

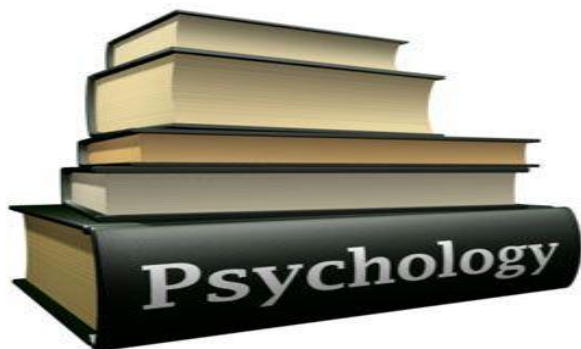
MINISTRY OF HEALTH OF UKRAINE
The Higher State Educational Department of Ukraine
«Ukrainian Medical Stomatological Academy»
The Chair of Ukrainian Studies and Humanities

V.I. Vladymyrova, E.N. Shevchenko, V.G. Yufymenko

FUNDAMENTALS OF PSYCHOLOGY.

FUNDAMENTALS OF PEDAGOGICS

TRAINING MANUAL
FOR THE FOREIGN STUDENTS
OF MEDICAL AND STOMATOLOGICAL DEPARTMENTS



POLTAVA – 2015

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THE HIGHER STATE EDUCATIONAL DEPARTMENT OF UKRAINE
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УДК 37.015.3+378.14
ББК 88+74]:5я73
Б57

Training manual were worked out by:

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Vladymyrova V.I., Shevchenko E.N., Yufymenko V.G.

Б57 Fundamentals of psychology. Fundamentals of pedagogics.
Training manual for the foreign students of medical and stomatological departments / Vladymyrova V.I., Shevchenko E.N., Yufymenko V.G. – Poltava, 2015. – 59 p.

Training manual on practical training for the students of medical and stomatological departments on basics of psychology and essentials of pedagogics were prepared according to the acting academic curriculum (2014).

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МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
ВИЩИЙ ДЕРЖАВНИЙ НАВЧАЛЬНИЙ ЗАКЛАД УКРАЇНИ
«УКРАЇНСЬКА МЕДИЧНА СТОМАТОЛОГІЧНА АКАДЕМІЯ»
Кафедра українознавства та гуманітарної підготовки

В.І. Владимірова, О.М. Шевченко, В.Г. Юфименко

ОСНОВИ ПСИХОЛОГІЇ. ОСНОВИ ПЕДАГОГІКИ

**НАВЧАЛЬНИЙ ПОСІБНИК
ДЛЯ ІНОЗЕМНИХ СТУДЕНТІВ
(АНГЛОМОВНА ФОРМА НАВЧАННЯ)
МЕДИЧНОГО ТА СТОМАТОЛОГІЧНОГО ФАКУЛЬТЕТІВ**



ПОЛТАВА – 2015

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В57

Навчальний посібник укладений:

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Навчальний посібник рекомендовано до друку Центральною методичною комісією вищого державного навчального закладу України «Українська медична стоматологічна академія» (протокол № 7 від 23.04.2015)

Владимірова В.І., Шевченко О.М., Юфименко В.Г.

В57 Основи психології. Основи педагогіки. Навчальний посібник для іноземних студентів (англомовна форма навчання) медичного та стоматологічного факультетів / Владимірова В.І., Шевченко О.М., Юфименко В.Г. – Полтава, 2015. – 59 с.

Навчальний посібник із підготовки до практичних занять для студентів медичного і стоматологічного факультетів із основ психології та основ педагогіки підготовлений відповідно до чинної навчальної програми (2014 р.).

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Tentative structure of the final test credit – module 1,5

<i>Subject</i>	<i>Number of hours</i>			
	Lectures	Seminars	Individual work	Including individual work
<i>Content of module. Fundamentals of psychology Fundamentals of pedagogics</i>				
1. Psychology as a science. It's subject, task and methods.	2	2		Preparation of survey of scientific material/ literature, announcement or abstract, or fulfillment of creative task
2. History of psychology development. Psychology and its connection with other sciences.			2	
3. Psyche and consciousness development.			1	
4. Basic directions in psychology. The theory about reflex nature, behaviorism, structural psychology, psychoanalytic direction.			2	
5. Psychological theories of the personality in foreign (V. James,			2	

