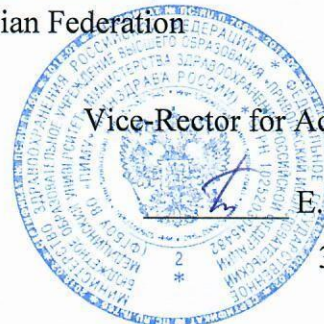


Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation



APPROVED

Vice-Rector for Academic Affairs

E.S. Bogomolova

31 August 2021

WORKING PROGRAM

Name of the academic discipline: **PSYCHOLOGY AND PEDAGOGICS**

Specialty: **31.05.03 Dentistry**

Qualification: **DENTIST**

Department: **PSYCHIATRY**

Mode of study: **FULL-TIME**

Labor intensity of the academic discipline: **72 academic hours**

Nizhny Novgorod

2021

The work program was developed in accordance with the Federal State Educational Standard in the specialty 31.05.03 " Dentistry ", approved by order of the Ministry of Science and Higher Education of the Russian Federation No. 984 dated August 12, 2020


Program Developers:

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The program was reviewed and approved at the department meeting (protocol No. 01June 2021)


Head of the Department of Psychiatry,

Doctor of Medical Sciences, Professor  L.N. Kasimova

(signature)

01June 2021

AGREED

Deputy Head of EMA ph.d. of biology  Lovtsova L.V.

(signature)

01June 2021

The purpose and objectives of mastering the discipline "Psychology and Pedagogy" (hereinafter - the discipline)

1.1. The purpose of mastering the discipline: participation in the formation of the following competencies among students: universal: UK-3, UK-6 and general professional: GPC-4.

Also, the learning process has as its goal the formation in students of the foundations of psychological and pedagogical competencies necessary in the future professional activity of a dentist, a comprehensive education of his personality and self-development.

The target setting of the course "Psychology and Pedagogy" is to study the basics of human psychology, the principles and methods of psychological research, the influence of psychological factors on health, the formation of students' skills of a holistic approach to the patient, taking into account his individual psychological and age characteristics, as well as familiarization with psychological and pedagogical foundations of the activity of a dentist.

1.2. Discipline tasks:

1) to acquaint students with the range of problems of modern psychology and pedagogy, the latest foreign and domestic research in the field of psychological and pedagogical science;

2) reveal the features of the human psyche, the essence of its main functions and patterns;

3) to acquaint with the cognitive and emotional-volitional processes of the human psyche, his personal properties, as well as motivational needs in the sphere and sphere of self-consciousness;

4) form an idea about the specifics of psychological methods and the possibilities of their use in the field of dentistry;

5) to give a general idea of modern pedagogy and a student-centered model of education;

6) self-reflection skills ;

7) to form the ability to give a psychological and pedagogical analysis of various situations and relationships;

8) contribute to the expansion of their scientific horizons;

9) to promote the development of personal readiness for future professional activities.

1.3. As a result of mastering the discipline, the student must:

know :

- the subject and methods of psychology and pedagogy, the place of psychology and pedagogy in the system of sciences and their main branches;
- the history of the development of psychological knowledge and the main trends in psychology;
- main categories and concepts of psychological and pedagogical sciences;
- the main functions of the psyche, navigate the modern problems of psychological science;
- fundamentals of psychology of interpersonal relations, psychology of small groups;
- objective connections of training, education and personal development;
- the main mental phenomena and patterns underlying the processes occurring in the human body, their age characteristics;
- the basic patterns of development and human life on the basis of the structural organization of the psyche;
- the main regularities of the pedagogical process and pedagogical interaction;
- the specifics of a personality-oriented model of education;
- personality traits and individuality of a person, various approaches to their study of personality, ways of human behavior in various life situations;
- features of the functioning and manifestation of the psyche at different ages;
- methods of observation and questioning (questionnaire and conversation), the specifics of their application in the professional activities of a dentist;

be able to :

- assess social factors affecting the state of the patient's psychological health: cultural, ethnic, religious, individual, family, social risk factors (violence, mental deprivation, illness and death of relatives, etc.);
- give a brief psychological description of the personality (temperament, character, abilities, self-awareness, needs, motives, interests, values), cognitive processes (features of perception, memory, thinking, imagination, attention) and the emotional-volitional sphere, including in relation to childhood ;
- take into account individual typological characteristics of patients of different ages in the process of interpersonal interaction;
- determine (through observation and conversation) the mental state of the patient;
- analyze the factors influencing the formation of personality;
- use educational, scientific, popular science literature, the Internet for professional activities;
- interpret the results of the most common methods of psychological diagnostics, the results of testing and questioning, as well as the results of psychological experiments;
- carry out information and educational activities within the competence of a

dentist, teach the patient the features, techniques and methods of maintaining a healthy lifestyle, use educational, scientific, popular science literature, the Internet for professional activities;

own :

- a conceptual apparatus that describes the cognitive, emotional-volitional, motivational spheres of the individual, issues of communication, education, activity and self-development;
- methods of self-regulation of the mental state;
- elements of self-reflection and self-education in life and professional activity;
- methods of conducting observation and questioning;
- skills of constructive communication and interaction with patients, their relatives and colleagues.

2. The place of discipline in the structure of the OBEP HE

2.1. The discipline refers to the basic part of Block 1 of the PEP HE (B 1 .B.2), is taught in the 1st year, in the 2nd semester.

2.2. To study the discipline, knowledge, skills and abilities are required, which are formed by previous disciplines/practices:

- biology,
- history,
- cultural studies.

2.3. And the study of the discipline is necessary for the knowledge, skills and abilities formed by subsequent disciplines/practices:

- public health and healthcare,
- medical rehabilitation,
- propaedeutics and prevention of dental diseases,
- psychiatry and narcology,
- aesthetics in dentistry,
- forensic Medicine.

Manufacturing practices:

- assistant to the ward and procedural nurse,
- assistant dentist (surgeon),
- assistant dentist (therapist),
- assistant dentist (orthopedist),
- assistant dentist (children's).

