MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Syllabus
of the academic discipline
"PSYCHOLOGY"
for full-time students of all training directions

Затверджено на засіданні кафедри туризму.
Протокол № 1 від 26.08.2014 р.

Самостійне електронне текстове мережне видання

Compiled by K. Naumik-Gladka

A thematic plan of the academic discipline and its content by modules and themes are presented. Plans or lectures, practical studies and seminars, materials for consolidation of knowledge (independent work, test questions), criteria for assessing students' academic performance, professional competences students must have after studying the academic discipline are provided.

Recommended for full-time students of all training directions.

Подано тематичний план навчальної дисципліни та її зміст за модулями й темами. Вміщено плани лекцій, практичних та семінарських занять, матеріали для закріплення знань (самостійну роботу, контрольні запитання), критерії оцінювання знань студентів, професійні компетентності, якими повинен володіти студент після вивчення дисципліни.

Рекомедовано для студентів усіх напрямів підготовки денної форми навчання.

Introduction

Psychology is an academic and applied discipline involving the phenomenological and scientific study of mental processes and human behavior. Psychology attempts to understand the role these categories play in human activity related to daily life (family, education and work).

Psychology contains many sub-fields of study and applications focused on such areas as human development, sports, health, economy, media and law.

Basic actual directions of Psychology knowledge formation and development are: to know the basics of major topics, theories, principles and vocabulary of Psychology; to discuss historical and philosophical foundations of Psychology; to understand the process by which scientific research in psychology is conducted; to evaluate human behavior and mental processes; to describe theories of social human behavior; to demonstrate knowledge of defense mechanisms; to explore research related to such topics as sensation, perception, consciousness, motivation and etc; to develop critical thinking and problem-solving skills as they apply to general psychological items.

The academic discipline is designed to provide an overview of the main laws and patterns of psychology and human behavior.

The academic discipline "Psychology" is a normative discipline which is taught according to the curriculum of bachelors of all training directions. The syllabus is designed for full-time education.

1. Description of the academic discipline

The description of the academic discipline is presented in Table 1.

Table 1

The description of the academic discipline

Indices	Subject area, training direction, education and qualification level	Characteristic of the academic discipline for full-time education
Number of credits corresponding to ECTS: 3 including: content modules: 4; independent work; Individual research: project (IRP)	Code and name of subject area: 0305 "Economics and Business"; 0306 "Management and Administration"; 1401 "Services"; 0501 "Information and Computer Science; 0515 "Publishing and Printing"	Standard
		Year of training: 1 or 2
		Semester 1 (1, 3),or 2 (2, 4)
Number of hours: total: 108; Module 1: 27 hours; Module 2: 27 hours; Module 3: 27 hours; Module 4: 27 hours	All training directions	Number of hours: lectures: 16; seminars: 6; practical (laboratory) classes: 8; control testing: 2; independent work: 48
Subjects of individual scientific research: personality characteristics research; development of the science of psychology		Individual research: project (IRP): 28
Number of weeks: 17	Educational qualification: Bachelor	Type of control: a written test

2. The purpose and objectives of the academic discipline

The **purpose** of the academic discipline "Psychology" is the study of the general laws and mechanisms of formation and development of mental cognitive processes, properties, states and communities.

The peculiarity and importance of knowledge of psychology lies in its **object** which is the study of the psyche of an individual and **the subject** which is the study of four structural elements of the psyche, namely: mental cognitive processes, mental states, formations and properties.

The discipline's main **task** is to form a system of theoretical and methodological knowledge of the problems of psychological science and practice, knowledge of the structural elements of the psyche, i.e. mental cognitive processes, properties, classes and structures in the realization and interpretation for practical application and implementation in the professional activities of the future specialist.

The discipline requires knowledge of biology, taught along with philosophy, sociology. The knowledge of psychology skills and abilities formed in the process of leaning it is the foundation for understanding the basic categories and mastering professionally significant competencies in the academic disciplines "Management Psychology", "Conflict Management", "Management".

At the end of studying the academic discipline a student should **know**:

psychological characteristics of mental cognitive processes, properties, states and communities;

basic laws of mental functioning cognitive processes;

patterns of formation and development of a personality;

factors of personality formation;

the concept of personality;

psychological concepts and theories of its major components;

be able to:

apply categories of psychology to training and practice;

consider the basic psychological, social, psychological and physiological manifestations of a personality;

take scientifically based psychological interpretation of the structural elements of the psyche of an individual;

be aware of their own mental health;

analyze various activities;

know the level of mental cognitive processes of an individual.

The syllabus of the academic discipline includes 4 modules, a list of themes, control questions, a list of seminars and practical studies, student's independent work questions and recommended literature.

The process of teaching focuses on mastering professional competences listed in Table 2.1.

Table 2.1

Professional competences that students receive after studying the academic discipline

Competence code	Competence name	Competence components
1	2	3
KSPD* 1	Knowledge, skills and habits related to patterns of the cognitive mental sphere formation	The ability to characterize the sensory-perceptual processes
		The ability to diagnose and develop sensory-perceptual processes: attention, memory, thinking, imagination
KSPD 2	Knowledge and skills related to patterns of the personality psychology formation	The ability to characterize the psychological nature of an individual
		The ability to develop the psyche of an individual
		The ability to use reflective characteristics of an individual, to determine the level of awareness activities
		The ability to determine the structure of a personality
		The ability to identify cases of variations in personality development
		The ability to characterize modern personality theories
KSPD 3	Knowledge and skills related to patterns of the affective sphere forma-tion	The ability to characterize the affective sphere of an individual
		The ability to use the principles and methods of psychology of emotions
		The ability to regulate emotional states
		The ability to characterize certain emotions

Table 2.1 (the end)

1	2	3
		The ability to use psychological tools of the theory of will
		The ability to use the affective sphere
		The ability to implement a strong-willed personality
KSPD 4	Knowledge and skills regarding patterns of the psyche formation, motivation and behavior of an individual	The ability to analyze activity structurally
		The ability to conduct psychological analysis of the need-motivational subsystem performance and behavior of an individual
		The ability to conduct psychological analysis of the subsystem operating activities and behavior of an individual
		The ability to provide psychological analysis of the information subsystem performance and behavior of an individual
		The ability to provide psychological analysis of regulatory subsystems of a personality

* Knowledge and skills in relation to patterns of psyche development.

3. The syllabus of the academic discipline

3.1. The thematic plan of the academic discipline

The thematic plan of the academic discipline "Psychology" consists of four modules (Table 3.1), each unit content is independent and connected with other unit' themes.

The process of studies provides for the use of such forms: lectures, seminars and practical lessons; individual independent work of students, control arrangements (quizzes and tests).

Table 3.1.1

The thematic plan of the academic discipline according to modules and themes

1	2	3	4	5
	Themes of the modules	Hours of lectures	Hours of lpractical lessons	Hours of the theme
M 1	*Theme 1*. General characteristics of sensory-perceptual processes	2	2	1
	Theme 2. Attention			0.5
	Theme 3. Memory			0.5
	Theme 4. Thinking	2	2	1
	Theme 5. Imagination and representation in creative activities			1
M2	*Theme 6*. Subject and tasks of personality psychology	2	2	0.5
	Theme 7. Psychological nature of a personality			0.5
	Theme 8. Development of psyche and formation of a personality			1
	Theme 9. Psychological personality structure	2	2	0.5
	Theme 10. Consciousness, self-awareness and reflective characteristics of a personality			0.5
	Theme 11. Harmony and divergence of a personality			0.5
	Theme 12. Methodological principles of modern theories of a personality			0.5
M 3	*Theme 13*. An overview of the affective sphere of a personality	2	2	0.5
	Theme 14. Principles and methods of psychology of emotions			0.5
	Theme 15. Emotional states and their regulation factors			0.5
	Theme 16. General emotions of interest, joy, surprise, sadness, anger			0.5
	Theme 17. Will theories	2	2	1
	Theme 18. The function of the affective sphere			0.5
	Theme19. Volitional personality traits			0.5

Table 3.1.1 (the end)

1	2	3	4	5
M 4	*Theme 20*. Problems and methodological basis of structural analysis	2	2	0.5
	Theme 21. Psychological analysis of the need-motivational subsystem of a personality and behavior			0.5
	Theme 22. Psychological analysis of the operational subsystem of personality and behavior			0.5
	Theme 23. Psychological analysis of information subsystems of personality and behavior			0.5
	Theme 24. Psychological analysis of the individual regulatory subsystem	2	2	2
Total		**16**	**16**	**–**

3.2. The content of the academic discipline according to the national standard

Module 1.

The cognitive sphere of a personality

Theme 1. The general characteristics of sensory-perceptual processes

Main characteristics of the cognitive sphere of a personality. The definition and properties of the concepts of sensation and perception. Functions of sensations and perceptions.

Sensation and perception as different levels of completeness and depth of learning of an individual. Actively orienting and regulating functions of sensations and perceptions, behavior and activities. The main features of the sensory image.

Modality (quality) of sensations. The intensity of feeling as its quantitative characterization. The sensitivity of the analyzer and its measurement. Temporal characteristics of sensations. The concept of duration and sequence of sensations. Spatial characteristics of sensations.

Structural integrity and perception, the interpretation of their different mechanisms (gestalt psychology, D. Gibson, perceptual theory of action). Objectivity and consciousness of perception as its content characteristics. Constancy of perception. The value of the constancy of perception for life.

The mechanism of constancy of perception. The concept of the full range of constancy. Types of perceptual constants.

The concept of apperception. The effect of specific characteristics of a perceptual image (integrity, objectivity, generality, etc.) The display of the spatio-temporal qualitative and quantitative characteristics of objects.

Theme 2. Attention

Basic approaches to the definition of attention. Psychological theories of attention. Functions of attention. Features of formation and ways of attention. Attention in cognitive activities of an individual.

Psychological activity and forms of its manifestation. Conscious and unconscious in cognitive activity. Sets and activities. Psychic self-regulation, voluntary and involuntary in self-regulation.

Wakefulness and attention. Activation and attention. Basic approaches to the definition of attention. Psychological theories of attention. Functions of attention.

The quality of attention. The problem of its classification. Types of attention depending on its orientation and focus. Properties of attention. Experimental study of attention. The inner cross-functional relationships and attention.

Physiological conditions of attention. The concept of attention in classical and modern physiology: selective increase of brain activity as the basis of concentration of attention. The levels of wakefulness and attention; objective indicators of physiological activation of functional systems, neural mechanisms of activation; the role of the cortex in attention.

The development and formation of attention. Some age-related features of paying attention. Ways of formation of attention.

Theme 3. Memory

The general characteristics of memory. Psychological theories of memory and memory problems in associations, Gestalt psychology, behaviorism; a socio-psychological approach to memory; an informative approach to memory; and activity and systemic approaches to the study of memory.

The processes of memory: remembering and factors that cause it, the relationship between voluntary and involuntary in remembering. Play. Storage-forgetting. Theories of forgetting. The phenomenon of reminiscence.

Types of memory: the problem of classification of memory, the main approaches to the allocation of memory. Image memory and its features. Verbal and logical memory, its relationship with thinking. Voluntary and involuntary memory. Types of memory on the basis of duration; memory and storage material.

