

**PRIVATE HIGHER EDUCATIONAL INSTITUTION
"INTERNATIONAL ACADEMY OF ECOLOGY AND MEDICINE"
Department of Social Medicine and Humanitarian Disciplines**

WORKING PROGRAM OF EDUCATIONAL DISCIPLINE

"Fundamentals of Psychology. Fundamentals of Pedagogy"

LEVEL OF HIGHER EDUCATION Second (master's) level

DEGREE OF HIGHER EDUCATION Master's degree

BRANCH OF KNOWLEDGE 22 Healthcare

SPECIALTY 222 Medicine

Reviewed and approved
at the meeting of the Academic Council
Protocol No. 1, dated August 01, 2016

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INTRODUCTION

The study program of the academic discipline " Fundamentals of psychology. Fundamentals of Pedagogy " was compiled in accordance with the Standard of Higher Education of Ukraine, field of knowledge 22 Health care, specialty 222 Medicine, 221 Dentistry.

Description of the discipline

The structure of educational discipline	Branch of knowledge, training direction, specialty, education level	Characteristics of educational discipline
		Daily learning
Credits ECTS – 1.0 ,	Field of knowledge: 22 Healthcare	
Modules – 3	Specialty: 222 Medicine 221 Dentistry	Year of the education:
The amount of hours - 30		1 st
		Semester
		II
	Lectures	
	Educational level: master's degree	8 h.
		Practical classes
		12 h.
		Self-education (individual work)
		10 h.
		Type of control: Current and final, exam

Description of the academic discipline (abstract)

An important task facing the teachers of higher medical educational institutions at the present stage is the formation of the student as an individual. Educational discipline "Fundamentals of psychology. Fundamentals of pedagogy" is the theoretical foundation of the cycle of psychological disciplines and enables students not only to master the system of psychological knowledge, but also provides the formation of psychological skills on this basis, which is one of the important elements in the professional training and professional activity of a specialist; contributes to solving the issues of building and organizing interpersonal interaction in the team, in understanding the most effective methods of influencing the individual. Current educational activities of students are monitored in practical classes in accordance with specific goals. The following means of diagnosing the level of students' training are used: testing, written or oral answers to control questions, solving situational problems and interpreting and evaluating their results, control of practical skills. The final control of students' knowledge is carried out after the completion of the study of the discipline by assessment. The evaluation of the student's success in the discipline is a rating, is presented on a multi-point scale and is defined according to the ECTS system and the scale adopted in Ukraine.

The program of the educational discipline "Fundamentals of psychology. Fundamentals of Pedagogy" consists of: 1. Basics of psychology. 2. Basics of pedagogy. 3. Elements of professionalism of the medical/dental profession.

The structure of the academic discipline

Number of credits/hours - 1 credits / 30 hours.

1.1. The subject of study of the educational discipline is the main psychological provisions, theories, concepts, categories, mechanisms of functioning of the human psyche, patterns of development and personality formation. Interdisciplinary connections. The educational discipline "Fundamentals of Psychology" is based on students' study of philosophy, sociology, physiology; lays the foundations for students to study medical psychology, psychology of communication, social psychology, as well as a number of clinical disciplines, which involves integration with them. 1. Purpose and tasks of the educational discipline 1.1. The purpose of teaching the educational discipline "Basics of Psychology" is to acquaint students with the main problems of psychology at the modern stage of the development of society; giving students the opportunity not only to master the system of psychological knowledge, the main categories of psychology, to acquaint students with general concepts and regularities of human mental activity, but also to ensure the formation of medico-psychological skills on this basis, which is one of the important elements in the professional training and future activity of a doctor.

1.2. The main tasks of studying the discipline are:

to form a system of psychological knowledge among students; master the basic categories and concepts of psychology;

familiarize with the regularities of formation and basic properties of the mental processes of the personality, emotional and volitional sphere and individual characteristics of a person;

highlight the problem of psychological features of activity and communication of the individual; to reveal new possibilities of professional medical activity;

contribute to solving the issues of building and organizing interpersonal interaction in the team, in the analysis of various kinds of professional situations, in understanding the most effective methods of influencing the personality of a sick person.

1.3. Competences and learning outcomes, the formation of which contributes to the discipline According to the requirements of the Standard of Higher Education of Ukraine, the second (master's) level of higher education in the discipline "Fundamentals of Psychology. Fundamentals of pedagogy" ensures that students acquire the following competencies:

know:

- knowledge and understanding of the subject area and professional activity and their ability to apply in practice;
- knows and understands the social dimensions of health and illness, the impact of the social environment (family, social relationship networks) and social inequalities on health, and socio-cultural differences and the role of social stress in health and self-destructive behaviors;
- knows and understands social attitudes towards the meaning of health, illness, disability and old age, the social consequences of illness and disability and socio-cultural barriers, as well as the concept of health-related quality of life;
- understands the functioning of the entities of the health care system and the social role of the doctor;
- knows and understands the main concepts, theories, principles and ethical rules as a general framework for properly interpreting and analyzing moral-medical issues.

be able to:

- personal commitment to the chosen profession and motivational component regarding achievements in professional activity;
- identify, analyze, formulate and solve problems determined by the specifics of the industry;
- learn and be modernly trained, taking into account the use of the latest information and communication technologies;
- determination and persistence in relation to assigned tasks and assumed responsibilities;
- ability to adequately assess and ensure the quality of the work performed;
- cooperate in a team, which requires the acquisition of interpersonal skills - The ability to choose strategic principles of communication in order to act on the basis of ethical considerations (motives), socially responsible and socially conscious;
- motivate people and move towards a common socially determined goal;
- lead a healthy lifestyle, adapt and act in a new (including conflict) situation;
- permanent inclusion in the process of making a professional decision;
- professional thinking based on the analysis and synthesis of medico-psychological knowledge;
- apply the acquired psychological skills in practical situations determined by the specifics of the field of knowledge – Health care;
- establish psychological contact with the patient; - The ability to take into account the gender and age characteristics of the patient when choosing means and methods of medical and psychological rehabilitation
- practically use the deontological norms of a doctor's work, taking into account the humanistic component, historical heritage and the latest achievements in the field of medicine;
- takes into account in the process of therapeutic management subjective needs and expectations of the patient resulting from social and cultural conditions;
- perceives signs of anti-health and self-destructive behaviors and responds to them appropriately;
- builds an atmosphere of trust throughout the diagnostic and treatment process;
- applies psychological motivational and supportive interventions to a basic degree;
- adequately assess the impact of socio-economic and system-value determinants on the health of an individual, family and Ukrainian society as a whole;
- apply in the process of therapeutic interaction;
- establish psychological contact with the patient.
- substantiate the importance of psychological and pedagogical knowledge for future professional activity;
- understand the nature and essence of the human psyche; distinguish between conscious and unconscious forms of manifestation of the human psyche;
- observe, analyze, generalize and systematize psychological facts;
- master and practical use of psychological diagnostic methods;
- determine the individual psychological differences of the personality based on their manifestations in activity and communication, as well as to take into account the individual characteristics of the patient when choosing means and methods of medical care;
- identify the features of the expression of emotions and reveal their connection with other mental processes in the treatment of diseases;
- apply theoretical knowledge of psychology in everyday life and future professional activity; to form active positive traits of a specialist's personality and behavior;

- to analyze various pedagogical situations, in understanding the most effective methods of influencing the personality of a sick person and in understanding the issues of self-education and self-education.

is ready to:

- recognizing and recognizing one's own limitations and making self-assessments of deficits and needs educational needs;
- to continually update himself/herself;
- adheres to the principles of professional ethics;
- puts the welfare of the patient and social groups first and shows respect towards the patient and social groups;
- respects patient's rights, including the right to information regarding the proposed medical procedure and its possible consequences and limitations;
- respects the confidentiality applicable to health care professionals;
- responsibility for own actions and organize work appropriately;
- think and act in an entrepreneurial manner;
- solve typical and complex tasks and problems in a certain field of professional activity or in the learning process, which involves conducting research and/or implementing innovations and is characterized by the uncertainty of conditions and requirements;
- use objective sources of information.

