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

PROFESSIONAL
EXAMINATION PROGRAM
SPECIALTY 053 "PSYCHOLOGY"
for entrants to study for a master's degree
based on the bachelor, specialist, master

Approved by the Academic Council of the Faculty of Psychology and Natural Sciences Protocol No.3 dated 27 March 2024.

The head of the academic council of the
Faculty of Psychology and Natural Science _____ Vitaliy PAVELKIV

Approved by the educational and methodological commission of the Faculty of Psychology and Natural Sciences, Protocol No. 2 dated 04 April 2024.

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The professional test program speciality 053 "Psychology" for applicants for a master's degree on the basis of NRK 6, NRK 7 (for persons eligible for this) defines the requirements for the level of training of applicants, the content of basic educational competencies, criteria for assessing the knowledge of applicants, a list of recommended literature, and an information resource.

Considered at the meetings of the Departments of Age and Pedagogical Psychology (26 March 2024, Protocol No. 3), General Psychology and Psychodiagnostics (26 March 2024, Protocol No. 3), Practical Psychology and Psychotherapy (27 March 2024, Protocol No. 3).

CONTENT

EXPLANATORY NOTE

The professional test program speciality 053 "Psychology" for applicants for master's degree on the basis of the degree (educational and qualification level) of bachelor, specialist, master is developed on the basis of the educational and professional program "Psychology" for bachelors speciality 053 Psychology. The purpose of the entrance exam is to assess the degree of preparedness and professional competence of applicants for master's degree study on the basis of the NRK 6, NRK 7 (for eligible persons).

Objectives of the professional test: - to determine the level of formation of general and special competences, programme learning outcomes provided by the educational and professional programme "Psychology"; -determine the degree of professional culture of applicants.

Requirements for applicant preparedness

The scope of competencies of applicants is determined within the current educational and professional programme of bachelor's degree In accordance with the educational and professional programme of bachelor's degree in psychology, the normative forms of final certification to establish the level of mastery of the relevant blocks of content modules by applicants include the following educational components: "General Psychology", "Age Psychology","Social Psychology, Clinical Psychology, Psychodiagnostics, Psychotherapy and "Psychocorrection. The following competences and program outcomes must be formed in applicants for master's degree study on the basis of PLO 6, PLO 7 (for those eligible):

Integral competence

The ability to solve complex specialised problems and practical problems in the field of psychology, involving the application of basic psychological theories and methods, characterised by complexity and uncertainty of conditions.

General competences

GC01. Ability to apply knowledge in practical situations.
GC02. Knowledge and understanding of the subject area and understanding of professional activities.
GC03. Skills in the use of information and communication technologies.
GC04. Ability to learn and master modern knowledge. GC05. Ability to be critical and self-critical.
GC06. Ability to make informed decisions.
GC07. Ability to generate new ideas (creativity). GC08. Interpersonal interaction skills,
GC09 Ability to work in a team.
GC10. Ability to exercise their rights and responsibilities as a member of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine;
GC11. The ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use various types and forms of physical activity for active recreation and healthy lifestyle.
GC12. Ability to communicate in the state and foreign languages, both orally and in writing, to respect diversity and multiculturalism.

Special (professional, subject) competences

SC01. Ability to operate the categorical and conceptual apparatus of psychology

SC02. Ability to retrospectively analyse domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena.
SC03. Ability to understand the nature of behaviour, activities and actions.
SC04. Ability to independently collect and critically process, analyse and summarise psychological information from various sources.
SC05. Ability to use valid and reliable psychodiagnostic tools.
SC06. Ability to independently plan, organise and conduct psychological research.
SC07. Ability to analyse and systematise the results obtained, formulate reasoned conclusions and recommendations.
SC08. Ability to organise and provide psychological assistance (individual, group and remote) in accordance with the request.
SC09. Ability to carry out educational, psychoprophylactic activities in accordance with the request.
SC10. Ability to comply with professional ethics. SC11. Ability to personal and professional self-improvement, learning and self-development.
SC12. Ability to apply knowledge of psychological mechanisms of functioning, development and formation of mental phenomena, genesis of personality, its activities and individual characteristics.
SC13. Ability to demonstrate tolerance (respect and positive attitude) to diversity of cultures, gender, individual forms of self-expression and self-realisation.

Program results

PR01. Analyse and explain mental phenomena, identify psychological problems and propose ways to solve them.
PR02. Understand the laws and features of the development and functioning of mental phenomena in the context of professional tasks
PR03. Search for information from various sources, including using information and communication technologies, to solve professional problems.
PR04. Justify their own position, draw independent conclusions based on the results of their own research and analysis of literary sources.
PR05. To choose and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective techniques, etc.) for psychological research and psychological assistance technologies.
PR06. Formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure.
PR07. Reflect and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions.
PR08. Present the results of their own research orally / in writing for specialists and non-specialists.
PR09. To offer own ways of solving psychological problems and problems in the process of professional activity, to make and argue their own decisions on their solution.
PR10. To formulate an opinion logically, accessible, to discuss, to defend one's own position, to modify statements in accordance with the cultural characteristics of the interlocutor.
PR 11. To develop and implement a programme of psychological assistance, taking into account the specifics of the request and individual characteristics of the client, to ensure the effectiveness of professional activity.
PR12. To develop and implement a programme of psychoprophylactic and educational activities, psychological assistance measures in the form of lectures, discussions, round tables, games, trainings, etc. in accordance with the requirements of the customer.

PR13. To interact, communicate, be understood, and tolerate people with different cultural, gender, and age differences.

PR14. Effectively perform different roles in a team in the process of solving professional problems, including demonstrating leadership skills.

PR15. To be responsible for professional self-improvement, training and self-development

PR16. To know, understand and adhere to the ethical principles of professional activity of a psychologist

PR17. Demonstrate socially responsible and conscious behaviour, follow humanistic and democratic values in professional and social activities.

PR18. Take effective measures to preserve health (own and others) and, if necessary, determine the content of the request for supervision

Procedure for conducting the professional test

The professional exam is held according to the schedule drawn up by the Admission Committee of Rivne State University of Humanities.

