

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



COMPREHENSIVE PROFESSIONAL ENTRANCE EXAMINATION PROGRAM
"PSYCHOLOGY"

Educational and scientific degree: Doctor of Philosophy Based on the educational program "Master," professional qualification level "Specialist" (NRC7) (Admission for a different specialty) Educational and scientific program: Psychology Specialty 053 Psychology (full-time and distance learning)



Uman – 2023

EXPLANATORY NOTE

The program of comprehensive professional entrance examination "Psychology" (Degree of higher education "Doctor of Philosophy". Educational and scientific program "Psychology". Specialty 053 Psychology) was developed by the working group of the Department of Psychology at Pavlo Tychyna Uman State Pedagogical University. The program was compiled in accordance with Appendix 11 "Admission Rules for Higher Education in Postgraduate Studies and Doctoral Studies at Pavlo Tychyna Uman State Pedagogical University in 2022" (approved by the decision of the Academic Council of UDPU named after Pavlo Tychyna, Protocol No. 18, dated 8.07.2022).

The main objective of the entrance examination for applicants in the specialty "Psychology" at the educational and scientific level of "Doctor of Philosophy" is to assess the level of preparedness of specialists according to the Sectoral Standard of Higher Education in the specialty 053 "Psychology". The program aims to identify the level of specialized training of specialists with the educational programs "Master" and "Bachelor" and their readiness for further education at the third educational and scientific level of "Doctor of Philosophy" in the specialty 053 "Psychology".

The program includes an assessment of the acquisition of competencies and learning outcomes defined by the Higher Education Standard in the specialty 053 Psychology for the second (master's) level of higher education.

The main purpose of the entrance examination in 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.

The applicant should know: the general laws of personality development, manifestations of personal qualities, psychological and age-specific characteristics of students, the development of psyche and consciousness, mental processes and individual psychological traits of personality, peculiarities of professional-pedagogical communication, methods and techniques of researching student development, sensitive periods, basic categories and concepts of psychological science, basic methodological and research problems, basic regularities of age-related changes in human psyche; psychological characteristics of newborns, infants, children, adolescents, youth; essence of age crises of personality and ways to overcome them; central psychological novelties of each age period; individual psychological differences in personality development at each age stage; regularities of learning, education, and self-development; psychology of pedagogical activity and teacher's personality; barriers of pedagogical communication.

The applicant should be able to: master techniques, methods, and tools for effective information search, critical analysis, and data processing for use in professional activities, adhering to the principles of academic integrity; organize a psychologically

safe, comfortable, and developmental educational environment, following the rules and recommendations for students' health preservation, work effectively both independently and in a team, organize collaboration among students and communication with their parents, taking into account inclusive education; make independent decisions based on formed values and moral autonomy, allowing them to remain free from external pressure, authority dictation, established norms, and others' opinions, analyze the peculiarities of mental and personal development in different age periods; observe manifestations of leading activities in each age period; provide practical recommendations for overcoming age crises of personality, considering age differences in mental development; conduct a psychological analysis of psycho-pedagogical situations; select psychological research methods, taking into account the age of the subject, and research methods for general and specific pedagogical abilities.

CRITERIA FOR EVALUATING 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 differences between them. Passed Initial 100 The applicant names individual psychological phenomena and objects and, with the help of the examiner, identifies differences between them. 101 – 109 The applicant reproduces a small portion of the educational material, has vague notions about psychological objects and phenomena; with the help of the examiner, identifies them on a chart. 110 – 119 The applicant reproduces a portion of the educational material, characterizes elementary mental phenomena, answers the examiner's questions, and independently names individual psychological categories. Average 120 – 129 With the help of the examiner, the applicant reproduces the main educational material. They characterize the main categories and structures of mental phenomena, personal spheres; during the response, they focus on the relevant topics posed by the examiner. Average 130 – 139 The applicant reproduces the main educational material and is capable of describing mental processes and phenomena according to a typical plan, with some errors; they provide 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 minor disruptions in the sequence of characteristics of mental phenomena and personality processes. They have a moderate level of mastery of the educational material. However, during the presentation, the applicant shows insufficient command of the method of comparative analysis (minus 2 points); they do not apply the theoretical approach to the topic (minus 2 points); they do not provide characteristics of typological features and psychological structures (minus 2 points); they do not present their own

approach or reveal their own vision for solving psychological problems (minus 2 points). Satisfactory 150 – 159 In general, the applicant accurately reproduces the educational material and possesses sufficient psychological knowledge to solve simple tasks. They have clear notions about the factors of mental process development, personality traits, and adequately use and explain the categories.

160 – 169: The applicant reproduces basic psychological concepts, characterizes the regularities of the development of mental processes, states, and properties. They logically reproduce the acquired material, allowing for some inaccuracies. They make simple conclusions and apply their knowledge in practice. They possess the necessary psychological categories and use scientific terminology, supporting their statements and conclusions. They have a good command of the learning material.

