon as he \_\_\_\_\_ (return), we \_\_\_\_\_ (get in touch) with him.

### Задание 2.

Выберите правильный ответ:

1. The person given credit for starting psychology as a separate discipline is ... .  
a) *Wilhelm Wundt*  
b) *Sigmund Freud*  
c) *John Watson*  
d) *William McDougall*
2. The system which focuses on how mental activity enables people to function and survive is called ... .  
a) *structuralism*  
b) *functionalism*  
c) *behaviourism*  
d) *gestaltism*
3. The area of psychology which would concern itself with studying the effects of aging on various psychological processes is ... .  
a) *clinical psychology*  
b) *social psychology*  
c) *developmental psychology*  
d) *psychometric psychology*
4. John B. Watson is associated with which psychological system?

- a) *structuralism*
- b) *functionalism*
- c) *behaviourism*
- d) *gestaltism*

5. The psychologist credited with developing one of the first useful tests to assess human intelligence is ... .

- a) *Jean Piaget*
- b) *Alfred Binet*
- c) *Floyd Allport*
- d) *James McKeen Cattell*

### Задание 3.

Обведите правильный модальный глагол:

1. When Mr. Lee was younger, he \_\_\_\_\_ work in the garden for hours.
  - a. was able to
  - b. could
  - c. might
  - d. needn't
2. The landlord \_\_\_\_\_ take his responsibilities more seriously.
  - a. need
  - b. should to
  - c. ought to
  - d. ought
3. When I finish the course next year I \_\_\_\_\_ speak perfect French.
  - a. can
  - b. will be able to
  - c. could
  - d. would be able to
4. This company is awful to work for. We \_\_\_\_\_ account for every minute of the day.
  - a. have to
  - b. mustn't
  - c. are not to
  - d. don't have to
5. When she was riding in the woods last week, Helen fell off her horse but luckily she \_\_\_\_\_ get back on and ride home.
  - a. could
  - b. would
  - c. was able to
  - d. had to
6. The newspaper \_\_\_\_\_ the rumour without concrete evidence.
  - a. shouldn't have printed
  - b. needn't have printed
  - c. oughtn't have printed
  - d. didn't have to print
7. You often have to wait for a decision long, \_\_\_\_\_?
  - a. haven't you
  - b. don't you
  - c. aren't you
  - d. won't you

### 8.3. Типовые задания для оценки умений

#### Задание 1.

Ответьте устно на вопросы:

- 1) What four types of temperament do you know? Describe each type. Explain on what basis they are differentiated.
- 2) What is Gestalt psychology? What does the German word Gestalt mean?

#### Задание 2.

Проанализируйте представленную в тексте на русском языке конфликтную ситуацию, дайте ей оценку, предложите пути ее разрешения. Подготовьте письменное сообщение на английском языке.

Идет урок физики в 9 классе. Начинаящий учитель (Александр Иванович) объясняет тему, многие ученики не слушают. Кто-то занят своим делом, кто-то читает. В конце класса один из учеников (Сергей) в компании одноклассников очень громко что-то рассказывает, демонстративно не обращая на учителя никакого внимания, как будто его и нет в классе. Александр Иванович старается не обращать внимание на шум с последних парт, но при очередном взрыве смеха делает замечание учащимся, однако замечание учителя остается без внимания, и Сергей продолжает прерванный разговор, добавив, что ему на уроке не интересно. Тогда учитель просит Сергея собрать свои вещи и выйти из класса. Сергей реагирует грубо: «Да иди ты!» (Все затихли и ждут, как же отреагирует учитель). Учитель подошел к Сергею и попытался вывести его силой. Сергею это не понравилось, и он оттолкнул учителя. Завязалась потасовка, в ходе которой учитель силой вытолкнул ученика из класса. Урок был сорван.

Заполните пропуски следующими терминами из активного вокабуляра:  
*precursors of depression -- a sign of depression -- restore your equilibrium -- sustained unmanaged stress – concentrate – infections and cancer -- solve problems*

1. A reduce feeling of wellbeing, joy and happiness - these symptoms can be .....
2. You start avoiding social contact. Shunning people for a long period is also .....
3. Your immune system functions poorly and suffers from colds, influenza, allergies, chronic fatigue, anxiety etc... Unless you take the necessary steps to .....
4. The ageing process accelerates because of the increased metabolism associated with .....
5. You become so preoccupied with the daily stress of living that, you are unable to focus or .....
6. An immune system that functions optimally and is able to resist illness, .....
7. Increased creativity: not only in making or creating things but also in developing new ways to ..... or finding better ways of doing things.

