

Ministry of Education and Science of Ukraine
Pavlo Tychyna Uman State Pedagogical University

“APPROVED”

Director of Admissions

Prof. Olexsandr BEZLIUDNYI



ENTRANCE EXAM PROGRAM "GENERAL PSYCHOLOGY"

Educational and Scientific Degree: Doctor of Philosophy Based on the educational qualification level of Master's degree, Specialist (NQF level 7) Educational and Scientific Program: Psychology Specialty 053 Psychology (full-time and distance learning)



Uman - 2023

EXPLANATORY NOTE

Entrance Exam Program "General Psychology" (Educational Degree: Doctor of Philosophy. Educational and Scientific Program: Psychology. Specialty 053 Psychology) was developed by the working group of the Psychology Department of Pavlo Tychyna Uman State Pedagogical University. The program was compiled in accordance with Appendix 11 "Admission Rules for Higher Education in Graduate and Doctoral Programs at Pavlo Tychyna Uman State Pedagogical University in 2022" (approved by the decision of the Academic Council of Uman State Pedagogical University, protocol No. 18 dated 8.07.2022). The main objective of the entrance exam for applicants of the "Psychology" specialty at the educational and scientific level of "Doctor of Philosophy" is to assess the level of preparedness of specialists according to the Industry Standard of Higher Education for the specialty 053 "Psychology". The program aims to determine the level of specialized training of Master's and Bachelor's degree holders and their readiness for further education in pursuit of the third educational and scientific level of "Doctor of Philosophy" in the specialty 053 "Psychology". The program includes an assessment of the person's competence and learning outcomes defined by the Higher Education Standard for the specialty 053 Psychology at the second (Master's) level of higher education. The main goal of the entrance exam in general psychology (Field of Knowledge: 05 Social and Behavioral Sciences. Specialty: 053 Psychology. Third (educational and scientific) level) is to assess the knowledge and skills of applicants. Applicants should know: general laws of personality development, manifestations of personal qualities, psychological and age-specific characteristics of students, development of mind and consciousness, mental processes and individual psychological traits, features of professional-pedagogical communication, methods and techniques of researching student development, sensitive periods, basic categories and concepts of psychological science, major methodological and research problems. Applicants should be able to: master techniques, methods, and tools for effective information search, critical analysis, and data processing for professional activities while adhering to principles of academic integrity; organize a psychologically safe, comfortable, and developmental educational environment while adhering to rules and recommendations for students' well-being; work effectively both independently and in a team, organize collaboration among students and communication with their parents, including considerations for inclusive education; make independent decisions based on formed values and moral autonomy, which enables them to maintain human dignity and integrity, be free from external pressures, authority dictates, established norms, and others' opinions.

CRITERIA FOR ASSESSING THE KNOWLEDGE AND SKILLS OF APPLICANTS

| Level | Score | Oral Response | Description |
|-------|-------|---------------|-------------|
|-------|-------|---------------|-------------|

Did not pass 0 – 99 The applicant names individual psychological phenomena and objects and, with the help of the examiner, identifies the differences between them. Passed Initial 100 The applicant names individual psychological phenomena and objects and, with the help of the examiner, identifies the differences between them. 101 – 109 The applicant reproduces a small part of the educational material, has vague ideas about psychological objects and phenomena, and with the help of the examiner, finds them on the map. 110 – 119 The applicant reproduces a portion of the educational material, describes elementary mental phenomena, answers examiner's questions, and independently names individual psychological categories. Average 120 – 129 The applicant, with the help of the examiner, reproduces the main educational material. Describes the main categories and structures of mental phenomena and personal spheres; during the response, focuses on the relevant topics of the examiner's questions.

Average 120 – 129 The applicant, with the help of the examiner, reproduces the main educational material. Describes the main categories and structures of mental phenomena and personal spheres; during the response, focuses on the relevant topics of the examiner's questions.

130 – 139 The applicant reproduces the main educational material, capable of characterizing mental processes and phenomena according to a typical plan, with some errors; provides examples that correspond to the content of the topic and the curriculum.

140 – 149 The applicant demonstrates knowledge and understanding of the main psychological principles, reproduces the educational material with slight disruptions in the sequence of characteristics of mental phenomena and processes of personality. Has an average level of mastery of the educational material. However, during the presentation, the applicant shows insufficient mastery of the method of comparative analysis (minus 2 points); does not apply the knowledge of the theoretical approach to the topic (minus 2 points); does not provide characteristics of typological peculiarities and psychological structures (minus 2 points); does not present a personal approach, does not disclose an author's vision of solving psychological problems (minus 2 points).

