

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ  
ВІДКРИТИЙ МІЖНАРОДНИЙ УНІВЕРСИТЕТ РОЗВИТКУ ЛЮДИНИ  
«УКРАЇНА»**

**Інститут соціальних технологій  
Кафедра психології**

Розробник: Чиханцова О.А.

**Навчально-методичні рекомендації  
з написання наукових статей з психології іноземною мовою**

Київ  
Університет «Україна»  
2018

Рекомендовано до друку  
Науково-методичною радою  
Відкритого міжнародного університету розвитку людини «Україна»  
(протокол № 4 від «29» березня 2018 року)

Затверджено на засіданні кафедри психології Відкритого міжнародного  
університету розвитку людини «Україна»  
(протокол № 7 від «16» березня 2018 року)

Рецензент: доктор психологічних наук, професор **Сердюк Л.З.**

Розробник: **Чиханцова Олена Анатоліївна**, кандидат психологічних наук,  
доцент, доцент кафедри психології Університету «Україна».

**Навчально-методичні рекомендації** з написання наукових статей з психології іноземною мовою для студентів магістратури та аспірантів за напрямом підготовки 053 Психологія / Чиханцова О.А. – К.: Університет «Україна», 2018. – 51 с.

## 1. Зміст дисципліни

Здобуття студентами освітнього ступеня «магістр» та аспірантами - «доктор філософії» за спеціальністю 053 Психологія передбачає наявність у них знань і сформованість умінь обґрунтовано описувати та впроваджувати результати власних науково-пошукових досліджень іноземною мовою у міжнародних наукових виданнях що, у свою чергу, і зумовлює необхідність опанування навчальної дисципліни «Психологія (Англійська мова наукового спрямування)».

Сучасні вимоги до підготовки магістрів й аспірантів потребують від них перш за все бути плідними учасниками міжкультурної комунікації і мати необхідні навички та вміння професійного, ділового та ситуативного спілкування в усній і письмовій формах, бути спроможними оволодіти новітньою фаховою інформацією через іноземні джерела. Все це підвищує попит на кваліфікованих спеціалістів та науковців, які вільно володіють іноземною мовою, та обумовлює необхідність вивчення курсу «Психологія (Англійська мова наукового спрямування)».

**Предмет дисципліни** «Психологія (Англійська мова наукового спрямування)»: іноземний науковий дискурс, необхідний для формування науково-орієнтованої комунікативної мовленнєвої компетенції (лінгвістичної, соціолінгвістичної та прагматичної) для забезпечення ефективного спілкування в академічному та науковому середовищі магістрантів та аспірантів.

**Зміст програми** визначається її принципами та:

- базується на міжнародних рівнях володіння мовою;
- відповідає національним кваліфікаційним рівням досягнень;
- базується на професійних та навчальних вміннях;
- охоплює професійний та академічний зміст (сфери предметних знань); ситуативний зміст (контекст, у якому представлені матеріали, види

- діяльності); прагматичний зміст (необхідні практичні та корисні вміння);
- враховує попередній досвід магістрів, їхні потреби у навчанні та кінцеві результати;
  - є модульною за своєю організацією.

Програма визнає, що вступний рівень магістрантів і аспірантів дорівнює B2 (незалежний користувач), тобто він забезпечує їхню незалежну комунікативну компетенцію для того, щоб вони могли ефективно функціонувати в науковому та професійному середовищі.

## **2. Мета та завдання кредитного модуля**

### **2.1. Мета навчальної дисципліни «Психологія (Англійська мова наукового спрямування)».**

Метою навчальної дисципліни є формування у магістрантів й аспірантів загальних та спеціальних (наукових, фахових, предметних) **компетентностей**:

- здійснювати пошук, опрацювання та аналіз професійно важливих знань із різних джерел на основі сучасних методологій наукової діяльності;
- знати та переосмислювати існуючі нові теоретичні моделі та психологічні підходи до аналізу й інтерпретації одержаних результатів наукового дослідження;
- самостійно та відповідально виконувати науково-дослідну діяльність з використанням сучасних методів;
- працювати над власним розвитком та вдосконаленням, визначати свої професійні можливості та виявляти прагнення до підвищення професійної кваліфікації.

### **2.2. Основні завдання навчальної дисципліни.**

**Завдання** навчальної дисципліни «Психологія (Англійська мова наукового спрямування)» – формування основних складових іншомовної науково-професійної комунікативної компетентності, зокрема:

- **лексичної компетентності**: формування умінь і навичок вживання наукової лексики;

- **граматичної компетентності:** засвоєння знань, формування умінь і навичок вживання певних граматичних конструкцій;

- **мовленнєвої компетентності:** формування умінь і навичок усної та письмової комунікації, зокрема, монологічного та діалогічного мовлення, участі у дискусіях, конференціях, круглих столах, написання різних видів письмових наукових робіт;

- **соціокультурної компетентності:** знайомство з особливостями іншомовної науково-професійної комунікації у сфері інформаційних технологій, розвиток уміння будувати свою мовленнєву поведінку відповідно до соціокультурної специфіки країни, мову якої вивчають.

Іншомовна комунікативна компетентність формується у процесі виконання магістрантами й аспірантами таких видів мовленнєвої діяльності:

- **читання:** формування умінь і навичок розуміння, вилучення необхідної інформації, інтерпретації та перекладу у процесі опрацювання наукових текстів;

- **письмо:** виконання письмових вправ та завдань, що відображають лексичний і граматичний матеріал; створення різножанрових письмових дискурсів у процесі написання письмових робіт різних форматів;

- **аудіювання:** прослуховування інформації з подальшим її опрацюванням у формі виконання відповідних вправ та завдань;

- **усне мовлення:** продукування усного дискурсу на наукові теми у формі монологічного, діалогічного та полілогічного мовлення.

Програма передбачає широке використання різноманітних методів активізації пізнавальної діяльності, які сприяють розкриттю власного внутрішнього потенціалу, власних творчих можливостей психологів.

Пропонована програма містить тематику лекційних та семінарських занять, перелік завдань для самостійної роботи, в тому числі й дослідницьких, питання для перевірки знань, перелік основної та додаткової літератури з психології.

### 3. Структура кредитного модуля

Назви розділів і тем	Кількість годин			
	Всього	у тому числі		
		Лекції	Практич заняття	
1	2	3	4	5
<b>Модуль 1. Іноземний науковий дискурс</b>				
Тема 1.1. Іншомовний науковий текст .			2	4
Тема 1.2. Жанри іншомовного наукового тексту.			2	4
Тема 1.3. Основні особливості та елементи наукових текстів.			2	4
Тема 1.4. Композиції видів наукових текстів.			2	4
Тема 1.5. Лексико-граматичні особливості іншомовного наукового тексту.			2	4
Контрольні заходи	не передбачено			
<b>Разом</b>	<b>30</b>		<b>10</b>	<b>20</b>
<b>Модуль 2. Науково-письмова комунікація</b>				
Тема 2.1. Правила оформлення наукового дослідження в Європі та Україні.			2	4
Тема 2.2. Термінологічний глосарій за спеціальністю.			2	4
Тема 2.3. Правила оформлення бібліографії та посилань на джерела інформації.			2	4
Тема 2.4. Написання анотації іноземною мовою.			2	4
Тема 2.5. Оформлення презентацій наукових текстів технологічними засобами.			2	4
Контрольні заходи	не передбачено			
<b>Разом</b>	<b>30</b>		<b>10</b>	<b>20</b>

#### 4. Практичні заняття

Основними завданнями циклу практичних занять є розвиток у магістрантів й аспірантів уміння працювати з іноземною науковою літературою, готувати виступи іноземною мовою, брати активну участь у дискусії, створення різножанрових письмових дискурсів у процесі написання письмових робіт різних форматів.

№	Назва теми та перелік основних питань
<b>Модуль 1. Англійська мова наукового спрямування</b>	
1	<b>Тема 1.1. Іншомовний науковий текст.</b> Науковий текст – діалектика ступенів пізнання. Формулювання та узагальнення пізнавальних завдань. Переказ та узагальнення основних результатів дослідження англійською мовою. Логіка – структурна композиція наукового тексту рідною мовою та іноземною. Сигнальна функція абзацу. Пошуковий образ статті. Заголовочний комплекс. Література: [1-6].
2	<b>Тема 1.2. Жанри іномовного наукового тексту.</b> Анотація, тези, наукова стаття, наукова доповідь, науковий проект. Основні методологічні параметри наукового дослідження в іношомовних наукових текстах. Література: [1-6].
3	<b>Тема 1.3. Основні особливості та елементи наукових текстів.</b> Грамматика наукових стилів. Академічний словник. Цитування. Література: [1-13].