The problem of short-term memory: a study of short-term memory in foreign and national psychology. Operational memory. The relationship of short-term and long-term memory. Psychological characteristic properties of memory. Physiological basis of memory: labile and stable phase memory modification of brain states, the problem of localization of memory functions. Clinical memory impairment. Some age and individual characteristics of memory: a general overview of memory changes, the age characteristics of the dynamics of the memory, the individual characteristics of people's minds

Theme 4. Thinking

The general characteristics of thinking. The main propositions of theories of thinking by Ivan Sechenov, Lev Vygotskiy, Sergey Rubinshtein, Petr Galperin, Grigoriy Kostyuk. The theory of mind as a theory of formation of mental actions (laws governing the process of internalization of the external substantive action, types of orientation etc.).

The main propositions of the subjective approach to research thinking (Lev Vekker, Olena Artemeva etc.). Characteristics of thinking as a process of solving problems. The phase nature of the process of thinking. The concept of problem situation and problems. Classification of factors that affect the process of solving problems. Operational components of thinking (analysis – synthesis, comparison, generalization, specification, abstraction – individualization).

The verbal and imaginative approach to the process of thinking. Factors of the selectivity of the thinking process. Reproductive and productive thinking components. Types of thinking. The principle of unity of mind as a methodological basis of research types of thinking. Types of thinking of sociogenesis. Stages of development in ontogenesis (clearly-effective, clearly-figurative and verbal-logical thinking). Features of empirical, theoretical, professional thinking. Psychological characteristic properties of thinking.

The nature of individual differences in thinking. Individual psychological characteristics of thinking due to neurodynamic factors. Individual features of

thinking (the mental strategy of its orientation). The concept of the cognitive style. Personality types of thinking. Creativity as a psychological basis of individual differences in thinking.

The concept of language and speech. Functions of speech. Psychological mechanisms of speech creation. Speech and thought. The concept of inner speech. Psycholinguistics as a branch of the linguistic study of human psychology. The functional structure of the second system. Language activities and learning problems. Language and consciousness.

Theme 5. Imagination and representation in creative activities

The concept of ideas and imagination. Classification of imagination and understanding. Types and methods of imagination. Physiological basis of imagination. Imagination and organic processes. Imagination and fantasy. The development of imagination. The concept of creativity. Creativity as solving creative problems. Creative inspiration. Psychological problems of teaching art. Creative training. Imagination, fantasy, creativity in professional psychology.

The concept of imagination and creativity.

Psychophysiological bases, types and methods of the imagination. Riddles and the problem of consciousness. Psyche as a property of the brain to know the outside world. The concept of the conscious and subconscious. Self-consciousness of an individual. Psychological mechanisms of understanding and awareness. Self-control in the field of mental phenomena.

Module 2.
Personality psychology

Theme 6. The subject and tasks of personality psychology

The subject and the main task of modern personality psychology. Conceptual categories of personality psychology. Determination and correlation of key concepts: person, entity, individual, individuality, personality. Scientific approaches to personality psychology. Concept in different psychological schools.

Links and relationships with other personality psychology scientific disciplines and fields of psychology.

Basic principles and methods of personality psychology.

Theme 7. **The psychological nature of a personality**

Factors and driving forces of a personality. Biological and social factors of the formation and development of a personality. The internal contradictions as a driving force for personal growth. Perspectives on homeostasis and heterostasis as factors of personality in different psychological schools (psychoanalysis, existentialism, humanistic psychology).

Socialization: concept, nature and content. Basic principles, stages and mechanisms of socialization.

Activity and education as factors of a personality.

Theme 8. **Development of psyche and formation of a personality**

The psychological meaning of development, development of psyche and personal development. Ontogeny and phylogeny of the psyche.

The basic model of the age of a person. Developmental periods of human development. Indicators of becoming of a personality by Aleksey Leontiev, Boris Ananiev, Grigoriy Kostyuk etc.

Ontogeny of the concepts of domestic psychologists. The concept of psychosexual development by Sigmund Freud, Eric Erikson psychosocio-development, intellectual development by Jean Piaget , Lev Vygotskiy, etc.

Theme 9. The psychological structure of a personality

The main components of the psychological structure of a personality in domestic (Boris Ananiev, Konstantin Platonov, Sergey Rubinshtein) and foreign (Sigmund Freud, Carl Jung, Henry Alexander Murray etc.) psychological concepts.

Structural and functional and individual psychological characteristics of a personality. Standard and custom in the structure of a personality. The role of skills and abilities in the psychological structure of a personality. Temperament as a biological foundation of a personality. The nature of a personality as a framework. The nature of character.

The orientation of a personality: the concept, nature, content, types. Sources of orientation. Requirements distress. Hobbies, personal aspirations, instructions. Sergey Rubinshtein, Erich Fromm, Sigmund Freud, Abraham Harold Maslow, Carl Rogers on the orientation of an individual.

Theme 10. **Consciousness, self-awareness and reflective characteristics of a personality**

The concept of consciousness and identity, the history of scientific ideas about the nature of human self-reflection. The structure of consciousness.

Identity formation during ontogenesis. Age peculiarities of the formation of identity.

Gender: the concept, nature, types and psychological characteristics. Biological and psychological gender. Male and female personality.

Self-concept and its components. The image "Ego" as a regulatory mechanism of mental life. Formation and function of self-esteem in personal development. Types of self-esteem.

Reflection in personal growth.

Life and life-world of an individual. Semantic field of a personality in different psychological concepts (Sergey Rubinshtein, Aleksey Leontiev, Dmitriy Leontiev, Erich Fromm, Paul Johannes Tillich, James F.T. Bugental, Carl Rogers etc.).

Theme 11. **Harmony and divergence of a personality**

A harmonious personality: illusion and reality. The concept of a personal norm.

Personality and aggression. Variations in personality development: concept, meaning and reason.

Children's injuries and their long-term consequences.

Help of a psychologist and self-help in personality disorders.

Theme 12. **Methodological principles of modern theories of a personality**

Methodological principles and psychoanalytic theories, neopsychoanalysts (Sigmund Freud, Erich Fromm, Karen Horney, Eric Berne etc.).

Analytical psychology of Carl Jung and its implications for modern psychology.

Differences between the individual psychology by Alfred W. Adler and the classical Freudianism.

Contribution to the theory of Kurt Lewin in the modern sense of social and personal development of an individual.

Phenomenological psychology of Rogers. Characteristics of existential-humanistic approaches to personality psychology by Abraham Harold Maslow, Rollo May, Viktor Emil Frankl, James F.T. Bugental.

Module 3.
The emotional and volitional sphere of a personality

Theme 13. An overview of the affective sphere of a personality

The origin and functions of emotions. Emotions and personality development. Motivation and emotion. Emotions and consciousness. Emotions and feelings

Theories of emotion – the psychoanalytic concept of affect and motivation, the cognitive theory, the peripheral theory of emotion, the information theory of emotion, the theory of differential emotions.

The value of emotions and behavior.

Emotions and body. Psychosomatics.

Theme 14. **Principles and methods of psychology of emotions**

Principles of differentiation of emotions. Interaction between the components of emotion. Formation of complexes of emotions, emotional communication. Interoperability, adaptability, emotional infection, self-regulation. Learning the expressive component of emotion, emotional experience.

Psychological characteristics, the nature and properties of emotions and feelings. Ontogeny of the human emotional sphere. Types of feelings, their characteristics. Dynamics and causation of the emotional phenomena, of emotions and feelings in human behavior.

Theme 15. **Emotional states and their regulation factors**

The concept of the emotional state in psychology. Types of emotional states (affect, stress, mood, etc.) and their characteristics. Methods of study of emotional states and emotionality of a personality.

Conditions of frustration. Reactions to frustration. Deprivation.

Stress and its characteristics. Types and effects of stress. Prevention of stress.

Theme 16. **General emotions of interest, joy, surprise, sadness, anger**

An overview of emotions, sadness, anger, interest, joy and wonder. Their subjective feelings, physiological manifestations, facial expression and behavior patterns. Sources and activators of sadness, anger and contempt, interest, joy and wonder.

Relationship of emotions of interest and delight with the development of cognitive processes and other emotions.

The role and functions of emotions of sadness and anger in life. Different approaches to the study of aggression. Types and forms of aggression. Causes of aggressive behavior. Prevention of aggression.

A tendency to certain emotions. Pathological emotional states. The causes of emotional disorders. Models of emotional disorders.

Theme 17. Will theories

Will as a phenomenon in philosophical and psychological approaches. Basic concepts and the development of the doctrine of will. The nature and functions of will.

Arbitrary and volitional actions, their structure. Stages of a volitional action. Arbitrary control of the speech signal. Forms of arbitrary behavior management: self-determination, self-initiation, self-control, self-mobilization.

Will and the cognitive sphere of an individual. Will and the emotional sphere of an individual.

An individual and the gender-emotional sphere of the individual methods of study of volitional personality traits. Formation and development of volitional personality traits.

Theme 18. Function of the affective sphere

Evaluation and motivation. The affective sphere (emotions, feelings and the will) as personal knowledge through introspection. The main functions of emotions: information, assessment, regulation, control.

Regulatory significance of emotions and the will to self-creation of a personality. The affective sphere – from trains through emotions and feelings to the freedom of self-creation of a personality, the definition of the life course indirectly through activities.

Theme19. Volitional personality traits

The composition and structure of volitional qualities. The general properties of volitional qualities: breadth, strength and stability. Classification of volitional qualities. The development of volitional personality traits.

Pathology will. Disorders of arbitrary control of mental processes. Violation of expediency action. Motor speech disorders. Disorders of arbitrary moving action.

Module 4.
Activity and behavior of a personality

Theme 20. **Problems and methodological basis of structural analysis**

Comparative analysis of psychological theories. The theory and structure of activity by Sergey Rubinshtein and Aleksey Leontiev. Description of main activities and conditionality effectiveness of personal and individual mental qualities. Psychological analysis of the concepts of goals, needs, motivations, motivations and behavior of an individual.

Theme 21. Psychological analysis of the need-motivational subsystem of personality and behavior

The key personality and its source. Classification of needs. Needs and motives. Motives and goals. Classification of motives and personality types. The orientation of a personality.

Analysis of the need-motivational subsystem performance and behavior. Motivation and cognitive processes. Motives and emotional and volitional processes and skills. Sources of individual activity. Classification of needs and motives and activities of an individual.

Theme 22. Psychological analysis of the operational subsystem of personality and behavior

Operational subsystem of personality and behavior: concepts and components.

Modern views of psychological theory. The main propositions of the composition of the study by Sergey Rubinshtein, Aleksey Leontiev "motive – activity", "target – performance", "problem – operation", "operation – functional and physiological system". Psychological theories of activity. Psychomotor as part of activity. Formation of sensormotor skills. Main attributes of work as causes of action. Correlation between the concepts of knowledge, skills and ability. Formation of skills.

Theme 23. **Psychological analysis of information subsystems of personality and behavior**

Informational base of activity. The concept of the two information plans: current and potential. Basic properties of replacement signs by Marina Tutushkina. Information analysis activities according to Boris Lomov and Vladimir Shadrikov: psychophysical, evaluation, psychological.

The essence of the concepts in the information subsystem "image", "sign", "we", "code", "model", "symbol". Basic properties of replacement signs/characters.

Psychological aspects of information processing and decision making. The process of information services activities and behavior.

