

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

TOMSK STATE UNIVERSITY

Faculty of Psychology

APPROVED

The Dean of the Faculty of Psychology

_____Malkova I.Y.

_____2015

**Entrance examination programme
of the master's programme in the field
Psychology 37.04.01**

Tomsk
2015

Introduction

Entrance examination programme consists of a Psychology exam and an Interview on the topic of the educational programme both administered by the Attestation Commission of the Faculty of Psychology in July and August. The entrance examination schedule is published in advance both on the website of the Faculty of Psychology (<http://www.psy.tsu.ru/node/917>) and on the TSU website for prospective students (<http://abiturient.tsu.ru/company/exams/>). Resitting the examination in the same year is not allowed. Taking entrance examination via teleconference is possible.

An applicant for the programme in the field of Psychology 37.04.01 must possess a bachelor's or a specialist's (diploma) degree in Psychology, Clinical Psychology, Medicine, Pedagogy or Biology. English language proficiency equivalent to B1 level or higher according to the CEFR is required in order to ensure the effective participation in courses taught in English.

Examination is held in accordance with Admission rules approved on 24th September, 2014 – in Russian: <http://abiturient.tsu.ru/company/rules/> and in English: http://tsu.ru/english/admission/master_s_programs/Rules_of_TSU_enrolment.docx

A. Psychology exam

Programme of Psychology exam aims to test applicants' abilities to:

- Master the methodological principles and conceptual apparatus of general psychology;
- analyse the current problems and achievements in the field;
- conduct research in the field using relevant methodological tools.

Form of examination is oral. An applicant may make notes on examination sheet provided by the Attestation Commission when preparing for oral answer. Using information materials and electronic devices during the examination is forbidden. Time allowed for preparation and planning: 30-60 minutes. Time allowed for oral answer: 30-45 minutes. Overall examination duration: up to 90 minutes. Time gaps are planned to allow for individual needs and speaking velocity.

An applicant shall answer 2 questions of equal difficulty.

Maximum for every question is **50** points.

Maximum for examination is **100** points.

Minimum threshold is **70** point.

An applicant not meeting the minimum passing mark cannot be submitted for admission.

Evaluation criteria:

- 50 – the answer is complete, it does not contain false elements and statements.
- From 40 to 50 – some non-important elements are omitted, there are no significant mistakes.
- From 30 to 40 – some significant elements are omitted and/or there are some significant mistakes.
- From 20 to 30 – the answer does not correspond to the question or is not given at all.

Verification procedure

Oral answer of an applicant is heard by the Attestation Commission. The notes are recorded in the sheet. The Attestation Commission records students' answers and supplementary question in protocol of the meeting of the Attestation Commission. The Attestation Commission openly announces the decision on the mark via TSU website for prospective students: <http://abiturient.tsu.ru/>.

B. Interview

The interview aims to evaluate students' understanding of main research fields and practices in the sphere of psychology, clinical psychology; to ascertain erudition of an applicant and their interests in research field of the master's programme "Psychology of Health and Safety"; to reveal motivation to future profession; to identify practical skills and knowledge.

The interview is held in form of conversation with members of the Attestation Commission. The language of the interview is Russian. Duration of the interview is 20-30 minutes.

During the interview applicants shall demonstrate their speaking skills (monologue and dialogue). Evaluation parameters include fluency of speech, content and reasoning of statements.

An applicant answers one action out of the list of question for the interview.

Maximum for the interview is **100** points.

Minimum threshold is **50** points.

An applicant not meeting the minimum passing mark cannot be submitted for admission.

Evaluation criteria:

- From 70 to 100 – the answer is complete, it does not contain false elements and statements.

- From 50 to 70 – some non-important elements are omitted, there are no significant mistakes.

- From 20 to 50 – there are some significant mistakes.

- From 10 to 20 – the answer does not correspond to the question or is not given at all.

Verification procedure

The interview is conducted by the Attestation Commission. The Attestation Commission records students' answers and revealed capabilities in protocol of the meeting of the Attestation Commission. The Attestation Commission openly announces the decision on the mark via TSU website for prospective students: <http://abiturient.tsu.ru/>.

A. Programme of the Psychology exam (topics for oral examination)

Section 1

1. General understanding of Psychology as a science

Description of psychological phenomena. General understanding of object and subject of psychology, pluralism of approaches to solving problems of an object of Psychology in modern science.

Range of tasks being solved by psychologists in different spheres of production, social and spiritual life of society. Branches of Psychology. Place of psychology in the system of sciences. Psychology as a natural science and a humanitarian discipline.

Scientific psychology and psychology of everyday life: interrelation and differences. General understanding of scientific psychology as a historically developing system of knowledge and means of getting knowledge, and a specific social status. External and internal factors of development of psychological science. Subject-logical, social and personal aspects of development of psychological knowledge. Specificity of psychological cognition: man as the subject and object of cognition.