3. The results of mastering the discipline and indicators of the achievement of competencies

The study of the discipline is aimed at developing the following universal (UK) and general professional (OPK) competencies among students (Table 1).

Table 1

No. p/p	competencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
1.	UK-3	Able to organize and manage the work of the team, developing a team strategy to achieve the goal	<p>ID-1 UK-3.1 Knows: problems of selection of an effective team; basic conditions for effective teamwork; fundamentals of strategic human resource management, regulatory legal acts relating to the organization and implementation of professional activities; models of organizational behavior, factors in the formation of organizational relations; strategies and principles of teamwork, basic characteristics of the organizational climate and the interaction of people in the organization.</p> <p>ID-2 UK-3.2 Able to: determine the management style for effective teamwork; develop a team strategy; apply the principles and methods of organizing team activities.</p> <p>ID-3 UK-3.3 Has practical experience: participation in the development of a team work strategy;</p>	<p>– Definition of basic concepts: communication, interaction, personality, social communication, team, socio-psychological climate, conflict;</p> <p>– The structure, types, forms, mechanisms of communication as a process of communication in labor activity for the formation and achievement of organizational goals, incl. when managing a team;</p> <p>– Fundamentals of professional motivation, methods of effective communication with patients and colleagues.</p>	<p>– Define interaction strategies, plan and evaluate your activities in a team;</p> <p>– Apply knowledge and skills of effective teamwork.</p>	<p>– Effective communication skills with patients and colleagues;</p> <p>– Ways of interaction in conflict situations in order to increase the efficiency of professional activity.</p>

No. p/p	code tendencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
			participation in team work, distribution of roles in the conditions of team interaction.			
2.	UK-6	Able to identify and implement the priorities of their own activities and ways to improve them based on self-assessment and lifelong learning	<p>ID-1 <small>UK-6.1</small> Knows: the importance of planning long-term goals of activity, taking into account the conditions, means, personal opportunities, stages of career growth, time perspective for the development of activities and labor market requirements; technology and methodology of self-assessment; basic principles of self-education and self-education.</p> <p>ID-2 <small>UK-6.2</small> Able to: identify priorities of professional activity and ways to improve it based on self-assessment; control and evaluate the components of professional activity; plan independent activities in solving professional problems.</p> <p>ID-3 <small>UK-6.3</small> Has practical experience: planning his own professional activities and self-development, studying additional educational programs</p>	<ul style="list-style-type: none"> – Know your cognitive, emotional-volitional, personal and communicative resources; – Psychological aspects of professional activity: – The specifics of continuing education and the necessary conditions for it. 	<ul style="list-style-type: none"> – Analyze your cognitive, emotional-volitional, personal and communicative resources; – Use the tools of continuous self-education; – Plan your activities and comprehend its results, improve it. 	<ul style="list-style-type: none"> – Skills of critical analysis and synthesis of information and personal reflection; – Possess the skills of self-diagnosis of personal abilities in professional activity; – Techniques of goal-setting and planning of one's professional activity; – The skills of building a professional trajectory, taking into account the knowledge gained, accumulated experience and health -saving technologies.

No. p/p	code tendencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
3.	OPK-4	Able to conduct and monitor the effectiveness of preventive measures, the formation of a healthy lifestyle and sanitary and hygienic education of the population	<p>ID-1 OPK-4.1 Knows: the main criteria for a healthy lifestyle and methods of its formation; socio-hygienic and medical aspects of alcoholism, drug addiction, substance abuse, the basic principles of their prevention; forms and methods of sanitary and hygienic education among patients (their legal representatives), medical workers; basic health-improving hygiene measures that promote health and prevent the occurrence of the most common diseases; fundamentals of preventive medicine; stages of planning and implementation of community programs for the prevention of the most common diseases;</p> <p>ID-2 OPK-4.2 Knows how to: conduct health and hygiene education among children and adults (their legal representatives) and medical workers in order to form a healthy lifestyle and prevent the most common diseases; to carry out sanitary and</p>	<ul style="list-style-type: none"> – Pedagogical aspects of the doctor's activity; – Methods of outreach activities; – Fundamentals of health psychology, psycho-emotional, social and other risk factors that shape human health. 	<ul style="list-style-type: none"> – To carry out and evaluate the effectiveness of outreach activities of a dentist; – Educate the patient on the features, techniques and methods of maintaining a healthy lifestyle, taking into account the age and personality characteristics of patients. 	<ul style="list-style-type: none"> – Skills in the selection and implementation of methods of pedagogical and educational activities for the education of patients and their families, the formation of positive medical behavior in children, adolescents and their families, aimed at maintaining and improving the level of health, their commitment to a healthy lifestyle.

No. p/p	competencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
			<p>educational work among children and adults in order to form a healthy lifestyle and prevent the most common diseases; to form in children and adults (their legal representatives) behavior aimed at maintaining and improving the level of somatic health; develop and implement programs for the formation of a healthy lifestyle, including programs to reduce alcohol and tobacco consumption, prevent and combat the non-medical consumption of narcotic drugs and psychotropic substances; develop a plan of preventive measures and implement methods of group and individual prevention of the most common diseases; prescribe preventive measures to patients, taking into account risk factors for the prevention and early detection of diseases, including cancer; select and prescribe drugs and non - drug methods for the prevention of the most common</p>			

No. p/p	code tendencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
			diseases ; ID-3 _{OPK-4.3} He has practical experience in: promotion of a healthy lifestyle and prevention of the most common diseases; carrying out sanitary-educational work among children and adults; formation in children and adults (their legal representatives) of behavior aimed at maintaining and improving the level of somatic health; formation of healthy lifestyle programs, including programs to reduce alcohol and tobacco consumption, prevent and combat the non-medical consumption of narcotic drugs and psychotropic substances; development of a plan of preventive measures and the implementation of methods of group and individual prevention of the most common diseases; prescribing preventive measures for children and adults, taking into account risk factors, oncological and hygienic prevention in			

No. p/p	code tendencies	Content of competence (or parts of it)	Code and name of the indicator of achievement of competence	As a result of studying the discipline, students should		
				know	be able to	own
			accordance with procedures for the provision of medical care, clinical recommendations, taking into account the standards of medical care; selection and prescription of drugs and non-drug methods for the prevention of the most common diseases.			