Information processing in decision making. The features of information processing. The main characteristics of information processing: volume and speed parameters.

Theme 24. **Psychological analysis of the individual regulatory subsystem**

An overview of regulatory processes. Basic concepts of self-activity and behavior.

The word as part of self-regulation and behavior. Psychological problems of reliability of a personality. Psychological support of the reliability of the profession.

Individual style of activity and professional qualifications. An overview of proficiency. General and defining features of the individual style.

3.3. The list of modules and themes

Module 1.
The cognitive sphere of a personality

Theme 1. General characteristics of sensory-perceptual processes
1.1. The concepts of sensation and perception. Functions of sensations and perceptions.
1.2. Modality and quality of sensations.
1.3. The concept of apperception.
Recommended literature: main [1 – 4; 6]; additional [9 – 11; 13; 16].

Theme 2. Attention

2.1. Basic approaches to the definition of attention.

2.2. Types of attention.

2.3. The development and formation of attention.

Recommended literature: main [1 – 3; 6; 7]; additional [9 – 11; 16].

Theme 3. Memory

3.1. Psychological theories of memory.

3.2. Processes and types of memory.

3.3. Physiological basis of memory.

Recommended literature: main [1 – 3; 6; 7]; additional [10; 11; 16].

Theme 4. Thinking

4.1. General characteristics of thinking.

4.2. Theories of thinking.

4.3. The nature of individual differences in thinking.

Recommended literature: main [1; 3; 5; 7]; additional [9; 11; 16].

Theme 5. Imagination and representation in creative activities

5.1. The concept of ideas and imagination.

5.2. The physiological basis of imagination.

5.3. The concept of creativity.

Recommended literature: main [1; 7]; additional [2; 3; 5; 6; 9].

Module 2.
Personality psychology

Theme 6. The subject and tasks of personality psychology

6.1. The subject and the main task of modern personality psychology.

6.2. Scientific approaches to personality psychology.

6.3. Basic principles and methods of personality psychology.

Recommended literature: main [1]; additional [9; 15].

Theme 7. The psychological nature of a personality

7.1. Factors and driving forces of a personality.

7.2. Factors of personality in different psychological schools.

7.3. Socialization: concept, nature and content.

Recommended literature: main [1; 2]; additional [9; 11; 19].

Theme 8. Development of psyche and formation of a personality

8.1. The psychological meaning of development, development of psyche and personal development.

8.2. Developmental periods of human development.

8.3. The concept of psychosexual development.

Recommended literature: main [1; 2]; additional [9 – 11; 13; 19].

Theme 9. The psychological structure of a personality

9.1. The psychological structure of a personality.

9.2. Temperament as a biological foundation of a personality.

9.3. The orientation of a personality: the concept, nature, content, types.

Recommended literature: main [1 – 3; 7]; additional [3 – 11; 13; 16].

Theme 10. Consciousness, self-awareness and reflective characteristics of a personality

10.1. The concept and structure of consciousness.

10.2. Gender: the concept, nature, types and psychological characteristics.

10.3. Self-concept and its components.

Recommended literature: main [1 – 3; 7; 8]; additional [9 – 11; 13 – 16].

Theme 11. Harmony and divergence of a personality

11.1 The concept of a personal norm.

11.2. Variations in personality development: the concept, meaning and reason.

11.3. Help of a psychologist and self-help in personality disorders.

Recommended literature: main [1 – 3; 7]; additional [3 – 11; 13; 16; 17].

Theme 12. Methodological principles of modern theories of a personality

12.1. Psychoanalytic theories, neopsychoanalyzes.

12.2. Analytical psychology.

12.3. Phenomenological psychology.

Recommended literature: main [1 – 4; 7]; additional [9 – 11; 13 – 16].

Module 3.
The emotional and volitional sphere of a personality

Theme 13. An overview of the affective sphere of a personality

13.1. Emotions and personality development.

13.2. Theories of emotion.

13.3. Emotions and body. Psychosomatics.

Recommended literature: main [1 – 3; 7; 8]; additional [9 –15].

Theme 14. Principles and methods of psychology of emotion

14.1. Principles of differentiation of emotions.

14.2. Emotional experience.

14.3. Types of feelings, their characteristics.

Recommended literature: main [1 – 3; 7; 8]; additional [9 – 11; 13, 16].

Theme 15. Emotional states and their regulation factors

15.1. The concept of the emotional state in psychology.

15.2. Methods of study of emotional states and emotionality of a personality.

15.3. Frustration, deprivation and stress, their characteristics.

Recommended literature: main [1 – 3; 5; 7]; additional [9 – 13; 16].

Theme 16. Basic emotions of interest, joy, surprise, sadness, anger

16.1. An overview of emotions, sadness, anger, interest, joy and wonder.

16.2. Sources and activators of sadness, anger and contempt, interest, joy and wonder.

16.3. A tendency to certain emotions.

Recommended literature: main [1 – 3; 7; 8]; additional [9 – 11; 13; 16].

Theme 17. Will theories

17.1. Will as a phenomenon in philosophical and psychological approaches.

17.2. Arbitrary and volitional actions, their structure.

17.3. Formation and development of volitional personality traits.

Recommended literature: main [1 – 3; 7]; additional [3 – 11; 13; 16].

Theme 18. Function of the affective sphere

18.1. The affective sphere (emotions, feelings and will) as personal knowledge through introspection.

18.2. The main functions of emotions: information, assessment, regulation, control.

18.3. Self-creation of a personality, the definition of the life course indirectly through activities.

Recommended literature: main [1 – 3; 7; 8]; additional [9 – 11; 13; 16].

Theme 19. Volitional personality traits

19.1. Composition and structure of volitional qualities.

19.2. Classification of volitional qualities.

19.3. The development of volitional personality traits.

Recommended literature: main [1 – 3; 7]; additional [9 – 13; 16].

Module 4.
Activity and behavior of a personality

Theme 20. Problems and methodological basis of structural analysis

20.1. Comparative analysis of psychological theories.

20.2. The theory and structure of activity.

20.3. Psychological analysis of the concepts of goals, needs, motivations, motivations and behavior of an individual.

Recommended literature: main [1 – 3; 7]; additional [3 – 11; 13; 16; 19].

Theme 21. Psychological analysis of the need-motivational subsystem of personality and behavior

21.1. Classification of needs and motives of a personality.

21.2. Analysis of the need-motivational subsystem performance and behavior.

21.3. Motivation and cognitive processes.

Recommended literature: main [1 – 3; 7; 8]; additional [9 – 16; 19].

Theme 22. Psychological analysis of the operational subsystem of personality and behavior

22.1. The operational subsystem of personality and behavior: concepts and components.

22.2. Psychological theories of activity.

22.3. Correlation between concepts of knowledge, skills and ability.

Recommended literature: main [1 – 8]; additional [9; 10; 13 – 18].

Theme 23. Psychological analysis of the information subsystems of personality and behavior

23.1. The informational base of activity.

23.2. Psychological aspects of information processing and decision making.

23.3. Main characteristics of information processing: volume and speed parameters.

Recommended literature: main [1 – 8]; additional [9; 10; 13 – 18].

Theme 24. Psychological analysis of the individual regulatory subsystem

24.1. Basic concepts of self-activity and behavior.

24.2. The word as part of self-regulation and behavior.

24.3. The individual style of activity and professional qualifications.

Recommended literature: main [1 – 8]; additional [9; 10; 13 – 18].

4. The structure of the academic discipline

From the very beginning of the study of the academic discipline each student should be familiarized with both the syllabus of the academic discipline and forms of teaching, and the structure, content and scope of each of its training modules, as well as all kinds of monitoring and evaluation methodology as regards professional competences.

The study of the academic discipline is carried out through consistent and thorough elaboration of training modules. A training module is a separate, relatively independent unit of the academic discipline, which logically combines several academic discipline elements by character and relationships. A thematic plan of the academic discipline consists of four structural modules (Table 4.1).

Table 4.1

The structure of the test credit of the academic discipline

Names of content modules and themes	Number of hours						
	Full-time						
		including					
			Practical lessons			independent work	
	total	lectures	seminars	laboratory studies	final control	IRP execution	preparation for classes
1	2	3	4	5	6	7	8
Module 1. The cognitive sphere of a personality							
Theme 1. General characteristics of sensory-perceptual processes	4	1	1	–	–	–	2
Theme 2. Attention	4.5	0.5	–	0.5	–	–	2.5
Theme 3. Memory	4.5	0.5	–	0.5	–	–	2.5
Theme 4. Thinking	4	1	–	0.5	–	–	2.5
Theme 5. Imagination and representation in creative activities	5	1	0.5	0.5	0.5	–	2.5
Total for Content module 1	**27**	**4**	**1.5**	**2**	**0.5**	**7**	**12**
Module 2. Personality psychology							
Theme 6. The subject and tasks of personality psychology	2	0.5	0.5		–	–	1
Theme 7. The psychological nature of a personality	2	0.5	0.5				1
Theme 8. Development of psyche and formation of a personality	4	1	–	1			2
Theme 9. The psychological personality structure	3	0.5	–	0.5			2
Theme 10. Consciousness, self-awareness and reflective characteristics of a personality	3	0.5	–	0.5			2
Theme 11. Harmony and divergence of a personality	3	0.5	0.5				2
Theme 12. Methodological principles of modern theories of a personality	3	0.5	–		0.5		2
Total for Content module 2	**27**	**4**	**1.5**	**2**	**0.5**	**7**	**12**

Table 4.1 (the end)

1	2	3	4	5	6	7	8
Module 3. Emotional and volitional sphere of a personality							
Theme 13. An overview of the affective sphere of a personality	2	0.5	0.5	–	–		1
Theme 14. Principles and methods of psychology of emotions	2	0.5	0.5	–	–		1
Theme 15. Emotional states and their regulation factors	3	0.5		0.5	–		2
Theme 16. General emotions of interest, joy, surprise, sadness, anger	3	0.5		0.5	–		2
Theme 17. Will theories	3	1	0.5	–	–		2
Theme 18. The function of the affective sphere	2	0.5	0.5	–	–		2
Theme19. Volitional personality traits	3	0.5		0.5	–		2
Total for Content module 3	**27**	**4**	**2**	**1.5**	**0.5**	**7**	**12**
Module 4. Activity and behavior of a personality							
Theme 20. Problems and methodological basis of structural analysis	5	0.5	0.5				4
Theme 21. Psychological analysis of the need-motivational subsystem of personality and behavior	3	0.5	–	0.5			2
Theme 22. Psychological analysis of the operational subsystem of personality and behavior	3	0.5	–	0.5			2
Theme 23. Psychological analysis of the information subsystems of personality and behavior	3	0.5	–	0.5			2
Theme 24. Psychological analysis of the individual regulatory subsystem	6	2	1	0.5	0.5		2
Total for Content module 4	**27**	**4**	**1.5**	**2**	**0.5**	**7**	**12**
Total for the academic discipline	**108**	**16**	**6**	**8**	**2**	**28**	**48**
	108	**16**	**16**			**76**	

5. Seminars

A **seminar** is a form of studies when the teacher organizes discussion of certain topics for which students prepare theses. At every workshop the teacher assesses the reports prepared by students and the presentation of these issues

(Table 5.1), their performance, activity in discussions, ability to articulate and defend their position and so on. The total scores for each seminar are entered in an appropriate register. These students' scores for individual seminar studies are taken into account in the final accumulation of points on this academic discipline.