<p>S. Freud, K. Yurg, A. Adler, Je. Fromm, etc.) and domestic (the cultural and historical theory of the identity of L. S. Vygotsky, the theory of the identity of S. Rubenstein, the theory of activity of the identity of M. Leontyev, the theory of the identity of B. Ananyev, the concept of the identity of G. Kostiuk, S. Maksimenk's concept) psychological science.</p>				
<p>6. The concept of personality. Personality and activities.</p>	<p>2</p>			
<p>7. Personality psychology and activity. Communication as a specific kind of activity.</p>		<p>2</p>		

<p>8. Characteristics of the main features of attention, sensation and perception. The concept and characteristics of memory, thought and imagination.</p>	2	2		
<p>9. Concept of groups.</p>			2	
<p>10. Physiological mechanisms of informative and emotional-volitional processes, temperament, character.</p>			2	<p>Preparation of survey of scientific material/ literature, announcement or abstract, or fulfillment of creative task</p>
<p>11. Psychological theories of memory (associative, activity, physiological and biochemical), thinking (I. Sechenov, L. Vygotsky, S. Rubenstein, P. Galperin, G. Kostyuk's theory) and</p>			2	

emotional (Ch. Darwin, James-Lang's theories, Kennona- Barda, etc.).				
12. Characteristics of emotional- volitional personality. Individual and typological properties of the personality.	2	2		
13. General characteristic of main categories of pedagogics.	2	2		
14. History of pedagogics development. Modern pedagogics concepts in Ukraine.			2	
15. The notion of personality in psychology. Personality development and education.			2	
16. Features of pedagogical activity in the course of			1	

education and training of different age groups.				
17. Structure of education. Pedagogics of the higher school as branch of modern education.			1	
18. National higher school and Bologna Process.			2	Preparation of survey of scientific material/ literature, announcement or abstract, or fulfillment of creative task
19. Education in the different countries of the world.			2	
20. Educational process and its characteristic (intellectual, moral, labor, physical, family training).			1	
21. The standard of speech as a psychology and pedagogical problem (lexicon, ways of mastering the standard of speech, self-expression of the personality in			1	

speeches, education of the standard of speech of the doctor).				
Total hours:	10	10	25	
Credits ECTS – 1,5				

SUBJECT PLAN OF LECTURES

№	Subject	Hours
1	Subject of Psychology and its Tasks.	2
2	The concept of personality. Personality and activities.	2
3	Characteristics of the main features of attention, sensation and perception. The concept and characteristics of memory, thought and imagination.	2
4	Characteristics of emotional-volitional personality. Individual and typological properties of the personality.	2
5	General characteristics of the main categories of pedagogy.	2
TOTAL:		10

THEMATIC PLAN OF SEMINARS

№	Theme:	Hours
1.	Object, methods of psychological science. Methods of psychological research.	2
2.	Personality psychology and activity. Communication as a specific kind of activity.	2
3.	Psycho-individual characteristics of attention, sensation and perception. Psycho-individual characteristics of memory, thinking, imagination.	2
4.	Characteristics of emotional-volitional personality. Individual and typological properties of the personality.	2
5.	General characteristics of the main categories of pedagogy.	2
TOTAL:		10

RECOMMENDATIONS CONTENT

Module 1. Fundamentals of psychology.

Fundamentals of pedagogy

Specific purposes of psychology :

- to master definition of psychology as a science, main stages of its development;
- to analyze areas of psychology and its connections with other sciences;
- to classify methods of scientific and psychological research;
- to differentiate functions of psyche and forms of its manifestation;
- to explain formation, historic development and structure of consciousness;
- to analyze psychological structure of personality;
- to show role, place of activity and communication in professional life of a doctor;

- to distinguish social groups and to interpret interpersonal relations within them;
- to summarize reasons for conflicts occurrence and to determine styles of behavior in conflict situation;
- to explain specificity of cognitive, emotional and volitional processes, and to ground their meaning in doctor's practice;
- to analyze peculiarities of psychic cognitive processes development, formation of emotional and volitional sphere of personality and its individual and typological differences;
- to define individual and psychological differences of personality by their manifestation in activity and communication.