4. Sections of discipline and competence that are being formed when studying them

Sections of the discipline and competencies that are formed during their study are presented in Table 2.

table 2

No. p/p	Code of competence and indicator of achievement of competence	Name of the discipline section	Section content
1.	UK-3; UK-6; OPK-4	Psychology as a science	Object and subject of psychology. The history of the emergence of psychology. Formation of the subject of psychology. Methods of psychology. Specificity of observation and questioning (questionnaire and conversation). Psychology in the professional activity of a dentist
2.	UK-3; UK-6; OPK-4	Brain and psyche. Human consciousness	Mind as a property of the brain. Basic functions of the psyche. Localization of mental functions in the cerebral cortex. Blocks of the brain. Interhemispheric functional asymmetry
3.	UK-3; UK-6; OPK-4	Activity and communication	The concept of activity. Psychological structure of activity. Main activities. The problem of development of activity. Individual style of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual. Communication is the exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each other. Types of

			communication. Individual style of communication.
four.	UK-3; UK-6; OPK-4	sensory processes. Attention	The concept of sensations and perception, their physiological basis. The concept of sensitivity. Classification of sensations and perceptions. properties of sensation and perception. General laws of sensations and perception. Compensatory possibilities of human sensations. extrasensory abilities of man. Disorders of sensations and perception Approaches to the understanding of attention and its physiological foundations. types of attention. Basic properties of attention.
five.	UK-3; UK-6; OPK-4	Memory. Thinking. Imagination	General ideas about memory. Types of memory. Characteristics of memory processes. Thinking and its specificity. Types of thinking. Characteristics of thought processes. Essence of imagination. Types of imagination. Individual features of memory, thinking and imagination. The problem of the development of memory, thinking and imagination of a person. Memory, thinking and imagination in the professional activity of a dentist.
6.	UK-3; UK-6; OPK-4	Feelings. Will. mental states	The concept of feelings and emotions. Forms of expression of feelings. Basic qualities of feelings. forms of feeling. The highest social feelings of man. Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships. Will functions. The psychological structure of the will. Simple and complex volitional acts. Overcoming external and internal obstacles. Volitional effort. Individual characteristics of the will. General idea of mental states. Types of mental states. Characteristics of some mental states. Emotional and volitional disorders
7.	UK-3; UK-6; OPK-4	Age-related psychology	The concept of age periods and age crises. The main psychological features of all age periods.
8.	UK-3; UK-6; OPK-4	Temperament. Character. Capabilities	The concept of temperament. temperament criteria. Types of temperament and their psychological characteristics. Temperament and individual style of activity. The concept of character. Character structure. Character and temperament. Character and personality. The problem of character formation. Inclinations and abilities. Conditions for the development of abilities. Types of abilities. Professionally significant abilities of a dentist.
nine.	UK-3; UK-6; OPK-4	Self-consciousness and self-concept of personality	Self-consciousness and self-concept. The structure of the self-concept. The main functions of the self-concept. The role of self-concept in personality development. The problem of the formation of the self-concept. Positive and negative self-concept signals.
10.	UK-3; UK-6; OPK-4	Motivational-need sphere	The concept of needs and motives. Motives and activity of the personality, its activity and behavior. Personal interests. Values and value orientations. Needs, motives and values of a dentist.
eleven.	UK-3; UK-6;	Social Psychology	Group, its signs and characteristics. Group types. Intragroup processes and phenomena. The position of an

No. p / p	No. semester	Name of the discipline section	Types of educational work (in ACH)					
			L*	LP	PZ	FROM	SRS	Total
1.	2	Psychology as a science	1	-	2	-	2	five
2.	2	Brain and psyche. Human consciousness	-	-	2	-	2	four
3.	2	Activity and communication	1	-	2	-	2	five
four.	2	sensory processes. Attention	1	-	2	-	2	five
five.	2	Memory. Thinking. Imagination	1	-	2	-	2	five
6.	2	Feelings. Will. mental states	1	-	2	-	2	five
7.	2	Age-related psychology	1	-	four	-	four	nine
8.	2	Temperament. Character. Capabilities	1	-	2	-	2	five
nine.	2	Self-consciousness and self-concept of personality	1	-	2	-	2	five
10.	2	Motivational-need sphere	1	-	2	-	2	five
even.	2	Social Psychology	1	-	four	-	2	7
12.	2	Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy	-	-	four	-	2	6
13.	2	Information and educational activities of a dentist	-	-	four	-	2	6
TOTAL			10	-	34	-	28	72

Notes : * L - lectures, LP - laboratory workshop, PZ - practical classes, CPC - clinical practical classes, S - seminars, SRS - independent work of the student.

6.2. The thematic plan of lectures* is presented in Table 5.

Table 5

No. p / p	Section of discipline	Name of lecture topics	Labor intensity by semesters (ACH)
			2 semester
1.	Psychology as a science	Object and subject of psychology. The history of the emergence of psychology. Formation of the subject of psychology. Methods of psychology.	1
2.	Activity and communication	The concept of activity. Psychological structure of activity. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.	1
3.	sensory processes. Attention	The concept of sensations and perception, their physiological basis. The concept of sensitivity. Classification of sensations and perceptions. General laws of sensations and perception. Approaches to understanding attention and its physiological foundations. types of attention.	1
four.	Memory. Thinking. Imagination	General ideas about memory. Types of memory. Characteristics of memory processes. Thinking and its specificity. Types of thinking. Characteristics of thought processes. Essence of imagination. Types of imagination.	1
five.	Feelings. Will.	The concept of feelings and emotions. Forms of expression	1