<div align="right">Table 5.1</div>

Themes of reports for seminars

Module	Lesson number	Themes
1	2	3
The cognitive sphere of a personality	1	The concepts of apperception, sensation and perception. Functions of sensations and perceptions. Modality and quality of sensations. The concepts of attention. Types of attention. The mechanism of development and formation of attention
	2	Psychological theories of memory. The physiological basis of memory. Processes and types of memory. Theories of thinking. General characteristics of thinking. The mechanism of development and formation of thinking. The physiological basis of imagination. The concept of creativity
Personality psychology	3	Scientific approaches to personality psychology. Basic principles and methods of personality psychology. Factors and driving forces of a personality. Factors of personality in different psychological schools. Socialization: the concept, nature and content. The psychological meaning of notions: "development", "development of psyche" and "personal development". Developmental periods of human development. Temperament as a biological foundation of a personality, its types
	4	The psychological structure of a personality according to different theories. The orientation of a personality: the concept, nature, content, types. The concept and structure of consciousness. Gender: the concept, nature, types and psychological characteristics. Self-concept and its components. The concept of a personal norm. Variations in personality development: the concept, meaning and reasons. Help of a psychologist and self-help in personality disorders. Psychoanalytic theories, neopsychoanalysis. The concept of analytical psychology. The ideas of phenomenological psychology

Table 5.1 (continuation)

1	2	3
The emotional and volitional sphere of a personality	5	Theories of emotions. The theory of psychosomatics. Principles of differentiation of emotions. Emotional experience. Types of feelings, their characteristics. Emotional states and their regulation factors. The concept of the emotional state in psychology. Methods of the emotional state study and emotionality of a personality. The affective sphere (emotions, feelings and will) as the personal knowledge through introspection. The notions "frustration", "deprivation" and "stress", their characteristics. An overview of emotions, sadness, anger, interest, joy and wonder. Sources and activators of sadness, anger and contempt, interest, joy and wonder. The tendency to express certain emotions. Functions of the affective sphere
	6	Will as a phenomenon in philosophical and psychological approaches. Volitional personality traits. Arbitrary and volitional actions, their structure. Formation and development of volitional personality traits. The main functions of emotions: information, assessment, regulation, control. Self-creation of a personality, the definition of the life course indirectly through activities. The composition and structure of volitional qualities. Classification of volitional qualities. The development of volitional personality traits
Activity and behavior of a personality	7	Problems and methodological basis of structural analysis. Comparative analysis of psychological theories. The theory and structure of activity. Psychological analysis of the concepts of goals, needs, motivations, motivations and behavior of an individual
	8	Psychological analysis of the need-motivational subsystem of personality and behavior. Classification of needs and motives and personality. Analysis of the need-motivational subsystem performance and behavior. Motivation and cognitive processes. Psychological analysis of the operational subsystem of personality and behavior. The operational subsystem of personality and behavior: concepts and components. Psychological theories of activity. Psychomotor as a part of activity. Formation of sensormotor skills. Correlation between the concepts of knowledge, skills and ability

Table 5.1 (the end)

1	2	3
		Psychological analysis of information subsystems of personality and behavior. The informational base of activity. Psychological aspects of information processing and decision making. Main characteristics of information processing: volume and speed parameters. Psychological analysis of the individual regulatory subsystem. Basic concepts of self-activity and behavior. The word as part of self-regulation and behavior. The individual style of activity and professional qualifications

6. Practical lessons: plans, practical tasks, laboratory studies

6.1. Laboratory studies

A laboratory study is a form of practical lessons when the teacher organizes a detailed examination of some theoretical provisions of the academic discipline and forms skills of their practical application through students' individual performance of various tasks. Conducting such studies is based on pre-prepared methodological materials – tests to identify the degree of mastery of the necessary theoretical terms, a set of tasks of different difficulty levels to be solved in class. It includes preliminary control of knowledge, skills and abilities of students, setting a general problem by the teacher and discussing it with students, solving problems with their discussion, solving control tasks, their inspection, evaluation.

6.2. Practical tasks

Practical lesson 1. Themes 1 – 3

Practical tasks: creating a collage on the theme "Psyche"; "The study of attention"; "The study of memory". An oral examination.

Practical lesson 2. Themes 4 – 5

Practical tasks: "The study of features of the process of thinking"; "The idea as part of thinking". A written colloquium.

Practical lesson 3. Themes 6 – 8

Practical tasks: "Building a circuit connection of individual psychology with other scientific disciplines"; "Diagnostics of the types of temperament"; "Diagnosis of personality types". An oral examination.

Practical lesson 4. Themes 9 – 12

Practical tasks: "Determining the structure of self-concept of a personality"; "Diagnosis of personality type projective techniques"; "The study of the role of psychological defense mechanisms in human life". A written colloquium.

Practical lesson 5. Themes 13 – 16

Practical tasks: "The definition of emotions"; "The use of methods of psychology of emotions"; "The study of the emotional state of a personality"; "The study of the influence of emotions on the activity of an individual". An oral examination.

Practical lesson 6. Themes17 – 19

Practical tasks: "Construction of a scheme to achieve a goal as an applied tool of volitional influence"; "Determining the functional purpose of the affective sphere"; "The study of the willed personality traits". A written colloquium.

Practical lesson 7. Themes 20 – 23

Practical tasks: Exploring the meaning of the notion "activity" and types of activities. Reports of students. An oral examination.

Practical lesson 8. Theme 24

Practical tasks: Diagnosis of professional suitability. Reports of students. A written colloquium.

7. Individual research projects

An individual research project (IRP) is a selective type of extracurricular independent work of students which has a teaching and research nature; it is performed in the process of mastering the syllabus material of the academic

discipline and ends together with passing the final examination in this academic discipline. Performance of the IRP is one of the important means of improving the quality of training of future specialists who are able to put into practice the theoretical knowledge and skills of this discipline.

Preparation of the IRP provides systematization, consolidation, expansion of theoretical and practical knowledge of the academic discipline and its application to solving specific economic situations, developing skills of independent work and mastering the methods of research and experiments related to the IRP theme.

The IRP provides for the following elements of scientific research: a practical value, a comprehensive systematic approach to solving problem of the research, theoretical use of advanced modern methodology and scientific developments, the elements of creativity, skills in modern technology implementation.

The practical significance of the IRP is in the substantiation of its actual results for the needs of practice.

The work is considered to be actual if it has been conducted in accordance with the current psychological problems, based on the actual data.

A comprehensive systematic approach to the theme of the work is in the fact that the purpose of the study is seen from different points of view, i.e. from the standpoint of theoretical basis and practical developments, conditions for its implementation for the psyche development, analysis, justification of ways for improvement etc., in close relationship and a unified presentation logic.

The use of modern methodology implies that in the course of applying psychology to the improvement of certain aspects of the subject and object of study a student must use information about the latest advances in psychology research, apply various methods and instruments to diagnostic studies, approaches to definition and justification of the choice of criteria and indicators for rapid diagnosis of an industrial and economic system and its elements.

In the course of carrying out the IRP along with the theoretical knowledge and practical professional skills, a student must demonstrate the ability to do research work and think creatively.

The themes of the individual research project :
"Personality characteristics research";
"Development of the science of psychology".

The **IRP purpose** is the formation of practical skills and abilities to define personality characteristics and develop knowledge of the science of psychology in the course of doing the task.

The **IRP object** is personality and science of psychology.

The IRP is performed independently by a student with the teacher's advice in the course of studies according to the schedule of the educational process.

The IRP is given by the teacher at the beginning of the semester during which the academic discipline is studied. Students must provide the IRP for control at the end of the semester, but no later than the time period for conducting the final testing. Points for the IRP are accounted in the total assessment on the academic discipline.

Requirements for registration. The sheet format is A4. Margins: the left one is 30 mm; the right, top and bottom ones are 20 mm. Font Arial, the font size for the text is 14 kg, the line spacing is 1.3 multiplier. Italicizing and underlining is not allowed.

The volume of the printed IRP shall be about one conventionally printed sheet.

Each section begins with a new page. The names of the sections are given in capital letters in the center of the page. Pages should be numbered in the upper right corner. The title page is not assigned a number.

Requirements for the content. The IRP should consist of the following elements:

the title page;

the content;

the introduction (1 page);

the main part (16 – 20 pages);

the conclusion (1.5 pages);

the list of references;

annexes (if necessary).

A brief description of the content and requirements for implementation.

The content of the first part of the research project: tests to define personality traits, conclusions.

The content of the second part of the research project: analysis of scientific publications on the problems of psychology, up to 15 pages. The choice of the publications must be agreed with the teacher in advance. Analysis is performed in the following areas:

1) the relevance of the publication;

2) identification of its shortcomings;

3) formulation of areas for improvement.

The results of analysis are issued on a separate A4 sheet with the obligatory indication of the name of the publication, the names and numbers of the periodical publication, the date of the publication. The results of the analysis shall be submitted for review to the teacher in the form of a text for publication. It should be defended at a seminar in the form of a presentation using Power Point.

8. Independent students' work

Independent students' work (ISW) is a form of the educational process in which the planned tasks are performed by students independently under the methodological supervision of the teacher.

The goal of ISW is mastering the full syllabus and formation of students' general and professional competencies which play a significant role in the development of future highly qualified specialists.

The teaching time allotted for independent work of full-time students is determined by the curriculum and makes 67 % (108 hours) of the total study time for studying the academic discipline (180 hours). During the self-study a student has to become an active participant in the learning process, learn to form a conscious attitude to mastering the theoretical and practical knowledge, to freely navigate in the cyberspace, to bear individual responsibility for the quality of his/her training. ISW includes lecture material processing; study of the recommended literature, key terms and concepts by the themes of the academic discipline; preparation for practical classes, seminars, laboratory classes; preparing to speak at seminars; in-depth study of particular lecture themes or issues; doing individual tasks (doing calculation individual and complex tasks) on the themes studied; writing an essay on the given issues; search (selection) and review of the literature on a given discipline problem; analytical review of scientific publications; self-diagnosis of the personal knowledge through questions; preparation for tests and other forms of current control; preparation for the control module (colloquium); systematization of the material studied to prepare for the semester exam.

An essential element of successful mastering of the academic discipline is independent work of students on domestic and foreign special economic

literature, regulations on state control of the economy, statistical materials. The main questions for independent work of students, based on the theoretical knowledge of the academic discipline are listed below.

8.1. Questions for independent study

1. System quality of brain activity as a reason for psychological activity.
2. The historical origin of psychology.
3. The evolution of psyche.
4. The problem of design of the processes of perception.
5. Co-operation of development of memory, thought and imagination.
6. Spirituality and charisma. The concept of the charismatic influence.
7. Stresses in human life: causes and ways of prevention and treatment.
8. The history of personality psychology development.
9. A set of character traits : basic and additional.
10. Interrelation of character and will.
11. The essence of K. Leongard personality theory of accentuation.
12. The problem of motivation in pedagogics.
13. Philosophers about the problems of motivation.
14. The terms of psychical development of an individual in the process of formation as a personality.
15. Systematic psychological changes that occur in human beings.
16. Mechanisms of personality development.
17. The influence of external factors (clothes, footwear, hairdo) on the self-concept.
18. Causes of the internal conflict tension.
19. S. Freud about the value of dreams.
20. Stages and levels of group dynamics development.
21. Conflicts and methods of their resolution.
22. Dimensions of group processes.
23. Studies as a type of activity.
24. Labour as a type of activity.
25. Description of mental actions (actions of thought and actions of memory).