Psychological science and psychological practice: the problem of correlation.

General understanding of psychological methods (observation, experiment, their types in psychology, psycho-diagnostic tests, analysis of products of human activity, other methods).

2. Historical introduction to Psychology

Role of the history of Psychology as a branch of the psychological science in development of modern psychology.

Prerequisites for emergence of Psychology as a science of consciousness. Descartes' Method of Doubt and his way towards understanding of consciousness. Reflection in the empirical psychology of John Locke. Consciousness as the subject of experimental psychological research. Metaphors of consciousness. Properties of consciousness (W. Wundt, W. James), examples of their studies. Method of introspection, its essence and varieties. Introspection and experiment. Introspection and self-observation: interrelation and differences. Criticism of the method of introspection.

Association in psychology. Types and characteristics of associations. General understanding of the associative psychology: its appearance, development and prospects.

Crisis of "classical" empirical psychology of consciousness.

The problem of unconscious processes in psychology. Role of S. Freud in development of the problem of the unconscious in psycho-analysis. The unconscious and attitude. Phenomenon and concept of attitude at the D. N. Uznadze school. Possible classifications of unconscious phenomena in psychology.

Behaviour as the subject of psychology in behaviourism and neo-behaviourism. Justification of the objective approach in psychology of J. Watson. Stimulus-reaction scheme. Conditioning problem. Concept of learning. Examples of empirical studies in behaviourism. Development of ideas of the objective approach in neo-behaviourism of E. Tolman. Necessity to introduce a concept of "intervening variable". Examples of experimental studies.

Comprehensive approach in psychology. Brief history of the problem of integrity in psychology. Development of the Berlin school of Gestalt psychology. Method of phenomenological self-observation. Examples of experimental studies in Gestalt psychology.

Ideographic and nomothetic approaches in modern psychology. Humanistic psychology, main representatives and ideas. Nomothetic approach in modern cognitive psychology. Nature of "computer metaphor".

The problem of social conditionality of consciousness in the French sociological school. Cultural-historical approach in psychology (L.S. Vygotsky). Two ways of development of mental processes of man. Higher mental functions (HMF) and their characteristics. Concept of internalisation. Examples of experimental studies of HMF in the L.S. Vygotsky school. Method

of formation as a method for studying HMF. Sign and meaning. Historical development of cognitive processes in works by A.R. Luria.

Activity approach in psychology. Necessity to introduce a category of “activity” into psychological science (S.L. Rubinstein, A.N. Leontiev). General structure of human activity. Subject of activity. The problem of motivation to activity, its internal regulation. Concept of requirement and motive. Basic characteristics of needs and their subject. Functions of motive: motivation and meaning-making. Types of motives, classification criteria and examples of studies. Concept of action. Purpose as understanding of desired results. Concept of task, its objective and psychological structure. Goal formation processes and search for means for problem-solving. Action and operation. Correlation of actions and activity. The problem of origin of motives (needs) in the course of activity. Interrelation of actions and operations during formation and performance of a skill. Types of operations. Psycho-physiological functions. Orienting, executive and control “basis” of actions (P.Ia. Gal’perin). Types and characteristics of operations. The principle of unity of consciousness (psyche) and activity. The problem of interrelation of “external” and “internal” activity. The problem of internalisation and exteriorisation. Psyche as an orienting activity (orienting “basis” of activity) of a subject (P.Ia. Gal’perin).

3. Modern problems, concepts and branches of psychology

L.S. Vygotsky about internal tendency of science development. Historical change in the subject of science as an indicator of its development. Natural science paradigm, its Russian version and modern evaluations in discussing the nature of methodological crisis. Humanistic psychology and humanitarian psychology: their methodological base and approaches. Psychology of social development. Christian psychology and its evaluation. Positive psychology (M. Seligman, M.Csíkszentmihályi): main ideas and research fields.

4. Evolutionary introduction to psychology

4.1. Emergence and development of psyche in phylogenesis.

Psyche and reflection. Forms of reflection in living and non-living nature. The problem of origin of psyche in evolution. Different views on solution of the problem (anthropopsychism, panpsychism, neuropsychism, biopsychism). Requirement of development of mental reflection in evolution. Evolution of psyche in the activity of a subject and its function in it (A.N. Leontiev, P.Ia. Galperin). Analysis of situations which require and do not require psyche. The problem of subjective and objective criteria of the mental. Concept of abiotic and biotic stimuli, irritability and sensitivity, biological sense. Psyche as an orienting “basis” (function) of subject’s activity. A.N. Leontiev’s hypothesis of development conditions of sensitivity in evolution and its experimental verification (experiments on formation of sensitivity to light of the skin on the palms of hands).