4	<p style="text-align: center;"><b>Тема 1.4. Композиції видів наукових текстів</b></p> <p>Нарративні, дескриптивні та детерміновані види наукового тексту. Структура анотації, тезисів, наукової статті, наукової доповіді, наукового проекту. Ключові слова.</p> <p>Назва (заголовок), анотація, введення, основна частина, висновки, посилання на джерела.</p> <p>Література: [1-6].</p>
5	<p style="text-align: center;"><b>Тема 1.5. Лексико-граматичні особливості іномовного наукового тексту</b></p> <p>Лексика та фразеологія наукового тексту. Концепт, поняття, термін. Понятійний апарат.</p> <p>Умовні позначення, символи, скорочення і терміни в іномовному науковому тексті.</p> <p>Література: [1-6].</p>
	<p><b>Підсумковий контроль з МОДУЛЮ 1</b></p>
	<p><b>Модуль 2. Науково-письмова комунікація.</b></p>
6	<p style="text-align: center;"><b>Тема 2.1. Правила оформлення наукового дослідження</b></p> <p>Правила оформлення наукового дослідження.</p> <p>Література: [7-13].</p>
7	<p style="text-align: center;"><b>Тема 2.2. Термінологічний глосарій за фахом.</b></p> <p>Пошук еквівалентної відповідної рідній мові термінології в лексикографічних джерелах Європи та Америки.</p> <p>Література: [7-13].</p>
8	<p style="text-align: center;"><b>Тема 2.3. Правила оформлення бібліографії та посилань на джерела інформації (в Європі та Україні).</b></p> <p>Система посилань та оформлення бібліографії.</p> <p>Оформлення посилань на електронні джерела інформації.</p> <p>Література: [7-13].</p>



	<b>Тема 2.4. Презентація як різновид науково-професійного мовлення.</b>
9	Вимоги до структури, оформлення, мови та мовлення презентацій. Усна презентація дослідження. Література: [7-13].
10	<b>Тема 2.5. Реферування наукової статті англійською мовою.</b> Реферування з метою подальшого використання у науковій роботі. Особливості перефразування. Література: [1-13].
	<b>Підсумковий контроль з МОДУЛЮ 2</b>

### 6. Лабораторні заняття

Не передбачено

### 7. Самостійна робота

№ з/п	Назва теми, що виноситься на самостійне опрацювання	Кількість годин СР
1	<p style="text-align: center;"><b>Тема: Аналіз наукових статей англійською мовою та написання власної за темою свого наукового дослідження.</b></p> <p style="text-align: center;"><b>Література</b></p> <p>1. <i>Scientific journal 'Social Welfare Interdisciplinary Approach'</i>. Режим доступу: - <a href="http://www.socialwelfare.eu/index.php/sw/index">http://www.socialwelfare.eu/index.php/sw/index</a></p> <p>2. <i>New Ideas in Psychology</i>. Режим доступу: - <a href="http://www.journals.elsevier.com/new-ideas-in-psychology">www.journals.elsevier.com/new-ideas-in-psychology</a></p> <p>3. <i>The European Journal of Psychology Applied to Legal Context</i>. Режим доступу: - <a href="http://www.sciencedirect.com/journal/the-european-journal-of-psychology-applied-to-legal-context">http://www.sciencedirect.com/journal/the-european-journal-of-psychology-applied-to-legal-context</a></p> <p>4. <i>Journal of Psychosomatic Research</i>. Режим доступу: - <a href="http://www.sciencedirect.com/science/journal/00223">http://www.sciencedirect.com/science/journal/00223</a></p>	40

<p><a href="#">999</a></p> <p>5. <i>Journal of Psychiatric Research</i>. Режим доступу: - <a href="http://www.sciencedirect.com/science/journal/00223">http://www.sciencedirect.com/science/journal/00223</a></p> <p><a href="#">956</a></p> <p>6. <i>Mental Health and Physical Activity</i>. Режим доступу: - <a href="http://www.sciencedirect.com/science/journal/17552">http://www.sciencedirect.com/science/journal/17552</a></p> <p><a href="#">966</a></p> <p style="text-align: center;"><b>Завдання для самостійної роботи:</b></p> <ol style="list-style-type: none"> <li>1. Читання оригінальної фахової літератури англійською мовою.</li> <li>2. Укладання словника термінів з фаху.</li> <li>3. Письмовий аналіз іншомовного тексту наукового спрямування.</li> <li>4. Написання розширеної анотації англійською мовою до прочитаного.</li> <li>5. Виконання лексико-граматичних вправ.</li> </ol>	
---	--

### **8. Індивідуальні завдання**

Не передбачаються

### **9. Контрольні роботи**

Не передбачаються

### **10. Рейтингова система оцінювання результатів навчання**

Академічні успіхи визначаються згідно національної системи оцінювання, 100-бальної шкали оцінювання, а також шкали ECTS.

#### ***Критерії оцінювання залікової роботи***

Залікова робота (презентація) оцінюються в **50 балів**.

#### **Критерії оцінювання навчальних досягнень:**

- змістовність усних та письмових висловлювань: відповідність темі, розкриття теми, обґрунтованість відображення комунікативних намірів та форм їх реалізації;
- когерентність: логічність викладу, чіткість структури, зв'язність

висловлювань, реалізація комунікативного наміру;

- лексична адекватність: використання лексики відповідно до комунікативного наміру та визначеного рівня володіння англійською мовою;
- граматична коректність: дотримання правил орфографії і пунктуації, правильність вживання граматичних структур;
- відповідність фонетичним нормам: правильність вимови, інтонацій, темпу мовлення.

Успішність навчаючих оцінюється за результатами поточного та підсумкового контролю. Поточний контроль рівня знань здійснюється шляхом проведення тестувань, написання та перевірки творчих письмових завдань, перекладів, усного опитування. Підсумковий контроль проводиться під час останнього модуля та заліку.

#### **Форми контролю** успішності навчальної діяльності:

- усне опитування;
- перевірка письмових завдань;
- модульний контроль;
- залік.

#### **Вимоги до заліку**

Залік складають за підсумками поточної успішності. В умовах кредитно-модульної системи на залік з АМНС виділяють 100 балів. Кількість балів, які отримує магістр чи аспірант, залежить від таких факторів:

- якість виконання усіх ключових індивідуальних і групових навчальних завдань у межах тем змістових модулів;
- якість виконання завдань самостійної роботи аспіранта, зокрема – самостійного читання оригінальної фахової літератури іноземною мовою та укладення словника термінів з фаху обсягом не менше 100 позицій;
- якість виконання завдань модульного контролю.

Для отримання магістрантом/аспірантом відповідних оцінок (ECTS та традиційних) за результатами роботи в семестрі та відповіді на заліку його рейтингова оцінка переводиться згідно з таблицями 1 та 2.

Таблиця 1.

## Шкали оцінювання

Рейтингові бали за 100-бальною шкалою	Оцінка за національною шкалою	Оцінка за шкалою ECTS
90-100	Відмінно	A
82-89	Добре	B
75-84		C
64-74	Задовільно (зараховано)	D
60-63		E
35-62	Незадовільно (не зараховано)	FX
1-34		F

Таблиця 2.

РІВНОЗНАЧНІ КОМПОНЕНТИ	ОЦІНКА
Словник	20%
Граматика	20%
Точність	20%
Зміст	20%
Презентація	20%
<b>Загалом:</b>	100%

## Залікова робота індивідуального характеру

Мета залікової роботи індивідуального характеру – сприяти поглибленню і розширенню теоретичних знань магістрантів/аспірантів з окремих тем навчальної дисципліни «Психологія (Англійська мова наукового спрямування)»; отримати досвід самостійної роботи з навчальною та науковою літературою.

Завданням на залік з кредитного модуля «Психологія (Англійська мова наукового спрямування)» є презентація свого наукового дослідження з використанням слайдів.

Метою презентації наукового дослідження є підтвердження рівня опанування магістрантами/аспірантами основних положень з обраної тематики, демонстрація знання відповідної психологічної літератури, вміння аналізувати матеріал, робити узагальнення та самостійні висновки.

Робота над презентацією передбачає поглиблене вивчення обраної психологічної проблеми, сучасної іноземної наукової літератури, оволодіння іншомовними мовленнєвими навичками, а також вміння користуватися технічними засобами.

Тема презентації обирається магістрантом/аспірантом самостійно впродовж двох тижнів з початку семестру, відповідно до теми свого науково дослідження.

**Магістранти/Аспіранти презентують свою роботу у день заліку.**

Необхідною умовою допуску до заліку є виконання робіт за темами практичних занять.

