

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

BANK OF ASSESSMENT TOOLS

Name of the academic discipline: PSYCHOLOGY AND PEDAGOGY

Specialty: 33.05.01 PHARMACY

Qualification: SPECIALIST "PHARMACIST"

Department: PSYCHIATRY

Mode of study: FULL-TIME

Nizhny Novgorod
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1 . Assessment toolkit for current monitoring of progress, intermediate certification of students in the discipline

This Assessment toolkit in the discipline "Psychology and Pedagogy " is an integral part of the work program of the discipline " Psychology and Pedagogy ". This FOS is subject to all the details of the approval presented in the RPD for this discipline.

2. List of evaluation tools

To determine the quality of learning by students of educational material in the discipline " Psychology and Pedagogy", the following evaluation tools are used:

N o. p / p	Estimator	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
1	Test	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	test fund assignments
2	Case task	A problematic task in which the student is asked to comprehend the real professionally oriented situation necessary to solve this problem.	Fund of tasks for solving a case task
3	Situational tasks	A method of control that allows you to assess the criticality of thinking and the degree of assimilation of the material, the ability to apply theoretical knowledge in practice.	Task List
4	Report	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports
5	Essay	The product of the student's independent work, which is a written work on the presentation of the results of the analytical presentation of the material on a specific educational, practical, educational, research or scientific topic	Essay topics
6	Course (research) project	A partially regulated task that has a non-standard solution and allows diagnosing skills, integrating knowledge of various fields, and arguing one's own point of view. Can be done individually or with a group of students	Topics for group and/or individual course (research) projects

3. List of competencies indicating the stages of their formation in the process of mastering the educational program and types of assessment tools

Code and wording of competence	Stage of formation of competence	Controlled sections of the discipline	Evaluation tools
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Psychology as a science	Report. Abstract. Test.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Brain and psyche. Human consciousness	Report. Abstract. Test.

UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Activity and communication	Report. Abstract. Test. Case task.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Sensory processes. Attention	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Memory. Thinking. Imagination.	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Feelings. Will. Mental states.	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Age-related psychology	Report. Abstract. Test. Case task.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Temperament. Character. Abilities.	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Self-consciousness and self-concept of personality	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Motivational-need sphere	Report. Abstract. Test. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Social Psychology	Report. Abstract. Test. Case task.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Pedagogics in the system of human sciences. Humanistic foundations of modern pedagogics.	Report. Abstract. situational tasks.
UC-6: UC-6.1, UC-6.2, UC-6.3	Current	Informational and educational activities of a pharmacist	Report. Abstract. Test. Case task.
UC-6: UC-6.1, UC-6.2, UC-6.3	Intermediate	1-13 sections	Test tasks. Course (research) project

4. The content of the evaluation means of current control

Current control is carried out by the teacher of the discipline when conducting classes in the form of: case-tasks, situational tasks, reports, reports, abstracts, tests.

4.1. Examples of situational tasks (tasks for assessing the competencies of UK-3, UK-6, GPC-5)

Task 1. 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."

Task 2. 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.

Task 3. 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)

Task 4. 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.

Task 5. 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.

Task 6. 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.
- g) In order to study the effect of a new psychotropic drug on human behavior, scientists give injections to rats and dogs.
- h) In order to find out the features of interpersonal relationships that arise in groups of tourists following long-distance routes, a psychologist under the guise of an ordinary tourist enters one of these groups.

i) To test the effectiveness of the methodology developed by scientists for the rapid learning of a foreign language, a study is organized, during which one group of subjects is taught in the proposed way, and the other in the traditional way. Then the results are compared.

j) When selecting students for a class for gifted children, the psychologist examines their abilities.

Task 7. Determine what properties and patterns of sensations appear in the following situations:

a) Long-acting unpleasant odor ceases to be felt.

b) After immersing the hand in cold water, an object heated to room temperature seems warm, although it is colder than skin temperature.

c) The deaf-blind O. Skorokhodova recalled that when she lived in a boarding school, she easily identified the owner of each towel by smell.

d) After the loud music at the discotheque, to a young man, all other sounds seem to be quiet.

e) A car mechanic determines the nature of the breakdown by the sound of a running car engine.

f) The temperature of the rooms, the walls of which are painted in blue tones, is perceived to be three to five degrees lower than it actually is.

g) "What a yellow and crumbly voice you have," the well-known mnemonist Sh. once said to L.S. Vygotsky.

h) Psychophysicologist G. Fechner perceived the sound "e" as yellow, "a" as white, "y" as black; he felt the sound of the trumpet as red, the sound of the flute as blue.

i) It has been established that wiping the face with water at room temperature increases visual acuity.

Task 8. Determine which properties of perception (integrity, constancy, categoriality, apperception, objectivity, structure) are manifested in the following situations:

a) At night in the starry sky, people see not individual stars, but constellations.

b) An unfamiliar woman who is among men who do not look sharply different from each other will be perceived brighter than when she is in a group of women.

c) To a person who was blind from childhood, and whose sight was restored as a result of an operation, it seemed that the objects seen from the window were small, and not remote.

d) When a person is shown a drawing with indefinite figures, which is given a name, he sees in them a resemblance to these objects.

e) A musician, listening to a concert performed by an orchestra, does not single out the sound of individual instruments.

f) At dusk, we see the colors of our clothes the same as in daylight.

g) A dark object appears smaller than a light one if both are of the same size.

h) When we want to see a person, we examine him from head to toe.

i) The hare quite successfully distinguishes wolves from other animals, regardless of their height or color. What property can be inherent in the perception of a hare?

j) Walking down the alley, the student looked at his watch. A minute later a child ran up to him and asked what time it was. The student again had to look at his watch.

k) The teacher highlights in red the errors in the written work of the students.

m) A five-year-old girl understands texts printed on a computer. However, she cannot understand the handwritten note.