Admission to the professional exam is subject to the availability of a sheet of entrance examination results and an identity document (passport).

The professional examination is conducted orally, which involves answering the questions of the examination tickets. The applicant receives only one set of examination tasks, no replacement of tasks is allowed. Examination papers are drawn up in accordance with this programme, printed on special forms according to the established sample and approved by the Head of the Admission Committee of Rivne State University of the Humanities.

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

For the written recording of answers to the examination tasks, oral answer sheets of the appropriate sample are used. After the applicant enters the answer to the specified sheet, he/she puts his/her signature under it, which is confirmed by the signatures of the chairman and examiners of the professional certification commission.

The procedure for evaluating the answers of applicants, evaluation criteria

Assessment of the answers of applicants at the professional examination is carried out by members of the professional attestation commission appointed in accordance with the order of the rector.

Each applicant's answer is graded on a 200-point scale.

Time limits

Time limits for the professional examination (in accordance with the Order of the Ministry of Education and Science of Ukraine of 27 August 2002 No. 450):

- 2 hours per stream (group) for consultations before the professional exam;
to conduct the professional exam in oral form

- 0.25 hours per applicant (the number of commission members per stream (group) of applicants is not more than three people).

1. GENERAL PSYCHOLOGY
1.1. Introduction to psychology

General characteristics of psychology as a science. Features 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 structure of modern psychological science. Integration of branches, comprehensive study of mental phenomena. Psychology as a system of knowledge. Methodological principles of psychology. Definition of methodology and its levels: philosophical, general scientific, methodological. Requirements for conducting various stages of psychological research. The concept of 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 science foundations of psychology. Structure, functioning and properties of the central nervous system. General structure of the human nervous system. The concept and types of receptor. The concept of the analyser. Structure and main fields of the cerebral cortex. Representation of the main mental processes and human states in the cerebral cortex. Position in the central nervous system, role and functions of the reticular formation. The psyche and the brain: principles and general mechanisms of communication. The relationship between mental phenomena and brain function. Anatomical and physiological representation of mental processes and human states in the brain. Physiological mechanisms, brain structures and bodily organs involved in the formation of sensations. Genetic roots of psychology and behaviour.

1.2. Development of the psyche

Origin and development of the 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 boundaries of non-psychic (pre-psychic) and psychic forms of matter existence (pan-, bio-, anthropo-, neuropsychism, functional criteria). The hypothesis of the objective criterion of the psyche Types and forms of behaviour. Stages and levels of mental development in phylogeny (A.N. Leontief, C.E. Fabry). The main features of animal mental activity in contrast to the human psyche. The second signalsystem.

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

3. 3. Psychology of activity

Activity. Definition of activity. The relationship between the concepts of "activity", "behaviour" and "activity". Specificity of human activity. The main attributes of activity. The structure of activity. The concepts of action, operation and means of activity. Motivation of activity. Internal and external components of activity, interfaces between them. Basic concepts and principles of activity theory (A.N. Leontief). The decisive role of activity in the development of consciousness. Mastering the activity. Increase (decrease) of activity units. Skills as a set of knowledge and skills. Characteristics, types of skills and stages of their formation. Structure and interaction of skills. Habits and their role in human behaviour. Origin of internal mental activity from external practical activity (interiorisation). Exteriorisation and its role in the control of mental processes. Types of human activity.

Communication as an activity. Development of communication in ontogeny. Functions of communication. 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 civilisation. Game as a preparation of children for life in society and work. Theories of the game. Types of game. Development of game forms in ontogeny. The structure of the game (theme, plot, roles, game actions, game material, role relations, real relationships).

Psychological characteristics of learning activities. The process of learning as a theoretical and applied problem of psychology. Structural components of learning. Motivation of learning. Types of learning motives. Natural changes in learning motivation due to the age characteristics of the child. Ways to form intrinsic motivation to learn. Learning, its goals. The problem of the relationship between learning and development. The concept of the current level and the "zone of immediate development". Focus on the "zone of immediate development" and sensitive periods as a condition for optimising the learning process. Modern theories of teaching and learning (D.B. Elkonin, V.V. Davydov, P.Y. Halperin, K. Rogers and others)

Psychological characteristics of labour activity. Personality development in the process of work. Psychological signs of labour. The origin and development of labour elements in subject activity, play and learning. Motives of labour activity. The problem of determining "professional relevance". Skills and abilities as structural elements of activity. Formation of skills and abilities. Motor skills and abilities. Cognitive skills and abilities: perceptual, mnemonic, intellectual, orientation. Practical skills and abilities. The concept of habit and its place in the structure of activity.

3.4. Psychology of cognitive activity. Diagnostics and development techniques.

General characteristics of cognitive processes. Characteristics of cognitive processes as an individual quality. Factors in the development of cognitive processes.

Sensations. The idea of sensations. The origin of sensations. Types of sensations. The importance of sensations in human life. Physical characteristics of the environment that generates sensations. The variety of sensations and the reflection of the richness of important properties of the environment in which a person lives.

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

Perception. Perception as an active process of building a perceptual image with the help of perceptual actions. The nature of perception: phylogeny and ontogeny of perception. Perception and mechanisms of brain functioning. Levels of perceptual activity. Sequence of perceptual acts included in the process of perception. Basic properties of the perceptual image. Phenomenology of perception.

Memory. The concept of memory. The importance of memory in human life and activity, in learning, education, communication with people. Theories of memory. Processes and patterns of memory. Phenomenology of memory. Individual features of memory, their qualitative and quantitative characteristics. Ontogeny of memory.

Thinking. The concept of thinking Types of thinking. Logical operations of thinking. Basic processes of thinking. 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. The concept of creative thinking, its features and conditions of productivity. Factors that promote and hinder human

creative thinking. The concept of intelligence. Tests of intelligence. The coefficient of intelligence. Stability and variability of indicators of intellectual development, ambiguity of their relationship with professional achievements of a person.