## **11. Навчально-методичні рекомендації**

### **(ДОДАТКИ)**

Виклад курсу та контроль досягнутих успіхів магістрантів/аспірантів здійснюється згідно вимог кредитно-модульної системи навчання. Вивчення навчальної дисципліни «Психологія (Англійська мова наукового спрямування)» завершується заліком.

**Організаційні форми навчання:** практичні заняття, самостійна робота.

**Основні методи активного навчання:** розповідь, бесіда, дискусія, діалог, презентація.

Академічні успіхи навчаючих визначаються згідно національної системи оцінювання, 100 бальної шкали оцінювання, що використовується в інституті, а також шкали ECTS.

Форма модульного контролю – залік. Контрольне завдання полягає у підготовці презентації на наукову тему.

## 12. Рекомендована література

Підручники, навчальні посібники, інші видання:

1. Бахов, І.С. (2008). *English for Post-Graduate Students. Англійська мова для аспірантів та здобувачів* : Навч. посіб. для студ. вищ. навч закл. – К. : ДП «Видавничий дім «Персонал».
2. Білозерська, Л.П., Возненко, Н.В., Радецька, С.В. (2010). *Термінологія та переклад* : Навч. посібник для студентів філологічного напрямку підготовки. Вінниця : Нова книга.
3. Ільченко, О.М. (1996). *Англійська мова для науковців*.
4. Кнодель, Л.В. (2008). *Англійська мова для магістрів*. К.: «Паливода А. В.».
5. *Мультимедійний посібник з англійської мови для організації самостійної роботи з відео матеріалами* (для студентів, магістрів і аспірантів) (2008). Укл. Наумова І.О., Бучковська С.А. – Харків: ХНАМГ.  
Наумова І.О. Languages and The Bologna Process. – Харків: ХНАМГ,  
Снопченко В.І., Захарчук Н.В. Професійна англійська. Професійне та наукове спілкування. Навчальний посібник – К.: НАУ, 2010. – 240 с.
6. Устименко, О.М. (2004). *Самостійна робота з англійською науково-професійною літературою*: [методичні рекомендації]. К.: Вид. центр Національної академії управління.
7. Шахова, Н.И. (2004). *Learn to read science*. Курс англійського язика для аспіранто. Москва : Флинта, Наука.
8. Winkler Anthony C. (2012). *Writing the research paper. A handbook* / Anthony C.Winkler, Jo Ray McCuen-Metherell. – Glendale Community College, Emeritus.
9. English Grammar in Use. – Режим доступу: [http://english03.ru/soderzhanie\\_murphy](http://english03.ru/soderzhanie_murphy)
10. Eriksson P, Altermann W, Catuneanu O. (2005). Editorial: Some general advice for writing a scientific paper. *J African Earth Sci.*, 41. – P. 285-288.
11. Online Dictionaries. Режим

доступу - <http://www.bucknell.edu/rbeard/diction/html>

11. English for Science Links. Режим доступа - <http://www.hut.fi/rvilmi/EST>
12. Shah J, Shah A, Pietrobon R. (2009). Scientific writing of novice researchers: What difficulties and encouragements do they encounter? *Acad Med.* 84 (4), - P. 511-516.
13. Laakso, Mikael. (2014). “Green Open Access Policies of Scholarly Journal Publishers: A Study of What, When, and Where Self-Archiving Is Allowed.” *Scientometrics*, 99 (2): 475–94. doi:10.1007/s11192-013-1205-3.
14. Mikael, L., Welling, P., Bukvova, H., Nyman, L., Björk, B., Hedlund, T. (2011). “The Development of Open Access Journal Publishing from 1993 to 2009.” *PLOS ONE* 6 (6): e20961. doi:10.1371/journal.pone.0020961.
15. Benos, Dale J., Edlira Bashari, Jose M. Chaves, Amit Gaggar, Niren Kapoor, Martin LaFrance, Robert Mans, et al. (2007). “The Ups and Downs of Peer Review.” *Advances in Physiology Education*, 31 (2): 145–52. doi:10.1152/advan.00104.2006.
16. Lee, Carole J., Cassidy R. Sugimoto, Guo Zhang, and Blaise Cronin. (2013). “Bias in Peer Review.” *Journal of the American Society for Information Science and Technology*, 64 (1): 2–17. doi:10.1002/asi.22784.

**НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ ДО КУРСУ  
«Психологія (англійська мова наукового спрямування)»**



## **STRUCTURE OF A SCIENTIFIC PAPER**

All scientific papers have the same general format. They are divided into distinct sections and each section contains a specific type of information. The number and the headings of sections may vary among journals, but for the most part a basic structure is maintained. Typically, scientific papers are comprised of the following parts:

Title

Abstract

Introduction

Methods

Results

Discussion

Acknowledgments

Literature cited

Because scientific papers are organized in this way, a reader knows what to expect from each part of the paper, and they can quickly locate a specific type of information.

Let's examine the content in each section of a scientific paper, and discuss why each section may be useful to you as a reader.

**TITLE.** The title will help you to determine if an article is interesting or relevant for your project.

Well-written titles give a reasonably complete description of the study that was conducted, and sometimes even foreshadow the findings. Included in a title are the species studied, the kinds of experiments performed, and perhaps a brief indication of the results obtained.

**Here are three basic tips to keep in mind while writing a TITLE:**

Keep it simple, brief and attractive;

Use appropriate descriptive words;

Avoid abbreviations and jargon.

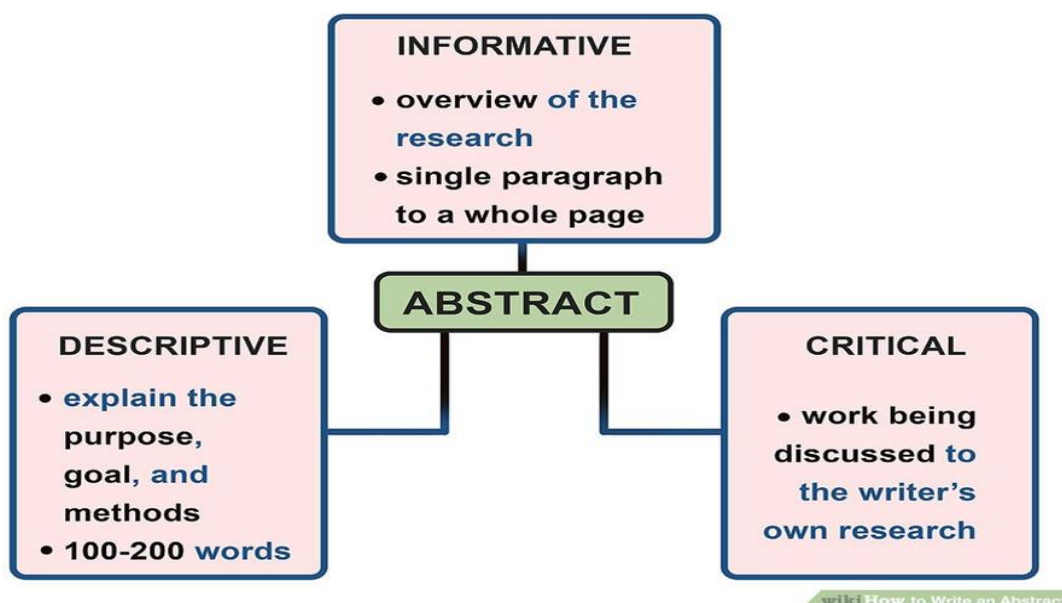
**ABSTRACT.** Abstracts provide you with a complete, but very

succinct **summary** of the paper.

An abstract contains brief statements of the purpose, methods, results, and conclusions of a study. Abstracts are often included in article databases, and are usually free to a large audience. Thus, they may be the most widely read portions of scientific papers.

- Descriptive abstracts explain the purpose, goal, and methods of your research but leave out the results section. These are typically only 100-200 words.
- Informative abstracts are like a condensed version of your paper, giving an overview of everything in your research including the results. These are much longer than descriptive abstracts, and can be anywhere from a single paragraph to a whole page long.
- The basic information included in both styles of abstract is the same, with the main difference being that the results are only included in an informative abstract, and an informative abstract is much longer than a descriptive one.
- A critical abstract is not often used, but it may be required in some courses. A critical abstract accomplishes the same goals as the other types of abstract, but will also relate the study or work being discussed to the writer's own research. It may critique the research design or methods.

### Model of Abstract



**INTRODUCTION.** You will find **background** information and a statement of the author's **hypothesis** in the introduction.

An introduction usually describes the theoretical background, indicates why the work is important, states a specific research question, and poses a specific hypothesis to be tested.

**METHODS.** The methods section will help you determine exactly how the authors performed the experiment.

The methods describes both specific techniques and the overall experimental strategy used by the scientists. Generally, the methods section does not need to be read in detail. Refer to this section if you have a specific question about the experimental design.

