

Ministry of Education and Science of Ukraine
Rivne State University of Humanities



Head of the Admissions Committee of the RSHU

prof. R.M. Postolovsky

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PROFESSIONAL EXAMINATION PROGRAM

FROM THE SPECIALTY 053 "PSYCHOLOGY"

for entrants to obtain the degree of higher education "Master" based on the degree (educational qualification level) of bachelor, specialist, master

Approved by the Academic Council of the Faculty of Psychology and Natural Sciences Protocol No. 2 dated February 23, 2023.

The head of the academic council of the Faculty of Psychology and Natural Sciences _____ prof. V.R. Pavelkiv

Approved by the educational and methodological commission of the Faculty of Psychology and Natural Sciences, Protocol No. 2 dated February 23, 2023.

The head of the educational and methodological commission of the Faculty of Psychology and Natural Sciences _____ prof. I. O. Syaska

Head of the professional attestation commission of the Faculty of Psychology and Natural Sciences _____ prof. V.R. Pavelkiv

Developers:

prof. R.V. Pavelkiv
prof. V. M Yamnytskyi,
prof. A. M. Vorobyov

Professional test program in specialty 053 "Psychology" for entrants to obtain the "Master's" degree based on the degree (educational qualification level) of bachelor, specialist, master / R. V. Pavelkiv, V. M. Yamnytskyi, A. M. Vorobyov. – Rivne: RDSU, 2023. – 21 p.

Developers:

Pavelkiv R. V., professor, doctor of psychological sciences, head of the department of age-related and pedagogical psychology, first vice-rector of RSHU;

V. M. Yamnytskyi, professor, doctor of psychological sciences, head of the department of practical psychology and psychotherapy of RSHU;

A. M. Vorobyov, professor, Candidate of Pedagogical Sciences, Head of the Department of General Psychology and Psychodiagnostics of RSHU.

Reviewer:

S.G. Shpak, associate professor, candidate of psychological sciences, associate professor of the department of social disciplines of the Educational and Scientific Institute of Economics and Management of the National University of Water Management and Nature Management;

Kaminska O.V. Professor, Doctor of Psychological Sciences, Professor of the Department of General Psychology and Psychodiagnostics of the Rivne State Humanitarian University.

The professional test program for the specialty 053 "Psychology" for entrants to obtain the "Master's" degree based on the degree (educational qualification level) of a bachelor, specialist, master determines the requirements for the level of training of entrants, the content of basic educational competencies, criteria for evaluating the answers of entrants, recommended literary sources and information resource.

Considered at the meetings of the Departments of Age and Pedagogical Psychology (pro. No. 1 from January 25, 2023), of general psychology and psychodiagnostics (protocol No. 1 of January 25 2023), practical psychology and psychotherapy (protocol No. 1 dated January 26, 2023).

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The professional test program for obtaining a master's degree based on the degree (educational qualification level) of a bachelor, specialist, master was developed on the basis of the educational and professional training program for bachelors in the specialty 053 "Psychology". The scope of knowledge is determined within the current educational and professional program of bachelor's degree specialists.

The purpose of the professional test is to assess the degree of preparation and professional competence of entrants to the master's degree based on the bachelor's, specialist's, and master's degree (OKR).

Tasks of the professional test:

- o determine the level of acquired knowledge and skills of entrants;
- o check the ability to apply knowledge and acquired skills to analyze all forms of manifestation of the psyche, personality and activity;
- o establish the degree of formation of professional competences and professional culture.

Requirements for the preparation of the entrant: knowledge, skills, educational level

In accordance with the educational and professional program for the training of bachelors in psychology, the normative forms of the final attestation for establishing the level of mastering by the applicants of the relevant blocks of content modules include the following educational components: "Mathematical methods in psychology", "Psychophysiology", "General psychology", "Social psychology", "Clinical psychology", "Psychodiagnostics", "Age psychology" and "Experimental psychology". **Entrants should know**

- human anatomy and physiology, basics of human physiology, anthropology, basics of psychiatry and psychotherapy;
- basics of probability theory, mathematical statistics, informatics;
- theory and history of general, social, age-related, pedagogical, experimental, psychodiagnostics;
- basics of psychodiagnosis, psychocorrection, psychological counseling; the basics of the psychology of communication, psychological abilities, intelligence, self-awareness; - the current state of scientific and applied developments in the field of psychology;
- basics of psychological and pedagogical examination;
- perspective directions of the development of psychological science; - instructional materials defining the activities of the psychological service; - procedure for processing the psychologist's documentation. **Entrants must be able to:**
- carry out psychological diagnosis of individual and typological features of different categories of persons;
- to ensure that professional selection is carried out by relevant institutions when hiring;
- to develop developing, corrective programs of educational activities taking into account the individual, gender, and age characteristics of individuals;
- search, select and develop gifted children;
- to promote a conscious choice of a profession taking into account value orientations, abilities, life plans and opportunities;
- to conduct a psychological-industrial examination and psychological-pedagogical correction of antisocial behavior and failure;
- to form the psychological culture of the population (students, pupils, teachers and parents);
- to carry out psycho-prophylactic work on the timely prevention of deviations in the formation of the personality, to prevent conflicts;
- to assist the state education management bodies in assessing the professional suitability of teaching and management personnel;
- apply basic methods of collecting psychological data, in particular psychological diagnostics;
- use basic methods and ways of processing and interpreting collected psychological data;

- - apply basic methods and techniques of psychological correction;
- - to develop recommendations for optimization of organizational, personnel, psychohygienic and psychoprophylactic factors of the activity of institutions and institutions;
- - □ conduct psychological and educational work in narrow directions, in particular: development of self-awareness, formation of creativity, creativity, professional selection, professional abilities and optimization of their development, psychological factors of the functioning of microgroups (class, department, team, family), methods of psychotherapeutic self-help, etc. - of all problems that are relevant for the current state of society.
 - depth of knowledge of the main sections of psychology; - Students' answers should
 - correspondence of knowledge to the current level of deve demonstrate the appropriate
- educational level**, namely: -
- lopment of psychological science;
- □ awareness of the tasks of a practical psychologist to ensure comprehensive personal development;
- □ general orientation in the methods of psychological research and their application in the practical work of a psychologist;
- □ the level of mastery of the tools of a practical psychologist, psychodiagnostic techniques, methods of studying personality in the conditions of production, school, family and communication, as well as methods of providing psychological assistance based on the received diagnostic data and at the request of the client.