Imagination and creativity. The concept of imagination. Types of imagination and their features. The role of imagination in human life. The main functions of imagination. The concept of creativity. Structure and functions of the mechanism of creativity. The concept of the mechanism. Products of creativity: discovery, invention, new artistic images, works of art. The relationship of the creative process with imagination.

Language and speech. The importance of speech in human life, in its psychology and behaviour. Speech as a means of communication (communication) and generalisation (thinking). Types of speech, their purpose. Differences between language and speech. Theories of language acquisition and speech development. The problem of innate and acquired in human speech. Experience of teaching animals human speech. The meaning of the word as a unit of thinking and speech. Peculiarities of the initial period of development of the child's thinking and speech. Egocentric speech of the 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 speech acquisition by the child.

Attention. Features 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 types of human activity and communication.

3.5. Emotional and volitional sphere of personality

The will. Will and its main features. The importance of the will in human life, in the organisation and regulation of its activities and communication. Primary, secondary and tertiary volitional qualities of the personality. Volitional regulation of behaviour as a means of giving it a higher meaning. The connection of volitional regulation with the motivation of activity. Reflection and will. The main directions of will development. 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 will. Education of children's volitional qualities of personality.

Emotions. The concept of emotions. The importance of emotions in human life. The main 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, direction, method of expression and neurophysiological basis. Theories of emotions. The relationship between emotions and human needs. Individual originality of emotions and feelings. Development of the emotional and personal sphere in humans.

Motivation. The concept of motive and motivation. The relationship between dispositions (motives), needs and goals. The general structure of the motivational sphere of a person. The main parameters by which the degree of development of the motivational sphere is assessed. The concept of motivation as a conscious and unconscious process. The main directions of motivation research. Motivation, self-esteem and level of aspirations. Power motive, its manifestations. Individual differences in power motivation. Behaviour of people with different motivations in experimental situations such as "prisoner's dilemma". Motivation of prosocial behaviour. Altruism and empathy as motives. Motivation of aggression and frustration.

3.6. Individual psychological characteristics 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 basic properties. The concept of individual style of activity. Individual style of activity as a result of adaptation of the innate properties of the human nervous system and other anatomical and physiological abilities of the body to the requirements of a particular activity. The

connection of temperament with the basic properties of personality. Temperament and actions. Temperament and character. Temperament and human abilities.

The character of the person. General idea of character. Character and temperament of a person. The place of character in the overall structure of personality. Character traits and other personality traits. Character and defence mechanisms. General grounds for building a typology of characters. Typologies of characters. The origins of human character. Formation of character. The problem of re-education of character. Character and human will. Character and motivation of behaviour.

Abilities. General concept of abilities. Classification of human abilities. General theory of abilities. Abilities in the structure of personality. Indicators of abilities. Abilities, makings and individual differences of people. Properties of the nervous system as a basis for the development of elementary dynamic abilities. Inter-sex individual differences in makings 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 a child and adolescent. Abilities and age sensitivity. Features of higher human abilities. Abilities, intellectual development and creativity. 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 personality traits. The problem of defining personality and its structure; the coexistence of a large number of different definitions as a consequence of the multifaceted nature of the phenomenon of personality. The main historical periods of the study of personality. Classification of modern theories of personality, its basis. The direct connection between the method of personality study and the theoretical views of its author.

Personal development. Social nature of personality. Formation of personality in joint activity and communication. Social environment as a "field of meanings" (A.Leontief) and its influence on personal development. The first birth of a personality. criteria of a developed personality (L. Bozhovich). Conscious development of personality. The problem of periodisation of personal development (concepts of C.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 an individual.

Characteristics of personality. Personality orientation. The concept of motivation. Need as the main motivational factor. Classification of needs. General structure of the motivational sphere of a person. The concept of motive, goal. Value orientations. interest as a motive. Characteristics of the motivational sphere: development, flexibility, hierarchy. Polymotivation of activity. Motivational conflict. Psychological theories of motivation. Modern directions of research on motivation ideals and beliefs. Worldview of the individual. Self-concept: definition and functions. Components and components of the self-concept. Self-awareness, its functions: components of self-awareness and their development in ontogeny. Self-esteem. Features of self-esteem at different age stages. The level of claims. The level of frustration. Anxiety. Locus of control and locus of evaluation. Maladjustment. Psychological protection. Defence mechanisms in children. Methods of studying the 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. Social and psychological development of the group. The person and the group. Influences of the group on the individual and the individual on the group. The nature of leadership, role differentiation of leadership. Position of the individual in the group (social role, status). Ways to improve the social and psychological climate in the group. Family as a small group. The influence of family upbringing on the development of the individual and the child. Methods of studying interpersonal relationships.

# 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. Relationships 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. The twin method. Analysis of activity products. Survey methods. Testing methods. Sociometry.

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

The problem of periodisation of development in psychology. Search for grounds for the allocation of stages of development in the history of science (S. Hall, A.P. Blonsky, S. Freud, J. Piaget, L. Kohlberg, L.S. Vygotsky, E. Erikson). Periodisation of D.B. Elkonin. Stable and crisis periods of development. Social situation of development. The concept of leading activity. The central neoplasm of each stage.

Unevenness of mental development. The concept of sensitive periods. The category of age. The problem of acceleration of development.

## 2.2.	Development of the psyche in the era of early childhood Characteristics of the period of newborn. Newborn as a critical period.

Congenital forms of the psyche. The emergence of individual mental life as a central neurodevelopment of newborns.

Characteristics of infancy. The limits of age. Social situation of development. Development of sensory and motor skills in infancy. Development of forms of communication of language and speech in infancy. Development of understanding of language and speech in infancy. Features of the emotional life of the infant. Crisis of the first year of life. The main neoplasm of infancy.

Characteristics of developmental conditions in early life. Boundaries of age. Social situation of development. Object play as the leading activity of the young child. Features of the cognitive sphere of the young child. Features of the social life of a young child. The crisis of three years.

## 2.3.	Mental development in the era of childhood

General characteristics of development in preschool age. Development of the cognitive sphere of the preschooler. Personal development of the preschooler. Psychological readiness for schooling. Crisis of 6-7 years and its main neoplasms. Diagnostics of psychological readiness for school.

