**METHODOLOGICAL GUIDELINES FOR STUDENTS**

1. Theme of the class, its goals and tasks

Theme 1. General characteristics of psychology as a science. The formation of psychology as a science.

Goal: To generate understanding of psychology as a science.

Basic concepts: the psychic (subjective) reality, psychic phenomena and psychological facts of life and scientific psychology, soul, consciousness, introspection, behavior, behaviorism, psychoanalytic psychology, cognitive psychology, Gestalt psychology, humanistic psychology.

Theme 2. Subject, tasks and methods of psychology. The psyche. Consciousness. Unconscious.

Goal: To generate understanding of basic and advanced methods of psychology.

Basic concepts: basic and advanced methods of psychology, psyche, mental processes, mental states, mental properties, consciousness, unconsciousness, reflection, irritability, sensitivity, unconscious mental processes, sensory fabric, personal meaning, value, biodynamic fabric.

Theme 3. Cognitive psychological processes. Feeling. Perception.

Goal: To learn the basic concepts, patterns of change in sensitivity and classification of sensations, to form knowledge about the perception as a cognitive mental process.

Basic concepts: a sense of sensitivity, dynamic range, adaptation, sensitization, synaesthesia, the phenomenon of contrast, perception, objectivity, integrity, constancy, meaningfulness, apperception, selectivity, structural, background, shape, illusion.

Theme 4. Attention. Memory.

Goal: to generate knowledge about the attention as a specific cognitive mental processes that generate knowledge about memory as a cognitive mental process.

Basic concepts: attention, involuntary attention, voluntary attention, posleproizvolnoe attention, concentration, volume, distribution, stability, switching, swings, memory, storage, preservation, reproduction, forgetting, recognition, remembrance, remembering, remembering, retroactive and proactive inhibition, reminiscence , performance.

Themes 5. Imagination. Thinking.

Goal: to generate knowledge about the mind, thinking as a cognitive mental processes, to consider it as a special mental process, understand the relationship of speech and thought.

Concepts: arbitrary imagination, involuntary imagination, the imagination of a hedonistic, pragmatic imagination, productive imagination and reproductive imagination, agglutination, exaggeration, typing, schematization. thinking, analysis, synthesis, abstraction, generalization, concretization, comparison, classification, visual-active thinking, spatial visualization ability, abstract logical thinking, concept, judgment, reasoning, language, speech coding, decoding.

Theme 6. Emotional processes. Volitional processes.

Goal: To create a system of knowledge about the processes and emotional states will consider as a special mental process, to form an idea of ​​volitional qualities of personality.

Concepts: emotional reactions, emotional states, emotional relationship to the object, spirit, passion, passion, their own emotions, feeling, emotional stress, emotions, cognitive dissonance, sthenic and asthenic emotions, stress, frustration, impulsive actions, habitual (skills) actions , volitional action, an act.

Theme 7. Individual. Individuality. Personality.

Goal: To learn the basic concepts and be able to demonstrate the differences between the concepts of "individual", "personality", "personality", to comprehend the biosocial nature of personality, to be able to allocate the basic structural components of personality.

Basic concepts: the individual, individuality, personality, personal orientation, biological needs, the higher the need, desire, desire, interest, inclination, ideal world.

Theme 8. Temperament. Character.

Goal: To understand the nature of temperament and character, and to consider the main approaches to the understanding of temperament and character.

Concepts: temperament, strength, mobility, balance, processes of excitation and inhibition, extroversion, introversion, character accentuation.

Theme 9. Abilities.

Goal: to generate knowledge about the capabilities and the ability to be able to distinguish the skills, consider and reflect on the main approaches to the understanding and development of intelligence.

Basic concepts: ability makings of abilities, general and specific, theoretical and practical, educational and creative abilities, talent, talent, genius, reproductive and productive levels of intelligence, assimilation and accommodation, verbal and non-verbal intelligence, "connected intelligence", " fluid "intelligence,

Theme 10. Public and interpersonal relationships.