### **Задание 3.**

*Согласитесь или опровергните следующие утверждения. Аргументируйте свою точку зрения.*

1. Displacement is a defense mechanism whereby a person directs his/her negative emotions and frustrations onto another object in order to get rid of the negative feelings.
2. A rebound relationship is not considered to be a form of displacement.
3. Human beings deal with varied negative emotions by making use of defense mechanisms.
4. Defense mechanisms are subconscious coping techniques that are used to increase the intensity of anything that is unpleasant, threatening, or unacceptable.
5. It was Sigmund Freud who first proposed the concept of defense mechanisms and went on to explain how they were an integral part of a person's unconscious psyche.
6. Defense mechanisms do not act as sort of buffers or shock absorbers to lessen the pain and do not aid a person in dealing with the negativity.
7. For displacement to occur, even the slightest trigger suffices to bring about this negative reaction towards the target.
8. Displacement often plays itself out as a chain reaction and does not usually stop at one incident.
9. Displacement is one of the most common defense mechanisms that is comes about very subconsciously.

## 8.4. Типовые задания для оценки навыков

### Задание 1.

Ознакомьтесь с кейсом по подростковому алкоголизму. Ваша задача как профессионального консультанта - помочь пациентке создать сеть поддержки в сообществе, что позволит ей сохранять трезвость и предотвращать повторение факторов, которые способствовали ее высокому уровню стресса. Составьте план работы, психологическое заключение и рекомендации.

Leah is a 18 year old woman who was recently discharged from the Army on medical grounds. During her four years in the Army, Leah experienced high levels of stress and anxiety which she coped with by drinking heavily. When she presented for counselling, Leah had been sober for 55 days and was seeking strategies to cope with her anxiety that didn't involve drinking.

While working with Leah, the Professional Counsellor adopts a case management model in order to assist her to build a network of supports within the community, enabling her to maintain her sobriety and prevent recurrence of the factors which contributed to her high levels of stress. For ease of writing, the Professional Counsellor is abbreviated to "C".

#### **Background**

Leah was an only child whose parents separated during her teen years. She felt isolated and was often bored at school. Her love of art was the only thing that gave her any enjoyment and she expressed this by covering the school buildings with graffiti after dark. Already in conflict with her mother due to her poor school performance, the involvement of the police after she was reported for vandalising public property further worsened their relationship. Her father had moved away and was no longer involved in Leah's life.

Leah left school intending to train as an ambulance medic. On being told she lacked the life experience required for this work, Leah joined the Army on a four year contract hoping to address this requirement. However the Army turned out to be a repeat of the constrictive structure within which she had struggled both at school and at home.

Being obligated to complete the full four years, she began to feel increasingly trapped and was often anxious and depressed. She was introduced to alcohol by her fellow recruits and began using this as a means of deadening her overwhelmingly negative feelings about the course her life was taking. After three years in the Army, Leah was discharged on medical grounds, having become dependent on alcohol and unable to control her intake.

#### **Issues identified**

A case manager's initial function is to develop an understanding of the client and help build a resource network that the client can later access on her own. In this role, C performed an examination of Leah's environment, behaviour and immediate needs which identified the following issues:

1. Career indecision – although still wanting to be an ambulance medic, Leah had lost confidence in her ability to achieve this or any other career goal.
2. Unsuitable accommodation – Leah was sharing a flat with a young man who yelled at her if she smoked and often made unwelcome passes at her.
3. High levels of stress and anxiety – Leah continually craved alcohol during her period of sobriety and began using valium to replace the role alcohol had played in deadening her feelings
4. Large amounts of unstructured time – Leah had no other strategies in place to cope with her negative thoughts and feelings and, now she was no longer working, found herself with large amounts of time during which she had nothing else to do but think.
5. Lack of a personal support network – Leah was estranged from both her parents, had no siblings, and felt unable to contact any of her former Army colleagues because she felt inadequate due to the manner in which she had been discharged.

## Plan

Following an identification of issues needing attention, the case manager then coordinates a plan to enable the client to access needed assistance within her community. In this role, C worked with Leah to outline a plan which involved the following strategies:

1. Schedule pleasurable activities
2. Obtain suitable accommodation
3. Increase support networks
4. Contact a supported job training network
5. Access Centrelink benefits
6. Undertake a drug and alcohol rehabilitation program
7. Cognitive restructuring
8. Medication monitoring
9. Ongoing support

This plan was designed to utilise Leah's strengths and was later outlined in clear measurable terms that allowed for periodic evaluation of her progress. This is particularly important when the client is becoming disillusioned as it illustrates to her that while she may not yet have reached her goals, she has made significant progress towards them. Leah's goals were developed with her input to encourage her to feel ownership of them, increasing her motivation.

## Barriers

The following barriers to the above plan were identified:

1. Craving for alcohol – Leah had used alcohol as a way of coping with overwhelming feelings, consequently she had strong cravings whenever she was feeling particularly stressed and anxious
2. “Doctor shopping” – Leah had discovered that Valium served a similar purpose to alcohol and when her GP refused to give her any further prescriptions, she simply went to another doctor.
3. Misinterpreting anxiety and stress symptoms – Leah had become hypervigilant towards her physical symptoms of anxiety (breathlessness, increased heart rate, hot flushes, dizziness), interpreting them as medical problems resulting from her drinking, which further increased her stress and anxiety levels
4. Pessimism – Leah exhibited this internal barrier through her belief that she was solely responsible for the things that had gone wrong in her life and that because of this, there was no way for things to change and nobody would be able to help her. This left Leah feeling helpless, overwhelmed and at times suicidal.

