


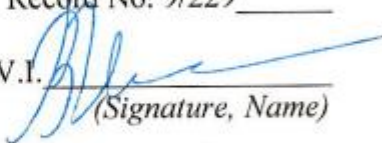
Ministry of science and high education RF Ulyanovsk State University	Form	
F-Educational plan of the dicipline		

APPROVED BY  
by the decision of the Academic Council of the USU  
Institute of Medicine, Ecology and Physical Culture



12 « 05 » 2021 Record No. 9/229

Chairman - Midlenko V.I.

  
(Signature, Name)

12 » May 2021.

### EDUCATIONAL PLAN

Course title	Psychology and pedagogy
Faculty	Faculty of Humanities and Social Technologies
Name of Department	Faculty of Humanities and Social Technologies
Course	2

Direction (specialty): **31.05.01 «General medicine»**

Orientation (profile): is not provided

The form of training: **Full-time**

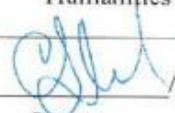

Date of introducing in the instruction process at USU: « 1 » of September 2021 .


The program was updated at the meeting of the department: № 1\_ of 31.08\_ 2022\_\_.

The program was updated at the meeting of the department: №\_\_ of \_\_ 20\_\_.

Information about the authors:

Initials	Abbreviation of the department	Degree, scientific rank
Mitina Tatiana Sergeevna	Psychology and Pedagogy	Ph.D. Assistant professor

AGREED	AGREED
<p>Head of department Humanities and Social Technologies</p> <p> Signature</p> <p>Mitin S.N. Full name</p> <p>«12» May 2021.</p>	<p>Head of the Department Hospital surgery</p> <p> signature</p> <p>Wise-Khripunova M.A./</p> <p>« 12»_May 2021 г</p>

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## 1. OBJECTIVES AND AIM OF "Psychology and pedagogy"

The aim of the formation of students' understanding of psychology and pedagogy as a science, the development of skills to analyze and solve pedagogical and psychological tasks and problems.

### List of Objectives that students have to solve after "Psychology and pedagogy":

- to give an idea of the methodology of psychology and pedagogy, to characterize its tasks and levels;
- to develop students' ability to comprehend methods and logic;
- to substantiate the multifaceted nature of modern education;
- to reveal the essence and characterize the main components of the psychological process;
- to reveal the essence, functions and principles of educational systems management.

## 2. PLACE OF THE SUBJECT IN THE STRUCTURE OF GEP:

Discipline "Psychology and pedagogy" is referred to professional cycle (B1.O.B.06) GEP HE of speciality «General medicine».

The basic knowledge indispensable for learning the subject are formed:


- in the cycle pertaining to the humanities, social and economic disciplines, including learning Foreign language, Philosophy, History.

"Psychology and pedagogy" is preceding discipline for the learning of following disciplines: Informatics (medical), Extreme medicine, Preparation for passing and passing the state exam, Fundamentals of the Scientific Style of Speech, Russian language and culture of speech, Modern medical information systems, Philosophy, History.


## 3. LIST OF EXPECTED RESULTS OF INSTRUCTION ON THE SUBJECT (UNIT), CORELATED WITH PLANNED RESULTS OF COMPLETING THE PROGRAM

The study of the subject « Psychology and pedagogy» within the completion of the educational program is directed towards the formation of the following general and professional competences in students:


Competence index. Content of a competence (or a part of it)	The proposed results of the course students are:
<b>UC-3</b> Able to organize and manage the work of a team, developing a team strategy to achieve a set goal	to know: -value foundations of education and professional activity; - legal norms of psychological and pedagogical activity and education; - the essence and structure of upbringing and educational processes; - features of the pedagogical process in a multicultural and multiethnic society;

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	<ul style="list-style-type: none"> <li>- trends in the development of the world historical and pedagogical process, especially the current stage of development of education in the world;</li> <li>- the basics of educational activities of specialists in the field of psychology and pedagogy;</li> <li>- methodology of pedagogical and psychological research of educational problems in the context of a personality-oriented approach;</li> <li>to be able to:             <ul style="list-style-type: none"> <li>- systematically analyze and choose educational and educational concepts;</li> <li>- use the methods of psychological and pedagogical diagnostics to solve professional problems;</li> <li>- take into account the different contexts (social, cultural, national, personal) in which the processes of learning, upbringing and socialization take place;</li> <li>- to design an educational process using modern technologies that correspond to general and specific laws and characteristics of the age-related development of the individual;</li> </ul> </li> <li>to own to:             <ul style="list-style-type: none"> <li>- ways of orientation in professional sources of information (magazines, websites, educational portals);</li> <li>- ways of providing psychological and pedagogical support and accompaniment;</li> <li>- ways to prevent deviant behavior and offenses;</li> <li>- ways of interaction with other subjects of the educational process;</li> <li>- ways of design and innovation activities in education;</li> <li>- ways of establishing contacts and maintaining interaction with subjects of the educational process in a multicultural educational environment;</li> </ul> </li> </ul>
<b>UC-4</b> Able to use modern communication technologies, including in foreign language (s), for academic and professional	to know: <ul style="list-style-type: none"> <li>- methods of conducting business communication in oral and written forms in the state language of the Russian Federation</li> <li>- principles and methods of business communication in oral and written forms</li> </ul> to be able to:

