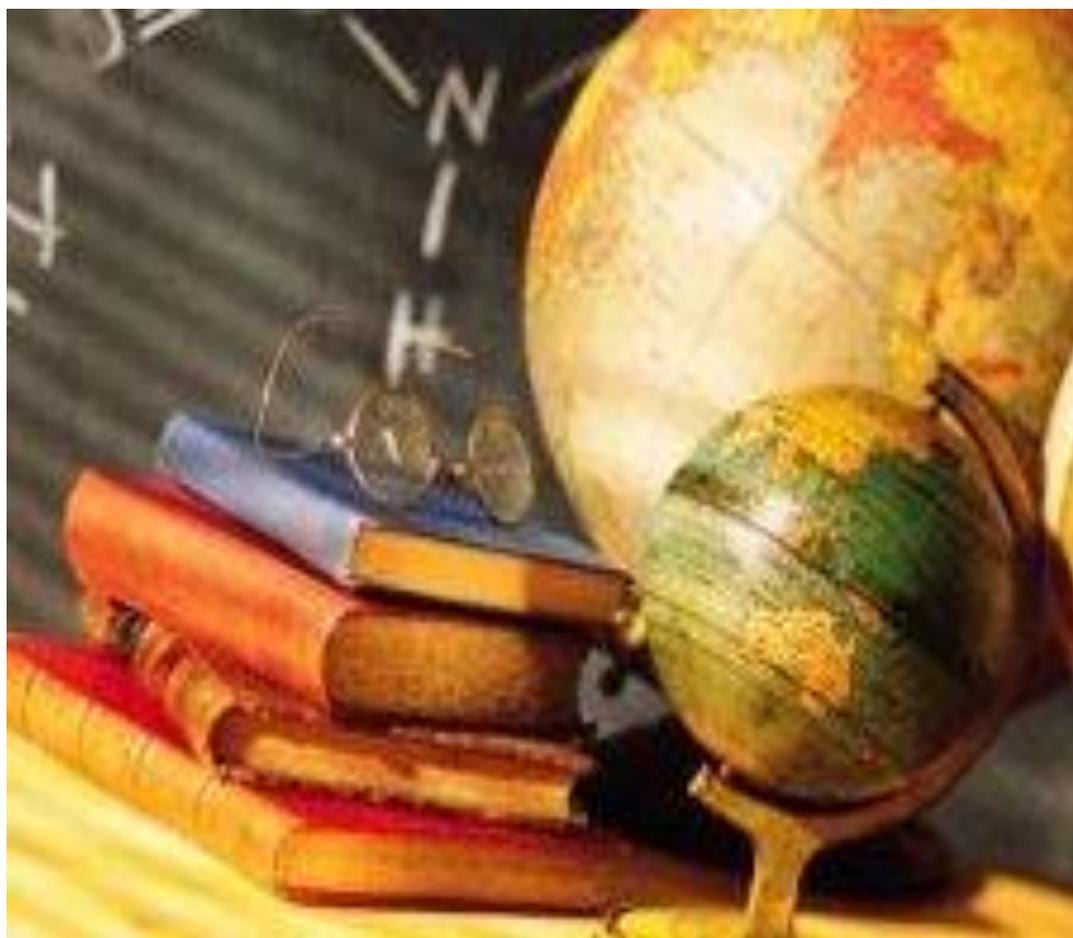


MINISTRY OF HEALTH OF UKRAINE  
The Higher State Educational Department of Ukraine  
«Ukrainian Medical Stomatological Academy»  
The Chair of Ukrainian Studies and Humanities

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

**BASICS OF PSYCHOLOGY.  
BASICS OF PEDAGOGICS**

**COURSE OF LECTURES FOR FOREIGN STUDENTS**



POLTAVA

УДК 37.015.3+378.14

ББК 88+74]:5я73

B57

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УДК 37.015.3+378.14

ББК 88+74]:5я73

## CALENDAR-THEMATIC PLAN

### of lectures

the course “Basics of Psychology. Basics of Pedagogy” for foreign students of the first year stomatological department

<b>№</b>	<b>TOPIC</b>	<b>HOURS</b>
1.	Subject of Psychology and its Tasks.	2
2.	The concept of personality. Personality and activities. Psychological compatibility and conflict in interpersonal relations. Consulting in the context of incurable disease, death. The concept of counseling, counseling skills, ethical principles. Features counseling those affected by the fighting.	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

## METHODICAL DEVELOPMENT OF LECTURE ON THE SUBJECT “BASICS OF PSYCHOLOGY. BASICS OF PEDAGOGICS”

<b>Subject</b>	<b>Basics of psychology. Basics of pedagogics.</b>
<i>Module № 1</i>	Basics of psychology
<i>Substantial module № 1</i>	Basics of psychology.
<i>Topic of lecture</i>	Subject of psychology and its tasks
<i>Course</i>	I
<i>Faculty</i>	Stomatological. Medical.

Number of class periods: 2 hours

### 1. Scientific and methodical justification of a subject

**Relevance of a subject:** the knowledge of this subject will help students to understand history of development of psychological science, importance of psychological preparation in practical activities of future doctor.

**2. Specific aims:** to find out essence of psychological science, its subject, tasks; emergence and development; communication of psychology with other sciences; the main tendencies of development of the psychological phenomena and knowledge in the modern world.

**3. Purposes of development of the identity of future expert:** awareness of the importance of psychology and pedagogical impact of the doctor by students on patients.

**4. Basic knowledge, abilities, skills necessary for studying of a subject:**

Names of the previous disciplines	Received skills
Biology	To classify methods of psychology and to know specifics of their application

### 5. Plan and organization of structure of lecture

№	Main stages of lecture	Type of Lecture. The Ways of students' activization. materials of methodical providing	Distribution of the time
1.	<b>Preparatory stage</b>	The knowledge of this subject will help students to understand history of development of psychological science, importance of psychological preparation in practical activities of future doctor. Specific aims: to find out essence of psychological science, its subject, tasks; emergence and development; communication of psychology with other sciences; the main tendencies of development of the psychological phenomena and knowledge in the modern world.	5 %
	<b>Main stage</b>	Introductory lecture	85%-90%

2.		<p>Plan</p> <ol style="list-style-type: none"> <li>1. Psychology as a Science.</li> <li>2. The Most Important Approaches (Schools) of Psychology.</li> <li>3. Methods of Psychology.</li> <li>4. Common Psychology and its Place in the Professional Activity of a Doctor.</li> </ol>	
3.	<b>Final stage</b>	<p>Recommended literature:</p> <ol style="list-style-type: none"> <li>1. <i>Muhina V.S. Vozrastnaya psychology // Phenomenology development: a textbook for university students zavedeniy. - M. : Izdat.Center. "Academy", 13th ed – -2011. – 656 p.</i></li> <li>2. Campbell, D. T., &amp; Stanley, J.C. (1963). <i>Experimental and quasi-experimental designs for research.</i> Chicago: Rand McNally.</li> <li>3. Heine, S. J. (2010). Cultural psychology. In S. T. Fiske, D. T. Gilbert, &amp; G. Lindzey (Eds.),</li> <li>4. <i>Handbook of social psychology</i> (5th ed., Vol. 2, pp. 14–64). Hoboken, NJ: John Wiley &amp; Sons.</li> <li>5. Nunnally, J. C. (1978). <i>Psychometric theory.</i> New York, NY: McGraw-Hill.</li> <li>6. Rosenthal, R., &amp; Fode, K. L. (1963). The effect of experimenter bias on the performance of the albino rat. <i>Behavioral Science</i>, 8, 183–189.</li> <li>7. Stangor, C. (2011). <i>Research methods for the behavioral sciences</i> (4th ed.). Mountain View, CA: Cengage.</li> <li>8. <a href="http://www.answers.com/topic/john-b-watson">http://www.answers.com/topic/john-b-watson</a>;</li> <li>9. <a href="http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca">http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca</a></li> <li>10. <a href="http://en.wikipedia.org/wiki/Freud">http://en.wikipedia.org/wiki/Freud</a></li> <li>11. <a href="http://en.wikipcdia.org/wiki/Wilhelm_Wundt">http://en.wikipcdia.org/wiki/Wilhelm_Wundt</a></li> </ol>	5 %

## 6. Content of lecture:

### 1. Psychology as a Science

**Psychology** is the scientific study of mind and behavior. The word psychology comes from Greek and consists of *psyche*, meaning life, and *logos*, meaning explanation.

**Psychology** is a field of knowledge about inner world of a person. It is one of the sciences of a human being.

**Subject of psychology** – is an activity of humans and psychic processes and abilities; **task** of psychology is to discover the laws of appearing development and precedence of medical activity of human, establishment of its psychical abilities, to figure out the life meaning of psychic and with its help to give better chances to control it. To form it in accordance of society's needs.

**Methods of psychology** – are the methods of spectating and experiment. Spectating becomes a method only if it does not only describe events and occurrences, but makes a step to explanation of their psychic nature. The essence of spectating is in not only the registration of facts but and in scientific explanation of reasons of them.

## 2. The Most Important Approaches (Schools) of Psychology

The first psychologists were philosophers, but the field became more empirical and objective as more sophisticated scientific approaches were developed and employed.

Some basic questions asked by psychologists include those about nature versus nurture, free will versus determinism, accuracy versus inaccuracy, and conscious versus unconscious processing.

**Structuralism.** Uses the method of introspection to identify the basic elements or structures of psychological experience.

Wilhelm Wundt, Edward B. Titchener.

**Functionalism.** Attempts to understand why animals and humans have developed the particular psychological aspects that they currently possess.

William James.

**Psychodynamic.** Focuses on the role of our unconscious thoughts, feelings, and memories and our early childhood experiences in determining behavior.

Sigmund Freud, Carl Jung, Alfred Adler, Erik Erickson.

**Behaviorism.** Based on the premise that it is not possible to objectively study the mind, and therefore that psychologists should limit their attention to the study of behavior itself.

John B. Watson, B. F. Skinner.

**Cognitive.** The study of mental processes, including perception, thinking, memory, and judgments.

Hermann Ebbinghaus, Sir Frederic Bartlett, Jean Piaget.

**Social-cultural.** The study of how the social situations and the cultures in which people find themselves influence thinking and behavior.

Fritz Heider, Leon Festinger, Stanley Schachter.

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**Early Psychologists.** The earliest psychologists were the Greek philosophers Plato and Aristotle. Plato believed that much knowledge was innate, whereas Aristotle thought that each child was born as an empty slate and that knowledge was primarily acquired through learning and experience.

**Structuralism.** Wundt's research in his laboratory in Leipzig on the nature of consciousness itself. Wundt and his students believed that it was possible to analyze the basic elements of the mind and to classify our conscious experiences scientifically. Wundt began the field known as structuralism of psychology whose goal was to identify the basic elements or structures of psychological experience. Its goal was to create a periodic table of the elements of sensations, similar to the periodic table of elements that had recently been created in chemistry.

Structuralists used the method of introspection to attempt to create a map of the elements of consciousness. Introspection involves asking research participants to describe exactly what they experience as they work on mental tasks, such as viewing colors, reading a page in a book, or performing a math problem. A participant who is reading a book might report, for instance, that he saw some black and colored straight and curved marks on a white background. In other

studies the structuralists used newly invented reaction time instruments to systematically assess not only what the participants were thinking but how long it took them to do so. Wundt discovered that it took people longer to report what sound they had just heard than to simply respond that they had heard the sound. These studies marked the first time researchers realized that there is a difference between the sensation of a stimulus and the perception of that stimulus, and the idea of using reaction times to study mental events has now become a mainstay of cognitive psychology.

Wilhelm Wundt and Edward Titchener helped create the structuralist school of psychology. Their goal was to classify the elements of sensation through introspection.

Perhaps the best known of the structuralists was Edward Bradford Titchener. Titchener was a student of Wundt who came to the United States in the late 1800s and founded a laboratory at Cornell University. In his research using introspection, Titchener and his students claimed to have identified more than 40,000 sensations, including those relating to vision, hearing, and taste.