## Goals

Leah's goals were written in specific behavioural terms as follows:

1. Schedule enjoyable activities – C asked Leah to make a list of five activities that had either given her pleasure in the past or were things she would like to try in the future. She listed jogging, calligraphy, painting, reading and walking on the beach. C asked Leah to carry out at least one of these activities every day.
2. Obtain suitable accommodation – C asked Leah to contact a former Army colleague who had always been very caring towards Leah and who had previously invited her to share her home. Leah did this and, upon moving in, she and her new flatmate bought a new puppy, providing Leah with further enjoyable activity on a daily basis.
3. Supported employment / job training – C accompanied Leah to an appointment with a supported employment service run by the state government. This service aimed to support Leah in regaining her confidence in returning to the workforce, providing her with vocational counselling to guide her career choices and ongoing support when searching for and commencing employment. They were also able to provide funding for retraining.
4. Centrelink benefits – C helped Leah obtain and lodge necessary forms to help her transition to Newstart Allowance once her Army benefits had run out.

5. Rehabilitation – C connected Leah with appropriate contacts to commence drug and alcohol counselling and to undergo residential rehabilitation if needed.
6. Cognitive restructuring – C provided short-term intervention aimed at identifying Leah's irrational thought processes and replacing these with a more functional belief system. Here C took on the counselling function of the case management role and centred the work around Leah's belief that she was a failure and would never get her life together. This process utilised Rational Emotive techniques such as Examine the Evidence and Thinking in Shades of Grey (Ellis as cited in Dryden & Golden, 1986).
7. The Gestalt technique 'empty chair' (Perls as cited in Patterson, 1986) and aspects of Dialectical Behaviour Therapy (Linehan, 1993) were also used to address Leah's unresolved feelings towards her parents and to teach her to tolerate distress without having to escape through the use of drugs or alcohol.
8. Medication monitoring – C arranged for Leah to be seen regularly by a psychiatrist in addition to her local GP to ensure she was receiving the correct medication and to facilitate hospital admission should the need arise. She was also educated about the fight or flight response that was leading to her physical symptoms.
9. Ongoing support – C provided Leah with contact names and numbers for local chapters of Alcoholics Anonymous and, following successful completion of her immediate goals, C referred Leah to her local community health clinic for ongoing monitoring and medical follow-up.

### **Session Summary**

C has provided a combination of case management and counselling functions while working with Leah. As counsellor, C has used Cognitive Behaviour Therapy, Dialectical Behaviour Therapy and Gestalt Therapy techniques to facilitate achievement of the client's goals.

In reducing her high levels of anxiety and stress, Leah was able to address her more practical needs, for example challenging her beliefs about what her former colleagues thought of her enabled her to contact one of them to follow up on the offer of accommodation. While C provided education and support in this regard, Leah carried out most of the practical tasks herself, thereby building on her strengths and further increasing her confidence levels and reducing her pessimism.

This process occurred over a three month period, during which two progress reviews took place between C, Leah and her psychiatrist. At this time, Leah was able to see the progress she was making and was also able to draw attention to any areas with which she was experiencing difficulty or concern.

Upon completion of the above plan for meeting Leah's immediate needs, C has referred her to services able to provide her with ongoing but less intensive support. With Leah's written permission, C provided the community health centre with a referral form outlining Leah's history, medication regime, and a summary of the work undertaken with C, which C had documented following each session with Leah.

C maintained contact with Leah on a weekly basis during the transition to the new service and while she became comfortable in her local AA support group. In taking this step, C has ensured Leah has acquired the necessary skills for maintaining progress on her own, with assistance available to her as needed.

### **Задание 2.**

Ознакомьтесь с кейсом по проживанию горя. Ваша задача как профессионального консультанта - помочь пациентке пережить потерю ребенка и избавиться от навязчивых мыслей. Составьте план работы, психологическое заключение и рекомендации.

Grief is a complex and individual process. There are a number of well documented stages to the grief process such as numbness, guilt, despair, panic and acceptance to name a few. The order in which these stages are experienced and the intensity and duration of each stage will be different for each individual.

It is therefore understandable that an eclectic counselling approach to grief can be beneficial in allowing for the flexibility needed to work with individuals through various stages of the grief process. The following case study is a practical application of a variety of counselling approaches to one client and her experience of grief.

The client's name is Joan. Joan sought counselling to deal with the unexpected loss of her daughter in a car accident. She received counselling about 2 weeks after her daughter's death and continued with the counselling process over a period of 8 months.

