**Контрольное задание**

**вариант 1**

**TEXT 1**

**Задание 1. Письменный перевод текста**

**Memory**

Memory is the encoding, storage, and retrieval in the human mind of past experiences.

Memory is both a result of and an influence on perception, attention, and learning. The basic pattern of remembering consists of attention to an event followed by the representation of that event in the brain. Repeated attention, or practice, results in a cumulative effect on memory and enables activities such as a skillful performance on a musical instrument, the recitation of a poem, and reading and understanding words on a page. Learning could not occur without the function of memory.

Practice (or review) tends to build and maintain memory for a task or for any learned material. During a period without practice, what has been learned tends to be forgotten. Although the adaptive value of forgetting may not be obvious, dramatic instances of sudden forgetting (as in amnesia) can be seen to be adaptive. In this sense, the ability to forget can be interpreted as having been naturally selected in animals.

In speculating about the evolution of memory, it is helpful to consider what would happen if memories failed to fade. Forgetting clearly aids orientation in time; since old memories weaken and new ones tend to be vivid, clues are provided for inferring duration. Without forgetting, adaptive ability would suffer; for example, learned behaviour that might have been correct a decade ago may no longer be appropriate or safe. Indeed, cases are recorded of people who (by ordinary standards) forget so little that their everyday activities are full of confusion. Thus, forgetting seems to serve the survival not only of the individual but of the entire human species.

Additional speculation posits a memory-storage system of limited capacity that provides adaptive flexibility specifically through forgetting. According to this view, continual adjustments are made between learning or memory storage (input) and forgetting (output). There is evidence in fact that the rate at which individuals forget is directly related to how much they have learned. Such data offer gross support for models of memory that assume an input-output balance.

**TEXT 2**

**Задание 2. Устный пересказ текста (на родном или английском языке)**

**research methods in psychology**

Psychology, scientific discipline that studies mental states and processes and behaviour in humans and other animals. Multiple tools and methods for diverse goals.

The discipline of psychology is broadly divisible into two parts: a large profession of practitioners and a smaller but growing science of mind, brain, and social behaviour. The two have distinctive goals, training, and practices, but some psychologists integrate the two.

An extremely wide range of diverse research methods are used by psychological scientists to pursue their particular goals. To study verbal and nonverbal behaviour and mental processes in humans, these include questionnaires, ratings, self-reports, and case studies; tests of personality, attitudes, and intelligence; structured interviews; daily diary records; and direct observation and behaviour sampling outside the laboratory. Diverse laboratory measures are used to study perception, attention, memory, decision making, self-control, delay of gratification, and many other visual, cognitive, and emotional processes, at levels of both conscious and automatic or unconscious information processing.

*Complex data-analysis methods*

The astonishing growth in computational power that began in the final decades of the 20th century transformed research on methods of data analysis in psychology. More-flexible and more-powerful general linear models and mixed models became available. Similarly, for nonexperimental data, multiple regression analysis began to be augmented by structural equation models that allow for chains and webs of interrelationships and for analysis of extremely complex data. The availability of free, fast, and flexible software also began to change teaching in the measurement area.

**TEXT 3**

**Задание 3. Устный пересказ текста (строго на английском языке)**

**Monica Dickens**

Monica Enid Dickens (10 May 1915–25 December 1992) was an English writer, the great-granddaughter of Charles Dickens.

Known as "Monty" to her family and friends, she was born into an upper middle class London family to Henry Charles Dickens (1878–1966), a barrister, and Fanny (née Runge). She was the granddaughter of Sir Henry Fielding Dickens KC. Disillusioned with the world she was brought up in – she was expelled from St Paul's Girls' School in London before she was presented at court as a debutante – she decided to go into domestic service despite coming from the privileged class; her experiences as a cook and general servant would form the nucleus of her first book, One Pair Of Hands in 1939.

*One Pair Of Feet* (1942) recounted her work as a nurse, and subsequently she worked in an aircraft factory and on the Hertfordshire Express – a local newspaper in Hitchin; her experiences in the latter field of work inspired her 1951 book *My Turn to Make the Tea*.

Soon after this, she moved from her home in Hinxworth in Hertfordshire to the United States after marrying a United States Navy officer, Roy O. Stratton, who died in 1985. They adopted two daughters, Pamela and Prudence. The family lived in Washington, D.C. and Falmouth, Massachusetts and she continued to write, most of her books being set in Britain. She was also a regular columnist for the British women's magazine *Woman's Own* for twenty years.

Dickens had strong humanitarian interests which were manifested in her work with the National Society for the Prevention of Cruelty to Children (reflected in her 1953 book No More Meadows and her 1964 work Kate and Emma), the Royal Society for the Prevention of Cruelty to Animals (coming to the fore in her 1963 book Cobbler's Dream), and the Samaritans, the subject of her 1970 novel *The Listeners* – she helped to found the first American branch of the Samaritans in Massachusetts in 1974. From 1970 onwards she wrote a number of children's books; the Follyfoot series of books followed on from her earlier adult novel Cobbler's Dream, and were the basis of a children's TV series, also called *Follyfoot*, produced by Yorkshire Television for the UK's ITV network between 1971 and 1973 (and popular around the world for many years thereafter).

In 1978, Monica Dickens published her autobiography, An Open Book. In 1985 she returned to the UK after the death of her husband, and continued to write until her death on Christmas Day 1992, aged 77, her final book being published posthumously. She was also an occasional broadcaster for most of her writing career.

**Задание 4. Беседа по устной теме «My research»**