	mental states	of feelings. Basic qualities of feelings. forms of feeling. The highest social feelings of man. Will functions. The psychological structure of the will. Simple and complex volitional acts. General idea of mental states. Types of mental states.	
6.	Age-related psychology	Factors and patterns of age development. The concept of age periods and age crises. Specificity of development in childhood and adolescence.	1
7.	Temperament. Character. Capabilities	The concept of temperament. temperament criteria. The concept of character. Character structure. Inclinations and abilities. Conditions for the development of abilities. Types of abilities.	1
8.	Self-consciousness and self-concept of personality	Self-consciousness and self-concept. The structure of the self-concept. The main functions of the self-concept. The role of self-concept in personality development. The problem of the formation of the self-concept. Positive and Negative Self-Concept Signals	1
nine.	Motivational-need sphere	The concept of needs and motives. Motives and activity of the personality, its activity and behavior. Personal interests. Values and value orientations. Needs, motives and values of the doctor.	1
10.	Social Psychology	Group, its signs and characteristics. Group types. Intragroup processes and phenomena.	1
Total:			10

* (full-time form, with the use of EIOS and DOT)

6.3. Thematic plan of laboratory workshops: not provided by the curriculum.

6.4. The thematic plan of practical classes* is presented in Table 6.

Table 6

No. p / p	Section of discipline	Name of topics of practical classes	Labor input-
			bone (hour) <i>2 semester</i>
1.	Psychology as a science	Methods of psychology. Specificity of observation and questioning (questionnaire and conversation). Psychology in the professional activity of a doctor	2
2.	Brain and psyche. Human consciousness	Mind as a property of the brain. Basic functions of the psyche. Localization of mental functions in the cerebral cortex. Blocks of the brain. Interhemispheric functional asymmetry	2
3.	Activity and communication	Main activities. The problem of development of activity. Individual style of activity. Communication is the exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each other. Types of communication. Individual style of communication.	2
four.	sensory processes. Attention	Feeling properties. Compensatory possibilities of human sensations. properties of perception. extrasensory abilities of man. Disorders of sensation and perception	2

five.	Memory. Thinking. Imagination	Individual features of memory, thinking and imagination. The problem of the development of memory, thinking and imagination of a person. Memory, thinking and imagination in the professional activity of a doctor.	2
6.	Feelings. Will. mental states	Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships. Overcoming external and internal obstacles. Volitional effort. Individual characteristics of the will. Characteristics of some mental states. Emotional and volitional disorders.	2
7.	Age-related psychology	The concept of age periods and age crises. The main psychological features of all age periods. Specificity of development in childhood and adolescence.	four
8.	Temperament. Character. Capabilities	Types of temperament and their psychological characteristics. Temperament and individual style of activity. Character and temperament. Character and personality. The problem of character formation. Conditions for the development of abilities. Professionally significant abilities of a doctor.	2
nine.	Self- consciousness and self-concept of personality	Self-consciousness and self-concept. The structure of the self-concept. The main functions of the self-concept. The role of self-concept in personality development. The problem of the formation of the self-concept. Positive and negative self-concept signals.	2
10.	Motivational- need sphere	The concept of needs and motives. Motives and activity of the personality, its activity and behavior. Personal interests. Values and value orientations. Needs, motives and values of the doctor.	2
eleven.	Social Psychology	The position of an individual in a group as a member . Intragroup processes and phenomena. Physician as a member of a professional group.	four
12.	Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy	Pedagogy as a science. General and private categories of pedagogy (education, upbringing, training, development / purpose, principles, content, methods, forms). Pedagogical process and pedagogical interaction. The idea of humanism as the basis of modern pedagogy. Humanistic principles of pedagogy. Personally oriented models of education.	four
13.	Information and educational activities of a doctor	Goals, objectives, features of information and educational activities of a doctor. Designing outreach activities.	four
Total:			34

* (full-time form, with the use of EIOS and DOT)

6.5. Thematic plan of seminars: not provided by the curriculum.

6.6. Types and topics of student independent work (SIW) are presented in table 7.

Table 7

No. p / p	Section of discipline	Name of works	Labor intensity by semesters (ACH)
			2 semester
1	All sections	Preparation for practical exercises	6
2	All sections	Completion of practical tasks	6
3	All sections	Preparation for the current control	four
four	All sections	Preparation for intermediate control	2
five	All sections	Coursework (research project)	10
Total:			28

6.8. Distribution of research work * student (SRW) by types and semesters is presented in table 8.

Table 8

No. p / p	Section of discipline	Name of works	Labor intensity by semesters (ACh)
			2 semester
1.	All sections	Coursework (research project)	10
Total:			10*

*Included in the CPC.

7. Fund of evaluation funds for current control and intermediate certification

7.1. Forms of current control and intermediate certification , types of evaluation tools are presented in table 9.

Table 9

No. p / p	sem ester number	Forms control	Section name disciplines	Evaluation tools		
				kinds	number of questions in the task	number of independent options
1.	2	control of student's independent work	All sections	Coursework (research project)	10 topics	1
2.	2	development control themes	Psychology as a science	Compiling a table	1	1
3.	2		Brain and psyche. Human consciousness	Problem solving.	10	1
4.	2		Activity and communication	Problem solving.	10	1
5.	2		sensory processes. Attention	Problem solving. Test.	10 10	1 2

6.	2		Memory. Thinking. Imagination	Problem solving. Test.	10 10	1 2
7.	2		Feelings. Will. mental states	Problem solving. Test.	10 2	1 2
8.	2		Age-related psychology	Group discussion.	3	1
9.	2		Temperament. Character. Capabilities	Problem solving. Test.	10 five	1 2
10.	2		Self-consciousness and self-concept of personality	Problem solving.	10	1
11.	2		Motivational-need sphere	Problem solving. Creative work.	10 3	1 1
12.	2		Social Psychology	Group discussion. Analytical task.	3 five	1 five
13.	2		Pedagogy in the system of human sciences. Humanistic foundations of modern pedagogy	Group discussion. Analytical task.	3 five	1 five
14.	2		Information and educational activities of a doctor	Creative work.	3	1
15.	2	offset	All sections	Test. Solution of situational problems	20 2	2 2

7.2. Examples of evaluation tools

7.2.1. Examples of evaluation tools for monitoring progress

Exemplary test tasks by topic

Test on the topic: "Introduction to General Psychology"

Option 1

1. Psychic Reflection:

- a) is an exact copy of the surrounding reality;
- b) is selective;
- c) presents a photograph of the impact environment;
- d) does not depend on the reflection conditions.