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

## 2.4.	Development of the psyche in adolescence and youth

The main lines and tasks of development in adolescence: puberty, cognitive development, socialisation, identity formation. The problem of defining the boundaries of adolescence. The adolescent crisis. The problem of determining the leading activity in adolescence. Features of the cognitive sphere of adolescence. Personal development in adolescence. Types of adulthood. Formation of self-awareness: self-knowledge, self-esteem, self-regulation in adolescence.

The problem of defining the boundaries of adolescence. Social situation of development in adolescence. Development of the intellectual sphere. Formation of worldview. Search for the meaning of life in youth. Features of personal development of a young man. Problems of communication with adults and peers. The problem of "parents and children". Love, a sense of belonging and the search for intimacy in early adolescence.

2.5. Mental development of maturity and old age

General characteristics of the periods of youth, maturity, and old age. The problem of identifying periods of adult development. Tasks, resources and crises of development. Problems of ageing. Biological aspects of gerontogenesis. Psychological experience of aging and old age. Changes in time perspective.

3. SOCIAL PSYCHOLOGY
3.1. General principles of social psychology. Social psychology of personality Social psychology as a science.

Subject and tasks of social psychology, its structure, functions and categories. The emergence and formation of social psychology as a science. Experimental and applied and experimental stages in the development of social psychology. Development of social psychology abroad: the main theoretical directions. Formation and development of national social psychology. Methodological foundations of social and psychological research. The main methods of social and psychological research.

The problem of personality in social psychology. The concept of personality in social psychology. Features of the relationship between personality and society. Social and psychological theories of personality. The problem of socialisation of the individual. The essence of socialisation, its stages, institutions and mechanisms. The problem of age crises and socialisation. The concept of status and role in social psychology. The main components of personality status. Position of the individual as an integral system of selective relationships of the individual. Social attitudes. Mutual influence of social attitudes and behaviour. Changes in social attitudes. Social and psychological competence of the individual.

Gender and cultural determinants of social behaviour of the individual. The concept of gender in social psychology. Differences and similarities of the sexes. Sex-role parameters of personality. The concept of gender role. Basic concepts of gender. Gender socialisation. Leading factors of gender socialisation. Gender identity. Differences in worldview and sensitivity. Motivational sphere of men and women. Gender differences in non-verbal communication. Equality of personal development of the sexes. Gender stereotypes and their impact 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 behaviour. The concept of "self-concept" in social psychology. Structural components of the self-concept. The main factors and mechanisms of self-concept formation. Theories of self-perception and self-attribution. The effect of overestimation. Prediction of own behaviour. 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 the "I". Self-interest: self-esteem motivation, unrealistic optimism. Theories of self-presentation and self-disclosure. Self-justification and preservation of self-esteem.

Interpersonal attraction: intimacy, sympathy, friendship, love. The concept of interpersonal attraction. Basic prerequisites of attraction. Feelings as a system of behaviour. Social control over feelings. The concept of friendship. External attractiveness and sympathy. Standards of beauty. Theories of interpersonal attraction. Maintaining close relationships. Definition of love. Three-component theory of love. Breakup of close relationships. The process and experience of a breakup.

Social prejudice and aggressive behaviour. Prejudice as a social and psychological phenomenon. Definition of prejudice, stereotyping and discrimination. Social, emotional and cognitive sources of prejudice.

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

Altruism and prosocial behaviour of the individual. The problem of altruism and prosocial behaviour in social psychology. The main theories of altruistic behaviour: 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 behaviour. Socialisation of altruism.

Applied aspects of social psychology. Features 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.

3.2. Features of intra-group and inter-group interaction

The problem of communication in social psychology. The communicative side of communication. Communication as a phenomenon of social psychology. The main 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 ontogeny. The essence of interpersonal communication. Structure and means of communication. Psychological features of verbal and non-verbal communication. Difficulties of communication. Deformations of communication. Barriers to communication.

Interactive and perceptual side of communication. The concept of interaction. Varieties of interaction. Forms of personality behaviour in interpersonal interaction. Interaction and interpersonal influence. The concept of manipulation. The concept of social perception. Formation of the first impression of the partner. The problem of accuracy of partner perception. Effects of interpersonal perception. Mechanisms of interpersonal perception.

Social psychology of groups. The concept of a group. Essential features of a small group. The main approaches and directions of studying small groups. Classification of groups. The process of entering the group. The structure of relationships in a small social group. Culture of primary groups. The problem of social control.

Dynamic processes in groups. The concept of group dynamics. Concepts and models of small group development. The mechanism of group dynamics. Psychological conditions and factors of group formation. Group norms and normative behaviour. Study of the normative influence of the group majority. The phenomenon of group pressure. Study of the phenomenon of conformism in social psychology. Conflict and conformism. 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. Styles of leadership and management. The problem of group decision-making. Group deformations. Phenomena of group polarisation. Stages of decision-making.

Conflicts. Causes and solutions. The problem of conflict in social psychology. History of the study of the problem of conflict. Classification of conflicts. Functions of conflicts. Dynamic structure of conflict. Stages of conflict. Strategies of personality behaviour in interpersonal conflict. Ways to resolve conflicts. Correction and management of conflict.

Psychology of large social groups and mass phenomena. Psychological characteristics of large social groups. The main features of large social groups. Classification of large social groups. Social and 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.

4. CLINICAL PSYCHOLOGY
4.1. Problems of formation and prospects for the development 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. Fundamentals of neuropsychology and pathopsychology and problems of clinical psychology
Neuropsychology and the problem of higher mental functions.

Fundamentals of neuropsychology: agnosia, amnesia, aphasia and apraxia. Fundamentals of pathopsychology: disorders of cognitive processes. Fundamentals of pathopsychology: disorders of the emotional and volitional sphere. Fundamentals of pathopsychology: disorders of thinking and consciousness.