The key features of Joan's grief were her feelings of guilt and despair. In these areas, the counsellor worked mainly from a Person-Centered approach (PCT). The counsellor also utilised some techniques from Solution-Focussed Therapy (SFT) and Cognitive-Behaviour Therapy (CBT). A brief analysis of the case study and application of the various techniques are provided below.

#### Case Information

Joan is a semi-retired accountant, maintaining contract work with a few long-term clients to support herself in retirement. Joan is a divorcee, who lives on her own, in her family home. She is a mother of 2 children, Kirsten and Mathew, aged in their mid 20s. Joan has a supportive network of family and friends, including her sister, father, children, and friends from her gardening club. Joan's relatively steady life was overturned with the sudden death of her daughter, Kirsten. Kirsten was 24 when she died from head injuries caused during a car accident. She was admitted to hospital in a coma. Joan spent several anxious days with Kirsten, before she passed away.

In the days that followed, Joan arranged her daughter's funeral and affairs and deferred her work commitments. Joan described this as a whirlwind period, where she operated in a mechanical way. She was completely absorbed in the organisation of Kirsten's funeral and pushed aside her feelings of grief. Joan said that she found some security in the numbness that filled her during that time.

After a couple of weeks, however, Joan became concerned that she was not coping as she couldn't move on from these feelings. People had commented that she should try to carry on as usual, however her numbness persisted and she couldn't motivate herself to "carry on" as if nothing had happened.

Joan thought that there must have been something wrong with her and it was this fear that led her to counselling some weeks after her daughter's funeral.

For ease of writing, the professional counsellor in this case will be referred to as "C".

**The Initial Stages (Numbness)** In the first session, Joan appeared somewhat vague and tired. She seemed focussed on describing the details of the funeral, the family members who attended and her concern about her daughter not having a will. "C" observed that Joan's behaviour reflected a need to be in control of the situation and was a useful coping strategy for Joan at this time. "C" used PCT to build an empathetic understanding of Joan's experience. She did not attempt to move Joan towards experiencing her grief, but trusted that Joan would reach this stage in her own time. Joan began discussing the rapid way in which the whole event had occurred and the numbness that she was feeling. "C" used paraphrases and encouragers to assist Joan to express herself. "Everything has happened so quickly that you haven't had time to absorb it all, is that right Joan?" "Yes", Joan replied, "I've hardly had time to miss my little girl." "You miss her," responded "C".

With this encourager, Joan began to cry and express her grief. Joan cried for some time whilst "C" sat with her in silence. At one point Joan apologised for her crying. "C" responded "It seems that you have a lot to cry about Joan. It shows me how much you loved your daughter."

In the first session, Person-Centered therapy and Active Listening techniques enabled "C" to be guided by Joan's readiness to express her feelings. The encouragers and reflection of feeling used, demonstrated to Joan that "C" understood her and allowed Joan to experience her feelings of grief, rather than to keep them at arms length.

Whilst "C" could have indicated to Joan that she was avoiding her grief, "C" instead trusted in Joan's ability to express her grief in her own time. If Joan had not expressed her grief in this session, "C" would not have pressed the issue, although she may have encouraged Joan to have a further session within a few days.

(Grief and Despair) The following sessions were characterised by further experiences of grief and despair. Joan had found that her grief was no longer avoidable and her days were mostly filled with mourning. Joan abandoned her daily routines such as grooming, making meals and other basic self-care practices.

Joan's disheveled appearance at the counselling sessions were concerning. At this point, "C" became more directive and suggested that Joan might have someone live-in with her for a while. Whilst "C" was encouraged by Joan's regular adherence to the counselling sessions, she felt that Joan may need some extra support at home.

Joan contacted her sister Kerrie, who was available to stay with her for a month. Kerrie proved to be good support for Joan and provided her with gentle, yet insistent encouragement to face the everyday challenges.

Over several weeks of counselling, Joan had moved further into stages of despair and guilt. She described her life as being swallowed by a black hole and felt that she would never get over her daughter's death. She felt that every day dragged by with no release from the pain. She had difficulty getting out of her bed in the morning and was constantly tired from lack of solid sleep. "C" continued to employ PCT to allow Joan to explore and express her feelings and thoughts about her daughter's death. Joan focussed heavily on her pain and seemed to stay with these feelings for a long time. "C" observed that Joan's thoughts did not seem to be focused; she quickly moved from one topic to the next. "C" used summarising skills to help Joan highlight the key recurring issues from her thoughts.

"C" continued to trust that Joan would move through her feelings of grief in her own time. "C" did however experience some frustration with Joan's continual despair. "C" sought the counsel of a colleague, who advised her to maintain her faith in Joan's ability to grow and heal and reminded "C" of how the resolution of grief can often be a long-term process. The colleague also suggested some role-play techniques that "C" could use to work on Joan's experience of her feelings.