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	<ul style="list-style-type: none"> <li>- to identify to carry out business communication in oral and written forms in the state language of the Russian Federation to own to:</li> <li>Own:</li> <li>- an algorithm for the execution and implementation of business communication in oral and written forms in the state language of the Russian Federation</li> </ul>
<p><b>UC-6</b>          Able to determine and implement the priorities of his own activity and ways to improve it based on self-esteem and lifelong education</p>	<p>to know:</p> <ul style="list-style-type: none"> <li>- methods of managing your time, building and implementing a trajectory of self-development based on the principles of education throughout life</li> <li>- manage your time, build and implement a trajectory of self-development based on the principles of lifelong education in a professional environment.</li> <li>- control over the management of your time, build and implement a trajectory of self-development based on the principles of education throughout life</li> </ul> <p>to be able to:</p> <ul style="list-style-type: none"> <li>- use the knowledge gained and manage your time, build and implement a trajectory of self-development based on the principles of education throughout life</li> </ul> <p>to own to:</p> <ul style="list-style-type: none"> <li>- an algorithm for the implementation of basic principles, and manage your time, build and implement a trajectory of self-development based on the principles of education throughout life</li> </ul>
<p><b>UC-9</b>          Able to use basic defectological knowledge in social and professional spheres</p>	<p>to know:</p> <ul style="list-style-type: none"> <li>- theories and technologies of teaching, upbringing and defectological knowledge in the social sphere of personality development, accompanying the subjects of the pedagogical process;</li> <li>- methods of psychological and pedagogical study of students and defectological knowledge in social spheres;</li> <li>- ways of interaction of the teacher with various subjects of the pedagogical process;</li> <li>- features of social partnership in the education system;</li> <li>- ways of professional self-knowledge and self-development;</li> </ul> <p>to be able to:</p> <ul style="list-style-type: none"> <li>- to create a pedagogically expedient and psychologically safe educational environment, taking into account defectological knowledge</li> </ul>

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	<p>in the social and professional spheres;  - use modern educational resources in the educational process;  - to organize extracurricular activities of students;  - interact with various subjects of the pedagogical process  to own to:  - ways to improve professional knowledge and skills.  - ways of interaction with other subjects of the educational process and defectological knowledge in social spheres;  - methods of design and innovation in education, as well as defectological knowledge in social spheres;  - ways of establishing contacts and maintaining interaction with subjects of educational</p>
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#### 4. Volume of the subject

##### 4.1. Volume of the subject in credit points (total): 2 credit points

##### 4.2. On types of academic workload (in hours):

Type of academic work	Number of hours (form of education <u>72</u> )	
	Total according to the plan	Including on semesters
		№ semester 3
1	2	3
Work of students with a teacher	36	36
Classes:	36	36
lectures	18	18
practical classes and seminars	18	18
lab classes (practical lessons)	Not provided	Not provided
Self-study work	36	36
Concurrent control (number and type: a test, a colloquium, a report)	Questioning, testing, demonstration of practical skills	Questioning, testing, demonstration of practical skills
Course paper	Not provided	Not provided
Types of intermediate attestation (examination, test)	credit	credit
Total number of hours on the subject	72	72


If it is necessary to use partially or exclusively remote educational technologies in the educational process, the table shows the number of hours of work of teaching staff with students for conducting classes in a remote format using e-learning.

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**4.3. Contents of the discipline (module). Distribution of hours on themes and kinds of study:** Number of hours – 72

The form of training: full time

Name of sections and themes	Total	Activity format						Form of current control
		Classroom studies			Interac tive classes	Self-study work		
		lect.	pract.c l.	Laborato ry work				
1	2	3	4	5	6	7	8	
<b>Section 1. Psychology</b>								
Topic 1. Introduction to psychology	4	1	1			2	Oral survey, testing, essay, abstract, exercise	
Topic 2. Cognitive mental processes	4	1	1			2	Oral survey, testing, essay, abstract, exercise	
Topic 3. Thinking as a mental process	4	1	1			2	Oral survey, testing, essay, abstract, exercise	
Topic 4. Consciousness	4	1	1			2	Oral survey, testing, essay, abstract, exercise	
Topic 5. Emotional-volitional processes.	4	1	1			2	Oral survey, testing, essay, abstract, exercise	
Topic 6. Intelligence	4	1	1			2	Oral survey, testing, essay, abstract,	


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							exercise
Topic 7. Temperament.	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 8. Personality	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic9. Motivation	4	1	1			2	Oral survey, testing, essay, abstract, exercise
<b>Section 2. Pedagogy</b>							
Topic 10. Introduction to pedagogy	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 11. General patterns of development	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 12. The essence of education and its place in the integral structure of the educational process	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 13. Training and education	4	1	1			2	Oral survey, testing, essay, abstract,

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							exercise
Topic 14. Modern educational technologies	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 15. Author's schools in pedagogy	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 16. The personality of the teacher in pedagogy	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 17. Features of pedagogical communication	4	1	1			2	Oral survey, testing, essay, abstract, exercise
Topic 18. Junogy	4	1	1			2	Oral survey, testing, essay, abstract, exercise
<b>Total</b>	<b>72</b>	<b>18</b>	<b>18</b>			<b>36</b>	



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## 5. Course Content

### Section 1. Psychology

#### Topic 1. Introduction to psychology

Subject, tasks and research methods in psychology. The main stages of development of psychology. Concepts in the psychological science of the West. The role of domestic scientists in the formation of psychological science

#### Topic 2 Cognitive mental processes

Feeling, Perception, Memory, Attention, Imagination Thinking.