**RESULTS.** The results section contains the data collected during experimentation.

The results section is the heart of a scientific paper. In this section, much of the important information may be in the form of tables or graphs. When reading this section, do not readily accept an author's statements about the results. Rather, carefully analyze the raw data in tables and figures to draw your own conclusions.

**DISCUSSION.** The discussion section will explain the authors interpret their data and how they connect it to other work.

Authors often use the discussion to describe what their work suggests and how it relates to other studies. In this section, authors can anticipate and address any possible objections to their work. The discussion section is also a place where authors can suggest areas of improvement for future research.

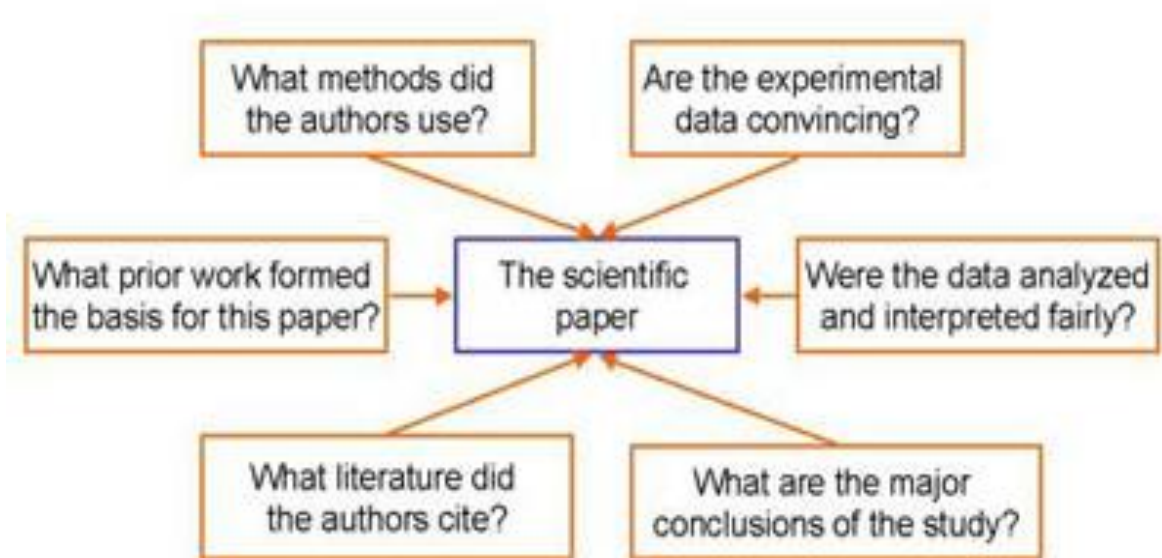
**ACKNOWLEDGMENTS.** The acknowledgments tell you what people or institutions (in addition to the authors) contributed to the work.

In reading the acknowledgments, you can see what sources provided financial support for the study. You might want to know an industry group or the federal government funded the study.

**LITERATURE CITED.** This section provides the sources cited throughout the paper.

This section offers information on the range of other studies cited: Does the author cite only his or her previous studies? Are both classic and modern sources influencing this work? Does the author look to the work of scientists in other disciplines? The literature cited section is also helpful for generating a list of background reading on the topic under study.

### Questions an expert reader will ask when reading a scientific paper:



#### Language focus

- The paper / article discusses / deals with / analyses / considers / explains / describes / establishes / introduces ...
- Develops / presents / provides / studies / represents / features / contains / concentrates on ... covers / suggests / proposes / shows ...
- demonstrates the feasibility of ...
- opens up a new field / issue gives / aims to give a comprehensive account of
- offers a solution to ... serves as an introduction to ...
- The main objective / goal / purpose of the paper / article is ...

#### Abstract styles

Style 1. I found that it is interesting

Style 2. We found that it is interesting

Style 3. It was found that it was interesting

Style 4. The authors found that it is interesting

Temporary forms: Present Simple, Past Simple, Present Perfect, Present Perfect

Continuous; Active Voice, Passive Voice

### **For example**

#### **SCIENCE ABSTRACT (SAMPLE)**

Luis Lehner, 'Gravitational radiation from black hole spacetimes' Ph.D.

University of Pittsburgh (187 words)

The problem of detecting gravitational radiation is receiving considerable attention with the construction of new detectors in the United States, Europe, and Japan. The theoretical modeling of the wave forms that would be produced in particular systems will expedite the search for and analysis of detected signals. The characteristic formulation of GR is implemented to obtain an algorithm capable of evolving black holes in 3D asymptotically flat spacetimes. Using compactification techniques, future null infinity is included in the evolved region, which enables the unambiguous calculation of the radiation produced by some compact source. A module to calculate the waveforms is constructed and included in the evolution algorithm. This code is shown to be second-order convergent and to handle highly non-linear spacetimes. In particular, we have shown that the code can handle spacetimes whose radiation is equivalent to a galaxy converting its whole mass into gravitational radiation in one second.

We further use the characteristic formulation to treat the region close to the singularity in black hole spacetimes. The code carefully excises a region surrounding the singularity and accurately evolves generic black hole spacetimes with apparently unlimited stability.

#### **Things to Consider When Writing an Abstract**

The format of your abstract also depends on the type of paper you are writing. For example, an abstract summarizing an experimental paper will differ from that of a meta-analysis or case study.

For an abstract of an experimental report:

- Begin by identifying the problem.
- Describe the participants in the study.
- Briefly, describe the study method used.
- Give the basic findings.
- Provide any conclusions or implications of the study.

For an abstract of a meta-analysis or literature review:

- Describe the problem of interest.
- Explain the criteria that were used to select the studies included in the paper.
- Identify the participants in the studies.
- Provide the main results.
- Describe any conclusions or implications.

## **TASK**

---

### **1. Read the text and compare with your ideas.**

(By Angel Borja, PhD Posted on 12 May 2014) - <https://www.elsevier.com/connect/six-things-to-do-before-writing-your-manuscript>

#### **How to Prepare a Manuscript for International Journals**

In 2005, Elsevier asked me to give a course on scientific writing. The course was very successful, and since then, I have organized similar courses at least once a year. Why? I think that sometimes researchers are not trained by their supervisors in writing scientific papers during the PhD period, which is the best time to learn the principles and discipline of publishing.

During these courses, I try to give my triple vision of the publishing process: as author, reviewer and editor. I have worked at universities and at a research center since 1979. Since 1981, when I published my first paper, I have written more than 270 scientific contributions, 150 of which are in more than 40 different peer-reviewed journals.

For any author, it is also important to review papers from colleagues (I review an average of 45 to 50 papers per year, and I have reviewed for more than 65

different scientific journals), because this gives a broader view of the hot topics for publication. I'm also the editor of several journals. For these reasons, I think I can provide my particular view of how to increase your chances of having a paper accepted.

Think about why you want to publish your work – and whether it's publishable.

Writing a paper starts well in advance of the actual writing. In fact, you must think about why you want to publish your work at the beginning of your research, when you question your hypothesis. You need to check then if the hypothesis and the survey/experiment design are publishable. Ask yourself:

Have I done something new and interesting?

Is there anything challenging in my work?

Is my work related directly to a current hot topic?

Have I provided solutions to some difficult problems?

If all answers are 'yes', then you can start preparations for your manuscript. If any of the responses are "no," you can probably submit your paper to a local journal or one with lower Impact Factor.

When responding to these questions, you should keep in mind that reviewers are using questionnaires in which they must respond to questions such as:

Does the paper contain sufficient new material?

Is the topic within the scope of the journal?

Is it presented concisely and well organized?

Are the methods and experiments presented in the way that they can be replicated again?

Are the results presented adequately?

Is the discussion relevant, concise and well documented?

Are the conclusions supported by the data presented?

Is the language acceptable?

Are figures and tables adequate and well designed?, are there information duplicated? Are they too many?

Are all references cited in the text included in the references list?

Decide what type of the manuscript to write.

You have at least three options on the type of manuscript:

Full articles, or original articles, are the most important papers. Often they are substantial completed pieces of research that are of significance as original research.

Letters/rapid communications/short communications are usually published for the quick and early communication of significant and original advances. They are much shorter than full articles (usually strictly limited in size, depending on each journal).

Review papers or perspectives summarize recent developments on a specific hot topic, highlighting important points that have previously been reported and introduce no new information. Normally they are submitted on invitation by the editor of the journal.

When looking at your available information, you must self-evaluate your work: Is it sufficient for a full article, or are your results so thrilling that they should be shown as soon as possible?