(Guilt) Guilty feelings about her inability to prevent her daughter's death were also of concern for Joan. "C" avoided telling Joan that she was not responsible for Kirsten's car accident, and encouraged Joan to explore her guilt. In many instances grieving people feel guilt in relation to their loss. Often they will be told that they are not at fault, by well meaning people. The concern for counsellors is that grieving people are feeling guilty and will benefit more from expressing their guilt.

Dismissing guilty feelings won't stop the grieving person from feeling blame and may lead to the increase of these feelings. "C" realised that Joan's guilt was a means of expressing how fervently she wished to have her daughter with her still. "C" invited Joan to express her sorrow and guilt to Kirsten in a role play activity.

Afterwards, "C" encouraged Joan to debrief and talk about the effect of the activity. Joan was able to acknowledge the depth of her love and concern for Kirsten. "C" supported Joan by offering encouraging feedback. "C" was particularly taken with the extent of love and devotion that Joan displayed towards her daughter.

Joan left the session a little lighter for the experience. She said that she had been able to release some of her guilt and that she felt her despair ease a little. After two months of counselling, both Joan and "C" recognised this as a small breakthrough of acceptance.

#### Middle Stages

Joan's grief and despair continued into the middle phase of the counselling sessions. Her emotions came in waves, rather than the constant fog of despair that had characterised her earlier sessions. "C" was continuing to utilise PCT with Joan to explore her issues. Joan expressed a readiness to establish goals during this stage. "C" implemented some CBT techniques for this purpose.

(Feelings of Panic) Kerrie had been encouraging Joan to take on small, everyday tasks such as walking to the shops, or posting the mail, in order to get out of the house for a while. Joan said

she had done these tasks reluctantly as she was concerned about trying to “put on a brave face” in public.

Joan related a particular incident where she was at the local shop. She explained that when picking items from the shelves, she had selected her daughter’s favourite brand of biscuits. Feelings of panic had come over her as she realised that she no longer needed to buy the item, but she couldn’t bring herself to return the item to the shelf. In this state, she left all her purchases in the shop and walked straight home.

This incident had increased Joan’s anxiety about her ability to cope and accept her daughter’s death. In the session, “C” validated Joan’s experiences as being normal and a legitimate part of her grieving. As a part of the CBT process, “C” clarified and identified the causes and effects of Joan’s feelings of panic. These were as follows:

Causes:

A realisation that her daughter was absent in her everyday life  
A rejection of awareness that her daughter was absent in her everyday life  
Conflicting emotions about acceptance of daughter’s absence

Effects:

Causing anxiety

Causing a belief that she will never be able to accept her daughter’s loss

Causing a fear of losing control in public places

“C” and Joan discussed the nature of the anxious feelings, and Joan’s associated beliefs and fears. Together they devised a number of goals, including (1) the development of new beliefs, (2) relaxation and (3) taking it one step at a time – otherwise referred to as a graded-task assignment.

Joan’s new beliefs included:

It is normal to want my daughter back

I am normal to grieve for and miss my daughter

It doesn’t matter if I cry in public

Time will help me to heal

She kept notes in a personal journal about when she used these new beliefs. The journal writing was also a process that allowed her to identify other problematic beliefs and thoughts. Once identified, she developed more appropriate and accepting beliefs.

In preparation of taking it one step at a time, Joan and “C” devised some relaxation techniques for Joan to use when she felt a sudden onset of panicky or anxious emotions. Joan had used imagery before and found that an effective method of relaxation. Joan was to imagine a warm, white light surrounding her whenever she felt even slightly anxious. They also devised some imagery to help Joan continue to experience the overwhelming nature of her grief.

Joan often referred to her feelings as a fog, and so “C” encouraged her to imagine sitting in a fog, which was black, thick and impenetrable. Little by little, she suggested that Joan should try to make the fog thin out with her mind. (It is important to note that this imagery was to be used at times when Joan felt bogged down in despair, but not during her anxious moments).

Joan was to record her practice of her relaxing imagery (white light) and to note her responses to the technique. She also recorded the times she used her despairing imagery (black fog) and the extent to which she was able to thin the fog with her mind. The purpose of the exercise was to increase her relaxation and to give her an image of her despair and a means to control it as time went on.

The ‘one step at a time’ goal consisted of Joan taking small steps towards running errands and taking on more of her everyday responsibilities. Her tasks involved the following:

Plan meals for week

Write a grocery list

Go shopping with Kerrie.

Using her relaxation imagery, Joan completed the following graded tasks:

Imagine walking around the shops

Drive with Kerrie to the shop and stay in the car

Walk with Kerrie to the shop door

Walk with Kerrie around the shop for 10 minutes approximately

Start to purchase a small number of items

Complete an entire grocery shopping task

Each week, Joan completed a harder task. It took her only 4 weeks to complete a full shopping trip, although she experienced several occasions of feeling overwhelmed. Each time this occurred she gripped the shopping trolley and imagined the white light. Kerrie encouraged her to breathe deeply and relax. A couple of times, they left the shop (abandoned the trolley) when Joan felt she could not cope. They came back the following day to complete the shopping.