170 – 179: The applicant has a good command of psychological learning material, can analyze it, and apply it to problem-solving situations. They have clear ideas about the factors and theoretical approaches to personal development. They explain cause-and-effect relationships of mental phenomena and properties, and skillfully use psychological material.

180 – 189: The applicant comprehends the modern system of psychological knowledge, evaluates the mental processes and phenomena outlined in the program, understands the essence of psychological theories, provides detailed answers, and makes general conclusions. They freely select and generalize the necessary psychological information, operate with most psychological concepts, know various methods of researching mental phenomena, possess psychological knowledge, use methods of scientific analysis of mental phenomena and processes, and describe their aspects and research methods. They express and support their attitude towards alternative views on most questions.

190 – 199: The applicant has in-depth knowledge of the subject of study, uses scientific terminology, supports their statements and conclusions, and can work with various additional sources of psychological information. They analyze and use psychological concepts at a high level. However, they may make slight errors in explaining cause-and-effect psychological relationships, which lowers their score by 2 points.

200: The applicant possesses extensive psychological knowledge, uses interdisciplinary connections, expresses and supports their own attitude towards different views on the subject of study. They independently analyze psychological phenomena based on knowledge of psychological theories and concepts, draw appropriate conclusions and generalizations, solve problem tasks, have a good command of diagnostic techniques, and use them creatively. They can propose psychological ideas, model situations, predict and solve problem tasks. They have a strong command of psychological information and use it creatively.

GRADING STRUCTURE

The questions of the exam paper are evaluated on a scale of 0 to 200 points. The overall grade for the entrance examination is determined as the arithmetic mean of the scores for each question divided by the number of questions on the exam paper.

PROGRAM CONTENT

PSYCHOLOGY

Topic 1. Psychology as a system of knowledge General characteristics of psychology as a science. Everyday 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. Place of psychology in the system of sciences. Historical formation of the subject of psychology. 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 judgment about the soul. First materialistic and idealistic theories about the soul by ancient philosophers. Psychology in the Middle Ages. Development of psychology from the Renaissance to the present day. Major directions in foreign psychological science: behaviorism and neobehaviorism, gestalt psychology, psychoanalysis, cognitive psychology, humanistic psychology. Formation of domestic psychology. Natural scientific foundations of human psyche. Brain and psyche. Structure and functions of the central nervous system. Basic genetically determined psychological and behavioral characteristics of humans. Psychic as the object of psychology. Mental qualities as the subject of psychology. Evolution and development of psyche. Functions of psyche: reflective, regulatory. Development of psyche in phylogenesis. Basic evolutionary stages of psyche and behavior according to O.M. Leontiev and K.E. Faber. Preconditions and conditions for the emergence of consciousness. Essence of 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. Problem of the unconscious in psychology. Interrelationship of 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 personal approaches in psychology. Key stages of psychological research. Problem of research method in psychology. Classification of psychological methods (observation, experiment, survey methods: interview,

conversation, questionnaire; tests, projective techniques and their characteristics). Methods of active psychological influence on the individual.

Topic 3. Activity and Behavior. Concept of activity. Subject character 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. Phenomenon of interference and transfer of skills. Emergence of abilities. Habits. Concept of communication. Functions of communication. Communication as information exchange. Verbal and nonverbal 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 communication styles. Acquisition of communication skills. Concept of groups: definition, types, functions. Structure and interpersonal relationships in small groups. Leadership and leadership. Group conflicts. Effectiveness of group activity. Conditions and stages of formation of a small group. Personality in the group. Individual's self-perception in the group.

Topic 4. Theories of Personality. Relationship between the concepts of "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 psychological development of personality. Structure of personality in domestic and foreign psychology. Self-awareness of personality. Self-concept and its components: cognitive, emotional-evaluative, behavioral. Self-esteem and level of aspirations of personality. 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. Hall); 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); theory of personality traits (G. Allport, R. Cattell); cognitive theory of personality (G. Kelly, P. Janet, and others). Personality in the concepts of Russian psychologists (L.S. Vygotsky, S.D. Maksimenko, A.V. Petrovsky, K.K. Platonov, H.S. Kostiuk, and others).

Topic 5. Structure of Personality. Concept of temperament and its types. History of temperament theories. Humoral approach to temperament. Constitutional theories of temperament by E. Kretschmer, W. Sheldon. Neurophysiological theories of temperament. Properties of the nervous system as the basis of temperament. Type of higher nervous activity and temperament. Temperament and individual style of activity.

Motives and motivation of personality. Needs, interests, beliefs, ideals. Orientation of personality. Values and value orientations of personality. Life perspectives. Life goals. Self-actualization and self-realization of personality: essence and features. Character as a system of the most stable traits of personality manifested in various types of activity, communication, and interaction of a person with others. Structure of character. Essence of the problem of character typology. Typology of character based on the bodily constitution of a person by E. Kretschmer. Social typology by E. Fromm. Typology of character accentuations based on peculiarities of communication by K. Leonhard. System of accentuated characters in adolescents by A.Ye. Lichko. Typology of characters by E. Shostrom. Psychoanalytic typology by A. Lown.

