

**Ministry of Health of Ukraine Higher state educational establishment of  
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Course of Science of Ukrainian language**

**METHODICAL RECOMMENDATION for foreign students for seminars**

**Course "The Base of Psychology. The Base of Pedagogical Training"**

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## Lesson 1. "ENTRANCE TO PSYCHOLOGY"

1. *The meaning of Psychology as science.*
2. *Methods in Psychology.*
3. *Common Psychology and its place in professional activity of a doctor.*

### 1. Meaning of common Psychology as science

According to the meaning given by academic A.V. Petrovsky "Psychology is a science which studies facts, laws and mechanisms of psychic as the picture of reality in brain, on the base of which and with which's help the control of activity and behavior is provided, which is personal to every human."

Professor G.S Kostuk gives such as meaning: "Psychology studies psychic of humans and animals".

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 psychical 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 societies needs.

### 2. Methods of Psychology

Methods of psychology - are the methods of speculating 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.

Scientific psychological spectating in difference of regular demands the necessary step from description of facts to explanation of their psychical nature. One of the forms of that step is hypothesis, which appears during the spectation. Its testing or proving is giving further. The strict plan is needed and also noting of results received during spectation in special notebook.

One of the types of spectating is psychological analyse of products of activity (children's paintings for example). In this section can be mentioned and method of generalisation of undefended characteristics, received from spectating over personality in different types of activity. Experimental method - is the main tool for receiving new psychological facts.

In difference from spectating psychological experiment includes the ability of active intrudance to the activity of object of the experiment.

There are two types experimental methods:

- in laboratory

- in nature

The signs of laboratorial experiment: object of experiment knows that he is under experiment, he knows the essence of experiment; we can study the specialties of attention, memory; we can simulate some special situations and reactions on them (pilot in extreme situation).

Natural experiment (first suggested by A.F. Lasurskiy in 1910) must avoid the tense on object and move the studying into natural conditions (play, conversation)

Methods that assist psychologist in establishment of certain qualities of personality are the tests. The test is short timed task using of which serves as the index of perfection of psychic activity. With the help of tests we can find out the abilities, skills ect. Tests must be psychologically correct.

Methodic of psychological experiment. Steps of experiment

- preparation (filling the form)

- directly experiment

processing of data received during the experiment

- interpretation of received data.

### **3. Common Psychology and it's role in professional activity of a doctor**

Achievements of psychological science are widely used in diagnostics and treatment of various disease, in development of questions connected with the restoration of health and avoiding sicknesses. That circumstance that the development of disease depends from many psychic facts (apatia, warning) and, from other side, can create such as conditions which can effect on the treatment. That all makes necessary the combination of efforts of doctor and psychologist. Also the clinical researches of malfunctions of psychic connected with the damaging of brain parts provide as new information about psychic and memory. Psychologist after the examination of malfunctions of written and oral speech of patient can localize the infected area of brain helping the neuron-surgeon.

So modern psychology in its development as general science receives strong natural base. Medical psychology is a department of nature science and medicine.

**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.

## **Lesson 2. "BRAIN AND PSYCHIC. SEMISPHERICAL ASYMMETRY OF BRAIN"**

- 1. Brain and psychic. Psychic as the product and factor of evolutionary process.*
- 2. Functional asymmetry of brain. Psychic functions of left and right hemispheres.*
- 3. Psychic and consciousness.*

### **1. Brain and psychic. Psychic as product and factor of evolutionary process.**

Psychic is an ability of brain. The more advanced nervous system of the being the more advanced nervous activities of the being. Materialistic meaning of psychic is based on the data of biology, anatomy, physiology ECT. Works of I.M. Sechenov had great influence on development of the grounds of materialistic meaning of psychic. Ideas of Sechenov were developed and experimentally proved by I.P. Pavlov. Pavlov also created the theory about the high nervous activity. (" Brain reflexes" 1863).

General plan of nervous system:

General elements - nervous cells or neurons.

Neuron: corpse of the cell, dendrites - fiber able to accept the excitability, axon - fiber able to transfer the excitability to other neurons. The contact of axon and dendrite is called synapse. Some neurons transfer excitability from receptors to central nervous system, other from C.N.S. to effectors. But the biggest part transfers between the neurons in C.N.S. C.N.S. consists from brain branch and spinal part.

**Brain pillar : thalamus** - "half way station" for all nervous ways which leads from spinal brain to Big Hemispheres of brain. Lower part - hypothalamus - has centers which control the water metabolism. According to the modern researches spinal brain and brain pillar provide only basic reflexes. (Undoubted reflexes) while Hemispheres is the organ which controls other reflexes.

**Electrical encephalograms** give us a chance to track the way which activity of brain changes.

In psychical life of human great role is played by **frontal parts** of brain. Damaging of this parts leads to misbalance of high nervous activity. (Decreasing of brain activities.)

Each matter (live or not) HAS the ability to reflect (ability to react on actions and influences from world). On a special phase of development of living matter appears psychic. Each living organism can be assigned to outer irritators.

**Irritability**- ability to react on influence from outer world. It can be on base or starting. Ways of reactions are named tropisms and taxisms.

The other form of irritation is excitability. Is a reaction of specified tissue on outer influences?

Later on evolution on base of excitability and irritability forms feeling. More complicated behavior is formed undoubted reflexes. Doubtful reflexes are new more mobile forms of reaction. Complicated combined form of reaction on current influence is called **instinct**.

Next phase of development of reflection is individual **behavior**. Superior creatures have also skills and mental actions. The highest form is **human consciousness**.

## **2. Functional asymmetry of brain.**

It is proved that psychic functions are divided between left and right hemispheres. There is functional asymmetry of brain meaning that not all functions are expressed not equal.

Left hemisphere includes reading, counting, operation with numeral data.

Right hemisphere: orientation in space, music, emotions, and imagination.

In 1961 the Nobel Prize was awarded to Roger Sperry an American scientist, which collected unique material which proved the functional asymmetry of hemispheres. It was possible due to the operations on breaking the connection between right and left hemispheres. These operations were supposed to relief the pain of epilepsies patients. But these operations led to unexpected result. The patients became unable to draw a quadrangle with their right hand while they were able to do that easily with their left one. The hemispheres have a tendency to specialization.

Logical mentality enables us to come from a general meaning to concrete meaning.

Creative thinking enables us to do reverse thing. So we can realize the wisdom of expression: "Spelled think is a lie."

In fact left and right hemispheres create two different realities, because each hemisphere has it's own way of accepting information in successive way, meaning by parts. Right hemisphere works simultaneously. It controls the process of creativity, dreams, fantasies and so on. Left controls conscious activity.

As you know the pyramidal way makes a cross so left hemisphere controls right hand and so on.

In different countries the percentage on left-handed persons varies from 3 to 13%. Besides three last presidents including Bill Clinton were lefthanders.

His works Leonardo da Vinci was writing with left hand and in mirror mode. And great Pavlov was able to write well with both his hands.

Lefthanders can be from nature (genetic material) or from decease (pre-natal asflexy).

It is difficult to say what physical process leads to which psychic activity, because the psychic activity does not reflect the physical activity or hides (masks) in it. Psychic characteristics have the reactions on outside processes not on physical activity inside.