An important aspect of the structuralist approach was that it was rigorous and scientific. The research marked the beginning of psychology as a science, because it demonstrated that mental events could be quantified. But the structuralists also discovered the limitations of introspection. Even highly trained research participants were often unable to report on their subjective experiences. When the participants were asked to do simple math problems, they could easily do them, but they could not easily answer how they did them. Thus the structuralists were the first to realize the importance of unconscious processes that many important aspects of human psychology occur outside our conscious awareness, and that psychologists cannot expect research participants to be able to accurately report on all of their experiences.

***Functionalism and Evolutionary Psychology.*** In contrast to Wundt, who attempted to understand the nature of consciousness, the goal of William James and the other members of the school of functionalism was to understand why animals and humans have developed the particular psychological aspects that they currently possess. For James, one's thinking was relevant only to one's behavior.

James and the other members of the functionalist school were influenced by Charles Darwin's (1809-1882) theory of natural selection, which proposed that the physical characteristics of animals and humans evolved because they were useful, or functional. The functionalists believed that Darwin's theory applied to psychological characteristics too. Just as some animals have developed strong muscles to allow them to run fast, the human brain, so functionalists thought, must have adapted to serve a particular function in human experience.

The functionalist school of psychology, founded by the American psychologist William James, was influenced by the work of Charles Darwin.

***Evolutionary psychology*** accepts the functionalists' basic assumption, namely that many human psychological systems, including memory, emotion, and personality, serve key adaptive functions. Evolutionary psychologists use evolutionary theory to understand many different behaviors including romantic attraction, stereotypes and prejudice, and even the causes of many psychological disorders.

A key component of the ideas of evolutionary psychology is fitness. Fitness refers to the extent to which having a given characteristic helps the individual organism survive and reproduce at a higher rate than do other members of the species who do not have the characteristic. Fitter organisms pass on their genes more successfully to later generations, making the characteristics that produce fitness more likely to become part of the organism's nature than characteristics that do not produce fitness. For example, it has been argued that the emotion of jealousy has survived over time in men because men who experience jealousy are more fit than men who do not. According to this idea, the experience of jealousy leads men to be more likely to protect their mates and guard against rivals, which increases their reproductive success.

Despite its importance in psychological theorizing, evolutionary psychology also has

some limitations. One problem is that many of its predictions are extremely difficult to test. Unlike the fossils that are used to learn about the physical evolution of species, we cannot know which psychological characteristics our ancestors possessed or did not possess; we can only make guesses about this. Because it is difficult to directly test evolutionary theories, it is always possible that the explanations we apply are made up after the fact to account for observed data. Nevertheless, the evolutionary approach is important to psychology because it provides logical explanations for why we have many psychological characteristics.

**Psychodynamic Psychology.** Perhaps the school of psychology that is most familiar to the general public is the psychodynamic approach to understanding behavior, which was championed by Sigmund Freud (1856 – 1939) and his followers. Psychodynamic psychology is an approach to understanding human behavior that focuses on the role of unconscious thoughts, feelings, and memories. Freud developed his theories about behavior through extensive analysis of the patients that he treated in his private clinical practice. Freud believed that many of the problems that his patients experienced, including anxiety, depression, and sexual dysfunction, were the result of the effects of painful childhood experiences that the person could no longer remember.

Sigmund Freud and the other psychodynamic psychologists believed that many of our thoughts and emotions are unconscious. Psychotherapy was designed to help patients recover and confront their lost memories.

These and others who follow the psychodynamic approach believe that it is possible to help the patient if the unconscious drives can be remembered, particularly through a deep and thorough exploration of the persons early sexual experiences and current sexual desires. These explorations are revealed through talk therapy and dream analysis, in a process called psychoanalysis.

The founders of the school of psychodynamics were primarily practitioners who worked with individuals to help them understand and confront their psychological symptoms. Although they did not conduct much research on their ideas, and although later, more sophisticated tests of their theories have not always supported their proposals, psychodynamics has nevertheless had substantial impact on the field of psychology, and indeed on thinking about human behavior more generally. The importance of the unconscious in human behavior, the idea that early childhood experiences are critical, and the concept of therapy as a way of improving human lives are all ideas that are derived from the psychodynamic approach and that remain central to psychology.

**Behaviorism** is a school of psychology that is based on the premise that it is not possible to objectively study the mind, and therefore that psychologists should limit their attention to the study of behavior itself. Behaviorists believe that the human mind is a black box into which stimuli are sent and from which responses are received. They argue that there is no point in trying to determine what happens in the box because we can successfully predict behavior without knowing what happens inside the mind. Furthermore, behaviorists believe that it is possible to develop laws of learning that can explain all behaviors.

The first behaviorist was the American psychologist John B. Watson (1878 – 1958). Watson was influenced in large part by the work of the Russian physiologist Ivan Pavlov (1849 – 1936), who had discovered that dogs would salivate at the sound of a tone that had previously been associated with the presentation of food. Watson and the other behaviorists began to use these ideas to explain how events that people and other organisms experienced in their environment (stimuli) could produce specific behaviors (responses). For instance, in Pavlov's research the stimulus (either the food or, after learning, the tone) would produce the response of salivation in the dogs.

In his research Watson found that systematically exposing a child to fearful stimuli in the presence of objects that did not themselves elicit fear could lead the child to respond with a fearful behavior to the presence of the stimulus. In the best known of his studies, an 8-month-old boy named Little Albert was used as the subject. Here is a summary of the findings:

The boy was placed in the middle of a room; a white laboratory rat was placed near him and he was allowed to play with it. The child showed no fear of the rat. In later trials, the researchers made a loud sound behind Alberts back by striking a steel bar with a hammer whenever the baby touched the rat. The child cried when he heard the noise. After several such pairings of the two stimuli, the child was again shown the rat. Now, however, he cried and tried to move away from the rat.

In line with the behaviorist approach, the boy had learned to associate the white rat with the loud noise, resulting in crying.

The behaviorists made substantial contributions to psychology by identifying the principles of learning. Although the behaviorists were incorrect in their beliefs that it was not possible to measure thoughts and feelings, their ideas provided new ideas that helped further our understanding regarding the nature-nurture debate as well as the question of free will. The ideas of behaviorism are fundamental to psychology and have been developed to help us better understand the role of prior experiences in a variety of areas of psychology.

**Cognitive psychology** is a field of psychology that studies mental processes, including perception, thinking, memory, and judgment. These actions correspond well to the processes that computers perform.

Although cognitive psychology began in earnest in the 1960s, earlier psychologists had also taken a cognitive orientation. Some of the important contributors to cognitive psychology include the German psychologist Hermann Ebbinghaus (1850 – 1909), who studied the ability of people to remember lists of words under different conditions, and the English psychologist Sir Frederic Bartlett (1886 – 1969), who studied the cognitive and social processes of remembering. Bartlett created short stories that were in some ways logical but also contained some very unusual and unexpected events. Bartlett discovered that people found it very difficult to recall the stories exactly, even after being allowed to study them repeatedly, and he hypothesized that the stories were difficult to remember because they did not fit the participants' expectations about how stories should go. The idea that our memory is influenced by what we already know was also a major idea behind the cognitive-developmental stage model of Swiss psychologist Jean Piaget (1896 – 1980). Other important cognitive psychologists include Donald E. Broadbent (1926 – 1993), Daniel Kahneman (1934), George Miller (1920), Eleanor Rosch (1938), and Amos Tversky (1937 – 1996).

Cognitive psychologists work to understand how people learn, remember, and make judgments about the world around them.

**Social-Cultural Psychology.** A final school, which takes a higher level of analysis and which has had substantial impact on psychology, can be broadly referred to as the social-cultural approach. The field of social-cultural psychology is the study of how the social situations and the cultures in which people find themselves influence thinking and behavior. Social-cultural psychologists are particularly concerned with how people perceive themselves and others, and how people influence each others behavior. For instance, social psychologists have found that we are attracted to others who are similar to us in terms of attitudes and interests, that we develop our own beliefs and attitudes by comparing our opinions to those of others , and that we frequently change our beliefs and behaviors to be similar to those of the people we care about a process known as conformity.

An important aspect of social-cultural psychology are socialnormsthe ways of thinking, feeling, or behaving that are shared by group members and perceived by them as appropriate . Norms include customs, traditions, standards, and rules, as well as the general values of the group. Many of the most important social norms are determined by the culture in which we live, and these cultures are studied by cross-cultural psychologists. A culture represents the common set of social norms, including religious and family values and other moral beliefs, shared by the people who live in a geographical region . Cultures influence every aspect of our lives, and it is not inappropriate to say that our culture defines our lives just as much as does our evolutionary experience.

### Main stages of psychology evolution

Stage IV	Psychology as a science of the facts, regularities and mechanisms of psyche	It was formed on the basis of philosophy of dialectal materialism; the foundation of the modern psychology is a theory of environment reflection.
Stage III	Psychology as a science of behaviour	It comes from the XX-th century; the main objective of psychology is observing everything what can be seen; therefore it is behaviour, deeds and reaction of a man. But the motives are left out of account.
Stage II	Psychology as a science of consciousness	It appeared in the XVII-th century due to the develioment of natural philisophy. Capacity of thinking feeling, wanting was called consciousness. Observing a man and describing the facts were considered to be the main research methods.
Stage I	Psychology as a science of a soul	This definition of psychology has existed for more than 2 thousand years. With the help of a soul it was tried to explain many unknown facts in a human life.

### 3. Methods of Psychology.

**Method** is a way, made or means of scientific perception of psychic events and its regularities.

Psychologists use the scientific method to generate, accumulate, and report scientific knowledge.

Basic research, which answers questions about behavior, and applied research, which finds solutions to everyday problems, inform each other and work together to advance science.

Research reports describing scientific studies are published in scientific journals so that other scientists and laypersons may review the empirical findings.

Organizing principles, including laws, theories and research hypotheses, give structure and uniformity to scientific methods.

Concerns for conducting ethical research are paramount. Researchers assure that participants are given free choice to participate and that their privacy is protected. Informed consent and debriefing help provide humane treatment of participants.

A cost-benefit analysis is used to determine what research should and should not be allowed to proceed.

Descriptive, correlational, and experimental research designs are used to collect and analyze data.

Descriptive designs include case studies, surveys, and naturalistic observation. The goal of these designs is to get a picture of the current thoughts, feelings, or behaviors in a given group of people. Descriptive research is summarized using descriptive statistics.

Correlational research designs measure two or more relevant variables and assess a relationship between or among them. The variables may be presented on a scatter plot to visually show the relationships. The Pearson Correlation Coefficient ( $r$ ) is a measure of the strength of linear relationship between two variables.

Common-causal variables may cause both the predictor and outcome variable in a correlational design, producing a spurious relationship. The possibility of common-causal variables makes it impossible to draw causal conclusions from correlational research designs.

Experimental research involves the manipulation of an independent variable and the measurement of a dependent variable. Random assignment to conditions is normally used to create initial equivalence between the groups, allowing researchers to draw causal conclusions.

#### 4. Common Psychology and its Place in the Professional Activity of a Doctor

***Biopsychology and neuroscience.*** This field examines the physiological bases of behavior in animals and humans by studying the functioning of different brain areas and the effects of hormones and neurotransmitters on behavior.

Most biopsychologists work in research settings for instance, at universities, for the federal government, and in private research labs.

***Clinical and counseling psychology.*** These are the largest fields of psychology. The focus is on the assessment, diagnosis, causes, and treatment of mental disorders.

Clinical and counseling psychologists provide therapy to patients with the goal of improving their life experiences. They work in hospitals, schools, social agencies, and in private practice. Because the demand for this career is high, entry to academic programs is highly competitive.

Medical psychology studies psychological aspects of activity of a doctor and behavior of a patient. It can be divided on neuropsychology, which studies the correlation of psychic and physiology; psychopharmacology, which studies the influence of healing herbs on human psychic; psychotherapy, which studies and uses the methods of influence on human psychic and psycho hygiene which develops method of keeping the psychical health. Medical psychology grounds on knowing the laws of human psychic.

***Cognitive psychology.*** This field uses sophisticated research methods, including reaction time and brain imaging to study memory, language, and thinking of humans.

Cognitive psychologists work primarily in research settings, although some (such as those who specialize in human-computer interactions) consult for businesses.

***Developmental psychology.*** These psychologists conduct research on the cognitive, emotional, and social changes that occur across the lifespan.