You should ask your supervisor (if you are a PhD student) or a colleague for advice on the manuscript type to be submitted. Remember also that sometimes outsiders – i.e., colleagues not involved in your research – can see things more clearly than you.

Whatever type of article you write, plan to submit only one manuscript, not a series of manuscripts. (Normally editors hate this practice, since they have limited space in the journals and series of manuscripts consume too many pages for a single topic or an author/group of authors).

Choose the target journal.

A common question is how to select the right journal for your work. Do not gamble by scattering your manuscript to many journals at the same time. Only submit once and wait for the response of the editor and the reviewers.

The most common way of selecting the right journal is to look at the articles you have consulted to prepare your manuscript. Probably most of them are



concentrated in one or two journals. Read very recent publications in each candidate journal (even in press), and find out the hot topics and the types of articles accepted.

Also consider the high rejection rates of the journals (e.g., Nature, Science, The Lancet and Cell are >90 percent), and if your research is not very challenging, focus in more humble journals with lower Impact Factors. You can find a journal's Impact Factor on its webpage or via Science Gateway.

Pay attention to journal requirements in the Guide for Authors.

After selecting the journal for submission, go to the web page and download the Guide for Authors, print out it and read the guidelines again and again!

They generally include detailed editorial guidelines, submission procedures, fees for publishing open access, and copyright and ethical guidelines. You must apply the Guide for Authors to your manuscript, even the first draft, using the proper text layout, references citation, nomenclature, figures and tables, etc. Following this simple tip will save your time – and the editor's time. You must know that all editors hate wasting time on poorly prepared manuscripts. They may well think that the author shows no respect.

Pay attention to the structure of the paper.

More and more journals have new types of structure for their articles, so it's crucial to consult the Guide for Authors. However, in general, most of them follow the same structure:

A section that enables indexing and searching the topics, making the paper informative, attractive and effective. It consists of the Title, the Authors (and affiliations), the Abstract and the Keywords.

A section that includes the main text, which is usually divided into: Introduction, Methods, Results, Discussion and Conclusions.

A section that includes the Acknowledgements, References, and Supplementary Materials or annexes.

The general structure of a full article follows the IMRAD format, introduced as a standard by the American National Standards Institute in 1979, which responds to the questions below:

**Introduction:** What did you/others do? Why did you do it?

**Methods:** How did you do it?

**Results:** What did you find?

And

**Discussion:** What does it all mean?

I will discuss structure in more detail in a subsequent article.

Understand publication ethics to avoid violations.

One of the worst things in science is plagiarism. Plagiarism and stealing work from colleagues can lead to serious consequences, both professionally and legally. Violations include data fabrication and falsification, improper use of human subjects and animals in research, and using another author's ideas or wording without proper attribution. It's also possible to commit ethics violations without intending to.

### **Closing advice**

As you prepare your manuscript, there are some basic principles you should always keep in mind:

Cherish your own work – if you do not take care, why should the journal?

There is no secret recipe for success – just some simple rules, dedication and hard work.

Editors and reviewers are all busy scientists, just like you. Make things easy to save them time.

### **TASK**

---

#### **Write an abstract to the article.**

Use **key phrases and words**. If your abstract is to be published in a journal, you want people to be able to find it easily. In order to do so, readers will search for certain queries on online databases in hopes that papers, like yours, will show up. Try to use 5-10 important words or phrases key to your research in your abstract. For example, if you're writing a paper on the cultural differences in perceptions of schizophrenia, be sure to use words like 'schizophrenia', 'cross-cultural', 'culture-bound', 'mental illness'. These might be search terms people use when looking for a paper on your subject.

## **TASK**

---

**Ask yourself these questions and make note of the answers:**

- **What is my paper about?**

My paper studies whether X therapy improves the cognitive function of patients suffering from dementia.

- **What techniques/ designs were used?**

It was a randomized trial.

- **Who/what is studied?**

I studied 40 cases from six cities in Japan.

- **What were the results?**

There was an improvement in the cognitive function of patients.

**Use your answers to list keywords.**

- X therapy
- Randomized trial
- Dementia
- 6 Japanese cities
- 40 cases
- Improved cognitive function

**SUMMARY restates only the main points of a text or a lecture without giving examples or details, such as dates, numbers or statistics.**

**How to produce a summary:**

1. Read the article to be summarized and be sure you understand it.
2. Outline the article. Note the major points.
3. Write a first draft of the summary without looking at the article.
4. Always use paraphrase when writing a summary. If you do copy a phrase from the original be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case put 'quotation marks' around the phrase.
5. Target your first draft for approximately 1/4 the length of the original.

**The features of a summary:**

Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.

**Example:** In the feature article ‘Four Kinds of Reading’, the author, Donald Hall, explains his opinion about different types of reading.

Check with your outline and your original to make sure you have covered the important points.

Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.

Write using ‘summarizing language’. Periodically remind your reader that this is a summary by using phrases such as *the article claims*, *the author suggests*, etc.

Write a complete bibliographic citation at the beginning of your summary. A complete bibliographic citation includes as a minimum, the title of the work, the author, the source. Use APA format.

### **Language focus**

**The article I’m going to give a review of is taken from...** - Стаття, яку я зараз хочу проаналізувати з...

**The headline of the article is** - Заголовок статті...

**The author of the article is...** - Автор статті...

**It is written by** - Вона написана ...

**The article under discussion is ...** - Стаття, з приводу якої я хочу подискутувати,....

**The headline foreshadows...** - Заголовок відкриває...

**The topic of the article is...** - Тема статті

**The key issue of the article is...** - Ключовими питаннями в статті є...

**The article under discussion is devoted to the problem...** - Стаття, яку ми обговорюємо, присвячена проблемі...

**The author in the article touches upon the problem of...** - У статті автор торкається проблеми....

**I’d like to make some remarks concerning...** - Я би хотів зробити декілька зауважень щодо...

**I'd like to mention briefly that...** - Хотілось би коротко відмітити...

**I'd like to comment on the problem of...** — Я би хотів прокоментувати проблему...

**The article under discussion may be divided into several logically connected parts which are...** — Стаття може бути розділена на декілька логічних взаємопов'язаних частин, таких як...

**The author starts by telling the reader that** - Автор починає, розповідаючи читачу, що...

**At the beginning of the article the author** – На початку статті автор...

describes - описує

depicts - зображає

touches upon - торкається

explains - пояснює

introduces - знайомить

mentions - згадує

makes a few critical remarks on – робить декілька критичних зауважень щодо...

**The article begins (opens) with a (the) description of** – стаття починається описом...

statement - заявою

the mention of - згадуванням

the analysis of a summary of - коротким аналізом

the characterization of - характеристикою

(author's) opinion of - думкою автора

author's recollections of - воспоминанием автора

the enumeration of – переліком

**The scene is laid in ...** - Дія відбувається в ...

**In conclusion the author**

dwells on – зупиняється на

points out - вказує на то

generalizes - узагальнює

reveals - показує

The author gives full coverage to... - Автор повністю охоплює...

The author outlines... - Автор описує...

The article contains the following facts..../ describes in details... - Стаття містить наступні факти .... / детально описує...

The author starts with the statement of the problem and then logically passes over to its possible solutions. - Автор починає з постановки задачі, а потім логічно переходить до її можливих рішень.

The author asserts that... - Автор стверджує, що...

In conclusion the author says / makes it clear that... - У висновку автор говорить / висвітлює, що...

At the end of the article the author sums it all up by saying ... - У кінці статті автор підводить підсумок, говорячи...

The author concludes by saying that../ draws a conclusion that / comes to the conclusion that - На завершення автор говорить, що... / робить висновок, що / приходить до висновку, що...

**Taking into consideration the fact that** - Приймаючи до уваги той факт, що

**The message of the article is that / The main idea of the article is**- Основна ідея статті...

**In addition... / Furthermore...** - Крім того...

**From my point of view...** - На мою думку ...

**My own attitude to this article is...** - Моє особисте відношення до...

**I fully agree with / I don't agree with** - Я повністю (не) погоджуюсь з...

**I have found the article important / interesting /of great value** - Я вважаю, що стаття є важливою / цікавою/ має велике значення

### **Introduction:**

At the beginning of the article the author describes / writes, dwells on, touches up ..., thinks / considers that ... , explains, introduces, stresses, points out, emphasizes, ...

The author / article starts / begins with a / the description of ... by mentioning ... .

The analysis of ... is made. a / the summary of ... .

Some / a few / critical remarks about / concerning ...

**Continuation:**

Then / after that, next / the author passes to .... / goes on to say that ... says / reports that ... gives a detailed / thorough / comprehensive/thorough analysis/description of  
The article continues to describe ...

**Conclusion:**

In conclusion the author ...

The article ends with ...