The procedure for conducting the entrance test

The entrance test is conducted according to the schedule drawn up by the admissions committee of the Rivne State Humanitarian University.

Entrants are admitted to the entrance test on the condition that they have a sheet of the results of the entrance tests and an identity document (passport).

The professional test is conducted in oral form, which involves providing answers to the questions on the examination tickets. The entrant receives only one set of examination tasks, replacement of tasks is not allowed. Examination tickets are drawn up in accordance with this program, printed on special forms according to the established model and approved by the head of the admissions committee of the Rivne State Humanitarian University.

During the professional test, the entrant has the right to ask the examiners to clarify the conditions of the tasks. Instead, the entrant is not allowed to use third-party sources of information (electronic, printed, handwritten) and to violate the procedure of passing the professional test, which may be the reason for removing the entrant from the entrance tests.

Oral answer sheets of the appropriate sample are used for writing down answers to exam tasks. After the entrant enters the answer to the specified sheet, he puts his signature under it, which is confirmed by the signatures of the chairman and examiners of the professional certification commission.

The order of evaluation of entrants' answers, evaluation criteria

Assessment of the answers of entrants to the entrance test is carried out by members of the professional attestation commission appointed in accordance with the rector's order.

The answer scores of each entrant are determined on a 200-point scale.

Time norms

Норми часу, відведені на проведення вступних випробувань (відповідно до наказу МОН України від 27 серпня 2002 року № 450):

на проведення консультацій перед вступним випробуванням – 2 години на потік (групу); на проведення вступних випробувань в усній формі – 0,25 год. на одного вступника (кількість членів комісії на потік (групу) вступників не більше трьох осіб).

CONTENTS OF PROFESSIONAL EXAMINATION

1. MATHEMATICAL METHODS IN PSYCHOLOGY

1.1. CLASSIFICATION OF PROBLEMS OF STATISTICAL INFERENCE AND METHODS OF SOLVING THEM METHODS OF PRIMARY DATA PROCESSING.

Classification of mathematical methods. Characteristics of statistical methods. Stages of statistical research. The place of mathematical statistics methods in the classification of psychological methods. The problem of the ratio of qualitative and quantitative data analysis and interpretation of the results of experimental studies. Basic concepts and terms of mathematical statistics: measurement scales, general population, probability of events, option. Characteristics of non-parametric (nominative and ordinal) and parametric (intervals and ratios) measurement scales.

Methods of primary data processing. Arrangement variant (variation series). The concept of the frequency of options. Tabular ways of presenting research results. Requirements for constructing graphs.

Average indicators of research results. Types of averages and their values. Volume averages: Arithmetic average, quadratic average, harmonic average, chronological average. Weighted average. Properties of the arithmetic mean. Calculation of the average interval series of the distribution of values. Average positions: median, mode, quartiles, deciles. Conversion of raw data into percentiles. Practical application of averages.

Indicators of variability of empirical data. Characteristics of variability and the factors that determine it. Indicators of variability. Range of variation. Average linear deviation. Variance and standard deviation (mean square deviation). Basic and relative indicators of variation. Coefficient of variation. Standard deviation.

1.2. Критерії оцінки та порівняння емпіричних даних

Properties of the normal data distribution curve. Properties of the normal data distribution curve. Comparison of the empirical curve with the normal data distribution. Calculation of the kurtosis of the distribution curve. The concept of the Westergard number. Student's T-distribution, the concept of the number of degrees of freedom. Measurement of asymmetry. Eccentricity and its measurement. Trust concepts of the arithmetic mean. The concept of the level of significance of the limit. Standard error of the arithmetic mean. Confidence limits of numbers expressed as a percentage.

Parametric methods of comparing research results. Methods of statistical testing of hypotheses. Comparison of variances, Fisher's F-distribution. Clarification of the reliability of the difference of arithmetic means. Calculation of the standard error of the difference of arithmetic means. The reliability of the difference in indicators expressed in percentages.

Non-parametric methods of comparing research results. Iconic (signature) test. Method χ^2 . White's T criterion. Wilcoxon test (Z). Mann -Whitney test (U-test).

Methods of determining the connection between mental phenomena. The concept of correlation. Tasks and methods of correlation analysis. Types of correlation relations. Properties of the correlation coefficient. Confidence estimation of the correlation coefficient. Calculation of the correlation coefficient based on alternative features (association coefficient). Rank correlation (Spearman coefficient). Linear correlation (Pearson coefficient). Correlation matrix.

2. AGE PSYCHOLOGY

2.1. General patterns of mental development

Age psychology as a science. Definition of the subject of age psychology. The main tasks of age psychology. Connections of age psychology with other sciences. Age psychology in the structure of future teacher training.

Methods of age psychology. Observation and its types. Experimental methods. Psychological and pedagogical experiment. Twin method. Analysis of activity products. Survey methods. Testing. Sociometry.

The concept of development. The main categories related to development: growth, maturation, differentiation, learning, imprinting, socialization. Driving forces of development. Development and self-development. Developmental factors: heredity, environment, activity. Conditions of mental development.

The problem of periodization of development in psychology. The search for grounds for distinguishing stages of development in the history of science (S. Hall, A.P. Blonsky, Z. Freud, J. Piaget, L. Kohlberg, L.S. Vygotsky, E. Erikson). Periodization of D.B. Elkonin. Stable and crisis periods of development. The social situation of development. Concept of leading activity. The central neoplasm of each stage.

Irregularity of mental development. The concept of sensitive periods. Age category. The problem of acceleration of development.

2. 2. Development of psyche in early childhood

Characteristics of the newborn period. Newborn as a critical period. Congenital forms of the psyche. Emergence of individual mental life as a central neoplasm of the newborn.

Characteristics of infancy. Age limits. The social situation of development. Sensory and motor development in infancy. Development of forms of speech and language communication in infancy. Development of understanding of language and speech in infancy. Peculiarities of emotional life of a baby. Crisis of the first year of life. Primary neoplasm of infancy.