Many work in research settings, although others work in schools and community agencies to help improve and evaluate the effectiveness of intervention programs such as Head Start.

***Forensic psychology.*** Forensic psychologists apply psychological principles to understand the behavior of judges, attorneys, courtroom juries, and others in the criminal justice system.

Forensic psychologists work in the criminal justice system. They may testify in court and may provide information about the reliability of eyewitness testimony and jury selection.

***Health psychology.*** Health psychologists are concerned with understanding how biology, behavior, and the social situation influence health and illness.

Health psychologists work with medical professionals in clinical settings to promote better health, conduct research, and teach at universities.

***Industrial-organizational and environmental psychology.*** Industrial-organizational psychology applies psychology to the workplace with the goal of improving the performance and well-being of employees.

There are a wide variety of career opportunities in these fields, generally working in businesses. These psychologists help select employees, evaluate employee performance, and examine the effects of different working conditions on behavior. They may also work to design equipment and environments that improve employee performance and reduce accidents.

***Personality psychology.*** These psychologists study people and the differences among them. The goal is to develop theories that explain the psychological processes of individuals, and to focus on individual differences.

Most work in academic settings, but the skills of personality psychologists are also in demand in business for instance, in advertising and marketing. PhD programs in personality psychology are often connected with programs in social psychology.

***School and educational psychology.*** This field studies how people learn in school, the effectiveness of school programs, and the psychology of teaching.

School psychologists work in elementary and secondary schools or school district offices

with students, teachers, parents, and administrators. They may assess childrens psychological and learning problems and develop programs to minimize the impact of these problems.

***Social and cross-cultural psychology.*** This field examines peoples interactions with other people. Topics of study include conformity, group behavior, leadership, attitudes, and person perception.

Many social psychologists work in marketing, advertising, organizational, systems design, and other applied psychology fields.

***Sports psychology.*** This field studies the psychological aspects of sports behavior. The goal is to understand the psychological factors that influence performance in sports, including the role of exercise and team interactions.

Sports psychologists work in gyms, schools, professional sports teams, and other areas where sports are practiced.

## **7. Material for activization of students during lecture, questions, tasks, problem situations, illustrative material.**

Presentation

### **8. Materials for self-training of students for lecture**

1. Prepare one of the three presentations: “Wilhelm Wundt”, “Sigismund Freud”, “John B. Watson”. Be ready to answer the questions: What country did they live and work in? What is their principal contribution to scientific psychology? What do you know about their role in the development of psychology?
2. Write an essay of about 150 words on the branch of psychology. In your essay you are supposed not only to analyse the characteristic features of that branch but also to state whether you would like to specialize in that branch or not and to give reasons for your positive or negative decision.
3. Find and write down to your dictionary the meaning of these words: behavior, thought-process, emotion, motivation, relationship, potential, pathology, spirit, soul, contribution, prediction.

### **9. The recommended literature:**

1. Classics in Psychology. Edited by Thorne Shipley. – New York, 1961.
2. Endler N. S. Persons, situations, and their interactions. In A. I. Rabin, J. Aronoff, A. M. Barclay, R. A. Zucker (Eds.). Further explorations in personality. – New York : Wiley, 1981.
3. Gleitman Henry. Basic Psychology // Henry Gleitman. – New York, London. 1992.
4. Lamie J. T. The psychology of personality : An epistemological inquiry // J. T. Lamie. – New York : Columbia University Press, 1987.
5. Maksymenko S. General psychology // Sergey Maksymenko. – Vinnytsya, Nova knyha, 2005.
6. Mische I. W. Introduction to personality // I. W. Mische. – New York : Holt, Rinehart and Winston, 1976.

Methodical development  
of lecture prepared

## METHODICAL DEVELOPMENT OF LECTURE ON THE SUBJECT “BASICS OF PSYCHOLOGY. BASICS OF PEDAGOGICS”

<b>Subject</b>	<b>Basics of psychology. Basics of pedagogics.</b>
<i>Module № 1</i>	Basics of psychology
<i>Substantial module № 1</i>	Basics of psychology.
<i>Topic of lecture</i>	The concept of personality. Personality and activities.  Psychological compatibility and conflict in interpersonal relations. Consulting in the context of incurable disease, death. The concept of counseling, counseling skills, ethical principles. Features counseling those affected by the fighting.
<i>Course</i>	I
<i>Faculty</i>	Stomatological. Medical.

Number of class periods: 2 hours

### 1. Scientific and methodical justification of a subject

**Relevance of a subject:** the knowledge of this subject will help students to understand psychological theories of the personality in domestic and foreign psychology

**2. Specific aims:** to consider psychological theories of the personality in foreign and domestic psychology.

**3. Purposes of development of the identity of future expert:** awareness of the importance of psychology and pedagogical impact of the doctor by students on patients.

### 4. Basic knowledge, abilities, skills necessary for studying of a subject:

Names of the previous disciplines	Received skills
Biology	To classify methods of psychology and to know specifics of their application.

### 5. Plan and organization of structure of lecture

№	Main stages of lecture	Type of Lecture. The Ways of students' activization. materials of methodical providing	Distribution of the time
1.	<b>Preparatory stage</b>	The knowledge of this subject will help students to understand psychological theories of the personality in domestic and foreign psychology.	5 %

		Student may consider psychological theories of the personality in foreign and domestic psychology.	
2.	<b>Main stage</b>	<p>Introductory lecture Plan</p> <ol style="list-style-type: none"> <li>1. <i>The concept of personality.</i></li> <li>2. <i>Psycho-analytic, trait, social-cognitive and humanistic theories of personality.</i></li> <li>3. <i>Factors influencing personality development.</i></li> <li>4. <i>Psychological adaptation and its mechanisms.</i></li> <li>5. <i>The role of a shock in forming of adaptive and disadaptive reactions.</i></li> <li>6. <i>Mechanisms of psychological protection.</i></li> </ol>	85%-90%
3.	<b>Final stage</b>	<p>Recommended literature:</p> <ol style="list-style-type: none"> <li>1. History of Psychology [Электронный ресурс]. – Режим доступа : <a href="http://www.agape-biblia.org/plugins/pract-ministries/Lect201.htm">http://www.agape-biblia.org/plugins/pract-ministries/Lect201.htm</a></li> <li>2. Understanding Clinical Methods in Psychology [Электронный ресурс]. – Режим доступа : <a href="http://www.answers.com/Q/Different_methods_of_psychology">http://www.answers.com/Q/Different_methods_of_psychology</a></li> <li>3. Personality [Электронный ресурс]. – Режим доступа : <a href="http://en.wikipedia.org/wiki/Personality">http://en.wikipedia.org/wiki/Personality</a></li> <li>4. Personality models [Электронный ресурс]. – Режим доступа: <a href="http://changingminds.org/explanations/personality/personality.htm">http://changingminds.org/explanations/personality/personality.htm</a></li> </ol>	5 %

## 6. Content of lecture:

### 1. THE CONCEPT OF PERSONALITY

The term personality is used in a number of ways including the apparent features of a person. However, psychologists use it to refer to the **characteristic pattern of thinking, feeling and acting**. By characteristic pattern we mean the **consistent and distinctive ways our ideas, feelings and actions are organized**. When we talk about personality we usually refer to the totality or whole of the person. The enduring pattern expressed by the person in various situations is the hall mark of personality. The unique impression that a person makes on others is equally important in understanding personality. The concept of personality has been defined by psychologists in many ways.

No single theory is able to cover the total personality. The different theories approach the structure and functioning of personality from different positions. There are many theories of personality each provides different answers about the way they treat the issues about personality functioning. In the present lesson you will learn about four major theoretical perspectives of personality. They include psychoanalytic, trait, humanistic and social-cognitive perspectives.

## 2. PSYCHO-ANALYTIC, TRAIT, SOCIAL-COGNITIVE AND HUMANISTIC THEORIES OF PERSONALITY

### ❖ THE PSYCHOANALYTIC PERSPECTIVE

Founded by Sigmund Freud, this theory emphasizes the influence of the unconscious, the importance of sexual and aggressive instincts, and early childhood experience on a person. This theory has been very influential not only in psychology but also in literary circles, art, psychiatry and films. Many of Freud's ideas have become part and parcel of every day usage. Freud started his career as a neurologist. His theory developed in the course of his observations of his patients, as well as, self analysis. He used free association to help his patients recover forgotten memories.

Freud discovered that mind is like an iceberg and we have limited conscious awareness. Freud proposed that psychological forces operate at three levels of awareness:

**Conscious level:** The thoughts, feelings, and sensations that one is aware of at the present moment.

**Preconscious level:** It contains information of which one is not currently aware, however, they can easily enter conscious mind.

**Unconscious level:** It consists of thought, feelings, wishes, drives etc. of which we are not aware. It, however, influences our conscious level of activity.

Freud thought that unconscious material often seeks to push through to the conscious level in a disguised manner. It may be in a distorted manner and or it may take a symbolic form. Interpretation of dreams and free association were used for analysis of the three levels of awareness.

#### Personality Structure

We study personality in Freud's picture. Freud believed that human personality emerges due to a conflict between our aggressive and pleasure seeking biological impulses and the internalized social restraints against them. Thus, personality arises in the course of our effort to resolve the conflicts. To this end he proposed three structures which interact with each other: Id, Ego and Super Ego. Let us learn about these structures:

**Id:** It is the unconscious, irrational part of personality. It is the primitive part immune to morality and demands of the external world. It operates on the pleasure principle. It seeks immediate satisfaction.

**Ego:** It is involved with the workings of the real world. It operates on the **reality principle**. It is the conscious, and rational part of personality that regulates thoughts and behaviors. It teaches the person to balance demands of external world and needs of the person.

**Super Ego:** It is the internal representation of parental and societal values. It works as the voice of conscience, that compels the ego to consider not only the real but also the ideal. It judges one's behaviors as right or wrong, good or bad. Failing up to moral ideals bring about the shame, guilt, inferiority and anxiety in the person.

#### PERSONALITY DEVELOPMENT

On the basis of case-history of patients, Freud reached at a conclusion that personality development occurs through a sequence of psychosexual stages. In these stages the Id's pleasure seeking tendency focuses on different areas of body. Table 1 shows these stages.

**Table1:** *Stages of Psychosexual Development*

Stages	Focus of activity
Oral (0-18 months)	Pleasure centers in the mouth and leads to activities of sucking and biting etc.
Anal (18-36 months)	Pleasure centers on bowel and bladder elimination.
Phallic(4 to 6 years)	Pleasure center is genitals Touching and fondling of genitals give pleasure
Latency(7 to 11 years)	Children repress their sexual impulses and

Genital (From the onset of puberty)	channelize them into socially acceptable activities such as sports, arts. Pleasure zone is the genital. Maturation of sexual interests.
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❖ **THE TRAIT PERSPECTIVE**

Traits are characteristic behaviors and conscious motives. They represent a relatively stable and enduring predisposition to behave in a given way. Traits are frequently used in describing people. The focus of trait approach is very common and involves enumerating list of personal characteristics. Trait theories of personality identify, describe and measure individual differences. The apparent traits are called surface traits (e.g. happy, cordial). Contrary to this there are certain source traits.

Raymond Cattell developed a trait theory which has 16 source traits. He called them personality factors. Some of them are: Reserved-Outgoing, Serious-Happy-go-lucky, Practical-Imaginative and Relaxed-Tense.

Eysenck proposed a theory which classifies people in four types: introverted-neurotic, introverted- stable, extraverted- neurotic and extraverted- stable. In subsequent work Eysenck proposed psychoticism as another dimension of personality.

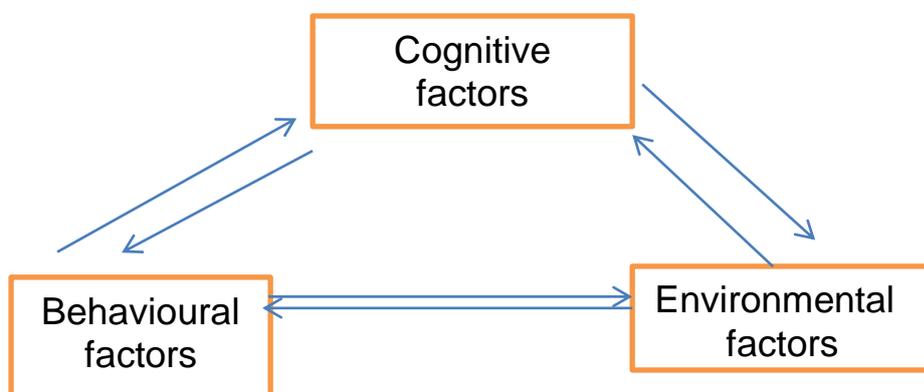
Recently McCrae and Costa have proposed a five factor model, comprising of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. Traits are used to describe behavior and make prediction.