Objective: To establish a system of knowledge about the social and psychological aspects of interpersonal relationships.

Basic concepts: social role, interpersonal relations, public relations, and konyuktivnye dizyunktivnye feelings.

Theme 11. Communication and activities.

Goal: To form an idea about the process of communication.

Basic concepts: communication, interaction, social perception, verbal communication, non-verbal communication, the novelty effect of the primacy effect, halo effect, stereotyping.

Theme 12. Conflict.

Goal: To form an idea about the conflict and introduce effective strategies for behavior in a conflict situation.

Concepts: interpersonal conflict, intergroup conflict, intrapersonal conflict, constructive conflict, destructive conflict.

1. Basic definitions to be mastered by students during studying of the topic (list of notions).

*Lesson 1 (2 hours)*

*General characteristics of psychology as a science. The formation of psychology as a science.*

Psychic (subjective) reality, psychic phenomena and psychological facts of life and scientific psychology, soul, consciousness, introspection, behavior, behaviorism, psychoanalytic psychology, cognitive psychology, Gestalt psychology, humanistic psychology.

*Lesson 2 (2 hours)*

*Subject, tasks and methods of psychology. The psyche. Consciousness.*

*Unconscious.*Basic and advanced methods of psychology, psyche, mental processes, mental states, mental properties, consciousness, unconsciousness, reflection, irritability, sensitivity, unconscious mental processes, sensory fabric, personal meaning, value, biodynamic fabric.

*Lesson 3 (2 hours)*

*Cognitive psychological processes. Feeling. Perception.*A sense of sensitivity, dynamic range, adaptation, sensitization, synaesthesia, the phenomenon of contrast, perception, objectivity, integrity, constancy, meaningfulness, apperception, selectivity, structural, background, shape, illusion.

*Lesson 4 (2 hours)*

*Attention. Memory.*Attention, involuntary attention, voluntary attention, concentration, volume, distribution, stability, switching, swings, memory, storage, preservation, reproduction, forgetting, recognition, remembrance, remembering, remembering, retroactive and proactive inhibition, reminiscence , performance.

*Lesson 5 (2 hours)*

*Imagination. Thinking. Speech.*Arbitrary imagination, involuntary imagination, the imagination of a hedonistic, pragmatic imagination, productive imagination and reproductive imagination, agglutination, exaggeration, typing, schematization.

*Lesson 6 (2 hours)*

*Imagination. Thinking. Speech.*
Thinking, analysis, synthesis, abstraction, generalization, concretization, comparison, classification, visual-active thinking, spatial visualization ability, abstract logical thinking, concept, judgment, reasoning, language, speech coding, decoding.

*Lesson 7 (2 hours)*

*Emotional processes. Volitional processes.*Emotional reactions, emotional states, emotional relationship to the object, spirit, passion, passion, their own emotions, feeling, emotional stress, emotions, cognitive dissonance, stress, frustration, impulsive actions, habitual (skills) actions , volitional action, an act.

*Lesson 8 (2 hours)*

*Individual. Individuality. Personality Temperament. Character.*The individual, individuality, personality, personal orientation, biological needs, the higher the need, desire, desire, interest, inclination, ideal world.
 Temperament, strength, mobility, balance, processes of excitation and inhibition, extroversion, introversion, character accentuation.

*Lesson 9 (2 hours)*

*Abilities.*Ability makings of abilities, general and specific, theoretical and practical, educational and creative abilities, talent, talent, genius, reproductive and productive levels of intelligence, assimilation and accommodation, verbal and non-verbal intelligence, "connected intelligence", " fluid "intelligence,

*Lesson 10 (2 hours)*

*Public and interpersonal relationships.* Social role, interpersonal relations, public relations

*Lesson 11 (2 hours)*

*Communication and activities.* Communication, interaction, social perception, verbal communication, non-verbal communication, the novelty effect of the primacy effect, halo effect, stereotyping.