Satisfactory 150 – 159 The applicant overall correctly reproduces the educational material and has sufficient psychological knowledge to solve simple tasks. Has a clear understanding of the factors influencing the development of mental processes and personality traits; sufficiently masters the categories and explains them.

160 – 169 The applicant reproduces the main psychological concepts, characterizes the patterns of development of mental processes, states, and properties. Logically reproduces the acquired material, with some inaccuracies. Makes simple conclusions. Applies acquired knowledge in practice. Possesses necessary psychological categories.

Uses scientific terminology, argues their statements and conclusions. Has a strong command of the educational material.

170 – 179 The applicant has a good command of psychological educational material, can analyze it, and apply it to problem-solving situations. Has a clear understanding of the factors and theoretical approaches to personality development. Explains cause-and-effect relationships of mental phenomena and properties. Skillfully uses psychology-related educational material.

High 180 – 189 The applicant comprehends the modern system of psychological knowledge, evaluates mental processes and phenomena as outlined in the curriculum. Understands the essence of psychological theories, provides detailed responses, and makes generalizations. Selects and generalizes necessary psychological information adeptly, operates with a majority of psychological concepts. Familiar with various methods of studying mental phenomena, possesses a strong command of psychological knowledge, applies methods of scientific analysis to mental phenomena and processes, characterizes their aspects and research methods. Expresses and argues their stance on alternative views regarding most questions presented.

190 – 199 The applicant possesses deep knowledge of the subject matter, utilizes scientific terminology, provides arguments for their statements and conclusions, and can work with various additional sources of psychological information. Analyzes and applies psychological concepts at a high level. However, may make minor errors in presenting cause-and-effect psychological relationships, resulting in a 2-point deduction from their score.

200 The applicant demonstrates comprehensive psychological knowledge, utilizes interdisciplinary connections, expresses and argues their own stance on various perspectives of the subject matter. Independently analyzes psychological phenomena based on knowledge of psychological theories and concepts, draws appropriate conclusions and generalizations, can solve complex tasks. Has a strong command of diagnostic techniques and creatively applies them. Can propose psychological ideas and model situations, capable of anticipating, predicting, and solving complex problems. Has a fluent command of psychological information and applies it creatively.

ASSESSMENT STRUCTURE The questions on the exam paper are assessed on a scale of 0 to 200 points. The overall score for the entrance test is determined by the arithmetic mean of the scores for each question divided by the number of questions on the exam paper.

PROGRAM CONTENT

GENERAL PSYCHOLOGY

Topic 1. Psychology as a System of Knowledge General characteristics of psychology as a science. Life and scientific psychological knowledge. Object and subject of psychology. Basic stages in the development of conceptions of the subject of psychology. Classification of mental phenomena. Transformation of conceptions of the subject of psychology. Structure and main branches of psychology. Psychology's place in the system of sciences. Historical formation of the subject of psychology. The connection of psychology with other sciences according to B.M. Kedrov's classification. Fundamental and applied psychology. Emergence of psychological knowledge. Animism as the historically first belief about the soul. Initial materialistic and idealistic teachings about the soul by ancient philosophers. Psychology in the Middle Ages. Development of psychology from the Renaissance to the present day. Major trends in international psychological science: behaviorism and neobehaviorism, gestalt psychology, psychoanalysis, cognitive psychology, humanistic psychology. Formation of national psychology. Natural science foundations of human psyche. Brain and psyche. Structure and functions of the central nervous system. Key genetically determined psychological and behavioral characteristics of humans. Psyche as the object of psychology. Mental qualities as the subject of psychology. Evolution and development of the psyche. Functions of the psyche: reflective, regulatory. Development of the psyche in phylogenesis. Major evolutionary stages of the development of the psyche and behavior according to O.M. Leontiev and K.E. Fabri. Preconditions and conditions for the emergence of consciousness. Essence of the differences between human and animal psyche. Development of higher mental functions in humans. Essence of consciousness, its main characteristics, and structure. Reflection and motivational-value nature of consciousness. Self-awareness of humans. The problem of the unconscious in psychology. Interrelations between consciousness and the unconscious. Mechanisms of psychological defense.

Topic 2. Methodology and Psychological Knowledge Principles of development, determinism, unity of consciousness and activity in the works of domestic psychologists. Systemic and individual approaches in psychology. Main stages of psychological research. The problem of research methods in psychology. Classification of psychology methods (observation, experiment, survey methods: interview, conversation, questionnaire; tests, projective techniques and their characteristics). Methods of active psychological influence on personality.