Topic 6. Emotions. Types and role of emotions in human life. Concept of emotions. Significance of emotions in human life. Primary functions of emotions: communicative, regulatory, signaling, motivational, evaluative, stimulating, protective. Difference between emotions, sensations, and feelings. Classification and types of emotions: emotions in the narrow sense, mood, affect, passion, and stress. Parameters used to assess emotional processes and states: intensity, duration, depth, awareness, origin, conditions of occurrence and disappearance, impact on the organism, developmental dynamics, direction, mode of expression, and neurophysiological basis. Psychological theories of emotions. Adaptive significance of emotions. Charles Darwin's evolutionary theory. James-Lange psychorganic concept of the essence and origin of emotions. Cannon-Bard theory of emotions. Activation theory of emotions by Lindsley and Hebb. Cognitive theories of emotions. Explanation of emotions in the context of Leon Festinger's theory of cognitive dissonance. Cognitive-physiological theory of emotions by Stanley 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 creation. 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. Significance of will in human life, in organizing and regulating one's 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, obligation, 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. Necessity of the emergence of volitional action and its peculiarities. Involvement of will at different stages of activity regulation, from initiation to final control. Connection of

volitional regulation with the motivation of activities. 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. Significance of games related to overcoming difficulties in the development of will in children. System of rewards for successful achievement in the execution of volitional acts. Education of volitional qualities in children.

Topic 8. Motivation.

Motivation and motive. The concept of motive and motivation. Dispositional and situational determinants of behavior. Key issues in the motivational psychological explanation of human actions. The relationship between dispositional motives, needs, and goals. The general structure of human motivational sphere. Key parameters for assessing the level of development of the motivational sphere. Interests, tasks, desires, and intentions as motivational dispositions. The concept of motivation as a conscious and unconscious process.

Psychological theories of motivation. Brief overview of the history of theoretical development of motivation. Initial motivational explanations of human and animal behavior. Emergence of major directions in motivation research in the late 19th century under the influence of Charles Darwin's theory of evolution. Instinct theory and biological needs by William McDougall. Behaviorist concept of motivation (E. Tolman, C. Hull). Classification of human needs by G. Murray and A. Maslow. Early 20th-century theories of motivation. Contemporary trends in the study of human behavior motivation. Differences between recent motivation concepts and previous ones. Current state of research on motivation in our country. Cognitive theories of motivation. The concept and theory of cognitive dissonance by L. Festinger. The concepts of D. Atkinson and J. Rotter. Instrumental action and its place in modern motivation theories (V. Vroom).

Motivation and activity. The concept and theory of causal attribution. Motivation for achievement success and failure. Individual differences between achievement-oriented individuals focused on success and failure. Attribution of success and failure by different individuals. Behavior of people with different self-esteem in cases of success and failure. Achievement motivation and anxiety. Personal and situational anxiety. K. Spence's model explaining the influence of anxiety on performance outcomes. Anxiety and examination tests. Helplessness motivation.

Motivation and personality. Motivation, self-esteem, and level of aspirations. The need for affiliation (affiliation motivation). Power motive and its manifestations. Individual differences in power motivation. Behavior of people with different motives in experimental situations like the "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. Representation of sensations. Origin of sensations. Types of sensations. Significance of sensations in human life. Physical characteristics of the environment that generate sensations. Diversity of sensations and representation of numerous properties of the environment that are significant to humans. Connection between different sensations and objective properties of the environment. Sensation of light as a representation of electromagnetic waves. Qualitative coding of these waves in color. Sensation of sound as a representation of air pressure fluctuations. Specifics of olfactory, tactile, gustatory sensations. Kinesthetic sensations. Subthreshold sensations, their significance, and experimental evidence of their existence.

Measurement and alteration of sensations. Quantitative characteristics of sensations. Concept of sensitivity, absolute and difference thresholds of sensations. Psychometric function.

Examples of extreme values of sensations in different modalities. Weber's law. Variability of absolute and difference thresholds of sensations. Adaptation and sensitization of sensory organs.

Perception, its types and properties. Difference between perception and sensation. Phenomenon of objectification in perception. Basic properties of perceptual images: objectivity, constancy, integrity, categorialness. Factors determining the integration of sensations into holistic visual images: proximity of perceived elements, their similarity, natural continuation, and closure.

Specifics of human perception of meaningful spatial representations. Perception of another person's face. Illusions of visual perception. Perception of space, time, and motion. Mechanisms of perceiving the shape and size of objects. Perception of depth and distance, direction and speed of motion. Perception of time.

Laws of perception. Motion and its role in different types of perception. Stability of perceptual images. Importance of inferences and life experience in perception. Perception and the mechanisms of brain functioning. 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 an 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. The role of attention in perception, memory, thinking, various activities, and human communication. Natural and social determinants of attention, immediate and mediated attention, involuntary and voluntary attention, sensory and intellectual attention. Psychological theories of attention. The connection between attention and the affective state and will of an individual. T. Ribot's theory of attention. The role of movements in the act of attention. Attention, objectification, and human orientation. D.M. Uznadze's concept. Attention as an important aspect of exploratory and research activities. P.Ya. Galperin's theory. Development of attention. Lower and higher forms of attention. Development of attention in schoolchildren.