However, human behavior is an outcome of interaction between traits and situations. Hence, the situations chosen and consistency in responding to situations indicate the value of traits.

It is said that the trait theories do not explain the personality of a person. They tell us little about the causes of individual difference, and the dynamic processes are neglected.

❖ **THE SOCIAL COGNITIVE PERSPECTIVE**

This perspective was developed by Albert Bandura. It views behavior as influenced by the interaction between persons and the social context. It is proposed that our thoughts and actions originate in the social world but it is essential to note that human beings have capacity for self-regulation and engage in active cognitive processes. Their interrelationships are shown in Fig.1



**Fig. 1** *Reciprocal determinism of Behaviors, Cognition and Environment*

Bandura developed the concept of self-efficacy which incorporates a person's cognitive skills, abilities and attitudes as represented in one's self-system. Self-efficacy indicates the degree to which one is convinced of the abilities and effectiveness in meeting the demands of a particular situation. The theory is based on laboratory research. However, the theory ignores the unconscious factors which may influence behavior. The theory also emphasizes the rational side of life while ignoring the emotional side.

The cognitive-social theory brings into focus the role of thought and memory in personality. We often find that the expectations and skills learned by people are very important in determining behaviors.

#### ❖ **THE HUMANISTIC PERSPECTIVE**

These theories propose that within each individual is an active creative force, often called “self”. This force seeks expression. It develops and grows. This perspective, also known as the third force, emphasizes on human potential and characteristics like self-awareness and free will. It views human beings as innately good. The conscious and subjective perception of self is considered very important. Carl Rogers and Abraham Maslow are the main proponents of the humanistic perspective.

Abraham Maslow proposed the idea of self actualized people. He proposed that human motives are arranged in a hierarchy of needs. Maslow notes that the self actualized people have realistic perception, are spontaneous, easily accept self and others, are creative, and enjoy and appreciate positive aspects of life, like privacy and independence.

Carl Rogers thinks that the basic human motive is actualizing tendency. It is the innate drive to maintain and enhance the human organism. Rogers observed that people are motivated to act in accordance with their self concept. They deny or distort the experiences that are contrary to their self-concept. The ideal condition for development is unconditional positive regard. His notion of a fully functioning individual is that the self-concept is flexible and evolving. It holds an optimistic view of human beings.

#### **ASSESSING HUMAN PERSONALITY**

In view of the fact that the knowledge about personality is useful in many settings researchers have developed a variety of tools for its assessment. These tools can be categorized into three types namely observational, self-report and projective.

The observational tools include interview, rating of a person in one or many situations. Projective tests are a special kind of test in which ambiguous material is used and the person whose personality is being tested has to give his or her own meaning or interpretation. Thus, it is expected that the personality of the examinee will be projected in the response given by him or her. Two of the famous projective tests are Rorschach Ink Blot Test and Thematic Apperception Test (TAT). In the Ink Blot test a person is shown a set of 10 symmetrical ink blots and asked to say what he or she sees in each of them. The response given is interpreted by the psychologist. In the TAT certain photographs are shown and the person has to develop a story describing the situation with regard to its past, present and future.

The story narrated by the person is coded and analyzed by the psychologist. It must be noted that the use and interpretation of various personality tests requires professional training.

#### **3. FACTORS INFLUENCING PERSONALITY DEVELOPMENT**

The development of personality of an individual takes place in a socio-cultural context. The particular potentialities with which a child is born may develop or become stunted depending on the way maturation takes place and the kind of experiences encountered by the person. In the process of growth and development people develop unique configuration of traits which lead to individual differences.

In this way one finds that personality formation is a complex process depending upon common and unique experiences on the one hand, and, genetic factors on the other. It has been indicated that there are stable ways in which specific situation trigger specific patterns of thought, feeling and behavior.

**(1) Genetic factors:** Almost all theorists consider heredity as a major determinant of personality. Some like Freud, view personality as purely biological.

However, others recognize the value of social and cultural factors. In fact it would be wrong to view the question in either or manner and give more emphasis to heredity or environment. Studies of behavior genetics suggest that most personality variables are 15 to 50 percent inheritable.

**(2) Early experience:** Most of the theorists of personality think that personality development is a continuous process. The early years play very important role in the shaping of personality. However, the immediate environment and experiences are also found to be of immense value.

**(3) Primary groups:** While explaining personality development family is found to play a critical role. The early relationships with members of family are particularly important. Freud thought that many of the problems during adult life are due to problematic child rearing practices leading to emotional disturbances. The sense of identity and relevance of appropriate modeling has been emphasized.

**(4) Culture:** People living in one culture often share similar practices, beliefs and values. The child is expected to learn to behave in the manner expected by the culture. For instance boys and girls are expected to show different sets of personality characteristics. The various occupational roles are also shaped by culture. However, the effect of culture may not be uniform for everyone belonging to that culture because they are transmitted through different ways and persons and people also have certain unique experiences.

#### 4. PSYCHOLOGICAL ADAPTATION AND MECHANISMS OF ADAPTATION

Psychological Adaptation – a state of harmony between internal needs and external demands and the processes used in achieving this condition. A psychological adaptation, also known as evolved psychological mechanism (EPM). It could serve a specific purpose, have served a purpose in the past, or be a side-effect of another EPM.

Mechanisms of adaptation are developed during the process of evolution and provide us opportunity to survive in conditions of continuously changing world. Adaptation – is a dynamical process due to which the moving systems of living organisms, despite changing conditions, can support themselves in proper order (are able to live and reproduce themselves).

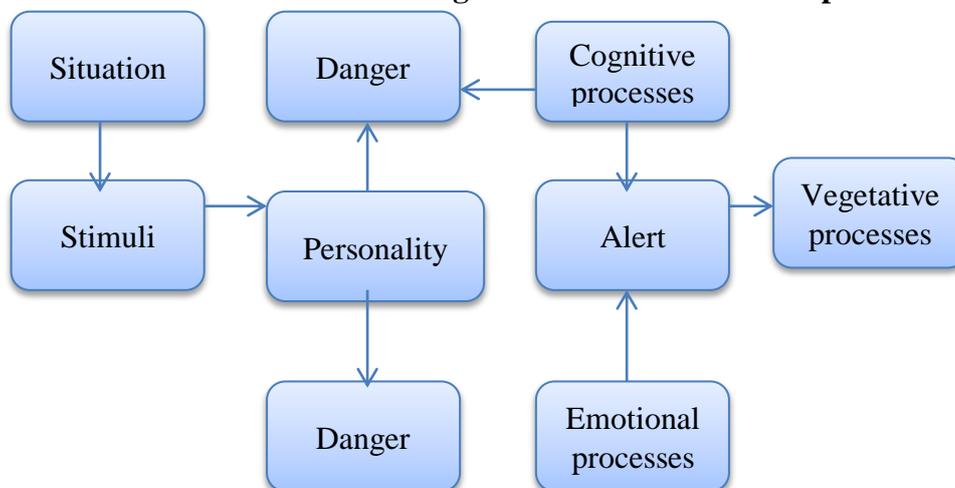
#### 5. THE ROLE OF A SHOCK IN FORMING OF ADAPTIVE AND DISADAPLIVE REACTIONS

Shock – is the stance of organism when normal adaptive reaction is not enough. It has specialized syndrome which consists from nonspecific reactions of organism. Shock is the reply of organism on irritators which can seriously hurt organism.

The main streak needed for the shock took place is feeling of danger which depends on:

1. Real situation
2. Personality's specialties
3. Experience

The following scheme can describe this process.



Alert – is a signal of adaptation dysfunction. The key functions of alert are defensive and motivative (like functions of pain) but pain reflects already existing danger in difference of alert which warns about danger.

Abnormal behavior – is caused by inner conflict of personality. And conflict is the result of shock.

## 6. MECHANISMS OF PSYCHOLOGICAL PROTECTION

There several types of these mechanisms like:

1. Oust – transfer the unpleasant minds to sub consciousness. But transferred material does not become forgotten and is able to get back to our consciousness.

2. Suppression – evading the minds which are unpleasant. (Like thinking about something else).

3. Projection – when person gives it's characteristic to another forgetting about the mistakes in their own experience. (We think that these feelings are not ours).

4. Regression – we activate our memory trying to remember something good or life before conflict.

5. Identification – following the examples of other people.

6. Sublimation – transforming unpleasant tendentious into socially good actions which are prized by society.

There are different ways to explain the meaning of personality.

**Personality** – socialized individ which reasonable transforms environment. **Individ** – is a representative of homo sapience, individually existing organism. **Individuality** – is a combination of the streaks and specialties of human. **Personality** – is not a reward. You can only become a personality. Personality in ontogenesis is formed very late.

Personality is defined by:

1. what and how it knows;
2. what and how it prizes;
3. what and how it creates;
4. with whom and how it communicates;
5. what hierarchy of its motives.

## 7. Material for activization of students during lecture, questions, tasks, problem situations, illustrative material.

Presentation

## 8. Materials for self-training of students for lecture

Prepare the presentations: Common Psychology and its role in professional activity of a doctor

## 9. The recommended literature:

1. History of Psychology [Электронный ресурс]. – Режим доступа : <http://www.agape-biblia.org/plugins/pract-ministries/Lect201.htm>
2. Understanding Clinical Methods in Psychology [Электронный ресурс]. – Режим доступа : [http://www.answers.com/Q/Different\\_methods\\_of\\_psychology](http://www.answers.com/Q/Different_methods_of_psychology)
3. Personality [Электронный ресурс]. – Режим доступа : <http://en.wikipedia.org/wiki/Personality>
4. Personality models [Электронный ресурс]. – Режим доступа: [http://changingminds.org/explanations/personality/](http://changingminds.org/explanations/personality/personality.htm) personality.htm

Methodical development  
of lecture prepared

Candidate of Pedagogical Science,  
Assistant E. N. Shevchenko -

## METHODICAL DEVELOPMENT OF LECTURE ON THE SUBJECT “BASICS OF PSYCHOLOGY. BASICS OF PEDAGOGICS”

<b>Subject</b>	<b>Basics of psychology. Basics of pedagogics.</b>
<i>Module № 1</i>	Basics of psychology
<i>Substantial module № 1</i>	Basics of psychology.
<i>Topic of lecture</i>	Characteristics of the main features of attention, sensation and perception. The concept and characteristics of memory, thought and imagination.
<i>Course</i>	I
<i>Faculty</i>	Stomatological. Medical.

Number of class periods: 2 hours

### 1. Scientific and methodical justification of a subject

**Relevance of a subject:** the knowledge of this subject will help students to understand psychological theories of memory, thinking and emotional.

**2. Specific aims:** to consider psychological theories of physiological mechanisms of memory, thinking and emotional.

**3. Purposes of development of the identity of future expert:** awareness of the importance of psychology and pedagogical impact of the doctor by students on patients.

### 4. Basic knowledge, abilities, skills necessary for studying of a subject:

Names of the previous disciplines	Received skills
Biology	To understand psychological theories of memory, thinking and emotional.