Task 9. What types and properties of attention are manifested in the following situations:

a) The grandmaster plays a game with several experienced chess players at the same time.

b) The graduate is intensively preparing for the test in geometry.

c) Reading the stories of L.N. Tolstoy, the schoolgirl hears loud music coming from the window.

d) Pupils need to listen to a short story and name the adjectives encountered in it.

e) The working silence in the classroom is broken by the sound of an alarm from a car parked in the school yard.

f) Having received new textbooks, the children began to examine them with interest, not paying attention to the speech of the teacher.

g) The subjects, at the command of the psychologist, must find in the text for five minutes and underline the letters “k” and “a” as quickly as possible.

h) The chemistry teacher, during the demonstration of the experiment, tells the students that now the color of the solution in the test tube should change.

i) Before explaining new material, the teacher warns the students that the topic is very difficult.

j) The proofreader checks the errors in the printed article.

l) The secretary types the text of the order on the computer under the dictation of the boss.

l) Approximately 65-70% of the time, the interpreter listens to the speech of the speaker and at the same time transmits its content in another language.

m) The lesson ends, the students try to understand the material, but from time to time they are distracted, talking to each other. To activate their activity, the teacher sharply raises his voice. The class calms down, but not for long, and soon begins to make noise again. The teacher has to raise his voice again.

Task 10. Determine what types of memory appear in the following situations:

a) When meeting, the girl calls her phone number to a friend, and after a while he dials it accurately.

b) The teacher invites the class to look out the window and tell what the students have just seen.

c) The student was given the task of learning a large poem for the gala evening.

d) Passing by the candy store, the girl smelled a familiar smell and remembered that she had bought a vanilla cake here.

e) Mom sends her son to the store, listing the names of the products and asking him to repeat what he heard.

f) The child tells the lesson the paragraph that he learned the day before.

g) Hearing a voice on the phone, the girl immediately recognized her friend.

h) The girls learn a new dance at the choreography lesson and repeat each movement several times.

i) The children remembered for a long time an interesting story that they were introduced to at a creative evening of a famous writer.

j) The young man picked up the melody he heard earlier from memory.

k) Upon returning from the trip, the young man mentally wandered along his favorite routes for a long time.

m) Having tried fish oil once, the child is disgusted every time he sees it.

Task 11 . Determine what types of thinking are manifested in the following situations:

a) Writing an analytical article by a journalist.

b) Making tailor patterns according to available sizes.

c) Compilation by the witness of a verbal description of the offender.

d) Assembling a constructor by a child.

e) Designing the interior of the room by the designer.

f) Drawing up questions for the test by the teacher.

g) The traffic controller's decision to take immediate action.

h) Finding a breakdown in the car by a car mechanic.

i) Drawing up by the architect of the future building plan.

k) Moving things on the shelf from place to place in order to find the best way to place them.

k) Solving a learning problem in a new way.

Task 12 . Determine what types of imagination appear in the following situations:

a) The teacher imagines how the students will react to his story.

b) Looking at the clouds in the sky, a person sees in them the outlines of familiar objects.

c) The boy dreams of becoming a famous politician.

- d) An engineer, considering a drawing, imagines how this machine might look in reality.
- e) The children were given the task to prepare for the competition for the most original story for the New Year's Eve.
- f) The student, reading the descriptions of nature in the book, vividly imagined the picture of the sea coast.
- g) The mother, talking to her daughter on the phone, imagines how she looks at the moment.
- h) The writer in his fantastic story invented a man with spider legs.
- i) The teacher of geography gives the task to the students - for any point shown on the map, describe the flora, fauna, relief, type of cities and dwellings of the area.

4.2. Examples of case tasks (tasks for assessing competencies UK-3, UK-6, GPC-5)

Case 1. You are a ward nurse. In your ward there is a patient H., born in 1939. Heredity is burdened with cardiovascular diseases. Has primary education. Until the age of 56 she worked, and from the age of 57 she retired, lives with her husband. Has a son, daughter and granddaughter living separately.

By nature, anxious and suspicious, imperious, uncompromising., Selfish. After a stroke, characterological features intensified, acquired a pathological character. She ceased to take into account the interests of relatives. She became a dictator in the family. She made a lot of unreasonable claims for special attention, which created an unbearable, constantly conflicting situation.

1. Comment on the condition and behavior of the patient.
2. Describe the age characteristics of this patient.
3. What patterns of self-esteem of the elderly appeared in this example?
4. How should communication with this patient be properly organized?
5. Specify the age task of the given period. What determines the productivity of its solution?

Case 2. You are a ward nurse. Patient S., born in 1933, is in your ward for treatment of hypertension. From a conversation with her, you learned that she grew up in an atmosphere of a close-knit family. She graduated from school, and then the Polytechnic Institute, worked successfully. Retired from the age of 55. She reacted positively to retirement, switched to household chores. Married to a military man. Traveled a lot around the country. The husband is a military pensioner. Relations with her husband are good, financially secure. Has an adult daughter and granddaughter who live separately with their son-in-law. Relations with her daughter began to deteriorate after her marriage and the birth of a child. In recent years, a persistent conflict situation has persisted.

Patient C is sociable and active by nature. Easily out of balance, stubborn. The first two attacks are associated with the death of the mother, the next - with the relationship with her daughter.

1. Comment on the condition and behavior of the patient.
2. Describe the age characteristics of this patient.
3. What changes in the psyche and personality occur in the elderly and senile age? Why?
4. Specify the age-related task of the elderly and ways to solve it productively?
5. What psychological problems does a person face in old age?

Case 3. The child "understands everything", according to the mother, but the words are still not pronounced clearly; knows the name of many objects, actions, executes commands.

1. Enter the approximate age of the child.
2. Indicate the stage of speech development, list the patterns of this stage, confirm with examples.
3. Describe the leading activity of a child of this age. How does leading activity affect the development of a child's speech?
4. Determine the zone of actual and zone of proximal development of the child.
5. Make a plan of developmental activities for a child of this age.

Case 4. Nikolay, 13 years old, studies mediocly. But in everything, as the teachers say, inattention is to blame. When playing poems, he forgets words, when multiplying, he puts a comma incorrectly. In games on the computer, it closely monitors all changes and reacts quickly.

1. What are the reasons for the failure of a teenager? Justify your answer.
2. What changes in the cognitive sphere occur during adolescence?
3. Describe the leading activity and neoplasm of adolescence.
4. Why is adolescence called "normal pathology"?
5. What changes in personality structure occur during adolescence?