Topic 3. Activity and Behavior Concept of activity. Objective nature of human activity. Functions of activity. Structure and content of activity. Internalization and externalization of activity. Main types of activity: play, learning, work. Their

characteristics. Mastery of activity. Stages and dynamics of skill formation. Their psychological essence. Interference and transfer of skills phenomena. Emergence of abilities. Habits. Concept of communication. Functions of communication. Communication as information exchange. Verbal and non-verbal communication. Communication as interpersonal interaction. Communication as understanding between people. Psychological mechanisms of social perception. Social categorization and stereotyping as products of interpersonal perception. Effectiveness and styles of communication. Acquiring communication skills. Concept of groups: definition, types, functions. Structure and interpersonal relationships in small groups. Leadership and leadership conflicts. Effectiveness of group activity. Conditions and levels of small group formation. Personality in a group. Individual's self-perception in a group.

Topic 4. Theories of Personality Correlation of the concepts "human," "individual," "personality," "individuality." Ambiguity of approaches to defining personality. Three main historical periods in the study of personality: philosophical-literary, clinical, experimental. Biological prerequisites, social conditions, and factors of personality development. Structure of personality in domestic and foreign psychology. Self-consciousness of the individual. Self-concept and its components: cognitive, emotional-evaluative, behavioral. Self-esteem and level of aspirations of the individual. Defense mechanisms of personality. Formation of personality in ontogenesis. Main types of contemporary personality theories. Nature of personality in psychological theories: social learning theory (B. Skinner, C. Hull); Freudianism and neo-Freudianism (S. Freud, C. Jung, A. Adler, K. Horney, and others); "epigenetic" theory of personality development by E. Erikson; humanistic theories of personality (C. Rogers, A. Maslow); trait theory of personality (G. Allport, R. Cattell); cognitive theory of personality (G. Kelly, P. Janet, and others). Personality in the concepts of domestic psychologists (L.S. Vygotsky, S.D. Maximenco, A.V. Petrovsky, K.K. Platonov, G.S. Kostyuk, and others).

Topic 5. Personality Structure. Concept of temperament and its types. History of temperament studies. Humoral approach to temperament. Constitutional theories of temperament by E. Kretschmer and W. Sheldon. Neurophysiological theories of temperament. Properties of the nervous system as the basis of temperament. The relationship between temperament and higher nervous activity. Temperament and personality. Temperament and individual style of activity. Motives and motivation of the individual. Needs, interests, beliefs, ideals. Orientation of the personality. Values and value orientations of the individual. Life prospects. Life goals. Self-actualization and self-realization of the individual: essence and characteristics. Character as a system of the most stable personality traits manifested in various types of activity, communication, and interaction with others. Structure of character. Essence of the problem of character typology. Typology of character based on human body constitution by E. Kretschmer. Social typology by E. Fromm. Typology of character

accentuations based on communication characteristics by K. Leonhard. System of accentuated characters in adolescents by A.Ye. Lichko. Typology of characters by E. Shostrom. Psychoanalytic typology by A. Lowen. Formation of character. Definition of abilities. Natural and social prerequisites for abilities. Structure of abilities: general and specific abilities. Abilities, giftedness, talent, genius, expertise. Formation and development of human abilities.

Topic 6. Emotions. Types and role of emotions in human life. Concept of emotions. Significance of emotions in human life. Basic functions of emotions: communicative, regulatory, signaling, motivational, evaluative, stimulating, defensive. Difference between emotions, sensations, and feelings. Classification and types of emotions: emotions in the narrow sense, mood, affect, passion, and stress. Parameters for assessing emotional processes and states: intensity, duration, depth, awareness, origin, conditions of emergence and disappearance, impact on the organism, developmental dynamics, direction, mode of expression, and neurophysiological basis. Psychological theories of emotions. Adaptive significance of emotions. Evolutionary theory by C. Darwin. Psychorganic concept of the essence and origin of emotions by James-Lange. Theory of emotions by Cannon-Bard. Activation theory of emotions by Lindsley-Hebb. Cognitive theories of emotions. Explanation of emotions within the theory of cognitive dissonance by L. Festinger. Cognitive-physiological theory of emotions by S. Schachter. Information theory of emotions by P.V. Simonov. Emotions and personality. Connection between emotions and human needs. Individual uniqueness of emotions and feelings. Conscience as one of the highest emotionally-moral personal qualities. Expression of feelings and emotions in artistic creativity. Life observations by B. Spinoza regarding the role of emotions in regulating personal relationships. Love as an emotional feeling. Development of the emotional-personal sphere in humans.