At the end of the article the author draws the conclusion / comes to the conclusion that ...

**TASK**

---

While reading the original work, take note of what or who is the focus and ask the usual questions that reporters use: Who? What? When? Where? Why? How?

Using these questions to examine what you are reading can help you to write the summary.

**TASK**

---

**Organize your notes into an outline which includes main ideas and supporting points but no examples or details (dates, numbers, statistics).**

Another important thing to consider is that your paper needs to be well-written in addition to having all the necessary components. Grammar doesn't need to be perfect, but everything should be spelled correctly, and there shouldn't be any obvious scientific inaccuracies. Write your paper early and spend some time proofreading it. Also make sure that others read your paper so that they can help check it with you. Writing a paper takes time, and rushing through it will probably end with poor results.

## HOW TO PRESENT A RESEARCH PAPER

Presenting a research paper is quite different from a talk or any other presentation. In research paper presentation, you are going to discuss everything that you have done and achieved during your research in limited time.

### **Present your research project in slides**

1. The key to a great presentation is to keep it simple.
2. Your first slide should set the scene.
3. Pose your problem. What is your research question?
4. The steps you took to solve the problem What was your methodology?
5. List 3 things you found out.
6. Explain your findings in more detail.
7. Give your audience a review. How do your findings relate to your research question?
8. Present your conclusion. What are your recommendations?
9. How can you take your research further? Give an indication of.
10. Don't forget to thank your audience and be prepared for any questions.

### **TASK**

---

You are going to give a presentation on a project you did. Use the structure.

- Introduction (1 slide)
- Research Questions/Hypotheses (1 slide)
- Literature Review/Theory (2-3 slide)
- Methods & Data Collection (2 slide)
- Data Presentation/Findings (5 slides)
- Conclusion (2 slide)

### **TASK**

---

**Make notes about the following points. Work in groups and give your presentation.**

What was the topic of the project?



Did you do any research?

What was the process?

What happened in the end?

<b>Topic</b>	
Stage 1	
Stage 2	
Stage 3	
Stage 4	
The end	

## **TASK**

---

**Look at the notes and predict the order.**

- a. Inviting questions from guests \_\_\_\_\_
- b. Getting the tutor's permission \_\_\_\_\_
- c. Doing research \_\_\_\_\_
- d. Reading other people's research \_\_\_\_\_
- e. Producing a final report \_\_\_\_\_
- f. Sending questionnaires \_\_\_\_\_
- g. Choosing a research topic \_\_\_\_\_
- h. Introducing the topic \_\_\_\_\_

## **TASK**

---

**Discuss the following questions.**

- In which common situations do people give presentations?
- Have you ever given a presentation?
- Do you enjoy giving presentations? Why? Why not?

## **PRESENTING A PROJECT**

### **Project Proposal Presentations**

#### **General Guidance**

- ♣ Provide an overview for your project. Use maps and photos to quickly orient

reviewers to your proposal and use your remaining time to emphasize the strongest features of your proposal in the clearest manner possible.

♣ For ongoing projects - Focus on results to date, how the results inform management of the project and program (adaptive management), and the expected outcomes of proposed work. Use summary tables, figures and photos to illustrate accomplishments, observations, and future expectations. The ISRP will likely ask for your results during the question period.

♣ For new proposals - Provide a thorough description of your project design (e.g., study, restoration, production) as well as a discussion of expected results. Include overview of timelines, budget and methods.

♣ Use only good quality graphics - Avoid slides with huge amounts of text or poor contrast between background and text. The more you can use short bullets to make your points, the better. Try not to 'read' the slides; use conversational tone to convey the points. Use large font and check to be sure the image reads well from the back of a large room.

♣ Select the person that is most capable of making effective presentations - Additional technical staff can and should be present in the audience to help answer questions.

♣ Practice your presentation - It is essential that you remain within your time limits for the presentation; including 5 minutes for the questions. Facilitators will ensure that all presenters have time to present their proposal.

## **TASK**

---

**Look at the notes on the presentation and predict the order.**

- a. Inviting questions from guests
- b. Getting the titor's permission
- c. Doing research
- d. Reading other people's research
- e. Producing a final report

- f. Sending questionnaires
- g. Choosing a research topic
- h. Introducing the topic

## **PRESENTING YOUR RESEARCH**

### **THE FORMAT OF AN ORAL PRESENTATION**

- Describes essential aspects of the research
  - Explain the research problem and its importance
  - Explain the research setting (a map is usually necessary!)
  - Explain what you did and why
  - Explain the results
  - Conclude
- You may only be able to present a small portion of your research
- Sometimes you only have time to provide one or two illustrations of your findings
- In professional meetings lasts 15 minutes with 5 minutes for questions/discussion
- Don't be afraid to allow time for discussion!

#### **Don't forget!**

- Speak slowly and clearly
- Don't fidget
- Don't stand still like a statue
- Use a podium to hold your notes
- Set a stop watch to gauge time

### **WHAT DO AND WHAT TO SAY**

(Make sure you are standing just off to the side of your project so that everyone can see it when they walk up. Appearance can be important, so do hesitate to dress up. Don't be slouched in a chair and have the judge get you ready for YOUR presentation! Shake the judge's hand and introduce yourself. EYE CONTACT IS

KEY!)

Hello, my name is (your name) and my science fair project is on (very brief description of your topic, but don't be too vague).

The reason that I chose this particular project is because (explain why you wanted to do this project: Interesting, fun, challenging, etc.). The first part of the experiment was to develop a hypothesis on the outcome of the experiment. My hypothesis was (state your hypothesis, along with why you think that would be the outcome).

Before I began the procedure, I researched some literature on the subject. The sources that I chose to read were (list your sources and say why they are relevant). According to my research, the outcome of the experiment should be (state the theoretical or experiments conducted on the same topic. Do they agree with your hypothesis?)

The materials that I used in my experiment were (list materials and say how they were relevant to the experiment, as well as any safety precautions that you had to take with any of the materials).

This experiment followed a specific procedure as follows: (list the steps IN ORDER and thoroughly explain each step so that there is no confusion. The last thing you want is a judge not knowing what you even did!)

After following all of the steps in the procedure, the results that I found were (explain the outcome. What happened? Don't omit any details in the results that could be useful in the conclusion!)

From the results, I came to the conclusion that (What did you learn? Were you right/wrong? It's ok to be wrong because then you can talk about what you learned, which is the point of the whole science fair. Did you enjoy the process? Is there anything else that you can draw from these conclusions?)

Thank you for your time. Do you have any questions? (Answer any questions that judges or spectators may have about your experiment. Be thinking of questions that might be asked so you are prepared and have a confident response. At the end

shake the hand of the judges one more time and thank them again.)

## **TASK**

---

**Give your 10 minutes class presentation of your work.**

**You should have the following main sections in your presentation:**

**1. Abstract**

**2. Introduction**

**3. Related Work**

**4. One or more sections describing your Solution**

Details of the problem you are solving;

Details of your solution and the project's implementation;

Discussion of how your solution solves the problem;

**5. One or more sections describing your Solution**

Details of the problem you are solving;

Details of your solution and the project's implementation;

**6. Conclusions & Future Directions for your work**

Conclude with the main ideas and results of your work. Discuss ways in which your project could be extended...what's next? what are the interesting problems and questions that resulted from your work?

**7. A brief meta-discussion of your project**

Include two paragraphs in this section: 1. Discussion of what you found to be the most difficult and least difficult parts of your project. 2. In what ways did your implementation vary from your proposal and why?

**8. References**

At the end of your paper is a Reference section. You must cite each paper that you have referenced...your work is related to some prior work.

## DIDACTIC MATERIAL

### 1. Article.

**Tina Reifsteck. The Relationship of Black Racial Identity and Aggressive Humor / Modern Psychological Studies. — 2017. — Volume 22. — №2. — p. 37-49.**

Humor is a form of intra-personal and inter-personal communication. Previous scholarship identified the expression of affiliative and self-enhancing humor as beneficial for one's mental health, whereas aggressive and self-defeating humor can have harmful effects. However, in the African American community, culture specific humor, which often includes aggressive elements, has historically aided in coping with racism, oppression, and social inequality. Similarly, strong racial identification can mediate the detrimental outcomes of negative social experiences. This study evaluates the relationship between black racial identity and the aforementioned humor styles, with a focus on aggressive humor. For this correlational study, 63 African American participants from Brooklyn were recruited and classified into two racial identity groups (Pre-Encounter and Advanced Stage), using the Cross Racial Identity Scale (CRIS). Their general humor expression were measured with the Humor Styles Questionnaire (HSQ), as well as their enjoyment and perception of African American comedy video clips. MANOVA analysis revealed that Pre-Encounter individuals use all four humor domains significantly less than Advanced Stage persons, with the strongest discrepancy for aggressive humor.