4.3. Clinical aspects of mental and behavioural disorders with the basics of psychotherapy and psychopharmacology

Fundamentals of nosology: neuroses, psychopathies, psychoses. Fundamentals of nosology: psychosomatic diseases. Clinical aspects of deviant and addictive behaviour. Fundamentals of psychotherapy of mental and behavioural disorders. Fundamentals of psychopharmacology of mental and behavioural disorders.

5. PSYCHOLOGICAL DIAGNOSTICS.
5.1. introduction to psychodiagnostics

Psychological diagnostics as a branch of science. Definition of psychodiagnostics as a field of psychological knowledge. The subject of psychodiagnostics. Prerequisites for the emergence and application of psychodiagnostics. History of psychodiagnostics. The place of psychodiagnostics in the system of humanities (B.G. Ananiev). Psychodiagnostics as an element of psychological service. Structure of modern psychodiagnostics: general theory of psychological measurement; individual theories and methods of measuring personality traits and behaviour; theory and methods of assessment (non-test diagnostics). The concept of theoretical and practical psychodiagnostics. Thesaurus of psychodiagnostics: diagnostic signs, diagnostic categories, psychological diagnosis. Levels of psychological diagnosis: symptomatic, etiological, typological. Prognosis as an element of psychological diagnosis. Diagnostics chart. The concept of
"norm" in psychodiagnostics (statistical norm, socio-cultural norm). Actual problems, tasks and directions of development of psychodiagnostics.
Social and ethical aspects of psychodiagnostics. The problem of adequate use of tests. Rules of professional use of psychodiagnostic techniques. Regulatory requirements for developers and users of psychodiagnostic tools. Requirements for the qualification of a psychodiagnostician. Requirements for users-psychologists of different levels of qualification and the use of techniques by allied professionals. Control of psychodiagnostics competence (level A, level B). Testing and civil rights. Principles of professional activity of a psychodiagnostician. Characteristics of psychodiagnostic situations. Specifics of communicating test results. The responsibility of the psychologist for choosing the method of intervention in the client's situation. Classification of methods for use by psychologists and specialists in related professions.

Classification of psychodiagnostic procedures and methods. General characteristics of the psychodiagnostic method. Psychodiagnostic approaches as a specification of the psychodiagnostic method (L.F. Burlachuk). "Objective" approach in psychodiagnostics (psychophysiological techniques, hardware behavioural techniques, objective tests, questionnaires, methods of subjective scaling and self-assessment). "Subjective" approach in psychodiagnostics (observation, content analysis, conversation, interview, role play).

"Projective" approach in psychodiagnostics (structuring techniques, construction techniques, interpretation techniques, supplementation techniques, catharsis techniques, methods of studying expression, methods of studying creative products).

Types of diagnostic methods: methods of a high level of formalisation (tests, questionnaires, projective techniques, psychophysiological methods), low-formalised methods (observation, survey, interview). Test method (intelligence tests,

personality tests, tests of educational and professional achievements, aptitude tests). Advantages of the test method: standardisation, efficiency and cost-effectiveness, quantitative analysis combined with qualitative, reliability, possibility of computerisation, etc. Disadvantages of testing. Strategies for developing diagnostic tools (normative-oriented testing, criterion-oriented testing, psychosemantic approach). Analysis of the content of psychodiagnostic technology. The problem of complex psychodiagnostics. Groups of psychodiagnostic data.

Psychometric bases of psychodiagnostics. The concept of psychometrics and differential psychometrics. The main criteria for evaluating diagnostic techniques. Reliability of the methodology. Reliability and accuracy. Types of reliability: retest, parallel forms, parts of the test. Procedure for determining the reliability of a measuring instrument. Determination of the coefficient of constancy. Algorithm of actions when checking the reliability of a psychodiagnostic instrument.

Validity of the methodology and its characteristics. The relationship between validity and reliability. Types of validity: diagnostic (competitive), prognostic; retrospective; empirical, theoretical; external, internal. Construct validity. Content validity (obvious). Determining the validity of a methodological tool.

Standardisation of tests. Linear standardisation. Non-linear normalisation.

Representativeness of test norms. Methods of determining representativeness.

The concept of test reliability. Reliability of self-report. Ways to ensure the reliability of self-report. Problems of designing and using psychodiagnostic techniques. Characteristics of standard requirements for psychological tests. Requirements for the design and validation of methods (standardisation, reliability and validity testing). Technologies for creating and adapting methods. Analysis of test items (item complexity, item validity, internal consistency). Designing typical diagnostic procedures (personality questionnaires, repertoire techniques, achievement tests, etc.) Structure and functions of the "Psychodiagnostician" workstation. Strategies for creating an automated workstation.

5.2. Diagnostics of mental functions

Self-awareness as an object of psychodiagnostics. Brief description of the process and product of self-awareness. Psychological structure of the "self-image": cognitive, affective, regulatory components. Methodological and methodological problems of psychodiagnostics of self-awareness (the problem of social desirability, self-presentation strategy, level structure of the self-concept, psychological protection, etc.)

Classification of procedures of psychodiagnostics of consciousness: standardised self-reports, ideographic methods, projective techniques. Analysis of classical procedures for diagnosing self-awareness. Methods of ranking, pairwise comparisons, sorting, scaling. Examples of standardised self-reports. Psychodiagnostic procedures for non-standardised self-reports. The problem of self-report reliability. Methods of psychodiagnostics of self-awareness and self-esteem.

Diagnostics of cognitive sphere and intelligence. General characteristics of the problem of diagnosing abilities. Theoretical aspects of the operationalisation of the concept of "intelligence".

Analysis of the mono-factor theory of intelligence by C. Spearman. Methods of diagnosing the general factor of intelligence. Vernon's hierarchical theory of intelligence. Correlation of the general factor and verbal and non-verbal intelligence. D. Wechsler's methodology and its characteristics (adult and child versions). L.Thurstone's multifactorial theory of intelligence. The concept of the cognitive style of personality and diagnostics of its parameters (field-dependence-polenedependence; cognitive simplicity-complexity; analytical-synthetic; conceptual differentiation).

Theoretical aspects of the problem of defining creativity. Parameters of creative talent and creative productivity. Methods of creativity diagnostics (D.Guilford, P.Torrance, D.B.Bogoyavlenskaya).