Stages of mental development in phylogenesis according to A.N. Leontiev: sensory psyche, perceptive psyche, intellect. Interrelation of animal activity and its forms of reflection of the world. General description and examples of instinctive behaviour in animals. Obligatory and optional learning. Role of psyche in evolution of the animal world (A.N. Severtsov). Modern understanding of periodisation of psyche development in phylogenesis (K.E. Fabri).

4.2. Origin, historical development and structure of consciousness.

The main differences of human psyche from animal one are qualitative differences between human activity and animal activity. Socio-cultural conditionality of needs and motives of man. Concept of “production of needs”. Goals and motives of human activity: differences and potential correlation. Purposeful human action as a “biologically senseless” action having social (sensible) meaning. Motive-to-goal shift. The problem of awareness of motive and its transformation into motive-goal. Specificity of human operations and their role in man’s appropriation of common socio-historical experience of mankind. Psyche and consciousness of man: their correlation. Unconscious processes in man’s psyche.

Requirement of development of consciousness in anthropogenesis. Role of labour activity in formation of consciousness. Its peculiarities: sociality, instrumental mediacy, productivity. Biological prerequisites for labour activity. Peculiarities of communication in animals and man. Qualitative distinction of “means” in animals and “tools” in man. Instrument of labour and “psychological tools” (sign systems). Socio-historical experience, forms of its conservation and reproduction. Consciousness and language. Origin and development of the language in labour activity. Its functions. Qualitative distinctions of animals’ “language” and man’s one.

Two hypostases of the human psyche (consciousness): psyche (consciousness) as an activity and psyche (consciousness) as an image (A.N. Leontiev), their possible correlation. Psychological meaning of “activity” understanding of psyche (examples of consideration of separate mental processes in man as an action or operation within the framework of different activities). Consciousness-image structure. Psychological description of constituents of the consciousness-image: sensual fabric of image, individual values, personal meanings according to Leontiev. Their correlation. Further development of the problem of structure and units of analysis of consciousness (as an activity and an image) in studies of A.N. Leontiev’s adherents (V.P. Zinchenko, V.V. Davydov). Concept of “living movement”, “biodynamic fabric” of consciousness. Types of meaning: operational, subjective, verbal. General understanding of meaningful sphere of personality.

The problem of leading activity in the A.N. Leontiev school. Its features. General understanding of the conception of periodisation of mental development in ontogenesis (D.B. El’konin). Psychological and pedagogical meaning of the periodisation. Types of leading activities at different stages of ontogenetic development of a child.

4.3. Psycho-physiological problem

Setting of psycho-physical problem by R. Descartes. Correlation of psycho-physical and psycho-physiological problems. Solution to psycho-physical problem in the spirit of mind-body interaction (R. Descartes). Psycho-physical (psycho-physiological) parallelism, its psychological meaning (on the example of the Gestalt psychology).

Possibility of a third opinion on the solution to psycho-physiological problem (I.M. Sechenov, A.N. Leontiev, A.R. Luria). Psycho-physiological functions as an integral part of the structure of activity (A.N. Leontiev). The problem of brain positioning of mental functions. Brief history of solving this problem in physiology and neuropsychology. Narrow localizationism and anti-localizationism, criticism in the works by A.R. Luria. General provisions of the theory of system dynamic localization of higher mental functions (A.R. Luria). Examples of application of the conception in studying and correcting disintegration of higher mental functions.

Conception of “physiology of activity” by N.A. Bernstein. Bernstein criticism of classical physiology. Concept of “reflex ring”, motion task, sensory correction, “degree of freedom” of movement, “model of needed future”. Scheme of reflex ring and its main constituents (modules). The problem of target determination in the conception of N.A. Bernstein.

Bernsteins’ level of construction of movements. Examples. Studies of P.Ia. Gal’perin and T.O. Ginevskaja as psychological illustration to Bernstein physiological conception. Significance of Bernstein’s ideas for psychology.

4.4. Introduction to psychology of a man as the subject of activity and cognition

A man and the world: nature, society, culture. Physical, social and spiritual Self. Concept of subject, individual, personality, individuality. Concept of personality in its broad and narrow meanings. Specific biological experience and its reproduction in animals and man. Social and historical experience and man’s appropriation. Psychological meaning of Leontiev’s statement “Individual is born, then they become a personality”. “Two births of personality”, their criteria (by A.N. Leontiev). Phenomenon of “bitter sweets” and its psychological meaning. Hierarchy (collateral subordination) of motives as a basis of personality. Separation of notions “social individual” and “personality” in modern psychology (V.V. Petukhov, V.V. Stolin). Social individual: personality and society. Personality as the subject of independent and responsible solution to their own problems on the basis of universal cultural standards. Resolution of

motivational conflicts and personality development. The problem of awareness of personal motives and opportunity to change their correlation. Personality and individuality. General and differential psychology of personality.