Case 5. Elena is quite a prosperous girl: well-read, sociable, responsible, well-mannered - this is how others speak of her. The only thing that worries her is the absence of a true friend. It's better if it's a boy. He could protect and in general, in the eyes of other girls, she would immediately gain authority. I really want to be different from others. Thinking about the future, Lena decided to become famous for sure. The question is how. Can become a ballerina known all over the world? Or build a political career? It's just that it's too late for her to do ballet, and it's unlikely that she will be able to enter the MGMIO.

1. Based on the structural components of the "I", determine to which group (older or younger teenagers) the heroine of this task can be attributed. Justify your answer.
2. Describe the psychological patterns of early adolescence
3. Specify the age task of adolescence.
4. Describe the dynamics of self-esteem during adolescence.
5. How should adults communicate with teenagers in the right way?

Case 6. When entering school, one child could count to ten; knew twelve letters, could write single words. No other child could do any of this.

1. Is it possible to count. That the first child is better prepared for school than the second? Why?
2. What does the concept of "school readiness" include? What types of preparedness do you know?
3. What kind of attention prevails in children when entering school?
4. Describe the child's memory when entering school.
5. Specify the features of the child's thinking when entering school.

Case 7. Mom suggested to her daughter Nina (4 years 5 months) to solve the problem: "4 birds flew, sat on trees. One bird perched on each tree. How many trees were there? Nina considered. But she couldn't decide. Then mother cut out birds and trees from paper and again offered the girls to solve the problem. The daughter did the job.

1. What pattern of children's thinking does this example show?
2. What is the leading mental process in childhood?
3. Indicate the leading activity and neoplasm of this period.
4. Define the social situation of development. Describe the social situation of development in preschool age.
5. Indicate the age task of age from 3 to 6 years according to the classification of age periods by E. Erickson.

Case 8. Misha (1 year 3 months) still has a hard time with words, and he often resorts to gestures. Mother, realizing that he wants to, immediately fulfills his desires.

1. Does the quick satisfaction of the child's needs affect the development of his speech?
2. Indicate the central line of development of a young child.
3. What features characterize the motivational processes of a child of this age?
4. Specify the mechanisms of organization and management of the child's behavior at an early age.
5. Indicate the stage and patterns of speech development at a given age.

Case 9. Misha (2 years 5 months) in his family hears a lot of fairy tales, stories, conversations on various topics. Mom believes that this is necessary for his development. Kolya (2 years 5 months) in his family, on the contrary, "hears little, but sees a lot." His mother always buys picture books for him. Together they look at them, admiring the beautiful drawings.

1. What do Misha's mother and Kolya's mother underestimate?
2. Describe the mental processes of a young child.
3. What mental process is leading?
4. Indicate the leading activity of a child aged 1 to 3 years
5. What neoplasms in the development of the child appear by the end of early childhood?

Case 10. Monica K., 7 years 11 months. Already at the age of 4, the girl was wild, uncontrollable, disorganized the Danish team. The school turned out to be unbearable, her parents were forced to pick her up. She constantly lied, took things from the children that she liked, skipped classes, the class "did not accept" her. In the clinic, without any hesitation, she talked about her antics, thefts. There were no signs of shame. In addition, Monica was not calm all the time, fidgeting on the stele and talking incessantly. The girl's mood is always upbeat. With toys, Monica is unusually sloppy. The other children at the clinic did not want to play with her because she was intolerantly rude and unceremonious. However, she flattered adults recklessly, trying to please them.

1. Highlight the traits that characterize temperament.
2. Highlight character traits.
3. Give a comparative analysis of character accentuation and psychopathy.
4. What type of accentuation (or psychopathy) is presented in this example?
5. Specify the mistakes of education, leading to accentuation of character.

Case 11. Julia P, 17 years old, constantly torments herself with diets, tries to lose weight despite the fact that others consider her figure to be ideal. She accuses herself of not being able to communicate with others: she does not find common topics for conversation, she is not attentive enough to others, she is selfish, etc., which is not true.

1. What could be the reason for such behavior of the girl?
2. Specify the dynamics of self-esteem in adolescence and youth. What features of Yulia's personality are associated with age, and which with character?
3. Specify the features of the emotional and motivational sphere in adolescence.
4. How can Yulia be helped?
5. Specify the structure of self-consciousness.

Case 12. You are a ward nurse. Patient N, born in 1935, is being treated in the oncology department, where you work. Constantly looking for contact with you. Heredity is burdened with malignant tumors. Graduated from the Institute. She was married and has an adult son. She has been divorced from her husband for 30 years: he drank. Very sociable, energetic woman, cheerful, takes care of herself. Her motto is I am the smartest and most beautiful. I have worked in the same organization all my life. She has been sick for a long time and has been operated on many times.

1. Comment on the condition and behavior of the patient.
2. Describe the age characteristics of this patient.
3. Specify the features of the patient's motivational and emotional spheres.
4. What are the characteristics of communication between older people?
5. Indicate the dynamics of self-esteem in the elderly and senile age.

Case 13. An employee came to the established team, whose personality is characterized by a number of features: inflated self-esteem, the desire to dominate at all costs, stubbornness, excessive straightforwardness.

1. Carry out a psychological analysis of the orientation of the personality of the new employee and predict his behavior in the new team.
2. Indicate patterns and indicators of professional adaptation of a new employee.
3. Specify indicators of social adaptation of the new employee.
4. What is the psychological climate of the team?
5. List the characteristics of a favorable psychological climate.

Case 14. The HR department of a large commercial firm needed a new employee. After a long selection, they took a promising young man with a university education, who also has an additional diploma in personnel management courses. The chief manager of this department is an

experienced and energetic woman, but with a non-core education (higher economics). The new employee, having learned this, began to show disdain for her, to treat her “haughtily”, considered her an unprofessional. I am very proud of my own education and success in work, although I have little practical experience. The head manager of the department finds herself in a difficult situation: she needs to “restrain” the young man, but at the same time she fights to lose credibility with the rest of the employees and really turn out to be incompetent in something.

Analyze:

1. What psychological phenomena manifested themselves in the behavior of the employee and led to the situation.
2. What methods of influence should be used by the leader and why.
3. Give a description of the manipulatory impact.
4. Specify the reasons for the manipulator installation.
5. Describe the ways to protect against manipulation.