*Lesson 12 (2 hours).*

*Conflict.*Interpersonal conflict, intergroup conflict, intrapersonal conflict, constructive conflict, destructive conflict.

1. Questions for the class studies

*Lesson 1 (2 hours)*

*General characteristics of psychology as a science. The formation of psychology as a science.*

1. What is "psychic reality"?

2. Explain why psychology has a special place in the other sciences.

3. What are the main areas and branches of psychology.

4The contribution of Descartes in the development of psychology

5. Consciousness as the subject of psychology.

6. Behavior as an object of psychology.

7. The main directions of modern psychology.

*Lesson 2 (2 hours)*

*Subject, tasks and methods of psychology. The psyche. Consciousness. Unconscious.*

1. Subject and tasks of psychology.

2. Observation and its types.

3. Experiment and its types.

4. Additional methods of psychology.

5. The structure and basic functions of the psyche.

6. Types of reflection and their characteristics.

7. Mental reflection, as a special form of reflection of reality.

8. Structure and properties of consciousness.

9. Classification of unconscious psychological processes.

*Lesson 3 (2 hours)*

*Cognitive psychological processes. Feeling. Perception.*

1. General Characteristics of sensation and perception.

2. Classification of sensations and perceptions.

3. Variability of sensitivity.

4. The basic properties of perception.

*Lesson 4 (2 hours)*

*Attention. Memory.*

1. Overview of the attention.

2. Properties of attention

3. Functions of attention

4. Shared memory characteristic.

5. The main types of processes and perception.

*Lesson 5 (2 hours)*

*Imagination. Thinking. Speech.*

1. Overview of the imagination.

2. The main types of imagination.

3. Methods of creating images.

4. Nature and the main types of thinking.

5. Operations thinking.

6. Forms of thinking.

7. Formation and development of thinking in ontogeny.

*Lesson 6 (2 hours)*

*Imagination. Thinking. Speech.*

1. General characteristics of speech.

2. The functions of speech.

3. Types of speech.

4. The process of encoding of verbal expression.

5. The process of decoding of verbal expression

6. Speech and thinking.

*Lesson 7 (2 hours)*

*Emotional processes. Volitional processes.*

1. General characteristics of emotions

2. Types of emotions.

3. Types of feelings.

4. The main manifestations of emotion.

5. Stages of stress.

6. General characteristics of the will.

7. Will as a particular form of mental regulation.

8. Structure of an act.

9. Strong-willed qualities of the person.

*Lesson 8 (2 hours)*

*Individual. Individuality. Personality Temperament. Character.*

1. The general concept of the individual.

2. The relationship of social and biological in the person.

3. The structural components of personality.

4. Formation and personal development.

5. The focus of identity and motives of activity.

6. General characteristics of temperament as the properties of the individual.

7. Constitutional temperament theory.

8. The modern temperament theory.

9. The concept of nature.

10. Accentuation of character and their types by A. Licko.

*Lesson 9 (2 hours) Abilities.*

1. Overview of the abilities.

2. General characteristics of intelligence

3. The factor-analytic theories of intelligence.

4. Cognitive models of intelligence

5. Stages of intellectual development by Piaget.

*Lesson 10 (2 hours)*

*Public and interpersonal relationships.*

1. General Characteristics of interpersonal relations as a socio-psychological phenomenon.

2. The concept of social role.

*Lesson 11 (2 hours)*

*Communication and activities.*

1. Types of communication and hand

2. Verbal and nonverbal communication

3. The mechanisms of social perception

4. Understanding

5. The effects of interpersonal perception

*Lesson 12 (2 hours)*

*Conflict.*

1. Conflict as a socio-psychological phenomenon.

2. The way out from the conflict situation.

3. Sources of interpersonal conflict.

4. The dynamics of the conflict.

1. Questions for the self-assessment

*Lesson 1 (2 hours)*

*General characteristics of psychology as a science. The formation of psychology as a science.*