Characteristics of development conditions at an early age. Age limits. The social situation of development. Subject game as a leading activity of a young child. Peculiarities of the cognitive sphere of a young child. Peculiarities of the social life of a young child. A crisis of three years. **2.3.**

Mental development in childhood

General characteristics of development in preschool age. Development of the preschooler's cognitive sphere. Personal development of a preschooler. Psychological readiness for schooling. Crisis of 6-7 years and its main neoplasms. Diagnosis of psychological readiness to study at school.

General conditions of development in primary school age. Formation of educational activity as a leading one in primary school age. The main neoplasms of age: arbitrariness, internal plan of action, reflection. Development of cognitive processes in primary school age. Personal development of a junior high school student. Peculiarities of social relations in primary school age: communication with adults and peers.

2.4. Mental development in adolescence and young adulthood

Main lines and tasks of development in adolescence: pubertal development, cognitive development, socialization, identity formation. The problem of determining the boundaries of adolescence. Teenage crisis. The problem of determining the leading type of activity in adolescence. Peculiarities of the adolescent's cognitive sphere. Personal development in adolescence. Types of adulthood. Formation of self-awareness: self-knowledge, self-esteem, selfregulation in adolescence.

The problem of defining the boundaries of youth. The social situation of development in youth. Development of the intellectual sphere. Formation of worldview. The search for the meaning of life in youth. Peculiarities of a young man's personal development. Communication problems with adults and peers. The problem of "parents and children". Love, belonging, and the search for intimacy in early adolescence.

2.5. Mental development period of maturity and old age

General characteristics of the periods of youth, maturity, old age. The problem of distinguishing periods of adult development. Challenges, resources and development crises. Problems of aging. Biological aspects of gerontogenesis. Psychological experience of aging and old age. Changing the time perspective.

3. GENERAL PSYCHOLOGY

3. 1. INTRODUCTION TO PSYCHOLOGY

General characteristics of psychology as a science. Peculiarities of psychology as a science and its place in the system of sciences. Differences between scientific and life psychology. Stages of development of psychology: pre-scientific and scientific. The formation of psychology as an independent science, the creation of its own categorical apparatus of psychology. The problem of the subject of psychology. Principles of classification of branches of psychology and the structure of modern psychological science. Integration of fields, comprehensive study of mental phenomena.

Psychology as a system of knowledge. Methodological principles of psychology. Definition of methodology and its levels: philosophical, general scientific, methodical. Requirements for conducting various stages of psychological research. The concept of the method, methodology, technique and procedure of psychological research. Classification of methods. The problem of reliability and representativeness of psychological research data. validity Types of validity.

Natural scientific foundations of psychology. Structure, functioning and properties of the central nervous system. The general structure of the human nervous system. Concepts and types of receptor. The concept of analyzer. The structure and main fields of the cerebral cortex. Representation of the main mental processes and human states in the cerebral cortex. The position in the central nervous system, the role and functions of the reticular formation. Psyche and brain: principles and general mechanisms of communication. The relationship between mental phenomena and the work of the brain. Anatomical and physiological representation in the brain of mental processes and human states. Physiological mechanisms, structures of the brain and body organs involved in the formation of sensations. Genetic roots of psychology and behavior. **3.2.**

Development of psyche

The origin and development of psyche in phylogeny. The system and levels of the main forms of reflection (physical, physiological, mental). Development of forms of reflection of reality. Characteristics of mental reflection.

The problem of the objective criterion of the psyche. The history of attempts to determine the limits of non-psychic (opsychic) and psychic forms of existence of matter (pan-, bio-, anthropo-, neuropsychism, functional criteria). Hypothesis about the objective criterion of the psyche. Types and forms of behavior.

Stages and levels of psychic development in phylogeny (O.M. Leontiev, K.E. Fabri). The main features of the mental activity of animals in contrast to the human psyche. The second signal system.

Consciousness as a higher level of mental reflection. Hypothesis about the origin of consciousness: the role of work and language. Cultural-historical theory of L.S. Vygotsky. Assimilation of socio-historical experience as a general path of ontogenesis of the human individual. Patterns and dynamics of the development of the child's psyche in ontogenesis. Age periodization.

3. 3. Psychology of activity

Activity. Definition of activity. Correlation of the concepts "activity", "behavior" and "activity". Specificity of human activity. Main attributes of activity. Structure of activity. The concept of action, operation and means of carrying out activities. Activity motivation. Internal and external components of activity, transitions between them. Basic concepts and principles of activity theory (O.M. Leontiev). The decisive role of activity in the development of consciousness. Mastering the activity. Increase (decrease) of activity units. Skills as a collection of knowledge and skills. Characteristics, types of skills and stages of their formation. Structure and interaction of skills. Habits i ix role in human behavior. The origin of internal mental activity from external practical activity (interiorization). Exteriorization and its role in the control of mental processes. Types of human activity.

Communication as an activity. Development of communication in ontogenesis. Communication functions. The problem of the relationship between communication and activity. Communication as an independent type of activity and its impact on mental development. Communication as an exchange of information. Communication as interaction. Communication as perception, understanding and evaluation of social objects. Specific features and mechanisms of social perception.

Psychological characteristics of game activity. Development of the child's personality in the game. The emergence of the game at a certain stage of the development of civilization. The game as preparation of children for life in society and work. Game theories. Game types. Development of game forms in ontogenesis. The structure of the game (theme, plot, roles, game actions, game material, role relationships, real relationships).

Psychological characteristics of educational activity. The learning process as a theoretical and applied problem of psychology. Structural components of learning. Learning motivation. Types of learning motives. Regular changes in learning motivation caused by the child's age characteristics. Ways of forming the internal motivation of learning. Education, its goals. The problem of the relationship between learning and development. The concept of the actual level and the "zone of immediate development". Orientation to the "zone of immediate development" and sensitive periods as a condition for optimizing the learning process. Modern theories of learning and teaching (D.B. Elkonin, V.V. Davydov, P.Ya. Halperin, K. Rogers and others)

Psychological characteristics of labor activity. Personality development in the work process. Psychological signs of work. Origin and development of work elements in subject activities, play and learning. Motives of labor activity. The problem of defining "professional compliance". Skills and abilities as structural elements of activity. Formation of skills and abilities. Motor skills and abilities. Cognitive abilities and skills: perceptive, mnemonic, intellectual, orienting. Practical skills and abilities. The concept of habit and its place in the structure of activity.