### 5. Plan and organization of structure of lecture

№	Main stages of lecture	Type of Lecture. The Ways of students' activization. materials of methodical providing	Distribution of the time
1.	<b>Preparatory stage</b>	The knowledge of this subject will help students to understand psychological theories of memory, thinking and emotional, to consider psychological theories of physiological mechanisms of memory, thinking and emotional.	5 %
2.	<b>Main stage</b>	Introductory lecture Plan 1. Concept, physiological bases and structure of attention. 2. General properties and reflex nature of senses. 3. Perception and its	85%-90%

		<p>classification.</p> <p>4. Physiological bases, types, processes of memory.</p> <p>5. Mentality (thinking) as the supreme form of cognitive activity.</p> <p>6. Thinking as an activity.</p> <p>7. Imagination as a specific type of activity. Physiological bases of imagination.</p> <p>8. Imagination as a "figurative mentality". Active role of imagination in problem situations and in conditions of deficit of information.</p>	
3.	<b>Final stage</b>	<p>Recommended literature:</p> <p>1. Genetic memory [Электронный ресурс]. – Режим доступа : <a href="http://en.wikipedia.org/wiki/Genetic_memory_(psychology)">http://en.wikipedia.org/wiki/Genetic_memory_(psychology)</a></p> <p>2. Imagination [Электронный ресурс]. – Режим доступа : <a href="http://en.wikipedia.org/wiki/Imagination">http://en.wikipedia.org/wiki/Imagination</a></p> <p>3. Introduction to thinking [Электронный ресурс]. – Режим доступа <a href="http://psychology.wikia.com/wiki/Introduction_to_thinking">http://psychology.wikia.com/wiki/Introduction_to_thinking</a></p> <p>4. Memory [Электронный ресурс]. – Режим доступа : <a href="http://psychology.about.com/od/memory/">http://psychology.about.com/od/memory/</a></p>	5 %

## 6. Content of lecture:

### 1. Concept, physiological bases and structure of attention.

**Attention** is a special form of psychic activity which becomes apparent in the consciousness attitude and concentration on the significant objects for personality, phenomena of the surrounding reality or one's own experiences.

According to the study of I. P. Pavlov and O. O. Uhtomskiy about higher neural activity, attention has a reflex character, it is a specific reaction of an organism to changes which take place in the surrounding reality or to appearance of the object and event that have vital importance for a man.

#### Types of attention

**Intentional attention** is knowingly directed and regulated by a person. It occurs when a man poses definite problems and works for a long period of time on their solution. The appearance of intentional attention is connected with the usage of volitional efforts.

**Unintentional attention** is provoked by the object and events without deliberate intention of a man to be attentive, thus attention is totally determined by the properties of an object. Strong unexpected sound, bright light, unusual things and other irritants can attract such kind of attention.

**Post-intentional attention** combines characteristics both of intentional and unintentional attention. It has purposeful character (as intentional attention does) does not require constant volitional efforts.

It is peculiar to all types of attention the following **properties**.

**Concentration** of attention is a capacity of a man in his/her activity to concentrate in the main things and digress from the secondary ones. It is a degree of concentration on an object.

**Persistence** of attention is a capacity of a man to concentrate for a more or less long period of time on a chosen object or activity. This property of attention is characterized by the time during which the man's activity preserves its purposefulness in spite of activity of foreign irritants.

**Distraction** is a property opposed to persistence. It lies in an incapacity of a man to direct his/her consciousness to a certain object for a long period of time.

Inattention is a continual switching from one object to the other.

**Attention volume** is a capacity of a man to reflect simultaneously in his/her brain more or less number of objects for a unit time. The average volume of attention is considered when a person can perceive 4-6 objects.

**Attention distribution** is a capacity of a man to manage to do several kinds of activity simultaneously and efficiently.

**Switch of attention** is a capacity of a man to proceed rapidly and precisely from one actions to others, from one objects to others.

Attention properties of a man are not inborn. They are product and development of a personality, a result of his/her education and upbringing.

Individual distinctions of people's attention are mainly explained by the difference in the conditions of their lives, education and upbringing.

The objective reality is reflected in our brains in different forms. The simplest form of its reflection are feelings.

## **2. Sense as a simple psychic process. Its properties.**

**Sensation** is an education psychic process which consists in the reflecting by the brain separate properties of objects and events of the objective reality and also states of an organism under their influence on the senses, or receptors.

The material organ of sense is an analyzer. The organs of sense of a man receive, select, accumulate information and transmit it to the brain.

Depending on the contact measure of the sense-organs with irritants one can distinguish **palpable, gustatory, pain** and **distant** (visual, auditory, olfactory) **sensitivity contact**. According to the position of receptors in the organism – on the surface, inside of the organism, in the muscles and tendons – there are different types of sensations. They are the following:

- the exteroceptive sensations - which reflect the characteristics of objects and phenomena of the outside world (vision, auditory, smell, taste sensations);

- the interoceptive sensations - that send information about the state of the internal organs (the sense of hunger; the sense of thirst; the sense of fatigue) to the brain;

- the proprioceptive sensations - they reflect the movements of the parts of the body and also the state of the body (kinesthetic and static sensations);

- the temperature sensations (which are the function of the special temperature analyzer that carries out heat regulation and exchange of the body with the environment) belong to independent sensations. The temperature sensations are part of tactile sensations.

## **3. Perception as a cognitive process. Its properties. Types of perception.**

**Perception** is a reflection in the consciousness of a man of the objects and events of the objective reality in general in consequence of their direct impact on the senses.

In the process of perception we do not just reflect something that sounds or smells, but we see the landscape, picture, hear the car horn, etc.

Depending on the content of the objects perception can be of the following **types**: perception of natural phenomenon, oral speech, pictures, music, movies, works of art, sport competitions, etc.

The perceived object exists in space, time and movement. All the objects of reality have shape, volume, position there is a distance among them. These properties of object are called

spatial. Thus, perception of object volume depends first of all on the volume of object image on retina.

Perception of space is a method of cognition of the object properties via eye, vestibular, moving and skin feelings. It is a complex process which is realized means of different analyzers.

Perception of time is a reflection of durability, consistency and speed of events which happened in the objective reality. Manipulating with different notions of time a man their help measure time. There is no special analyzers for time perception.

Perception of movements is a reflection of space transference of objects which are determined by their remoteness, velocity of transference during a definite period of time. The main role in perception of movement is played by eye and kinesthetic analyzers. These analyzers represent orientation and speed of object movements.

Illusion is an erroneous perception of the objective world which shows up under the influence of exterior irritants or disease state of neural system. Illusion can be provoked by different reasons: unfavourable condions environment (fog, darkness) defects in the organs of sense (deafness, myopia), tense expectation, emotional irritation and so on.

### **Main properties of perception are following:**

**Objectivity** is a perception property which shows up in comparison of vivid image of perception with certain object of the real world or event of the objective reality.

**Integrity** is a perception property which lies in the reflection of objects in the aggregate of their properties, structural unity of the components of perception, event if by a separate feature it is considered the object in its entirety versatility: by amell – substance, by shape – object, etc.

**Constancy** is a relative permanency of the object image of perception. Thus, constancy of object oerception consists in that we perceive the shape and volume regardless of its location relative to the eye. Thus, round objects are perceived as round objects in spite of that at certain angle they are displayed on retina in shape of ellipse.

**Comprehension** is an underatanging of the core of the perceiving object, its appointment, belonging to a definite group, class, category of objects: schools as educational establishments, parks as places for relaxation, sport ground as a place to go in for sport etc.

**Selectivity** is a perception property which is determined by incorrectness experience, interests, purposes and emotional states of a person, and consists in primary selectivity of one objects in comparison with the other ones.

**Apperception** is a property which lies in dependency of perception on the previous personal experience of a man, his/her knowledge, interests, urgent necessities.

### **4. Physiological bases, types, processes of memory.**

**Memory-** it's remembering, saving and recalling in mind of individual person his experience.

Processes of memory: remembering, saving, reproducing (recalling) and forgetting. Memory - it's important characteristic of person's mental (psychical) life. We can't say, that the role of memory - it's only fixing of past things. (An image of a past psychologists call ideas).And we can't imagine any actual action behind the process of memory, because a duration of any simple psychological act foresees the keeping of each its element for "coupling" it with another element.

Memory ensures the unity and integrity of human personality. For now scientists don't have one clear and finished theory of memory. The mechanisms and regularities ("laws") of memory can be described on the levels:

- psychological;
- neurophysiological;
- biochemical;
- kibernetical

## **Psychological theories of memory.**

The associative theory. The process of remembering is going with help of associations of adjoining, similarity and contrast.

The theory of two types of memory: mechanical (automatic) - memory of materia, and logical - memory of "spirit", that do not depend on materia.

The third theory of formation of links between different images we can explain not by material, that we try to learn, but by our intentions of work to this material.

### **Physiological theories.**

1. Pavlov's doctrine about formation of conventional temporary links -the theory of mechanisms of formation of individual person's experience, means theory of "remembering on the physiological level".

2. Physical theory - the passing of any nervous impulse through some groups of neurons leaves literally physical 'trace'.

3. The theory of neurons models - reflection of object is accompanied with specific action of impulse in corresponding groups of nervous cells, and it forms an object of perception as a strong space- time neuron structure.

### **Types of memory.**

1. By character of psychical activity - motional, emotional, figurative, verbally-logical.

2. By character of target of activity - voluntary and involuntary.

3. By the duration of fixation, saving of material - short-term, long-term and operative.

Motional (active) memory - it's remembering,, saving and reproducing of different actions, movements and their systems.

Emotional - memory of feelings and emotions.

Figurative (imaginary) - it's a memory of images, views of nature, pictures of life, sounds, smells, tastes.

Aidetical memory - it's a possibility to 'see', imagine an object or thing with its details, when this object is absent in reality.

Verbally-logical memory - it's thoughts, ideas, that couldn't exist without speech.

Involuntary- remembering and reproducing, which don't have a special intention to remember or reproduce something.

Voluntary - when we have this intention, processes of remembering and reproducing is going like special, mnemical actions.

There is a new division of short- and long-term memory. In contrast to long-term memory, which has a quality of long-term saving of material after frequent repeating, the short-term memory - it's a short-term saving of information after one time of its perception with immediate reproducing (in first seconds after perception).

Operative memory - mnemical processes, that service direct actual human's actions, operations (like when we "keep in mind" some intermediate results of arithmetics).

### **Processes of memory**

The base of division - it's different functions of memory in our life and our actions:

- remembering (fastening);
- reproducing (actualization, restoring);
- saving and forgetting. All these processes are interconnected.

Remembering - it's a memory process; because of it occurs a fastening of new information by the way of connecting this information to earlier knowledges. Remembering is

always selective. A human can remember the thing, which he works with.

Characteristics of remembering is detected by motives, targets and ways of person's activity.

A material, which takes place of the main target of activity, is remembered as better, as more profound links appears during the process. We can involuntary remember a material, that was provoked an active mind activity.

Voluntary remembering - it's a product of special mnemical actions, whose main target is really remembering. Quality of that action is connected to specialities of its targets, motives and ways of realization. One of rational way of remembering - it's making plans of understanding and remembering of material.

A big importance has a method of comparison, as the way of logical remembering.

Methods of classification and systematization are based on association of similarity and contrast.

Method of reverse link - it's a provoking associations. Method of reproducing.

Mnemical action (voluntary remembering) consist of such operations, as : orientation in whole material and its division on groups; establishing of relations between and in this groups.

Reproducing - it's a memory process, that helps to actualize fasted contents of mentality by the method of its extraction from long-term memory and transformation into the operative memory.

Types : cognition, really reproducing and recalling. A special place takes the memories - person's historical memory.

Recognition - it's a reproducing of some object in conditions of repeated perception. Without this process we'd every time percept the things, like new things.

Really reproducing: - occurs without repeated perception of object. It can occur voluntary and involuntary.

Reproducing can turn into recall, when voluntary reproducing occurs through active researchings and difficulties. The succes of recalling is depend on awareness of contents of reproducing task.

Memories - it's reproducing images of the past, that are located in time and space.

Forgetting becomes as deeper, as more rare we use some material in our activity, as less important becomes material for achieving actual vital targets. It's a useful process.

Reminiscence - it's deferred reproducing, that can be provoked by negative induction ( proactive and retroactive braking) and outlimited braking; could be more full, than information, which can be reproduce at once after remembering.

Or just involuntary memory without realizing material, that were remembered earlier.

### **The basic ways of memory development**

- Formation of order to long remembering;
- Mastering methods of understanding and associative remembering;
- Increasing of feeling of responsibility about quality of mastering skills, knowledges;
- Support and development of attention and cognition curiosity;
- Creative using of different methods and ways of leading and using of knowledges;
- Accounting of individual memory specialities, level of development of different types of memory;
- Training of tiresoming and independence during the acquiring of material;
- Organization of systematical repeating of old material and exercises for its reproducing;
- Selftraining, training of memory in daily activity and dialogs.