8.2. Questions for self-diagnosis

1. Interrelation of principles and methods of psychology.
2. The role of psychology in professional activity optimization.

3. Psychology in my life.

4. An interdisciplinary approach to the development of psychology.

5. Intellectual activity forming a personality.

6. Development of perception and feeling processes in the informative society.

7. The active character of feelings and perception in co-operation of man with the environment.

8. Principles of formation of common intellect and personality.

9. Classic theories of personality.

10. Description of emotionally-volitional properties of a personality.

11. The essence of accentuation, its basic directions.

12. Analysis of current available classifications of characters.

13. The history of development of studies about motivation.

14. Experience of the practical formation of motivation in the USA.

15. Experience of the practical formation of motivation in Japan.

16. Analysis of the current motivation practice in Ukraine.

17. Major stages of the vital way of a human being for personality development.

18. Cognitive development involving such areas as problem solving and moral understanding.

19. Piagetian stages of cognitive development.

20. The content and value of correlation of three components of self-concept: I-appearance, I-real and I-image.

21. The essence and forms of action of mechanisms of psychological defense.

22. The role of interpersonal relations in the functioning of a group.

23. Mutual understanding as an important condition of the establishment and development of personal relations.

24. Joint activity as co-operation.

25. The role of intuition in the creation process.

26. Substantive provisions of the psychological theory of activity.

27. The influence of different types of activity on the psychological development of man.

9. Individual consulting work

Individual advisory work is carried out according to the schedule of individual and consulting activities in the form of individual lessons, consultations, control of individual assignments and tasks given for current control and so on. The content of individual consulting work is given in Table 9.1.

Table 9.1

The content of individual consulting work

Part of the discipline	The content of consulting work	
	Individual	Group
Theoretical	Question – answer regarding the problem of the theoretical material of the academic discipline	Consideration of case studies, practical policy implementation and use of the theory of economic psychology in the practice of modern organizations
Practical	Consideration of practical problems on every issue	Consideration of practical situations, role-playing games that require collective discussion

Individual consulting work for a comprehensive assessment of the mastery of the syllabus material is conducted in the form of
1) defense of individual and group tasks;
2) papers for presentation at scientific seminars and conferences.

10. Methods of teaching

10.1. Methods of enhancement of teaching

In the process of teaching the following active and interactive teaching technologies are used to enhance the educational and cognitive students' activities: lectures of problematic nature, mini-lectures, small-group work, seminars, discussions, brainstorming, the case method, presentations, trial (initial) games, the method of project works, computer simulation, the Delphi method, the method of scenarios, banks of visual support.

The main difference of active and interactive teaching methods from traditional ones is not only determined by the methods and techniques of teaching, but also by high efficiency of the educational process, which manifests itself in highly motivated students; consolidation of the theoretical

knowledge in practice; raising the consciousness of students; forming their ability to make independent decisions; forming the ability to make collective decisions; forming a capacity for social integration; developing skills in conflict resolution; developing the ability to compromise.

Lectures of problematic nature are one of the most important elements of the problem-based learning of students. They include, along with the consideration of the main lecture material, considering a range of issues of controversial nature that have not been enough developed in science and are relevant to the theory and practice. Lectures of problematic nature are characterized by comprehensive reasoning of the material being taught. They contribute to the formation of students' independent creative thinking and instill cognitive skills in them. Students become participants in scientific research and solving problem situations.

Mini-lectures include presentation of the educational material in a short period of time and are characterized by large capacity, complexity of logical theories, images, proofs and generalizations. They are usually held as part of research studies. Mini-lectures are different from full-length lectures by their much shorter duration. Typically mini-lectures last no more than 10 – 15 minutes and are used to concisely convey new information to all the listeners. Mini-lectures are frequently used as an integral part of a theme that is desirable to be delivered at a full-length lecture, so as not to bore the audience. In this case information is provided by several separate segments, alternated with other forms and methods of teaching.

Seminar discussions involve the exchange of ideas and views of participants on the topic and develop thinking, help to shape attitudes and beliefs, develop the ability to formulate thoughts and express them.

Work in small groups allows structuring practical seminars in form and content, creating opportunities for the participation of each student in the work on the topic, providing the formation of personality qualities and experience of social intercourse.

Brain storming is a method of solving urgent problems, which aims to express the largest possible number of ideas in a very limited period of time discuss and select them.

Presentations are speaking to an audience with a view to representing certain advances, results of the group work, reports on individual assignments, project works. Presentations may be individual, performed by one student and collective, performed by two or more students.

10.2. Problem points of the modules

Module 1. Themes 1 – 5

Attention of students is concentrated on the difference between scientific and unscientific psychology, the necessity of forming a scientific world-view on the complexity of study of such a phenomenon as psyche; on different approaches to research evolution of psyche and appearance of human consciousness, features of conducting psychological researches.

Enhancement of the educational process is provided by putting important debatable questions about physiology and psychological basis of cognitive processes, difference between the direct and mediated reflection of reality.

Special attention of students is concentrated on intercommunication of the cognitive process and future professional activity, on peculiarities of such psychical processes, as memory, thought, attention, imagination.

Knowledge of laws of memory and methods of memorizing new information allows the students to promote efficiency of the educational activity.

Discussion on the theme "Difference in the conduct of a person, that is predefined by the memory and perception".

Module 2. Themes 6 – 12

The problem elements of lectures are used to enhance the educational process. They are comparison of existent directions of personality psychology, comparison of types of characters, determination of the difference between accentuation of characters and abnormal psychology, the essence and displays of abnormal psychology.

Enhancement of the educational process is provided by putting important debatable questions about the forming of individual self-concept. Research into the phenomenon is carried out from the point of view of different theories.

Special attention of students is drawn to comparison of self-concept and self-esteem.

Discussion on the theme "Stages and crises periods of development of a personality".

Module 3. Themes 13 – 19

The study of mechanisms of psychological defense, indifferent emotional statements, comparison of their essence and features of display,

that come into question during the lecture, helps students to acquire skills and abilities to form and maintain internal harmony and the harmony with the outer world; skills in managing the emotional balance, forming the mood of a personality.

Discussion on the theme "You shall love your neighbor like yourself".

Module 4. Themes 20 – 24

Attention of students is concentrated on the basic theories of motivation, differences of their methodological approaches, the questions of application of knowledge of theories of motivation which come into question in future professional activity and in everyday life.

Discussion on the theme "Dependence of the efficiency of professional activity on temperament".

11. The evaluation system

The system of evaluation of the formed competencies (Table 2.1) takes into account the students' occupations, which according to the syllabus of the academic discipline include lectures, seminars, workshops, and performing independent work. Evaluation of the formed existing competences of students is carried out on a cumulative 100-point system. According to the provisional regulations "On the Assessment of Students' Academic Performance on a Cumulative Point-rating System" of S. Kuznetz KhNUE control measures include:

current control which is carried out during a semester at lectures, practical studies, seminars and evaluated in the number of points (the maximum number is 60 points, the minimum number that allows a student to take the exam is 35 points);

module control, which is held on the basis of current control for the respective content module and aims at the integrated assessment of students' academic performance after studying the material of a logically completed part of the academic discipline – the content module;

final/semester control which is performed in the form of a semester examination in accordance with the schedule of the learning process.

Current control on this academic discipline is carried out in the following forms:

active work at the lectures;

active participation in the performance of practical tasks;

active participation in the discussion and presentation of material at seminars;

defending the individual and complex tasks;

review of the essay on a given theme;

current testing;

conducting a written examination;

a rapid survey;

conducting a dictation on the lecture material.

Module control on this academic discipline is conducted in the form of a colloquium. **A colloquium** is a form of checking and evaluating students' knowledge in the system of higher education. It is conducted as an intermediate mini-exam on the initiative of the teacher.

Final/semester control is conducted in the form of a semester exam. **Semester exams** are a form or assessment of the final mastering of the theoretical and practical material on a particular academic discipline, which is conducted as a control measure.

The procedure of current evaluation of students' knowledge. Assessment of students' knowledge during seminars and workshops and carrying out individual assignments is made on a cumulative 100-point scale according to the following criteria:

understanding the degree of assimilation of the theory and methodology of the issues under consideration;

the degree of assimilation of the factual material of the academic discipline;

familiarization with the recommended literature, as well as contemporary literature on the issues under consideration;

the ability to combine theory with practice in considering work situations, solving problems, making calculations in the implementation of individual tasks and tasks submitted for consideration in the classroom;

the logic, structure, style of presentation in the written work and in speeches to the audience, the ability to justify their position, perform synthesis of information and draw conclusions;

the accuracy of doing the individual complex task.

The maximum possible score for a specific task is reached if the individual assignment of a student or oral answers meet all these criteria. The lack of a component reduces the number of points. In the evaluation of individual tasks attention is also paid to the quality, independence and

timeliness of delivery of assignments to the teacher according to the schedule of the learning process. If any requirements are not met, then the points will be reduced.

A colloquium is held 4 times per semester. It includes single and multiple choice questions to test the knowledge regarding the major categories of the academic discipline.

Evaluation criteria for extracurricular independent work. The general criteria for evaluation of extracurricular independent work are: the depth and strength of the knowledge, the level of thinking, the ability to organize knowledge on certain themes, the ability to make informed decisions, operation of the categorical apparatus, skills and techniques of solving practical problems, the ability to find relevant information, exercise its systematization and processing, self-realization at practical classes and seminars.

The criteria for evaluating essays are:

the ability to conduct critical and independent assessment of certain issues;

the ability to explain alternative views and have their own point of view on problematic issues;

applying analytical approaches;

quality and clarity of reasoning;

logic, structuring and validity of conclusions on specific issues;

independence of work;

literacy of presentation;

using comparison methods, synthesis of concepts and phenomena;

the design of the work.

The order of the final control on the academic discipline. The final control of knowledge and competencies of students on the academic discipline is based on the semester examination or a differentiated credit. Questions in the examination card cover the academic discipline syllabus to assess the level of knowledge and degree of mastery of competences of students (Table A1).

The objective of the examination is to check the student's understanding of the syllabus material in general, logic and interconnections between different sections, the ability to creatively use the knowledge, the ability to formulate their attitudes to certain problems of the academic discipline and so on. In terms of implementation of the competence-based approach the exam assesses the level of mastering competencies stipulated

by qualification requirements. Each examination card consists of five practical situations that require solutions to typical professional tasks in the workplace and can diagnose the level of the theoretical knowledge and the student's level of competence on the academic discipline.

An examination card includes stereotypical, diagnostic and heuristic tasks that are evaluated in accordance with the provisional regulations "On the Assessment of the Academic Performance of Students on a Cumulative Point Rating System" of S. Kuznetz KhNUE.

A student who for a valid documented reason had no opportunity to participate in this form of control, that is has not completed a content module has the right to work within two weeks after returning to training to write the test as ordered by the dean of the faculty in accordance with the deadline.