The important thing for Joan was to accept the times when she could not cope. Kerrie proved to be a supportive role model for Joan, helping her to accept her reduced ability to cope by offering encouraging comments and faith that Joan would heal.

Joan applied the graded-task technique to other areas of her life. "C" observed Joan's increasing attention to self-care and other routines of everyday living.

Final Stages

(Acceptance) Joan's increasing acceptance of the loss of Kirsten became more obvious with the passing of time. By dealing thoroughly with her despair and grief, she naturally moved on with her life and mourned less and less. After six months, the rewards for both "C" and Joan were evident in her long term improvement and growth.

Joan's ability to develop goals for herself was greatly improved, as was her motivation. Joan was living independently again and without Kerrie around, she took on more responsibility and began to make plans for her life without Kirsten. Joan's plans included a number of support mechanisms, as well as long-term goals for herself.

Joan had taken to visiting her daughter's grave on a monthly basis. During her intense despair, she had been unwilling to venture to the cemetery. Due to her increasing acceptance, she was more inclined to visit and found the visits to be a sad, yet calming experience. The visits allowed her the opportunity to tell Kirsten the things she had left unsaid, and to update her daughter about her life, as she would have when Kirsten was alive. Joan found the visits kept Kirsten's spirit and memory alive within her.

In these stages, "C" continued using PCT, and incorporated SFT to assist Joan to define her goals. "C" complemented Joan on her inventive ways of honoring her daughter's memory. "C" was encouraged to see that Joan was actively seeking personal ways to express her grief.

Together, they worked to build Joan's miracle picture. Joan expressed an interest to honor Kirsten's life, by writing a book. Joan wanted to combine her own and Kirsten's journals to recount the significance of her life and death. The process would also be a means to resolve her grief and offer a parting gift to her daughter.

Joan's miracle picture included redefining her life goals to determine what was important for her. Kirsten's death, whilst painful, had also brought growth and changes with it, and Joan was increasingly inclined to shed parts of her life that no longer held meaning for her. She threw out material things such as old furniture, files and boxes of junk and mentally discarded the maintenance of acquaintances that she no longer felt obliged to remain in contact with.

She renewed her bonds with close friends and family. Kirsten's death allowed her family to grow closer to one another. Joan was buoyed by the love and support of these few, special people during her long months of despair.

Joan accepted that she would never completely 'get over' Kirsten's death and that that was okay. Counselling assisted her to realise that her daughter would remain a part of her forever. She made a pledge to herself that she would continue to learn ways to live with Kirsten's absence. Her journal writings and the possibility of publishing a book for Kirsten, would provide her with some therapeutic means of coping and expressing her grief. Joan would also draw from the support of her family and friends in times of need, particularly around the times of Kirsten's birthday and the anniversary of her death.

End of Session

The case study has illustrated some of the stages that clients may experience due to the loss of a loved one. It has also attempted to demonstrate the way in which PCT lent itself to the complex and individual experience of Joan. The key issue from the PCT perspective was “C’s” respect for Joan to grieve and grow to acceptance in her own way and time.

CBT was applied to changing Joan’s negative thoughts about her ability to cope with her daughter’s loss and the fear of losing control of her emotions in public places. The imagery was a technique that Joan had prior experience with and was therefore ideal for her. Another client, may prefer other relaxation methods. It is important to identify strategies that the client is comfortable with.

Graded task assignments, journal writing, role plays, homework and other practical strategies such as developing support networks are also invaluable CBT techniques. Timing is important when introducing strategies, and the client should not be pushed into solutions before they are ready to accept them. Wherever possible, the counsellor should consult with the client about their ideas for, and their suitability to, particular techniques.

Once the client is ready to focus on solutions to their problems, SFT can be an invaluable tool for identifying the client’s goals through development of the miracle picture. The use of SFT has been briefly presented in the case of Joan, to illustrate its effectiveness in drawing out the plans and goals that Joan aspired to.

## **9. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины**

### **9.1. Основная литература**

1. Макарова, Е. А. Английский язык для психологов (B2—C1) : учебник и практикум для вузов / Е. А. Макарова. — 4-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 355 с. — (Высшее образование). — ISBN 978-5-534-12143-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/559661>

2. Левченко, В. В. Английский язык. General & Academic English (A2-B1) : учебник для вузов / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — 2-е изд. — Москва : Издательство Юрайт, 2025. — 304 с. — (Высшее образование). — ISBN 978-5-534-16156-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/561009>

3. Архипович, Т. П. Английский язык для гуманитариев (B1) : учебник и практикум для вузов / Т. П. Архипович, В. А. Короткова. — Москва : Издательство Юрайт, 2025. — 746 с. — (Высшее образование). — ISBN 978-5-534-17589-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/568709>

4. Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2025. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/559851>

### **9.2. Дополнительная литература**

1. Цатурян, М. М. Английский язык. Домашнее чтение : учебник для вузов / М. М. Цатурян. — 2-е изд., стер. — Москва : Издательство Юрайт, 2025. — 214 с. — (Высшее образование). — ISBN 978-5-534-01392-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/561770>

2. Кожарская, Е. Э. Английский язык: лексика. Начальный уровень (A2-B2) : учебник для вузов / Е. Э. Кожарская, А. С. Изволенская ; под редакцией Л. В. Полубиченко.