Principal goals of pedagogy :

- to master pedagogics as a science, main stages of its development;
- to classify methods of scientific and pedagogic research;

- to demonstrate connection of pedagogics with medicine, to show the place of medical pedagogics in the structure of modern science;
- to determine main categories of pedagogics, show connection between them;
- to interpret and to take into consideration age peculiarities in doctor's practice;
- to explain why education and upbringing are so important in formation of harmoniously developed personality;
- to ground the meaning of pedagogics in person's life and doctor's practice;
- to demonstrate knowledge of basic tasks and peculiarities of medic and pedagogic activity.

Seminar 1

THEME: *Psychology as a science. It's subject, task and methods*

PURPOSE: Notion of psychology, subject and main tasks. History of development of psychology: main stages. Principal tendencies of development of the present-day psychology. Notion of psychics and its functions. Main forms of psyche manifestation, their interconnection. Genesis and development of psyche. Psyche and consciousness. Historic development of the human consciousness. Structure of consciousness. Notion of the unconscious. Structure of contemporary psychology. Characteristics of the main areas of psychological knowledge. Medical psychology. Connection of psychology with other sciences. Psychology and pedagogy. Importance of psychological knowledge in doctor's practice.

General notion about psychological research methods. Principal requirements for psychological methods. Psychological methods classification. Characteristic of the main methods: observation, introspection (self-observation), experiment. Characteristic of additional methods: test, questioning, conversing, surveying, analysis of activity products.

PRACTICE OUTLINE :

1. Teacher's introductory word (subject and aims of psychology).
2. Questioning and checking up students' theoretical knowledge and practical skills.
3. Getting familiarized with organization of psychological support in Ukraine and abroad.
4. Getting acquainted with methods of questioning, surveying, observing, qualitative analysis and processing of actual material.

BASIC THEORETICAL QUESTIONS:

1. Notion about psychology as a science (subject of studies, tasks of psychology).
2. Psychology development stages.
3. Main fields of psychology.
4. Connection of psychology with other sciences.
5. Importance of psychological knowledge in doctor's practice.
6. Principal methods of psychological studies:
 - observation and introspection (self-observation);
 - experiment (laboratory, natural) and their characteristics.
7. Additional methods (questioning, conversing, surveying, interviewing, psychological testing) and their characteristics.

Questions for self-studying:

1. Principal directions of the foreign psychology:
 - psychoanalysis;

- behaviorism;
 - Gestalt psychology;
 - humanistic psychology;
2. General tendencies of the present-day psychology.
 3. Main requirements for psychological methods.

Control and self-control questions:

1. What is the subject of psychology?
2. What psychic states and personality features do you know?
3. What are the main tasks of the modern psychology?
4. What is consciousness and what are its indications?
Give psychological characteristic to the human's consciousness.
5. What kind of connection is between the conscious and unconscious?
6. How does the unconscious manifest itself in psychic characteristics, processes and states of a person?

7. Name theoretical and practical fields of psychology.
8. What is the essence of the main psychological directions: behaviorism; Gestalt psychology; Freudianism, analytical and humanistic psychology?
9. What is specific about psychological research methods?
10. Give characteristics to the four groups of methods (according to B. G. Ananiyev) that exist in modern psychology.
11. What methods are considered to be the main in psychological practice?
12. What is the essence of the experiment method?
13. What peculiarities are typical for natural and laboratory experiments?
14. What is the main point of the observation method?
15. What kind of tests do you know? What is their essence?

16. Give general characteristics of the psychodiagnostic methods.
17. Name main requirements for using psychological research methods.
18. What are advantages and disadvantages of each method of psychological research?
19. Do you agree with the thought stating that only a behavior that is being observed can be described impartially?

Seminar 2

THEME: *Personality psychology and activity.*
Communication as a specific kind
of activity

AIM: General notion about personality. Modern psychological theories on personality. Psychological structure of personality. Biological and social aspects in personality. Correlation of notions „human being”, „individual”, „personality” and „individuality”. Personality’s activity and its sources. Purposefulness of personality and its sources. Needs and motives, their types. Purposes and interests. Ideals and convictions, personality’s outlook. Self-esteem. Level of personality claims (demands). Main factors and conditions for personality formation. Formation of personality of a doctor.

Notion of activity. Purpose and motives of activity. Structure of activity. Principal types of

activity, their development in men. Knowledge, abilities, skills, habits. Doctor's activity and formation of professional abilities and skills.