In addition, Pre-Encounter individuals also enjoy aggressive comedy video clips significantly less than the Advanced Stage group, and rate this comedy as less affiliative and self-enhancing, but more aggressive and self-defeating. These findings suggest that racial identity characteristics are reflected in one's humor expression and that aggressive humor can have more beneficial psychological outcomes for blacks than generally assumed.

## 2. Article.

### **The Mysteries of Dreams**

*by G. William Domhoff*

It's a universal human experience. You rest your head against the pillow at night and slowly drift off to sleep. Soon you enter a weird and wonderful - and sometimes frightening - world. It's a world in which you might find yourself walking around school in your pajamas or chasing the school bus after you missed it. You could be flying under your own power or talking with a long-deceased relative. You've entered the world of dreams.

People have always dreamed, and dreamers have always wondered what their mysterious nighttime visions meant. Some philosophers in ancient times believed that dreams were important messages from the gods or visions of things to come. As the centuries rolled by, many other philosophers, as well as average people, developed their own theories about the purpose of dreams and what dreams mean. And finally, dreams became a subject of scientific inquiry.

Freud and Jung Interpret Dreams. In his book, Freud described how he asked his patients to tell him everything they could remember from their dreams. Freud believed that dreams were 'the royal road to the unconscious'. He concluded, on the basis of his talks with the patients, that dreams are caused by disturbing wishes, such as sexual desires or aggressive impulses that a person represses in waking life. These unacceptable thoughts, according to Freud, are often disguised as symbolic elements in dreams. For example, fire may symbolize feelings of hostility, while water may stand for sexuality. The symbolism in dreams, Freud maintained, needs to be decoded, or interpreted, in order to be understood. Freud believed that symbolism is necessary in dreams, because straightforward thoughts about unacceptable desires and feelings would arouse anxiety and awaken the dreamer. Thus, Freud proposed, dreams are the guardians of sleep.

Freud's questioning of his patients led him to believe that dreams are usually brief and that dreaming itself is rare during sleep. Furthermore, he concluded, a dream usually incorporates some minor, unresolved event from earlier in the day - a

piece of 'unfinished business' of some kind. But at a deeper level, Freud theorized, dreaming is a unique state of consciousness that is prompted by such urges as hunger, thirst, and sexuality that arise during the night.

Doubts about Freud's explanations for dreaming led the Swiss psychiatrist Carl Jung to develop his own theory between 1912 and 1920. Jung rejected Freud's idea that dreams are related to wish fulfillment. He believed that dreams can express spiritual and moral concerns as often as they express sexual or emotional preoccupations. Jung's main conclusion was that dreams express aspects of the personality that are not fully developed in waking life. For example, people who neglect their spiritual needs may experience strong religious feelings in their dreams.

In order to understand what their dreams mean, Jung suggested, dreamers need to become familiar with the kinds of symbols used in myths, fairy tales, and religious rituals. For instance, as in tales involving the 'big, bad wolf,' a dangerous animal may symbolize some person or event that poses a threat to the dreamer. And, as in Christian theology, wine may represent blood or salvation. Jung claimed that people in modern Western civilization often ignore such symbolic language, and so they need help in understanding what their dreams are trying to say to them.

Although most psychiatrists disagreed with some of the ideas of Freud or Jung, many accepted the central conclusion of their theories - that dreams have symbolic meanings.

Sleep Laboratories. Between 1953 and 1957, physiologist Nathaniel Kleitman of the University of Chicago and two students discovered that sleep is characterized by four different levels of brain activity. The scientists found that during the first hour or so of sleep, the activity of the brain steadily decreases. Then it begins to increase until it reaches a high level similar to that of the waking state. The researchers named this mentally active stage of sleep Rapid Eye Movement (REM) sleep because of the eye movements that are one of its most noticeable characteristics. Four or five distinct periods of REM sleep occur at intervals of about 90 minutes during a typical eight-hour sleep period. Each REM period is longer than the previous one, ranging in length from about 5 to 10 minutes to half-an-hour or



more. Occurring between the REM periods are intervals of lower brain activity called non-REM (NREM) sleep. Each period of NREM sleep occurs at a higher stage of brain activity than the previous one.

Do Dreams Have any Meaning? Taking the idea that dreams have meaning, but rejecting the explanations of Freud and Jung, many scientists have developed their own theories of dreams. For example, several researchers have proposed that dreams have a problem-solving function, suggesting possible solutions to emotional problems. Other researchers, however, point out that few dreams seem to provide even a hint of a solution to such problems.

The inability of investigators to develop a widely accepted theory to explain the meaning of dreams led sleep-lab researchers J. Alan Hobson and Robert W. McCarley of Harvard Medical School in Boston to suggest in 1977 that dreams have no function or purpose. The theory proposes that the brain uses stored memories and established thought patterns to try to bring some order to the random signals, thus producing dreams. Many dream researchers, however, doubt this theory, because it incorrectly implies that dreaming is strictly a product of REM sleep.

Some sleep researchers claim that dreaming may be the accidental by-product of two evolutionary developments - complex brains and sleep. According to this view, the evolution of complex brains in humans gave rise to dreaming because, during sleep, there is no external world to help organize the vast amount of brain activity. Thus, dreams are the brain's purposeless response to this mental activity. Despite this theory, most dream researchers maintain that there must be at least some meaning in dreams, because so many elements in dreams relate to waking thoughts and concerns.

In order to answer the question, 'What do my dreams mean?' we may have to wait for further advances in the study of dream content and breakthroughs in the study of brain function. In the meantime, when you go to bed at the end of a long day and close your eyes, you might simply look forward to the fascinating show that your brain will be putting on for you.

About the author: G. William Domhoff is a research professor of psychology at the University of California at Santa Cruz and the author of several books, including *Finding Meaning in Dreams: A Quantitative Approach*.  
<http://www.nautis.com/node/163>

### **3. Article.**

#### **Body language**

Body language is a form of non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals almost entirely subconsciously.

When we go for an interview, most of us think carefully about what to wear and what to say but hardly ever about how to act – in other words, what our body language is telling the interviewer.

According to experts, body language accounts for 55% of the effect we have when communicating. Tone of voice accounts for 33% and words just 7% - so what you say matters much less than how you behave.

Employers nowadays are cautious about the fast-talking interviewee but they look increasingly for their signs which will show a person's character and ability – such as body language. You should always smile when you enter the interview room and when the interview has finished because first and last impressions count.

Moreover, you should also try to maintain eye-contact with the interviewer but not for too long. Once you are sitting down, your hands should generally stay loosely in your lap. Never raise them above shoulder level.

In fact, body language is vital – so, at an interview, take the trouble to get it right.

### **4. Article.**

**Kardum, I, Hudek-Knežević, J., Krapić, N. The Structure of Hardiness, its Measurement Invariance across Gender and Relationships with Personality Traits and Mental Health Outcomes / Psychological Topics**

## **Abstract**

A great number of research suggests that hardiness acts as a protective factor in stressful situations, especially in work context. In the present research the factor structure of Dispositional Resilience Scale (DRS; Bartone, Ursano, Wright, & Ingraham, 1989), and its factorial invariance across gender was examined. Furthermore, the relationships of hardiness to five-factor personality traits and several mental health outcomes (positive affect, negative affect and physical symptoms) were also explored. Research was carried out on the sample of 597 employees from different companies.

Five hypotheses about the structure of this scale were tested by using confirmatory factor analysis. The results mostly supported one-factor structure of abridged version of DRS (12 items), from which three negatively oriented items originally aimed at measuring challenge were excluded. Regarding measurement invariance across gender, the results of multi-group confirmatory factor analysis show that factor loadings are invariant across the samples of men and women, but error variances of items were not equivalent across samples. Furthermore, the results show that hardiness scales are in low to moderate correlations with five-factor personality traits, suggesting that they could not be subsumed under the five-factor personality traits. Hierarchical regression analyses show the incremental effect of abridged hardiness scale over five-factor personality traits in predicting mental health measures. Predictive strength of hardiness was the highest for positive affect, and considerably lower for negative affect and subjective physical symptoms.