Topic 7. Will. Concept of will. Will and its main characteristics. The significance of will in a person's life, in organizing and regulating their activities and communication. Primary volitional qualities of personality: willpower, perseverance, endurance. Secondary or derived volitional qualities: determination, courage, self-control, confidence. Tertiary volitional qualities: responsibility, discipline, obligatoriness, principledness, efficiency, initiative. Theories of will. General state of affairs in the field of theoretical research on will. Volitional regulation of behavior as its endowment with higher meaning. The necessity of the emergence of volitional action and its peculiarities. The involvement of will at different stages of activity regulation, from its initiation to final control. The connection between volitional regulation and activity motivation. Reflection and will. Volitional regulation of behavior. Nature of volitional action. Will, consciousness, and language. Structure of volitional action. Presence of obstacles, struggle of motives as conditions for the emergence and implementation of volitional acts. Acceptance and execution of volitional decisions. Development of will in humans.

Main directions of will development. Will and the formation of higher mental functions in humans. Formation and strengthening of conscious, moral regulation of actions as an important stage in the development of will. The importance of games related to overcoming difficulties in the development of will in children. The system of rewards for achieving success in successful execution of volitional acts. Nurturing volitional qualities of personality in children.

Topic 8. Motivation. Motive and motivation. Concept of motive and motivation. Dispositional and situational determinants of behavior. Key issues in the motivational psychological explanation of human actions. Relationship between dispositional (motives), needs, and goals. General structure of the motivational sphere of a person. Key parameters used to assess the level of development of the motivational sphere. Interests, tasks, desires, and intentions as motivational dispositions. Concept of motivation as a conscious and unconscious process. Psychological theories of motivation. Brief overview of the history of theoretical development of motivation. Early motivational explanations of human and animal behavior. Emergence of major directions in motivation research in the late 19th century influenced by Charles Darwin's theory of evolution. Theory of instincts and biological needs by W. McDougall. Behaviorist concept of motivation (E. Tolman, C. Hull). Classification of human needs by H. Murray and A. Maslow. Motivation theories that emerged in the early 20th century. Modern approaches in the study of human behavior motivation. Distinctions between contemporary motivation concepts and previous ones. Current state of research on motivation in our country. Cognitive theories of motivation. Concept and theory of cognitive dissonance by L. Festinger. Concepts of D. Atkinson and J. Rotter. Instrumental action and its place in contemporary motivation theories (V. Vroom). Motivation and activity. Concept and theory of causal attribution. Achievement motivation and failure. Individual differences among individuals oriented towards success and failure. Attribution of success and failure by different individuals. Behavior of individuals with different self-esteem in cases of success and failure. Achievement motivation and anxiety. Personal and situational anxiety. K. Spence's model explaining the impact of anxiety on activity outcomes. Anxiety and people's performance on examinations. Motivation for helplessness. Motivation and personality. Motivation, self-esteem, and aspiration level. Need for affiliation (affiliation motivation). Power motivation and its manifestations. Individual differences in power motivation. Behavior of individuals with different motives in experimental situations like "prisoner's dilemma." Motivation for prosocial behavior. Altruism and empathy as motives. Motivation for aggression and frustration.

Topic 9. Sensation and Perception.

Concept of Sensation. Understanding Sensation. Origins of Sensations. Types of Sensations. Significance of Sensations in Human Life. Physical Characteristics of the Environment that Evoke Sensations. Variety of Sensations and Reflection of Numerous Environment Properties Significant to Humans. Connection between Different Sensations and Objective Properties of the Environment. Sensation of Light as Reflection of Electromagnetic Waves. Qualitative Encoding of these Waves in Color. Sensation of Hearing as Reflection of Air Pressure Vibrations. Specifics of Olfactory, Tactile, and Gustatory Sensations. Kinesthetic Sensations. Subsensory Sensations, Their Significance, and Experimental Evidence of their Existence. Measurement and Alteration of Sensations. Quantitative Characteristics of Sensations. Concept of Sensitivity, Absolute and Relative Thresholds of Sensations. Psychometric Function. Examples of Boundary Values of Sensations in Various Modalities. Weber's Law. Weber-Fechner Law. Variability of Absolute and Relative Thresholds of Sensations. Adaptation and Sensitization of Sensory Organs. Perception, its Types and Properties. Difference between Perception and Sensation. Phenomenon of Objectification in Perception. Key Properties of Perceptual Image: Objectivity, Constancy, Integrity, Categoricalness. Factors Determining Integration of Sensations into Whole Visual Images: Proximity of Perceived Elements, Their Similarity, Natural Continuation, and Closure. Peculiarities of Human Perception of Meaningful Spatial Images. Human Perception of Other People's Faces. Illusions in Visual Perception. Perception of Space, Time, and Motion. Mechanisms of Perception of Object Shape and Size. Perception of Depth and Distance, Direction, and Speed of Movements. Perception of Time. Laws of Perception. Motion and its Role in Different Types of Perception. Stability of Perception Images. Significance of Inferences and Life Experience in Perception. Perception and Brain Mechanisms. Perception, Learning, and Thinking. Sequence of Perceptual Acts Involved in the Process of Perception. Development of Perception in Children.