P R A C T I C E O U T L I N E :

1. Introductory teacher's word and checking up students' theoretical knowledge and practical skills.
2. Demonstrative clinical analysis of patients in borderline conditions with evaluation of premorbid type of personality, determination of reaction types and their correlation with conclusions on results of experimental and psychological research.
3. Getting acquainted with experimental and psychological methods of studies of personality (MMPI-profile of personality, Aisenk's individual questionnaire, Ketel, the Rorshakh test, TAV, method of uncompleted sentences, etc.).

BASIC THEORETICAL QUESTIONS :

1. Notion “human being”, “individual”, “individuality” and “personality”.
2. Psychological definition of notion of personality.
3. Notion of structure of personality (psychic type, dynamic tendencies, abilities (talents), etc.)
4. Sensitivity (sensory organization) as personality’s quality.
5. Keeness of observation and attentiveness as the quality of personality.
6. Intellectual and memory qualities of personality.
7. Emotional properties of personality.
8. Moral and volition qualities of personality.
9. Dynamic characteristics of personality (needs, inclination, interests, values, ideals, purposefulness, convictions, outlook, etc.).
10. Formation and upbringing of personality, role of biological and social factors.

11. Notion of a harmonious personality, accentuation and psychopathy.
12. Notion of activeness, passivity, frustration, derivation, repressiveness and aggressiveness, personal reaction.
13. Principal methods of personality research.

Q u e s t i o n s f o r s e l f - s t u d y i n g :

1. Types of highest nervous activity and personality.
2. Importance of social factors and upbringing in personality formation.
3. Psychoanalytical model of personality.

C o n t r o l a n d s e l f - c o n t r o l q u e s t i o n s :

1. What are the main qualities of personality in psychology?
2. In what does social essence of personality reveal itself?

3. What in personality is stipulated/determined by its biological nature?
4. How do notions of “personality” and “individuality” correlate with each other?
5. Can we call any man “a personality”? Individuality? If not, then why?
6. What elements compose personality’s structure?
7. What factors influence on personality formation?
8. What is directedness (purposefulness) of personality?
9. What elements form substructure of personality directedness?
10. Give classification of needs and motives. What is it based on?
11. Does activity have an impact on psychic development of personality? How exactly?
12. What is activity and what is its structure?
13. What is knowledge, abilities, skills?
14. What influences on formation of professional abilities and skills?

Seminar 3

THEME: Psycho-individual characteristics of attention, sensation and perception.

Psycho-individual characteristics of memory, thinking, imagination

PURPOSE: General characteristics of perception processes. Notion of sensations (feelings). Physiological basis of sensations. Principal peculiarities of sensations. Sensitivity of analyzers, thresholds of sensations. Classification and variety of sensations. Pain sensations. Individual differences of sensations, their diagnostics.

Notion of perception. Physiological ground of perception. Characteristics of main peculiarities of perception. Types of perception. Notion of illusion and hallucination. Individual differences of

perception, their diagnostics. sensations and perception in professional doctor's activity.

Notion of memory. Psychological theories of memory. Classification of types of memory and their interconnection. Characteristics of main memory processes. Memorizing, conditions for information saving. Reproduction and its variety. Forgetting and its reasons. Individual differences of memory, their diagnostics and development. Memory in doctor's practice.

Notion of attention as special form of psych activity. Physiological ground of attention. Classification of types of attention. Characteristics of main peculiarities of attention. Individual differences of attention. Inattention and its reasons. Importance of attention in professional doctor's activity.

Notion of thinking and understanding its specificity in comparison with direct sensitive reflection. Social nature of thinking. Main theories of thinking. Psychological characteristics of thinking as

the process of tasks resolution. Notion of a problem situation. Mental operations as basic mechanisms of thinking. Logical forms of thinking. Classification of thinking types. Individual peculiarities of thinking, their diagnostics and development. Manifestation of intellectual capacities in the doctor's practice.

Notion of imagination and its originality (peculiarity) in a cognitive process. Physiological ground of imagination. Imagination types classification, their characteristics. Dream as a special kind of imagination. Ways of creating images of imagination. Imagination/fantasy and personality. Imagination in doctor's professional activity.

PRACTICE OUTLINE :

1. Interview of the teacher with students and checking up their theoretical knowledge and practical skills.
2. Getting to know methods of experimental research of feeling and perception processes.