Case 15. Patient A.: “I am always in a good mood, you can safely say about me that my character is friendly and open. I think it's kind. In any case, I willingly take part in the fate of my friends, whom, by the way, I have many. I am not silent and gladly take part in the conversation. I willingly help people, but for how many promises I give out, then, of course, not all of them. I can hold back. I can't stand tedious painstaking work that requires perseverance and patience. I have so many things to do at work that I can't get it done on time. I noticed that those around me willingly listen, then repeat my most witty statements, it doesn't cost me anything to ridicule my opponent. I often have original ideas, but, I confess, I don't really like to put them into practice. I love girls, they confessed to me that I am a gallant boyfriend. How many people I have met, I can still say that I have put few people above myself. I don't like being contradicted, it starts to annoy me; and when I leave, I behave rudely, I shout, I swear, I insult all the powder. I have a great appetite. At school, I had a reputation for being a naughty person, and my teachers considered me a ringleader in all specialties, perhaps not without reason. Who saw my facial expressions, the ability to mimic and copy people, they always said that I should go to the actors. I endure everyday hardships easily, I don't keep track of money. I easily lend them, just as easily I get myself into debt.

Determine character accentuation. Give pedagogical advice.

Case 16. Patient B.: “Perhaps, the main thing in my character is the unreasonable change of periods of different moods: sometimes I feel very good for a long time, everything works out for me, my work goes well, I sleep well; I have a great appetite, I often meet with friends, go to the movies, to dances with them, and if any troubles happen to me, during this period I endure them easily. However, in a way that is completely incomprehensible to me, the mood deteriorates, at this time I feel sick, dull, I stop believing in myself. Sometimes there is a fear that something might happen to me. From the encountered difficulties, troubles, I fall into despondency. I sleep badly, wake up with the phenomenon of weakness, eat poorly. I don't want to meet people, their company annoys me. I want to lie in bed and forget about everything. I have noticed that such alternations of periods of good mood and bad mood most often occur either in spring or autumn.

Determine character accentuation. Give pedagogical advice.

Case 17. Patient S.: “By nature I am a cheerful, open, good-natured person, however, however, the slightest trouble (a change in the weather, a rude word, a hostile look, etc.) darkens me, leads me to deep despondency, but not for long. Some interesting news, warm participation help me find a warm state of mind. During the day, my mood can change repeatedly for a variety of reasons. It is not clear even to oneself why one suddenly became so sad, although before that he felt good, was cheerful. Very inspiring and timid, such is my character - a bit Danish. Too gentle. Somehow they don't particularly believe my feelings, they consider them superficial, although this is certainly not the case. Various, even minor troubles I endure hard.

Determine character accentuation. Give pedagogical advice.

4.3. Approximate topics of reports (tasks for assessing competencies UK-3, UK-6,

GPC-5)

1. The subject of psychology. Theoretical and practical significance of psychology in modern conditions.
2. Development of psychology. Various approaches to the study of the psyche: history and modernity.
3. The relationship of physiological processes and mental phenomena.
4. The problem of activity in psychology. Psychological structure of activity.
5. Cognitive mental processes: sensations, perceptions, ideas, memory, thinking, their characteristics.
6. The problem of personality in psychology; theoretical approaches to the problem of personality.
7. The concepts of "man", "individual", "individuality", "personality" and their correlation.
8. Orientation in the structure of personality.
9. Basic theories of temperament in the past and present. The place of temperament in the structure of personality. Characteristics of the main types of temperament.
10. Character types. The role of character in the formation and development of personality. Features of a person's character.
11. The problem of abilities in psychology. General characteristics of abilities. Varieties of abilities and criteria for their classification.
12. Emotions. Types and role of emotions in human life. Emotions and personality.
13. Motivation. Essence of motivation of behavior and activity.
14. Will. The concept of will. Volitional regulation of behavior. Free will and personal responsibility.
15. Groups and their classification. Interpersonal relationships in groups. Personal development in a group. Conflict relations in the group.

4.4. Approximate topics for essays (tasks for assessing the competencies of UK-3, UK-6, GPC-5)

1. Imagination in cognitive and practical human activity.
2. Imagination and creativity.
3. Education and self-education of character.
4. Individual features and types of memory.
5. Classification and content of the latest personality theories.
6. Personality and temperament.
7. Personality as a product and subject of social relations.
8. Materialistic and idealistic understanding of the psyche.
9. Motivational-psychological factors that contribute to and hinder the achievement of success.
10. Activity motivation.
11. Memory and its importance in the development of personality.
12. Cognitive abilities and their development.
13. Principles and methods of research of modern psychology.
14. The nature of attention and its role in educational and labor activity.
15. The nature and types of thinking,
16. The nature of emotions and feelings.
17. The problem of consciousness and activity in psychology,
18. Psychological structure of personality and diagnostics of its development.
19. Psychological characteristics of the game.
20. Psychological characteristics of teaching.
21. Psychological analysis of the solution of a mental problem.
22. Psychology of creative thinking.
23. The development of human attention.
24. Will development.

25. Development of thinking.
26. The development of memory in ontogeny.
27. The development of human memory.
28. Speech as a means of communication.
29. Sensory organization of personality.
30. Modern cognitive theories of motivation.
31. Consciousness and self-consciousness of man.
32. The ratio of social and biological in the development of personality.
33. The state of the problem of character in psychology.
34. Socio-moral types of character.
35. Abilities and talents.
36. Comparative analysis of various theories of emotions.
37. Comparative analysis of theories of the formation of mental skills.
38. Temperament and features of mental activity.
39. Temperament and activity style.
40. Theoretical foundations of activity and forecasting abilities.
41. Theoretical analysis of volitional action.
42. Theories of thinking in psychology.
43. Conditions for the accelerated development of human abilities.
44. Character and personality.
45. Characteristics of memory processes.
46. Experiment, its varieties.
47. Emotions and personality.
48. Emotions and feelings as a value.