Topic 10. Attention.

Phenomenon and Definition of Attention. Characteristics of Attention as a Mental Process and State of the Individual. Definition of Attention. Properties of Attention: Stability, Concentration, Switching, Distribution, and Capacity. Functions and Types of Attention. Functions of Attention: Activation, Ensuring Selectivity of Cognitive Processes. Role of Attention in Perception, Memory, Thinking, Performance of Different Activities, and Human Communication. Natural and Social Determinants of Attention, Direct and Mediated Attention, Involuntary and Voluntary Attention, Sensory and Intellectual Attention. Psychological Theories of Attention. Connection between Attention and Emotional State and Willpower of the Individual. Theory of Attention by T. Ribot. Role of Movements in the Act of Attention. Attention, Objectification, and Human Orientation. Concept by D.M. Uznadze. Attention as an Important Aspect of Exploratory-Research Activity. Theory by P.Ya. Galperin.

Development of Attention. Lower and Higher Forms of Attention. Development of Attention in Schoolchildren.

Topic 11. Memory. General understanding of memory. Concept of memory. The significance of memory in human life and activities, in education, upbringing, and communication with others. Definition of memory. Processes of memory: encoding, storage, retrieval, learning, forgetting. Types of memory and their characteristics. Basis for classifying types of memory. Distribution of memory based on the time of information retention: immediate, short-term, working, long-term, genetic. Classification of types of memory based on sensory organs and the use of mnemonic devices: visual, verbal-logical, motor, emotional, voluntary and involuntary, mechanical and logical, immediate and mediated. Characteristics of short-term memory, its capacity, mechanisms, and connection with consciousness. The phenomenon of displacement – the replacement of information in the overloaded short-term memory. Difficulties in mechanically memorizing names, surnames, and the phenomenon of displacement. Acoustic encoding of information in short-term memory. The relationship between short-term and long-term memory, their relative independence. Subconscious nature of human long-term memory. Connection of long-term memory with language and thinking, particularly with inner speech. Significant organization of material in long-term memory. Individual variations in human memory. Individual characteristics of memory, their qualitative and quantitative characteristics. Visual and eidetic memory (example from the work of A.R. Luria). Connection of eidetic memory with imagination, its importance for artistic and creative activities. Auditory memory and its professional application. Logical memory. Memory impairments in various diseases. Connection of these impairments with general changes in the patient's personality. The Zeigarnik effect and its psychological explanation. Theories and laws of memory in psychology. Associative theory of memory. Concept of association and its basic types: content, contiguity, similarity, and contrast. Gestalt theory of memory. Significance-based concept of memory. Psychoanalytic theory of memory. Forgetting mechanisms according to S. Freud. Activity theory of memory: Vygotsky-Leontiev's concept. Information-cybernetic theory of memory. Key facts from the field of psychological research on human memory. Laws of memory. The phenomenon of reminiscence. Formation and development of memory. Key changes in the process of memory development in humans. Two lines of development: phylogenetic and ontogenetic. P.P. Blonsky's concept of memory development. L.S. Vygotsky's theory of cultural-historical development of memory. Development of immediate and mediated memorization in children according to A.N. Leontiev. The role of language in controlling the development of mnemonic processes. Structural organization of memorized material. Selection and use of effective stimuli and tools for encoding and

recall. Other techniques for improving memory. Imagination and memory. Imaginary associations and memorization. Negative role of interference in material recall.

Topic 12. Imagination.

Definition and types of imagination. Concept of imagination and its main differences from memory images and perception. Types of imagination: active, passive, productive, reproductive - their characteristics. Dreams, hallucinations, and fantasies as types of imagination.

Functions of imagination and its development. The role of imagination in human life. Main functions of imagination: activation of visual-spatial thinking, regulation of emotional and motivational states, voluntary regulation of cognitive processes, creation and implementation of internal plans of action, programming of behavior, control of physiological states. Use of imagination in autotraining and psychotherapy.

Imagination and creativity. Connection between the creative process and imagination. Two types of creative fantasy: concrete (imagistic) and abstract (logical), their connection with the dominance of the right and left hemispheres of the brain in humans. Creative imagination as a reflection of a person's personality, their psychological state. Utilization of this fact in constructing projective techniques for studying personality, such as the Thematic Apperception Test (TAT) and the Rorschach test.

Imagination and organic processes. Interconnection and interaction of ideal imagination with material organic processes. Psychogenic feelings (feelings of fear). Adaptive nature of physiological reactions caused by moderately strong emotionally charged imagination. Ideomotor action. Manifestation of a person's thoughts and feelings in their facial expressions, gestures, pantomime, and their use in nonverbal communication. Sleep and dreams. Psyche and the organism's biogenic rhythms.