Meaning of psychic is defined by outer world. For human brain outer world is not only a biological surroundings but also the world of objects created by humans.

However we should not combine and confuse psychic and physiological. We should not confuse psychic and physiology they are irreplaceable by each other.

### **3. Psychic and consciousness.**

Psychic as the reflection of reality in human's brain is characterized with several levels.

Supreme level forms consciousness a supreme (integrated) form of psychic.  
Consciousness is realized being.

#### ***Structure of consciousness***

:

1. Human consciousness consists of totality of knowledge about surrounding world. To it structure belongs main processes as feelings, perception, memory, imagination, mentality.
2. In consciousness we can clearly define object and subject. Human is the only being which has self-knowledge.
3. Supporting of human activity. To its functions belongs also forming of reason of activity.
4. We can add to its structure also some attitude. There is a world of feeling in human consciousness. Here as in the most cases pathology provides us knowledge about normal stance.

Necessary objective, in forming all these specific abilities is language. Language (tongue) is a special objective system, in which is fixed historical experience or social consciousness.

The lowest level of consciousness forms unconsciousness a totality of psychic processes, stances, and acts which human cannot realize. In unconsciousness it is impossible to control of actions by human. Here belongs: dreams, replies on unfeeling factors (but which are existing in real).



### **Lesson 3. " PERSONALITY. PSYCHOLOGICAL ADAPTATION AND ITS MECHANISMS"**

- 1. The definition of personality, individ and individuality in modern psychology. The structure of personality in dynamic conception.*
- 2. Psychological adaptation and its mechanisms.*
- 3. The role of a shock in forming of adaptive and disadaptive reactions.*
- 4. Mechanisms of psychological protection.*

#### **1. The definition of personality, individ, individuality.**

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 it's motives.

#### **The structure of personality in dynamic conception.**

We study personality in Freid's picture. In it consists from three parts: "id", "ego", "super ego".

"Id"(it) - is sub consciousness part - is the source of all our biological needs (instincts). Its main aim is to fulfill all our organism's demands. But "id" works ineffective. It does not truly fulfills the demands it just creates the dreams imagines about the fulfilling the demands.

The opposite side of personality takes "super ego". It includes "moral fences" like social roles, moral marks, taboos. We learn what we can do or we can't during the process of socialization (becoming part of the society).

Social laws due to interperiodisation become our own inner laws (part of us). "Super ego" is much stronger than any outer force.

"Ego" (I) - is the third component of personality. "Ego" serves as the intermediary between "id" and "super ego". It tries to find right and effective ways of satisfaction of the needs of "id" without breaking the rules of "super ego". If "ego" works properly then we work for food not stealing it.

## 2. Mechanisms of adaptation.

These mechanisms 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).

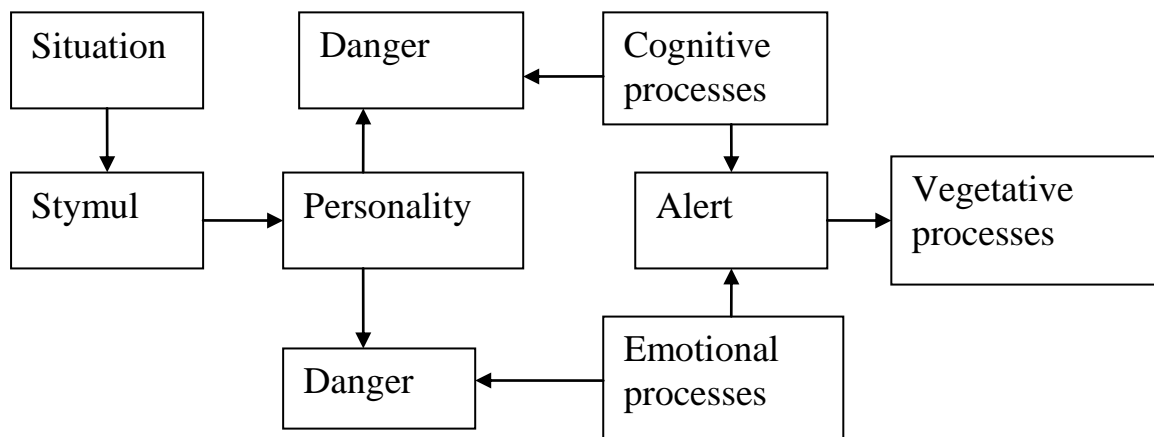
## 3. Chock.

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

The main streak needed for the chock 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 motivate (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 chock.

#### **4. 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.Suppression - evading the minds which are unpleasant.( Like thinking about something else)
2. 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.).
3. Regression - we activate our memory trying to remember something good or life before conflict.
4. Identification - following the examples of other people.
5. Sublimation - transforming unpleasant tendentious into socially good actions which are prized by society.

## **Lesson 4. "ATTENTION. SENSATION AND PERCEPTION"**

- 1. Concept, physiological bases and structure of attention.*
- 2. General properties and reflex nature of senses.*
- 3. Perception and its classification.*

The basic concepts: attention, senses, sensation, sensitivity, adaptation, perception, apperception, observation.

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

Attention - it's a form of mental activity, that is shown in orientation and concentration of consciousness, what foresees the increase of a level of sensor, intellectual or moving human's activity.

In contrast to cognitive process, attention doesn't have some special context, it's a dynamical attribute, property of all cognitive processes.

The orientation is shown by selectivity, by voluntary or involuntary choice, by marking of objects, which are suitable to human's needs and targets of his activity.

The concentration on one subjects at the same time leads to distraction of attention from other subjects, ignoring them.

Attention can be shown by sensor, mnemical, intellectual (thought) processes. That is why, depending on object of concentration, we can distinguish some forms of attention:

- sensor (perceptual) attention;
- intellectual attention;
- motor attention

For today the most investigated is sensor (visual and acoustical) attention.

Depending on character of appearing and the way of realization there are two types of attention: voluntary and involuntary.

Involuntary attention - it's a type of attention that appears in process of human's relations with his conscious intention.

Voluntary attention is consciously directed and regulated by human.

#### ***Involuntary***

Physical, psychophysiological and mental factors are determinate attention. The main condition of developing - novelty of irritant for the person (it means- the importance for the person). This type of attention is connected to general direction of the person.

## ***Voluntary***

Attention had appeared during the process of work. This type of attention is developing, when a person, during the process of work (or some type of activity), is guided by some target and consciously made own program of actions. This way we need strong-willed efforts for organization of attention.

Person's activity is also shown by attention. The main function of attention is active regulation of course of mental processes. Thanks to voluntary attention a human can actively, selectively "get" from the memory necessary facts, information, to mark the main idea, to make the correct decision, to perform tasks, which appear during the process of activity.

## ***Aftervoluntary attention***

M.F. Dobrunin formulated this concept. When, during the direct activity, a person is interested by process of activity, not only by a result (like during voluntary concentration), then we can speak about after voluntary attention. In this way the activity seizes a person, that hadn't need any special efforts to keep attention. After voluntary attention is characterized by high concentration. This type of attention is connected to the most intensive and productive brainwork, high efficiency of work.

Physiological bases of attention.

For comprehension of physiological bases of attention the main role have the works of eminent physiologists - I.P. Pavlov and O.O. Uhtomskiy.