3. 4. Psychology of cognitive activity. Diagnostics and methods of development

General characteristics of cognitive processes. Characteristics of cognitive processes as an individual quality. Development factors of cognitive processes.

Feeling. Perception of sensation. The origin of sensations. Types of sensations. The importance of feelings in human life. A physical characteristic of the environment that generates the sensation. A variety of sensations and a reflection of the richness of the properties of the environment in which he lives, which are important for a person.

The nature of feelings. Receptor theory of sensations. Physiological mechanisms of sensations. Phylogeny and ontogeny of sensations. Phenomenology of sensations. General patterns of sensations. The concept of sensitivity, absolute and relative thresholds of sensations. The interaction of sensations as a change in the sensitivity of one analyzer under the influence of the state of another.

Perception. Perception as an active process of building a perceptual image using perceptual actions. Nature of perception: phylogeny and ontogeny of perception. Perception and mechanisms of brain work. Levels of perceptual activity. The sequence of perceptual acts included in the process of perception. The main properties of the image of perception. Phenomenology of perception.

Memory. The concept of memory. The importance of memory in a person's life and activity, in education, upbringing, communication with people. Theories of memory. Processes and regularities of memory. Phenomenology of memory. Individual features of memory, their qualitative and quantitative characteristics. Ontogeny of memory.

Thinking. Concepts of thinking Types of thinking. Logical thinking operations. Basic thought processes. Definition of concepts. Classification of people by types of thinking. Types of theories of thinking. Different approaches to the development of thinking. Group forms of work that stimulate the development of thinking. Brainstorming technique. Concept of creative thinking, its features and productivity conditions. Factors that promote and hinder creative thinking of a person. The concept of intelligence. Intelligence tests. Intelligence quotient. Stability and variability of indicators of intellectual development, the ambiguity of their connection with professional achievements of a person.

Imagination and creativity. The concept of imagination. Types of imagination and their features. The role of imagination in 1 person. Basic functions of imagination. Concept of creativity. The structure and functions of the mechanism of creativity. The concept of mechanism. Products of creativity: discovery, invention, new artistic images, artistic works. Connection of creative process with imagination.

Language and speech. The importance of speech in a person's life, in his psychology and behavior. Speech as a means of communication (communication) and generalization (thinking). Types of speech, their purpose. Differences between language and speech. Theories of speech acquisition and speech development. The problem of innate and acquired in human speech. The experience of teaching animals to human speech. The meaning of the word as a unit of thinking and speech. Peculiarities of the initial period of the child's thinking and speech development. Egocentric speech of a child as an intermediate form between internal and external speech. Formation and functioning of children's speech, development of its grammatical structures and communicative functions. Mechanisms of learning speech by a child.

WARNING. Peculiarities of attention as a mental process and human condition. Properties of attention. Functions of attention. Types of attention. The role of attention in perception, memory, thinking, various activities and human communication. 3.5. Емоційно-вольова сфера особистості

Will. Will and its main features. The importance of free will in a person's life, in the organization and regulation of his activities and communication. Primary, secondary and tertiary volitional qualities of the individual. Volitional regulation of behavior as giving it a higher meaning. The connection of volitional regulation with the motivation of activity. Reflection and will. The main directions of the development of the will. Will and the formation of higher mental functions of a person. Formation and consolidation of conscious regulation of actions as an important stage in the development of the will. Education of strong-willed personality qualities in children.

Emotions. The concept of emotions. The importance of emotions in human life. Basic functions of emotions. Classification and types of emotions. Parameters for evaluating emotional processes and states: intensity, duration, depth, awareness, origin, conditions of occurrence and disappearance, effect on the body, dynamics of development, directionality, method of expression and neurophysiological basis. Theories of emotions. Connection between emotions and human needs. Individual uniqueness of emotions and feelings. Development of the emotional and personal sphere in a person.

Motivation. The concept of motive and motivation. Correlation of dispositions (motives), needs and goals. The general construction of the motivational sphere of a person. The main parameters by which the degree of development of the motivational sphere is evaluated. Concept of motivation as a conscious and unconscious process. The main directions of motivation research. Motivation, self-esteem and level of harassment. The motive of power, its manifestations. Individual differences in the motivation of power. The behavior of people with different motives in experimental situations of the "prisoner's dilemma" type. Motivation of prosocial behavior. Altruism and empathy as motives. Aggressive motivation and frustration.

3.6. Individual and psychological features of personality

Temperament. The concept of temperament. Types of temperament. Temperament and basic properties of the human nervous system. Psychological characteristics of temperament, manifestations of its main properties. Concept of individual activity style. Individual style of activity as a result of adaptation of innate properties of the human nervous system and other anatomical and physiological abilities of the body to the requirements of one or another activity. The connection of temperament with the main properties of the personality. Temperament and actions. Temperament and character. Temperament and human abilities.

Nature. General idea about the character. Character and temperament of a person. The place of character in the general structure of the personality. Character traits and other personality traits. Nature and defense mechanisms. General grounds for building a typology of characters. Typologies of characters. Origins of human character. Formation of character. The problem of character re-education. Character and will of man. Character and motivation of behavior.

Abilities A general idea of abilities. Classification of human abilities. General theory of abilities. Abilities in the personality structure. Indicators of abilities. Abilities, aptitudes and individual differences of people. Properties of the nervous system as prerequisites for the development of elementary dynamic abilities. Gender individual differences in

aptitudes and abilities. Natural prerequisites of abilities. Actual and potential abilities. Alternative concepts of the origin of abilities. Mechanisms of formation and development of abilities. Stages of mental development of children and adolescents. Abilities and age sensitivity. Features of higher human abilities. Abilities, intellectual development and creative possibilities. Abilities, talent and genius.

3.7. PERSONALITY

The concept of personality. Theories of personality in psychology. Man as an individual, personality, individuality. The structure of the individual. The origin of the signs of individuality. The problem of defining personality and its structure; the coexistence of a large number of different definitions as a result of the multifaceted personality phenomenon. The main historical periods of the study of personality. Classification of modern theories of personality, its basis. The immediacy of the connection between the method of studying personality and the theoretical views of its author.