Topic 11. Memory. General conception of memory. Notions about memory. Significance of memory in human life and activities, in learning, education, and communication with others. Definition of memory. Processes of memory: encoding, storage, retrieval, recognition, and forgetting. Types of memory and their characteristics. Basis for classifying types of memory. Classification of memory by time of information storage: immediate, short-term, working, long-term, genetic memory. Classification of memory types by sensory organs and 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 - substitution of information in overloaded short-term memory. Difficulties in mechanically memorizing names, surnames, and the phenomenon of displacement. Acoustic encoding of information in short-term memory. Connection between short-term memory and long-term memory, their relative independence. Subconscious nature of long-term memory in humans. Connection between long-term memory and language and thinking, particularly internal speech. Significance of meaningful organization of material in long-term memory. Individual variations in memory among individuals. Individual characteristics of memory, their qualitative and quantitative characteristics. Visual and eidetic memory (example from the work of A.R. Luria). Connection between eidetic memory and imagination, its significance for artistic and creative activities. Auditory memory and its professional application. Logical memory. Memory disorders in various illnesses. Connection between these disorders and general personality changes in patients. Zeigarnik effect and its psychological explanation. Theories and laws of memory in psychology. Associative theory of memory. Notions of association and its main types: by content, contiguity, similarity, and contrast. Gestalt theory of memory. Significance theory of memory. Psychoanalytic theory of memory.

Mechanisms of forgetting 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. Reminiscence phenomenon. Formation and development of memory. Main changes in the process of memory development in humans. Two lines of development: phylogenetic and ontogenetic. P.P. Blonsky's concept of memory development. Vygotsky's theory of cultural-historical development of memory. Development of immediate and mediated memorization in children according to A.N. Leontiev. Role of language in guiding 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.

Topic 12. Imagination.

Definition and types of imagination. The 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 thinking, regulation of emotional and motivational states, voluntary regulation of cognitive processes, creation and realization of internal plans of action, programming behavior, control of physiological states. Use of imagination in autotraining and psychotherapy.

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

Imagination and organic processes. Interrelation and interaction of imagination as the ideal with organic processes as the material. Psychogenic sensations (feelings of fear). The adaptive nature of physiological reactions triggered by emotionally charged imagination of moderate intensity. Ideomotor action. Manifestation of a person's thoughts and feelings in their facial expressions, gestures, pantomime, and their use in nonverbal communication. Sleep and dreaming. Psyche and biogenic rhythms of the organism.

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 relations. 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-imaginal, visual-performative. Characteristics and application areas of each subtype of thinking. The equal value and combination of different types of thinking in practical human activities. Logical operations of thinking: comparison, analysis, synthesis, abstraction, generalization, concretization. Basic thinking processes: judgment, reasoning. Definition of concepts. Induction and deduction. Thinking and emotions.

Classification of individuals based on types of thinking. Features 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 human creative thinking.

Concept of intelligence. Guilford's three-dimensional model of intelligence. Intelligence tests. Intelligence quotient. Stability and variability of indicators of intellectual development, their ambiguous relationship with 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. N. 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. Jean Piaget's concept of child intelligence and stages of its formation. Stages of sensorimotor intelligence, preoperational thinking, concrete and formal operations. Theory of planned formation of mental actions by P. Ya. Galperin.

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

Topic 14. Language. Language and its functions. The importance of language in human life, psychology, and behavior. Language as a means of communication and generalization (thinking). Types of language and their purposes. Difference between

language and speech. Meaning and content. Word as a concept. Abbreviated and expanded language, their psychological characteristics. Theories of language acquisition and language development. Theory of language learning in linguistic development. Nativist and cognitive theories. Language acquisition as the development of meanings and contents. Psycholinguistic model of language generation and functioning. Language as a means of communication. Information exchange - the primary function of language. Expressive and contextual functions of animal language. Differences between human language and communication methods in primates. Experiments on teaching animals human language. The significance of units in human language and its conceptual structure. The problem of innate and acquired language ability. Language as a tool of thought. The connection between thought and word. The involvement of the human vocal apparatus in solving intellectual tasks. Experimental evidence of the existence of internal language and its involvement in thinking processes. The relationship between thinking and language. The significance of the word as a unit of thought and language. Characteristics of the initial period of cognitive and linguistic development in children. Understanding of internal language, its structure, and significance. Child's egocentric speech as an intermediate form between internal and external language. L.S. Vygotsky and J. Piaget's discussion on the essence and fate of egocentric speech. Formation and functioning of children's language, development of its grammatical structures and communicative functions. Mechanisms of language acquisition by children.