1. Why psychology has a special place in the other sciences?

2. Distinguish everyday and scientific psychology.

3. What was the reason for the criticism of behaviorism?

4. What are the main stages of psychology

*Lesson 2 (2 hours)*

*Subject, tasks and methods of psychology. The psyche. Consciousness. Unconscious.*

1. What are the main and additional methods of psychology

2. Give a description of each type of reflection.

3. What is the highest stage in the development of mental reflection?

4. Define the concepts of "instinct" and "skill".

5. What are the main factors of development of consciousness.

*Lesson 3 (2 hours)*

*Cognitive psychological processes. Feeling. Perception.*

1. Explain psychophysical law of Weber-Fechner.

2. Give examples of changes in sensitivity.

3. Give examples of the phenomenon of synaesthesia and contrast.

4. What is the structuring of perception?

5. What are the factors that affect the organization of information in a holistic way

*Lesson 4 (2 hours)*

*Attention. Memory.*

1. What are the factors that contribute to attracting attention.

2. Explain the mechanism of retroactive and proactive inhibition.

3. Explain the phenomenon of "edge factor 'when imprinting information.

4. What is a "Zeigarnik effect"?

5. What is the performance?

6. Explain the phenomenon of reminiscence.

7. List the main memory of the classification criteria?

8. What is different from the arbitrary memory involuntary?

9. What is the essential condition for memorization?

*Lesson 5 (2 hours)*

*Imagination. Thinking. Speech.*

1. Name and describe the types of imagination.

2. Define the "dream" of the concept.

3. Give the definition of "a dream."

4. Explain how the imagination can influence the state of the human body.

5. Give a description of each type of thinking.

6. Give an example of concepts, judgments, inferences.

7. Give a general characteristic of speech.

8. Describe the functions of speech.

9. What is the role of inner speech in the regulation of human behavior?

*Lesson 6 (2 hours)*

*Emotional processes. Volitional processes.*

1. Explain the difference between rational and emotional orientation.

2. Expand the psychological content of an act. Give an example.

3. Describe the volitional action.

*Lesson 7 (2 hours)*

*Individual. Individuality. Personality Temperament. Character*

1. How does the biological and social in person?

2. What can you identify as the main characteristics of the person?

3.Give the general characteristics of temperament.

4. What factors influence the formation of character.

8. What are the relationships of temperament and character?

9. Describe the types of character of Licko

*Lesson 8 (2 hours)*

*Abilities.*

1. Explain the concept of "natural", "acquired", "hereditary".

2. What are caused by individual differences in the development of skills for different people?

3. Describe the reproductive ability level.

4. Describe the level of productive capacity.

5. Give examples of giftedness, talent and genius.

6. What are the main provisions of the two-factor model of intelligence Charles Spearman.

7. What kind of intelligence model proposed D. Gilford?

8. Describe the stages of development of intelligence by Piaget.

*Lesson 9 (2 hours)*

*Public and interpersonal relationships.*

1. Describe the different social roles

2. What is the role conjunctive and disjunctive sense of interpersonal relations in the process?

*Lesson 10 (2 hours)*

*Communication and activities.*

1. What role does communication play in non-verbal sign systems?

2. What is the mechanism of mutual understanding?

*Lesson 12 (2 hours)*

*Conflict.*

1. What are the principles and rules of behavior in the conflict cooperating?

2. What are the steps to resolve the conflict through cooperation exist?

3. What is the role of a mediator in the process of conflict resolution? What are the principles of its activity?

4. What are the stages of mediation?

1. Compulsory and supplementary literature on the theme

 5.1 Compulsory literature

* OpenStax College, Psychology. OpenStax College. 8 December 2014. Access: <http://cnx.org/content/col11629/latest/> [English]
* Introduction to Psychology. Charles Stangor. Published in 2011. 488p. Adapted by: College of Lake County Faculty: Martha Lally and Suzanne Valentine-French (Revised July, 2017). Access: <http://dept.clcillinois.edu/psy/IntroductionToPsychologyText.pdf> [English]