— Москва : Издательство Юрайт, 2025. — 185 с. — (Высшее образование). — ISBN 978-5-534-16357-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/564769>

3. Психоанализ. Psychoanalysis : учебник для вузов / под редакцией А. О. Притца, М. М. Решетникова. — 2-е изд. — Москва : Издательство Юрайт, 2025. — 289 с. — (Высшее образование). — ISBN 978-5-534-09537-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/564553>

#### **10. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины и информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем (при необходимости)**

1. <http://biblioclub.ru> - ЭБС «Университетская библиотека онлайн»
2. <https://urait.ru> - ЭБС «Образовательная платформа Юрайт»
3. <http://www.focusenglish.com> - Информационная система Everyday English in Conversation
4. [https://academic.oup.com/journals/pages/social\\_sciencesOxford\\_Journals](https://academic.oup.com/journals/pages/social_sciencesOxford_Journals) - База данных Оксфордская открытая инициатива включает полный и факультативный открытый доступ к более, чем 100 журналам, выбранным из каждой предметной области -
5. <https://dictionary.cambridge.org/ru/> - On line словарь и тезаурус Cambridge Dictionary
6. [http://elibrary.ru/org\\_titles.asp?orgsid=14364](http://elibrary.ru/org_titles.asp?orgsid=14364) - научная электронная библиотека (НЭБ) «eLIBRARY.RU»
7. <https://student2.consultant.ru/> – онлайн-версия КонсультантПлюс: Студент

#### **Лицензионное программное обеспечение:**

- Windows (зарубежное, возмездное);
- MS Office (зарубежное, возмездное);
- Adobe Acrobat Reader (зарубежное, свободно распространяемое);
- КонсультантПлюс: «КонсультантПлюс: Студент» (российское, свободно распространяемое);
- 7-zip – архиватор (зарубежное, свободно распространяемое);
- Comodo Internet Security (зарубежное, свободно распространяемое).

#### **11. Методические рекомендации по организации изучения дисциплины**

Организация образовательного процесса регламентируется учебным планом и расписанием учебных занятий. Язык обучения (преподавания) – русский.

При формировании своей индивидуальной образовательной траектории обучающийся имеет право на перезачет соответствующих дисциплин и профессиональных модулей, освоенных в процессе предшествующего обучения, который освобождает обучающегося от необходимости их повторного освоения.

#### **Образовательные технологии**

Учебный процесс при преподавании курса основывается на использовании традиционных, инновационных и информационных образовательных технологий. Традиционные образовательные технологии представлены занятиями практического типа. Инновационные образовательные технологии используются в виде широкого применения

активных и интерактивных форм проведения занятий. Информационные образовательные технологии реализуются путем активизации самостоятельной работы студентов в информационной образовательной среде.

#### **Занятия семинарского типа**

Занятия семинарского типа (практические занятия) представляют собой детализацию теоретического материала, проводятся в целях закрепления курса и охватывают все основные разделы.

Основной формой проведения занятий семинарского типа (практических занятий) является обсуждение наиболее проблемных и сложных вопросов по отдельным темам, а также решение задач и разбор примеров и ситуаций в аудиторных условиях. В обязанности преподавателя входят: оказание методической помощи и консультирование студентов по соответствующим темам курса.

Активность на занятиях семинарского типа (практических занятиях) оценивается по следующим критериям:

- ответы на вопросы, предлагаемые преподавателем;
- участие в дискуссиях;
- выполнение проектных и иных заданий;
- ассистирование преподавателю в проведении занятий.

Доклады и оппонирование докладов проверяют степень владения теоретическим материалом, а также корректность и строгость рассуждений.

Оценивание практических заданий входит в накопленную оценку.

#### **Самостоятельная работа обучающихся**

Самостоятельная работа студентов – это процесс активного, целенаправленного приобретения студентом новых знаний, умений без непосредственного участия преподавателя, характеризующийся предметной направленностью, эффективным контролем и оценкой результатов деятельности обучающегося.

Цели самостоятельной работы:

- систематизация и закрепление полученных теоретических знаний и практических умений студентов;
- углубление и расширение теоретических знаний;
- формирование умений использовать нормативную и справочную документацию, специальную литературу;
- развитие познавательных способностей, активности студентов, ответственности и организованности;
- формирование самостоятельности мышления, творческой инициативы, способностей к саморазвитию, самосовершенствованию и самореализации;
- развитие исследовательских умений и академических навыков.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, уровня сложности, конкретной тематики.

Технология организации самостоятельной работы студентов включает использование информационных и материально-технических ресурсов образовательного учреждения.