Topic 15. Subject, tasks, and methods of developmental psychology. Subject of developmental psychology. Theoretical and practical tasks of developmental psychology. Main sections of developmental psychology and criteria for their distinction. Connection between developmental psychology and general psychology, educational psychology, physiological psychology, and methodology. Methods of developmental psychology: organizational (cross-sectional method, comparative method, longitudinal method, and complex method); empirical (observation and its types, experiment and its types: natural and laboratory, descriptive and formative). Observation and its types. Diary observations. Twin method and its significance in experimental research on development of the mind. Psychodiagnostic methods in developmental psychology. Tests and their types, questionnaires, interviews. Biographical method and its significance in experimental research on development of the mind. Methods of data processing in research. Interpretive methods (structural, genetic).

Topic 16. Historical Overview of the Development of Developmental Psychology.

Emergence of child psychology in the mid-19th century. Observations of child behavior by scientists such as V. Preyer, K. D. Ushinsky, and their contributions to the field of

child psychology. Early generalizations in the field of child psychology; works by K. D. Ushinsky, M. Meumann, V. Stern, K. Bueller, and others. The biogenetic and sociogenetic approaches to the development of child psychology. Mechanistic views on mental development, the theory of two factors, and their convergence. Contributions of A. Wallon, J. Piaget to the study of psychological development.

Issues in developmental psychology and the problem of the development of higher mental functions in the works of L. S. Vygotsky, P. P. Blonsky, S. L. Rubinstein, and O. M. Leontiev. Scientific works of H. S. Kostiuk and the development of developmental psychology in Ukraine. Formation of developmental psychology during the Soviet period (B. G. Ananiev, M. Ya. Basov, P. P. Blonsky, L. I. Bozhovich, L. S. Vygotsky, P. Ya. Galperin, O. V. Zaporozhets, H. S. Kostiuk, O. M. Leontiev, M. I. Lisina, A. O. Lyublinska, N. O. Menchynska, S. Ya. Rubinstein, D. B. Elkonin). Current state of Ukrainian developmental psychology.

Topic 17. The Problem of Age Periodization in Personality Ontogenesis.

The concept of age periodization in ontogenesis. Characteristics of the process of psychological development in ontogenesis and its regularities (asynchrony, determinism, integration, sensitivity, cyclicity, emergence of novelties, unevenness, periodicity). The problem of transitioning from one age period to the next. Ontogenesis and the concept of the life path of an individual. Age and age periodization of personality development in ontogenesis. L. S. Vygotsky's classification of approaches to child development periodization: externally oriented schemes, narrowly focused schemes, search for psychological criteria for periodization. Periodization of child development in Vygotsky's framework. The concept of stable and transitional periods. Developmental crises and their understanding.

The problem of periodization of personality development in childhood in the works of O. M. Leontiev, L. I. Bozhovich, D. B. Elkonin, I. S. Kohn, and others. Periodization of personality development in ontogenesis as a whole. The problem of criteria for periodization of mature personality development. The epigenetic concept of periodization of personality development by E. H. Erikson. Periodization of ontogenesis in the works of B. G. Ananiev, A. V. Petrovsky, and others. The significance of the problem of periodization of personality development in ontogenesis.

Topic 18. Mental development in ontogenesis.

Concept of mental development. Quantitative and qualitative changes in the formation of a person as an organism, a social being, and an individual. The concept of "leading activity" and "social situation of development."

Driving forces and conditions of mental development. The unity of the natural and social aspects in human ontogenesis. The role of heredity in individual development. Natural abilities and mental properties. The social environment as a condition and source of mental development and the formation of a child's personality. The relationship between external and internal conditions of mental development. Processes of internalization and externalization in the process of mental development of the individual.

Theories of mental development. Biologizing and sociologizing concepts of human psychic ontogenesis. Understanding the process of the formation of a human personality as self-movement.

Internal contradictions as driving forces of mental development (H.S. Kostiuk): discrepancies between new needs, goals, and aspirations of the individual and the level of mastery of means to satisfy them; divergences between increased physical and spiritual needs and the existing forms of relationships and types of activities; discrepancies between existing cognitive goals, tasks, and methods of action; contradictions between the achieved level of individual development and the way of life; discrepancies between the expected, desired, future, and present, between what the individual aspires to and what they have; contradictions in the development of new needs and motives for activity, emotions, the development of voluntary regulation of behavior, cognitive processes, and intellectual activity, and so on. Education, upbringing, and driving forces of personality development.

Crisis phenomena in mental development and factors that cause them. J. Piaget on the driving forces of mental development. Theories of mental development and learning (J. Bruner, A. Wallon, K. Koffka, E. Thorndike).

Regularities of mental development. The concept of sensitive periods of development. Activity as a factor in the mental development of the individual and the formation of personality. The mental activity of a child as a necessary condition for their development.

Backwardness and delay in mental development. Development of the psyche in conditions of sensory impairments. Backwardness as a result of educational neglect. Delay in mental development as a result of mental retardation. The problem of acceleration (speeding up) of mental development.

Topic 19. Mental development of a child up to 1 year.