#### Topic3 Thinking as a mental process

The concept of thinking Thinking as a process Thinking operations Types of thinking

#### Topic4 Consciousness

Structure of consciousness Sleep and dreams Unconscious

#### Topic 5. Emotional-volitional processes.

Physiological Types of emotions bases and external expression of emotions and feelings Stress Emotional manifestations Will

#### Topic 6: Intelligence

The nature of intelligence. The structure of intelligence. Factors of intellectual development.

#### Topic 7 Temperament.

Character Development of the doctrine of temperament. Types of higher nervous activity and their relationship with temperaments. General concept of the nature of character accentuation

#### Topic8. Personality

Personality structure according to K.K. Platonov Personality characteristics Individual personality Personality and individuality

#### Topic 9 Motivation

Conscious and unconscious motivation. Needs and incentives Maslow's hierarchy of needs Security needs The need for love and affection. The need for achievement.

### Section 2. Pedagogy

#### Topic 10. Introduction to pedagogy

The concept of pedagogy, its subject and object. Functions and tasks of pedagogy. Questions facing pedagogy as a science. The structure of pedagogy. The connection of pedagogy with other sciences.

#### Topic 11. General patterns of development

Pedagogy and its categories. Personality concept. The concept of development in pedagogy. Development patterns and main contradictions. Factors affecting personality development. Features of personality development.


#### Topic 12. The essence of education and its place in the integral structure of the educational process

Education and educational process. Features of education. Education methods. Types of education. Moral education. Mental education. Physical education. Aesthetic education. Labor education. The value of upbringing in the educational process.

#### Topic 13. Training and education

Learning concept. Didactics. Features of the discreteness of the learning process. Knowledge Skills Skills (ZUM). Forms of training organization. Classroom-lesson system. Individual-group system.

Education as a system and as a process. Features of education, trends and functions. Bearers of educational content.

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#### **Topic 14. Modern educational technologies**

Educational technology concept. Meaning and features. Classification of educational technologies. Types of technologies in teaching. Differentiated teaching. Developmental training. Integrated learning. Case method and portfolio method.

#### **Topic 15. Author's schools in pedagogy**

Innovation in education. Features of the structure of educational systems in different countries. The concept of the author's school. Criteria and rules of copyright schools. Main examples of copyright schools in Russia, Europe and the USA

#### **Topic 16. The personality of the teacher in pedagogy**

The role and importance of the teacher in the educational process. Skills and basic functions of a teacher. The concept of pedagogical tact. Famous scholars of the past about the appointment of a teacher.

#### **Topic 17. Features of pedagogical communication**

Communication and pedagogical communication, basic concepts. Types of communication and basic styles. Authoritarian style. Liberal style. Democratic style. Rules and course of pedagogical communication.

#### **Topic 18. Junogy**

Junogy as a branch of pedagogy. Features, functions, tasks and goals of young science. Socialization concept. Agents and factors of socialization. The importance of socialization in human life.

### **6. Topics of practical classes and seminars**

#### **Section 1. Psychology**

##### **Topic 1. Introduction to Psychology**

Self-study questions

Subject, tasks and research methods in psychology

The main stages of development of psychology. Concepts in the psychological science of the West.

The role of domestic scientists in the formation of psychological science

The essence of the study of psychology.

Psyche.

Specific mental phenomena.

Classification of psychological research methods


The difference between observation and knowledge experimentation.

Psychology takes its place in the system of scientific knowledge.

The subject and tasks of specific branches of psychological science.

The Antique Period of Psychology. What controlled all living and nonliving things in the minds of the ancients.

The peculiarity of the development of psychological knowledge in the XVII -XVIII centuries.

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Changes in the study of psychological phenomena have been taking place since the 1860s.

Basic principles of behaviorism.

Personality structure according to Z. Freud.

The Antique Period of Psychology. What controlled all living and non-living things in the minds of the ancients.

The peculiarity of the development of psychological knowledge in the XVII -XVIII centuries.

Changes in the study of psychological phenomena have been taking place since the 1860s.

Basic principles of behaviorism.

Personality structure according to Z. Freud.

## **Topic 2 Cognitive mental processes**

Self-study questions

Feeling

Perception,

Memory,

Attention,

Imagination

Thinking.

The onset of sensation, physical, physiological and mental processes.

Feelings are classified.

General properties of sensation and describe them.

Lower, upper and difference thresholds of sensations.

The main forms of changes in sensitivity.

The dependence of perception on the orientation of the personality and other mental processes

Basic properties of perception.

Observation is purposeful perception. Observation is a personality trait necessary for successful activity in general, and especially for educational activity.

The role and place of attention in human mental activity.


The most important characteristics of each type of attention.

The quality of attention, its role in life and work.

Factors to attract attention and give examples from real life.

The most important features of memory as a cognitive mental process.