4.5. Approximate tasks of the current control test (tasks for assessing the competencies of UK-3, UK-6, GPC-5)

Test tasks for section 1. Psychology as a science

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.
6. The concept of the unconscious has acquired a specific psychological meaning in the concept:
- a) Z. Freud;
 - b) G. Leibniz;
 - c) K. Jung;
 - d) A. Adler.
7. What would a humanistic psychologist pay attention to?
- a) the organization of the psyche;
 - b) unconscious urges;
 - c) ways to reward adaptive behavior;
 - d) freedom of choice.
8. The founder of behaviorism is:
- a) J. Watson;
 - b) K. Horney ;
 - c) E. Trondike ;
 - d) B. Skinner.
9. The author of the famous phrase “I think, therefore I am” is:
- a) Plato
 - b) Socrates;
 - c) R. Descartes;
 - d) B. Spinoza.
10. The psychologist told the patient that he should not blame himself for his own aggressiveness, as he is controlled by unconscious urges. What direction does this psychologist follow?
- a) behaviorism;
 - b) psychoanalysis;
 - c) gestalt psychology ;
 - d) humanistic direction.
11. 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.
12. 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.
13. Mental phenomena include:
- a) nerve impulse;
 - b) receptor;
 - c) interest;
 - d) heartbeat.
14. Socio-psychological manifestations of the personality, its relationship with people is studied by psychology:
- a) differential;
 - b) social;
 - c) pedagogical;
 - d) general.
15. 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.

16. For the first time, an experimental psychological laboratory was opened:

- a) W. James;
- b) G. Ebbinghaus ;
- c) W. Wundt;
- d) H. Wolf.

17. Behaviorists relied in their positions on the teachings:

- a) I.P. Pavlova;
- b) P.P. Blonsky ;
- c) N.A. Berstein ;
- d) P.K. Anokhin.

18. The direction in psychology that studies the problems of personality development, its self-actualization, striving for higher values is known as:

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

19. To which direction do psychologists belong, most of all interested in how a person processes information?

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

20. Let's say you want a young woman to wear a red sweater. What would you do if you were a behaviorist?

- a) talk to her about the color red in general;
- b) would give her a gift as a reward for agreeing to wear a red sweater;
- c) point out to her her subconscious desire (unwillingness) to wear red;
- d) would discuss with her her personal attitude to the color red and the associations it evokes.

test item number	response standard number	test item number	response standard number
1	A	eleven	b
2	V	12	G
3	b	13	A
4	V	14	G
5	V	15	V
6	b	16	b
7	A	17	V
8	A	18	b
9	b	19	A
10	V	20	G

5. The content of the evaluation means of intermediate certification

Intermediate certification in this discipline is carried out in the form of a test.

5.1. List of control tasks and other materials necessary for assessing knowledge, skills and experience: intermediate control test, control questions and course (research) project.

5.1.1. Multiple Choice Test Questions to the test in the discipline "Psychology and Pedagogy"

Test tasks	Competence code (according to RPD)
1) What is the subject of study of modern psychological science? a) Soul b) Psyche c) Consciousness d) Behavior	UC-6: UC-6.1, UC-6.2, UC-6.3
2) What name is associated with the "birth" of psychology as a science? a) R. Descartes b) J. Locke c) W. Wundt d) Z. Freud	UC-6: UC-6.1, UC-6.2, UC-6.3
3) What does general psychology study? a) Interpersonal relationships of people in groups b) Ontogeny of various mental processes and personality traits c) Psychological patterns of training and education of a person d) General patterns of development and functioning of the human psyche	UC-6: UC-6.1, UC-6.2, UC-6.3
4) What is the subject of study of educational psychology? a) Psychological patterns of training and education of a person b) The origin of various mental processes and psychological qualities of a person c) Patterns of successful transfer of knowledge and experience from teacher to students d) Features of human labor activity	UC-6: UC-6.1, UC-6.2, UC-6.3
5) What is the human cognitive process? a) Sensation, perception, thinking, speech, attention, memory, imagination b) Thinking, memory, emotions, motivations, will, abilities c) Motivation, emotions, perception, sensation, memory, will d) Attention, memory, thinking, speech, motivation, imagination	UC-6: UC-6.1, UC-6.2, UC-6.3
6) Feeling is: a) it is a sensual reflection of a holistic image of an object or phenomenon b) mental process of creating images c) concentration of consciousness on an object d) sensory reflection of individual properties of an object or phenomenon	UC-6: UC-6.1, UC-6.2, UC-6.3
7) Perception is: a) it is a sensual reflection of a holistic image of an object or phenomenon b) mental process of creating images c) concentration of consciousness on an object d) sensory reflection of individual properties of an object or phenomenon	UC-6: UC-6.1, UC-6.2, UC-6.3
8) The process of attention is characterized by: a) conscious regulation of a person's behavior and activities b) focus and concentration of consciousness on any object c) indirect reflection of reality d) the process of capturing, storing and reproducing information	UC-6: UC-6.1, UC-6.2, UC-6.3
9) Memory is:	UC-6:

<ul style="list-style-type: none"> a) mental process of creating images b) the process of cognitive activity, characterized by a generalized and indirect reflection of reality c) sensory reflection of a holistic image of an object or phenomenon d) the process of capturing, storing and reproducing information 	UC-6.1, UC-6.2, UC-6.3
<p>10) Imagination is:</p> <ul style="list-style-type: none"> a) the process of cognitive activity, characterized by a generalized and indirect reflection of reality b) mental process of creating images c) sensory reflection of a holistic image of an object or phenomenon d) sensory reflection of individual properties of an object or phenomenon 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>11) Thinking is</p> <ul style="list-style-type: none"> a) the process of cognitive activity, characterized by a generalized and indirect reflection of reality b) mental process of creating images c) the process of capturing, storing and reproducing information d) conscious regulation by a person of his behavior and activities, expressed in the ability to overcome internal and external difficulties in the performance of purposeful actions and actions 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>12) The main methods of psychology research are:</p> <ul style="list-style-type: none"> a) testing, questioning, observation b) observation, experiment c) interview, conversation d) experiment, peer review method 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>13) What psychological method allows you to identify what influenced the formation of the organism to a greater extent: the genotype or the environment?</p> <ul style="list-style-type: none"> a) experiment b) twin method c) biographical method d) test method 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>14) Natural experiment involves:</p> <ul style="list-style-type: none"> a) Conducting an experiment in nature b) For such an experiment, the researcher does not use laboratory tools, but relies on his intuitive experience. c) Conducting an experiment in conditions natural to the subject d) In such experiments, there is no external influence of the environment 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>15) The questionnaire is</p> <ul style="list-style-type: none"> a) Questionnaire for receiving answers to a pre-set system of questions b) a set of sentences with the content of which the subject can either agree or disagree c) a set of questions, tasks, situations with suggested answers d) a set of questions that require detailed answers to them 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>16) The questionnaire is</p> <ul style="list-style-type: none"> a) Questionnaire for receiving answers to a pre-set system of questions b) a set of sentences with the content of which the subject can either agree or disagree c) a set of questions, tasks, situations with suggested answers d) a questionnaire consisting of a set of questions that require detailed answers to them 	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>17) The test is</p> <ul style="list-style-type: none"> a) Questionnaire for receiving answers to a pre-set system of questions b) a set of sentences with the content of which the subject can either agree or 	UC-6: UC-6.1, UC-6.2,