5.2 Supplementary literature

Zacks R.T., Hasher L. & Li K.Z.H.L. 2000. Human memory. In (Eds. Salthouse T.A. & Craik F.I.M.), Handbook of Aging and Cognition (pp. 293-257). Mahwah, NJ: Lawrence Erlbaum. Access: <http://edu.nsmu.ru> [English]

5.3 List of the Internet resources required for mastering of the course (module)

 - specific sites and web portals;

- digital collections, digital libraries, data bases and etc.;

- specialized programs, video films, audio recordings.

<http://www.who.int/> — World Health Organization

[http://www.ncbi.nlm.nih.gov/pmc/](http://lib.nsmu.ru/lib/external/PubMed%20Central%20%28PMC%29%20%20-%20%D0%BE%D1%82%D0%BA%D1%80%D1%8B%D1%82%D1%8B%D0%B9%20%D0%BF%D0%BE%D0%BB%D0%BD%D0%BE%D1%82%D0%B5%D0%BA%D1%81%D1%82%D0%BE%D0%B2%D1%8B%D0%B9%20%D0%B0%D1%80%D1%85%D0%B8%D0%B2%20%D1%81%D1%82%D0%B0%D1%82%D0%B5%D0%B9%20%D0%B1%D0%B8%D0%BE%D0%BC%D0%B5%D0%B4%D0%B8%D1%86%D0%B8%D0%BD%D1%81%D0%BA%D0%B8%D1%85%20%D0%B8%20%D0%B5%D1%81%D1%82%D0%B5%D1%81%D1%82%D0%B2%D0%B5%D0%BD%D0%BD%D0%BE%D0%BD%D0%B0%D1%83%D1%87%D0%BD%D1%8B%D1%85%20%D0%B6%D1%83%D1%80%D0%BD%D0%B0%D0%BB%D0%BE%D0%B2%20%20%20%20%20%20%20%20%D0%90%D0%B4%D1%80%D0%B5%D1%81%20%D0%B4%D0%BB%D1%8F%20%D1%80%D0%B0%D0%B1%D0%BE%D1%82%D1%8B%3A%20http%3A/www.ncbi.nlm.nih.gov/pmc/) — PubMed Central (PMC)

[biomedcentral.com](http://www.biomedcentral.com/) —  BioMed Central (London)

<https://doaj.org/> —  Directory of Open Access Journals (DOAJ)

<http://munin.uit.no/> — open archive of Tromso University (Norway)

6. List of questions and exercises for the unsupervised work

Independent work of students includes:

* work with texts, regulatory materials, primary sources, additional literature, information from the Internet, study of lecture notes;
* writing reports, essays, term papers and dissertations, preparation of charts, tables, diagrams;
* participation in seminars, scientific conferences;
* preparation for exams and standings.

|  |  |
| --- | --- |
| Sections and themes for the individual studies | Types and contents of the unsupervised work |
| ***General questions of psychology.***1. General characteristics of psychology as a science. The formation of psychology as a science.2. Subject matter, objectives and methods of psychology. The psyche. Consciousness. Unconscious.3. Cultural-historical theory of LS Vygotsky.4.Psihological activity theory. | Written and oral survey |
| ***Mental processes.***1.Cognitive processes. Feeling. Perception. 2.Vnimanie. Memory.3. Imagination. Thinking.4.Emotions. Volition. | Written and oral survey |
| ***Individually-typological features of the person. Abilities. Intelligence.***1 individual. Individuality. Personality.2 Temperament. Character.3. Abilities. Intelligence. | Written and oral survey |
| ***Psychological foundations of dialogue***1. Public and interpersonal relationships.2. Communication and activities.3. Conflict.4. Doctor and patient communication | Written and oral survey |