2. The most radical attempt to put psychology on a natural scientific basis is:

- a) psychoanalysis;
- b) gestalt psychology;
- c) behaviorism;
- d) humanistic psychology.

3. Features of the ontogenetic development of the psyche are studied by psychology:

- a) medical;
- b) social;
- c) age;

d) general.

4. As a specially developed technique, introspection has been most consistently used in psychological research:

- a) A.N. Leontiev;
- b) W. Wundt;
- c) V.M. Bekhterev;
- d) Z. Freud.

5. Which of the following psychologists is most likely to say that "the whole is greater than the sum of its parts"?

- a) a behaviorist ;
- b) a psychoanalyst;
- c) Gestalt psychologist ;
- d) an adherent of humanistic psychology.

Option 2

1. According to idealistic ideas, the psyche is:

- a) an inherent property of matter;
- b) a property of the brain, a reflection of objective reality;
- c) brain function;
- d) the image of an incorporeal essence.

2. Psychology as a science of behavior arose:

- a) in the 17th century;
- b) in the 18th century;
- c) in the 19th century;
- d) in the 20th century.

3. Mental phenomena include:

- a) nerve impulse;
- b) receptor;
- c) interest;
- d) heartbeat.

4. Socio-psychological manifestations of the personality, its relationship with people is studied by psychology:

- a) differential;
- b) social;
- c) pedagogical;
- d) general.

5. Which of the specialists listed below applies several areas of psychology in practice?

- a) a psychoanalyst;

- b) behaviorist ;
- c) Gestalt psychologist ;
- d) an adherent of an eclectic approach.

Examples of open choice tasks

1. Determine what types of mental phenomena (processes, properties and states) appear in the following situations:
 - a) The student is doing his homework with concentration.
 - b) The girl, having come from the cinema, enthusiastically tells her mother about him.
 - c) The boss is strict with his subordinates, treats them rudely, gets irritated for any reason.
 - d) The boy was very upset when he found out that their class was not going camping.
 - e) The waiter lists to the visitor all the names of the wines in the assortment.

2. Determine which branches of psychology solve the following tasks:
 - a) Determine the factors influencing the course of the crisis of adolescence.
 - b) Identify the reasons for the decline in labor productivity at the enterprise.
 - c) Develop ways to attract the attention of students in the lesson.
 - d) Identify the leader in the team and involve him in the organization of group work.
 - e) Determine the temperament of a person according to the characteristics of behavior.
 - f) To study the influence of daily human biorhythms on the productivity of his work.

3. What methods of psychological research were used in the following situations:
 - a) The psychologist asks the subject to repeat 10 words that he has just read.
 - b) A group of subjects must answer questions about their interests in writing.
 - c) The psychologist invites children to draw a non-existent animal.
 - d) At a consultation with a psychologist, the visitor talks about the problems that bother him.
 - e) The psychologist presents the subject with "terrible" pictures and registers the resulting changes in the skin's resistance to electric current.
 - f) The psychologist, investigating the labor activity of the manager at the enterprise, is unnoticed by him in the room.

ABOUT educational technologies in an interactive form used in the process of teaching the discipline

Problem-based learning technologies:

- discussion of problematic issues
- solving problem situations / tasks

Interactive technologies:

- group discussions

Simulation technologies:

- role-playing and educational games and exercises.

imitation technologies:

- lecture visualization.
- problematic lecture.

Only 40 % of interactive classes from the volume of classroom work.

Examples of educational technologies in an interactive form

Role play: Interview with the employer.

Goal: developing skills for effective self-presentation . Each participant tries himself as an applicant. Also, all participants (or some of them) try themselves as an employer.

Two volunteers are called: "applicant" and "employer". With the help of the facilitator, the plot of the role-playing game is set: what kind of organization, what position the “employer” has, what vacancy is in question, what personal characteristics the “applicant” has (but the latter is not necessary, the participant can play himself).

The “employer” can be instructed that he himself must decide at the end whether a person is accepted or not.

Other options:

- a) decisions are made by the leader,
- b) decisions are made by the group through discussion and voting,
- c) the “employer” is given a secret instruction to “fill up” the “applicant”,
- d) conducting an interview with two "applicants" who compete with each other at once.

Other students are active observers. They must analyze and evaluate the actions of the players, give feedback to the “applicant” regarding the effectiveness of his self-presentation and behavior during the interview.

Exercise "Effective movements".

The host explains that every person throughout his life collects all sorts of attractive movements in his piggy bank, that is, such movements, by making which, you can attract attention to yourself, and interested attention.

For some, this may be some kind of special movement of the head, for some it may be original hand gestures, for some it may be the adoption of a theatrical pose, for some it may be swaying a half-removed shoe on its toes. There are an infinite number of such movements-highlights. Question to the participants - who knows what?

To begin with, the facilitator himself can give a few examples. He shows some kind of movement and calls it one way or another. He immediately says that, as it seems to him, this movement is appropriate in such and such situations, that it can signal. With this, the facilitator encourages the participants to observe some order:

- the movement must be named,
 - movement must be shown,
- The movement needs to be explained.

If there is an argument, that's good. It is only necessary to ensure that it passes constructively and does not drag out.

Examples of problem situations / tasks

1. What do you think the phrase “own your attention” means? Justify your answer using specific examples.

2. Who is the most attentive? Justify your answer using knowledge and terms on the topic attention. What psychic phenomena related to attention did you find an illustration of in the arguments of the disputants?

“Somehow a dispute ensued, who is the most attentive. One of the disputants claimed that Ivan Ivanovich: “When he reads a book or listens to what they say to him, nothing can distract him - neither the appearance of someone in the room, nor the conversation of neighbors, nor the sound of the radio. All his attention is absorbed by what he is doing at the moment.