Man as the subject of cognition. Specificity of psychological study of cognition. Mental (conscious) image of the world as a condition for life and activity in this world and basis for its cognition. Specific (feeling, perception, thinking) and non-specific (“through”) cognitive processes (attention, memory, imagination): basic terms. The problem of adequate reflection of reality. Difference between ways of representing reality: action, image, sign. Psychology of cognition and cognitive psychology.

Section 2. Psychology of a subject of activity

1. Individual characteristics of man as the subject of activity

1.1. Psychology of abilities

Definition of abilities. Abilities and their measuring. General intelligence. Mental age and intellectual quotient (IQ). Problems of reliability and validity of tests. Tests on general intelligence and special abilities. Structure of intelligence. The problem of universal factor of abilities. Intelligence and creativity.

The problem of development of abilities. Abilities and their dispositions. The problem of the congenital and the acquired in diagnosing abilities. Twin method. Abilities as individual functional features. Abilities and giftedness. Abilities and personality development.

1.2. Temperament and character

Temperament as a formal and dynamic side of activity. Main properties of nervous system, their combinations and types of higher nervous activity. Syndromes of the nervous system properties. General characteristics of temperament: activity and emotionality. Temperament and individual style of activity. Correlation of temperament and character.

Character and its formation. General understanding of the structure of character. Character as a system of man’s attitude to the world, other people, and themselves. Character as a form of behaviour required for conserving the structure of motives. Defence functions of character. Character as an individual life-style.

1.3. Typology of individuality

The problem of identification of individual psychological types: theoretical and empirical grounds. Research and applied tasks of character classification. Possibility to set psycho-corporal correspondences. Body type and character. Clinical approach to the description of individuality: anomalies of character. Psychopathies and accentuations of character: concepts and basic types. The problem of character and personality correlation. Man’s understanding of their individuality as a condition for their personality development.

2. Emotional and volitional regulation of activity

2.1. Main tendencies of the development of understanding of emotions

General description of psychology of emotions. Situational psychology of emotions. Problems of the emotional criterion. Specificity of mental reflection in emotions.

Development of understanding of emotions in the history of psychology. Main tendencies in interpreting emotions, their description. Spinoza’s theory of the affects. Wundt’s three-dimensional theory of emotions. Wundt’s understanding of mixed feelings and their influence on cognitive processes. Intellectualistic interpretation of emotions.

Darwin’s understanding of expression of emotions. The James-Lange theory and its role in the development of ideas about emotions in positivistic psychology. Criticism of the theory (E. Claparède, W. Cannon). Physiological theories of emotions. Modern overseas conceptions of emotions.

Development of understanding of emotions in Soviet psychology. Interpretation of understanding of emotions in the works by S.L. Rubenstein, A.N. Leontiev, P.K. Anokhina, P.V. Simonova.

2.2. Purpose and types of emotional processes.

Major problems of the psychology of emotions. Emotions and processes of motivation. Emotions as a subjective form of needs. Emotions as an internal regulator of activity. Conditions for emergence of emotional process. Data on experimental studies and theoretical ideas about origin of emotions. Dependence of emotions on needs and situation.

Biological advisability of emotions. Conditions for emotional process emergence. Data of experimental studies and theoretical ideas about the correlation of emotions and processes of cognition. Subject of emotions. Dependence of emotions on needs and situation.

Functions of emotions. Dependence of the solution to this question on the adopted criteria of the emotional. Coverage of issues on functions of emotions in different conceptions. Functions of evaluation, motive, regulation of cognitive processes (consolidation, inhibition, trace-formation, anticipation, heuristic), communication, activation.

Dynamics of emotions and laws of emotional processes. The problem of emotional goal formation. Emotional forms of behaviour.

2.3. Emotional states

Types of emotional phenomena. Possible criteria for classification of emotions. Traditional classification: feelings, emotions, affects, moods. Affective tone of sensations, its adaptive significance. Affects and their biological significance. Peculiar features of an affect. Diagnosis of affective traces. Outcome of strong emotional experiences. Stress (tension). Physiological and psychological aspects of studying stress. Anxiety. Two aspects of studying the phenomenon of anxiety. Frustration. Types of man's responses in a state of frustration. Anger and aggression. Situational emotions as a regulator of activity. Emotions of success and failure. The problem of stable emotional relationships of man.

2.4. Experimental studies of emotions

The problem of the possibility of an experimental study of emotions. Methods for studying emotions. Emotional states, their experimental study.

Expression of emotions. Data on studies of expressing emotions in behaviour and physiological functions of man. Mimic, pantomime and verbal manifestations of emotions. Physiological indicators of emotions. The problem of reliability of various indicators of emotions.

Experimental studies of the influence of emotions on cognitive processes.