3. Getting familiarized with methods of experimental research of attention and memory.
4. Introductory teacher's word and checking up students' theoretical knowledge and practical skills.
5. Examination of patients with preserved and lowered intellect.
6. Getting acquainted with methods of experimental research of thinking process and intellect.
7. Teacher's summary.

BASIC THEORETICAL QUESTIONS :

1. Notion of cognitive psych processes.
2. Sensory-perceptual sphere as initial link of cognitive process.
3. Definition of the process of sensation.
4. Classification of the types of sensations (exteroceptors, interoceptors, proprioceptors).
5. Psychological characteristics of sensation (upper, lower and absolute threshold, adaptation, intensity, etc.).

6. Individual development of sensations.
7. Definition of the process of perception.
8. Psychological properties of perception (selectivity, apperception, comprehension (understanding), generalization (summarizing), etc.).
9. Types of perception (objective, spatial (related to space), temporal (related to time)).
10. Individual development of perception.
11. Notions about illusions and hallucinations.
12. Notion of memory.
13. Characteristics of the main memory processes.
14. Classification of types of memory and their interconnection.
15. Properties of memory (volume, quickness, extensiveness/width, precision/accuracy, readiness/preparedness).
16. Memory disorder (amnesia and its variety).
17. Notion of attention.
18. Classification of types of attention and their characteristics.

19. Characteristics of the main properties of attention.

20. Definition of thinking as a cognitive process.

Understanding of thinking, its specificity in comparison with direct sensitive reflection.

21. Principal theories of thinking in domestic/national psychology:

- I. M. Sechenov's theory of thinking (basic elements of thinking);
- L. S. Vygotsky's theory of thinking (process of speaking thinking);
- S. L. Rubinstein's theory of thinking (objective laws of analysis, synthesis and generalization (summary));
- P. Y .Galperin's theory of thinking (genetic approach in the theory of thinking);
- theory of thinking in Ukrainian psychological school (principal approaches and experimental facts in G. S. Kostiuk's works).

22. Intellectual operations as basic mechanisms of thinking (analysis, synthesis. comparison,

generalization, abstracting, concretization, classification).

23. Forms of thinking (imagination, notion, judgment, conclusion/deduction, conviction).

24. Main forms of thinking, their classification. Individual features of thinking (independence, width, depth, etc.).

Q u e s t i o n s f o r s e l f - s t u d y i n g :

1. Physiological mechanisms of sensation and perception processes.
2. Psychological theories of memory (associative, functional, physiological and biochemical).
3. Neurophysiologic mechanisms of thinking.
4. Research methods of thinking and intellect.

C o n t r o l a n d s e l f - c o n t r o l q u e s t i o n s :

1. What is the peculiarity of feelings as essential form of reality reflection?

2. By what principles are the feelings divided into variety of types? Characterize the main types of feelings. Give examples.
3. What are the main properties of feelings? Characterize them.
4. What is adaptation? What is the difference between adaptation and sensitization?
5. By what does perception differ from feelings?
6. Characterize the most important peculiarities of memory as a cognitive process? What psychological theories and mechanisms of memory do you know?
7. Give characteristics to the main memory processes.
8. What is memorizing and what are its main types? Understanding of notional and mechanical memorizing and their place and role in mastering knowledge.
9. What is reproduction, its types and role in learning processes?
10. What is forgetting, what are its reasons?

11. Characteristics of the main types of memory. How individual peculiarities of memory are manifested?
12. Characteristics of the main types of attention.
13. What is inattention? How can it be determined?
14. What are specific peculiarities of thinking as the highest form of cognitive activity?
15. What is particular about the indirect/mediated way of reality perception/cognition?
16. Explain the role of thinking in man's life and activity. Prove that thinking is deeper, fuller and more accurately reflects outer world than sensual/sensitive perception.
17. What is physiological basis of thinking? Give characteristics to the main thinking operations. Open the role of intellectual operations of thinking in medical practice.
18. By what principles is thinking divided into a variety of forms? The basics of the thinking forms classification.

19. Give characteristics and examples of the main types of thinking. Characterize peculiarities of judgments and conclusions.
20. Name individual characteristics of thinking. What thinking disorders do you know?

Seminar 4

THEME: *Characteristics of emotional-volitional personality. Individual and typological properties of the personality.*

AIM: Notion of temperament, its role in psychic activity and behavior. Main properties of temperament. Physiological grounds of temperament. Theories of temperament. Types of temperaments. Their psychological characteristics and diagnostics. Taking into consideration peculiarities of the patient's temperament in the doctor's practice.