Some reasons, that could influence on quality of memory:

1. leading type of memory;
2. past experience;
3. specialities of memory establishing;
4. curiosity;
5. condition of organism.

## 5. Thinking (mentality) as the supreme form of cognitive activity

**Thinking** - it's socially stipulated, connected to speech, psychical process of searching and discovering a new things, process of direct and general reflection of reality during its analysis and synthesis. Thinking appears on the base of practical activity from sensitive cognition.

The cognition activity begins from feelings, senses and perceptions, and later can change to mentality. But even the most developed thinking always connected to sensitive cognition - to feelings, senses, images. All his material mentality receives from one source - sensitive cognition. But in frames of sensitive cognition we can't divide his general, summary, direct effect of interaction of person with some cognitive object, and that is why it is need a transition from feelings and images to thinking. The thinking begins, when sensitive cognition is powerless.

Speech and thinking are closely connected, but don't mean the same things.

Thinking - it's a process of reflection of subjects and objects of real world.

Speech - it's the way of associating, dialog, form of existence and reflection of the thought, and the way of its division.

One of the most important quality of mental activity - it's a process of thinking, during and because of it appear some results, and such products of a thought, as concept, reasoning, judgement. Psychology is learning the process of thinking, discovering why and how a thought appears and develops.

So, the subject of logic - it's a parity between cognition's results, products, which appears during a thinking.

But psychology is studying regularity of occurring of thinking process, which leads to cognition results.

Psychologically research the thinking as a process - it means to learn the inside, hidden causes, which are lead to one or another cognition results.

The mental process - it's first of all an analysis, synthesis and generalization.

The analysis - it's selecting in object some his properties, elements, connects, relations; it's a division of object to different components. Physiological base of psychological analysis is the special parity of excitation and inhibition in the supreme parts of brain.

Synthesis - it's an unification of components, which were detected by analysis. Physiological base of synthesis - it's a locking of temporary nervous links in brain cortex.

Analysis and synthesis are closely connected.

Generalization - it's a selection of the same. Same features for two objects could be two types:

- same as similar features;
- same as essential features.

Every essential feature is same, general for the group of similar objects, but not on the contrary : not every same feature is essential for this group of objects.

Regularities of analysis, synthesis and generalization - it's the basic specific laws of thinking. They are calls by person's needs. This motives of thinking could be two types:

- specifically cognitive (curiosity);
- nonspecific (to learn with compulsion).

But very often during the compulsoring learning appears cognitive interests.

- Thinking has goal-directed character.

- Thinking - it's a search of a new.

This is the most important mechanism of thinking : in the process of thinking the object is making new links and because of it can be determined by new properties and qualities, which are fixing in the new concepts; so, by this way we can find in the object a new contents, the object "turns" to us by another side, and we can find another, new qualities.

#### **Types of thinking:**

- obviously-active;
- first, on the base of practical activity;
- obviously- imaginary (4-7 years);
- conceptual (theoretical) - thinking in the form of abstract concepts.

#### **Individual specialities of thinking.**

1. Independence - mastering to find a problem and solve it by yourself;
2. Flexibility - mastering to change a plan of solving of problem;
3. Rate - possibility to make a decision in a very short term.

The basic feature of every thinking process - it's a mastering to select essence, independently find some new generalizations.

Human's thinking is use his opportunities not as much as possible. The task of psychology - to find the reserves of mentality.

### **6. Imagination as specific type of activity. Physiological bases of imagination.**

Imagination - it's a high cognitive process. The main difference between human work and instinct behaviour of animal - it's an image of awaited result.

Imagination - it's necessary element of human's creative activity, which consist of building of images of work results, and it also provides the creation of a programm of behaviour in cases, when the problem situation is indetermined.

First and the most important purpose of imagination: it allows to image the results of a work before its start, and to image not only the final product of work, but also some intermediate products.

Imagination is closely connected to mentality.

Common features:

- Both appear in a problem situation, when it is necessary to find some new decisions.
- Both are motivated by human's requirements. Different features:
- Reflection in imagination lies in concrete-figurative form, as like images.
- And in mental processes reflections appears by using some concepts.

So, in problem situation, which gives a start to activity, there are two systems of cognitive outstription of results : organized system of images and organized system of concepts.

A problem situation can be characterized more or less indeterminate (for example, there is uncertainty in writer's job, and less uncertainty in the engineer's or designer's job.

That is why we can say, that imagination works only on the stage, when indetermination of situation is very high.

Imagination allows to make a decision and find right way out in problem situation even when we don't have proper knowledges, that are necessary for mentality.

#### **Types of imagination.**

Imagination is characterized by activity. At the same time, the apparatus of imagination can be used not only like a condition of creative activity, but also like replacement of activity. This form of imagination called passive imagination.

A human could evoke the passive imagination purposely : such images and fantasies

(which are evoked purposely and aren't connected to the will) are called dreams. We can easily find there a connection between fantasies and needs.

But passive imagination could also be evoked not purposely, when the actions of conscious are weak, in a sleepy condition, in a sleep, with hallucinations.

Active imagination divide into creative and reproducing imagination. The imagination, which is based on the making of images, that are corresponded to the description, is called reproducing. This imagination is used during the reading of scientific literature or fiction, historical books etc. The creative imagination is based on independent creation of new images, which are realized in original and valuable products of activity.

The value of human's personality is strongly depend on the types of imagination, which are dominate in the structure.

### **Physiological bases of imagination.**

Appearing of images - it's a result of a brain activity. It's a function of the cortex of the brain. Physiological base of the memory - it's a closing of temporary nervous links and their actualisation (rebuilding). But in memory processes this closed links are rebuilding, and in imaginary processes the systems of links, which were created during whole life, are disintegrating and combining into new systems.

This unit is possible because of a very strong center of excitement in the cortex, which is called by some needs or some direct impression. So, at human, which have fantasies, groups of nerval cells are connected in a new fashion.

Complexity of imaginary structure and connection with emotions give a reasons to assume that physiological mechanism of imagination is situated not only in the cortex, but in some deeper parts of the brain. Researches in the last years confirm it. One of the such parts of brain is hypothalamo-lymbical system. Experimentally proved: if there is some damage of hypothalamo-lymbical system, than a human has some mental discords.

## **7. Material for activization of students during lecture, questions, tasks, problem situations, illustrative material.**

Presentation

## **8. Materials for self-training of students for lecture**

1. Write the definition: attention, attentiveness, sensation, perception, illusion, memory, thinking (mentality), imagination, intuition, agglutination, fantasy, dreams, feelings, emotions.
2. Questions for Individual Work (in written form):
  - ❖ What does attention become apparent in?
  - ❖ Characterize the physiological mechanism of attention.
  - ❖ What is the center of the optimum excitation?
  - ❖ Why does psychic process of "sensation" belong to perceptible cognition?
  - ❖ What is the peculiarity of sensations as perceptible form of reality reflection?
  - ❖ According to what principles are sensations subdivided into different types?
  - ❖ What psychic process is called perception?
  - ❖ What aspects are common and different between perception and sensation?
  - ❖ Give the coverage of general perception characteristics.
  - ❖ What are specific peculiarities of thinking as higher form of cognitive activity?
  - ❖ What is the main difference between abstract and perceptible cognition of reality?
  - ❖ What is the principle difference between human thinking and "machine thinking"? Give arguments which would prove this difference convincingly.
  - ❖ What is the main difference between images of reproductive and productive imagination?
  - ❖ Explain why are some people who are not good at medicine, having read a description of this or that disease, prone to imagine that they fell ill namely with this disease and they

have the feeling of having pts symptoms.

- ❖ It is known from the experience that while being nervous a person can forget information memorized before. Which physiological explanation can be given to this phenomenon?

### ***9. The recommended literature:***

1. Classics in Psychology. Edited by Thorne Shipley. – New York, 1961.
2. Endler N. S. Persons, situations, and their interactions. In A. I. Rabin, J. Aronoff, A. M. Barclay, R. A. Zucker (Eds.). Further explorations in personality. – New York : Wiley, 1981.
3. Gleitman Henry. Basic Psychology // Henry Gleitman. – New York, London. 1992.
4. Lamie J. T. The psychology of personality : An epistemological inquiry // J. T. Lamie. – New York : Columbia University Press, 1987.
5. Maksymenko S. General psychology // Sergey Maksymenko. – Vinnytsya, Nova knyha, 2005.
6. Mische I. W. Introduction to personality // I. W. Mische. – New York : Holt, Rinehart and Winston, 1976.

Methodical development  
of lecture prepared

Candidate of Pedagogical  
Science, Assistant  
E. N. Shevchenko -

## METHODICAL DEVELOPMENT OF LECTURE ON THE SUBJECT “BASICS OF PSYCHOLOGY. BASICS OF PEDAGOGICS”

<b>Subject</b>	<b>Basics of psychology. Basics of pedagogics.</b>
<i>Module № 1</i>	Basics of psychology
<i>Substantial module № 1</i>	Basics of psychology.
<i>Topic of lecture</i>	Characteristics of emotional-volitional personality. Individual and typological properties of the personality.
<i>Course</i>	I
<i>Faculty</i>	Stomatological. Medical.

Number of class periods: 2 hours

### 1. Scientific and methodical justification of a subject

**Relevance of a subject:** the knowledge of this subject will help students to understand physiological mechanisms of informative and emotional-volitional processes, temperament, character.

**2. Specific aims:** to consider psychological theories of physiological mechanisms of informative and emotional-volitional processes, temperament, character.

**3. Purposes of development of the identity of future expert:** awareness of the importance of psychology and pedagogical impact of the doctor by students on patients.

### 4. Basic knowledge, abilities, skills necessary for studying of a subject:

Names of the previous disciplines	Received skills
Biology	To classify physiological mechanisms of informative and emotional-volitional processes, temperament, character.

### 5. Plan and organization of structure of lecture

№	Main stages of lecture	Type of Lecture. The Ways of students' activization. materials of methodical providing	Distribution of the time
1.	<b>Preparatory stage</b>	The knowledge of this subject will help students to understand physiological mechanisms of informative and emotional-volitional processes, temperament, character, to consider psychological theories of physiological mechanisms of informative and emotional-volitional processes, temperament, character.	5 %

2.	<b>Main stage</b>	Introductory lecture Plan 1. Concept of Emotions and Senses. 2. Forms of Emotions and Senses Experiences. 3. Higher Senses. 4. Concept of Will. 5. Arbitrary Actions and Their Peculiarities. 6. Analysis of Complicated Volitional Action. 7. Main Will Qualities.	85%-90%
3.	<b>Final stage</b>	Recommended literature: 1. Muhina V.S. Vozrastnaya psychology // Phenomenology development: a textbook for university students zavedeniy. - M. : Izdat.Center. "Academy", 13th ed – -2011. – 656 p. 2. Campbell, D. T., & Stanley, J.C. (1963). Experimental and quasi-experimental designs for research. Chicago: Rand McNally. 3. Heine, S. J. (2010). Cultural psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), 4. Handbook of social psychology (5th ed., Vol. 2, pp. 14–64). Hoboken, NJ: John Wiley & Sons. 5. Nunnally, J. C. (1978). Pyschometric theory. New York, NY: McGraw-Hill. 6. Rosenthal, R., & Fode, K. L. (1963). The effect of experimenter bias on the performance of the albino rat. Behavioral Science, 8, 183–189. 7. Stangor, C. (2011). Research methods for the behavioral sciences (4th ed.). Mountain View, CA: Cengage. 8. <a href="http://www.answers.com/topic/john-b-watson">http://www.answers.com/topic/john-b-watson</a> ; 9. <a href="http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca">http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca</a> 10. <a href="http://en.wikipedia.org/wiki/Freud">http://en.wikipedia.org/wiki/Freud</a> 11. <a href="http://en.wikipcdia.org/wiki/Wilhelm_Wundt">http://en.wikipcdia.org/wiki/Wilhelm_Wundt</a>	6 %

## 6. Content of lecture:

Human activity and conduct always evoke positive or negative attitude towards person. Attitude towards reality is reflected in the brain, and is experienced as satisfaction or dissatisfaction, joy, grief, anger, shame. Such experiences are called emotions and senses.

Emotions and senses carry out signal and regulation functions, provoke human being to gaining knowledge, work, regulate actions or slow them down.