Prenatal development of a child. Crisis period of newborn infancy. Characteristics of changes in the way of life during the transition to postnatal infancy. Social situation of newborn development - complete helplessness of the child. Fundamental difference in

the development of a child in the first weeks of life compared to animal development. Innate forms of the psyche and behavior of a newborn child. Mental development of a newborn child. Criteria for the transition from newborn infancy to the infant period (physiological and psychological). The development of motor activity and its significance.

Formation of the infant period. Social situation of development. Communication with adults and its significance in the mental development of an infant. Development of communication forms. Development of movements: grasping, manipulative actions, walking. Development of the sensory sphere. The phenomenon of hospitalism and its influence on the mental development of an infant.

Development of cognitive processes. Development of voluntary movements. Emergence of object-oriented actions. Initial stages of language development, thinking, and memory in the infant period. First-year crisis. Autonomous speech (L.S. Vygotsky).

Topic 20. Mental development in early childhood (1 to 3 years).

The importance of early childhood in the ontogenesis of personality. Social situation of development in early childhood. Development of a child's activity, complexities of their activities, and relationships with others. Object-oriented activity and its significance for mental development in early childhood. Language development. Development of sensory and perceptual processes and actions. Development of memory and thinking. Analysis of theories by J. Piaget, O.V. Zaporozhets, M.I. Lisina, D.B. Elkonin on the psychological structure of sensorimotor intelligence and the transition to its symbolic forms. Construction, drawing, and their significance for mental development in early childhood. Preconditions for the emergence of dramatic play (director's play). Emergence of the desire for independence. Understanding the concept of the three-year crisis. New formations as psychological prerequisites for transitioning to the preschool age. Masaru Ibuka's book "After Three, It's Too Late" about the peculiarities of early child development.

Topic 21. Psychological Development in Preschool Age (3 to 6 years). The social situation of development in preschool childhood. Critique of the theory of primitiveness, asociality, and egocentrism of the child. Symbolic-role play as the leading activity of a preschool child, its psychological essence. The development of play in preschool age and its role in the psychological development of a preschooler. The significance of play for personality development. Elements of learning and work in preschool age, their place and role in the psychological development of a child. Productive forms of activity: construction, artistic and other types of activities, and their role in mental development. Motor development. Sensory and perceptual development of a preschooler. Development of memory processes (voluntary memorization, recall). Language and

speech development. Thinking and imagination of a preschooler. Personality development. Formation of the emotional-volitional sphere of a preschooler. Development of the motivational and needs sphere, dominant motives of activity and behavior. Psychology of abilities and development of general and special abilities of a preschool child. Character formation in preschool age. Psychology of 6-year-old children. Formation of psychological readiness for learning in school and methods of its diagnosis. Teaching methods for 6-year-olds. The crisis of 6-7 years. Research by Ukrainian psychologists on the psychological development of preschool children (O. V. Zaporozhets, M. V. Vovchyk-Blakytna, O. I. Kulchytska, K. E. Khomenko, V. K. Kotyrlo, O. V. Proskura, S. E. Kulachkovska, and others).

Topic 22. Psychological Development in Early School Age (6/7 to 10/11 years). Entering school as a new stage in a child's life. The social situation of development in early school age. Psychological restructuring associated with a child's entry into school. The significance of learning in the psychological development of a young schoolchild. Formation of attitudes toward school, teachers, and academic responsibilities. Development of relationships with peers. Changes in the nature of play relationships. Formation of the personality of a young schoolchild. Changes in volitional regulation of behavior and activities. Development of the emotional sphere. Formation of character and social behavior. The role of communication, play, and relationships in the development of a young schoolchild's personality. Experimental data on the development of sensory and perceptual processes, attention, memory, thinking, imagination, language and speech, and abilities. The problem of age-specific characteristics and possibilities in acquiring knowledge in early school age. Teaching, upbringing, and personality development in early school age in the concepts of initial education by L. S. Vygotsky, P. Ya. Galperin, V. V. Davydov, D. V. Zankov, H. S. Kostiuk, A. A. Lyublinskaya, M. A. Menchinskaya, A. O. Smirnov, D. B. Elkonin. Prerequisites for transition to adolescence; self-awareness and self-concept, self-esteem, reflection, moral principles of behavior, and other novelties. Research on the psychological development of children in early school age by Ukrainian psychologists (H. S. Kostiuk, P. R. Chamata, T. V. Kosma, P. I. Zinchenko, O. M. Kontseva, Yu. Z. Gilbukh, and others).