2.5. Psychology of volition

The definition of volition, criteria of volitional behaviour. The problem of free will in philosophy and psychology. Ideas about volitional processes in the psychology of consciousness. Structure of volitional action. Common situations which require (or do not) volition. Voluntary behaviour as a prerequisite for volitional regulation. Conflict of motives and decision-making, the problem of choice. Motivational conflict as a condition of volitional action.

Volitional regulation as transformation (rethinking) of problematic situations. General understanding of the volition development. Volition and personality.

3. The psychology of needs and motivation

3.1. General terms of the psychology of motivation. Problems of motivation in the psychology of activity

Major problems and notions of the psychology of motivation. A requirement as a universal feature of living system and as a ground for processes of motivation. General organisation of the motivational sphere. Historical nature of man's needs. Motive as a result of objectivation of needs. Actual and potential state of needs. Motives and attitudes. Needs and emotions.

Psychological and physiological aspects of studying biological motivation. Instinctive satisfaction of needs and one based on learning, correlation of both forms of motivation in the phylogenetic development and individual behaviour. Types of biological needs, their structure. Specificity of human biological needs.

Development of biological motivation in ontogenesis. Search activity as a special phase of the development of needs. Role of unconditioned stimuli in the development of needs. Imprinting. Conditioning as a mechanism for objectifying biological needs.

The problem of motivation in the psychology of activity. Objectification of needs as a principle of motive development. Meaning-making as a basis for the development of situational motivation.

Specificity of human motivational sphere. Social determinacy and mediacy of human motivation with intelligence. Specifics of objectification of needs within higher forms of mental reflection. Education as a condition for the motivational development of man.

The main stages of development of human motivational sphere. Concepts of leading activity and leading motivation. Change in leading motivation and crises of childhood (D.B. El'konin). The mechanism of "motive-to-goal shift". Types of poly-motivation of activities.

Motivational sphere of personality. Hierarchical structure of the motivational sphere of personality. Factors determining the hierarchy of motives: awareness of individual capabilities and objective conditions for their achievement. Types of human motives: actual and potential motives, subjective and functional, meaning-making and drive-motives. Values, interests, standards as motivational formations. The problem of awareness of motives and ways of realising.

Situational development of motivation. Motives and goals of activities. The problem of meaning-making. Experimental studies of goal formation. Motivational processes and the problem of decision-making.

3.2. Theories of motivation in overseas psychology

The main approaches to the study of motivation. Specificity of studying motivation in behaviourism and neobehaviourism, psycho-analysis, humanistic psychology: basic concepts, principles and understanding of the mechanisms, research methods. Specificity of studying motivation in K.Lewin school: basic concepts and results. The level of claims and its study. The study of situational determinants of behaviour in cognitive psychology. Cognitive dissonance.

3.3. Motivation of separate types of activity. Empirical studies of motivation

Methods for studying motivation of man and animals. The problem of basic human needs. Solution to this problem in various schools and fields of psychology. The biological and the social in development of human motivation. The requirement for the game, specifics of its manifestations in man. Specificity of aesthetic and moral motivation, their development in ontogenesis. The results of studies of motivation to work and study. Study of motives for achievement, affiliation, help, power, aggression. The problem of deviations in human motivational development. The motivation of criminal behaviour.

Ontogenetic and situational development of motivation. Situational factors that determine the actualisation and incentive power of motives. The problem of interaction of motives and situational factors. Causal attribution and motivation. Frustration, responses to the state of frustration. Role of attitudes in the situational development of motivation. Study of attitudes in the D.N.Uznadze school. Different levels of attitude manifestation.

Influence of motivation on productivity and quality of activity. The problem of stress. The concept of optimum of motivation. Yerkes-Dodson Law.

4. The psychology of personality

4.1. Man in relation to nature, history and individual life

The variety of phenomenology in the psychology of personality. Practical psychology of personality as a trade and art in the history of mankind.

The psychology of personality in the sciences dealing with nature, human and society. Interdisciplinary status of the problem of personality. The problem of personality and levels of the methodology of science.

Man and their place in different systems. Man and man's world. System and historical and evolutionary approach to the personality.

Man as an individual in the system of biogenesis. Man as a personality in the system of sociogenesis. Man as an individual in the system of personogenesis.

4.2. Driving forces and conditions for the development of personality. Periodisation of the development of individual, personality and individuality

Environment, heredity and development of personality. The concept of development in different fields of psychology. Natural and cultural lines of personality development in ontogenesis (L.S. Vygotsky). The concept of double determination of personality development and its methodological background.

Life-style, individual properties of a person, joint activities – “impersonal” prerequisites and grounds for personal development.

Driving forces of personality development. The principle of the self-development of activity as a methodological prerequisite for studying driving forces of personality development in Russian psychology. The theory of the role of contradictions in the system of activity as a driving force of personality development (A.N. Leontiev, S.L. Rubinstein). D.N.Uznadze’s theory of functional tendency as a source of the self-development of personality behaviour. Identification of functional needs, their characteristics and experimental study (the need for impression, the need for communication). Prospects for studying mechanisms of self-development of activity (V.A. Petrovsky).