Topic 13. Thinking.

Nature and types of thinking. Concept of thinking. Difference between thinking and perception and other mental processes. Thinking as generalization and mediated reflection of reality in its essential properties and relationships. Connection between thinking and problem solving, its focus on discovering new knowledge. Thinking as a process of active, creative cognition and transformation of reality.

Theoretical and practical thinking, their subtypes: conceptual, figurative, visual-spatial, and visual-actional thinking. Characteristics and application areas of each subtype of thinking. Equal value and combination of different types of thinking in practical human activities. Logical operations of thinking: comparison, analysis, synthesis, abstraction, generalization, and concretization. Fundamental processes of thinking: judgment, reasoning. Definition of concepts. Induction and deduction. Thinking and emotions.

Classification of people by types of thinking. Characteristics of creative thinking. Relativity of dividing thinking into figurative and conceptual (concrete and abstract). Concept of creative thinking, its characteristics and conditions for productivity. Factors that facilitate or hinder a person's creative thinking.

Concept of intelligence. Three-dimensional model of intelligence (J. Guilford). Intelligence tests. Intelligence quotient. Stability and variability of indicators of intellectual development, ambiguity of their relationship with a person's professional success.

Theories of thinking in psychology. Types of thinking theories. Associative theory of thinking. Representations of thinking in behaviorism and Gestalt psychology. Logical theory of thinking, which includes operations of analysis, generalization, comparison, and classification (S.L. Rubinstein). Thinking as reflection, contemplation, and problem-solving. Activity theory of thinking (A.M. Leontiev, P.Ya. Galperin, V.V. Davydov, O.K. Tikhomirov). Information-cybernetic theory of thinking.

Development of thinking. Different approaches to the development of thinking. Concept of child intelligence and stages of its formation according to J. Piaget. Stages of sensorimotor intelligence, preoperational thinking, concrete and formal operations. Theory of deliberate formation of mental actions by P.Ya. Galperin.

Research on the process of concept formation. L.S. Vygotsky's concept and the methodology for studying this process (Vygotsky-Sakharov methodology). Information-processing theory of cognitive development. Group work forms that stimulate thinking development. Brainstorming technique.

RECOMMENDED LITERATURE: (Main)

1. Dykhtyarenko S. Yu., Shuldyk A. V., Shuldyk H. O., Danylevych L. A. General Psychology. Practical classes: textbook; Uman: Vizavi, 2021. 245 p.
2. Maksymenko S. D. General Psychology. Kyiv: Center for Educational Literature, 2020. 271 p.
3. Dutkevych T. V. General Psychology. Kyiv: Center for Educational Literature, 2019. 388 p.
4. Moskalets V. P. General Psychology: textbook. Kyiv: Lira-K, 2020. 564 p.
5. Savchyn M. V. General Psychology: textbook. 3rd edition, stereotyped. Kyiv, VC "Academy", 2020. 344 p.

6. Bryhadyr M. B., Bugerko Ya. M., Revasovych I. S. General Psychology. Case collection: teaching-methodological manual. Ternopil: Economic Thought of TNEU, 2017. 35 p.
7. Variy M. Y. General Psychology: textbook: in 2 vol. 5th edition, corrected and enlarged. Lviv: Apriori, 2016. Vol. 1. 382 p. Vol. 2. 358 p.
8. General Psychology. Practical classes: textbook / S. Yu. Dykhtyarenko et al. Uman: Vizavi, 2018. 254 p.
9. Teger, Allan I. Too Much Invested to Quit. Elsevier. Pergamon General Psychology Series. 2017. Vol. 83.
10. Bondar K. M. Theory and Practice of Inclusive Education: teaching-methodological manual. Kryvyi Rih, 2019. 170 p.
11. Shuldyk A. V., Shuldyk H. O. The Formation of Student Personality: Psychological Aspect. Uman: FOP Zholtyi, 2015. 220 p.
12. Shuldyk A. V., Shuldyk H. O. Physiological Mechanisms of the Mind: Methodological Recommendations for Higher Education Students. Uman: Vizavi, 2018. 30 p.

(Additional)

1. Honcharuk P. A. General Psychology: Propaedeutics. Kyiv: KROK, 2009. 216 p.
2. Grof S. Psychology of the Future / translated from English by Ya. Vynnytska, O. Redchyts. Lviv: Afisha, 2015. 328 p.
3. Ilyina N. M., Mysnyk S. O. General Psychology: Theory and Practical Work. Kyiv: "Universitetska Knyha," 2017. 352 p.
4. Palm H. A. General Psychology. Kyiv: Center for Educational Literature, 2009. 255 p.
5. Psychological Explanatory Dictionary of Modern Terms. Kharkiv: Prapor, 2009. 672 p.
6. Psychology of Emotions / ed. by K. Izard. St. Petersburg: Piter, 2003. 464 p.
7. Trofimov Yu. L., Rybalka V. V., Honcharuk P. A. Psychology: Textbook. 3rd edition, stereotyped. Kyiv: Lybid, 2001. 560 p.
8. Functioning of Creative Thinking in the Informational-Virtual Space of the Subject: monograph / V. O. Moliako, Yu. A. Hulko, N. A. Vahanova [et al.]; ed. by V. O. Moliako. Kyiv, 2021. 165 p.