Competence matrix

Integral competence The ability to solve typical and complex specialized tasks and practical problems in professional activities in the field of health care or in the process of learning, which involves conducting research and/or implementing innovations and is characterized by the complexity and uncertainty of conditions and requirements. General competences

1. Knowledge and understanding of the subject area and professional activity and their ability to apply in practice Have specialized conceptual knowledge acquired in the process of learning and from the structure of professional activity Be able to solve those professional tasks that arise in professional activity that require constant updating The ability to effectively form and convey one's own conclusions and explanations to specialists, patients and their relatives and plan a communication strategy in professional activities Bear responsibility for decision-making, one's own professional development and the ability for further professional training.
2. Personal commitment to the chosen profession and a motivational component regarding achievements in professional activities. To have deep knowledge acquired in the process of study and openness to its constant updating and replenishment. To be able to carry out professional activities that require constant updating and integration of knowledge. To establish appropriate professional connections for achievement of the result To be responsible for further professional development timely use of self-regulation methods.
3. The ability to identify, to know methods, to be able to carry out, to carry out, to carry out, to analyze, formulate and solve problems determined by the peculiarities of the field of analytical analysis and the application of acquired knowledge, to analyze information, to formulate one's own opinion and to make informed decisions, appropriate connections to achieve goals, responsibility for the ability to analyze, formulate and solve current problems
4. Ability to learn and be modernly trained taking into account the use of the latest information and communication technologies To have deep knowledge in the field of information and communication technologies used in professional activities To be able to use information and communication technologies in a professional field that requires updating and integration of

- knowledge . Uses information and communication technologies in professional activities. Be responsible for the timely acquisition of modern professional knowledge and skills.
5. Determination and perseverance in relation to assigned tasks and assumed responsibilities. Know the scope of one's duties and ways of performing assigned tasks. Be able to define tasks and be persistent and conscientious in the performance of duties. Establish interpersonal relationships to ensure quality performance. of assigned tasks To be responsible for the high-quality performance of assigned tasks
 6. The ability to adequately evaluate and ensure the quality of the performed work. To know the methods of evaluating quality indicators. The ability to qualitatively perform the assigned tasks. To establish appropriate connections to achieve the set goals.
 7. The ability to cooperate in a team, which requires the acquisition of interpersonal interaction skills. To know communication tactics, laws and methods of communicative behavior. To be able to choose communication methods and strategies to ensure effective teamwork. To use communication strategies and interpersonal interaction skills. To be responsible for choosing a communication method and strategy.
 8. The ability to choose the strategic principles of communication in order to act on the basis of ethical considerations (motives), socially responsible and socially conscious. To know the methods and strategies of communication, one's public rights and responsibilities. public position To bear responsibility for one's civic position and activities
 9. The ability to motivate people and move towards a common socially defined goal. To know the rights, duties and ways of fulfilling the tasks. To be able to determine the goal and strategy of further development, to be persistent and to establish interpersonal relationships for effective performance. To be responsible for the high-quality performance of assigned tasks. performance of tasks and responsibilities
 10. Ability to lead a healthy lifestyle, adapt and act in a new (including conflict) situation Have knowledge for leading a healthy lifestyle and the ability to adapt Be able to apply apply knowledge for leading a healthy lifestyle and adapt to new circumstances and (including conflict) situation The ability to establish appropriate connections to achieve a positive result To bear responsibility for a healthy lifestyle and timely use of self-regulation methods for timely adaptation

Special (professional, subject) competences

1. The ability to professional thinking based on the analysis and synthesis of medico-psychological knowledge in the projection of the historical and systemic value context of their understanding taking into account the features of the health care system and the specifics of medical education of each individual country To have specialized knowledge about a person, his organs and systems in the projection of the historical and systemic value the context of their understanding and the peculiarities of the health care system, the specifics of medical education in each individual country. Be able to conduct a physical examination of the patient, make a preliminary diagnosis of the disease, and prescribe a laboratory and instrumental examination of the patient by applying standard methods, taking into account the peculiarities of the patient's mentality (socially, religiously conditioned cautions) On on the basis of regulatory documents, maintain medical documentation for the patient (ambulatory/hospital patient card, etc.) taking into account the specifics of the health care system and the specifics of medical education in each individual country. responsibility for making informed decisions and actions regarding the correctness of the previously established clinical diagnosis of the disease
2. The ability to apply acquired psychological knowledge in practical situations determined by the specifics of the field of knowledge - Health care. To have deep knowledge acquired in the process of studying psychology and openness to its constant updating and replenishment. To be able to carry out professional activities that require updating and integration of knowledge. The ability to

effectively to form a communication strategy in professional activities to bear responsibility for continuous professional development, the ability for further professional training with a high level of autonomy cultural and mental diversity, which corresponds to the modern post-industrial and multicultural society. To be able to communicate with representatives of different languages, religions and cultures, taking into account the peculiarities of the patient's mentality (socially and religiously conditioned cautions) and the specifics of medical education of each individual country. religious precautions) To be responsible for making a decision that takes into account the peculiarities of the health care system and the specifics of medical education in each individual country

3. The ability to take into account the gender and age characteristics of the patient when choosing the means and methods of medical and psychological rehabilitation, taking into account the available cultural and medical hygiene knowledge of the society of which the patient is a member. Having specialized knowledge about the person, his organs and systems, taking into account the existing cultural and of the medical and hygienic knowledge of the society of which the patient is a member Be able to perform medical manipulations taking into account the available system value guidelines of the culture and medical and hygienic knowledge of the society of which the patient is a member Reasonably form and convey to the patient, specialists conclusions regarding the need to carry out medical manipulations taking into account the available system value guidelines the culture and medical and hygienic knowledge of the society of which the patient is a member. To bear responsibility for the quality of the performance of medical manipulations taking into account the available system value guidelines of the culture and medical and hygienic knowledge of the society of which the patient is a member.
4. Ability to practically use the deontological norms of the work of a doctor taking into account the humanistic component, historical heritage and features. Have specialized knowledge about the deontological norms of the work of a doctor taking into account the humanistic component, historical heritage and features. features of modern multicultural development Form and convey to patients and specialists conclusions regarding the work of a doctor taking into account the humanistic component, historical heritage and development features Bear responsibility for the reasonableness of determining the treatment of a patient taking into account the humanistic component, historical heritage and the development of modern multicultural society development of modern multicultural societies of modern multicultural societies about the peculiarities of the development of modern multicultural societies
5. Ability to adequately assess the impact of socioeconomic and systemic value determinants on the state of health of an individual, family and Ukrainian society as a whole Have specialized knowledge about the impact of socioeconomic and systemic value determinants on the state of health of an individual, family and Ukrainian society as a whole Be able to determine the factors, dynamics and extent of influence of socio-economic and system-value determinants on the state of health of the individual, family and Ukrainian society as a whole. determinant of the state of health of the individual, family and Ukrainian society as a whole To be responsible for the adequacy of the assessment of the impact of socioeconomic and systemic value determinants on the state of health of the individual, family and Ukrainian society as a whole
6. Ability to substantiate the importance of psychological and pedagogical knowledge for future professional activity; Ability to master and practical use of psychological diagnostic methods. Definition of psychology as a science, basic psychological terms and concepts; the current state of development of psychology; main branches of psychology; definition of the concept of the method of psychological research and their classification Justify the importance of psychological and pedagogical knowledge for future professional activity; distinguish modern psychological schools; to navigate the main stages of the formation of psychology and modern trends in its development;

Reasonably form and convey conclusions to the patient and specialists regarding the need to carry out certain psychological influences. Bear responsibility for the applied psychological influences. According to the curriculum, the fundamentals of psychology and pedagogy are studied in the 1st year.