<p>disagree</p> <p>c) a set of questions, tasks, situations with suggested answers</p> <p>d) a questionnaire consisting of a set of questions that require detailed answers to them</p>	UC-6.3
<p>18) The lower absolute threshold of sensitivity is</p> <p>a) that smallest force of the stimulus, which, acting on the analyzer, causes a barely noticeable sensation</p> <p>b) this is the same strength of the stimulus at which there is still a sensation of this type</p> <p>c) These are the minimal increases in the strength of the acting stimulus that cause subtle differences between sensations.</p> <p>d) this is the strength of the stimulus at which sensation of this type no longer exists</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>19) The upper absolute threshold of sensitivity is</p> <p>a) that smallest force of the stimulus, which, acting on the analyzer, causes a barely noticeable sensation</p> <p>b) this is the same strength of the stimulus at which there is still a sensation of this type</p> <p>c) These are the minimal increases in the strength of the acting stimulus that cause subtle differences between sensations.</p> <p>d) this is the strength of the stimulus at which sensation of this type no longer exists</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>20) differential sensitivity threshold is</p> <p>a) that smallest force of the stimulus, which, acting on the analyzer, causes a barely noticeable sensation</p> <p>b) this is the same strength of the stimulus at which there is still a sensation of this type</p> <p>c) These are the minimal increases in the strength of the acting stimulus that cause subtle differences between sensations.</p> <p>d) this is the strength of the stimulus at which sensation of this type no longer exists</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>21) Adaptation is</p> <p>a) increased sensitivity as a result of the interaction of analyzers or systematic exercises</p> <p>b) the emergence under the influence of irritation of one analyzer of sensations characteristic of another analyzer</p> <p>c) change in the intensity and quality of sensations under the influence of a preliminary or accompanying stimulus</p> <p>d) change in sensitivity under the influence of a permanent stimulus, which manifests itself in a decrease or increase in thresholds</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>22) Sensitization is</p> <p>a) increased sensitivity as a result of the interaction of analyzers or systematic exercises</p> <p>b) the emergence under the influence of irritation of one analyzer of sensations characteristic of another analyzer</p> <p>c) change in the intensity and quality of sensations under the influence of a preliminary or accompanying stimulus</p> <p>d) change in sensitivity under the influence of a permanent stimulus, which manifests itself in a decrease or increase in thresholds</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>23) Synesthesia is</p> <p>a) increased sensitivity as a result of the interaction of analyzers or systematic exercises</p> <p>b) the emergence under the influence of irritation of one analyzer of sensations characteristic of another analyzer</p> <p>c) change in the intensity and quality of sensations under the influence of a preliminary or accompanying stimulus</p>	UC-6: UC-6.1, UC-6.2, UC-6.3

d) change in sensitivity under the influence of a permanent stimulus, which manifests itself in a decrease or increase in thresholds	
24) The contrast of sensations is characterized by: a) increased sensitivity as a result of the interaction of analyzers or systematic exercises b) the emergence under the influence of irritation of one analyzer of sensations characteristic of another analyzer c) a change in the intensity and quality of sensations under the influence of a preliminary or accompanying stimulus d) a change in sensitivity under the influence of a permanent stimulus, which manifests itself in a decrease or increase in thresholds	UC-6: UC-6.1, UC-6.2, UC-6.3
25) What is attention span: a) in the degree of concentration of attention on some objects and its distraction from others b) in the ability to transfer attention from one object to another, from one type of activity to another c) in the ability to maintain a state of attention on any object for a long time d) in the ability to disperse attention over a significant space, to simultaneously perform several types of activities or perform several different actions	UC-6: UC-6.1, UC-6.2, UC-6.3
26) What is concentration of attention? a) in the degree of concentration of attention on some objects and its distraction from others b) in the ability to transfer attention from one object to another, from one type of activity to another c) in the ability to maintain a state of attention on any object for a long time d) in the ability to disperse attention over a significant space, to simultaneously perform several types of activities or perform several different actions	UC-6: UC-6.1, UC-6.2, UC-6.3
27) What is attention shifting? a) in the degree of concentration of attention on some objects and its distraction from others b) in the ability to transfer attention from one object to another, from one type of activity to another c) in the ability to maintain a state of attention on any object for a long time d) in the ability to disperse attention over a significant space, to simultaneously perform several types of activities or perform several different actions	UC-6: UC-6.1, UC-6.2, UC-6.3
28) What is the function of distribution of attention: a) in the degree of concentration of attention on some objects and its distraction from others b) in the ability to transfer attention from one object to another, from one type of activity to another c) in the ability to maintain a state of attention on any object for a long time d) in the ability to disperse attention over a significant space, to simultaneously perform several types of activities or perform several different actions	UC-6: UC-6.1, UC-6.2, UC-6.3
29) What type of attention develops in vivo as a result of training and education of a person and is associated with volitional regulation of behavior? a) natural attention b) immediate attention c) mediated attention d) socially conditioned attention	UC-6: UC-6.1, UC-6.2, UC-6.3
30) What type of attention depends solely on the object to which it is directed? a) natural attention b) immediate attention	UC-6: UC-6.1, UC-6.2,