Students **cannot be allowed to take the exam** or the differentiated credit if the number of points obtained by the results of the academic performance during the current and module control according to the content module during the semester, has not reached 35 points. After the exams the dean of the faculty shall order the elimination of the academic debt. In due time the student is given an opportunity to gain the required points.

A student should be **considered certified** if the total score obtained by the results of the final/semester academic performance, equals to or is greater than 60. The minimum number of points for the current and module control during the semester is 35 and the minimum possible number of points gained on the exam is 25.

The result of the semester examination is assessed in points (the maximum is 40 points, the minimum number that is counted is 25 points) and entered in the space provided in the *examination "Record of success"*.

The final assessment on the academic discipline is calculated based on the points gained during the exam, and points gained during the current control on the cumulative system. The overall result in points for the semester is: *"60 points or more mean passed"*, *"59 or less points mean failed"*. This is entered in the scoring "Record of success" on the academic discipline. In case of gaining less than 60 points a student must pass the test after the exams in the period scheduled by the dean but not later than two weeks after the start of the semester. In the case of regaining less than 60 points the dean of the faculty shall appoint a Board of three teachers led by the head of the department, and set the term to retake the exam, then the decision is made in accordance with the law in force: "passed" means that the student

continues to study, if it is "not passed", then the dean of the faculty offers the student a self-study of the academic discipline during the next academic period.

Sample control tests

1. A quality, either positive or negative, in someone's personality:
   - (a)   ethnocentrism;
   - (b)   sociopath;
   - (c)   delusion;
   - (d)   trait.

2. The theory which holds that the origin of all knowledge is sense experience; the method of observation and experiment used in the natural sciences:
   - (a)   masochism;
   - (b)   free will;
   - (c)   echolalia;
   - (d)   empiricism.

3. A disorder causing people to fall asleep in unusual times like while driving or eating:
   - (a)   anorexia nervosa;
   - (b)   narcolepsy;
   - (c)   bulimia nervosa;
   - (d)   delirium.

4. Hidden memory; the origin of experiences that people believe to be original but which are actually based on memories of events they've forgotten:
   - (a)   abide;   (b)   cryptomnesia;
   - (c)   déjà vu;   (d)   implosion.

5. Therapeutic technique through which clients are encouraged to imagine the scenes connected with their feelings of anxiety:
   - (a)   agnosia;
   - (b)   altruism;

        (c)   intuition;

        (d)   implosion.

6. Relating to how people think, understand, and learn:
        (a)   explicit;
        (b)   retarded;
        (c)   cognitive;
        (d)   laudable.

7. Gradual weakening of intellectual capacity that leads to lack of concern, confusion, and state of unconsciousness:
        (a)   empiricism;
        (b)   dementia;
        (c)   dualism;
        (d)   intuition.

8. Inner power that leads you to make your own decision without outside influence:
        (a)   hallucination;
        (b)   adaptation;
        (c)   free will;
        (d)   trait.

9. A person presenting socially unacceptable behavior:
        (a)   kinesthesis;   (b)   sociopath;
        (c)   threshold; (d)   obedience.

10. An inability to recognize objects or sometimes even parts of the body:
        (a)   self-esteem;
        (b)   insight;
        (c)   obedience;
        (d)   agnosia.

11. Believing something although it is not true:
        (a)   gaffe;
        (b)   narcolepsy;

(c) delusion;
(d) hypomania.

12. The component of your character affecting your moods and behavior:
      (a) delusion;
      (b) coincidence;
      (c) empiricism;
      (d) temperament.

13. A psychological disorder characterized by overactivity and insomnia:
      (a) hypomania;
      (b) trait;
      (c) hierarchy;
      (d) bulimia nervosa.

14. A brain syndrome in which consciousness is affected and the person is disoriented:
      (a) delirium;
      (b) masochism;
      (c) free will;
      (d) déjà vu.

15. Seeing things or people or animals around that are really not there, usually as a result of a psychological disorder:
      (a) hallucination;
      (b) acrophobia;
      (c) attachment;
      (d) introspection.

16. Being too concerned with what others think about your behavior and appearance:
      (a) down-to-earth; (b) spontaneous;
      (c) random;   (d) self-conscious.

17. A feeling of worry or nervousness:
- (a) masochism;
- (b) gaffe;
- (c) libido;
- (d) anxiety.

18. Recognizing somebody/something; (...with) understanding someone's feelings or thoughts, feeling that you have similar thoughts:
- (a) stimulant;
- (b) condition;
- (c) identify;
- (d) banish.

19. Selfless concern for the happiness and welfare of other people:
- (a) introspection;
- (b) altruism;
- (c) empathy;
- (d) fecundity.

20. Instinctive sex energy:
- (a) cryptomnesia;
- (b) amnesia;
- (c) libido;
- (d) conflict.

21. An emotional tie between two people:
- (a) kinesthesis; (b) attachment;
- (c) hospice; (d) pathology.

22. A long or short-term loss of memory:
- (a) anxiety; (b) attachment;
- (c) amnesia; (d) dualism.

23. The ability to sense the movements of the muscles:
- (a) hospice; (b) kinesthesis;
- (c) empiricism; (d) insight.

24. The ability to put yourself in other people's shoes, to try to think and feel like them:

        (a)   echolalia;   (b)   anxiety;
        (c)   empathy;   (d)   acquisition.

Algorithms for solving each task include separate stages that differ in complexity and importance of solving the problem. Therefore, specific tasks and stages of solving them are measured separately as follows.

A stereotypical task (5 points):
1 points for knowing the etymology of the category;
1 points for providing conclusions;
1 points for the correct presentation and formulation;
1 point for the proper presentation and knowing the usage of the notion and criterion, methods of estimations;
1 point for knowing the criteria and methods of estimations of the category.

A stereotypical task – test (5 points):
0.25 point for the correct answer.

A diagnostic task (15 points):
2 points for logic and complete presentation;
1 point for knowing the etymology of the method;
10 points for correctness;
2 points for providing conclusions.

A heuristic task (15 points):
1 point for logic presentation;
7 points for the proper and correct presentation of the idea;
1 point for the use and mentioning of scientific methods and tools;
3 points for providing and grounding conclusions;
2 points for the usage of comparative analyzes of different methods for getting the result;
1 point for knowing previous experience of solving similar tasks.

12. The distribution of points that students get

The system of evaluation of the formation of professional competences of full-time students is shown in Table 12.1.

<div align="right">Table 12.1</div>

The system of evaluation of professional competences formation

Professional competences	Week	Hours		Forms of study		Level of development of competences	
						Forms of control	Max. point
1	2	3		4		5	6
Module 1. The cognitive sphere of a personality							
Knowledge and skills in relation to patterns of the cognitive mental sphere	The ability to characterize sensory-perceptual processes	1-2	Aud.	0.5	**Lecture**	**Theme 1.** General characteristics of sensory-perceptual processes	Work at the lecture	–
				0.5	**Practical study**	**Practical task**: creating collages on "Psyche"; preparation of a report on the subject "Psychology in my life" according to the given structure	Active participation in the discussion	1
			IWS	2	**Prepa-ration for lessons**	Search, selection and review of the literature on a given subject. Preparation of a report	Checking the homework	
	The ability to diagnose and develop sensory-perceptual processes: attention, memory, thinking, imagination	1-2	Aud.	0.5	**Lecture**	**Theme 2**. Attention	Work at the lecture	–
				0.5	**Practical study**	**Practical task:** "Studying attention"	Active participation in the discussion	1
			IWS	2.5	**Prepa-ration for lessons**	Search, selection and review of the literature on a given subject. Doing practical task. Preparation of a presentation	Checking the homework	

47

Table 12.1 (continuation)

1	2	3			4		5	6
	1-2	Aud.	1	**Lecture**	**Theme 3**. Memory		Work at the lecture	–
			1	**Practical study**	**Practical task:** "Studying memory"		Active participation in the discussion	1
		IWS	2.5	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject. Preparation of a presentation		Checking the homework	
	3-4	Aud.	1	**Lecture**	**Theme 4**. Thinking		Work at the lecture	1
			1	**Practical study**	**Practical task**: "Studying peculiarities of the thinking process"; "Imagination as a part of thinking"		Active participation in the task execution	1
		IWS	2.5	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject. Practical task execution. Preparation for a colloquium		Checking the homework	
	3-4	Aud.	1	**Lecture**	**Theme 5**. Imagination and representation in creative activities		Work at the lecture	–
			1	**Practical study**	Colloquium according to the lectures		Colloquium	5
		IWS	2.5	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject		Checking the homework	
			7	**IRP prepar-ation**	Search, selection and review of the literature on a given subject; task execution		Checking the task execution	

Table 12.1 (continuation)

1	2	3			4	5	6
					Module 2. Personality psychology		
Knowledge and skills in relation to patterns of personality psychology	The ability to characterize the psychological nature of an individual	5-6	Aud.	0.5	**Lecture**	**Theme 6**. Subject and tasks of personality psychology	Work at the lecture	1
				0.5	**Practical study**	**Practical task**: "Building a circuit connection of individual psychology with other scientific disciplines"	Active participation in the practical task execution	1
			IWS	1	**Prepara-tion for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
		5-6	Aud.	0.5	**Lecture**	**Theme 7**. Psychological nature of the personality	Work at the lecture	–
				0.5	**Practical study**	**Practical task**: "Diagnostics of temperament types"	Active participation in the practical task execution	1
			IWS	1	**Prepara-tion for lessons**	Search, selection and review of the literature on a given subject Performing practical tasks. Preparation for a colloquium	Checking the homework	
	The ability to develop the psyche of an individual	5-6	Aud.	1	**Lecture**	**Theme 8**. Development of psyche and formation of a personality	Work at the lecture	–
				1	**Practical study**	**Practical task**: "Diagnosis of personality types"	Active participation in the practical task execution	1
							Presentation of the results of individual studies	10
			IWS	2	**Prepara-tion for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	

Table 12.1 (continuation)

1	2	3		4		5	6
The ability to determine the structure of a personality	7-8	Aud.	0.5	**Lecture**	**Theme 9**. Psychological personality structure	Work at the lecture	1
			0.5	**Practical study**	**Practical task**: "Determining the structure of self-concept of a personality"	Active participation in the practical task execution	1
						Oral testing	2
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to use reflective characteristics of an individual, to determine the level of awareness activities	7-8	Aud.	0.5	**Lecture**	**Theme 10**. Consciousness, self-awareness and reflective characteristics of a personality	Work at the lecture	–
			0.5	**Practical study**	**Practical task**: "Diagnosis of a personality type by projective techniques"	Active participation in the practical task execution	1
					Topics for independent study	Report	6
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to identify cases of variations in personality development	7-8	Aud.	0,5	**Lecture**	**Theme 11**. Harmony and divergence of a personality	Work at the lecture	1
			0,5	**Practical study**	**Practical task**: "Studying the role of psychological defense mechanisms in human life"	Active participation in the practical task execution	1
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject. Performing practical tasks. Preparation for a colloquium	Checking the homework	

Table 12.1 (continuation)