Diagnostics of special abilities. Approaches to the definition of abilities and giftedness in national psychology. The concept of general and special abilities. Factor theories of abilities (C. Spearman, L. Thurstone, R. Cattell, J. Guilford). Classification of special abilities in foreign psychology. Individual ability tests and test batteries. Areas of application of special abilities tests. Possibilities of psychodiagnostics in measuring abilities.

5.3. Psychodiagnostics of personality

Psychodiagnostics of personality: theory and practice. Problems of measuring personality instances: theoretical and methodological aspects. The concept of personality tests (objective action tests and situational tests) as an implementation of an objective psychodiagnostic approach. Personality questionnaires as an implementation of the subjective psychodiagnostic approach (typological questionnaires, trait questionnaires, questionnaires of motives, interests, values, attitudes). Characteristics of the main approaches to the diagnosis of personality traits and their methodological support. Typological approach. Brief history of formation, advantages, theoretical problems. Modern understanding and substantive characteristics of personality type. Psychometric approach. Brief history of formation, problems of defining a personality trait, types of traits: constitutional, individual, personal (reflective and situational). Factor analysis in the structure of the psychometric approach. Analysis of diagnostic tools developed within the psychometric approach. Projective approach. Theoretical foundations, problems, content of the concept of "projection". Classification of projective techniques. Psychosemantic approach to personality diagnostics.
Psychodiagnostics of motivation. Theoretical problems of psychodiagnostics of motivation. Psychodiagnostic indicators of motivation and problems of measuring motives.
Classification of methods for diagnosing the motivational sphere of personality (direct methods, personal questionnaires of motives, projective methods, diagnosis of motives through the distortion of the object of perception, through personal meaning, through cognitive assessments, through the characterisation of obstacles, etc.) Psychodiagnostics of achievement motivation. Analysis of methods for diagnosing motives.
Psychodiagnostics of interests, values and inclinations of a person. The problem of operationalising the concepts of "interest", "value", "inclination". Difficulties in their diagnosis: theoretical and methodological. The relationship between value orientations and personality motives. Psychological content of the concept of "value orientations". The prospect of the future and features of its diagnosis.
Diagnostics of the emotional sphere and emotional and personal maladjustment. Theoretical aspects of the relationship between emotions and mental states. Analysis of objective, subjective and projective approaches in the diagnosis of emotions and mental states.
General characteristics of the problem of classification of mental states. Methods of diagnosing certain mental states: anxiety, depression, hostility. The experience of loneliness as a problem of

psychodiagnosis. The problem of emotional and personal maladjustment and diagnosis of its manifestations.

Diagnostics of interpersonal style of personality. Classification of methods of psychodiagnostics of interpersonal relationships. Diagnosis of interpersonal relationships based on subjective preferences. Characteristics of sociometry and sociometric indices. Referenceometry. Projective methods of diagnosing interpersonal relationships. Possibilities of using the TAT methodology in diagnosing trends in personality behaviour in the social environment. Standardised self-reports and personality questionnaires in the psychodiagnosis of interpersonal relationships.

Diagnostics of the communicative sphere of personality. Methodological and methodological problems of diagnosing the communicative sphere of personality. Psychological structure of communication and diagnostics of its individual components: communicative, perceptual, interactive. Directions of studying the content and process of communication. Implementation of the diagnostic procedure as a stage of social and psychological training. Analysis of methods

diagnostics of personality's communicative properties.

Elements of age-related psychodiagnostics. Diagnostics of readiness for schooling. Theoretical and methodological problems of psychodiagnostics of people of different ages. History of the development of psychodiagnostic methods for examining children at an early age. Diagnostic work with preschool children. Diagnostics of components of psychological readiness for school.

6.   PSYCHOTHERAPY

6.1.   General principles of psychotherapy

Conceptual foundations of psychotherapy. Formation and development of psychotherapy. The concept of psychotherapy. The main types of psychotherapy. Directive, problem-oriented and non-directive, client-oriented psychotherapy. Types of psychotherapy according to the "channels of entry" in working with clients: verbal channel, body channel, visual image. Symptomatic and pathogenetic psychotherapy. Personality-oriented type of psychotherapy. Cognitive psychotherapy. Transpersonal psychotherapy.

Features of psychotherapeutic education. Indications for the use of psychotherapy. Distribution of psychogenic disorders among the population. The need for psychotherapy. Psychotherapeutic educational projects. Legislative basis: The law on psychotherapy. Training of psychotherapists. Conditions of psychotherapeutic education. Initial period of training of psychotherapists. Specialised education. Psychotherapeutic propaedeutics is a prerequisite for admission to professional specialisation. Supervision.

General strategies of psychotherapy. Ethical principles of psychotherapy: responsibility, confidentiality, client acceptance. Stages of the psychotherapeutic process. Features of the initial interview. Client's request. Types of client/patient complaints. Establishing a relationship of trust and mutual responsibility. The third stage of psychotherapy is goal setting and development of alternatives. Work on the goals of psychotherapy. The fifth stage is the adoption of new forms of behaviour by the client. Evaluation of the effectiveness of psychotherapeutic intervention. Verbal and non-verbal means of psychotherapeutic influence.

Group psychotherapy. Specificity of differences between individual and group psychotherapy. Mechanisms of action of group psychotherapy. Criteria for indications for group psychotherapy. Methods of influence in group psychotherapy. Features of group recruitment. Age and gender composition of the group. The size of the group. Frequency and duration of meetings. Basic principles of group work. Group dynamics. Phases of group development. Warm-up or orientation phase. The phase of dependence. The phase of activation and implementation. The working phase. The final phase. Leadership of a psychotherapy group. Effectiveness of group psychotherapy.