The organization of the educational process is carried out according to the credit-transfer system.

To study the educational discipline "Fundamentals of Psychology. Fundamentals of Pedagogy" is allocated 30 hours / 1.0 ECTS credits, 20 of them classrooms, 10 - independent work.

The types of training according to the curriculum are:

- lectures;
- seminar classes;
- independent work of students;
- consultations

2. Information volume of the academic discipline

CONTENTS OF THE PROGRAM

Module 1. Fundamentals of psychology. Fundamentals of Pedagogy.

Specific objectives of studying the module (content modules):

Content module 1. Basics of psychology.

- Learn the definition of psychology as a science, the main stages of its development.
- To analyze the fields of psychology and its connections with other sciences.
- Classify the methods of scientific and psychological research.
- Distinguish the functions of the psyche and the forms of its manifestation.
- Explain the origin, historical development and structure of consciousness.
- To analyze the psychological structure of the personality.
- To reveal the role and place of activity and communication in personality formation.
- Interpret the meaning of communication in the professional activity of a doctor.
- Distinguish social groups and interpret interpersonal relationships in them.
- Summarize the causes of conflicts and determine the styles of behavior in a conflict situation.
- Explain the specifics of mental cognitive and emotional-volitional processes and justify their importance in the professional activity of a doctor.
- To analyze the peculiarities of the development of mental cognitive processes, the formation of the emotional and volitional sphere of the personality and its individual and typological differences.
- To determine the individual and psychological differences of the personality according to their manifestations in activity and communication.

Content module 2. Basics of pedagogy.

- Learn the definition of pedagogy as a science, the main stages of its development.

- Classify the methods of scientific and pedagogical research.
- To show the connection of pedagogy with medicine, to reveal the place of medical pedagogy in the structure of modern science.
- Define the main categories of pedagogy, show the relationship between them.
- Interpret and take into account age characteristics in medical activity.
- Explain the importance of education and upbringing in the formation of a harmoniously developed personality.
- To justify the importance of pedagogy in human life and the professional activity of a doctor.
- Demonstrate knowledge of the main tasks and features of medical and pedagogical activity.

Content module 3. Elements of professionalism of the medical/dental profession.

- Understanding Professionalism.
- Ethical Practice.
- Doctor-Patient Relationship.
- Examining the social context and structure of the doctor-patient relationship, including the roles of participants and interpersonal phenomena like trust and empathy that influence the effectiveness of medical care.
- Understanding the importance of cultural awareness and sensitivity in providing equitable and effective care to diverse patient populations.
- Focusing on the development of strong communication skills, both verbal and non-verbal, essential for patient interactions, informed consent, and patient education.
- Emphasizing the importance of continual professional development, keeping abreast of the latest medical knowledge, and adapting to new technologies and practices.
- Highlighting the role of teamwork and interprofessional collaboration in providing comprehensive patient care and ensuring patient safety.
- Discussing the leadership and management skills necessary for running an effective practice, including conflict resolution, decision-making, and organizational skills.
- Addressing the establishment and maintenance of professional boundaries to protect both the patient and the healthcare provider.

Topic 1. Subject, tasks and methods of psychology.

The concept of psychology, its subject and main tasks. The history of the development of psychology: the main stages. The main trends in the development of modern psychology. The concept of the psyche and its functions. The main forms of manifestation of the psyche, their relationship. The emergence and development of the psyche. The reflexive nature of the psyche. Psyche and consciousness. Historical development of human consciousness. The structure of consciousness. The concept of the unconscious. The structure of modern psychology. Characteristics of the main branches of psychological knowledge. Medical psychology. Connection of psychology with other sciences. Psychology and pedagogy. The value of psychological knowledge in the practical activity of a doctor.

General concept of methods of psychological research. The main requirements for the methods of psychology. Classification of methods of psychology. Characteristics of the main methods: observation, self-observation, experiment. Characteristics of additional methods: test, survey, interview, questionnaire, analysis of activity products.

Topic 2. Directions, schools and concepts in psychological science.

Structuralism, functionalism. Introspective psychology. Behaviorism. Cognitive psychology. Gestalt psychology. Psychoanalytic approach. Humanistic psychology. Psychology of action. Active approach.

Topic 3. Psychology of personality and activity.

General concept of personality. Modern psychological theories of personality. Psychological structure of personality. Biological and social in personality. Correlation of the concepts "person", "individual", "personality" and "individuality". Personality activity and its sources. Personality orientation and its components. Needs and motives, their types. Goals and interests. Ideals and beliefs. Personal worldview. Self-esteem. The level of personal harassment. The main factors and conditions of personality formation. Formation of the doctor's personality.

Concept of activity. Purpose and motives of activity. Structure of activity. The main types of activity, their development in humans. Knowledge, ability, skills and habits. Doctor's activities and formation of professional skills and abilities.

Topic 4. Aspects of verbal and non-verbal communication and spatial relations in medical practice.

The concept of communication. The structure of communication and its components. Communication functions. Classification of types of communication, their characteristics. Means of communication. General characteristics of language and speech, their functions. Physiological mechanisms of speech activity. Types of speech. Mechanisms of interpersonal perception. The importance of communication in the professional activity of a doctor.

Topic 5. Social groups.

The concept of groups. Classification of groups. Interpersonal relations in groups and teams. Psychological compatibility and conflict in interpersonal relationships. Causes of conflicts. Styles of behavior in a conflict situation.

Topic 6. Attention. Sensation and perception.

The concept of attention as a special form of mental activity. Physiological basis of attention. Classification of types of attention. Characteristics of the main properties of attention. Individual differences in attention. Inattention and its causes. The value of attention in the professional activity of a doctor.

General characteristics of cognitive processes. The concept of feeling. Physiological basis of sensations. Basic properties of sensations. Sensitivity of analyzers, sensitivity thresholds. Classification and types of sensations. Painful sensations. Individual differences in sensations, their diagnosis.

The concept of perception. Physiological basis of perception. Characteristics of the main properties of perception. Types of perception. The concept of illusions and hallucinations. Individual differences in perception, their diagnosis. Sensation and perception in the professional activity of a doctor.

Topic 7. Memory.

The concept of memory. Psychological theories of memory. Classification of types of memory and their relationship. Characteristics of the main memory processes. Memorization and its varieties. Conditions for effective memorization. Storage, information storage conditions. Reproduction and its varieties. Forgetfulness and its causes. Individual differences in memory, their diagnosis and development. Memory in the professional activity of a doctor.

Topic 8. Thinking and imagination.

