УТВЕРЖДЕНО

решением Ученого совета Института медицины, экологии и физической культуры УлГУ
от «16» мая 2024, протокол №9/260
Председатель _____ /Машин В.В./
(подпись, расшифровка подписи)
«16» мая 2024

EDUCATIONAL PLAN

Discipline	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

the code of the direction (specialty), full name

Orientation (profile/specialty) not provided

full name

Form of training_____ full-time _____

full-time, part-time, part-time (specify only those that are being implemented)

Date of introduction into the academic process at Ulyanovsk State University 01.09.2024 г.

Revised at the Department meeting, Record No. _____of _____ «_____» 20__
Revised at the Department meeting, Record No. _____of _____ «_____» 20__
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Information about developers:

Full name	Abbreviation of Department	Academic, degree, title
Mitina Tatiana Sergeevna	Psychology and Pedagogy	Ph.D. assistant professor

Agreed	Agreed
Head of department Humanities and Social Technologies	Head of the graduating Department
_____/_____Mitin S.N._____/	/Vize-KhripunovaM.A._/
Signature Full name	Signature Full name
16.05.2024 г.	16.05.2024 г.

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 tasksand 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, Modernmedical 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:
UC-3 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; - trends in the development of the world historical and pedagogical process, especially

	the current stage of development of education in the world; - the basics of educational activities of specialists in the field of psychology and pedagogy; - methodology of pedagogical and psychological research of educational problems in the context of a personality-oriented approach; to be able to: - systematically analyze and choose educational and educational concepts; - use the methods of psychological and pedagogical diagnostics to solve professional problems; - take into account the different contexts (social, cultural, national, personal) in which the processes of learning, upbringing and socialization take place; - 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; to own to: - ways of orientation in professional sources of information (magazines, websites, educational portals); - ways of providing psychological and pedagogical support and accompaniment; - ways to prevent deviant behavior and offenses; - ways of interaction with other subjects of the educational process; - ways of design and innovation activities in education; - ways of establishing contacts and maintaining interaction with subjects of the educational process in a multicultural educational environment;
UC-4 Able to use modern communication technologies, including in foreign language (s), for academic and professional	to know: - methods of conducting business communication in oral and written forms in the state language of the Russian Federation - principles and methods of business communication in oral and written forms to be able to: - to identify to carry out business communication in oral and written forms in

	the state language of the Russian Federation to own to: Own: - an algorithm for the execution and implementation of business communication in oral and written forms in the state language of the Russian Federation
UC-6 Able to determine and implement the priorities of his own activity and ways to improve it based on self-esteem and lifelong education	to know: - methods of managing your time, building and implementing a trajectory of self-development based on the principles of education throughout life - manage your time, build and implement a trajectory of self-development based on the principles of lifelong education in a professional environment. - control over the management of your time, build and implement a trajectory of self-development based on the principles of education throughout life to be able to: - use the knowledge gained and manage your time, build and implement a trajectory of self-development based on the principles of education throughout life to own to: - 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
UC-9 Able to use basic defectological knowledge in social and professional spheres	to know: - theories and technologies of teaching, upbringing and defectological knowledge in the social sphere of personality development, accompanying the subjects of the pedagogical process; - methods of psychological and pedagogical study of students and defectological knowledge in social spheres; - ways of interaction of the teacher with various subjects of the pedagogical process; - features of social partnership in the education system; - ways of professional self-knowledge and self-development; to be able to: - to create a pedagogically expedient and psychologically safe educational environment, taking into account defectological knowledge 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

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 72)		
	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.

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			Interactive classes	Self-study work	
		lect.	pract.cl.	Laboratory work			
1	2	3	4	5	6	7	8
Section 1. Psychology							
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, 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
Section 2. Pedagogy							
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, 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
Total	**72**	**18**	**18**			**36**	

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.

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.

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 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.

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.?

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.

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

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.

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

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.

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 XVIIXVIIIc. 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?
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 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.

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
	Section 1. Psychology			
1	Topic 1. Introduction to psychology	• 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 2. Cognitive mental 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.
3	Topic 3. Thinking as a mental 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 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	2	Random check - current control in a practical lesson. Test

		informational support of the discipline; • Preparation for testing;		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 discipline; • Preparation for testing	2	Random check - current control in a practical lesson. Test Current control of knowledge.
Section 2. Pedagogy				
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 teacher 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.
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.

Ministry of science and high education RF Ulyanovsk State University		Form Form		
Faculty of Medicine named after Biktimirov T.Z., IMEiPC				
F-Educational plan of the discipline				

EDUCATIONAL-METHODICAL AND INFORMATION SUPPORT OF DISCIPLINE
a) List of recommended literature
Core reading:

1. Агирбов С. Р. Psychology and pedagogy = Психология и педагогика: учеб. пособие для иностранных студентов-медиков англоязычного отделения : Tutorial for Foreign Medical Students of the English Medium / С. Р. Агирбов, Л. В. Айдинова, С. В. Знаменская. - Ставрополь : СтГМУ, 2020. - 244 с. - ISBN 9785898226534. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : https://www.books-up.ru/ru/book/psychology-and-pedagogy-14877086/