Personal development. Social nature of personality. Personality formation in joint activity and communication. Social environment as a "field of meanings" (O. Leontiev) and its influence on personal development. The first birth of an individual. criteria of a developed personality (L. Bozhovych). Conscious personality development. The problem of periodization of personal development (concepts of K. Jung, E. Erikson, D. Elkonin). Abnormal personality development: causes, possibilities, prevention and correction. Dialectical unity of personality development and stability. Personality as a system of the individual.

Personality characteristics. Personality orientation. The concept of motivation. Need as the main motivational factor. Classification of needs. The general structure of a person's motivational sphere. Concept of motive, goal. Value orientations. interest as a motive. Characteristics of the motivational sphere: development, flexibility, hierarchization. Polymotivation of activity. Motivational conflict. Psychological theories of motivation. Modern directions of research on motivation, ideals and beliefs. Personal worldview. Self-concept: definition and functions. Components and constituents of selfconcept. Self-awareness, its functions: components of self-awareness and their development in ontogenesis. Self-esteem. Peculiarities of self-esteem at different age stages. Harassment level. Frustration. Anxiety Locus control and locus assessment. Maladaptation. Psychological protection. Defense mechanisms in children. Methods of studying self-concept. Possibilities of developing self-awareness and changing self-esteem. Harmonious and disharmonious personality.

Personality in the system of interpersonal relations. The concept of a group. Classification of groups. Reference group. Socio-psychological development of the group. Man and group. Effects of the group on the individual and the individual on the group. Nature of leadership, role differentiation of leadership. The position of the individual in the group (social role, status). Ways to improve the social-psychological climate in the group. The family as a small group. The influence of the peculiarities of family education on the development of the personality and the child. Methods of studying interpersonal relations.

4. CLINICAL PSYCHOLOGY4.

4. 1. Problems of the formation and development prospects of clinical psychology

Subject, methodology and tasks of clinical psychology. Specificity of research methods in clinical psychology. Mental processes, states, properties and their clinical analysis. Personality as an object of clinical research. Clinical and psychotherapeutic aspects of communication

4.2. Basics of neuropsychology and pathopsychology and problems of clinical psychology

Neuropsychology and the problem of higher mental functions. Basics of neuropsychology: agnosia, amnesia, aphasia and apraxia. Basics of pathopsychology: disorders of cognitive processes.

Basics of pathopsychology: disorders of the emotional and volitional sphere. Basics of pathopsychology: disorders of thinking and consciousness.

4. 3. Clinical aspects of mental and behavioral disorders with the basics of psychotherapy and psychopharmacology

Basics of nosology: neuroses, psychopathies, psychoses. Basics of nosology: psychosomatic diseases. Clinical aspects of deviant and addictive behavior. Basics of psychotherapy for mental and behavioral disorders. Basics of psychopharmacology of mental and behavioral disorders.

5. PSYCHOLOGICAL DIAGNOSTICS

5. 1. INTRODUCTION TO PSYCHODIAGNOSTICS

The place of psychodiagnostics in the system of scientific knowledge. History of psychological diagnosis. The standard of professional ethics of textologists. General ethical principles of psychodiagnostic examination. Test development requirements. Requirements for psychodiagnostics practitioners. Use of tests by allied specialists. Taking into account the peculiarities of psychological methods in research. The role of the psychologist's personality in research.

5. 2. Organization of psychological research

Basic forms of organization of psychological examinations. Preparation and organization of psychological research. Basic methods of psychodiagnosis. Necessity of classification of diagnostic techniques. Basic classification systems of psychodiagnostic procedures. Operational classification of methods.

5. 3. Problems of psychological testing

Methods of statistical processing of measurement results. Scaling, types of scales. Psychometric foundations of psychodiagnostics. Basic criteria for evaluating psychodiagnostic techniques. Reliability. Validity as a basic psychometric property. Representativeness of test norms. Methods of determining representativeness. Standardization of tests. Linear standardization. Non-linear normalization. Requirements for psychometric training of a psychologist. Problems of construction and use of psychodiagnostic methods.

5. 4. Diagnostics of psychological development: theory and practice

Study of personality traits. Research on personality orientation. Psychodiagnosis of individual consciousness. Psychodiagnosis of self-awareness. Personal questionnaires. Psychodiagnosis of interpersonal relationships. Diagnostics of the cognitive sphere.

6. SOCIAL PSYCHOLOGY

6.1. GENERAL FOUNDATIONS OF SOCIAL PSYCHOLOGY. SOCIAL PSYCHOLOGY OF PERSONALITY

Social psychology as a science. The subject and tasks of social psychology, its structure, functions and categories. The emergence and development of social psychology as a science. Experimental-applied and experimental stages in the development of social psychology. Development of social psychology abroad: main theoretical directions. Formation and development of domestic social psychology. Methodological foundations of socio-psychological research. Basic methods of socio-psychological research. Проблема особистості в соціальній психології. The concept of personality in social psychology. Peculiarities of the relationship between the individual and society. Social and psychological theories of personality. The problem of socialization of the individual. The essence of socialization, its stages, institutions and mechanisms. The problem of age crises and socialization. The concept of status and role in social psychology. The main components of personality status. The position of the individual as an integral system of selective relations of the individual. Social settings. The mutual influence of social attitudes and behavior. Changing social attitudes. Socio-psychological competence of the individual.

Gender and cultural determinants of social behavior of an individual. The concept of gender in social psychology. Differences and similarities of articles. Gender-role parameters of personality. Concept of gender role. Basic concepts of gender. Gender socialization. Leading factors of gender socialization. Gender identity. Differences in perception and sensitivity. Motivational sphere of man and woman. Gender differences in non-verbal communication. Equality of personal development of the sexes. Gender stereotypes, their influence on the communication process. Applied aspects of gender psychology. Influence of culture and era on gender roles. The influence of culture on social relations.

Self-concept as a determinant of social behavior of an individual. The concept of "I-concept" in social psychology. Structural components of self-concept. The main factors and mechanisms of self-concept formation. Theories of self-perception and self-attribution. The reevaluation effect. Prediction of own behavior. Self-awareness of the individual as a factor of self-determination in the group. Self-concept and personification. The concept of acquired helplessness. The concept of self-efficacy. Locus of control. The theory of the uniqueness of "I". Self-interest bias: self-esteem motivation, unrealistic optimism. Theories of self-presentation and self-disclosure. Self-justification and preservation of one's self-esteem.