Psychological principles and reason for periodisation of human development. Developmental crises and their role in the formation of personality. The concept of leading activity in the process of personality development. The contradiction between the motivation-demand and the intellectual-cognitive spheres as the driving contradiction in personality development. The scheme of periodisation of personality development in childhood (D.B. Elkonin).

Biogenetic periodisations of human development. S. Hall’s concept of child development: the law of recapitulation, the phases of personality development. The stages of children’s psycho-sexual development in S. Freud’s psycho-analysis.

Sociogenetic periodisations of human development. Cognitive orientation. Main issues of the stages of moral development. The periodisation of personal development in social psychology (A.V. Petrovsky).

Personogenetic periodisations of human development. E. Erikson’s epigenetic concept of development; the epigenetic principle of development. The concept of the psycho-social identity of personality as the criterion for maturity. The role of conflict in personality development. The stages of personality development.

Human life journey as the history of an individual. The influence of man’s life journey on their ontogenetic evolution. Psychological age. Problems of periodisation of personal development in adulthood. Senility.

4.3. Man’s individual qualities and their role in personality development

Overview of individual qualities of a person (B.G. Ananiev). Individual qualities as the subject of differential psychology. Evolutionary aspect of studying individual differences between people. The hypothesis of diversifying selection as a mechanism of human evolution in anthropogenesis (V.P. Alekseev).

Organic motives of an individual and their influence on the behaviour of the personality.

Individual and typical features of man. Body type and specifics of psyche. Body types, their somatic characteristics. E. Kretschmer’s and V. Sheldon’s typologies and their criticisms.

Temperament. Factor concepts of temperament, their criticism. I.P. Pavlov’s teachings of types of higher nervous functions as the physiological basis for temperament. Modern concepts of temperament. Adaptive capabilities of temperament in the process of evolution.

Sexual dimorphism and psychological characteristics of an individual. The problem of the psychology of sex differences.

4.4. Personality in sociogenesis. Socio-historical image of life as the source for personality development

Personality in the history of culture. Culture and behaviour patterns. The problem of socio-typical traits in personality. Social character and national character. Comparative studies of personality in different cultures. Sociogenetic sources of personality development.

Personality and social group. Overview of such concepts as “social role”, “social group”, “social status”. The concept of social functions-roles and their place in the structure of personality. Role theories of personality, their criticisms. Self-presentation of personality to others, its psychological function.

Socialisation of an individual. Development of moral regulation of behaviour. Socialisation as the internalisation of social forms of behaviour (L.S. Vygotsky).

The sociogenesis of personality as the subject of historical psychology and ethnopsychology.

4.5. Personogenesis of personality. Individuality of personality and its life journey

General description of individuality. Normal and deviate personal development, psychical and personal health. Personal maturity.

Productive manifestations of the individuality of a personality. Self-actualisation, self-realisation and personalisation. Personality’s ability to beyond its limits (transcendence). The nature of activity of a personality. Personality and creativity.

Instrumental manifestations of personality. Personality and character. Abilities and their role in effective activity. The correlation between character and personality. General and special abilities. Giftedness, talent and genius as different levels of manifestation of personal abilities. Modern views on the competence of personality. Individual style – an integral characteristic of individuality.

Personality as the subject of activity regulation. Personal meaning and the notional regulation of the activity of personality. The role of motivation and emotion in meaning-making. Volitional regulation of activity and its meaning nature. Life strategy and life attitudes of personality. Personality organising their lifetime.

Personality in emergency situations. Dynamics of affection processes. Psychological protection and control – mechanisms for controlling behaviour. Personal choice. Freedom and responsibility.

Studying the structure of “Self” in different fields of psychology. James’ theory of three components of the empirical Self: the material self, the social self and the spiritual self. Development of theories of the structure of Self: self-awareness, self-esteem and self-respect. The structure and formation of self-opinion. Egoism and altruism. The dialogical nature of self (M. Bakhtin, M. Buber, L.S. Vygotsky).

4.6. Personality structure and different methodological approaches to studying personality structure in psychology

Introduction to personality structure. Structural and dynamic approaches to studying the units of personality structure. The strategy of personality analysis by elements and units. Definition of the units of analysis as system-forming characteristics of personality structure.

Typological approach to personality. The limitations of the typological approach.

Psycho-dynamic models of personality structure. The projective approach and projective methods of studying personality.

The concept of personality traits as consistent behavioural tendencies. Factor approaches to the study and systematisation of personality traits. Psychometrics and personal questionnaires. The problem of the consistency of personality and the issue of personal-situational dependence of behaviour.