Topic 23. Psychological development in adolescence (10/11 - 14/15 years) Anatomical and physiological changes during adolescence and psychological development. Acceleration and its causes. Analysis of theories of adolescence (V. Stern, C. Bühler, L.S. Vygotsky, etc.). Social situation of development in adolescence. Restructuring of educational activities and its psychological consequences. Awareness of one's position in society and one's abilities as the main psychological innovation of adolescence. Emergence and forms of adulthood feelings and their sources. Adolescent crisis. Formation of personality in adolescence. Development of self-awareness. Self-esteem

and level of aspirations. Emotional and volitional development. Desire for self-education. Formation of needs, interests, and motives, their content, and structure. Features of social behavior in adolescents. Emergence of a new type of communication and interpersonal relationships. Trends in restructuring relationships with adults and peers. Moral and ethical views of adolescents. Characteristics of adolescents' character and psychological reasons for infantilism in adolescence. Development of cognitive processes in adolescence. Perceptual processes and the development of observability. Development of attention and memory, logical thinking, language, and speech. Development of cognitive interests. First signs of vocational orientation. Psychological characteristics of adolescent learning. Increasing independence in learning - transition to elements of self-education. Labor activity and its importance for the formation of adolescent personality. Psychological features of organizing socially useful activities in adolescence. Development of abilities and creative activity of adolescents. Psychological prerequisites for transitioning to a new period of development - senior school age. Research by Ukrainian psychologists on the psychology of adolescence and senior school age (D.F. Nikolaenko, L.M. Prokoliienko, T.V. Rubtsov, M.I. Boryshevsky, E.Sh. Sapozhnikova, O.I. Zhavoronko, I.O. Synytsya, I.M. Vovchyk-Blakytina, etc.)

Topic 24. Psychology of early and mature youth. General characteristics of early adolescence. Social situation of development of high school students. The problem of leading activity in adolescence. Innovations of early adolescence. Features of communication in early youth. Development of cognitive sphere in early youth. Characteristics of thinking in high school students. Development of speech in high school students. Development of perception, memory, and attention in high school students. Development of scientific, technical, and artistic imagination. Cultivation of creativity. Self-determination and self-education in youth. Formation of beliefs and ideals. Development of aesthetic feelings. Companionship and friendship in youth. Development of self-awareness in early adolescence. Vocational orientation, preparation for choosing a profession. Indicators of social-psychological readiness of a school graduate for independent life. General characteristics of mature youth (18-20 years). Social situation of development during mature youth. Development of self-awareness in mature adolescence. Friendship in mature adolescence. College years. Educational activities and learning in mature adolescence. Psychology of students' learning activities. Self-education in mature adolescence. Features of the development of cognitive processes and their relationship with professional activity. The problem of forming professional motives, interests, professional abilities, and qualities of personality in student age. Emotional life and social behavior in mature adolescence. Social responsibility as a criterion of moral maturity of an individual in late adolescence.

Family orientations of boys and girls. Development of self-awareness in mature adolescence.

Topic 25. Early Adulthood. General characteristics of the early adulthood period. Psychosocial development of young adults. Features of self-awareness development in early adulthood. Development of cognitive processes. Features of the motivational sphere in early adulthood. Features of the emotional-volitional sphere in early adulthood. Crises in early adulthood. Key factors in the formation of young people's personalities.

Topic 26. Mature Adulthood. General characteristics of the mature adulthood period. Preservation and changes in physical capabilities in mature age. Psychosocial development of individuals in mature age. Cognitive changes in maturity. "Burnout at work," reaching the peak of professional and social careers. Changes in personality development. Development of mental processes in mature age. Achievement of generativity. Midlife crisis. "Empty nest syndrome." The danger of emotional stagnation.

Topic 27. Psychology of Aging and Old Age (Gerontopsychology). General characteristics of old age. Morpho-functional changes during gerontogenesis. Psychological causes of diseases. Psychosocial development of older adults. Cognitive changes in the aging process. Psychological changes in the personality of older individuals: changes in spatial orientation, movements, logical reasoning, needs, motivation, emotional-volitional sphere. Properties of wisdom. Personality and aging. Lifestyle of older people: opportunities for choice. "Ego-integrity" crisis. Prevention of aging. Issues of labor and public activity in old age. Attitude of older people towards old age as a psychological problem. Problem of learning and career guidance in old age. Problems of gerontology and the role of mental disorder in them. Longevity and creative life activity. The problem of attitudes towards the elderly, social assistance to them.

Topic 29. Subject and Tasks of Educational Psychology. Educational psychology as a branch of psychological science. Tasks of educational psychology. Structure of educational psychology. Connection of educational psychology with other sciences. Problems of modern educational psychology. Contemporary views on the history of educational psychology.

Topic 30. Psychology of Learning. Psychological concept of learning. Learning and development. Psychological mechanisms of learning. Psychological characteristics of different forms of learning (traditional, problem-based, programmed, developmental, etc.). Psychological and psychophysiological requirements for organizing the learning process. Concept of studying. Learning as a process and as an activity. Structure of

educational activities. Motivational component of learning. Psychological features of acquiring learning skills and abilities. Learnability as an important characteristic of learning subjects. Age and individual approach to learning. Ability to learn independently as an integral quality of personality. Psychological factors of academic success.

Topic 31. Psychology of Pedagogical Activity and Teacher's Personality. General characteristics of pedagogical activity. Individual style of teacher's activity. Psychology of pedagogical assessment. Psychological analysis of a lesson. Psychology of pedagogical abilities and skills. Educational function of pedagogical communication. Psychology of pedagogical communication. Psychological characteristics of pedagogical tact. Influence of the teacher's self-concept on their professional communication.