Interpersonal attraction: closeness, sympathy, friendship, love. The concept of interpersonal attraction. The main prerequisites of the attraction. Feelings as a system of behavior. Social control over feelings. The concept of friendship. External attractiveness and sympathy. Beauty standards. Theories of interpersonal attraction. Maintaining close relationships. Definition of love. The three-component theory of love. Breakup of close relationships. The process and experience of a breakup.

Social prejudices and aggressive behavior. Prejudice as a socio-psychological phenomenon. Definition of prejudice, stereotyping and discrimination. Social, emotional and cognitive sources of prejudice.

Concepts and main theories of aggression. Situational and dispositional determinants of aggression. Mass culture and aggression. Social situations that increase aggressiveness: frustration, direct provocation, imitation. The influence of cultural factors on the level of aggression. Ways to prevent and reduce aggression.

Altruism and prosocial behavior of the individual. The problem of altruism and prosocial behavior in social psychology. Basic theories of altruistic behavior: evolutionary theory, theories of social exchange and social norms. Dispositional and situational determinants. The effect of the number of witnesses. Gender and cultural determinants of prosocial behavior. Socialization of altruism.

Applied aspects of social psychology. Peculiarities of applied research in social psychology. Applied social psychology in the field of education and science. Social psychology and health care: stress and human health, ways to overcome stress. Social psychology and management. Social psychology and law.

6. 2. Peculiarities of intragroup and intergroup interaction

The problem of communication in social psychology. Communicative side of communication. Communication as a phenomenon of social psychology. Basic characteristics of communication. Personality in the context of communication. Types of communication. The structure of communication as a problem of psychology. Characteristics of communication functions. Development of communication in ontogenesis. The essence of interpersonal communication. Structure and means of communication. Psychological features of verbal and nonverbal communication. Communication difficulties. Deformations of communication. Communication barriers. Interactive and perceptive side of communication.

Concept of interaction. Types of interaction. Forms of personality behavior in interpersonal interaction. Interaction and interpersonal influence. The concept of manipulation. Concept of social perception. Forming the first impression of a partner. The problem of the accuracy of the partner's perception. Effects of interpersonal perception. Mechanisms of interpersonal perception.

Social psychology of groups. The concept of a group. Essential characteristics of a small group. Basic approaches and directions of small group study. Classification of groups. The process of an individual joining a group. The structure of relationships in a small social group. Culture of primary groups. The problem of social control.

Dynamic processes in groups. Concept of group dynamics. Concepts and models of small group development. Mechanism of group dynamics. Psychological conditions and factors of group formation. Group norms and normative behavior. A study of the normative influence of the group majority. The phenomenon of group pressure. Study of the phenomenon of conformity in social psychology. Conflict and conformity. The influence of the minority on the group. The problem of group cohesion. Leadership and management in small groups. Theories of the origin of leadership and management. Leadership and management styles. The problem of making a group decision. Group deformations. Phenomena of group polarization. Stages of decision-making **Conflicts.** Causes and solutions. The problem of conflict in social psychology. The history of studying the problem of conflict. Classification of conflicts. Functions of conflicts. The dynamic structure of the conflict. Stages of the course of conflict Strategies of individual behavior in interpersonal conflict. Ways of conflict resolution. Conflict correction and management.

Psychology of large social groups and mass phenomena. Psychological characteristics of large social groups. The main characteristics of large social groups. Classification of large social groups. Socio-psychological characteristics of ethnic and religious communities. The concept of national mentality. Psychological features of the Ukrainian national character. Psychology of mass phenomena. Psychological features of large spontaneous groups. Social and psychological essence of the crowd. Approaches to crowd classification. Psychological characteristics of mass methods of influence.

7. EXPERIMENTAL PSYCHOLOGY

7. 1. METHODOLOGICAL PRINCIPLES OF SCIENTIFIC KNOWLEDGE

SCIENTIFIC AND NATURAL PARADIGM OF PSYCHOLOGY. HISTORICAL LOGIC OF THE DEVELOPMENT OF SCIENTIFIC PSYCHOLOGY. Science as a special sphere and way of social functioning. Two states of science (T. Kuhn): the revolutionary phase and the phase of "normal science". Concept of paradigm. Scientific and natural paradigm of psychological knowledge. The principle of verifiability and the principle of falsification (K. Popper). The main directions of scientific research methodology. Criteria of scientific knowledge. Nomothetic and idiographic research orientation. Scientist methodology for the development of the scientific method and scientific knowledge.

The structure of the normative process of scientific research. Principles of scientific research in psychology. Types of research strategies in psychology. Normative framework of scientific research. The method as a method of selection, control and refutation of unreliable assumptions. Relativity of the content of scientific knowledge. The main assumptions and principles of the theory of natural science research: temporal continuity, irreversibility of events, isotropic space, objectivity and reality of events. Empirical and theoretical studies. Fundamental and applied, monodisciplinary and interdisciplinary, analytical and complex research. Exploratory, critical, clarifying and replicative research. The specifics of aerobic research in psychology. Peculiarities of field research.

Forms of scientific knowledge. Theory, its structure and types. Scientific problem and hypothesis. Types of hypotheses. Forms of non-empirical (theoretical) knowledge: laws, classifications, typologies, models, schemes, hypotheses. Theory as a higher form of scientific knowledge. The structure of the theory. Axiomatic and hypothetical-deductive, qualitative and formalized theories. Criteria of a "strong" theory: verifiability, heuristic value, economy, internal consistency, economy, breadth of coverage, functional significance. Problem statement in psychology. Scientific hypothesis. Operationalization of experimental hypotheses. Hypotheses about the presence of a phenomenon, a connection between phenomena, cause-and-effect relationships between phenomena. Statistical hypotheses: similarity hypothesis (H₀) and difference hypothesis

(H1). Forms of non-empirical (theoretical) knowledge: laws, classifications, typologies, models, schemes, hypotheses. Theory as a higher form of scientific knowledge. The structure of the theory. Axiomatic and hypothetical-deductive, qualitative and formalized theories. Criteria of a "strong" theory: verifiability, heuristic value, economy, internal consistency, economy, breadth of coverage, functional significance. Problem statement in psychology. Scientific hypothesis. Operationalization of experimental hypotheses. Hypotheses about the presence of a phenomenon, a connection between phenomena, cause-and-effect relationships between phenomena. Statistical hypotheses: similarity hypothesis (H0) and difference hypothesis (H1).