For better memorization, they resort to short notes. Why this technique contributes to

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better memorization of the material

A necessary condition for successful memorization is the activity of mental activity.

Reasons affecting memory productivity.

Types of memory and determine which modality prevails in you when memorizing.

Specific features of thinking as the highest form of cognitive activity.

The main stages of solving mental problems and necessary for their solution.

Basic mental operations that are necessary for comparing concepts.

Ways of thinking deduction and induction.

Types of thinking in terms of their development depending on age.

Comparison of imagination with other cognitive mental processes and personality traits.

The main difference between imagination and memory representations. On what grounds can this be established.

The type of imagination prevails in the activities of the artist, writer. On what grounds can this be established.

The difference between the two concepts is speech and language.

The essence of each type of speech.

The psychological content of the perception of oral speech.

The difference between written speech and oral speech.

The relationship and distinction between social and personal relations.

### **Topic3 Thinking as a mental process**

Self-study questions

Thinking concept

Thinking as a process

Thinking operations

Types of thinking

What is practical thinking?


List the types (levels) of thinking, their features

Concepts, judgments and inferences are simultaneously the subject of study of both psychology and logic. How these different branches of knowledge relate to each other

Can an abstract type of thinking be revealed in the same person, while its type is more consistent with the mechanical-associative one? How type and type of thinking relate to each other

... What are the differences between convergent and divergent thinking?

List mental operations and describe them.

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#### **Topic4 Consciousness**

Self-study questions

The structure of consciousness

Sleep and dreams

Unconscious

Is there a common opinion about consciousness - its nature and origin?

What is the place of consciousness and the idea of consciousness in the science of psychology?

Who and why observes and studies consciousness as a natural phenomenon?

Can a person be imagined unconscious?

What properties or traits characterize consciousness as a fact that takes place?

What functions does consciousness perform?

reflective,

How does public consciousness differ from individual consciousness?

#### **Topic 5. Emotional-volitional processes.**

Self-study questions

Physiological Types of Emotions

fundamentals and external expression of emotions and feelings

Stress

Emotional manifestations

Will

1. Give a definition of the activity.

2. Take any kind of activity, analyze it: define needs, motives, goals in it, what is an action, an operation in it, what psychological levels are involved in performing this activity, etc.


3. How do you understand why a person's wealth depends on the wealth of the field of operations?

4. How is the motive and the result of the activity interconnected (give examples)?

5. Describe the main activities of people.

1. Give examples confirming the role of human emotions in cognition.

2. Feelings, like all mental processes, are a reflection of reality. How is the reflection of reality in feelings carried out and how does it differ from the reflection performed in the processes of perception, memory, etc.?

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3. How is it explained that if you give a person the opportunity to "speak out", "cry", then it is easier for him to endure the grief?

4. Is the nature of a person's emotional reaction always adequate to the nature of the impact itself? Explain the reasons for the possible match or non-compliance.

5. Quite often we are faced with cases when, having made a decision, a person sometimes again begins to doubt the correctness and does not fulfill the decision. It also happens that he postpones the implementation of the planned, cannot induce himself to start the action - to move in the chosen direction, tries to convince himself that it is possible to wait with the execution of the decision. What explains the emergence of these contradictions? What features of the will of the individual does this indicate?

1. Give a definition of the concepts: "person", "personality", "individuality". Point out what these concepts have in common and what distinguishes them from each other.

2. By what external manifestations of the personality can one judge the level of its development and social value?

3. Psychologists of different directions understand differently the sources of personality activity, what is the Freudian, neo-Freudian and modern understanding of the sources of personality activity.

4. Analyze the general structure of the personality.

5. Expand the main provisions of humanistic psychology

### **Topic 6: Intelligence**

Self-study questions

The nature of intelligence.

The structure of intelligence.

Factors of intellectual development.

1. What is intelligence?

2. Who created the theory of intelligence?

3. At what age does the formation of intelligence stop?

4. What is IQ?

5. What is Delinquent Behavior?


6. What relates to the social structure of the formation of intelligence in children?

### **Topic 7 Temperament.**

Self-study questions

1. The concept of temperament.

2. Types of temperament.

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3. Advantages and disadvantages of each type of temperament.
4. Temperament and activity.
5. Temperament and basic properties of the human nervous system.
6. Psychological characteristics of temperament.
7. Manifestation of psychological properties of temperament in human cognitive processes.
8. Reflection of the properties of temperament in objective activity.
9. Dependence of communication style on the properties of temperament.

Describe the main properties and types of higher nervous activity.

1. Explain what temperament is.
2. How to take into account the temperament of students in teaching and educational work?
3. Is there a relationship between the constitution (anatomy) and human psychology?
4. What is the organic basis of temperament?

### **Topic8. Personality**

Self-study questions

Personality structure according to K.K. Platonov

Personality characteristic


Individual personality

Personality and individuality

1. What is the difference between the concept of personality and a specific personality?
  2. What does the science of psychology study - the concept of a person or a specific person?
  3. Who and why observes and studies a particular person?
  4. Can a personality be molded?
  5. What is the difference between personality and individuality?
- life, a person as a responsible subject of will.
6. What do the words "one person, there are many descriptions of the person" mean. Give a specific example.
  7. Why should a computer science teacher in a comprehensive school understand what a person is and know how it is characterized?