Another disputant considered Nikolai Nikolayevich the most attentive: “No matter how enthusiastically he tells (it seems that he is completely absorbed in the story), still not a single detail of the behavior of students in the class escapes his attention. He sees and hears what is happening around. The third believed that Vasily Vasilyevich: “Once we were walking in the midnight darkness along the road, and suddenly the light from an electric flashlight suddenly flared up and immediately went out. We only managed to barely notice the figure of a man, and in that brief moment he saw the man, and the machine gun in his hands, and the dog standing next to him, and even saw a red star on his cap. It turned out that he noticed everything correctly. We met a border guard.”

3. What property of attention is manifested in the described case? By what signs can this be established?

A student of a music school one morning was listening to an interesting radio program for schoolchildren. Suddenly he remembered that by today's music lesson he had to make out the assigned piece. Continuing to listen to the radio, he sat down at the piano and began to quietly analyze the piece. When the broadcast was over, the boy closed the piano, turned off the radio and went to music school. There he was praised for a well-disassembled play, and on the way home he told his comrades in detail the contents of the radio broadcast he had listened to.

4. Explain the fact described in the above fragment. Is it true that a silent salesperson will be less successful than a talkative salesperson in their professional endeavors? Where else, in what areas of professional activity, is the individual rhythm of dialogue important?

The American anthropologist Eliot Chapple in 1936 established that dialogue is a rhythmic process, and the ratio of speech and silence is a stable individual characteristic of each person. Once E. Chapple identified the rhythms of dialogue characteristic of 154 salesmen of a large department store. The same experimenter spoke to each salesperson for about an hour. He used the standard interview

technique developed by Chapple , so that all salespeople were placed in the same conditions during the conversation. Therefore, the obtained data on the rhythm of the dialogue of each interviewee are comparable to each other. When all sellers were divided into 3 groups in accordance with their level of initiative in the dialogue, it turned out that the first group - with the greatest predominance of speech over silence - included all the best (in terms of economic indicators) sellers. (According to A. E. Voiskunsky)

5. Explain the result obtained in the study. What is he talking about?

“In the experiment, two groups of subjects - Japanese and Americans - watched a video, the visuals of which caused disgust, in three situations: alone, in the presence of a young assistant experimenter and in the presence of a high-status experimenter-professor. The American subjects expressed disgust on all three occasions. The Japanese subjects showed a vivid reaction of disgust only when alone; in the second situation, disgust was barely noticeable, in the third, an expression of calm remained on their faces.

7.2.2. Examples of evaluation tools for the final control of progress

Example of test tasks

1. Cognitive ability, which determines a person's readiness to learn and use knowledge and experience, as well as to behave reasonably in problem situations, is:
 - 1) thinking;
 - 2) intelligence;
 - 3) heuristic;
 - 4) intuition.

2. The most general formal-dynamic characteristic of individual human behavior is:
 - 1) temperament;
 - 2) character;
 - 3) capabilities;
 - 4) orientation.

3. The tendency of a person to see the sources of control of his life, either mainly in the external environment, or in himself is called:
 - 1) level of claims
 - 2) locus of control
 - 3) self-esteem
 - 4) self-relationship .

4. The highest stage of development of creative abilities is called:
 - a) giftedness;
 - b) genius;

- c) talent;
- d) makings.

5. Set the correct sequence of phases of thinking:

- 1) awareness of the problem that has arisen →analysis of the problem situation→ production of new information in the form of hypotheses, methods;
- 2) production of new information in the form of hypotheses, methods →problem situation analysis→ awareness of the problem;
- 3) analysis of the problem situation →awareness of the problem→ production of new information in the form of hypotheses, methods;
- 4) awareness of the problem that has arisen, →production of new information in the form of hypotheses, methods for →analyzing the problem situation.

Approximate topics of term papers (research projects)

- 1. Professional identity of the student's personality.
- 2. Tendency to procrastinate medical students.
- 3. Motivation of the professional choice of medical students.
- 4. Tolerance to the uncertainty of future dentists.
- 5. Features of different types of memory in students of different areas of training.
- 6. Features of the development of thinking in students of different areas of training.
- 7. Psychological health of medical students.
- 8. Professional aspirations of modern youth.
- 9. Stress resistance of medical students.
- 10. Ideas about the happiness of student youth.
- 11. Features of self-awareness of future dentists.
- 12. Value orientations of medical students.
- 13. Manipulative behavior of female and male persons.
- 14. Features of the manifestation of communicative tolerance in future dentists.
- 15. The ratio of volitional qualities and stress resistance among medical students.
- 16. Features of the emotional-volitional sphere of future dentists.
- 17. Interests of medical students of different ages.
- 18. The specificity of the manifestation of professionally important personal qualities in future dentists.
- 19. Personal characteristics of representatives of helping professions.
- 20. Features of the motivational sphere of future dentists.
- 21. Adaptive potential of first-year students.
- 22. Motivation of the professional choice of medical students.
- 23. Communicative competence of medical students .
- 24. Ideas about friendship and love of student youth.
- 25. Propensity for conspicuous consumption of urban and rural youth .

Control questions on the discipline

- 1. Object and subject of psychology. Formation of the subject of psychology.
- 2. The history of the emergence of psychology.