According to I.P. Pavlov's and O.O. Uhtomskiy theory, the concept of attention is connected to increasing of excitement of some brain structures - like a result of cooperation of processes of excitement and inhibition. O.O.Uhtomskiy had a theory about a principle of a dominant-in brain there is the dominating area of excitation.

Recently have been received new results, which are explaining the neurophysiological mechanisms of attention.

Attention appears on the background of general organism's activity that is connected to active brainwork. Attention is possible only on some level of brain activity.

In cortex of big hemispheres of the brain formation of attention is connected to some special type of neurons (neurons of attention -detectors of novelty, and cells of setting - cells of waiting).

So, was proved, that at healthy people in conditions of intense attention changes of bioelectrical activity appears in frontal areas of the brain. And it's impossible to cause a strong voluntary attention by speech instruction at sick people with a struck of some areas of the brain. At the same time with the weakness of voluntary attention because of struck of frontal parts of brain we can note a pathological increase of involuntary forms of attention.

## **Structure of attention**

The main qualities of attention - stability, switching, distribution and volume.

Stability- is determinate by durability of saving of intensive attention. An indicator of stability - it's high efficiency of activity during a long period of time. It depends of specialties of objects of concentration and person's activity during the direct concentration. One condition: changing, mobility of objects of attention. It's impossible to concentrate on one object, if this object doesn't change or doesn't change the foreshortening of its observation. All monotonous reduces attention. Stability of attention increases with arising of complexity of object, because the complicate objects lead to active intellect work. Attention can be very stable, when a person understands the importance of his work.

Stability of attention is dynamical: there is a concept of hesitation (fluctuation) of attention- it's periodical short involuntary changes of intensity level attention, its arising or inhibiting during a short period of time. This fluctuation could be easy watching during perception of "double" images.

Switching of attention is determinate during the person's passing from one activity or object to another. It determinates by:

- A program of conscious behavior (or conditions of activity);
- Necessity of including to new activity;
- Changing of conditions of activity;
- Necessity of rest.

The more interesting was the previous activity and the more uninteresting the next activity, the more difficult is the switching. Switching of attention- it's individual quality: some persons switch their attention easy, another persons - very difficult. It depends on special features of mobility of nervous processes.

Distribution of attention - it's a quality that is connected to ability of successful combining of few different types of activity. High level of distribution of attention - it's an important condition of big part of modern professions, including the doctor.

Volume of attention - is determinate by number of objects that can be percept by one person at the same time. It is determined, that during the perception of big quantity of simple objects in 0,07- 0,1 seconds the volume of attention of adult person is 5-7 elements. The main condition widening of attention is formation of skills to group and systematize the material.

## **2. Senses. General qualities and reflex nature of senses.**

Sensation- the most simple mental process, which is formed of images of separate qualities of objects and things of material world, including the

inside state of organism during the direct influence of material irritants on corresponding receptors.

With the help of sense organs the human's body receives the information about the state of inside and outside surrounding in form of feelings. Sense organs - the one way the outside world can penetrate in human's consciousness.

A human needs a constant balance of information between the world and the organism. If there is sensor isolation, functional infringement could take place.

Criterion of true senses is the practice, activity of object.

Feeling appears owing to transformation of specific energy of irritant (which influence on receptor) in energy of nervous processes. That is why senses - it's not only sense image or its component, but an activity.

Physiological base of sense is nervous process that appears during the action of irritant on adequate receptor. Structure of analyzer:

- Peripheral department (receptor), which is the specific transformation of external energy to nervous process;
- Afferent and efferent nerves, conducting ways, that connect peripheral department of analisator with central department;
- Subcortex and cortex departments (the brain ending) of analisator, where occurs the remaking of nervous impulses;

Certain cells-receptors are corresponded to certain parts of brain cortex. Feelings will be appearing, if only analyzer works like one entire unit.

The analyzer is the most important part of reflex arc. Reflex arc consist of:

- Receptor;
- Conducting ways;
- Central part;
- Effector.

Between the receptor and the brain there is not only direct communication, but reverse, backside communication too. A concept of reverse communication was discovered by I.M. Sechenov, and this concept testifies, that sense organs are alternately a receptor and an effector.

Depending of the character of reflection and the place of disposition there are three groups of receptors:

1. Interceptive receptors, that show the qualities of objects and things of surrounding world and which have receptors at the surface of the body (on the skin);
2. Interoceptive receptors, those are located in inside organs and tissues of the body and show state of these organs.
3. Proprioceptive receptors, that are located in muscles and ligaments, they give information of moving and location of our body.

## *General qualities of senses*

Sensation -it's a form of reflection of adequate irritants. So, for visual sensation an adequate irritant is electromagnetic radiation with length of waves of 380-770 millimicrons, which are transformed, in optic analyzer in nervous process.

Different types of senses have different properties, like: quality, intensity, duration and spatial localization:

Quality- it's the basic property of certain sense, that can differ it from other types of sense. For example, for hearing the basic properties are pitch of sound, timbre, loudness; for sight - saturation, brightness, color.

Intensity - it's the quantitative characteristic that is determined by the force of active irritant and functional state of receptor. Duration - it's the time characteristic.

Spatial localization is realized by distant receptors that give information about the localization of irritant in space. Contact senses (tactile, painful, flavoring) are corresponded to the part of body, which is influenced by irritant. At this time the localization of painful senses could be more general and less exact, than tactile senses.

Sensitivity of organs is determined by minimal irritant, which could provoke some sensations. The minimal force of irritant, that provokes a little sensation, calls the down absolute threshold of sensitivity.

Sensitivity of visual and hearing analyzers is very high. S.I. Vavilov's experiments proved, that human's eye could see the light, when the retina of the eye will be get only 2-8 quants of solar energy. It means, that we can see a burning candle in whole darkness on the distance of 27 km. At same time, it will be taken in 10-100 millions more quants of energy for tactile sensation.

Not only the down threshold, but also the top threshold characterizes absolute sensitivity.- it's maximum force of an irritant that could provoke an adequate for this irritant sensation.

With help of sense organs we can not only ascertain a presence or an absence of irritant, but also can differentiate an irritant according to its force or brightness.

The minimal difference between two irritants, that provokes a hardly appreciable change of sensation, calls the threshold of difference. It is characterized by relative value, constant for this analyzer. For sight it is 0.01, for hearing it's 0.1, for tactile - 0.33.

## **4. Perception and its classification.**

Perception- it's a reflection of objects or things in the human's consciousness during their direct influence on sense organs. In contrast to



senses, which show some concrete properties of irritant, perception reflects an object in general. Properties of perception:

- Concreteness, integrity, structure, constancy;
- Comprehension.

Concreteness is shown by act of objectivisation, it means - relating the facts, that we get from outside world, to whole world. Without this relating, perception cannot carry out such function as orientation and regulation. Tactile and move have the leader role.

We defined objects not by its appearance, but concerning their using in our practice. And concreteness of perception could help us in that case.

Integrity - general image of object is making on the base of general knowledge's about certain properties and qualities of this object, that are received as different feelings.

Structure - perception in some ways doesn't relate to our instant, momentary feelings, but not their simple complex. We perceive the general structure of these feelings, and this structure is forming during some period of time.