9. Furman A. V., Humenyuk O. Ye. Psychology of Self-Concept: teaching manual. Lviv: Novyi Svit, 2000, 2006. 360 p.
10. Tsymbaliuk I. M. General Psychology. Kyiv: Profesiynal, 2006. 303 p.
11. Chudaieva N. V., Shuldyk A. V. Psychology of Thinking. Uman. Vizavi, 2019. 206 p.
12. Shuldyk H. O. Mechanisms of Psychological Defense in Students: Scientific Bulletin of Kherson State University. Series "Psychological Sciences," 2017. Issue 2. Vol. 2. P. 127-131.

<http://psyj.udpu.edu.ua/> - Psychological Journal

<https://udpu.edu.ua/news/biblioteka-universytetu> - Library of Pavlo Tychyna Uman State Pedagogical University

<https://dspace.udpu.edu.ua/> - Electronic Institutional Repository of Pavlo Tychyna Uman State Pedagogical University

<http://mon.gov.ua/> - Ministry of Education and Science of Ukraine

<http://www.nbuv.gov.ua/> - Vernadsky National Library of Ukraine

<https://library.gov.ua/> - National Parliamentary Library of Ukraine

<http://inpsy.naps.gov.ua/> - H.S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine

<http://psyua.com.ua/> - Ukrainian Scientific and Methodological Center of Practical Psychology and Social Work

<http://psy.piter.com> - articles, psychological news

<http://psylib.org.ua> - archive of psychology books, websites of psychological journals

Websites for informal education:

<https://prometheus.org.ua/> - Prometheus platform

<https://www.ed-era.com/courses/> - EdEra online education studio

<https://eduhub.in.ua> - EduHub.in.ua Education Hub

Reviewed and approved at the meeting of the Psychology Department

(Protocol No. 13 dated April 13, 2023)

Head of the Subject Commission Oleksandr SAFIN

Head of the Psychology Department Oleksandr SAFIN



LIST OF QUESTIONS ON GENERAL PSYCHOLOGY for the entrance examination in the specialty of 053 Psychology degree: Doctor of Philosophy

1. Object and subject of psychology. Evolution of understanding the subject of psychology in the history of psychology.
2. Place of psychology in the system of sciences. Connections of psychology with other scientific disciplines. Differentiation of psychological science. Branches of modern psychology.
3. Contemporary problems and tasks of psychology.
4. Principles of psychology. Basic categories and concepts of psychology.
5. Methods of cognition in psychology. Classification of psychology methods according to B.G. Ananiev.
6. General characteristics of psychological theories of the 20th and 21st centuries.
7. Directions of development of domestic psychology (during the Soviet period and the period of Ukraine's independence).
8. Stages of psychic development in the process of evolution.
9. Consciousness of the individual. Role of consciousness and self-awareness in the regulation of behavior and activity.
10. Concept of activity. Types of activity. Psychological structure of activity. Skills and abilities; types of skills.
11. Motives of activity. Functions of motives. Motive and motivation.
12. Concept of communication; functions of communication. Major theoretical approaches to the study of communication in Western psychology.
13. Concept of groups. Stages of group development. Interaction of an individual and a small group. Types of groups. Levels of group development.
14. Characteristics and factors of personality development. Orientation of the personality.

15. Formation of the "self" concept of personality. Self-esteem of personality. Level of aspirations.
16. Functions, properties, and types of attention. Methods of studying attention. Theories of attention.
17. Concept of sensation; types and properties of sensations. Regularities and qualities of sensations. Concept of psychophysics.
18. Concept of perception. Types of perception. Mechanisms of perception of space, time, and motion. Properties of perception, illusions of perception.
19. Properties of memory. Processes and types of memory. Memory and learning.
20. Concept of imagination. Theories of imagination. Types of imagination and their role in activity construction. Operations of constructing mental imagery. Process and mechanisms of creativity.
21. Language, types of speech. Inner speech and its study by J. Piaget, L.S. Vygotsky.
22. Concept of thinking. Logical forms of thinking. Types of thinking and their characteristics. Thinking operations.
23. Concept and types of intelligence. Theories of intelligence. Intelligence testing. Social intelligence. Emotional intelligence.
24. Emotions and feelings. Types of human feelings and their characteristics. Theories of emotions.
25. Emotions and feelings. Types of human feelings and their characteristics. Theories of emotions.
26. Category of mental state in psychology. Psychological burnout. Stress. Coping behavior.
27. Will and its functions. Structure of volitional processes. Theories of will. Volitional qualities of personality.
28. Concept of temperament. Theories and types of temperament. Structure of temperament.
29. Character, its traits and features. Methods of studying character. Character accentuations.
30. Concept of aptitude and abilities. Types of abilities. Levels of development of abilities.
31. Leadership and management. Group conflicts. Effectiveness of group activities.
32. Conditions and stages of small group formation. Personality in a group. Self-perception of personality in a group.