3. Methods of psychology.
4. Specificity of observation and questioning (questionnaire and conversation).
5. Psychology in the professional activity of a doctor.
6. Mind as a property of the brain. Basic functions of the psyche.
7. Localization of mental functions in the cerebral cortex. Brain blocks.
8. Interhemispheric functional asymmetry.
9. The concept of activity. Psychological structure of activity.
10. Main activities.
11. The problem of development of activity. Individual style of activity.
12. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.
13. Communication is the exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each other.
14. Types of communication. Individual style of communication.
15. The concept of sensations and perception, their physiological basis. The concept of sensitivity.
16. Classification of sensations and perceptions.
17. properties of sensation and perception.
18. General laws of sensations and perception.
19. Compensatory possibilities of human sensations.
20. extrasensory abilities of man.
21. Disorders of sensation and perception.
22. Approaches to understanding attention and its physiological foundations. types of attention.
23. General ideas about memory. Types of memory.
24. Characteristics of memory processes.
25. Thinking and its specificity. Types of thinking.
26. Characteristics of thought processes.
27. Essence of imagination. Types of imagination.
28. Individual features of memory, thinking and imagination.
29. The problem of the development of memory, thinking and imagination of a person.
30. Memory, thinking and imagination in the professional activity of a doctor.
31. The concept of feelings and emotions.
32. Forms of expression of feelings. Basic qualities of feelings.
33. forms of feeling. The highest social feelings of man.
34. Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships.
35. Will functions. The psychological structure of the will.
36. Simple and complex volitional acts. Overcoming external and internal obstacles.
37. Volitional effort. Individual characteristics of the will.
38. General idea of mental states. Types of mental states.
39. Characteristics of some mental states.

40. Emotional and volitional disorders.
41. The concept of age periods and age crises.
42. The main psychological features of all age periods.
43. The concept of temperament. temperament criteria.
44. Types of temperament and their psychological characteristics. Temperament and individual style of activity.
45. The concept of character. Character structure.
46. Character and temperament. Character and personality. The problem of character formation.
47. Inclinations and abilities. Conditions for the development of abilities. Types of abilities.
48. Professionally significant abilities of a doctor.
49. Self-consciousness and self-concept. The structure of the self-concept.
50. The main functions of the self-concept. The role of self-concept in personality development.
51. The problem of the formation of the self-concept. Positive and negative self-concept signals.
52. The concept of needs and motives. Motives and activity of the personality, its activity and behavior.
53. Personal interests. Values and value orientations.
54. Needs, motives and values of the doctor.
55. Group, its signs and characteristics. Group types.
56. Intragroup processes and phenomena.
57. The position of an individual in a group as a member .
58. Physician as a member of a professional group.
59. Pedagogy as a science. General and private categories of pedagogy (education, upbringing, training, development / purpose, principles, content, methods, forms).
60. Pedagogical process and pedagogical interaction.
61. The idea of humanism as the basis of modern pedagogy. Humanistic principles of pedagogy.
62. Personally oriented models of education.
63. Goals, objectives, features of information and educational activities of a doctor.
64. Designing outreach activities.

8. Educational, methodological and information support of the discipline (printed, electronic publications, Internet and other network resources)

8.1. The list of basic literature on the discipline is presented in Table. 10.

Table 10

No.	Name according to bibliographic requirements	Number of copies	
		at the department	in library
1	Lukatsky Mikhail Abramovich, Psychology: a textbook	-	296

No.	Name according to bibliographic requirements	Number of copies	
		at the department	in library
	for universities. M.: GEOTAR-Media, 2010.		
2	Kudryavaya N.V., Pedagogy in medicine: a textbook for students. honey. universities. M.: Academy, 2006.	-	158

8.2. The list of additional literature on the discipline is presented in Table. eleven.

Table 11

No.	Name according to bibliographic requirements	Number of copies	
		at the department	in library
1	Kasimova L.N., Panova I.V. Psychology: educational and methodical recommendations. N. Novgorod NGMA, 2006.	-	64
2	Kasimova L.N., Kitaeva I.I. Pedagogical and developmental psychology: a textbook for practical exercises. NizhGMA , 2009.		61
3	Likeeva M.V., Basics of general pedagogy: a textbook. Nizhny Novgorod: NizhGMA Publishing House , 2009	-	121

8.4. Electronic educational resources used in the process of teaching the discipline

8.4.1. Internal Electronic Library System of the University (VEBS)

Table 12

No.	Name of the electronic resource	Brief description (content)	Terms access	Number of users
1	Electronic catalog of Nizhny State Medical Academy	Badmaev B.Ts. Psychology: how to study and learn it: Textbook .- method. manual for university students [Electronic resource]. - M: Textbook . lit. , 1997. - 255 p.	individual is needed. check in	by number of students
2	Electronic catalog of Nizhny State Medical Academy	Bachinin V.A. Psychology [Electronic resource]. - St. Petersburg: Publishing House of Mikhailov V.A., 2005. 271 p.	individual is needed. check in	by number of students
3	Electronic catalog of Nizhny State Medical Academy	Lukatsky M.A., Ostrenkova M.E. Psychology. textbook for universities. 2nd ed., rev . and additional / Lukatsky, Mikhail Abramovich [Electronic resource]. - M.: GEOTAR-Media, 2013. 664 p.	individual is needed. check in	by number of students
four	Electronic catalog of	Myers D. Social psychology [Electronic resource]. - St. Petersburg:	individual is needed.	by number of students

No.	Name of the electronic resource	Brief description (content)	Terms access	Number of users
	Nizhny State Medical Academy	Peter, 2009. - 793 p.	check in	
five	Electronic catalog of Nizhny State Medical Academy	Nemov R.S. Psychology: In 3 books: Proc. for students of higher education . ped . textbook establishments. - M: Humanite . ed. center " Vldos ", 1998 Book. 2: Psychology of education [Electronic resource]. - M, 1998. - 606 p.	individual is needed. check in	by number of students
6	Electronic catalog of Nizhny State Medical Academy	Nemov R.S. Psychology: Proc. for students of higher education . ped . textbook institutions: In 3 books. - M: Enlightenment: Vldos , 1995 Book. 1: General foundations of psychology [Electronic resource]. - M, 1995. - 576 p.	individual is needed. check in	by number of students
7	Electronic catalog of Nizhny State Medical Academy	Dormashev Yu.B. General psychology in 3 volumes / [Electronic resource]. - M.: Kogito-Center , 2013.	individual is needed. check in	by number of students
8	Electronic catalog of Nizhny State Medical Academy	Ostrovskaya I.V. Psychology: a textbook for students of medical schools and colleges [Electronic resource]. - Moscow: GEOTAR-Media, 2008. - 399, p.	individual is needed. check in	by number of students
nine	Electronic catalog of Nizhny State Medical Academy	Solso R. Cognitive psychology [Electronic resource]. - Moscow; St. Petersburg: Piter, 2011. - 588 p.	individual is needed. check in	by number of students
10	Electronic catalog of Nizhny State Medical Academy	Tvorogova N.D. Psychology: Lectures for medical students. universities: Proc. allowance for medical students. universities [Electronic resource]. - Vseros . educational-scientific method . center in continuous . honey. and pharmac . education. - M: GOU VUNMTs of the Ministry of Health of the Russian Federation, 2002. - 287 p.	individual is needed. check in	by number of students