### **Topic 9 Motivation**

Self-study questions

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Conscious and unconscious motivation.

Needs and incentives

Maslow's hierarchy of needs

Security needs

Need for love and affection.

The need for achievement.

## **Section 2. Pedagogy**

### **Topic 10. Introduction to pedagogy**

Self-study questions:

1. Pedagogy in the system of human sciences.
2. Historical development of pedagogy as a science, its features.
3. Stages of formation of pedagogy as a science.
4. The concept of pedagogy as a science.
5. Object, subject, tasks and functions of pedagogy.
6. Branches and sections of pedagogy

### **Topic 11. General patterns of development**

Self-study questions:


1. Correlation of the concepts "individual", "individuality", "personality".
2. The process of personality development.
6. Factors of socialization and personality formation.
7. The role of education in personality development.
8. The essence of socialization and its stages.

### **Topic 12. The essence of education and its place in the integral structure of the educational process**

Self-study questions:

1. Mental education. The essence, content and system of mental education of students.
2. Civic education. The essence, content and system of civic education of students.
3. Spiritual and moral education. Basic concepts, content and methods of spiritual and moral education.
4. Labor education and vocational guidance of schoolchildren.
5. Aesthetic education. Basic concepts, essence, tasks, system of aesthetic education.



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6. Physical education. Basic concepts, essence and methods of physical education of students.

### **Topic 13. Training and education**

Self-study questions:

1. The learning process, its functions and driving forces.
2. The logic of the educational process and its structure.
3. The system of teaching principles, their characteristics.
4. The concept of the types of education, their distinctive features.

### **Topic 14. Modern educational technologies**

Self-study questions:

1. The main categories of pedagogy.
2. The concept of "Pedagogical categories".
3. 3 groups of pedagogical categories: 1 group - an individual, personality - individuality; Group 2 - socialization, education, upbringing, training, development, formation; Group 3 - pedagogical activity and its components.
4. Educational process,
5. Pedagogical interaction.

### **Topic 15. Author's schools in pedagogy**


Self-study questions:

1. S.T. Shatsky and the organization of experimental work in the field of pedagogy. "Labor school" P.P. Blonsky.
2. Practical and theoretical pedagogical activity of A.S. Makarenko. Children's collective as a tool for upbringing and personal development. The influence of labor education on the formation of personality. Raising in a family.
3. The origin and development of cooperation pedagogy. Educators-innovators (V.F. Shatalov, E.N. Ilyin, S.N. Lysenkova, Sh.A. Amonashvili and others).
4. The modern Russian school and the main directions of its development: humanization, humanitarization, democratization, informatization.

### **Topic 16. The personality of the teacher in pedagogy**

Self-study questions:

1. The image of a teacher in the pedagogy of K.D. Ushinsky
2. The image of a teacher in V.A. Sukhomlinsky

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3. The image of the teacher in the pedagogy of Jan Amos Komensky
4. The image of a teacher in pedagogy Jacques Jacques Rousseau and John Locke

### **Topic 17. Features of pedagogical communication**

Self-study questions:

1. Types of activities. Communication.
2. Features of communication as a type of activity.
3. The structure of the activity.

### **Topic 18. Junogy**

Self-study questions:

1. Junogy: object, subject, tasks and functions.
2. Professional and pedagogical activity of the organizer of work with youth: standard, pedagogical competence, tasks.
3. Pedagogical phenomenon and pedagogical fact.
4. Pedagogical situation and pedagogical task.

### **Questions on the topic:**

#### **7. LABORATORY CLASSES**


Not provided.

#### **8. SUBJECTS OF COURSE PAPERS, TESTS, ESSAYS**


Not provided.

#### **9. Questions for exam/credit on discipline “Psychology and pedagogy”**

1. What does the study of psychology give?
2. What is psyche? Describe specific mental phenomena.
3. What is the classification of psychological research methods?
4. How is observation different from knowledge experimentation?
5. What place does psychology take in the system of scientific knowledge?
6. Identify the subject and tasks of specific branches of psychological science.
7. In the ancient period, psychology was considered as a science about what? What controlled all living and non-living things in the view
- 8.the ancients?
9. What is the peculiarity of the development of psychological knowledge in the XVIIIXVIIIc. v.? What is the subject of psychology during this period?
10. What changes in the study of psychological phenomena have been taking place since the 60s of the XIX century?
11. What are the basic principles of behaviorism?