The concept of thinking and understanding its specifics in comparison with direct sensory reflection. The social nature of thinking. Basic theories of thinking. Psychological characteristics of

thinking as a problem-solving process. The concept of a problem situation. Mental operations as the main mechanisms of thinking. Logical forms of thinking. Classification of types of thinking. Individual differences in thinking, their diagnosis and development. Manifestation of intellectual abilities in the professional activity of a doctor.

The concept of imagination and its originality as a cognitive process. Physiological basis of imagination. Classification of types of imagination, their characteristics. A dream as a special kind of imagination. Techniques for creating images of imagination. Imagination and personality. Imagination in the professional activity of a doctor.

Topic 9. Emotional and volitional sphere of personality.

The concept of emotions and feelings. Psychological theories of emotions. Physiological bases of emotions and feelings. Expression of emotions and feelings. Forms of experiencing emotions and feelings. Types of emotions. Types of feelings. Higher feelings. The main parameters of the emotional process. Emotions and human health. Taking into account the patient's emotional state during treatment. The role of emotional states in the regulation of human behavior and activity. Diagnostics of the emotional sphere of the personality.

The concept of will. Physiological basis of will. Psychological theories of will. The concept of voluntary and involuntary action. Simple and complex volitional action, their analysis. The concept of volitional effort and willpower. Idleness and its causes. The main volitional qualities of the individual, their formation. Volitional qualities of a doctor and their importance in professional activity.

Topic 10. Individual and psychological differences of personality.

The concept of temperament, its role in mental activity and behavior. The main properties of temperament. Physiological bases of temperament. Theories of temperament. Types of temperaments, their psychological characteristics and diagnosis. Taking into account the peculiarities of the patient's temperament in the professional activity of the doctor.

The concept of character, its connection with temperament. Physiological foundations of character. Character structure. Classification of character traits. Typical and individual in character. Character accentuations. Character formation. Character and individuality of a person. Character and professional activity of the doctor.

The concept of abilities. Endowments as natural prerequisites for the development of abilities. Types of abilities. Levels of ability development. Individual differences in people's abilities, their diagnosis. Connection of temperament, character and abilities. Abilities in the professional activity of a doctor.

Topic 11. General characteristics of the main categories of pedagogy.

The concept of pedagogy as a science. Subject and object of pedagogy. Characteristics of the main categories of pedagogy. The main tasks of pedagogical science. Structure of pedagogy. Medical pedagogy. Connection of pedagogy with other sciences. Pedagogy and psychology. Pedagogy and medical sciences. Medical psychology and medical pedagogy. Methodology of pedagogy. Methods of pedagogical research. Improvement of pedagogical research methods in the modern world. Implementation of the achievements of pedagogical science in medical practice. The value of pedagogy in the professional activity of a doctor.

Topic 12. History of pedagogical science.

The emergence of the science of education. Ancient world: education in Ancient Greece and Ancient Rome. Pedagogy of the Middle Ages. Pedagogy of the Renaissance. Jan Amos Comenius as the founder of the theory of learning and education. Pedagogy in the Age of Enlightenment. Pedagogy in the 19th century. The main ideas of pedagogy of the 20th century. Contribution of foreign doctors-

pedagogues of the 19th-20th centuries. in the development of pedagogical science. Development of domestic pedagogy: educational and pedagogical activity of doctors in Ukraine. The main trends in the development of modern pedagogy.

Topic 13. Personality development in the process of education and upbringing.

The concept of personality development and formation. Driving forces of development, factors of personality formation, their characteristics. Patterns of personality development. The role of heredity and environment in the development and formation of personality. The role of education and training in personality formation. Age stages of personality development. Taking into account age characteristics in the educational process and medical activity. Analysis of foreign theories of personality development and formation. Formation of the doctor's personality.

Topic 14. Didactics - theory of education and training.

Concept of didactics, its subject and functions. Problems of modern didactics. The main tasks of didactics. Categories of didactics, their features. Characteristics of the principles of didactics. Education as a holistic and two-way process, its subject, tasks and functions. Basic teaching methods, their selection and classification. Types, forms and means of teaching, their classification. Psychological and pedagogical foundations of educational and cognitive activity. Peculiarities of pedagogical activity.

General characteristics of the content of education. The concept of education and self-education. The structure of modern education. General characteristics of the principles of education. Education system in Ukraine. Reflecting the content of national education in curricula, programs and textbooks.

The Bologna Process and the National Higher School. Higher school pedagogy, its subject and main tasks. The essence and patterns of learning in higher education. Basic methods and forms of organization of education in higher education. Principles of organization of control and evaluation of students' knowledge.

Peculiarities of education in different countries of the world.

Topic 15. Theory of education.

The concept of education, its specifics. The purpose of education. Connection of education and self-education. Structural elements of the educational process. Management of the education process. Basic regularities and principles of education, their characteristics. Classification of education methods. Conditions for optimal selection and effective application of education methods. Forms of organization of the educational process. Characterization of the main directions of the content of education. The main indicators of upbringing.

Education of a doctor. The role of medical pedagogy in the education of a doctor. Main tasks and features of medical and pedagogical activity. Educational and educational influences of medical and pedagogical activity. Sanitary and pedagogical education. Basic rules of conduct and requirements for the doctor's personality. Education of speech culture of a medical worker. The doctor's language as an indicator of personal culture and a means of influencing the patient. Health pedagogy .

Topic 16. The essence of the doctor-patient relationship in the activities undertaken by medicine and in the professional tasks of the doctor.

Duties focuses on the critical dynamics of interactions between doctors and patients. It encompasses the multifaceted aspects of this relationship, including effective communication, ethical and legal considerations, cultural and social influences, and the challenges and barriers faced. The topic also explores the impact of technology on these interactions, the shift towards patient-centered care models, and the significance of professional development for doctors in areas like empathy and ethical

decision-making. By applying theoretical knowledge to real-world medical scenarios, this topic underscores the importance of the doctor-patient relationship in achieving successful medical outcomes and fulfilling professional responsibilities in healthcare.

Topic 17. The social context and structure of the doctor-patient relationship, the roles of participants, important interpersonal phenomena responsible for the effectiveness of the doctor's actions.

Interpersonal Phenomena Impacting the Effectiveness of Medical Practice, delves into the nuanced social dynamics that shape interactions between doctors and patients. This topic examines how the social structure and context influence the doctor-patient relationship, analyzing the roles and responsibilities of both parties. It emphasizes understanding various interpersonal phenomena, such as trust, empathy, and communication, which are pivotal for the effectiveness of a doctor's actions. Additionally, it explores how societal norms, cultural backgrounds, and social hierarchies affect these interactions. The focus is also on how these elements collectively contribute to successful therapeutic outcomes and the overall efficiency of medical care, highlighting the need for doctors to be adept at navigating these complex social dynamics.

3. The structure of the academic discipline - module 1: Fundamentals of psychology. Fundamentals of Pedagogy

Topic	Number of hours			Individual work
	Lectures	Seminary occupation	SRS	
Content module 1. Basics of psychology.				
1. Subject, tasks and methods of psychology.	1	1		Preparation of a review of scientific literature, a report or abstract, performance of a creative task
2. Directions, schools and concepts in psychological science.		-	1	
3. Psychology of personality and activity.		1	-	
4. Aspects of verbal and non-verbal communication and spatial relations in medical practice.			1	
5. Social groups.		1	1	
6. Attention, feeling, perception.	1	1	1	
7. Memory.		1		
8. Thinking and imagination.			1	
9. Emotional and volitional sphere of personality.		1	1	
10. Individual and psychological differences of personality.				