8.4.2. Electronic educational resources

Table 13

No.	Name of the electronic resource	a brief description of (content)	Access conditions	Number of users
1	ELS "Student consultant	Lukatsky M.A., Ostrenkova	individual is	by number of

No.	Name of the electronic resource	a brief description of (content)	Access conditions	Number of users
	. Electronic library of a medical university" (www.studmedlib.ru)	M.E. Psychology: a textbook for universities [Electronic resource]. M.: GEOTAR-Media, 2013	needed. check in	students
2	EBS "Student Consultant. Electronic Library of the Medical University" (www.studmedlib.ru)	Ostrenkova M.E., Psychology. Guide to practical exercises [Electronic resource]. - M.: GEOTAR-Media, 2015	individual is needed. check in	by number of students
3	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Stolyarenko L.D., Stolyarenko V.E. Psychology and Pedagogy . M.: Yuray Publishing . 2019	individual is needed. check in	by number of students
four	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Krysko V.G. Psychology and Pedagogy . M.: Yuray Publishing . 2019	individual is needed. check in	by number of students
five	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Miloradova N.G. Psychology and Pedagogy . M.: Yuray Publishing . 2019	individual is needed. check in	by number of students
6	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Psychology and Pedagogy In 2 hours . Ch . 1. Psychology / Ed. ed. Slastenina V.A., Kashirina V.P. M.: Yuray Publishing . 2019	individual is needed. check in	by number of students
7	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Psychology and Pedagogy. At 2 o'clock Ch . 2. Pedagogy / Under the total. ed. Slastenina V.A., Kashirina V.P. M.: Yuray Publishing , 2019 .	individual is needed. check in	by number of students
8	EBS "YURIGHT". Electronic educational platform (https://biblio-online.ru/)	Gurevich P.S. Psychology and Pedagogy. M.: Yuray Publishing . 2019	individual is needed. check in	by number of students

8.4.3. Open Access Resources

Table 14

N o.	Name of electronic resource	a brief description of (content)	Access conditions
1	CyberLeninka - scientific electronic library	dissemination of knowledge according to the open access model (free, fast, permanent, full-text access to scientific and educational materials in real time)	https://cyberleninka.ru/ open access
2	Scientific electronic library eLIBRARY.RU	the largest Russian information and analytical portal in the field of science, technology, medicine and education, containing abstracts and full texts of more than 29 million scientific articles and publications, including electronic versions of more than 5,600	https://elibrary.ru/defaultx.asp open access

No.	Name of electronic resource	a brief description of (content)	Access conditions
		Russian scientific and technical journals, of which more than 4,800 journals	

9. Logistics of discipline

9.1. List of premises required for conducting classroom lessons in the discipline:

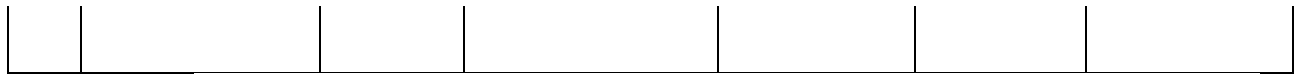
4 classrooms for conducting group practical classes in conflictology with the possibility of using a multimedia complex: educational building st. Semashko, 22.

9.2. List of equipment required for conducting classroom lessons in the discipline.

- 1) multimedia complex (laptop, projector, screen) for lectures (1 pc.);
- 2) a set of multimedia visual materials (presentation) for the lecture course of the discipline (1 pc.);
- 3) classroom marker boards (4 pcs.);
- 4) furniture (student tables and chairs) in 4 classrooms for practical classes for at least 30 people.

9.3. A set of licensed and freely distributed software, including domestic production

Item no.	Software	number of licenses	Type of software	Manufacturer	Number in the unified register of Russian software	Contract No. and date
1	Wtware	100	Thin Client Operating System	Kovalev Andrey Alexandrovich	1960	2471/05-18 from 28.05.2018
2	MyOffice is Standard. A corporate user license for educational organizations, with no expiration date, with the right to receive updates for 1 year.	220	Office Application	LLC "NEW CLOUD TECHNOLOGIES"	283	without limitation, with the right to receive updates for 1 year.
3	LibreOffice		Office Application	The Document Foundation	Freely distributed software	
4	Windows 10 Education	700	Operating systems	Microsoft	Azure Dev Tools for Teaching Subscription	
5	Yandex. Browser		Browser	«Yandex»	3722	
6	Subscription to MS Office Pro for 170 PCs for FGBOU VO "PIMU" of the Ministry of Health of Russia	170	Office Application	Microsoft		23618/HN100 30 LLC "Softline Trade" from 04.12.2020



10. List of changes in the work program of the discipline "Psychology and Pedagogy"

Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation
(FSBEI HE "PRMU" of the Ministry of Health of Russia)

Department of
PSYCHIATRY

CHANGE REGISTRATION SHEET

working program for the academic discipline
PSYCHOLOGY AND PEDAGOGY

Field of study / specialty / scientific specialty: 31.05.03 Dentistry (code, name)

Training profile: Dentist
(name) - for master's degree programs

Mode of study: _____
full-time/mixed attendance mode/extramural

Position	Number and name of the program section	Contents of the changes made	Effective date of the changes	Contributor's signature
1				

Approved at the department meeting
Protocol No. _____ of _____ 20__

Head of the Department

department name, academic title
signature

print name