7.2. Scientific research methods in psychology

Approaches to the classification of methods of scientific and psychological research.
Empirical group of methods in psychology. Classification of methods of psychological research by B. G. Ananiev. Organizational methods. Empirical methods. Methods of data processing. Interpretive methods. Theoretical and empirical methods. Observational methods: observation and self-observation. Experimental methods: laboratory, natural, psychological and pedagogical. Psychodiagnostic methods. Praxiometric methods. Projective methods. Modeling methods. Psychogenetic methods.

Non-experimental methods and features of their use in psychology. Features and observation procedure. Types of observation. Advantages and disadvantages of observation. The specifics of using conversation, interview, and questionnaire methods. "Archive" method: biographical and content analysis.

7.3. Ethics and psychology of scientific and psychological research

Ethical principles of research in psychology Ethical principles of psychological research: competence, honesty, professional and scientific responsibility, respect for rights and human dignity, concern for the well-being of other people, social responsibility. Planning research involving humans and animals. The principle of voluntary participation. Scientific fraud and falsification of data.

Socio-psychological aspects of the interaction between the subject and the experimenter. Psychological experiment as a joint activity of the subject and the experimenter. Types of subjects, motivation for participation in the experiment. The experimenter: his personality and activity. The personality of the subject and the situation of the psychological experiment. Types of experimental situations and communication style of the subject and the experimenter.

The influence of the personality of the subject and the experimenter on the results of the study.
"Effects" of interaction and methods of their control. Methods of controlling the influence of the subject's personality on the experiment. Methods of controlling the influence of the experimenter's personality on the results. Investigated as a source of artifacts: "placebo effect", "Hawthorne effect", "Pygmalion effect", "primacy effect", "audience effect". The subject's positive self-presentation motive.

7.4. Experimental paradigm of scientific and psychological research

Stages of conducting a psychological experiment. Planning and implementation of the experiment. Classification of research organization methods. Stages of conducting a comprehensive experimental study. Implementation scheme of the experimental procedure. Procedural classification of research plans.

The problem of measurement in psychology. Measurement as a major problem in psychology. Types of measurement scales: nominal, ordinal, interval, ratios. The problem of quantifying the results of psychological measurement.

Use of mathematical and statistical methods of data analysis of psychological research. Descriptive statistics and inferential statistics. Null and alternative hypotheses. The concept of the level of significance of the results. Statistical criteria. Testing of statistical hypotheses. Errors of the first and second kind. Types of statistical hypotheses. Parametric and non-parametric methods, factor analysis, variance analysis, multiple regression.

Concept of validity and its types. Factors affecting external and internal validity. Validity of experimental studies. Validity of statistical conclusions, operational validity, construct validity,

external and internal validity. A threat to external and internal validity. Factors violating internal validity. Reasons for violation of external validity. Залежні і незалежні змінні.

The concept of external variables and methods of their control. Experimental variables. Independent variables of the psychological experiment: characteristics of the tasks, peculiarities of the situation, "variables of the organism", constant characteristics of the subject. Dependent variables of a psychological experiment: formal-dynamic and substantive parameters of behavior. Relationship between variables. Methods of controlling an independent variable: active and passive methods. Methods of controlling external (inside and additional) variables: elimination of external variables, constancy of conditions, balancing, counterbalancing, randomization.

Experimental sample and methods of its formation. Representativeness of the experimental sample. Concept of general and selective population. Types of construction of experimental groups. Experimental and control samples. Rules for the formation of the sample of subjects: criteria of operational validity, criterion of equivalence of subjects, criterion of representativeness. Strategies for constructing groups of subjects: randomization, pairwise selection, randomization with allocation of strata, approximate modeling, representative modeling, involvement of real groups.

7.5. Experimental and non-experimental plans

Classification of experimental plans. Experiment planning. Basic experimental plans: plans for one and two independent variables, factorial plans, planning by the method of Latin and GrecoLatin squares. Plans of experiments on one subject. Time series planning. Control of asymmetric transfers and the placebo effect.

Pre-experimental and quasi-experimental plans. Differences between pre-experimental and quasi-experimental plans. Specificity of pre-experimental plans. Variants of the pre-experimental plan: single case study, plan with additional and final testing of one group, comparison of statistical groups. Peculiarities of quasi-experimental plans. Types of quasi-experimental designs: designs of experiments for non-equivalent groups, designs of discrete time series. Ex-post-facto plans, features of their application.

Correlational approach in psychology. Plans for correlational studies. The theory of correlational research. The concept of correlation in psychology. The concept of correlation and correlation dependence. Scatter plots. The strength and statistically significant significance of the correlation coefficient. The problem of directionality and the problem of the third variable when interpreting the results of correlational studies. Planning of correlational studies. Types of correlational research: comparison of two groups, univariate study of one group in different conditions, correlational study of pairwise equivalent groups, multivariate correlational study, structural correlational study, longitudinal correlational study. Processing and interpretation of correlational research results.

Cross-cultural and psychogenetic studies. Peculiarities of cross-cultural studies. The main designs of cross-cultural studies: comparison of two or more natural or randomly selected groups from two populations, combination of design of comparison of two or more groups with longitudinal. Hypotheses formulated during cross-cultural research. Classification of cross-cultural studies. The main problems planning cross-cultural studies. Peculiarities of conducting psychogenetic research. Methods of psychogenetic research: genealogical method, family research, method of adopted children, method of twins. Types of the twin method.

7.6. Interpretation and presentation of results of psychological research

Research results, their interpretation and presentation. Forms of presentation of research results. Results of empirical research and their presentation. Making a decision about the hypothesis (confirmation, refutation). The level of significance when confirming the alternative hypothesis. Errors of the first and second kind when testing statistical hypotheses. Possibilities of generalization of sample survey data to the population. Factors limiting generalization: biological, sociocultural. Forms of presentation of research results: graphic, symbolic, verbal.