Content module 2. Basics of pedagogy.				
11. General characteristics of the main categories of pedagogy.	2	2	2	Preparation of a review of scientific literature, a report or abstract, performance of a creative task
12. History of pedagogical science.				
13. Personality development in the process of education and upbringing.				
14. Didactics - theory of education and training.				
15. Theory of education.				
Content module 3. Elements of professionalism of the medical/dental profession.				
16. The essence of the doctor-patient relationship in the activities undertaken by medicine and in the professional tasks of the doctor.	2	2	1	Preparation of a review of scientific literature, a report or abstract, performance of a creative task
17. The social context and structure of the doctor-patient relationship, the roles of participants, important interpersonal phenomena responsible for the effectiveness of the doctor's actions.	2	2	1	
Total hours: 30/1	8	12	10	

Thematic lesson plans for the discipline

4. Thematic plan of lectures

Item no.	Topic
1.	Psychology as a science, its subject, tasks and methods. The concept of personality. Personality and activity.
3.	Characteristics of the emotional and volitional sphere of the personality.

4.	Individual and typological properties of personality. General characteristics of the main categories of pedagogy.
5.	The essence of the doctor-patient relationship in the activities undertaken by medicine and in the professional tasks of the doctor.
6.	The social context and structure of the doctor-patient relationship, the roles of participants, important interpersonal phenomena responsible for the effectiveness of the doctor's actions.

5. Thematic plan of seminar classes

Item no.	Topic
1.	Subject of psychological science. Characteristics of psychological research methods.
2.	Psychology of personality and activity. Psychodiagnostics and the development of individual differences in thinking and imagination. Psychodiagnosis and improvement of emotional and volitional qualities of the individual.
3.	Psychodiagnosis of individual and typological personality properties. General categories of pedagogy, their characteristics.
4.	The essence of the doctor-patient relationship in the activities undertaken by medicine and in the professional tasks of the doctor.
5.	The social context and structure of the doctor-patient relationship, the roles of participants, important interpersonal phenomena responsible for the effectiveness of the doctor's actions.

6. Thematic plan of students' independent work

Item no.	Topic
1.	The history of the development of psychological science. The main trends in the development of psychological phenomena and knowledge in the modern world.
2.	Development of psyche and consciousness.
3.	Physiological mechanisms of cognitive and emotional-volitional mental processes, temperament, character
4.	Social groups.
5.	Personality development in the process of education and training. Psychological characteristics of age-related stages of personality development.
6.	Peculiarities of pedagogical activity in the process of education and training of different age groups.
7.	The structure of education. Higher school pedagogy as a branch of modern general education.
8.	Characteristics of the directions of the educational process (mental, moral, labor, aesthetic, physical, family education).
9.	Language and speech culture as a psychological-pedagogical problem (vocabulary, ways of mastering language culture, self-expression of personality in language, education of a doctor's speech culture).
10.	The essence of the doctor-patient relationship in the activities undertaken by medicine and in the professional tasks of the doctor.

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | The social context and structure of the doctor-patient relationship, the roles of participants, important interpersonal phenomena responsible for the effectiveness of the doctor's actions. |
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7. Individual tasks

Prepare a message or perform a scientific paper on one of the topics:

1. Psychology as a science and scientific-practical complex.
2. Principles and categories of psychological science.
3. Psychological science and social practice.
4. The role of psychology in modern society.
5. Interdisciplinary connections of psychological science.
6. The problem of the unconscious in psychological science.
7. The difference between the human psyche and the animal psyche.
8. Directions of foreign psychology.
9. Stages of development of psychological thought.
10. Psychodiagnostics as a branch of psychological science.
11. Observations and features of its use by a doctor.
12. The experiment and its possibilities in studying the mental characteristics of the patient.
13. Use of psychocorrective and psychotherapeutic methods in medical practice.
14. Psychology of therapeutic practice.
15. Professional activity of a doctor: psychological characteristics.
16. General characteristics of the problem of studying the motivational sphere of the individual.
17. Communication and personality development.
18. Conflicts in communication between the doctor and the patient.
19. Communication styles.
20. Communication as a basic category in psychology.
21. Speech as a means of communication between the doctor and the patient.
22. The use of language tools in the professional activity of a doctor.
23. Sensory-perceptual organization of a person.
24. The problem of psychological personality typology.
25. Intelligence: basic approaches to understanding.
26. The structure of the body and features of the psyche.
27. Psychological theories of memory.
28. Psychological theories of will.
29. Emotions and cognitive processes.
30. Willpower of a person and their formation.
31. Disorders of thinking and speech.
32. The role of temperament in the mental development of a person and in the work of a doctor.
33. The role of abilities in the professional formation of a doctor's personality.
34. Manifestation of intellectual abilities in the professional activity of a doctor.
35. Formation of human character.
36. Psychological character traits and their impact on human health.
37. Character in the professional activity of a doctor.
38. Self-education of the will of future doctors.
39. Volitional qualities of a doctor and their importance in professional activity.
40. Causes of emotional instability of doctors.
41. Stress. Physiological and psychological stress.

42. Social and biological problems in the mental development of the individual.
43. Emotional states, their role in the regulation of behavior and activity.
44. Psycholinguistic model of speech.
45. Linguistic psychotherapy and its application in a doctor's practice.
46. Psyche and biogenic rhythms of the body.
47. The impact of mental states on human health and well-being.
48. The problem of periodization of personality development in modern psychology.
49. Psychology of characterological deviations and their impact on human health.
50. The nature of extrasensory perception.
51. Creative imagination as a reflection of the psychological state of the individual.
52. Psychology of thinking and the problem of artificial intelligence.
53. Feeling as a kind of reflection of objective reality.
54. Research on the expression of feelings in behavior and physiological functions.
55. Humanistic orientation of searches of modern world psychology.
56. The importance of upbringing, education, training in the development of society and in the life of an individual.
57. Education and self-education as the main factor in the development of a person's personality.
58. Pedagogical problems in education of different age groups.
59. Age restrictions and psychological and pedagogical ways to overcome them.
60. Harmony and disharmony in personality development.
61. Education of consciousness, beliefs, strong will and positive feelings from the point of view of eternal moral and aesthetic values.
62. The value of knowledge, scientific information in the mental development of a person.
63. The place and importance of environmental education in the mental development of a person.
64. Esoteric and exoteric in human development.
65. Language and speech culture as a pedagogical problem.
66. Communication in the process of education, training, education.
67. Cultivating willpower, improving intelligence and using intuition is the way to longevity.
68. Forms and methods of aesthetic education.
69. Pedagogical search for the meaning of life.
70. Traditional and new methods of treatment and their use in the process of education.
71. Pedagogical aspects of yoga.
72. Psychotraining and bioenergetic methods of education.
73. The learning process as a complex controlled system.
74. Modern concepts of learning content.
75. Pedagogical views, methodological developments of outstanding scientists and teachers of higher education.
76. Education of doctors in conditions of university training.
77. The system of higher education abroad.
78. Psychodiagnostic methods in the field of education.
79. Continuous education system.
80. Formation of the creative personality of a specialist.
81. Modern methods and forms of education.
82. Programmed training.
83. Psychological and didactic foundations of problem-based learning.
84. Technical teaching aids and their didactic possibilities.
85. Criteria for the effectiveness of a university lecture.
86. Activation of students' cognitive activity in the learning process.
87. Psychodiagnostic methods in the field of education.