6.2.   The main directions of psychotherapy

Psychodynamic direction of psychotherapy. Psychoanalysis of S. Freud. Genesis of neurosis according to S. Freud. Techniques of classical psychoanalysis. The basic model of psychodynamic psychotherapy. Individual psychology and psychotherapy by A. Adler. Genesis of neurosis according to Adler. The main structural factors in the individual psychology of A.Adler: the feeling of inferiority, the desire for power, social interest. Lifestyle options. The theory of psychotherapy according to Adler. Scheme of the primary interview. Techniques of individual psychology: early memories technique, life history, dream analysis, negative practice. Analytical psychology and psychotherapy of Carl Jung. Theoretical position of analytical psychology. The genesis of neurosis according to Jung. Jung's theory of psychotherapy. techniques of analytical psychology: dream analysis, active imagination, amplification method.

Cognitive-behavioural direction of psychotherapy. Cognitive therapy and the idea of the crucial role of thinking, cognitive processes in the origin of emotional disorders. Cognitive distortions. Techniques of cognitive therapy. General provisions of the behavioural direction. Psychological techniques of the behavioural direction: the method of "negative influence", "Shaping" behaviour, "Feeding" coupling and attenuation, "Positive and negative reinforcement". "Stimulus control, response evaluation, satiation, punishment. General provisions. Neurolinguistic programming. Human representational system: visual (visual), auditory (auditory), bodily sensations (kinesthetic), olfactory and taste modalities. Main NLP techniques: Anchor method, work with submodalities, Swing, Explosion, visual-kinesthetic dissociation, therapeutic metaphor, reframing

Existential-humanistic direction of psychotherapy. Client-centred psychotherapy according to K. Rogers. Empathic understanding of the client as the main condition of his/her client. The second condition is an unconditional positive attitude. Congruence of the psychotherapist. Genesis of neurosis according to K. Rogers. The result of client-centred psychotherapy. The theory of Gestalt therapy. The concept of figure and background in Gestalt therapy. Types of neurotic mechanisms in Gestalt therapy. Gestalt therapy techniques. General provisions of transactional analysis. The structure of personality according to E. Berne. Analysis of games, scenarios and roles. General provisions of psychodrama. Procedure of psychodrama Components of psychodrama. Forms and types of psychodrama. Characteristics of a psychodramatic group. Methods of psychodrama.

NLP, Balint groups and other types of psychotherapy. Neuro-linguistic programming as a system of psychological manipulations based on the study of the linguistic meta-model of a person. The concept of modality - the most typical and characteristic way of perceiving and reflecting reality for an individual. There are three types of modality: visual, auditory and kinesthetic. Specific methods of diagnosis and correction. Linguistic distortions of the metamodel, leading representative systems of information processing, calibration of individual non-verbal yes-no responses and surface correlates of deep linguistic structures. A metamodel as a set of linguistic tools for collecting information aimed at restoring the links between a person's language and the experience that this language represents.

7. Psychocorrection

7. 1. General principles of psychocorrection

Psychological correction as a field of activity of a practical psychologist. General concept of psychocorrection. Specific features of the psychocorrectional process. Psychocorrection, psychotherapy: correlation of concepts. Types of psychocorrection: by the nature of the focus, by the content, by the form of work, by the availability of programmes, by the nature of the management of corrective influences, by the duration, by the scale of the tasks to be solved, etc. The concept of a psychocorrectional situation, its elements. Basic principles, goals and objectives of psychocorrectional work. Requirements for a psychologist who carries out psychocorrectional influence: theoretical, practical and personal components of readiness for psychocorrectional work. Features of psychocorrectional programmes. Principles of drawing up and main types of

psychocorrectional programmes. Evaluation of the effectiveness of psychocorrectional influence, factors that determine the effectiveness of psychocorrectional measures.

Individual psychocorrection. Conditions for choosing individual psychocorrection. Contraindications to group psychocorrection. The main methods of individual psychocorrectional influence: persuasion and suggestion. Psychological features of individual psychocorrection: strategies of the client's attitude to the problem situation. Tasks of individual psychocorrection (in three main areas: cognitive, emotional and behavioural). The main stages of individual psychological correction. Conclusion of a contract between the client and the psychologist, levels of confidentiality. Research of client's problems. The importance of verbal and non-verbal contact. Variants of the psychologist's position towards the client ("from above",
"on equal terms", "from below"). Search for ways to solve the problem. Formation of a correctional programme by the psychologist and discussion of it with the client. Implementation of the planned programme in accordance with the contract. Evaluation of the effectiveness of the work done. Results of the correction work. Rules and guidelines that allow a psychologist to structure the process of individual psychocorrection and make it more effective.

Group psychocorrection. Specificity of the group form of psychocorrection. The concept of a psychocorrectional group. Historical aspects of the development of group psychocorrection. The purpose and objectives of group psychocorrection as a method focused on personal changes (in the cognitive, emotional, behavioural spheres). Mechanisms of correctional influence. Factors influencing the effectiveness of psychocorrectional work. Features of group recruitment (principles of voluntariness and awareness). Age and gender composition of the group. Preparation for group psychocorrection. Group dynamics. Tasks and norms of the group. Group structure and leadership. Group roles. Group cohesion. Group tension. Phases of group development. Management of a psychocorrectional group: means of influence, main tasks of a group psychologist. Work under the supervision of a supervisor. The main roles of the group leader. Styles of group leadership. Ethical requirements for the leader of the correctional group.

Basic and additional methods of group psychocorrection. Classification of the main methods of group psychocorrection: basic and auxiliary; verbal and non-verbal. Functions of group psychocorrection methods: psychocorrectional and diagnostic. Group discussion as the main method of psychocorrection. Role play, its importance in group psychocorrection. Psychogymnastics as a non-verbal method of group psychocorrection, its specificity. Projective drawing as a method of group psychocorrection, its main task, specifics of conducting. Music therapy as a psychotherapeutic method that uses music as a means of correction, its features and specifics of application. Additional psycho-correctional methods and techniques: dance exercises, song exercises, elements of auto-training, meditative exercises, slide films, creative visualisation, game diagnostics, exercises for intergroup interaction, techniques aimed at collecting feedback.

The use of psychotherapy methods for correctional purposes. Features of the use of cognitive-behavioural psychotherapy methods for correctional purposes: basic provisions of the direction, conceptual scheme of A. Ellis "A-B-C-D-theory", its components. Stages of the correctional process. Methods and techniques of cognitive-behavioural psychotherapy (Socratic dialogue, Psychological workbook, decatastrophisation, etc.). Application of CBT methods and techniques to manage emotional state and behaviour in difficult life situations.