Notion of character/temper, its connection with temperament. Physiological grounds of character. Structure of character. Classification of character traits. Formation of character. Character and man's individuality. Character and professional activity of a doctor.

Notion of abilities. Faculties as natural preconditions for abilities development. Types of abilities. Levels of development of abilities, individual differences of people's abilities, their diagnostics. Connection between temperament, character and abilities. Abilities in doctor's practice.

Notion of emotions and feelings/sensations. Psychological theories of emotions. Physiological ground of emotions and feelings. Expression of emotions and feelings. Forms of experience of emotions and feelings. Types of emotions. Types of feelings. Highest/superior feelings. Principal parameters of emotional process. Emotions and man's health. Taking into account patient's emotional state in the process of treatment. Role of emotional states in regulation of man's behavior and activity. Diagnostics of emotional sphere of personality.

Notion of will/volition. Physiological ground will. Psychological theories of will. Notion of voluntary and involuntary action. Simple and complicated will

actions, their analysis. Notion of will effort and will-power. Lack of will and its reasons. Basic will features of personality, their formation. Will capacities of a doctor and their importance in professional activity.

PRACTICE OUTLINE:

1. Introductory teacher's word and checking up students' theoretical knowledge and practical skills.
2. Getting acquainted with experimental and psychological methods of research of temperament.
3. Introductory teacher's word and checking up students' theoretical knowledge and practical skills.
4. Examination of patients without and with emotional disorders.
5. Examination of patients with voluntary activity disorders.
6. Getting familiarized with methods of experimental studies of emotions and will.

7. Teacher's summary.

BASIC THEORETICAL QUESTIONS:

1. Concept of temperament.
2. Physiological grounds of temperament.
3. Types of temperaments, their psychological characteristics.
4. Typological theories of temperament.
5. Positive and negative aspects of each type of temperament.
6. Remembering about specificity of the patient's temperament in medical practice.
7. Notion of character.
8. Natural preconditions of character (by I. P. Pavlov).
9. Structure of character and its qualities.
10. Classification of the character traits.
11. Typical and individual traits/features of character.
12. Formation of character.
13. Concept of abilities.
14. Biological and social aspects in abilities.

15. Levels of development of abilities (endowments/giftedness, talent, greatness).
16. Connection of temperament with character and abilities.
17. Definition of notion of emotion.
18. Characteristics of basic emotional states (mood, affect, passion, admiration, transitory affective states).
19. Classification of emotions. Emotions and person's needs.
20. Feelings and their types.
21. Characteristics of the main emotional peculiarities (excitability, impulsiveness, stability, quickness, strength and rhythm of emotional experience).
22. Individual development and upbringing/cultivating of emotions.
23. Emotional qualities of personality.
24. Emotional types of personality.
25. Definition of notion of will (voluntary activity).
Simple and complicated volition/will actions.

26. Individual development and upbringing/cultivating of will.
27. Volition qualities of personality.

Q u e s t i o n s f o r s e l f - s t u d y i n g :

1. Communication as specific form of activity.
2. Social groups.
3. Neurophysiologic mechanisms of emotions.
4. Limbic system of brain.
5. Anatomic and physiological peculiarities of voluntary activity.
6. Emotions and vegetative nervous system.

C o n t r o l a n d s e l f - c o n t r o l q u e s t i o n s :

1. How does temperament reveal itself? By what peculiarities of psychic activity is temperament characterized?
2. Explain physiological grounds of temperament.

3. Name types of temperament and give their psychological characteristics.
4. Give definition of character. What is the structure of character? What is the difference between character and temperament?
5. How/where accentuation of man's character is manifested?
6. What does formation of character depend on?
7. What are abilities and what is their role in person's life and activity?
8. How/where abilities of personality are manifested?
9. What are the main components of abilities? What levels of abilities development do you know?
10. How are temperament, character and abilities connected with each other? How important are abilities in doctor's practice?
11. What is the difference between emotions and feelings?
12. By what signs/indicators can we affirm that a person is in the state of emotional agitation?