Comprehension - perceptive images always have some semantic value. For human, perception is connected to thinking, understanding of essence of object. Perceive the object consciously - means, calls this object in mind, generalize it by the word. Even in unknown objects we try to find some familiar details of known objects.

Apperception - it's a dependence of perception of contents of human's mental life, of qualities of personality. Perception depends on person's last experience, on tasks and motives of his activity. Emotions could change the content of perception.

### ***Classification of perception***

According to analyzer: visual, hearing, tactile, kinesthetic, flavoring, secretive perception.

According to forms of beings of materia: perception of space, time, moving.

Perception of space consist of perception of form, size and relative localization of objects, their relief, remoteness and analyze of perception of own body. Special role has move analyzer - nervous links between both hemispheres of the brain in analyzing activity: binocular sight, binaural hearing, bimanual tactile, dirinical scent.

Perception of time - it's reflection of objective duration, speed and sequence of the phenomena of reality. It is made of cortex parts of brain - rhythmic change of excitement and inhibiting of nervous system.

Perception of long periods of time is determinate by character of feelings. As a rule, the time, that was full of interesting work and deeply understanding activity, we perceive like shorter, than the time that was useless. Positive emotions give us an illusion of fast current of time;

negative emotions subjectively stretch the time. Perception of moving- it's reflection of change of localization of objects in space. There are two ways: - by fixed sight; by movements of eyes.

## **Lesson 5. "MEMORY. MENTALITY**

- 1. Physiological bases, types, processes of memory.*
- 2. Mentality (thinking) as the supreme form of cognitive activity.*
- 3. Thinking as an activity.*

The basic concepts: Memory, cognitively, saving of information, thinking (mentality), concept, analysis, comparison, generalization, independence, artificial intellect.

### **1. 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 describe 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 (automatically) - 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 group of neurons leaves literally physical 'trace'.

3. The theory of neurons models - reflection of object is accompanied with specifically action of impulse in corresponding group 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 arithmetic).

## **Processes of memory**

The base of division - its different functions of memory in our life and our actions:

- remembering (fastening);
- reproducing (actualization, restoring);
- saving and forgetting.

All this 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 knowledge.

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 specialties 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 compareson, 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 contain 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 occurs voluntary and involuntary.

Reproducing can turn into recall, when voluntary reproducing occurs through active researching's and difficulties. The success of recalling is depend on awareness of contens 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 out limited 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, knowledge;
- Support and development of attention and cognition curiosity;
- Creative using of different methods and ways of leading and using of knowledge;
- Accounting of individual memory specialties, level of development of different types of memory;
- Training of tire coming and independence during the acquiring of material;
- Organization of systematical repeating of old material and exercises for its reproducing;
- Self-training, 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. specialties of memory establishing;
4. curiosity;
5. condition of organism.

## **2. 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 it 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.

## **4. Thinking as an activity**

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, judgment. 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 n the supreme parts of brain.

Synthesis - it's a 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 cogitative (curiosity);
- nonspecifically (to learn with compulsion).

But very often during the compels ring learning appears cogitative 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 determinate 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 specialties 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.

## Lesson 6. "IMAGINATION. FEELINGS"

1. *Imagination as a specific type of activity. Physiological bases of imagination.*
2. *Imagination as a "figurative mentality". Active role of imagination in problem situations and in conditions of deficit of information.*
3. *Physiological bases of feelings and their role in practical cognitive activity.*
4. *Forms of feelings.*
5. *Feelings and personality.*
6. *Types of feelings and their formation.*

Main concepts: imagination, intuition, agglutination, fantasy, dreams. Feelings, emotions, anxiety, joy, astonishment, shame, passion, stress, high feelings.

### **1. 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 behavior 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 program of behavior in cases, when the problem situation is indeterminate.

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 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 making a decision and finding right way out in problem situation even when we don't have proper knowledge that is 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 dominants 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 actualization (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 neural 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 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.

### **Imagination and organic processes.**

Human's brain could also influence on regulation of peripheral parts of organism, change the process of their functioning.

In the Middle Ages was known one unbelievable fact of some people, who mostly had some nervous discords: after deep thoughts about the Christ's tortures, appears signs of crucifixion on their feet's and palms as the hemorrhage and even ulcers. Such signs were called stigmas (from Greek "stigma"- mark, scar).

Some overseeing of the persons, which are different by their sensitivity and reach imagination, give us a lot of interesting facts about imagination's influence on the course of the physiological processes.

When Flober was writing the scene of poisoning of Emmi Bovari, he had clearly tasted the arsenic in his mouth. And Volter had been sick every anniversary of the Varfolomien's night: thoughts about thousand of killed people have called attacks of fever, high temperature and pulse.

Some discords of mental activity could also appear because of abnormal sensitivity and imagination. Sometimes the cause of such disease could be the word of autorital person that was wrong understood.

Is known such cases, when the doctor said the wrong word, and the patient thought he had a dangerous disease, and then appears the symptoms of this disease, even when the patient is healthy. So, such diseases called iatrogenic.

Thus, the fantasies can not only regulate a human's behavior, but also can change the course of physiological processes.

We also know about ideomotor acts - actions, that are appeared, when a human only imagine it. An experiment: a human keeps a pendulum (a thread with a small weight) in his arm. He is offered to imagine clear as possible, that this small weight is making circle moves. In some period of time the small weight starts to make such moves in reality. So, the clear imagination of the moving is calling nonregistred by the conscious muscles efforts, what leads to pendulum's moves.

On this principle (decoding of ideomotor moves) is based the effect of Volf Messing's experiment. This man had a wonderful sensitivity, and percept from the people weak signs of ideomotor moves, "guessed" the direction of their moves and its sequence.

In ideomotor acts is shown the reactivity of vascular system.

So, when a human is only preparing to bend the arm, the volume of the forearm increase, even if such action is not occurs - it's connected to dilating of the vessels. When a man is proposed to imagine he lift some weight, the muscles was weakly strained and appeared some electrical activity, was a registered biological current of the muscles.

Nowadays there are a lot of devices that are controlled and run with biological currents. Famous prosthesis of the arm is run by biological current.

## **2. Imagination as a "figurative mentality". Active role of imagination in problem situations and in conditions of deficit of information.**

Our imagination - it's an output from the limits of the reality. But we are also keeping the connect to objective reality, even if our dreams "take us in a fly".

New images are appearing from the new impressions, which we're taking from our life and reality. These images saved in our brain as temporary nervous links.

Connection of imagination with objective reality - it's not only the fact, that all elements of a new image are the images of the things in our reality and their properties. So, pictures of images - usually aren't an independent combination of separate elements that were kept from objective reality. When the human is making a new image with these elements, he pays attention to all known natural links between objects.

That is why we can say, that imagination - it's an original form of representation of objective reality in human's brain. The proof of the fact, that fantasies shows the natural links between the objects - it's the possibility of the practical demonstration.

A human is motivated to create new images because of needs of the human's activity. An image of the future result of the work - it's a necessary condition of successful work. It helps to choose the target and to achieve it.

### ***Voluntary and involuntary imagination.***

The process of creation of new images of objects, which we don't percept directly, could have voluntary or involuntary character.

Involuntary - creation of new images doesn't run by special purpose to imagine some things or events. It activates by activity that directed to achieving of another purposes. It can be meet in the process of daily dialogs between people, when one man talks about some object, and another man didn't percept this object directly.