The notional sphere of personality. Personality and motivation. Overview of notional formations and notional systems. Qualitative methods of studying the inner world of personality.

Trends of studying personality in modern psychology.

Section 3. The psychology of a subject of cognition

1. The psychology of sensation and perception

1.1. Overview of sensation and perception

Overview of sensation and perception. The basic properties of sensations. Classification of sensations and receptors. Basic properties of images of perception: sensory quality, configuration, constancy, the frame of reference, objectivity, formation.

Different views on the stimulus: the proximal and distal stimulus, structural characteristic of the proximal stimulus.

Types of images: phosphene, afterimage, eidetic image, phantom, synesthesia, hallucination, pseudohallucinations, etc. Specificity of the perception of images among other types of images. The dual nature of imagery perception: the perception as a reflection of the objective world and a form of presentation of a subject's knowledge about it.

1.2. Theory of perception

Basic approaches to the mechanisms of perception: object-oriented and subject-oriented. Criteria for distinguishing these approaches.

Theories of perception related to the object-oriented approach: structuralist theory, Gestalt theory, ecological theory.

Theories of perception related to the subject-oriented approach: theory of unconscious inference, theory of categorisation, perceptual cycle model.

1.3. Development of perception

The problem of congenital and acquired perception: nativist and empiricist perspectives. Examples of experimental studies on newborn animals, infants, the blind who recovered their sight.

The role of motor activity in the development of sensation and perception. Perceptual actions, stages of their formation.

Theories of perceptual learning: enrichment and differentiation.

The main spheres and results of experimental studies of sensation and perception.

1.4. Psycho-physics and measurement of sensations

Indirect measurement of sensations. Thresholds of sensations. Sensitivity. Sub-sensory range. Methods for measuring thresholds. Fechner's Law.

Direct measurement of sensations. Methods of direct measurement. Stevens' law. Stevens' criticism of Fechner's postulates. Method of cross-modal comparisons.

Types of measuring scales.

Signal detection theory. The concept of signal, noise, criterion, sensitivity, receiver operating characteristic.

Fourier analysis of visual perception. The concept of mental and physical operator, the Fourier series, transfer function, lattice.

1.5. Perception of space, movement, time

The problem of perception of the third dimension. Signs of distance and depth: oculomotor, monocular (near), binocular, transformational. Mechanisms of stereoscopic vision: corresponding and disparate retinal points, horopter. Julesz' Stereograms.

The perception of movement. Signs of perception of real movement. Two systems of perception of real movement: image-retina and eye-head. Theories of perception of the visible world stability. Illusions of the perception of movement. The perception of time.

The ecological approach to the perception of space and movement. Examples of invariant structures of light flux containing information about the layout of surfaces, movement of objects and of the observer.

1.6. Constancy of perception

Definition and types of perceptual constancy. Measurement of the constancy. Constancy factor. Nuclear-contextual theory of constancy. Connection of the constancy of perception value with signs of distance. Perceptual control theory. Invariant relations in perception, examples of experimental studies.

Ecological theory of constancy. Main invariants of the structure of light flux containing information about the magnitude of perceived objects.

1.7. Objectivity and attitude in perception

Methods of distortion of retinal images: inversion, reversion, displacement in space and time, change in color, sign of disparity.

Phenomena of the inverted sight. The problem of perceptual adaptation and its experimental studies.

Phenomena of pseudoscopic perception. Conditions for transformation of visual images in depth. The rule of verisimilitude.

The creation of artificial sensory organs and the formation of “skin vision” in the blind.

Cross-cultural studies of perception. Specificity of the perception of two-dimensional images in different cultures.

Needs and values as the organising factors of perception. Experimental studies within the school “Novyi vzgliad” (“New look”).

2. The psychology of thinking and speech

2.1. Subjects and tasks in studying the psychology of thinking

The role of thinking in human life and activity, in the development of culture and civilisation. Phenomena of thinking. The development of ideas about thinking in the context of philosophy, religion and art. General philosophical background of psychological study of thinking. Cognition and thinking: the problem of objectivity and truth. Interrelationship of the sciences studying thinking: logic, physiology, pedagogy, “artificial intelligence”. Specifics of the psychological study of thinking.

The criteria for defining thinking as a special cognitive process. General description of thinking. Thinking as a process of setting and solving problems. Thinking as decision-making. Thinking as understanding. The main problems of the psychology of thinking. Correlation of concepts of “thinking” and “mind”, “wisdom”, “reason”, “intellect”, “intelligence”. Objective and subjective determination of thinking. Errors in thinking. Thinking disorders. Tasks in the psychology of thinking. Theoretical and practical significance of works in the field of the psychology of thinking.

2.2. Types of tasks and types of thinking

Task as the object of thinking. Correlation of concepts of “task”, “problem” and “problematic situation”. The structure of task. The problem of discrepancy between objective and subjective structures of the task. The classification of types of tasks. The concept of “complexity” of the task. Variety of criteria for classification of thinking: genetic criterion, subject criterion, operational criteria, reflection criterion.