88. Emotional atmosphere in classes.
89. Application of business games, methodical basis of their development.
90. The state of emotional tension of a person in educational activities.
91. Pedagogical communication.
92. Pedagogical training.
93. Formation of the scientist's personality.
94. Individualization of education.
95. Diagnosis of temperament properties and their consideration in educational work.
96. Self-education of the individual.
97. Methods of personality research.
98. Formation of the culture of the future specialist.
99. The optimal combination of incentives and punishments in educational work.
100. Elements of ethnopedagogy in the folklore of Ukrainian and other peoples.

8. Teaching methods.

According to the dominant means of education: verbal, visual;
Depending on the main didactic tasks: obtaining new knowledge, forming abilities and skills, checking and evaluating knowledge

9. Control methods.

Oral, written, programmed control.

10. Distribution of points received by students

EVALUATION OF TOPICS OF MODULE 1

Conversion scale

Traditional assessments	Conversion of grades into points
"5"	24
"4"	18
"3"	12
"2"	0

RATING SCALE OF CURRENT AND FINAL CONTROL (credit) MODULE 1

Item no.	Module 1 (current testing)	Scores
1.	Content module 1	133
	Topic 1	19
	Topic 2	-
	Topic 3	19
	Topic 4	-

	Topic 5	-
	Topic 6	19
	Topic 7	19
	Topic 8	19
	Topic 9	19
	Topic 10	19
2.	Content module 2	19
	Topic 11	19
	Topic 12	-
	Topic 13	-
	Topic 14	-
	Topic 15	-
3.	Content module 3	40
	Topic 16	20
	Topic 17	20
Content modules together		192
Preparation of a review of scientific literature or conducting research (individual independent work)		8
Current control		200
Final control of learning the module:		test
TOTAL sum of points		200

GENERAL ASSESSMENT OF MODULE 1 (DISCIPLINES)

The current success rate is 200 points. Topics of seminar classes - 10	Sum	Final control
Content module 1 – 10 topics 1 topic – 19 points Total – 133 points		
Content module 2 – 1 topic 1 topic – 19 points Total – 19 points		
Content module 3 – 2 topics 1 topic – 20 points Total – 40 points		
Independent (individual) work - 8 points		
TOTAL: 192+8 points	200	test

ALGORITHM FOR DETERMINING ADMISSION TO THE FINAL CONTROL ACCORDING TO THE RESULTS OF THE CURRENT

- The minimum number of points for each topic of the seminar, which corresponds to the minimum positive rating of "3" - 12.
- We multiply the number of seminar classes in the module by the minimum score for each topic: $8 \times 12 = 96$ points
- Add points for individual work: $96 + 8 = 104$ points
- Students who scored 104 or more points will receive credit

ECTS SCALE

The success of students' studies is determined by the ECTS scale, which is a 7-point scale. 5-point standardized for successful students

ECTS assessment	Statistical indicator	Description	Assessment limits ECTS
A	top 10%	Perfectly	
B	Next 25%	Very good	
C	Next 30%	Fine	
D	Next 25%	Satisfactorily	
E	last 10%	Let's admit	
Fx	Resubmission	Unsatisfactorily	
F	Repeated course of study	Unsatisfactory with restudy	

11. Recommended literature

Main:

1. Gamezo M.V., Domashenko I.A. Atlas of psychology. - M., 2001.
2. Babansky Yu.K. Pedagogy. - M., 1988.
3. Introduction to psychology/ Pod obsch. ed. Prof. Petrovsky A.V. - M., Izd. Center "Akademiya", 1996.
4. Hesse S.I. Basics of pedagogy. - M., 1995.
5. General Psychology. /For general ed. Maksimenko S.D. - K., 2000.
6. General psychology./For general. Ed.. Acad. S.D. Maksimenko Textbook. - 2nd ed., revised. and additional – Vinnytsia: New book, 2004.
7. Krutetsky A.V. Psychology. - M., Enlightenment, 1986.
8. Lazurenko O.O. Basics of psychology: educational and methodological manual. - K., 2002.
9. Lazurenko O.O. Educational and methodological guidelines for organizing and conducting independent extracurricular work of students from the course "Fundamentals of Psychology and Pedagogy". – K. Nizhin, 2005.
10. Lazurenko O.O. Basics of psychology and pedagogy. Educational and methodological complex. - Kyiv, 2011.
11. Maksimenko S.D. General psychology: Study guide. – The 2nd edition has been revised and supplemented. - K., 2004.
12. Maksimenko S.D.. General psychology. – M.-K., 2004.
13. Maksimenko S.D., Yevtukh M.B., Tsekhmister Y.V., Lazurenko O.O. Psychology and pedagogy. - Kyiv, 2012.
14. Maksimenko S.D., Yevtukh M.B., Kovalenko V.V., Tsekhmister Y.V., Lazurenko O.O. Psychology and pedagogy. /Edited by S.D. Maksimenko - Kyiv 2013.
15. Maksimenko S.D. Personality psychology. - K., 2008.
16. Practical psychodiagnosis. Methods and test y./ Sost. D. Ya. Raigorodsky – Samara, 2002.
17. Mental states / State. and ed. L.V. Kulikova. - St. Petersburg, 2001.
18. Psychology of attention / Ed. Yu.B. Hippenreiter. - M., 2001.
19. Perceived psychology and perception / Ed. Yu.B. Hippenreiter. - M., 2002.

20. Psychology of memory / Ed. Yu.B. Hippenreiter. - M., 2002.
21. Psychology of motivation and emotions / Ed. Yu.B. Hippenreiter. - M., 2002.
22. Psychology of individual differences / Ed. Yu.B. Hippenreiter. - M., 2002.
23. Psychology and pedagogy / Ed. S. D. Maksimenko. - Vinnytsia, 2007.
24. Rubinstein S.L. Fundamentals of general psychology. - M., Pedagogy, 1989.
25. Fitsula M.M. Pedagogy. - Ternopil, 1997.

Additional:

1. Aha Fonova A.S. Workshop on general pedagogy. - St. Petersburg, 2003.
2. Aleksyuk A.M. Higher school pedagogy: a course of lectures. - K., 1993.
3. Bondarchuk E.I., Bondarchuk L.I. Basics of psychology and pedagogy: Course of lectures. - K., MAUP, 1999.
4. Vitenko I.S. General and medical psychology. - K. Health. 1994.
5. Galuzynskyi V.M., Yevtukh M.Z. Pedagogy (theory and history). - K., 1995.
6. Golovakha E.I., Panina N.V. Psychology of human understanding. - K., 1989.
7. Grehniv V.S. Culture of pedagogical communication. - K., 1990.
8. Danyliuk I.V. History of psychology in Ukraine. Western regions. - K., 2002.
9. Gina G. Scott. Conflicts. Ways of their solution. - K., 1991.
10. Zhuravlev I.K. Pedagogy in the system of human sciences. - M., 1990.
11. Zvereva I.D., Koval L.G. Workshop on pedagogy. - K., 1996.
12. Klimov E. General psychology. General education course. - M., 1999.
13. Klimov E. Fundamentals of psychology. Practicum Teacher allowance - M., 1999.
14. Clinical psychology / Comp. and ed. N.V. Tarabrina - St. Petersburg, 2002.
15. Comprehensive study of psychology and pedagogy. Introduction to psychology and pedagogy. Tutorial. Under the editorship Skrypnychenko O.V., Burlaka Ya.I. etc. - K., 1992.
16. Konstantinov N.A., Medinsky E.N., Shabaev M.F. History of pedagogy. - M., 1982.
17. Korolchuk M.S. Canine physiology of activity. - K., 2003.
18. Lazurenko O. O. Program, plans of practical classes, methodical instructions and recommendations for the performance of control tests in the discipline "Fundamentals of Psychology and Pedagogy". - K., 2005
19. Lykhachev B. Pedagogy. Course of lectures. - M., 1996.
20. Loznytsia V.S. Psychology and pedagogy. - K., 2000.
21. Loznytsia V.S. Psychology and pedagogy: basic provisions. Study guide for independent study. - K., 1999.
22. Lozova V.I., Moskalenko P.S., Trotsko G.V. Pedagogy. Educational and methodological manual. - K., 1993.
23. Interpersonal communication / Comp. and community ed. N.V. Kazarinova. - St. Petersburg, 2001.
24. Methodological recommendations and tasks for the course "Basic pedagogy" for foreign students./ comp. E.A. Lazurenko et al. Izd. 2nd - K. 2001.
25. Methodical recommendations and tasks from the course "Fundamentals of Pedagogy" / incl. O.O. Lazurenko and others. Kind. 2nd - K., 2001.
26. Fundamentals of psychology : to help foreign students: in 2 hours, Part 1 . Brief synopsis of lectures. / composition Lazurenko E.A.. - K., 2003.
27. Fundamentals of psychology : to help foreign students: in 2 hours, Part 2 . Practicum / composition Lazurenko E.A.. - K., 2005.
28. Yu. I. Pelekha . Basics of psychology and pedagogy. Educational and methodological manual. - K., 1999.
29. Practicum in general psychology/ Ed. Shcherbakova A.I. - Moscow, Enlightenment, 1990.

30. Workshop on general, experimental and applied psychology / Ed. A.A. Krylova. - St. Petersburg, 2003.
31. Prynikova V.G., Ryvkin Z.I. History of education and pedagogical thought. - M., 1995.
32. Psychology (dictionary) / Ed. Petrovsky, Yaroshevsky. - M., 1990.
33. Psychology and psychoanalysis of character. Textbook of psychology and typology of characters./ Sost. D. Ya. Raigorodsky – Samara, 1997.
34. Human psychology from birth to death./ Ed. A.A. Reana. - St. Petersburg, 2002.
35. The system of public education in foreign countries at the current stage. Collection of scientific works under the editorship. Melnychenko B.F. - K., 1990.
36. Hjel L., Ziegler D. Theories of personality. - St. Petersburg: Peter, 1997.
37. Yaroshevsky M.G. History of psychology. - M., 1985.

12. Form of final control of study success: credit

FORMS OF CONTROL OF LEARNING SUCCESS

- Examination (blitz examination) and examination (selective or face-to-face) of theoretical knowledge and practical skills.
- Test control.
- Written works.
- Writing essays, performing creative tasks, and defending them.
- Debates and colloquiums (held at the end of studying individual sections of the course)
- *Current and intermediate control* : performance of control tasks on individual topics, performance of test tasks, verification of practical skills and abilities (carried out with the help of control questions in both oral and written form)
- *Final control* is conducted at the last lesson in the form of a *credit*. The credit is based, first of all, on the current performance of students.

STUDENT PERFORMANCE ASSESSMENT CRITERIA AND STANDARDS

Main criteria:

- Correctness, completeness and volume of knowledge, their accuracy
- The quality of the student's answer (reasoning, literacy, clarity)
- Skills of using theoretical knowledge and skills.

Approximate standards for evaluating student answers:

"Excellent" - if the student has a deep and comprehensive knowledge of the content of the course, is familiar with the recommended educational and methodological literature, scientific primary sources, thinks logically and independently, constructs a correct and complete answer that is presented in literary language in a logical sequence, freely uses the acquired theoretical knowledge in the analysis, expresses his attitude to certain problems, connects the material with the profile of the medical higher

education institution, demonstrates a high level of knowledge acquisition, during the semester received mostly " 5".

"Good" - when the student firmly knows the course and the recommended literature, has mastered the material well and presents it with arguments, expresses his thoughts about certain psychological phenomena, but certain inaccuracies and errors in the logic of the presentation are assumed. Shortcomings are easily corrected by answering the teacher's additional questions. During the semester, I received mainly " 4".

"Satisfactory" - if the student basically knows the course, familiarized himself with the recommended literature, but answers unconvincingly, confuses terms, feels insecure, demonstrates understanding of the educational material with insufficient complete assimilation of concepts or inconsistent presentation of the material, reveals inaccuracies in knowledge, does not know how to evaluate facts and phenomena, etc. to connect them with the future profession. During the semester, he mainly answered " 3".

"Unsatisfactory" - when the student has not mastered the content of the course, knows the general literature of the course extremely poorly, does not know scientific facts, definitions, categories, rules and laws. There is no general humanitarian and scientific thinking, he does not possess practical skills. The answer is incorrect, the student shows ignorance of the basic concepts of the subject. Often missed lectures. In classes, I mainly received " 2".

13. Means of diagnosing the success of training

LIST OF QUESTIONS AND TASKS FOR THE FINAL CONTROL OF KNOWLEDGE (GRADE) IN THE DISCIPLINE

List of theoretical questions for the final modular control

1. The subject, tasks and main stages of the development of psychology. The main trends in the development of modern psychology.
2. The concept of the psyche, its functions and main forms of manifestation.
3. The emergence and development of the psyche. The reflexive nature of the psyche.
4. Psyche and consciousness. Historical development of human consciousness.
5. The structure of consciousness. The concept of the unconscious.
6. Characteristics of the main branches of psychological knowledge. Medical psychology.
7. Connection of psychology with other sciences. Psychology and pedagogy. Psychology and medical disciplines.
8. Main directions, schools and concepts of psychological science.
9. The value of psychological knowledge in the practical activity of a doctor.
10. Methods of psychological research, their classification. The main requirements for the methods of psychology.
11. Observations and features of its use by a doctor.
12. The experiment and its possibilities in studying the mental characteristics of the patient.
13. Use of psychocorrective and psychotherapeutic methods in medical practice.
14. Personality, its psychological structure.

15. Modern psychological theories of personality.
16. Biological and social in personality. Correlation of the concepts "person", "individual", "personality" and "individuality".
17. Personality activity and its sources.
18. Personality orientation, characteristics of its components.
19. Needs, types of needs. Motives types of motives.
20. Consciousness and "I" are the image of a person. Self-esteem. The level of personal harassment.
21. The main factors and conditions of personality formation. Formation of the doctor's personality.
22. Activity, its structure and types.
23. Knowledge, ability, skills, habits.
24. Professional activity of a doctor: psychological characteristics.
25. Communication, its functions and types. The importance of communication in the professional activity of a doctor.
26. Means of communication. Language. Functions and types of speech activity.
27. Mechanisms of interpersonal perception.
28. The concept of groups. Classification of groups. Interpersonal relations in groups and teams.
29. Psychological compatibility and conflict in interpersonal relationships. Causes of conflicts. Styles of behavior in a conflict situation.
30. Physiological mechanisms of cognitive and emotional-volitional mental processes.
31. General characteristics of cognitive mental processes.
32. Attention, types of attention, their characteristics.
33. Properties of attention.
34. The concept of feeling. Basic properties of sensations.
35. Sensitivity of analyzers, sensitivity thresholds.
36. Classification of types of sensations. Painful sensations.
37. Individual features of sensations.
38. The concept of perception. Sensation and perception.
39. Characteristics of the main properties of perception.
40. Types of perception.
41. The concept of illusions and hallucinations.
42. Individual differences in perception, their diagnosis.
43. Sensation and perception in the professional activity of a doctor.
44. Psychological theories of memory, thinking and emotions.
45. The concept of memory. Characteristics of the main memory processes.
46. Classification of types of memory and their relationship.
47. Semantic and mechanical memorization and their place and role in knowledge acquisition.
48. Reproduction, its types and role in the processes of assimilation and preservation of knowledge.
49. Conditions for effective memorization, storage and reproduction of information.
50. Forgetfulness, its causes and ways to fight it.
51. Association, its types.
52. Individual differences in memory.
53. Memory in the professional activity of a doctor.
54. Thinking as a higher form of human cognitive activity. Understanding its specificity in comparison with direct sensory reflection.
55. Mental operations as the main mechanisms of thinking, their characteristics.
56. Classification of types of thinking.
57. Logical forms of thinking.
58. Individual differences in thinking. Manifestation of intellectual abilities in the professional activity of a doctor.