When we read some book (fiction), appear images of heroes, events, district, even if we didn't try to image it.

Involuntary appearing of images is based on human's needs and feelings.

The most famous example of involuntary appearing of new images it's a dream. When we sleep, we often see a situation that has never happened before, in our experience. The image appears as a result of involuntary recollection in memory our last memoirs, impressions. Brightness of these images could be explained, that in sleep our second

signal system slow down, breaks. As a result, our first signal system stimulates, rise. Excitement of memoirs gives images, which are so bright and truthful, like real impressions.

Voluntary - is run by special target to make an image of some object (K. Stanislavskiy). Usually take place in human's creative activity.

## **TYPES OF IMAGINATION DEPEND ON CHARACTER OF ACTIVITY**

- Creative (is used in a creative activity)
- Reproductive (is used to learn some material, that was created by another person)

For example, a designer, who is projecting a new car, has a creative imagination, and a person, who can create an image with ready verbal description of this car, uses the reproductive imagination. The writer has creative imagination, the reader has reproductive imagination.

Creative imagination is activated, when a human accordingly to social needs, discovers something new, fined new ways of work, creates new original, valuable for society, products and materials.

Reproductive imagination - it's a process of creation by human and images of a new objects on the base of their verbal description, graphical or musical pictures.

### ***Types of imagination depend on contents.***

According to the contents of activity, we can differ three groups of imagination: artistic, scientific and technical.

Artistic imagination: prevalence of sensual images (visual, acoustical).

Scientific imagination: is shown during the experiments, creation of hypothesis, appearing of guesses, generalizations, when we need to create a concept.

Technical imagination: creation of the images of space ration in the look of geometrical figures, which can be easily associated with different situations, and be combined in a new connection.

A dream - it's a special type of imagination that is based on creation of the images of a toad future.

### **3. Physiological bases of feelings and their role in practical cognitive activity.**

The human not only learn the reality during the processes of perception, memory, imagination and thinking, but also treats to the facts, means - feels something about this things.

Feelings - it's a human's inner attitude to the things, which are happening around in life, concerning human's activity.

Feelings are showing the mental condition of the person, where the perception and comprehension of something is closely connected to the personal attitude to the events. In all that cases we talk about feelings like about special emotional condition of the person. But the same way, feelings - it's a mental process, which has own dynamic.

Different forms of feelings - emotions, affects, moods, stressful conditions, passions and the feelings in their concrete meaning - it's a personal emotional sphere. It is one of the regulators of human's behavior, source of information, expression of complex and many-sided relations between people.

### ***Feelings and needs.***

Feeling lead to selection of the things, which are match to the human's needs, and stimulate the activity, that is directed to the achieving of this things. Pleasure feeling during the scientifically discovering activates the researching activity, keeps intensity of the process of researching activity. The interest as the form of the need, is always has bright emotional colour.

Subjectively, feelings are showing, how occurs the process of realization of the needs. Negative emotions are connected to unsatisfied needs.

One of important characteristics of emotional conditions - it's their regulative function. Human's troubles take a role of the signals, which inform the human about the process of needs' satisfaction, about the obstacles on the way etc.

So, feelings - one of the specifically forms of expression of reality. And if in cognitive processes are expressed the things or events of reality, but in feelings is expressed the relation of the person to this thing or events.

### ***Physiological bases of the feelings.***

Like all mental processes, feelings, emotional conditions - it's all the result of the brain activity. Appearance of emotion starts from the changes in the surrounded world. These changes lead to increasing or falling of the life activity, creation of one needs and depressing of another, and to changes in the processes in the organism.

Physiological processes, which are connected to the feelings, are also connected to complex conditioned and unconditioned reflexes. It's the result of the joint cooperation of the cortex and subcortex centers of the brain.

The deep of the feelings is strongly connected to significance of the changes. This way, the complex system of temporary links is rebuilding, and all this is provoking the processes of excitement. Excitement spreads into the cortex and captures the subcortex centers. In the parts of brain, which lay deeper than cortex, there are different centers of physiological activity:

respiratory, cardiovascular, alimentary, endocrine systems. That is why the excitement of the subcortex centers provokes increasing of activity of the organs. And that is why feelings are accompanied with changes of rhythm of breathing, cardinal activity etc.

But in such cases the cortex could inhibit the influence of subcortex centers, by that way is constrained the external demonstration of the feelings.

#### **4. Forms of feelings.**

We sense feelings like pleasure unpleasure or mixed tone of any mental process. Satisfaction or nonsatisfaction of the needs generates some special feeling, that have different forms: emotions, affects, stressful conditions and feelings itself.

Emotions - it's direct temporary sensation of the more permanent feeling. For example: emotion - it's not a love of the music, but a pleasure condition during the concert).

Stenic emotions - it's emotions that call for action.

Astenic emotions - it's passive, "looking" emotions. Affects - its emotional processes that have stormy course of events. They are characterized by significant changes of the consciousness, failure of the control of the actions, losing of self-control. Affects are short-timed, but provoke big expenses of life-powers. Usual picture of affect - tears and crying, laughter and shout, hard breath; uncertain actions. A human feels a strong desire to give in to this feeling: scare, anger, and despair. But every normal human at this stage could restrain, don't lose his mind. On the next stage of the affect the human could lose control upon herself. After affect condition the human feels indifferent, weakness. Almost all feelings could be in affect form.

The mood - it's a whole emotional condition, which characterize a human's behavior during long period of time. The mood can be joint or sad, vigorous or languid, highs spirit or depressed, serious or thoughtless. As usual, mood has softly expressed character, so human even don't notice it. But sometimes the mood can attain significant intensity. Then it has a shade on human's mentality and activity, work productivity. The mood is closely connected to general health, especially to nervous and endocrine systems, which regulate metabolism. The sources of the moods are not always clear to human. But the mood is always depend on some reasons, and it is necessary to be able to understand it.

#### ***Basic emotional conditions.***

An interest (as emotion) - positive emotional condition, which promote development of skills, knowledge, that motivate learning.

Pleasure (gladness) - positive emotional condition, which is connected to capability of complete satisfaction of the actual needs, when earlier it was impossible.

Surprise - emotional reaction, that don't have clear positive or negative sign on the unexpected event. Surprise slows down all previous emotions and directs the attention to the object of surprising, and could be performed into interest.

Suffering - negative emotional condition, which is connected to established or imagined information about impossibility of satisfaction of the most important needs, that was earlier more or less possible. More often occurs in the form of emotional stress. The suffering has asthenic (which makes people weak) character.

An anger - negative emotional condition, which occurs in the form of affect, provoked by sudden obstacle on the way to the most important need. Anger has sthenic (elated) character.

Disgust - negative emotional condition, which is provoked by the objects, interaction with them enters the conflict with ideological, moral or esthetical person's principles.

The contempt - negative emotional condition, which appears in interpersonal relationships and is provoked by different outlook on life, behavior of the persons.

The fear - negative emotional condition, which is provoked by the information about some possible injury of his property, imagined or real danger.

The shame - negative condition, which is expressed in the awareness of disharmony of own thoughts, acts or even appearance concerning not only to another people, but his own imagination about behavior and appearance.