Human emotions and senses express the spiritual demands and aspirations, human attitude to reality. K. Ushynsky wrote that "neither words nor thoughts, not even our actions do not express us ourselves so brightly and our attitude towards the world as our sensation" [17].

Emotions and senses are interconnected organically, but they are not identical according to their nature and experience form.

Emotion - is a general active experience form of organism vital functions. Emotions can be simple and complicated. Experiences of satisfaction from food, cheerfulness, tiredness, pain are simple emotions. They are typical of people and animals. Simple emotions in human life turned into complicated emotions and senses. A typical sign of complicated emotions is that fact they are the result of realizing of object caused it, comprehension of their vital meaning (for example, feeling of satisfaction while perceiving music, landscape, etc.).

Senses - are specific human attitude generalized experiences towards human needs, satisfaction or dissatisfaction of which evokes positive or negative emotions: joy, love, pride or grief, anger, shame, etc.

Emotions and senses are characterized by certain quality and polarity, activity and intensity.

Human attitude towards work, other people and to oneself displays in feelings. One can distinguish one emotions and feelings from others by experiences quality (for example, joy from anger, love from hatred).

Polarity is typical of emotions and senses. It displays in that fact that each emotion, each sense can display entirely different under the circumstances: "happiness-grief", "love-hatred", "sympathy-antipathy", "satisfaction-dissatisfaction". Polar feelings have expressed positive or negative shade of meaning distinctly. Conditions of life and activity cause feelings of different activity level. There exist sthenic emotions and senses which reinforce activity, and asthenic ones which depress human, making him less active.

Depending on individual peculiarities, his state and attitude towards the situation and objects provoking feelings, the emotions and feelings display more or less intensively and can be long-term or short-term.

A typical peculiarity of emotions and senses is that they "absorb" a person as a whole. Realizing almost instantaneous integration, i.e. uniting into the whole of all organism functions, emotions signal about useful or harmful influences on the organism. Thanks to it they have universal meaning for the organism life. Covering all the varieties of human experiences, - from deeply traumatizing sufferings to high joy forms and sensation of life, - emotions can not be only a positive factor of vital functions, i.e. to increase the organism activity, but they can influence them also negatively, oppressing all its functions. Famous physiologist P. Anokhin thinks that emotions, and namely long-term negative emotions (fear, feeling of pain, etc.), play a decisive role in the development of so-called neurological diseases.

The nature of emotions and feelings is connected with the needs organically. The necessity, as a need in something, is always associated with positive or negative feelings in their different variations. The character of experiences is caused by person's attitude towards needs, circumstances, which contribute or do not contribute to satisfaction.

Needs of man and animals differ in their character, intensity, and the ways of their satisfaction. This cause a difference of emotions of people and animals even of those which are considered to be typical of both of them: anger, fears, gladness, sorrow and so on. Emotions were changed deeply in the process of historical development of human being, they become "human", got some original peculiarities. Hunger, for example, is experienced by human being not in such a way as by animal. Depending on the circumstances man can restrain hunger, but animal can not do it.

Man, as a social being, got the higher spiritual needs, and therefore - higher senses - moral, aesthetic, cognitive, which are not typical of animal. Animal emotions remained at the level of instinctive forms of vital functions. The feeling of shame (according to Ch. Darwin) is typical of human only. Emotions and human senses are connected with human activity: activity causes different experiences attitude towards it and its results, and emotions and senses, in their turn, stimulate human being to activity, inspire him, become force motive and his motives as well. Senses enrich human life. Ideas without senses are cold, "they shine but do not give warmth". They are without vitality and energy, and not capable of changing into actions. Conviction of something is impossible without senses.

### ***Physiological Basis of Emotions and Senses***

Emotions and feelings are a complicated reaction of the organism in which almost all the parts of the nervous system participate. The nature of emotions and feelings, as well as of all the rest of psychic processes, is reflexive. Physiological mechanism of emotions is the activity of undercortex nerve-centers, namely, the activity of hypothalamus, limbic systems, reticular formation.

But the cortex of the big hemispheres of the cerebrum plays a leading role in emotions and senses displaying, realizing a regulative function of the undercortex processes, directing their activity according to realization of emotional experiences by human being.

Interaction between the cortex and undercortex centres of the nervous system takes place permanently. The undercortex, as I. Pavlov writes, influences the cortex of the big hemispheres positively as the source of their force, tones up the brain cortex, sending the powerful irritating streams to it. The cortex regulates excitations from undercortex, and under its action one of these excitations are realized in activity and behaviour, and others are slowed down depending on the circumstances and individual's states. Support or damage of nervous connections stability cause different emotions and senses.

According to I. Pavlov states, one of physiological feelings bases is dynamic stereotypes, i.e. formed during the active existence of the temporal nervous connections. "Here senses of embarrassment and ease, cheerfulness and tiredness, satisfaction and grievance, gladness, exultation and despair, etc. appear, It seems to me, that such feelings very often, while changing the usual way of life, while finishing usual activities, and while losing dear people... have a certain physiological basis mostly in changing of old dynamic stereotype and in forming a new complication one", I. Pavlov writes [13].

In emerging and cause of senses the second signal system in its interaction with the first one plays an important role. Word changes our mood, enthusiasm and deep emotional feelings. The best index of it is feelings, caused by poetical works. Realizing both a situation which causes certain senses and senses of themselves, person can reduce force of emotional feelings, refraining from them or regulate them, but external emotions expression, internal emotional, and sensitive state are kept.

### *Forms of Emotions and Senses Experiences*

Emotional states and forms of their expression are determined mainly by social factors, but it is impossible to ignore some born human peculiarities while studying their nature. The variety of emotional states is expressed in the forms of mood, affects, stresses, frustrations, passions.

Mood - is a general emotional state, which originally colours human activity for a definite period of time, and characterizes its vital tone. One can distinguish positive moods, which are expressed in the form of cheerfulness, and negative ones, which depress and cause passivity. Mood is a common emotional state, which is not aimed at something concrete distinctly. The reasons of moods causes are various: e.g. non-training for activity, fear before an expectative fail, sickly states, good news and so on. Superstition takes a special place among the reasons of mood changing. Believing in ghosts, especially negative, brings on passivity, fear, disorders psychic personal activity. The pliability degree of mood has an individual character. Persons who show self-control are steady to mood change, they are not in low spirits even when there are some reasons for it, but on the contrary, they struggle against difficulties. Fainthearted people yield to mood changes very fast. They need a kind of support.

Affect - is a strong, short excitement which appears suddenly and it overcomes man so strongly that he loses the ability to control his actions and deeds. The example of it can be unexpected experience of joy, a burst of anger, fear. In the state of affect especially the self-regulation of human actions takes place, which is realized by the endocrine system, activity of the internal organs, the processes of the big hemispheres of the cerebrum is slowed down. I. Pavlov, analysing the state of affect, states that person in the state of affect, which exceeds inhibit cortex function, says and makes things that he will never do being in the quiet, normal state and will be sorry about it, when affect will pass off. The affect state is shown especially in the state of intoxication, because inhibition processes in this case are reduced. Affect can be caused by unexpected vital situations, which human being is involved into. Affect, as well as mood, depends, to some extent, on individual's peculiarities: one's temperament, character, breeding. Hot-tempered peoples very often can lose their control because of any reason. Affects bring on deep changes in psychic life, exhaust human being. Man, having an ability to control himself, his actions, can control his affect emotional reactions. At the same time, affect life is typical of all people, to some extent, without which they would turn into indifferent passive beings.

Stress reminds of affect a little. It, as well as affect, arises under tense life and activity conditions, in dangerous situations, which appear unexpectedly and demand some immediate arrangements of their overcoming. Human behaviour is disorganized, to a considerable extent, in the state of stress. In time of stress disorderly motions speech disturbance, mistakes in switching of attention, in perception, memory, and thinking are observed. Moreover, inadequate emotions display in this case. Only strong skills and habits in stress state can remain without changes. Practice gives evidence that discipline, good organization, and self-control prevent disorganization under stress conditions.

Frustration is a special emotional state, typical sign of which is consciousness and activity disorganization in the state of hopelessness, and perspective loss. One can distinguish the following types of frustration: aggressiveness, activity, by one's own momentum, depression states. Melancholy, uncertainty, weakness, and despair are typical of these states. Frustration

arises as a result of interpersonal conflicts especially in the group of people, where man does not have any support and sympathetic attitude. Negative social estimation of personality which affects one's significance and meaningful relations, threatens one's prestige, human dignity, can cause a state of frustration. It is typical of people of raised excitability, who have developed hindered processes insufficiently, and also of ill-bred children. Passions are long, steady, strong feelings, which absorb man, control him, and display in the combination of all the aspirations of personality in one direction, in their concentration on one goal only. Passion - is considerable power of human who tries to attain his object. It evokes unremitting energy in aspiration for the aim. Passion displays in various spheres of human life and activity: e.g. in work, studying, science, sport, art. It has a selective character and displays not only in emotional, but also in cognitive, volitional spheres and in the form of persistency.

One can distinguish positive and negative passions. Even positive passion, in the case of interfering activity, studying becomes negative. When a pupil, being fond of reading or sport, misses the lessons, or does not sleep during the necessary period of time, that is this enthralment turns from the positive passion into the negative one. Person's propensity for alcohol, smoking influence his activity and way of life.

Positive passions for work or studying is the very personality power, which cause much energy in activity, contributes to work productivity.

## **7. Material for activization of students during lecture, questions, tasks, problem situations, illustrative material.**

Presentation

### **8. Materials for self-training of students for lecture**

1. In what way does reflection of reality take place in senses and what is the difference between reflection of reality and reflection in cognitive processes?
2. What is the difference between emotions and senses?
3. Which factors can indicate the signs of human state of emotional excitation?
4. Which objective and subjective factors can influence mood?
5. What are the basic affect signs?
6. What sign is passion as a form of emotional experiences characterized by?
7. What are the differences between human and animal emotions?
8. Why do intellectual, aesthetic, praxis, and moral senses belong to higher senses?

### **9. The recommended literature:**

1. Classics in Psychology. Edited by Thorne Shipley. – New York, 1961.
2. Endler N. S. Persons, situations, and their interactions. In A. I. Rabin, J. Aronoff, A. M. Barclay, R. A. Zucker (Eds.). Further explorations in personality. – New York : Wiley, 1981.
3. Gleitman Henry. Basic Psychology // Henry Gleitman. – New York, London. 1992.
4. Lamie J. T. The psychology of personality : An epistemological inquiry // J. T. Lamie. – New York : Columbia University Press, 1987.
5. Maksymenko S. General psychology // Sergey Maksymenko. – Vinnytsya, Nova knyha, 2005.
6. Mische I. W. Introduction to personality // I. W. Mische. – New York : Holt, Rinehart and Winston, 1976.

Methodical development  
of lecture prepared

Candidate of Pedagogical  
Science, Assistant  
E. N. Shevchenko -

## METHODICAL DEVELOPMENT OF LECTURE ON THE SUBJECT “BASICS OF PSYCHOLOGY. BASICS OF PEDAGOGICS”

<b>Subject</b>	<b>Basics of psychology. Basics of pedagogics.</b>
<i>Module № 1</i>	Basics of psychology
<i>Substantial module № 2</i>	Basics of pedagogics.
<i>Topic of lecture</i>	General characteristics of the main categories of pedagogy.
<i>Course</i>	I
<i>Faculty</i>	Stomatological. Medical.

Number of class periods: 2 hours

### 1. Scientific and methodical justification of a subject

**Relevance of a subject:** the knowledge of this subject will help students to understand features of pedagogical activity in the course of education and training of different age groups.

**2. Specific aims:** to consider psychological theories with the training of different age groups.

**3. Purposes of development of the identity of future expert:** awareness of the importance of psychology and pedagogical impact of the doctor by students on patients.

### 4. Basic knowledge, abilities, skills necessary for studying of a subject:

Names of the previous disciplines	Received skills
Biology	To define methods of scientific and pedagogical researches. To distinguish types of memory.