59. Connection of thinking and speech.
60. Intelligence: basic approaches to understanding.
61. The concept of imagination and its originality as a cognitive process.
62. Classification of types of imagination, their characteristics. A dream as a special kind of imagination.
63. Techniques for creating images of imagination.
64. Imagination and personality. Imagination in the professional activity of a doctor.
65. General characteristics of the emotional and volitional sphere. The concept of emotions and feelings.
66. Expression of emotions and feelings. Forms of experiencing emotions and feelings.
67. Stress. Physiological and psychological stress.
68. Types of emotions. Types of feelings. Higher feelings.
69. The main parameters of the emotional process.
70. Emotions and human health. The role of emotional states in the regulation of human behavior and activity.
71. The concept of will. Psychological theories of will.
72. Simple and complex volition. The structure and mechanisms of complex volitional action.
73. The concept of volitional effort and willpower. Idleness and its causes.
74. The main volitional qualities of the individual, their formation. Volitional qualities of a doctor and their importance in professional activity.
75. The concept of temperament, its role in the mental development of a person and in the work of a doctor.
76. The main properties of temperament. Physiological bases of temperament.
77. Theories of temperament.
78. Types of temperaments, their psychological characteristics and diagnosis.
79. The concept of character, its connection with temperament. Physiological foundations of character.
80. Character structure. Classification of character traits.
81. Typical and individual in character. Character accentuations.
82. Character formation. Character and individuality of a person. Character and professional activity of the doctor.
83. The concept of abilities. Abilities in the professional activity of a doctor.
84. Endowments as natural prerequisites for the development of abilities.
85. Types of abilities, their characteristics.
86. Levels of ability development.
87. The concept of pedagogy as a science. Subject and object of pedagogy.
88. The main stages of the development of pedagogical thought.
89. Athenian and Spartan education systems.
90. Pedagogical views of Democritus, Socrates, Plato and Aristotle.
91. Characteristic features of education and training in the Middle Ages.
92. Peculiarities of education and training in the Renaissance era.
93. Ya. A. Komensky as the founder of the theory of education.
94. Pedagogy of the Age of Enlightenment.
95. Pedagogy in the 19th century - beginning 20th century (H.S. Skovoroda, K.D. Ushinskyi, A.S. Makarenko, V.O. Sukhomlynskyi)
96. Educational problems of national revival in Ukraine.
97. The main tasks of pedagogical science. Trends in the development of modern pedagogy.
98. The structure of modern pedagogy. Medical pedagogy. The value of pedagogy in the professional activity of a doctor.
99. Connection of pedagogy with other sciences. Pedagogy and medical sciences.

100. General characteristics of the main categories of pedagogy.
101. Methods of scientific and pedagogical research.
102. The emergence of the science of education. Development of domestic pedagogy: educational and pedagogical activity of doctors in Ukraine.
103. The concept of personality development and formation.
104. Age stages of personality development.
105. Driving forces of development, factors of personality formation, their characteristics.
106. Patterns of personality development. Indicators of physical and social maturity.
107. The role of heredity and environment in the development and formation of personality.
108. The role of education and training in personality formation.
109. Formation of the creative personality of a medical specialist.
110. Concept of didactics, its subject and functions.
111. Problems of modern didactics. The main tasks of didactics.
112. Categories of didactics, their features.
113. Characteristics of the principles of didactics.
114. Education as a holistic and two-way process, its subject, tasks and functions.
115. Basic teaching methods, their selection and classification.
116. Types, forms and means of education, their classification.
117. Psychological and pedagogical foundations of educational and cognitive activity.
118. General characteristics of the content of education. The concept of education and self-education.
119. The structure of modern education.
120. General characteristics of the principles of education.
121. Higher school pedagogy, its subject and main tasks. The essence and patterns of learning in higher education.
122. Basic methods and forms of organization of education in higher education.
123. Principles of organization of control and evaluation of students' knowledge.
124. Education of doctors in conditions of university training.
125. The concept of education, its specifics. The purpose of education.
126. Connection of education and self-education.
127. Structural elements of the educational process. Management of the education process.
128. Basic regularities and principles of education, their characteristics.
129. Classification of education methods.
130. Conditions for optimal selection and effective application of education methods.
131. Forms of organization of the educational process.
132. Characterization of the main directions of the content of education.
133. The role of medical pedagogy in the education of a doctor. Main tasks and features of medical and pedagogical activity.
134. The doctor's language as an indicator of personal culture and a means of influencing the patient.
135. Formation of the psychological and pedagogical culture of the future medical specialist.

List of practical skills

1. Distinguish modern psychological schools and directions according to their main theoretical concept; to navigate the main trends in the development of modern psychology; justify the importance of psychological knowledge for future professional activity; determine the peculiarities of human and animal psyche; apply psychodiagnostic methods of personality; learn psychodiagnostic skills.

2. To substantiate the relationship of the concepts "person", "individual", "personality", "individuality"; give a psychological analysis of structural components and types of activities; by the nature of the activity, analyze the motives that encourage a certain activity; develop communication skills; distinguish the mechanisms of interpersonal perception; determine the positive influence of external conditions in interpersonal contacts, psychological phenomena during the analysis of specific communicative situations; use communication techniques and techniques; take into account the age characteristics of people's communication in professional activities.

3. Use means that promote concentration of attention; determine the types of sensations depending on the location of the stimulus and on the organs where they occur; describe the illusions of space, movement and time; to analyze the scope of application of patterns of perception in the doctor's activity; distinguish individual properties of attention, sensations, perception, memory, thinking and imagination.

4. Explain the relationship between emotions and other mental processes; by external manifestations (facial expressions, facial expressions, gestures, etc.) to determine the mental states of the individual, the emotional state of the patient during treatment; to educate and improve willpower, willpower; to distinguish emotional disorders and violations of the volitional sphere of the personality; to identify the emotional states of others by non-verbal signs manifested in behavior.

5. Define individual and typological character; take into account the characteristics of the patient's temperament in the professional activity of the doctor; to distinguish individual differences in the manifestation of abilities, including intergender ones.

6. To justify the importance of upbringing and education in the formation of a harmoniously developed personality; take into account age characteristics in the professional activity of a doctor.

Approved:



В.о.Пектора /Acting Rector

Mykhailo SALIUTA