The feelings not always have unambiguous character. Emotional condition could be combined from two opposite feelings (love + hatred = jealousy) - ambivalence of feelings.

Human feelings by origin are connected to complex involuntary reflexes and have social character. The animals also have feelings. A human can control his own feelings.

## **5. Feelings and personality.**

Feelings -one of the brightest manifestations of human personality and feelings are connected to cognitive processes and voluntary regulation of behavior and activity.

The contexts of feelings consist of strong relation of the human to the things he do or learn. To give a characteristic to a person - means to say what this person likes, what she hates, and contempt's, what she proud of, etc. The subject of the strong person's feelings, intensity, character and frequency of this feelings in form of emotions, affects, stressful conditions and moods - that all give us the picture of emotional world of the person and

her individuality. That is why if we analyze the emotional processes, we need to observe the feelings themselves - they characterize a human as a person.

### Feelings in their whole meaning.

When emotions, affects, moods and stressful conditions, which have intuitive character, are showing the human's relation to the object in some period of time, the feelings in whole meaning of this word are showing the human's relation to the object of her strong needs, fixed in the direction of personality.

That is why feelings are characterized by stability, duration, which can last not hours and days, but months and years of the human's life.

Stable motives could provoke the systematical activity of the person, when they become impulse to the action, means when they becomes a strong feelings.

The feeling determine the dynamic and the contest of emotions, which have a situate character. The strong feelings are resistant to changing by one-stage emotions.

It is necessary a lot of actions one feeling overgrowth to another.

But sometimes it is enough to feel one intensively positive or negative emotion, to form the final positive or negative feeling.

Passions. It's a stabile, strong and deep feeling, which controls the directions of the thoughts and actions of the person. So, this feeling appears connected to the cognitive thinking and activity of the person. The passion forces the person to think about the object of the feelings, to imagine satisfaction of the needs, which are main, imagine and consider the real or possible obstacles on the way of satisfaction of the need.

Fanaticism. Nonsatisfied passion is usually provoked very strong emotions and even affective fits of anger, despair, indignation, offence etc.

Love. Psychologists differ 2 meanings of this concept. In the broad sense of the word the love it's a high stage of emotionally positive relation, which express the object of love among another and stand him in the center of stable vital needs and interests of the subject. It's love of country, of mother, for one's children, for music...

In the narrow sense of the word the love - it's intensive, tense and rather stable feeling of subject, physiologically provoked by sexual needs, which is expressed in the aspiration to be with the maximal completeness submitted by the personally-significant qualities in the life of another person so, that to wake at him the need for respective feeling of the same intensity, tense and stability.

The merge of the individual sexual needs (which provides finally continuation of the family) and the love as the highest feeling (which provides complete individual personalization) doesn't allow to separate in the reflection one concept from another.



That is why different philosophical and psychological directions supposed the absolutization of the one of the concepts: the love was considered or as a biological begins, sex instinct or as clearly "spiritual" feeling.

Resume: Though physiological needs also are the reason of occurrence and support of the feeling of love between the man and the woman, but in connection with that in the human personality all biological things act in the changed aspect, as social, so the love in the intimate psychological characteristics is socially caused feeling.

The love has special character in youthful age:

Objectively in the base - sexual inclination; subjectively it is denied by whole character of lovers' behavior.

"Interdiction" of love in the early age - aftereffects.

## **6. Types of feelings and their formation.**

There is no standard classification of the types of feelings. But we can express such types as moral, intellectual and aesthetic feelings.

The moral feelings in the concept mean the relations between two people and broadly- between the human and society. To the moral feelings we can concern love, sympathy, goodwill, humanity, devotion.

The immoral feelings: greed, egoism, and cruelty gloating, selfish.

The intellectual feelings express and display the relation of the person to the process of cognition, successfulness or unsuccessfulness of this process. So feelings - it's a regulator of intellectual activity. It's an interest, a surprise, a curiosity, a doubt, a pleasure of discover, a love of truth. So, thanks to surprise feeling the human begins attentively analyze, appreciate the new situation, and aspire to solve the contradiction.

A.Einstein: "The deepest and the most beautiful emotion, that we can feel its afeel of mystery. Here is the source of true knowledge".

In the process of learning the human all the time creates hypothesis, try to find the right way of solution of a problem; the searches of the true could be attended by feeling of doubts - emotional feelings, when the human think about few ways of solution of a problem. But the decision of the problem, finding the truth can bring the feeling of confidence.

On the base of own intellectual experience appears the feeling of love for truth.

The searching of truth, love for truth lately joint to human's belief, brings new deep emotional attitude to all that happened in the world, approves the power of human brain.

Aesthetic feelings - display the attitude of subject to different factors of life and their expression in the art as to something beautiful or ugly, tragically or comical, high or low-standard, refined or rude. These feelings are displayed in corresponding estimates, in art taste and are showed as

emotion of aesthetic satisfaction and delight or contempt, disgust. Aesthetic feelings - it's a product of cultural development of the human, of process of formation her cognate. A level of development and pithiness of aesthetic feelings is one of the most important indexes of person direction and social maturity.

As example of aesthetic feelings - sense of humor; in the base of this sense - person ability to find in the events some comical signs and to respond to it. To find out, if the person has the sense of humor, we can watch how this person accepts the jokes, cartoons, caricatures, and if this person is able to laugh, when he becomes the object of the joke. The absences of sense of humor testify to low emotional level and juvenility of human's personality. It's a alarm signal.

Moral, intellectual and aesthetic feelings sometimes are called the highest feelings, because they contain all treasures of human's emotional attitude to social reality.

But we can say, that the concept of "the highest" feelings is conditional, because to this group refer not only moral, but also immoral feelings - vile emotional manifestation of the person. So it's very difficult to divide into classes the moral, intellectual and aesthetic feelings. The senses of humor as aesthetic feeling could be also intellectual and moral feeling. All it underlines the unity of emotional sphere of human's personality.

## **Lesson 7. "TEMPERAMENT AND CHARACTER"**

- 1. Characteristic of temperament. The connection of temperament to features of CNS and HNA (highest nervous activity).*
- 2. Modern outlook on the typology of temperament.*
- 3. Concept of character and classification of character in different psychological directions.*
- 4. Concept and characteristic of types of accentuation of character.*
- 5. Connection between the type of temperament and the accentuation of character.*

Main concepts: temperament, character, accentuation, and the highest nervous activity.

Temperament - it's individually typological characteristic of the person that is displayed in dynamical, congenitally determinate features. Temperament is conditioned by the type of nervous system. But manifestations of temperament are determinate by world outlook, character, and education of the person. Temperament is a general characteristic of personality; it puts an impression on the all displays of mental life and activity. The most brightly temperament is displayed in emotional life and sphere of activity. Temperament influences formation of many important character traits, abilities of the person.

The base of individual displays of temperament - it's such physiological qualities of nervous system as power, intensity, rate and steadiness of main nervous processes - excitation (stimulation) and inhibition (braking).

I.P. Pavlov's doctrine about the types of HNA determines 4 types of temperament:

1. Strong, balanced, active type - sanguine person.
2. Strong, balanced, inert type - phlegmatic person.
3. Strong, unbalanced type - choleric person.
4. Weak, slow, unstable type - melancholic person.