13. What emotional functions do you know?
14. Name psychological theories of emotions know by you.
15. Characterize types of emotions and feelings.
16. What is the role of feelings in the man's life? How do feelings influence on person's activity, its course and results?
17. Why do moral, intellectual and esthetic senses/feelings belong to the highest emotions?
18. What disorders of emotions and feelings do you know?
19. What is will, what is its nature? How important is will in person's life and activity? In what do the main functions of will manifest themselves?
20. What is the essential difference between voluntary and involuntary action?
21. What are the main stages of development of complex volition action?
22. Name volition/will qualities of personality.

Seminar 5

THEME: *General characteristics of the main categories of pedagogy.*

AIM: Concept of didactics, its subject and functions. Problems of modern didactics. Principal tasks of didactics. Criteria of didactics. Studying as an integral and two-way process, its subject, tasks and functions. Basic methods of studying, their choice and classification. Kinds, forms and means of studying, their classification. Psychological and pedagogic fundamentals of educational and cognitive activity. Peculiarity of pedagogic activity.

General characteristic of content of education. Notion of education and self-education. General characteristics of principles of education. National education content is reflected in curricula, programs and manuals. Pedagogics of high school, its subject and principal tasks. Essence and consistency of

studying at high school. Basic methods and forms of organization of studies at high school. Principles of control and evaluation of students' knowledge. Peculiarities of education in different countries of the world.

PRACTICE OUTLINE:

1. Introductory teacher's word and checking up students' theoretical knowledge and practical skills.
2. Demonstrative principles and methods of teaching. Methods of upbringing.
3. Discussion.
4. Summary.

BASIC THEORETICAL QUESTIONS:

1. Combination of process upbringing and teaching.
2. Didactic theory of education and teaching.
3. Principles and methods of teaching.
4. Content of education. Methods of upbringing.

5. Essence and Laws of Educational Process at the Higher School.
6. Necessity of Education.
7. Notion of didactics.
8. Essence of educational process.
9. Goals of studies.
10. Content of academic process.
11. Classification of regularities of studying.
12. System of didactic principles.
13. Diagnostics of studying.
14. Classification of studying methods.
15. Essence and content of learning methods.
16. Choice of studying methods.
17. Kinds of studies. Forms of studies.
18. Auxiliary/supportive forms of studying.
19. Peculiarities of upbringing process. Purposes and tasks of upbringing. Content of upbringing process. Diagnostics of upbringing.

Q u e s t i o n s f o r s e l f - s t u d y i n g :

1. What is the education?
2. Name the system of pedagogical sciences and definite a place HS pedagogics in it.
3. Describe the main social function of training at high school.
4. Define concept “psychological bases of process of studying”.
5. History of pedagogic science.
6. Development of personality in studying and upbringing processes.
7. Theory of upbringing.

C o n t r o l a n d s e l f - c o n t r o l q u e s t i o n s :

1. What represents training process? Choose the true one from the resulted definitions:
 - a) Training process consists of knowledge transfer to the trainees;

- b) Training process consists of knowledge mastering by trainees;
- c) Training process consists of knowledge management;
- d) Training process assumes control of knowledge, skills, and abilities mastering;
- e) Training process is a bilateral co-operative activity between teacher and students;
- f) Educational process is a bilateral operated process of cooperative activity between teachers and the pupils;
- g) Educational process is a bilateral operated directed process of co-operative activity between teachers and the pupils directed to intellectual development, formation of knowledge of trainees, development of their abilities.

2. Which signs characterize the process of training?

3. What is called didactics?

4. What are the functions of didactics?

5. What are the basic categories of didactics?

- 1) oral control;
- 2) written control;
- 3) individual questionnaire;
- 4) systematization;
- 5) written credit;
- 6) face-to-face exam;
- 7) oral credit;
- 8) emotional influence;
- 9) seminar employment;
- 10) case studies;
- 11) the programmed control;
- 12) self-checking;
- 13) mastering of knowledge;
- 14) tests;
- 15) examination.

6. What is learning?

7. What is the testing of learning?

8. Give classification of kinds of tests.

9. How do you understand the training principles?

10. What is the process of studying?

11. What indicators are characteristic for the process of studying?
12. What is didactics?
13. What are functions of didactics?
14. Give definitions of basic didactic criteria?
15. What is the content of academic process?
16. What is understood by the notions of regularity and law?
17. What are methods of studying?
18. What is the essence of conversation?
19. What is the difference between demonstration and illustration?
20. Peculiarities that characterize problem studying.

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