Peculiarities of using transactional analysis methods for corrective purposes: general characteristics of ego states (Adult, Child, Parent). Recognition of ego states. Transactional analysis. Techniques of transactional analysis in the correctional work of a practical psychologist.

Features of the use of Gestalt therapy methods for correctional purposes: basic concepts and purpose of Gestalt therapy, principles of work, personal growth according to F. Perls, three zones of awareness of reality. Causes of psychological problems of the individual. Methods and techniques of Gestalt therapy (the "two chairs" method, "opposite doors", "magic mirrors", "old abandoned store", etc.)

Peculiarities of using image therapy methods for corrective purposes. Corrective possibilities of image therapy. Techniques and exercises of image therapy (psychological portrait, spontaneous expression of feelings, portraits and self-portrait, you are like..., joint drawing, pair drawing, etc.)

Features of the use of game therapy methods for correctional purposes: directions of game therapy, correctional possibilities of game psychotherapy, its functions, age indications for game psychocorrection. Structure of a game session. Possibilities of play therapy in the correction of emotional states.

7. 2. Age aspects of psychocorrection

Psychocorrectional work of a psychologist with children of preschool and primary school age. Characteristics of the main problems of child development in preschool and primary school age. Psychological causes of complications in the development of a child's personality. Criteria for assessing behavioural disorders by M. Rutter. Behavioural disorders: aggressiveness, impulsivity, hyperactivity, passivity, phlegmatism, demonstrativeness, child's left-handedness, etc.; peculiarities of correctional work with them.

Correctional and developmental work with children going to school. Correction of the cognitive sphere of children of preschool and school age (development of attention, memory, thinking, voluntary behaviour). Correctional work with "risk group" schoolchildren. Causes of school failure and possibilities of its correction. Correctional work with children with attention deficit disorder. Peculiarities of correction of emotional states of preschool and school-age children. Psycho-correctional work with adolescents and young men. Features of adolescence and youth. Signs of neuropsychiatric developmental disorders. Psychocorrection of character accentuations of adolescents. Family as a source of psychological trauma in adolescents. The relationship between character accentuations and the most unfavourable types of family upbringing. Neurotic personality development of an adolescent. Methods of working with neurotic adolescents. Substance use and chemical dependence in adolescents. Suicidal behaviour of adolescents, directions of correctional work. Correction of problems related to sexual

correction of problems related to sexual development.

Deviations in constructive development in early adolescence. Addictive behaviour, causes, main stages of correctional work. Youth sexuality. Positive and negative factors influencing the formation of sexual identity. Stages of development of antisocial behaviour. Internal psychological factors leading to the commission of a crime. Microsocial factors: family, school, reference group. Types of delinquency: aggressive and defensive, oppositional. Correctional possibilities of psychological training in work with adolescents and young men.

Features of family psychocorrection. Family psychocorrection as one of the areas of psychological correction. The concept of the family life cycle. The concept of a functional and dysfunctional family. Cycles (stages of development) of the family. Use of systemic phenomenological psychotherapy methods for correctional purposes. The Genogram technique, its diagnostic and correctional capabilities, peculiarities of working with the genogram, the scheme of collecting information about the family. The Family Photography technique - features of the technique. Family Sculpture technique, its corrective possibilities. Exercises-techniques "Family collage", their correctional potential.

Psychocorrection of difficulties associated with divorce. Divorce and children. Directions of correctional work with parents and children in the situation of parental divorce. Recognition and features of working with different models of parent-child scenarios. Classification of parenting styles in family psychology. The role of child-parent relations in the emergence of disorders and deviations in the mental and physical development of the child. Phases of joint family psychocorrection, features of the process. Scheme of interaction between school psychologist, teachers and parents.

CRITERIA FOR EVALUATING APPLICANTS

The level of professional competence of applicants is assessed on a 200-point scale. The following levels of competence are distinguished.

I level - initial. The entrant's answers to theoretical questions are elementary, fragmentary, and are determined by the initial ideas about the essence of psychological, pedagogical and methodological categories. In answering practical and creative tasks, the applicant does not show independence, demonstrates an inability to analyse the activities of participants in the educational process, to make decisions.

Level II - intermediate. The applicant has a certain set of theoretical knowledge, practical skills, is able to perform tasks according to a model, has elementary skills to carry out search, heuristic activities, independently acquire new knowledge.

Level III is sufficient. The entrant knows the essential features of concepts, phenomena, patterns, relationships between them, and applies knowledge independently in standard situations, has mastered mental operations (analysis, abstraction, generalisation, etc.), is able to draw conclusions, correct mistakes. The answer is complete, correct, logical, and well-grounded, although it lacks the student's own judgement.

Level IV is high. It involves in-depth knowledge of psychology, erudition, the ability to apply knowledge creatively, provide feedback in one's work, independently assess various life situations, phenomena, and facts, and identify and defend one's personal position. The applicant's answer demonstrates his/her ability to adequately assess his/her own abilities, capabilities, level of expectations, psychological characteristics; choose the most effective way of behaving in a given situation; regulate his/her own emotional states, overcome critical situations, etc.

Table of correspondence
of competence levels to the values of the 200-point scale for evaluating the answers of applicants during the professional test

Level of competence	Scale assessment	National scale assessment
1	2	3
Initial the entrant's answers are incorrect, fragmentary, demonstrate a lack of understanding of the programme material as a whole.	**0-99**	unsatisfactory
Average the entrant's answers are determined by the understanding of certain aspects of the programme material, but are characterised by superficiality and fragmentation, with some inaccuracies in the expression of opinions.	**100-149**	satisfactory
Sufficient The entrant's answers are determined by a correct and deep understanding of the essence of the programme material, but some inaccuracies of a non-principled nature are allowed.	**150-179**	good
High The applicant's answers are determined by a deep understanding of the essence of the programme material.	**180-200**	excellent

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