### 5. Plan and organization of structure of lecture

№	Main stages of lecture	Type of Lecture. The Ways of students' activization. materials of methodical providing	Distribution of the time
1.	<b>Preparatory stage</b>	The knowledge of this subject will help students to understand features of pedagogical activity in the course of education and training of different age groups, to consider psychological theories with the training of different age groups.	5 %
2.	<b>Main stage</b>	Introductory lecture Plan 1. Pedagogics as a Science. 2. The Basic Categories of Pedagogics. 3. System of Pedagogical Science. 4. Methods of Pedagogical Research.	85%-90%

3.	<b>Final stage</b>	<p>Recommended literature:</p> <ol style="list-style-type: none"> <li>1. Muhina V.S. Vozrastnaya psychology // Phenomenology development: a textbook for university students zavedeniy. - M. : Izdat.Center. "Academy", 13th ed – -2011. – 656 p.</li> <li>2. Campbell, D. T., &amp; Stanley, J.C. (1963). Experimental and quasi-experimental designs for research. Chicago: Rand McNally.</li> <li>3. Heine, S. J. (2010). Cultural psychology. In S. T. Fiske, D. T. Gilbert, &amp; G. Lindzey (Eds.),</li> <li>4. Handbook of social psychology (5th ed., Vol. 2, pp. 14–64). Hoboken, NJ: John Wiley &amp; Sons.</li> <li>5. Nunnally, J. C. (1978). Psychometric theory. New York, NY: McGraw-Hill.</li> <li>6. Rosenthal, R., &amp; Fode, K. L. (1963). The effect of experimenter bias on the performance of the albino rat. Behavioral Science, 8, 183–189.</li> <li>7. Stangor, C. (2011). Research methods for the behavioral sciences (4th ed.). Mountain View, CA: Cengage.</li> <li>8. <a href="http://www.answers.com/topic/john-b-watson">http://www.answers.com/topic/john-b-watson</a>;</li> <li>9. <a href="http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca">http://www.bookrags.com/research/watson-john-broadus-1878-1958-geca</a></li> <li>10. <a href="http://en.wikipedia.org/wiki/Freud">http://en.wikipedia.org/wiki/Freud</a></li> <li>11. <a href="http://en.wikipcdia.org/wiki/Wilhelm_Wundt">http://en.wikipcdia.org/wiki/Wilhelm_Wundt</a></li> </ol>	7 %
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### 6. Content of lecture:

"Pedagogics" is a word of Greek origin. Its name is consistent of Greek words: "pedas" and "ago" that stand for noun "child" and verb "to lead" respectively. Thus literally this word means "leading of children."

Gradually the word "pedagogics" began to be used in the more general sense for an art designation "to conduct the child on life," i.e. to bring up it and to teach. Such understanding of pedagogics has remained to the middle of XX-th century. And only in the last decades developed understanding of that a pedagogical leading is needed not only to children, but also to adults. Pedagogics is a combination of knowledge and skills aimed at education and upbringing of a person. Pedagogics is a science of essence, rules, principals, methods and forms of education and upbringing of a person on all age-specific stages of his personal and professional development.

Nowadays pedagogics is a science of personal humanistic upbringing and self-upbringing, education and self-education, of a comprehensive and harmonic development of a socially active individual.

Taking into account the essence of pedagogics, it is considered as:

- science that has its rules;
- practice that indicates practical use of theoretical statements; art that requires creative inspiration of a pedagogue.

The most short, general and, at the same time, rather exact definition of the modern pedagogics is a science about education of the person. The concept "education" here is used in the widest sense, including formation, training, and development.

It is known that any branch of knowledge is formed as a science only if the specific.

The subject of Pedagogics as a science is a pedagogic process, the process of teaching and upbringing of a person at educational establishments. In the wide sense it is the whole process of humanistic upbringing and self-upbringing, life-long studying and self-studying, the development of socially active personality, investigation of laws and regularities of pedagogic phenomena and processes. Pedagogics' subject is the educational activity which is carried out in teaching and educational establishments.

The objects of studying and investigation in pedagogics are: real process of transmission of socio-historical experience and culture of mankind to the new generation; upbringing, teaching, and development of socially active personality at different stages of his life; preparation for the professional activity and for the realities of life; organization and management of this process at social and common educational establishments, etc.

Function of Pedagogics is cognition of laws of upbringing, education and teaching of people. Pedagogics' function is to investigate laws of education, formation, and training of people.

Aim of pedagogical science is forming of thorough and harmoniously developed personality, that can be constantly socially active.

Main tasks of pedagogics are the improvement of educational content; working out of fundamentally new facilities of teaching; working out of new forms and methods of teaching and improvement of old ones; improvement of the content and methodology of upbringing, etc.

### **The Basic Categories of Pedagogics**

Three fundamental categories (main notions) were determined during the period of formation of pedagogics as a science: upbringing, teaching, and education. The basic pedagogical concepts expressing scientific generalisations are called pedagogical categories. Education, training, formation, and also development and formation are the basic pedagogical categories.

Upbringing is a purposeful and organized process of personality forming. In the wide social sense - it's a social phenomenon, the transmission of historical cumulative experience from one generation to another.

Teaching is understood as a purposeful and organized process of interaction between the teacher and the student, directed to the receiving of knowledge and skills, forming of Weltanschauung, development of intellectual abilities and potential of students.

Education is a process and the result of teaching. It is the volume of systematic knowledge, skills, and ways of thinking which were mastered by the student.

Education is the purposeful and organised process of development of a person.

In a wide social sense education is a transfer of the experience the senior generations to younger. Experience is understood as knowledge known to people, abilities, ways of thinking, moral, aesthetic, legal laws.

In narrow social sense education is understood as the directed influence on the person from public institutes with the purpose of formation of certain knowledge, sights and beliefs, moral values, preparation for life.

In a wide pedagogical sense education is specially organised, purposeful and operated influence of group-members, teachers on the trainee with the purpose of formation of the set of qualities. Usually it is carried out in teaching and educational establishments and covering all teaching and educational process. In narrow pedagogical sense education is a process and result of the educational work directed to the solution of certain educational problems.

Training is the following basic category of pedagogics. It is specially organized, purposeful, operated process of interaction between teachers and trainees, directed on mastering of knowledge, abilities, skills, outlook formation, and development of intellectual abilities and potential talents of trainees, fastening of skills of self-education. The training basis is knowledge, abilities, skills.

Knowledge is a reflexion of the objective reality in the form of the facts, representations, concepts, and scientific laws in the individual consciousness.

Abilities can be understood as readiness to carry out practical and theoretical actions on the basis of the acquired knowledge, life experience meaningfully and independently. Skills are the components of practical activities shown at performance of actions, brought to perfection by repeated exercise.

Education is the result of training. It is a certain amount of the systematized knowledge, abilities, skills, and ways of thinking which the trainee has mastered. The person is considered to be educated if he/she has mastered certain volume of the systematized knowledge and got used to think logically, allocating causes and effects.

Primary, secondary and higher education are distinguished depending on volume of the received knowledge and reached level of independence of thinking. By character and orientation education is subdivided into the general, professional, and polytechnical.

Formation is the process of a person development as a social being under the influence of all factors: ecological, social, economic, psychological, etc.

Development is a process and result, quantitative and qualitative changes in the human body. It is connected with constant changes, transitions from one condition to another.

### **System of Pedagogical science**

The system of a pedagogical science can be analyzed by various signs depending on an orientation of studying and desire to receive answers to these or those questions.

In the process of differentiation of scientific discipline the following fields of pedagogics were distinguished: general pedagogics, age-specific pedagogics, professional pedagogics, social pedagogics, comparative pedagogics, also history of pedagogics and pedagogics of higher school, etc.

All branches of pedagogics form the developing system of pedagogical sciences.

Development of education as a public phenomenon, history of pedagogical doctrines is investigated by pedagogics history.

The general pedagogics is the basic scientific discipline that studies the general laws of education of the person, developing the general fundamentals of teaching and educational process in educational establishments.

The age pedagogics is a discipline that studies laws of teaching of the growing persons and that reflects specificity of teaching and educational activities defined for the different age groups.

Higher school pedagogics is a discipline which studies laws of teaching and educational process and conditions of the higher educational institution, specific problems of getting higher education.

In a subsystem of social pedagogics such branches as family pedagogics, re-education of offenders and other people with various infringements and deviations in development are studied by the special pedagogics. Training questions of education of the deaf-and-dumb and the deaf are studied by surdopedagogics, the blind -by tiflopedagogics, mentally ill - by oligofrenpedagogics. The modern stage of development of pedagogics as a science is based on self-development of the scientific branch which combines the processes of integration and differentiation and wide co-operation with other science: philosophy, psychology, sociology, physiology, economy. The connection of pedagogics with history, literature, geography, medicine, ecology is obvious. Psychology studies the regularities of the development of psyche, and pedagogic studies the effectiveness of those upbringing influences that lead to changes in the internal world and behaviour of a person.

Philosophy sciences (sociology, ethics, esthetics and other) help pedagogics to distinguish the aim of upbringing, to take under consideration the influence of common regularities on human existence correctly, provide with updated information about the latest changes in science and society, regulating the direction of upbringing.

Anatomy and physiology of a human compose the basis for understanding the biological essence of a human: the development of a higher nervous activity, the first and the second signal

systems, the development of organ of senses, musculoskeletal system, cardiovascular system, and respiratory system.

The anatomy and physiology are the base for understanding of biological essence of the person: development of higher nervous activity, the first and second signal systems, development and functioning of sense organs, cardiovascular and respiratory systems.

In the history of medicine a field that unites medicine and pedagogics was formed, it is called medical pedagogics. In most cases the doctor has to unite his activity with upbringing and education, so the physician during the process of communication with patients, investigation, treatment has to solve different medical-pedagogical problems. Medical-pedagogical activity has great importance for the working with contingent of healthy people. In this case it plays the prophylactic role and medical personnel has to fulfill a number of upbringing and pedagogical actions.

Pedagogic and medical sciences:

- medical sciences take under consideration the psychological and pedagogical data for working out the problems of health and illnesses of grown-ups and children;
- on the basis of medicine, pedagogic, and psychology the following sciences appeared: school hygiene, medical psychology, neuropsychology and other;
- taking under consideration the data of pedagogics and psychology the problems of communication between the doctor and the patient should be solved with the help of the popularity of medical knowledge, training of medical personnel, etc.

Close relations with the psychology, that studies laws of mentality development of the person, has special value for pedagogics. Psychology mainly investigates the development of mentality, and pedagogics deals with efficiency of those educational influences which lead to the planned changes in the world of person's behaviour. Each section of pedagogics finds a support in corresponding section of psychology: didactics, for example, leans against the theory of informative processes and intellectual development; the education theory is based on psychology of a person.

Integration of sciences has led to appearance of pedagogical psychology and psychopedagogics. The interconnections between pedagogics, history, literature, geography, anthropology, medicine, ecology, economy, and archeology are obvious.

## **7. Material for activization of students during lecture, questions, tasks, problem situations, illustrative material.**

Presentation

### **8. Materials for self-training of students for lecture**

1. Questions for Individual Work (in written form):
  - ❖ What is called didactics? What are the functions of didactics?
  - ❖ What are the basic categories of didactics?
    - 1) oral control; 2) written control; 3) individual questionnaire;
    - 4) sistematization; 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.
  - ❖ What is learning? What is the testing of learning?
  - ❖ Give classification of kinds of tests.
  - ❖ How do you understand the training principles?
2. Write the definition: the training purposes, content of educational process, classification of laws of teaching, system of didactic principles, diagnostics of teaching and learning.

### ***9. The recommended literature:***

1. Classics in Psychology. Edited by Thorne Shipley. – New York, 1961.
2. Endler N. S. Persons, situations, and their interactions. In A. I. Rabin, J. Aronoff, A. M. Barclay, R. A. Zucker (Eds.). Further explorations in personality. – New York : Wiley, 1981.
3. Gleitman Henry. Basic Psychology // Henry Gleitman. – New York, London. 1992.
4. Lamie J. T. The psychology of personality : An epistemological inquiry // J. T. Lamie. – New York : Columbia University Press, 1987.
5. Maksymenko S. General psychology // Sergey Maksymenko. – Vinnytsya, Nova knyha, 2005.
6. Mische I. W. Introduction to personality // I. W. Mische. – New York : Holt, Rinehart and Winston, 1976.

Methodical development  
of lecture prepared

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