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12. What is the structure of personality according to Z. Freud?
13. What is the main task of IM Sechenov when choosing methods for studying the psyche?
14. What is the name of the scientist who organized the system of training psychologists in Moscow?
15. What are the main provisions of the works and experiments of I.P. Pavlova?
16. What are the main concepts that were formed in Russia at the beginning of the twentieth century?
17. Research of which Soviet psychologists contributed to the development of pedagogy?
18. How sensations arise, show the physical, physiological and mental processes.
19. How sensations are classified.
20. List the general properties of sensation and give their characteristics.
21. How do you understand the lower, upper and difference thresholds of sensations?
22. What are the main forms of sensitivity change.
23. How does perception depend on the orientation of the personality and other mental processes?
24. Describe the basic properties of perception.
25. Is observation purposeful perception? Observation is a personality trait necessary for successful activity in general, and especially for educational activity.
26. What conditions, in your opinion, contribute to the development of observation?
27. Determine the role and place of attention in the mental activity of a person.
28. Is it possible to act intelligently without attention? What could be
29. Is it due to the student's inattention at lectures or seminars? List and explain the reasons.
30. Expand the most important characteristics of each type of attention, express your opinion, what type of attention is the most effective?
31. List the qualities of attention, reveal the content of each quality, its role in life and work.
32. Describe the factors contributing to attracting attention and give examples from life.
33. Define the most important features of memory as a cognitive mental process.
34. Many people use short notes for better memorization. Why does this technique contribute to better memorization of the material?
35. Why is the activity of mental activity a necessary condition for successful memorization?
36. Describe the reasons affecting the productivity of memory.
37. List the types of memory and determine what modality prevails in you when memorizing?
38. Name the specific features of thinking as the highest form of cognitive activity.
39. List the main stages of solving mental problems and indicate the psychological conditions necessary for their solution.
40. What are the main mental operations that are necessary for comparing concepts.
41. Describe the ways of thinking of deduction and induction.
42. Distribute the types of thinking in terms of their development, depending on age.
43. Compare imagination with other cognitive mental
44. processes and personality traits. Can we talk about the presence of imagination in animals?
45. Explain what is the main difference between imagination and memory representations. On what grounds can this be established?
46. What kind of imagination prevails in the activities of an artist, a writer? On what grounds can this be established?
47. Find examples of rewarding dreams and empty daydreaming. Analyze the role of dreams in your activity.
48. What is the connection between dreams and reality?
49. In the definition of speech, the function of communication is always indicated. And how

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does this agree with the fact that speech can be both internal and for oneself?

50. What is the difference between the two concepts of speech and language?

51. Determine the essence of each type of speech.

52. Expand the psychological content of the perception of oral speech.

53. What is the difference between written speech and oral speech?

54. Expand the relationship and difference between social and personal relationships.

55. Determine the role and function of communication.

56. Show the meaning and role of verbal and non-verbal communication

57. Give a definition of activity.

58. Take any kind of activity, analyze it: define needs, motives, goals in it, what is an action, an operation in it, what psychological levels are involved in performing this activity, etc.

59. How do you understand why a person's wealth depends on the wealth of the field of operations?

60. How is the motive and the result of the activity interconnected (give examples)?

61. Describe the main activities of people.

62. Give examples confirming the role of human emotions in cognition.

63. Feelings, to Like all mental processes, they are a reflection of reality. How is the reflection of reality in feelings carried out and how does it differ from the reflection performed in the processes of perception, memory, etc.?

64. How is it explained that if you give a person the opportunity to "speak out", "cry", then it is easier for him to endure the grief?

65. Is the nature of a person's emotional reaction always adequate to the nature of the impact itself? Explain the reasons for the possible match or non-compliance.

66. Quite often we are faced with cases when, having made a decision, a person sometimes again begins to doubt the correctness and does not fulfill the decision. It also happens that he postpones the fulfillment of the planned, cannot induce himself to start acting in the chosen direction, tries to convince himself that it is possible to wait with the implementation of the decision. What explains the emergence of these contradictions? What features of the will of the individual is he talking about?

67. Give a definition of the concepts: "person", "personality", "individuality". Point out what these concepts have in common and what distinguishes each other.

68. By what external manifestations of a personality can one judge the level of its development and social value?

69. Psychologists of different directions understand differently the sources of personality activity, what is the Freudian, neo-Freudian and modern understanding of the sources of personality activity.

70. Analyze the general structure of the personality.

71. Expand the main provisions of humanistic psychology

72. What is the pedagogical process? What is its function?

73. What is the difference and what is common in concepts such as education, upbringing, training?


74. General foundations of pedagogy: object, subject, purpose, functions, sections of pedagogy.

75. General foundations of pedagogy: pedagogical categories, the relationship of pedagogy with other sciences.

76. General laws of development: the concept of personality and its development.

77. Training: ZUN, methods, functions, types of training; class-lesson system, lesson.


78. Education: the educational process, the content of education, the level of education in the Russian Federation.

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79. Modern educational technologies: classification, types of training (developmental, integrated, etc.); methods in pedagogical technologies.
80. The concept of the pedagogical process and pedagogical activity.
81. Education (definition). Basic concepts of education.
82. Types of education.
83. The concept of personality and its structure: COURT and SDP.
84. Training (definition). Methods, functions and types of training.
85. Modern educational (pedagogical) technologies (definition): classification of pedagogical technologies.
86. The personality of the teacher in pedagogy: abilities and types of interaction.
87. Collaborative pedagogy and integrated learning in pedagogy.
88. Game technologies in pedagogy. Business games and role-playing games.
89. Education (definition) and educational process, goals and principles. Bearers of educational content, educational levels of the Russian Federation.
90. Problematic learning and developmental learning in pedagogy.
91. Case method and the method of "brainstorming" in pedagogy.
92. Training (definition). Forms of training organization: individual-group and class-lesson systems.
93. Author's schools in pedagogy and their criteria. Innovation in education.
94. Pedagogical communication, styles and levels.
95. School of Amonashvili. Waldorf pedagogy.
96. The structure of pedagogical activity.
97. Education (definition): goals, objectives and functions. Education methods.
98. Education (definition) and educational process, goals and principles.
99. Carriers of educational content, education levels of the Russian Federation.
100. Problematic learning and developmental learning in pedagogy.