33. Structure of personality in domestic and foreign psychology. Theories of personality.
34. Personality in the concepts of domestic psychologists (L.S. Vygotsky, S.D. Maximenko, A.V. Petrovsky, K.K. Platonov, H.S. Kostyuk, and others).
35. Defense mechanisms of personality.
36. Major types of modern personality theories.
37. Methods of active psychological influence on personality.
38. Major stages of psychological research.
39. Psychological mechanisms of social perception. Social categorization and stereotyping as products of interpersonal perception.
40. Effectiveness and communication styles. Acquiring communication skills.
41. Classification of psychology methods. Characteristics of the observation method.
42. Characteristics of the testing method. Types of tests.
43. Characteristics of the Rorschach test and its usage.
44. Characteristics of projective techniques for studying personality.
45. Theories and laws of memory in psychology. Formation and development of memory.
46. Key changes in the process of memory development in humans.
47. Behaviorist concept of motivation (E. Tolman, C. Hull).
48. P.Ya. Galperin's theory of attention.
49. D.M. Uznadze's concept of attention.
50. Theory of instincts and biological needs by W. McDougall.
51. Associative theory of memory.
52. L.S. Vygotsky's theory of cultural-historical development of memory.
53. Characteristics of accentuated personalities in adolescents by A.Ye. Lichko.
54. Classification of human needs by A. Maslow.
55. The concepts of D. Atkinson and J. Rotter.
56. Behavior of people with different motives in experimental situations like the "prisoner's dilemma." Motivation of prosocial behavior.
57. Altruism and empathy as motives. Motivation of aggression and frustration.
58. Emotions and personality. Connection between emotions and human needs.
59. Conscience as one of the highest emotionally-moral personal qualities. Expression of feelings and emotions in artistic creativity.
60. Life observations of B. Spinoza regarding the role of emotions in regulating personal relationships between people.
61. Love as an emotional feeling. Development of the emotional-personal sphere in humans.
62. Psychoorganic concept of the essence and origin of emotions by James-Lange.
63. Cognitive theories of emotions. Cognitive-physiological theory of emotions by S. Schachter.

- 64.C. Spielberger's model on the influence of anxiety on performance outcomes.
- 65.Anxiety and human examination tests. Learned helplessness motivation.
- 66.Instrumental action and its place in modern motivation theories (V. Vroom).
- 67.Structure of character. Essence of the problem of character typology.
- 68.Activation theory of emotions by Lindsay-Hobbs.
- 69.Concept and theory of cognitive dissonance by L. Festinger.
- 70.Motivation and personality. Motivation, self-esteem, and level of aspirations.
- 71.Laws of perception. Movement and its role in different types of perception. Stability of perceptual images. The significance of inferences and life experience in perception.
- 72.Relationship between thinking and language. The significance of words as units of thinking and language. Features of the initial period of development of thinking and language in children.
- 73.Jean Piaget's concept of child intelligence and stages of its development.
- 74.Sleep and dreaming. Psyche and biogenic rhythms of the organism.
- 75.External and internal validity of psychological experiments.
- 76.Development of willpower in humans. Main directions of willpower development. Willpower and formation of higher mental functions in humans.
- 77.Formation and strengthening of conscious, moral regulation of actions as an important stage in the development of willpower. Cultivation of volitional qualities in children.
- 78.Types of variables in psychological experiments and means of their control.
- 79.Characterization of the experimental method.
- 80.Information theory of emotions by P.V. Simonov.
- 81.Motives and motivation of personality. Needs, interests, beliefs, ideals.
- 82.Directedness of personality. Values and value orientations of personality. Life perspectives. Life goals.
- 83.Self-actualization and self-realization of personality: essence and features.
- 84.Biological prerequisites, social conditions, and factors of psychological development of personality.
- 85.Functions of the psyche: reflective and regulatory.
- 86.Fundamental and applied psychology.
- 87.Historical formation of the subject matter of psychology.