Requirements for a scientific text. The structure of the article and requirements for its design. Basic requirements for a scientific text. Variants of text presentation of scientific results:

theses of a scientific report, a report on scientific research work, an article in a scientific journal or in a collection of scientific works, a scientific monograph. Standard design of the article. Structural elements of a scientific article. The specifics of the design of the results of theoretical and empirical research.

ASSESSMENT CRITERIA OF KNOWLEDGE OF ENTRANTS

The level of professional competence of entrants is assessed on a 200-point scale.

The following levels of competence are highlighted.

I level - initial. The entrant's answers to theoretical questions are elementary, fragmentary, conditioned by initial ideas about the essence of psychological-pedagogical and methodical categories. In the answers to practical and creative tasks, the student does not show independence, demonstrates the inability to analyze the activities of the participants of the educational process, to make decisions.

Level II - medium. The entrant possesses a certain set of theoretical knowledge, practical abilities, skills, is able to perform tasks according to the model, has elementary skills to perform search, heuristic activities, independently acquire new knowledge.

Level III is sufficient. The entrant knows the essential features of concepts, phenomena, regularities, connections between them, and also independently applies knowledge in standard situations, possesses mental operations (analysis, abstraction, generalization, etc.), knows how to draw conclusions, correct mistakes. The answer is complete, correct, logical, well-founded, although it lacks its own judgments.

IV level - high. Presupposes deep knowledge of pedagogy, psychology and methods of preschool education, erudition, the ability to apply knowledge creatively, provide feedback in one's work, independently evaluate various life situations, phenomena, facts, identify and defend a personal position. The entrant's answer indicates his ability to adequately assess his own abilities, opportunities, level of harassment, psychological features; choose the most effective option of behavior in a particular situation; regulate one's own emotional states, overcome critical pedagogical situations, etc.

Correspondence table levels of competence by the value of a 200-point rating scale answers of entrants during the professional test

Level of competence	Rating scale	National rating scale
1	2	3
Initial the entrant's answers are incorrect, fragmentary, and demonstrate a lack of understanding of the program material as a whole.	0-99	unsatisfactorily
Average the entrant's answers are determined by the understanding of certain aspects of the questions of the program material, but are characterized by superficiality and fragmentation, while certain inaccuracies in the expression of opinion are allowed.	100-149	satisfactorily
Sufficient the entrant's answers are determined by a correct and deep understanding of the essence of the program material, but individual inaccuracies of a non-principled nature are allowed..	150-179	fine
High the entrant's answers are determined by a deep understanding of the essence of the question of the program material..	180-200	perfectly

LIST OF RECOMMENDED LITERATURE

1. I. O. Baklytskyi. Psychology of work: Textbook / I. O. Baklytskyi. - 2nd edition. , processed and additional - K.: Znannia, 2008. - 655 p.
2. Galyan I. M. Psychodiagnostics: teaching. manual for students higher education closing / I. M. Galyan. - K.: Akademvydav, 2009. - 463 p. - (Alma Mater).
3. Galyan O.I. Experimental psychology: teaching. manual / O.I. Galyan - K.: Akademvydav, 2012. - 400 p.
4. Gorkavy V. K. Mathematical statistics: academic. manual for students higher education closing / V. K. Horkavy, V. V. Yarova; Ministry of Education and Science of Ukraine, Kharkiv. national Agrarian University named after VV Dokuchaeva. - K.: Professional, 2004. - 378 p.
5. Drozdenko K. S. General psychology in a practical dimension: textbook / K. S. Drozdenko. - K.: VD "Professional", 2007. - 608 p.
6. Kokun O. M. Psychophysiology: teaching. manual for students higher education closing / O. M. Kokun; Ministry of Education and Science of Ukraine, Open International University of Human Development "Ukraine". — K.: Education Center. L-ry, 2006. – 181 p.
7. Korenchuk L.P. Fundamentals of mathematical statistics in psychology. Modules / L. P. Korenchuk, T. M. Mosiychuk; Ministry of Education and Science of Ukraine, International economics and humanities University named after S. Demyanchuk. - Rivne, 2007. - 24 p.
8. Korolchuk M. S. Psychodiagnostics: teaching. manual for students higher education closing / M. S. Korolchuk, V. I. Osodlo; in general ed. M. S. Korolchuk. - K.: Elga: Nika Center, 2005. - 396 p.
9. Maksimenko S. D. General psychology: teaching. manual for students higher education closing / S. D. Maksimenko. – Edition 3 - that is, reworked. and added - K.: TsUL, 2008. - 271 p.
10. Maksimenko S.D. Experimental psychology: teaching. manual / S.D. Maksymenko, E.L. Nosenko. K., 2019. 360 p.
11. Morgun V. F. Basics of psychological diagnosis: teaching. manual for students higher education closing / V. F. Morgun, I. G. Titov; Ministry of Education and Science of Ukraine, PDPU named after V. G. Korolenko, Cafe. psychology. - K.: Slovo, 2009. - 460 p.
12. Moskalenko V.V. Social psychology / V.V. Moskalenko. - K.: TsNL, 2005. - 624 p.
13. Myasoid P. A. General psychology / P. A. Myasoid. - K.: Revival, 1998. - 479 p.
14. Orban-Lembryk L. E. Social psychology / L. E. Orban-Lembryk. - K.: Akademvydav, 2005. - 446 p.
15. Pavelkiv R. V. General psychology. Textbook / R. V. Pavelkiv. - K.: Condor, 2009. - 576 p.
16. Pavelkiv R.V. Age psychrology: textbook / R.V. Pavelkiv. - Ky: Condor, 2011. - 469 p.
17. Palm G.A. General psychology / G.A. palm trees - Lviv: Kamenyar, 2009.
18. Polishchuk S.A. Methodological guide to psychodiagnostics: teaching. manual for students higher education closing / S. A. Polishchuk. – Sumy: University book, 2009. – 440 p.
19. Terletska L.G. Basics of psychodiagnostics / L.G. Terletska. - K.: Hlavnik, 2006. - 143 p.
20. Filippov M. M. Human psychophysiology: academic. manual / M. M. Filippov; MAUP. // Psychology: [Electronic resource] / MAUP. - K.: MAUP, 2006.
21. . O. V. Shvachko Social psychology / O. V. Shvachko. – K.: Vyshcha shkola, 2002. – 111c.

INFORMATION RESOURCE

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