#### 10. SELF-STUDY WORK OF STUDENTS


№	Name of the section / subject	Types of SSW	Total number of hours	Current control
<b>Section 1. Psychology</b>				
1	Topic 1. Introduction to psychology	<ul style="list-style-type: none"> <li>• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline;</li> <li>• Preparation for testing</li> </ul>	2	Random check - current control in a practical lesson. Test Current control of knowledge.
2	Topic 2. Cognitive mental processes	<ul style="list-style-type: none"> <li>• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline;</li> <li>• Preparation for testing</li> </ul>	2	Random check - current control in a practical lesson. Test Current control of knowledge.
3	Topic 3. Thinking as a mental	<ul style="list-style-type: none"> <li>• Elaboration of educational</li> </ul>	2	Random check

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	process	material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing		- current control in a practical lesson. Test Current control of knowledge.
4	Topic 4. Consciousness	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
5	Topic 5. Emotional-volitional processes.	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
6	Topic 6. Intelligence	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing;	2	Random check - current control in a practical lesson. Test Current control of knowledge.
7	Topic 7. Temperament.	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
8	Topic 8. Personality	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
9	Topic9. Motivation	• Elaboration of educational material using the resources of educational, methodological and informational support of the	2	Random check - current control in a practical lesson. Test Current control of knowledge.

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		discipline; • Preparation for testing		
<b>Section 2. Pedagogy</b>				
1	Topic 10. Introduction to pedagogy	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
2	Topic 11. General patterns of development	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
3	Topic 12. The essence of education and its place in the integral structure of the educational process	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
4	Topic 13. Training and education	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
5	Topic 14. Modern educational technologies	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
6	Topic 15. Author's schools in pedagogy	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
7	Topic 16. The personality of the	• Elaboration of educational	2	Random check - current

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	teacher in pedagogy	material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing		control in a practical lesson. Test Current control of knowledge.
8	Topic 17. Features of pedagogical communication	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
9	Topic 18. Junogy	• Elaboration of educational material using the resources of educational, methodological and informational support of the discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.

## 11. EDUCATIONAL-METHODICAL AND INFORMATION SUPPORT OF DISCIPLINE

### a) List of recommended literature

#### a) Core reading:

1. Psychology and pedagogy in 2 hours. Part 1. Psychology: a textbook for universities / VA Slastenin [and others]; under the general editorship of V. A. Slastenin, V. P. Kashirin. - Moscow: Yurayt Publishing House, 2021. -- 230 p. - (Higher education). - ISBN 978-5-534-01837-0. - Text: electronic // Educational platform Yurayt [site]. - URL: <https://urait.ru/bcode/470517>

2. Psychology and pedagogy in 2 hours. Part 2. Pedagogy: a textbook for universities / VA Slastenin [and others]; under the general editorship of V. A. Slastenin, V. P. Kashirin. - Moscow: Yurayt Publishing House, 2021. -- 374 p. - (Higher education). - ISBN 978-5-534-01839-4. - Text: electronic // Educational platform Yurayt [site]. - URL: <https://urait.ru/bcode/470518>

#### b) Supplementary reading:

1. Gurevich PS Psychology and pedagogy: Textbook and workshop for universities / Gurevich Pavel Semenovich; Gurevich P.S. - 3rd ed. ; per. and add. - Moscow: Yurayt, 2021. -- 429 p. - (Higher education). - URL: <https://urait.ru/bcode/468993>


2. Knyazev, EA History of pedagogy and education: textbook and workshop for universities / EA Knyazev. - Moscow: Yurayt Publishing House, 2021. -- 505 p. - (Higher education). - ISBN 978-5-534-02881-2. - Text: electronic // Educational platform Yurayt [site]. - URL: <https://urait.ru/bcode/469412>

3. Stolyarenko, L. D. Fundamentals of psychology and pedagogy: textbook for universities / L. D. Stolyarenko, V. E. Stolyarenko. - 4th ed., Rev. and add. - Moscow: Yurayt Publishing House, 2021. -- 134 p. - (Higher education). - ISBN 978-5-534-09450-3. - Text: electronic // Educational platform Yurayt [site]. - URL: <https://urait.ru/bcode/468539>

#### c) Educational and methodical literature

1. Mitin SN Psychology and pedagogy: educational and methodological recommendations for the discipline for students in all areas of training (bachelor's degree, specialty) / SN Mitin, AV Martynenko; UISU, FGNiST, Department of Psychology and Pedagogy. - Ulyanovsk: UISU, 2019. - Title. from the screen; Unpublished resource. - Text: electronic. - URL: <http://lib.ulsu.ru/MegaPro/Download/MObject/4525>



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*З.И. Дубинина* 0017 Стаховкина Д.С. Стахов  
 The position of the worker scientific library Full name signature data

**c) Software: is not provided in this discipline**

For the educational process in this discipline, a stationary PC classroom is required with the following software installed:

- operating environment OS Windows / Linux;
- office suite Microsoft Office.
- Statistica package.