c) mediated attention d) socially conditioned attention	UC-6.3
31) What kind of attention is regulated by special means, such as gestures, words, pointing signs, objects? a) natural attention b) immediate attention c) mediated attention d) socially conditioned attention	UC-6: UC-6.1, UC-6.2, UC-6.3
32) What kind of attention is given to a person from birth in the form of an innate ability to selectively respond to certain external or internal stimuli that carry elements of informational novelty? a) natural attention b) immediate attention c) mediated attention d) socially conditioned attention	UC-6: UC-6.1, UC-6.2, UC-6.3
33) What type of memory is associated with the storage of information for a short period of time? a) instant memory b) short term memory c) genetic memory d) long term memory	UC-6: UC-6.1, UC-6.2, UC-6.3
34) What type of memory is defined as image memory? a) instant memory b) short term memory c) genetic memory d) long term memory	UC-6: UC-6.1, UC-6.2, UC-6.3
35) How long can information be stored in long-term memory? a) Some years b) Few weeks c) A few months d) Unlimited time	UC-6: UC-6.1, UC-6.2, UC-6.3
36) Visual-effective thinking is a way of solving problems that involves: a) observation of the situation and operating with images of its constituent objects without practical actions with them. b) visual study of the situation and practical actions in it with material objects c) verbal abstraction and logical reasoning d) satisfaction of needs, removal of the emotional stress caused by it	UC-6: UC-6.1, UC-6.2, UC-6.3
37) Visual-figurative thinking is a way of solving problems, involving: a) visual study of the situation and practical actions in it with material objects b) verbal abstraction and logical reasoning c) satisfaction of needs, removal of the emotional stress caused by it d) observation of the situation and operating with images of its constituent objects without practical actions with them	UC-6: UC-6.1, UC-6.2, UC-6.3
38) Verbal-logical thinking is a way of solving problems, involving: a) observation of the situation and operating with images of its constituent objects without practical actions with them. b) visual study of the situation and practical actions in it with material objects c) verbal abstraction and logical reasoning d) satisfaction of needs, removal of the emotional stress caused by it	UC-6: UC-6.1, UC-6.2, UC-6.3
39) What is the nature of autistic thinking? a) in that it is aimed solely at satisfying the need and relieving the emotional stress caused by it	UC-6: UC-6.1, UC-6.2,

<p>b) in that tasks are solved by observing the situation and operating with the images of its constituent objects, without practical actions with them</p> <p>c) in that problems are solved exclusively by practical transformation of reality</p> <p>d) in that it is aimed at solving the simplest problems</p>	UC-6.3
<p>40) What type of imagination is characterized by the fact that a person voluntarily, by an effort of will, causes appropriate images in himself?</p> <p>a) passive imagination</p> <p>b) active imagination</p> <p>c) Productive imagination</p> <p>d) reproductive imagination</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>41) What type of imagination is characterized by the fact that images arise spontaneously, in addition to the will and desire of a person?</p> <p>a) Productive imagination</p> <p>b) reproductive imagination</p> <p>c) passive imagination</p> <p>d) active imagination</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>42) What kind of imagination is distinguished by the fact that in it reality is consciously constructed by a person, and not just mechanically copied or recreated?</p> <p>a) Productive imagination</p> <p>b) reproductive imagination</p> <p>c) passive imagination</p> <p>d) active imagination</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>43) What kind of imagination carries out the task of reproducing reality as it is, but with elements of fantasy?</p> <p>a) Productive imagination</p> <p>b) reproductive imagination</p> <p>c) passive imagination</p> <p>d) active imagination</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>44) Fantastic visions that have almost no connection with the reality surrounding a person are called:</p> <p>a) dreams</p> <p>b) hallucinations</p> <p>c) Dreams</p> <p>d) Dreaming</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>45) A normal mental state, which is a fantasy associated with a desire, most often a somewhat idealized future, is called:</p> <p>a) dreams</p> <p>b) hallucinations</p> <p>c) Dreams</p> <p>d) Dreaming</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>46) A realistic, more or less feasible desire is called:</p> <p>a) dreams</p> <p>b) hallucinations</p> <p>c) Dreams</p> <p>d) Dreaming</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>47) What emotions induce a person to activity, mobilize his forces?</p> <p>a) Basic</p> <p>b) Derivatives</p> <p>c) Sthenic</p> <p>d) Asthenic</p>	UC-6: UC-6.1, UC-6.2, UC-6.3
<p>48) What emotions relax a person, paralyze his strength to perform activities?</p>	UC-6:

a) Basic b) Derivatives c) Sthenic d) Asthenic	UC-6.1, UC-6.2, UC-6.3
49) The emotional tone of sensation is: a) our attitude to the quality of sensation, a mental reflection of the need properties of the object b) prompt emotional response to current changes in the environment c) this is a situationally determined stable emotional state that enhances or weakens mental activity d) one of the types of conflict emotional state	UC-6: UC-6.1, UC-6.2, UC-6.3
50) Emotional response is: a) The attitude of a person to the quality of sensation, a mental reflection of the need properties of an object b) prompt emotional response to current changes in the environment c) this is a situationally determined stable emotional state that enhances or weakens mental activity d) one of the types of conflict emotional state	UC-6: UC-6.1, UC-6.2, UC-6.3

Answers to the test tasks:

test item number	response standard number	test item number	response standard number	test item number	response standard number
1	b	21	d	41	c
2	c	22	a	42	a
3	d	23	b	43	b
4	a	24	c	44	b
5	a	25	c	45	c
6	d	26	a	46	a
7	a	27	b	47	c
8	b	28	d	48	d
9	d	29	d	49	a
10	b	thirty	b	50	b
eleven	a	31	c		
12	b	32	a		
13	b	33	b		
14	c	34	a		
15	a	35	d		
16	b	36	b		
17	c	37	d		
18	a	38	c		
19	b	39	a		
20	c	40	b		

5.1.2. Approximate topics of course (research) projects

Test tasks	Competence code (according to RPD)
1. Professional identity of the individual	UC-6:

<ol style="list-style-type: none"> 2. Tendency to procrastinate medical students 3. Motivation for the professional choice of medical students 4. Ideas about friendship and love of student youth 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 young students 11. Features of self-awareness of future doctors 12. Value orientations of medical students 13. Propensity for conspicuous consumption of urban and rural youth 14. Communicative competence of medical students 15. Motivation for the professional choice of medical students 16. Features of the emotional-volitional sphere of future doctors 17. Interests of people of different ages 18. The specificity of the manifestation of professionally important personal qualities in future doctors 19. Personal characteristics of representatives of the helping professions 20. Features of the motivational sphere of future doctors 21. Adaptive potential of first-year students 22. Tolerance for the uncertainty of future doctors 23. The ratio of volitional qualities and stress resistance among medical students 	<p>UC-6.1, UC-6.2, UC-6.3</p>
<ol style="list-style-type: none"> 24. Manipulative behavior in the medical field 25. Features of the manifestation of communicative tolerance in future doctors 26. Leadership qualities of future doctors 27. Features of the hierarchical subordination of future doctors 28. Features of communications of junior and middle medical personnel 29. Indicators of team cohesion (on the example of a student group) 30. Features of action planning (on the example of educational activities) 	<p>UC-6: UC-6.1, UC-6.2, UC-6.3</p>