Topic 32. Psychology of Upbringing. Goals and tasks of the psychology of upbringing. Driving forces and sources of personality formation and development. Psychological characteristics of upbringing methods. Psychological mechanisms of upbringing. Concepts and criteria of upbringing. Age factor in upbringing. Individual approach to children in the upbringing process. Psychological determination of behavior. Psychological analysis of behavior. Psychology of working with problematic children. Upbringing and self-education - two sides of the same process. Goals of self-education. Organization of self-education. Role of adults in developing the need for self-education. Psychological mechanisms for overcoming harmful habits.

Recommended Literature:

1. Age Psychology: Textbook / O.P. Serhiienkova et al. Kyiv: Tsentr uchbovoi literatury, 2018. 375 p.
2. Age and Pedagogical Psychology: Textbook / O.V. Skrypchenko, L.V. Dolinska, V.Ogorodniichuk et al. Kyiv: Karavela, 2009. 399 p.
3. Vydra O.G. Age and Pedagogical Psychology. Kyiv: Tsentr uchbovoi literatury, 2011. 111 p.
4. Danylievych L.A. Psychological Aspects of the Development of Social and Psychological Competence of Psychology Students. Scientific Bulletin of Kherson State University: Collection of Scientific Works. Psychological Sciences. Kherson: Vidavnychy dim "Helvetika," 2017. Issue 2. Volume 1. pp. 89-93.
5. Danylievych L.A. On the Dependence of the Motivation System of Future Psychologists on the Active Forms of Psycho-Pedagogical Influence of the

Teacher. Bulletin of the National University of Defense of Ukraine: Collection of Scientific Works. Kyiv: NUOU, 2018. Issue 1(49). pp. 26-32.

6. Demchuk O.A. Age Psychology. Uman: Vydavets Sochynskyi, 2010. 215 p.
7. Demchuk O.A. Psychology of a Child's Readiness for School Learning. Uman: Vizavi, 2013. 150 p.
8. Zabrotskyi M.M. Fundamentals of Age Psychology. Ternopil: Navchalna knyha: Bohdan, 2009. 110 p.
9. Kutishenko V.P. Age and Pedagogical Psychology. Kyiv: Tsentr uchbovoi literatury, 2005. 125 p.
10. Pavelkiv R.V. Age Psychology. Kyiv: Kondor, 2011. 468 p.
11. Podoliak L.H. Age and Pedagogical Psychology. Kyiv: Tsentr uchbovoi literatury, 2006. 112 p.
12. Savchyn M.I. Age Psychology: Textbook. Kyiv: Akademvydav, 2011. 382 p. (Alma Mater)
13. Savchyn M.V. Pedagogical Psychology: Textbook. Kyiv: Akademvydav, 2007. 424 p.
14. Dykhtiarenko S.Yu., Shuldyk A.V., Shuldyk H.O., Danylievych L.A. General Psychology. Practical Classes: Textbook. Uman: Vizavi, 2021. 245 p.
15. Maksymenko S.D. General Psychology. Kyiv: Tsentr uchbovoi literatury, 2020. 271 p.
16. Dutkevych T.V. General Psychology. Kyiv: Tsentr navchalnoi literatury, 2019. 388 p.
17. Moskalets V.P. General Psychology: Textbook. Kyiv: Lira-K, 2020. 564 p.
18. Savchyn M.V. General Psychology: Textbook. 3rd edition, stereotyped. Kyiv, VTs "Akademiia," 2020. 344 p.
19. Bryhadyr M.B., Buherko Ya.M., Revasievych I.S. General Psychology. Case Study Collection: Teaching and Methodical Manual. Ternopil: Ekonomichna dumka TNEU, 2017. 35 p.
20. Varyi M.Y. General Psychology: Textbook. 5th edition, corrected and revised. Lviv: Apriori, 2016. Vol.1. 382 p. Vol.2. 358 p.
21. General Psychology. Practical Classes: Teaching Manual / S.Yu. Dykhtiarenko et al. Uman: Vizavi, 2018. 254 p.
22. Teger, Allan I. Too Much Invested to Quit. Elsevier. Pergamon General Psychology Series. 2017. Vol. 83.

23. Bondar K.M. Theory and Practice of Inclusive Education: Teaching and Methodological Manual. Kryvyi Rih, 2019. 170 p.
24. Shuldyk A.V., Shuldyk H.O. Becoming a Student's Personality: Psychological Aspect. Uman: FOP Zhovtyi, 2015. 220 p.
25. Shuldyk A.V., Shuldyk H.O. Physiological Mechanisms of the Mind: Methodological Recommendations for Higher Education Students. Uman: Vizavi, 2018. 30 p.
26. Reviewed and approved at the meeting of the Psychology Department
27. Protocol No. 13 dated April 13, 2023.

Chair of the Subject Commission: Oleksandr SAFIN

Head of the Psychology Department: Oleksandr SAFIN