2. Васильева Е. Ю. Communication and patient education = Общение и обучение пациентов: учеб. пособие для студентов-медиков : a manual for medical students / Е. Ю. Васильева. - Архангельск : СГМУ, 2016. - 175 с. - ISBN 9785917022390. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : https://www.books-up.ru/ru/book/communication-and-patient-education-13301471/

Supplementary reading:

1 Бойко С. Л. Basics of psychology and pedagogy = Основы психологии и педагогики : учебно-методическое пособие для студентов учреждений высшего образования, обучающихся по специальности 1-79 01 01 «Лечебное дело» : Manual for the Medical Faculty for International Students / С. Л. Бойко. - Гродно : ГрГМУ, 2020. - 148 с. - ISBN 9789855952894. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : https://www.books-up.ru/ru/book/basics-of-psychology-and-pedagogy-11960328/

2. Болучевская В. В. Psychology and Pedagogy = Психология и педагогика: учебно-методическое пособие для иностранных студентов медицинских вузов : guide manual for foreign medical students / В. В. Болучевская, О. И. Шутова. - Волгоград : ВолгГМУ, 2021. - 204 с. - Текст : электронный // ЭБС "Букап" : [сайт]. - URL : https://www.books-up.ru/ru/book/psychology-and-pedagogy-12472125/

Educational and methodical literature:

1. Mitina T. S. Methodical instructions for organizing independent work of students in the discipline «Psychology and pedagogy» for specialty 31.05.01 «General medicine» / T. S. Mitina; Ulyanovsk State University. - Ulyanovsk : UlSU, 2022. - 22 p. - Неопубликованный ресурс; На англ. яз. - URL: http://lib.ulsu.ru/MegaPro/Download/MObject/11628. - Режим доступа: ЭБС УлГУ. - Текст : электронный.

AGREED:

Leading Specialist / _Стельбульников Стас_ 20.04.2024

The position of the worker scientific library   Full name   signature   data

б) Программное обеспечение:

- Операционная система Windows;

- Пакет офисных программ Microsoft Office.

в) Профессиональные базы данных, информационно-справочные системы

1. Электронно-библиотечные системы:

1.1. Цифровой образовательный ресурс IPRsmart : электронно-библиотечная система : сайт / ООО Компания «Ай Пи Ар Медиа». - Саратов, [2024]. – URL: http://www.iprbookshop.ru. – Режим доступа: для зарегистрир. пользователей. - Текст : электронный.

1.2. Образовательная платформа ЮРАЙТ : образовательный ресурс, электронная библиотека : сайт / ООО Электронное издательство «ЮРАЙТ». – Москва, [2024]. - URL: https://urait.ru . – Режим доступа: для зарегистрир. пользователей. - Текст : электронный.

1.3. База данных «Электронная библиотека технического ВУЗа (ЭБС «Консультант студента») : электронно-библиотечная система : сайт / ООО «Политехресурс». – Москва, [2024]. – URL: https://www.studentlibrary.ru/cgi-bin/mb4x. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.4. Консультант врача. Электронная медицинская библиотека : база данных : сайт / ООО «Высшая школа организации и управления здравоохранением-Комплексный медицинский консалтинг». – Москва, [2024]. – URL: https://www.rosmedlib.ru. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.5. Большая медицинская библиотека : электронно-библиотечная система : сайт / ООО «Букап». – Томск, [2024]. – URL: https://www.books-up.ru/ru/library/ . – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.6. ЭБС Лань : электронно-библиотечная система : сайт / ООО ЭБС «Лань». – Санкт-Петербург, [2024]. – URL: https://e.lanbook.com. – Режим доступа: для зарегистрир. пользователей. – Текст : электронный.

1.7. ЭБС Znanium.com : электронно-библиотечная система : сайт / ООО «Знаниум». - Москва, [2024]. - URL: http://znanium.com . – Режим доступа : для зарегистрир. пользователей. - Текст : электронный.

2. КонсультантПлюс [Электронный ресурс]: справочная правовая система. / ООО «Консультант Плюс» - Электрон. дан. - Москва : КонсультантПлюс, [2024].

3. eLIBRARY.RU: научная электронная библиотека : сайт / ООО «Научная Электронная Библиотека». – Москва, [2024]. – URL: http://elibrary.ru. – Режим доступа : для авториз. пользователей. – Текст : электронный

4. Федеральная государственная информационная система «Национальная электронная библиотека» : электронная библиотека : сайт / ФГБУ РГБ. – Москва, [2024]. – URL: https://нэб.рф. – Режим доступа : для пользователей научной библиотеки. – Текст : электронный.

5. Российское образование : федеральный портал / учредитель ФГАУ «ФИЦТО». – URL: http://www.edu.ru. – Текст : электронный.

6. Электронная библиотечная система УлГУ : модуль «Электронная библиотека» АБИС Мега-ПРО / ООО «Дата Экспресс». – URL: http://lib.ulsu.ru/MegaPro/Web. – Режим доступа : для пользователей научной библиотеки. – Текст : электронный.

Инженер ведущий   Щуренко Ю.В.   2024

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."

- 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 isprovided 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