5.1.3. Control questions on the discipline

Test tasks	Competence code (according to RPD)
<ol style="list-style-type: none"> 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 mastering activities. Individual style of activity. 12. The concept of sensations and perception, their physiological basis. The concept of sensitivity. 	<p>UC-6: UC-6.1, UC-6.2, UC-6.3</p>

<p>13. Classification of sensations and perceptions.</p> <p>14. Properties of sensations and perceptions.</p> <p>15. General laws of sensations and perception.</p> <p>16. Compensatory possibilities of human sensations.</p> <p>17. Extrasensory abilities of a person.</p> <p>18. Disorders of sensations and perception.</p> <p>19. Approaches to understanding attention and its physiological foundations. types of attention.</p> <p>20. General ideas about memory. Types of memory.</p> <p>21. Characteristics of memory processes.</p> <p>22. Thinking and its specificity. Types of thinking.</p> <p>23. Characteristics of thought processes.</p> <p>24. Essence of imagination. Types of imagination.</p> <p>25. Individual features of memory, thinking and imagination.</p> <p>26. The problem of the development of memory, thinking and imagination of a person.</p> <p>27. Memory, thinking and imagination in the professional activities of a doctor.</p> <p>28. The concept of feelings and emotions.</p> <p>29. Forms of expression of feelings. Basic qualities of feelings.</p> <p>30. Forms of experiencing feelings. The highest social feelings of man.</p> <p>31. Development and education of feelings. The problem of negative feelings. Feelings and interpersonal relationships.</p> <p>32. Functions of the will. The psychological structure of the will.</p> <p>33. Simple and complex volitional acts. Overcoming external and internal obstacles.</p> <p>34. Willpower. Individual characteristics of the will.</p> <p>35. General idea of mental states. Types of mental states.</p> <p>36. Characteristics of some mental states.</p> <p>37. Emotional and volitional disorders.</p> <p>38. The concept of age periods and age crises.</p> <p>39. Main psychological features of all age periods.</p> <p>40. The concept of temperament. temperament criteria.</p> <p>41. Types of temperament and their psychological characteristics. Temperament and individual style of activity.</p> <p>42. The concept of character. Character structure.</p> <p>43. Character and temperament. Character and personality. The problem of character formation.</p> <p>44. Inclinations and abilities. Conditions for the development of abilities. Types of abilities.</p> <p>45. Professionally significant abilities of a doctor.</p> <p>46. Self-consciousness and self-concept. The structure of the self-concept.</p> <p>47. The main functions of the self-concept. The role of self-concept in personality development.</p> <p>48. The problem of the formation of the self-concept. Positive and negative self-concept signals.</p> <p>49. The concept of needs and motives. Motives and activity of the personality, its activity and behavior.</p> <p>50. Personal interests. Values and value orientations.</p> <p>51. Needs, motives and values of a doctor.</p>	
<p>52. The concept of communication. The main aspects of communication: communicative, interactive, perceptual.</p> <p>53. Communication as an exchange of information. Communication as interpersonal interaction. Communication as perception and understanding of each</p>	<p>UC-6: UC-6.1, UC-6.2, UC-6.3</p>

other. 54. Types of communication. Individual style of communication. 55. Group, its signs and characteristics. Group types. 56. Intragroup processes and phenomena. 57. The position of the individual in the 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 the information and educational activities of a doctor. 64. Designing outreach activities	
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6. Criteria for evaluating learning outcomes by discipline

Evaluation of learning outcomes in the discipline "Psychology and Pedagogy" is formed from the grade for the intermediate control test (a sufficient criterion is the grade "satisfactory" or higher) and the grade for the course (research) project (the sufficient criterion is the grade "passed").

6.1. Criteria for evaluating results course (research) projects

The implementation of course (research) projects includes the delivery of work on the implementation of the project and the answers to control questions on it. At the discretion of the teacher, the joint implementation of course (research) projects is allowed, in which case the assessment is given to each author of the project.

Learning Outcomes	Evaluation criteria	
	Not credited	Passed
Completeness of knowledge	The level of knowledge is below the minimum requirements. There were gross errors.	The level of knowledge in the amount corresponding to the training program. Minor errors may be made
Availability of skills	When solving standard problems, the basic skills were not demonstrated. There were gross errors.	Demonstrated basic skills. Typical tasks are solved, all tasks are completed. Minor errors may be made.
Availability of skills (possession of experience)	When solving standard problems, basic skills were not demonstrated. There were gross errors.	Demonstrated basic skills in solving standard problems. Minor errors may be made.
Motivation (personal attitude)	Educational activity and motivation are poorly expressed, there is no qualitative readiness to solve the assigned tasks	Learning activity and motivation are manifested, readiness to perform the assigned tasks is demonstrated.
Characteristics of the formation of competence	Competence is not fully formed. The available knowledge, skills and abilities are not enough to solve practical (professional) problems. Re-learning required	The formation of competence meets the requirements. The available knowledge, skills and motivation are generally sufficient to solve practical (professional) problems
Competence level	Short	Medium/High

6.2. Criteria for evaluating the results of the intermediate control test

Score "5" points ("excellent") - 100-90% of the answers to the test questions are given correctly;

score "4" points ("good") - 89-80% of the answers to the test questions are given correctly;

grade "3" points ("satisfactory") - 79-70% of the answers to the test questions are given correctly;

score "2" points ("unsatisfactory") - less than 70% of the answers to the test questions are given correctly.

A complete set of assessment tools for the discipline "Psychology and Pedagogy" is presented on the SDO Portal of the Volga Research Medical University:
<https://sdo.pimunn.net/course/view.php?id=428>

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