1	2	3		4	5	6
The ability to characterize the modern personality theory	7-8	Aud.	0.5 **Lecture**	**Theme 12**. Methodological principles of modern theories of a personality	Work at the lecture	–
			0.5 **Practical study**	**Practical task:** preparing scientific reports: "Research problems of modern theories of a personality"	Active participation in the practical task execution	1
				A colloquium on the content module	Colloquium	5
		IWS	2 **Preparation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
			7 **IRP preparation**	Search, selection and review of the literature on a given subject, task execution	Checking the task execution	
Module 3. The emotional and volitional sphere of a personality						
The ability to characterize the affective sphere of an individual	9-10	Aud.	0.5 **Lecture**	**Theme 13**. An overview of the affective sphere of personality "I"	Work at the lecture	–
			0.5 **Practical study**	**Practical task**: "Definition of emotions"	Active participation in the practical task execution	1
		IWS	1 **Preparation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to use the principles and methods of psychology of emotions	9-10	Aud.	0.5 **Lecture**	**Theme 14**. Principles and methods of psychology of emotions	Work at the lecture	–
			0.5 **Practical study**	**Practical task**: "The use of methods of psychology of emotions"	Active participation in the practical task execution	1
					Oral testing	2
		IWS	1 **Preparation for lessons**	Search, selection and review of the literature on a given subject. Practical tasks execution	Checking the homework	

Column 1 (spanning leftmost): Knowledge and skills in relation to patterns of the affective sphere of a personality

51

Table 12.1 (continuation)

1	2	3			4	5	6
The ability to regulate emotional states	9-10	Aud.	0.5	**Lecture**	**Theme 15**. Emotional states and their regulation factors	Work at the lecture	1
			0.5	**Practical study**	**Practical task**: "The study of the emotional states of an individual"	Active participation in the practical task execution	1
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to characterize certain emotions	9-10	Aud.	0.5	**Lecture**	**Theme 16**. General emotions of interest, joy, surprise, sadness, anger	Work at the lecture	-
			0,5	**Practical study**	**Practical task**: "The study of the influence of emotions on the activity of an individual"	Active participation in the practical task execution	1
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to use psychological tools of the theory of liberty	11-12	Aud.	1	**Lecture**	**Theme 17**. Will theories	Work at the lecture	1
			1	**Practical study**	**Practical task**: "Construction of a scheme to achieve the goal as an applied tool for volitional influence"	Active participation in the practical task execution	1
						Oral testing	2
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to use the affective sphere	11-12	Aud.	0.5	**Lecture**	**Theme 18**. The function of the affective sphere	Work at the lecture	–
			0.5	**Practical study**	**Practical task**: "Determining the functional purpose of the affective sphere"	Active participation in the practical task execution	1
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject. Performing practical tasks. Preparation for a colloquium	Checking the homework	

Table 12.1 (continuation)

1	2	3			4	5	6
The ability to implement a strong-willed personality	11-12	Aud.	0.5	**Lecture**	**Theme 19**. Volitional personality traits	Work at the lecture	–
			0.5	**Practical study**	**Practical task**: "A study of the willed personality traits"	Active participation in the practical task execution	1
					A colloquium on the content module	Colloquium	5
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
			7	**IRP prepar-ation**	Search, selection and review of the literature on a given subject. Task execution	Checking the task execution	
Module 4. Activity and behavior of a personality							
The ability to structurally analyze activity	13-14	Aud.	0.5	**Lecture**	**Theme 20**. Problems and methodological basis of structural analysis	Work at the lecture	–
			0.5	**Practical study**	**Practical task**: "The study of the meaning of activity and activities"	Active participation in the practical task execution	1
		IWS	4	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
The ability to conduct psychological analysis of the need-motivational subsystem performance and behavior of tan individual	13-14	Aud.	0.5	**Lecture**	**Theme 21.** Psychological analysis of the need-motivational subsystem of personality and behavior	Work at the lecture	–
			0.5	**Practical study**	**Practical task**: "The ability to conduct psychological analysis of the need-motivational subsystem performance and behavior of an individual"	Active participation in the practical task execution	1
		IWS	2	**Prepar-ation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	

Table 12.1 (continuation)

1	2	3			4	5	6
Knowledge and skills in relation to patterns of mental and behavioral personality	The ability to conduct psychological analysis of the subsystem operating activities and behavior of an individual	13-14	Aud.	0.5	**Lecture**	**Theme 22**. Psychological analysis of the operational subsystem of personality and behavior	Work at the lecture	–
				0.5	**Practical study**	**Practical task:** "An analysis of the operational subsystem performance and behavior of an individual"	Active participation in the practical task execution	1
			IWS	2	**Preparation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
	Providing psychological analysis of the information subsystem of the performance and behavior of an individual	13-14	Aud.	0.5	**Lecture**	**Theme 23**. Psychological analysis of information subsystems of personality and behavior	Work at the lecture	–
				0.5	**Practical study**	**Practical task:** "Analysis of the information subsystem performance and behavior of an individual"	Active participation in the practical task execution	1
			IWS	2	**Preparation for lessons**	Search, selection and review of the literature on a given subject. Performing practical tasks. Preparation for a colloquium	Checking the homework	
	Providing psychological analysis of regulatory subsystems of a personality	15-16	Aud.	2	**Lecture**	**Theme 24**. Psychological analysis of the individual regulatory subsystem	Work at the lecture	1
				2	**Practical study**	**Practical task**: "Analysis of the individual regulatory subsystem"	Active participation in the practical task execution	1
						A colloquium on the content module	Oral testing	2
							Colloquium	5
			IWS	2	**Preparation for lessons**	Search, selection and review of the literature on a given subject	Checking the homework	
				7	**IRP preparation**	Search, selection and review of the literature on a given subject. Task execution	Checking the task execution	

Table 12.1 (the end)

1	2	3	4		5	6
	Examination period / Aud.	–	**Pre-exam consultation**	The solution of practical problems on a variety of topics that make up total control	Final control	**40**
		–	**Exam**	Written examination		
	IWS	–	**Preparation for the exam**	Reviewing the material of the content modules		
Total hours		**108**	**Total maximum points**			**100**
					including	
					current control:	**60**
					final control:	**40**

Table 12.2

The distribution of points by forms and methods of teaching

Topics of the module		Lectures	Practical lessons	Reports	Oral examination	Presentation	Tasks according to the themes	Colloquium	Total
1		2	3	4	5	6	7	8	9
M 1	**Theme 1**. General characteristics of sensory-perceptual processes	1	1	6	2	10		5	60
	Theme 2. Attention								
	Theme 3. Memory								
	Theme 4. Thinking	1	1						
	Theme 5. Imagination and representation in creative activities								
M2	**Theme 6**. The subject and tasks of personality psychology	1	1		2			5	
	Theme 7. The psychological nature of a personality								
	Theme 8. Development of psyche and formation of a personality								

55

Table 12.2 (continuation)

1	2	3	4	5	6	7	8	9
Theme 9. Psychological personality structure	1	1						
Theme 10. Consciousness, self-awareness and reflective characteristics of a personality								
Theme 11. Harmony and divergence of a personality								
Theme 12. Methodological principles of modern theories of personality								
Theme 13. An overview of the affective sphere of personality	1	1		2			5	
Theme 14. Principles and methods of psychology of emotions								
Theme 15. Emotional states and their regulation factors								
Theme 16. General emotions of interest, joy, surprise, sadness, anger								
Theme 17. Will theories	1	1		2				
Theme 18. The function of the affective sphere								
Theme 19. Volitional personality traits								
Theme 20. Problems and methodological basis of structural analysis	1	1		2			5	
Theme 21 Psychological analysis of the need-motivational subsystem of personality and behavior								
Theme 22. Psychological analysis of the operational subsystem of personality and behavior								

M 3 (rows Theme 13–19), M 4 (rows Theme 20–22)

Table 12.2 (the end)

1	2	3	4	5	6	7	8	9
Theme 23. Psychological analysis of information subsystems of personality and behavior								
Theme 24. Psychological analysis of the individual regulatory subsystem	1	1						
Total	**8**	**8**	**6**	**8**	**10**	**–**	**20**	**60**

Table 12.3

Maximum score per week

Topics of the module			Lectures	Practical lessons	Reports	Oral examination	Presentation	Tasks according to the themes	Colloquium	Total
M 1	T 1	1 - 2 week	1	1	2	6	10		5	2
	T 2									
	T 3									
	T 4	3 - 4 week	1	1						9
	T 5									
M 2	T 6	5 - 6 week	1	1	2				5	2
	T 7									
	T 8									
	T 9	7 - 8 week	1	1						9
	T 10									
	T 11									
	T 12									
M 3	T 13	9 - 10 week	1	1	2				5	2
	T 14									
	T 15									
	T 16									
	T 17	11 - 12 week	1	1						9
	T 18									
	T 19									
M 4	T 20	13 - 14 week	1	1	2				5	2
	T 21									
	T 22									
	T 23									
	T 24	15 - 16 week	1	1						25
Total			**8**	**8**	**8**	**6**	**10**	**–**	**20**	**60**

13. Recommended Literature
13.1. Main

1. Асмолов А. Г. Психология личности / А. Г. Асмолов. – М. : Смысл; Академия, 2002. – 416 с.

2. Большой психологический словарь. – СПб.; М. : Прайм-Еврознак; Олма-Пресс, 2003. – 672 с.

3. Большой толковый психологический словарь. – М. : Вече; А.С.Т., 2001. – 592 с.

4. Hergenhahn B. R. An introduction to the history of psychology / B. R. Hergenhahn. – Belmont, CA, USA : Thomson Wadsworth, 2005. – 532 p.

5. Katz B. Global psychology / B. Katz. – N. Y., US : Xlibris, 2008. – 593 p.

6. LeDoux J. E. The emotional brain: The mysterious underpinnings of emotional life / J. E. LeDoux ; (Touchstone Books). – N. Y., US : Simon & Schuster, 1998. – 384 p.

7. Miller G. The Principles of Psychology / G. Miller ; introduction by George A. Miller. – Harvard : Harvard University Press, 1983. – 1 328 p.

8. Rowan J. Ordinary Ecstasy: The Dialectics of Humanistic Psychology / J. Rowan. – London, UK : Brunner-Routledge, 2001. – 896 p.

13.2. Additional

9. Большой толковый психологический словарь. – М. : Вече; А.С.Т., 2001. – 592 с.

10. Гиппенрейтер Ю. Б. Введение в общую психологию : курс лекций / Ю. Б. Гиппенрейтер. – М.: Че Ро, 2002. – 336 с.

11. Занюк С. С. Психологія мотивації : навч. посіб. / С. С. Занюк. – К. : Либідь, 2002. – 304 с.

12. Ильин Е. П. Мотивация и мотивы / Е. П. Ильин. – СПб. : Питер, 2002. – 512 с.

13. Колесов Д. В. Введение в общую психологию / Д. В. Колесов. – М.; Воронеж. : Изд. МПСИ, 2002. – 736 с.

14. Климов Е. А. Общая психология. Общеобразовательный курс / Е. А. Климов. – М. : Юнити-Дана, 2001. – 511 с.

15. Корольчук М. С. Основи психології: опорні конспекти, схеми, методики / М. С. Корольчук, В. М. Крайнюк, В. М. Марченко. – К. : Ніка-Центр, 2009. – 320 с.

16. Корольчук М. С. Психологічне забезпечення психічного і фізичного здоров'я / М. С. Корольчук. – К. : ІНКОС, 2002. – 272 с.