**Keywords:** hardiness, five-factor personality traits, positive affect, negative affect, physical symptoms, measurement invariance

## **5. Article.**

### **Academic Publishing in the 21st Century, Past Trends, Future Options**

**Niccolo Caldararo**

*Department of Anthropology, San Francisco State University, USA. Oct 10, 2013*

Increasingly journals are being challenged by the free nature of the internet. Already venues like Research Gate provide a free method of sharing research and experimental results to a community of scholars. Libraries are eliminating back issues of print volumes of journals and restricting print copies. Access to journals back issues is made available to libraries at exorbitant prices and websites that carried out of print journals disappear overnight. While other entities like GoogleScholar and Google Books offer the promise of immediate and infinite access to all kinds of publications, the longevity and cost of such venues is up in the air. Change to the internet takes place with a speed that is related to the fashion of the time and the patience of investors. In this environment I welcome a new internet publisher like OMICS in the hope that it will have a long life and will prosper in the interests of science. No one can predict the future, but beginnings can result in creatures that change over time escaping the initial interests of parents. Perhaps that will happen in the best of possibilities. While charges of publication are always a consideration for researchers to get their materials in print, the history of charges has been long and varied. Open Access journals appear to have a new business model, but really it is a variation of one long in existence.

Open Access publications have been springing up right and left for the past 5 or 6 years. They usually ask for a publication fee and claim that it covers their costs as they do not advertise. Pay to publish is not new, for over 200 years scientists have paid to have their work in print. Most first line scientific journals have page charges, reader's fees and/or publication fees. I have never paid these as there are plenty of journals around. There is some discussion of this in the scientific community. Competition among open access journals has resulted in some offering memberships and a yearly charge but you then are told you can publish so many pages per year.

The trick to the standard open access journal (this is becoming complicated as Springer has recently made most of its journals both open access pay to publish and free of charge depending on the choice of the editor) is to strategize. Some people feel they are fooled by the fact that many Open Access journals do not make up front statements of cost or charges before accepting submissions. Usually they have a click

in the submission window for this and authorize icon in lieu of a signature for copyright transfer. Most people simply do not read these documents, but buried in them for these open access journals is an agreement to pay a publication fee. Most journals require you to sign a release and fax or scan a copy back to them. It is my understanding that a click and authorize release may not be binding. Usually I include a separate letter stating that I am retaining the right to republish especially if i think my article might be a candidate for a book chapter or to be included in a reader. I have organized two workshops on my campus over the past 20 years in legal problems for scholars and practitioners in science that were led by Bay Area Lawyers for the Arts. These were funded by the Bay Area Art Conservation Guild of which I am Vice President. People should avail themselves of similar legal opinion.

The whole issue of pay to publish has become embedded in the problem of tenure and publish or perish, though today junior and untenured faculty are more likely to be retained if they demonstrate an ability to bring in grant money or contracts and bequests. The Proceedings of the National Academy of Sciences, like many scientific journals used to charge page charges for papers that were submissions of results from federal and other granting agencies. These grants required publication of results and had line items for this. These papers also created a problem with peer review as they were not actually peer reviewed but only authorized by granting officers. They used to appear with a masthead over the title or at the end of the article stating “This is an advertizement.” “Paid for with page charges.” or some such disclosure. But all articles in the Proceedings pay page charges and fees. This issue of peer review was hotly debated in Nature in the 1990s, especially as it related to grant reviews. It really comes down to what you want to do. If you do not want to publish in a group like OMNI or any other open access journal just do not submit. As I said Elsevier is now aggressively pushing this publication model as a means of surviving in an increasingly open access world.

## 6. Article.

### **The future of scientific publishing**

**Marko Kovic.** *February 25, 2017.*

The stereotypical idea of science is that some lonely scientist spends a lot of time hidden away in his lab, until he suddenly comes across some revolutionary finding. In reality, science is quite different: Science is not the work of isolated geniuses slaving away in the dark, but it is the labor of many scientists who work on a myriad of problems. Every single person who engages in the scientific enterprise is contributing to science as a whole, and, piece by piece, knowledge about the world is accumulating and becoming more solid. The vector through which this cumulation of scientific knowledge happens is *communication*.

Science as a grand epistemological project is a fundamentally communicative enterprise. People who engage in science are a necessary condition for there to be science. But the cumulative generation of knowledge through science is entirely contingent on communication. By communicating some singular, small finding or argument, one scientist can provide part of the foundation for another scientist to find some new singular, small finding, which she, in turn, can communicate for other scientists to parse, et cetera.

There are numerous ways for scientists to communicate their findings. For example, scientists can write books, they can give presentations, they can give interviews in the media, and so forth. One of the most important, if not the single most important way of communicating scientific findings is by publishing them in scientific journals.

The way scientific journals operate has been virtually the same throughout the 20th century. But, because of the Internet, the traditional model of scientific publishing is currently undergoing significant transformations.

#### **The traditional model of scientific publishing**

Scientific journals are, in principle, a simple and very useful idea. If scientists want to publish their results, they should do so in a way that the results become archived for posterity, and they should do so with some level of quality control. This

is precisely what traditional scientific journals do. On the one hand, scientific journals have the important function of systematically collecting and archiving scientific findings. When a study is published in a journal, the study becomes inherently discoverable. A scientific journal is a place that is taking care of that study by giving it a permanent home. This is a very valuable service. On the other hand, scientific journals usually strive to have some level of quality control. If anyone could publish their papers in a journal without any restriction, there is reason to believe that a lot of sub-par papers would be published, both in terms of the rationality of the arguments presented in the papers as well as in terms of the formal structure of the papers. For that reason, most journals apply a filter to the manuscripts that are sent to them for publication: Peer review. Peer review simply means that the studies sent to a journal are being critically assessed by the scientific peers of the scientists who created the studies in question.

This traditional model of scientific publishing is, without much doubt, useful. Having in place safe storage and a form of quality control through scientific journals is much more desirable than the *absence* of this safe storage and quality control. But things are changing at a rather rapid pace: Scientific publishing is currently undergoing a great transformation, mainly because the Internet has fundamentally changed how information is disseminated.

## **7. Article.**

### **Two trends: Open access and post-publication peer review**

#### **Open access**

In the traditional publishing model, the journals and the studies contained in them are not freely available: In order to get access to them, you have to either pay fees for individual articles, or you have to pay a subscription fee for journals. This leads to an odd situation: The public ends up paying twice.

A lot of science is publicly funded, and that is not controversial. The public is investing money in science, because science is an enterprise that benefits the public. But, then, in order to access the output of science, published papers, the public needs

to pay once again in the form of hefty subscription fees for universities.

This is different with so-called open access publishing. The core idea of open access publishing is that the studies that are published are available on the Internet free of charge: Studies are not paywalled, but accessible to anyone. Open access journals are almost as old as the world wide web; the first ones have been created in the early 1990-ies<sup>1</sup>. However, open access publishing has seen a surge after the year 2002, not least because Internet penetration and Internet use have greatly increased after 2000.

There are two models of open access publishing: gold open access and green open access. Gold open access means that studies are published in journals that are open access themselves. Therefore, when a study is published via the gold open access route, everyone can directly access the study online in the journal where it is published, free of charge. The journals that publish studies in the gold open access format do not generate revenues from people or organizations accessing the studies. Instead, the revenues are generated a priori: When a study is accepted for publication, the authors or the organizations the authors are affiliated with have to pay a publication fee.

Green open access, on the other hand, means that a study is published in a traditional subscription-based, paywalled journal and format. Additionally, however, the authors publish and self-archive the study openly accessible online. A common way of doing this are so-called preprint servers or repositories.

### **Post-publication peer review**

The peer review process is a mainstay of scientific publishing. The basic idea of peer review is very simple, and it makes intuitive sense: In order for a study to be published, it has to pass scrutiny from people who are familiar with the topic of the study. Peer review is one of the essential mechanisms of scientific quality control: By having a peer review process in place, the scientific wheat is separated from the chaff. Not all research that is submitted to scientific journals is good at first, or even good at all. Peer review helps to give authors constructive feedback how to improve their work, and it prevents bad science and pseudoscience from appearing.



That's the good thing about peer review. Unfortunately, peer review in practice oftentimes does not work as well as it should in theory. What makes peer review so useful is also what makes it flawed: The scientific peers who engage in peer review are not perfectly rational and objective automatons, but they are people with their own subjective beliefs and biases. This means that reviewers are bound to behave irrationally some of the time, and without any bad intent or malice.

In recent years, a form of peer review that aims to tackle the inherent problems of traditional peer review has been proposed: Post-publication peer review. The core idea of post-publication peer review is twofold. First, the peer review process, obviously, takes place after the study has been published. Second, and just as importantly, the peer review process is transparent. Traditional peer review is neither transparent nor public – it is not known whether the reviewers criticized the study in question fairly, or, for example, if they failed to criticize important problems. In post-publication peer review, comments on and criticisms of studies are public and visible to anyone. This means that everyone can see what, exactly, is being criticized about a study, and, in turn, it is also possible to criticize those criticisms publicly.

*See: <https://zipar.org/analysis/the-future-of-scientific-publishing/>*

***YOUR REMARKS***