These types are basic, but not all people could be divided for these 4 types. The question about variety of temperament isn't solving. So, New York's scientists in 1970's fixed 9 psycho-physiological characteristics, which cause temperament of the person : the level of activity, rhythm, ability to adaptation, level of distance, threshold of reaction, intensity of reaction, characteristic of mood, derivation, volume of attention.

Such qualities as level of activity, tendency to convergence, ability to adaptation, threshold of reaction, mood are usually generically conditioned.

Character - it's a complex of stable mental qualities of person; the main idea - fixation (during the life) of person's emotional attitude to typical life situations.

Character of person is always different, multiple. We can find in it some separate features, but these features don't exist separately one from another, but they are connected in one unity and formed one complete structure of character. So, the structure form of character is determinate by natural dependence between separate features of character.

In human's character there is finished program about human's typical behavior in typical situations.

Character and temperament are closely connected. It is determined integral characteristic of person individuality. Features of temperament could easy or complicate the development of different qualities of character.

There is no one united classification of types of character. But the most used in medical psychology is classification of types of accentuation of character. This typology still is not perfect, but helps to solve the practical tasks and has highly effective diagnostically and prognostic criterions.

Accentuation of character - it's an extreme variant of norm, when different separate features of character are very strengthen, and because of it there is selective sensitivity to concrete psychogenical influence together with good or even high resistance to another influence.

There are such basic types of accentuation of character as hyperthymical, hysteric, unstable, epileptic, psychoasthenical, labile and schizoid.

### ***Short characteristic of types of accentuation.***

1. Hyperthymical type. Such people are very noisy, friendly, extremely independent and courageous to asocial manifestations. Often does not suffice the feeling of distance. These people study nonuniformly because of restlessness, indiscipline. The mood usually rise, health is good, they are active, energetic. These people badly accept the regime and strong discipline. But in extraordinary situations they are very inventive. They are frivolous to rules and laws. They like companies, like to be leaders, aren't discerning with friends.

"The weak side" of this type - it's intolerance of monotonous surrounding, work, isolation from coevals.

2. Hysteric type. The main features - unlimited egoism, insatiable requirement of attention, admiration, surprising, respect, sympathy. These people could forgive even the hatred in their address, but only not apathy to their person. They are inclined to imagination and lie to embellish themselves. Feigned emotion are covering the absence of sincere feelings.

"The weak side" - the stroke to the egocentricity. Propensity to demonstrative attempt to suicide.

3. Unstable type. The main feature - weak will. These people "go down stream". They are disobedient in childhood, restless, but also are timorous, scare of punishment. In early years is displayed the inclination to entertainments, nonwrap.

"The weak side" - the absence of control.

4. Schizoid type. The main features - isolation, loneliness, detachment from surrounding, reduced requirement of contacts with other. These people are restraint, have low intuition, and couldn't empathize. Their internal world is usually closed for another people. They are "white raven". Propensity to intellectual and aesthetical hobbies.

"The weak side" - nonformula contacts with people, violent intrusion in their internal intim world of imagination.

5. Psvchoasthenical type. In childhood these people are timid, wild, abstruse, early intellectual interest. Such people are irresolute, disturbing, they like introspection, aren't sure in their powers. Very punctual, high sense of responsibility. To make a chose for them it's very hard.

"The weak side" - stay in situation with high moral responsibility.

6. Emotionally labile type. The mood changes very often without any reason. Threshold of emotional endurance is very low. For mood is typical not only often changes, but deep changes too. To the mood in the right moment are depend health, appetite, sleep, work ability, and desire to be lonely or be in the big company. These people could have very deep feelings to another, could be betrayed. They are very sensitive to people's attitude to them.

"The weak side"- emotional rejection of close people, long separation with dear people.

7. Epileptic type. In childhood these children are very whining, so there is no way to calm they or make them stop crying. Early propensity to sadism, applying for the post of not leader but lord. Propensity to scrupulousness, annoyance. Often these people have maliciously- oppressive mood, emotional unsuitability, intensity of instinct sphere, inert, spirit lessness, languish. Very jealously people. Vindictive. They create an atmosphere of conquest and pressure.

"The weak side"- they couldn't tolerate the rebelliousness concerning their demands, couldn't control their love of power, jealousy. The "clear" types are very rare, usually take place the mixing of accentuation, when one of the types is basic and other types and features of character are accumulated upon it.

## Lesson 8. "GENERAL BASIS OF PEDAGOGY"

1. *Upbring as a subject of pedagogy.*
2. *The history of development of pedagogy.*
3. *Methods of pedagogical research.*

1. Upbring is a function of society, which takes specially forms under influence pedagogical ideas, which was in different historical times. If upbringing as a public function appeared with beginning of human society, pedagogy formed later. Such scientist pedagogy began formed, when upbringing began to be important in human life. The basis of each scientist is a determination of notion, which characterized its subject

Pedagogy—is a scientist about upbringing.

Pedagogy—is a scientist about upbringing, it describes aim, assessments, appropriates and essence of upbringing. Pedagogy includes theory of upbringing and didactics.

Basis notions of pedagogy include notion like a upbringing, education and studies.

Upbring—is a public attitude, in what one people influence to other with aim of formatting of personality.

Education includes that side of upbringing, what show system of scientifically and cultural value accumulating humanity.

Studies—is a process of mastering different aspect publican and historical experience of humanity. This process performs under control person, which had special training.

Pedagogy such a scientist use different methods of research, such as:

- 1) observation;
- 2) questioning;
- 3) complete a form;
- 4) interview;
- 5) learning products of pupils actions;
- 6) experimental method;
- 7) modeling.

2. Before civilized history, upbringing children perform such a way: including person in family's life—his communicating to work, hunting etc. Later arose festal rite ordaining young man in adult life. For example, sleeping in the forest, hunting and other. During transition to slave-owning system arose written language and account. In Greece was 2 system of upbringing—Athena and Spartan's. Athens' system used in settlement, such as Olvia, Panticapey etc. This system was herald high cultural wealth, forming man, what must be spiritual wealthy, morally clean and physically perfect.

Spartanman upbringing in hard conditions, they wanted to breed from boys' severe fighting men, from girls—Amazons. In 7 years all boys was send to schools, where every unnecessary word was punishably. In 14 years he was must brought head of the slave, which was killed himself. In 16 years was like a leave-exams, during this exams the parents of boy can saw their son. Then Rome did Greece own settlement and many musicians and mathematics was wending to Rome. They upbringing Rome's children and these people was called pedagogue.

Rome's system of upbringing and education conformed bloom of slave-owning system. After destroying of Romans Empire in 476, this system was destroyed too.

After some centuries in Europe were formation new big empires. Such as, the Empire of Karl in IX-X centuries, which includes all, civilized Europe. In that time was forming two system of upbringing—knightly and monastic. Monastic system had two parts— internal and external. All subjects connected in two cycle: first— grammar, rhetoric and dialectics, and second—mathematics, music and astronomy.

During Renascence grew philosophy and culture, renewed human's values. Began changed system of education. In XVII century arose separation philosophy from pedagogy. First founder of pedagogy was Jan Komensky (1592-1670).