Перед выполнением обучающимися самостоятельной работы преподаватель может проводить инструктаж по выполнению задания. В инструктаж включается:

- цель и содержание задания;
- сроки выполнения;
- ориентировочный объем работы;
- основные требования к результатам работы и критерии оценки;
- возможные типичные ошибки при выполнении.

Инструктаж проводится преподавателем за счет объема времени, отведенного на изучение дисциплины.

Контроль результатов самостоятельной работы студентов может проходить в письменной, устной или смешанной форме.

Студенты должны подходить к самостоятельной работе как к наиважнейшему средству закрепления и развития теоретических знаний, выработке единства взглядов на отдельные вопросы курса, приобретения определенных навыков и использования профессиональной литературы.

Помещения для самостоятельной работы обучающихся должны быть оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

При самостоятельной проработке курса обучающиеся должны:

- просматривать основные определения и факты;
- повторить пройденный на занятии материал и дополнить его с учетом рекомендованной по данной теме литературы;
- изучить рекомендованную литературу, составлять тезисы, аннотации и конспекты наиболее важных моментов;
- самостоятельно выполнять задания, аналогичные предлагаемым на занятиях;
- использовать для самопроверки материалы фонда оценочных средств;
- выполнять домашние задания по указанию преподавателя.

### **Рекомендации по обучению инвалидов и лиц с ОВЗ**

Освоение дисциплины инвалидами и лицами с ОВЗ может быть организовано как совместно с другими обучающимися, так и в отдельных группах. Предполагаются специальные условия для получения образования инвалидами и лицами с ОВЗ.

Профессорско-педагогический состав знакомится с психолого-физиологическими особенностями обучающихся инвалидов и лиц с ОВЗ, индивидуальными программами реабилитации инвалидов (при наличии). При необходимости осуществляется дополнительная поддержка преподавания тьюторами, психологами, социальными работниками, прошедшими подготовку ассистентами.

В соответствии с методическими рекомендациями Минобрнауки РФ (утв. 8 апреля 2014 г. № АК-44/05вн) в курсе предполагается использовать социально-активные и рефлексивные методы обучения, технологии социокультурной реабилитации с целью оказания помощи в установлении полноценных межличностных отношений с другими студентами, создании комфортного психологического климата в студенческой группе. Подбор и разработка учебных материалов производятся с учетом предоставления материала в различных формах: аудиальной, визуальной, с использованием специальных технических средств и информационных систем.

Медиа материалы также следует использовать и адаптировать с учетом индивидуальных особенностей обучения инвалидов и лиц с ОВЗ.

Освоение дисциплины инвалидами и лицами с ОВЗ осуществляется с использованием средств обучения общего и специального назначения (персонального и коллективного использования). Материально-техническое обеспечение предусматривает приспособление аудиторий к нуждам инвалидов и лиц с ОВЗ.

Форма проведения аттестации для студентов-инвалидов и лиц с ОВЗ устанавливается с учетом индивидуальных психофизических особенностей. Для инвалидов и лиц с ОВЗ предусматривается доступная форма предоставления заданий оценочных средств, а именно:

- в печатной или электронной форме (для лиц с нарушениями опорно-двигательного аппарата);
- в печатной форме или электронной форме с увеличенным шрифтом и контрастностью (для лиц с нарушениями слуха, речи, зрения);
- методом чтения ассистентом задания вслух (для лиц с нарушениями зрения).

Студентам с инвалидностью и лицам с ОВЗ увеличивается время на подготовку ответов на контрольные вопросы. Для таких студентов предусматривается доступная форма предоставления ответов на задания, а именно:

- письменно на бумаге или набором ответов на компьютере (для лиц с нарушениями слуха, речи);
- выбором ответа из возможных вариантов с использованием услуг ассистента (для лиц с нарушениями опорно-двигательного аппарата);
- устно (для лиц с нарушениями зрения, опорно-двигательного аппарата).

При необходимости для обучающихся с инвалидностью и лиц с ОВЗ процедура оценивания результатов обучения может проводиться в несколько этапов.

## **12. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине**

**Учебная аудитория**, предназначенная для проведения учебных занятий, предусмотренных настоящей рабочей программой дисциплины, оснащенная оборудованием и техническими средствами обучения, в состав которых входят: комплекты специализированной учебной мебели, доска классная, компьютер с установленным лицензионным программным обеспечением, с выходом в сеть «Интернет» и доступом в электронную информационно-образовательную среду.

**Помещение для самостоятельной работы обучающихся** – аудитория, оснащенная следующим оборудованием и техническими средствами: специализированная мебель для преподавателя и обучающихся, доска учебная, мультимедийный проектор, экран, звуковые колонки, компьютер (ноутбук), персональные компьютеры для работы обучающихся с установленным лицензионным программным обеспечением, с выходом в сеть «Интернет» и доступом в электронную информационно-образовательную среду.