17. Корольчук М. С. Психодіагностика / М. С. Корольчук, В. І. Осьодло. – К. : Ельга ; Ніка-Центр. – 2008. – 400 с.

18. Корольчук М. С. Психофізіологія діяльності / М. С. Корольчук. – К. : Ельга; Ніка-Центр, 2008. – 400 с.

19. Леонтьев А. Н. Деятельность. Сознание. Личность / А. Н. Леонтьев. – 3-е изд. – М. : Политиздат, 1982. – 304 с.

20. Максименко С. Д. Загальна психологія / С. Д. Максименко. – К. : ЦУЛ, 2004. – 272 с.

13.3. Information resources

21. Sciencedirect [Electronic resource]. – Access mode : // http://www.sciencedirect.com/science/journal.

22. SATIO publications [Electronic resource]. – Access mode : // http://www.satio.by/publications.

Annexes

The structure of the components of professional competences of the academic discipline "Psychology" according to the national qualification frome of Ukraine

Components of competence, which is formed under the theme	Minimum experience	Knowledge	Skills	Communications	Autonomy and responsibility
1	2	3	4	5	6
Theme 1. General characteristics of sensory-perceptual processes					
Identifying the general characteristics of the cognitive process and the basic properties of perception	The essence of the concepts of sensation and perception	Classification of sensation and perception characteristics	The ability to characterize the feeling as part of the cognitive process and form the basic properties of perception	The ability to generate an efficient communication strategy with the peculiarities of feelings and perceptions	Responsibility for the precise identification of feelings and perceptions as part of the cognitive process
Theme 2. Attention					
Identifying the impact of personality on account settings and self-regulation	The essence of the concept of attention. Functions of attention	General characteristic features account of its functions, properties and qualities	The ability to provide identification of specimens of attention depending on its orientation and focus	The ability to present the results of the main approaches to the formation and development of attention	Self-development, and the formation of individual attention
Theme 3. Memory					
Identifying the individual processes memory	The essence of the concept of memory and its types	Knowledge of studying the processes of memory, study the properties of memory problems	The ability to justify age and individual peculiarities of the development of a personality	The ability to present specific features of the memory of people	Responsibility for the accurate identification of the properties of memory

60

1	2	3	4	5	6
Theme 4. Thinking					
Forming a range of problems connected with the definition of individual differences in the thinking of a personality	The essence of the concept of thinking and its types	Knowledge of basic principles of the theory research of thought	The ability to conduct the decomposition of reproductive and productive thinking components	The ability to present the psychological mechanisms of creation of broadcast-based study of thinking	Responsibility for the accurate identification of species and forms of thought
Theme 5. Imagination and representation in creative activities					
Identifying the processes of imagination and insight in creative activities	The essence of the concept of "imagination" and techniques of creative imagination	Knowledge of physiological fundamentals, types and methods of imagination	The ability to assess psychological mechanisms of understanding and awareness	The ability to present the results of applying techniques of imagination	Responsibility for the accuracy of the identification process of imagination
Theme 6. Subject and tasks of personality psychology					
Identifying the main task of personality psychology	The essence of the concept of "personality" and socio-psychological characteristics of the concept of "personality"	Knowledge of the basic psychological theory of personality	The ability to settle ties and relationships of individual psychology with other scientific disciplines and fields of psychology	The ability to present the basic principles and methods of personality psychology	Responsibility for determining the value and key concepts: the person subject, personality

1	2	3	4	5	6
Theme 7. Psychological nature of a personality					
Determining the biological and social factors of formation and development of a personality	The essence of the driving forces of biological and social factors in the development of a personality	Knowledge of basic principles, stages and mechanisms of socialization	The ability to assess the internal contradictions as driving forces for personal growth	The ability to present active and education as factors of a personality	The responsibility for defining ideas about homeostasis and heterostaz as factors in personality development
Theme 8. Development of psyche and formation of a personality					
Identifying the development of the psyche and identity formation	The psychological meaning of development, development of the psyche and personal development	Knowledge of basic models of the age of man	The ability to substantiate the age periods of human development	The ability to present the concepts of ontogeny by local psychologists	The responsibility for identifying indicators of personality occurrence by O. Leontiev, B. Anan, G. Kostiuk
Theme 9. Psychological personality structure					
Identifying the psychological structure of an individual	The essence of the concept of individual approach to building psychological structure of an individual	Knowledge of the orientation of an individual: the concept, nature, content, kinds	The ability to prove the main components of the psychological structure of an individual in domestic and foreign psychological concepts	The ability to present structural and functional and individual psychological characteristics of an individual	Responsibility for identification of interests, personal aspirations, attitudes

1	2	3	4	5	6
Theme 10. Consciousness, self-awareness and reflective characteristics of a personality					
Defining consciousness, self-awareness and reflective characteristics of an individual	The essence of the concept of consciousness and consciousness	Knowledge of the history of scientific views on the nature of human self-reflection	The ability to prove the formation of identity during ontogenesis	The ability to present age characteristics of identity formation	Responsibility for the development and function of self-esteem in personality development
Theme 11. Harmony and divergence of a personality					
Defining consciousness, self-awareness and reflective characteristics of an individual	The essence of the concept of consciousness	Knowledge of the history of scientific views on the nature of human self-presentation	The ability to prove the formation of identity during ontogenesis	The ability to present age characteristics of identity formation	Responsibility for the development and function of self-esteem in personality development
Theme 12. Methodological principles of modern theories of personality					
Defining consciousness, self-awareness and reflective characteristics of an individual	The essence of the concept of consciousness	Knowledge of the history of scientific views on the nature of human self-presentation	The ability to prove the formation of identity during ontogenesis	The ability to present age characteristics of identity formation	Responsibility for the development and function of self-esteem in personality development
Theme 13. Overview of the affective sphere of a personality					
Identifying the general characteristics of the affective sphere of a personality	Origins and functions of emotions	Knowledge emotions and personality development. Motivation emotions	The ability to correlate of emotion and behavior	The ability to present correlation of emotions and behaviors	Responsibility for the formation of psychoanalytic concepts

1	2	3	4	5	6
Theme 14. Principles and methods of psychology of emotions					
Correct identification of principles and methods of psychology of emotions	Interaction between the components of emotion	Knowledge of the formation of a complex of emotions, emotional communication	Learning the expressive component of emotion, emotional experience	The ability to present dynamics and conditioning of emotional phenomena	Liability for acts of emotions and feelings in human behavior
Theme 15. Emotional states and their regulation factors					
Identifying the emotional state and their regulation factors	The concept of emotional state in Psychology	Knowledge of the types of emotional states (affect, stress, mood, etc.) and their characteristics	Methods of studying emotional states and an emotional personality	The ability to present the types and effects of stress	Responsibility for the conditions of the origin of frustration
Theme 16. General emotions of interest, joy, surprise, sadness, anger					
Identifying the characteristics of emotions of interest, joy, surprise, sadness, anger	General characteristics of emotions, sadness, anger, interest, joy and wonder	Relationship emotions of interest and delight with the development of cognitive processes and other emotions	Subjective feelings, physiological signs, facial expression and behavior patterns	Present models of emotional disorders	Responsibility for the conditions of the origin of frustration
Theme 17. Will theories					
Identifying the theory of will	Basic concepts and the development of the doctrine of the will. Nature and functions of will	The phenomenon of will in philosophical and psychological approaches	Arbitrary and volitional action, their structure	Methods of studying strong-willed personality traits	Responsibility for the formation and development of strong-willed personality traits

1	2	3	4	5	6
Theme 18. The functions of the affective sphere					
Identifying the functionality of the affective sphere	The main functions of emotion: information, assessment, regulation, management	Evaluation and motivation of the affective sphere (trains, emotions, feelings and the will) as the personal knowledge through introspection	Regulatory significance of emotions and the will of the individual self-creation	Methods of studying strong-willed personality traits	Responsibility for the conditions of the origin of frustration
Theme19. Volitional personality traits					
Identifying a willed personality	General properties of volitional qualities: breadth, strength and stability	Knowledge of the composition and structure of volitional qualities	Classification of volitional qualities	The ability to present disorder arbitrary control mental processes	Responsibility for the development of strong-willed personality traits
Theme 20. Problems and methodological basis of structural analysis					
Identifying problems and methodological basis of structural analysis of activities	The concept and structure of human activity	Knowledge of the activity theory by S. Rubinshtein and A. Leontiev	Comparative analysis of psychological theories of activity	The ability to present the main characteristics of the activities and effectiveness of conditionality personal and individual mental qualities	Responsibility for psychological analysis of concepts, goals, needs, motivations, and behavior of the individual activities

1	2	3	4	5	6
Theme 21. Psychological analysis of the need-motivational subsystem of personality and behavior					
Providing psychological analysis of the need-motivational subsystem performance and behavior of an individual	The essence of the concepts of motives and motivation	Knowledge of the needs of the source of individual's activity	Classification of needs and motives and activities of an individual	The ability to present classification of motives and activities of an individual	Responsibility for analysis of the needs and motivations subsystem performance and behavior
Theme 22. Psychological analysis of the operational subsystem of personality and behavior					
Providing psychological analysis of the subsystem operating activities and behavior of an individual	The main provisions of the psychological theory of activity	Knowledge of psychomotor as part of activity	Formation of sensorimotor skills	The ability to present the main provisions of studying the composition activity by S. Rubinshtein, A. Leontiev "motive – activity", "goal – action", "task – operation", "operation – functional and physiological systems"	Responsibility for composition activity

1	2	3	4	5	6
Theme 23. Psychological analysis of information subsystems of personality and behavior					
Providing psychological analysis of the information subsystem performance and behavior of an individual	The essence of the concepts in the information subsystem "image", "sign", "we", "code", "model", "symbol". The concept of the two information plans, actual and potential	Knowledge of basic properties of substitutional signs according to Marina Tutushkina	Information analysis of activities by Boris Lomov and Vladimir Shadrikov: psychophysical, evaluation, psychological	The ability to present the main characteristics of data processing – volume and speed of its parameters	Responsibility for the processing of information in decision-making
Theme 24. Psychological analysis of the individual regulatory subsystem					
Providing psychological analysis of regulatory subsystems of a personality	Basic concepts of self-activity and behavior. General characteristics of the regulatory processes	Knowledge of basic psychological problems of reliability of an individual	Psychological ensuring the reliability of professional activity	The ability to present individual style of activity and professional suitability	The responsibility for defining the features of a general and individual style of activity

Contents

EDUCATIONAL EDITION

Syllabus
of the academic discipline
"PSYCHOLOGY"
for full-time students of all training directions

Independent electronic textual network edition

Compiled by K. **Naumik-Gladka**

Editorial director *V. Yermachenko*

Editor *Z. Zobova*

Proof-reader *Z. Zobova*

НАВЧАЛЬНЕ ВИДАННЯ

Робоча програма навчальної дисципліни
"ПСИХОЛОГІЯ"
для студентів усіх напрямів підготовки
денної форми навчання
(англ. мовою)

Самостійне електронне текстове мережне видання

Укладач **Наумік-Гладка** Катерина Георгіївна

Відповідальний за випуск *Єрмаченко В. Є.*

Редактор *Зобова З. В.*

Коректор *Зобова З. В.*