Then history of pedagogy different. For example, switherlan's pedagogue H.Pestalozzy (1746-1827) founded theory and practice of beginner education for poor children; F. Freben (1782-1862) founded preschool upbringing etc. As for Ukrainian history, there became the same processes. The big contribution in development of culture in X center did Kyrylo i Mephody, which created alphabet.

Pedagogy of Ukraine in XIX-XX centuries was connecting with social actions in Ukraine and Russia. In 1917-1918 was doing broadening of schools' net. But in 1919 many schools was destroying.

**3.** All methods, that using in pedagogy, we can different into general, generally scientifically and special.

General methods use in different scientists.

Generally scientifically methods use in all or some branches of scientist. They are experiment, mathematical methods and others.

These two groups bind with group of scientifically methods, such as: observation, speaking, completes a form, learning products of pupil's actions etc.

Observation—is perception pedagogical appearance, during its investigator receive factual material, what characterized some appearance.

Speaking is using with aim of receipt explanations about some things, that was not unending during observation.

Experiment is using for determination on effect and actions of methods. Experiment deciding into: *S* natural; *S* laboratorial.

## Lesson 9. "TEACHING AND UPBRING"

1. *Combination of process upbringing and teaching.*
2. *Dedication is theory of education and teaching.*
3. *Principles and methods of teaching.*
4. *Contain of education. Methods of upbringing.*

1. The complex of pedagogical process is the basic of personality's development. Pedagogical process is the process in which the aim of education and upbringing is realized in systems of schools, colleges and universities. There are different connections between those, who teach and who study: information, communicative and the sells government as connections.

The inner motivation of pedagogical process is contradictions between demands and real abilities of pupils for their upbringing. Teaching is pioneering of over the development of personality, and the development creates additional for studying and upbringing on the following stages of pedagogical process.

The upbringing and the teaching have some dominating functions in the development of the personality. In the content of teaching scientific ideas, notions and laws prevail development of norm roles believes. Teaching and upbringing influence consciousness activity and emotions of personality. But the first process input the intellectual sphere. Due to this the process of education has one of the roles of motivating factors which seaports education (teaching).

2. **Didactics** is the theory of education and teaching, which opens conformities to natural laws of pupils' teaching, teaching of students and pedagogical actions. She characterizes principles, essence and organization of teaching. Didactics is system of scientifically knowledge about what and how to teach. The founder of scientifically didactics is Jan Amose Komensky.

Teaching is one of the kind of cognitive actions. This process has two sides: instruction and teaching. Teaching has their methods, principles and stages. Prisons pedagogy has such principles of teaching:

- \* scientifically character if teaching;
- \* systematic character;
- \* simplicity;
- \* using of different materials, schemes etc;
- \* activity;
- \* strong remember of material;
- \* individualization.



During teaching are used different methods: verbal and practical.

Methods of teaching divide into:

- \* reproductive;
- \* illustrative;
- \* problematical;
- \* searching;
- \* research.

Process of teaching has specifically functions, such as educational, upbringing, developmental.

Teaching is a system of cognitive actions, which must decide such tasks.

There are such stages of mastering of knowledge:

- \* perception of information;
- \* trying to understand;
- \* remember;
- \* using of knowledge in practical job.

3. **Education**—is a system of scientifically knowledge, skills; mastering of them determinates development of pupils and students, formation of convictions, conduct and moral. There are two kinds of education, such as general and professional education.

Formation substance of professional and medical education must return for some needs:

- \* return social inquiry society;
- \* determination substance of education practical material;
- \* account real possibility process of teaching (principles, methods, forms of teaching and others).

There are such systems of criterion (J.K. Babansky):

- \* criterion of general reflection in substance of education formation task development of person;
- \* criterion of high scientifically and practical importance of substance;
- \* criterion of account international experience of building substance in high education.

4. **Methods of upbringing.** General methods of upbringing is the methods of influence for man's conscious:

- \* methods, which form social conscious;
- \* methods, which form social conduct;
- \* methods of stimulation.

Methods of upbringing have realized through modes of upbringing.

Modes of upbringing are the putting general methods of upbringing in real situation. Methods of upbringing bound with organizational forms of upbringing and modes of upbringing.

Mode of upbringing is the effective mode ways decide some upbringing's task.

There are such forms of upbringing: self-education and reeducation.

Upbringing is divided into kinds, it depend on aims. There are such kinds of upbringing: moral, economical, esthetical, ecological etc.

### **Methods of upbringing**

Upbringing is a necessary condition of person's development. It determinates spiritual, moral conduct of man. Upbringing forms from children citizen of country.

Methods of upbringing are specific way of systematical influence for person with aim to form social conduct and conscious. Character of influence is depended on right understanding of task.

Value of some methods, upbringing way is not determinate moment results. Methods of upbringing are derivative of social modes and aims of upbringing, which is used in society.

Methods of upbringing can have general or specific influence. They influence into form of conscious, but every method has individual function. Different methods of upbringing are used together.

Different system of methods of upbringing has aim of decision of some modes, for example, methods of work's upbringing. There is methods' group, which have big functions: methods of persuasion, exercises, positive examples, encouragement and punishment.

Using of this methods helps to organize of process of person's formation, determinates the best way of deciding upbringing's modes.

### **Methods of persuasion**

They influence specific methods for conscious of people with aim of formatting some views.

Persuade is means to form in conscious of pupil's persuasion, that practical and theoretical knowledge, which is defended teaching, is right.

Process of persuasion's formation is very difficult. It contains accumulation of knowledge, formation of notions, strengthening of views and active actions of teacher aim of pupils' acts. During formation of persuasion, beside basic methods, is a used different reception.

Speaking is used very often (about moral, esthetics, cultural conduct etc.)

Speaking has some aim: during helping to pupils in estimation of actions, compositions of literature and arts, understanding of some norms of conduct, have the right estimation of themselves actions, friends' actions and others.

### **Method of exercises**

In the process of formation person one of the main aliment attainment unity conscious and conduct. Its reached strengthen long influence difficult system of method of define upbringing. Method of exercises has such aim: teach pupils to have some contact.

Method makes for pupils some conditions in life and activity.

### **Method of example**

Teachers and parents show to children positive examples of people's activity and conduct. When young man show into life, activity, actions of other people, they remember norms of moral, some trait of person.

Strength of example is explained its materiality and concrete. Its strength increases, if it common with the pupil's interest and if it enjoy authority in pupils.

Effective influence of method is helped such reason:

- \* systematical demonstration of positive examples;
- \* increasing of pupil's knowledge about esthetical culture and culture of conduct, friendship.

### **Methods of encouragement and punishment**

Methods of upbringing provide needing take into account specificity of pupils. The right methods of upbringing must provide using of methods that stimulation useful actions and motive encouragement and punishment.

Encouragement is estimation of pupil's achievement in all country, society, collective. It stimulates some active, actives whole collectives.

But we must account a difficult nature of encouragement, because it can has not only positive, but negative influence. Punishment is used with aim of protection norms and rules of social conduct. These methods must stimulate wishing of pupil change his conduct, which was condemned.

Effect of punishment must call wishing of pupils to be better.

This method will be effective if:

- \* person will leads principles of humanism;
- \* if punishment not bound with physical pain;
- \* if punishment is just.

If teacher uses these methods, he can to have a big importance has professional and moral training of teacher.