**d) Professed data base, directory and search systems:**

1. E-library ULSU. Access mode:: <http://lib.ulsu.ru/MegaPro/Web>
2. ELS "Consultant of a student". Access mode:: <http://www.studentlibrary.ru/pages/catalogue.html>.

AGREED:


Согласовано:  
*Зам. ректора УЛСУ* | *Климова Д.В.* | *Т.И. Стахов*

**11. EDUCATIONAL AND METHODOICAL AND INFORMATION SUPPORT OF DISCIPLINE**

**12. SPECIAL CONDITIONS FOR STUDENTS WITH DISABILITIES**

Training students with disabilities is carried out taking into account the peculiarities of psychophysical development, individual capabilities and health of such students. Education of students with disabilities can be organized in conjunction with other students, and separately. If necessary, students from among persons with disabilities (at the request of the student) may be offered one of the following options for the perception of information, taking into account their individual psychophysical characteristics:


- for persons with visual impairment: in printed form in large print; in the form of an electronic document; in the form of an audio file (translation of educational materials into audio format); in printed form in Braille; individual consultations with the involvement of a special translator; individual tasks and consultations.
- for persons with hearing impairment: in printed form; in the form of an electronic document; video materials with subtitles; individual consultations with the assistance of a sign language interpreter; individual tasks and consultations.
- for persons with musculoskeletal disorders: in printed form; in the form of an electronic document; in the form of an audio file; individual tasks and consultations."

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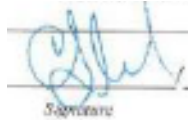

- if it is necessary to use partially or exclusively remote educational technologies in the educational process, the organization of work of teaching staff with students with disabilities is provided in an electronic information and educational environment, taking into account their individual psychological characteristics


Developer

\_\_\_\_\_ Assistant professor \_\_\_\_\_ / \_\_\_\_\_ Mitina T.S \_\_\_\_\_ / \_\_\_\_\_  
 The position of the worker                      Full name                      signature                      data

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LIST OF CHANGES of  
Educational plan of discipline  
Speciality 31.05.01. «General medicine»

Content of the change or a link to the attached text of the	Full name of the head of the Department developing the discipline	Signature	Date
Introduction of changes to item C) Professional databases, information and reference systems item 11 "Educational, methodological and information support of the discipline" with the design of Appendix 1	Mitin S.Yu	 Signature	31.08.2022
Introduction of changes to item A) Recommended Literature item 11 "Educational, methodological and information support of the discipline" with the design of Appendix 2	Mitin S.Yu	 Signature	31.08.2022

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## EDUCATIONAL-METHODICAL AND INFORMATION SUPPORT OF DISCIPLINE

### Psychology and pedagogy

#### a) List of recommended literature

##### Core reading:

1. Borozdina, G. V. Psychology and pedagogy: a textbook for universities / G. V. Borozdina. — 2nd ed., corrected. and additional - Moscow: Yurayt Publishing House, 2022. - 477 p. - (Higher education). - ISBN 978-5-9916-2744-3. — Text: electronic // Educational platform Urayt [website]. — URL: <https://urait.ru/bcode/488681>

2. Stolyarenko, L. D. Fundamentals of psychology and pedagogy: a textbook for universities / L. D. Stolyarenko, V. E. Stolyarenko. - 4th ed., revised. and additional - Moscow: Yurayt Publishing House, 2021. - 134 p. - (Higher education). — ISBN 978-5-534-09450-3. — Text: electronic // Educational platform Urayt [website]. — URL: <https://urait.ru/bcode/468539>

##### Supplementary reading:

1. Akimov, S. S., Borodina O. Yu., Sudakova O. N. Psychology and Pedagogy: textbook. - 2nd ed. - St. Petersburg: St. Petersburg State University of Industrial Technologies and Design, 2020. - 206 p. - ISBN 978-5-7937-1929-2. - Text: electronic // Digital educational resource IPR SMART: [website]. — URL: <https://www.iprbookshop.ru/118414.html>

2. Gurevich P. S. Psychology and pedagogy: Textbook and workshop for universities / Gurevich Pavel Semenovich; Gurevich P. S. - 3rd ed. ; per. and additional - Moscow: Yurayt, 2021. - 429 p. - (Higher education). - URL: <https://urait.ru/bcode/468993>

##### Educational and methodical literature

1. Mitin SN Psychology and pedagogy: educational and methodological recommendations for the discipline for students in all areas of training (bachelor's degree, specialty) / SN Mitin, AV Martynenko; UISU, FGNiST, Department of Psychology and Pedagogy. - Ulyanovsk: UISU, 2019. - Title. from the screen; Unpublished resource. - Text: electronic. - URL: <http://lib.ulsu.ru/MegaPro/Download/MObject/4525>

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##### Software: is not provided in this discipline

For the educational process in this discipline, a stationary PC classroom is required with the following software installed:

- operating environment OS Windows / Linux;
- office suite Microsoft Office.
- Statistica package.

##### Professed data base, directory and search systems:

1. E-library ULSU. Access mode: <http://lib.ulsu.ru/MegaPro/Web>

2. ELS "Consultant of a student". Access mode:: <http://www.studentlibrary.ru/pages/catalogue.html>

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