Description and comparison of major types of thinking: visual-active, visual and abstract, discursive (logical-conceptual) thinking; imaginative, visual and spatial thinking; practical and theoretical; productive and reproductive thinking; creative and template thinking; creative and critical; intuitive and analytic (discursive); autistic, egocentric and realistic; archaic and mythological; scientific, technical and artistic thinking. Specifics of emotional thinking. Metaphorical thinking. Multiformity of thinking processes, their dependence on the nature of a problem and individual characteristics of a subject.

2.3. Methods to study thinking

The main methods, techniques and procedures of experimental studies of thinking. Comparison of methods of introspection, analysis of products activity and “thinking out loud”. The problem of reconstruction of the structure of thinking by realised and verbalised attempts of solution. Methods for objectifying non-verbalised components of the solution. Application of psycho-physiological methods to studying the thinking. Dialogic and interactive methods. Methods of Vygotsky-Sakharov and Duncker. “Clinical conversation” Piaget. Differential-psychological methods: tests for the diagnosis of intelligence and creative thinking. The problem of formalisation of a method. Study of thinking using a computer.

2.4. Main approaches and theories in the psychology of thinking

Description of the thinking process in classical psychology of consciousness. Limitation of introspectively represented thinking phenomena. Definition of thinking in the narrow sense (W. James). Thinking as an association of ideas, types of associations (A. Bain, T. Ziehen). The concept of creative association. Study methods. Criticism of the theory of associative thinking as a reproduction of past experience. Modern ideas about the role of associative thinking.

The concept of the Würzburg school (O. Külpe, N. Ach, K. Marbe). Thinking as an act of judging relations. The method of retrospection. Identification of understanding as the object of study. Specific features of thinking: activity, purposefulness, imageless thinking. The role of determining tendency in the regulation of thinking.

O. Selz "Theory of complexes". Thinking as functioning of intellectual operations. Types of correlation of goals and means in solving tasks (means for "completing a complex"). Contribution of the introspective psychology, Würzburg school and Selz's theory to the development of modern psychology of thinking.

The study of thinking from the perspective of Gestalt psychology. Productive thinking – new subject of study (M. Wertheimer, V. Köhler, K. Duncker). The method of "thinking out loud". Experimental studies of solving a creative problem. The phenomenological interpretation of thinking as an act of restructuring the situation. The concepts of "insight", conflict, functional solution. Stages of solving a creative problem. Relation of functional solution and functional meaning. The problem of the influence of past experience on problem-solving: experiments of Mayer and Szekely. Prompting method (Duncker). The phenomenon of functional fixity, ways to overcome. The laws of phenomenal field and the process of completing the gestalt. Contribution of Gestalt psychologists to modern concepts of thinking.

The psycho-analytic interpretation of thinking. Thinking as a process of harmonisation of the pleasure principle and the reality principle. The problem of motivation of thinking. Participation of the defense mechanisms in distorting the process and results of thinking. Special products of thinking – motivation and rationalisation. Creative thinking and artistic creativity from the perspective of psycho-analysis. The sublimation of libidinal and aggressive tendencies – the source of orientation of the thinking of a creative personality (F.M. Dostoevsky and Leonardo da Vinci). Wit as a form of irrational thinking. Carl Jung about the role of archetypes and individual characteristics of thinking. Critical analysis of the psycho-analytic views on the nature of thinking.

Understanding the function of thinking as solving new problems. The problem of external determination of thinking. The behaviour in new conditions (Thorndike's "puzzle boxes"). "Trial-and-error" conception and thinking. Thinking and learning. The importance of the reinforcement for effective thinking. J. Watson's understanding of thinking. Thinking and speech – behaviourist solution to the problem. Studies of thinking in neobehaviourism. "Intervening variables" in the regulation of thinking – goals, plans, values, cognitive schemes. B. Skinner's problem learning. The role of thinking in adapting to novelty.

The methodology of studying thinking as a cognitive process in cognitive theories: information paradigm. System of concepts and research procedures. Genetic epistemology by J. Piaget. The concept of cognitive schemes. The processes of assimilation and accommodation. The criteria and mechanisms for the development of intelligence and its role in adaptation. Thinking as an information processing system (A. Newell, H. Simon, M. Minsky). The concept of strategy. The process of generating and evaluating hypotheses in decision-making. Estimation of probabilities and utility of alternatives. Prospects of the development and limitations of cognitive theories of thinking, their role in the designing the system of "artificial intelligence".

2.5. Thinking as a cognitive processes

Productive and reproductive forms of intellectual activity. The problem and criteria for identification of creative thinking. Imagination and creative thinking. Experimental study of the conditions for "insight" using the prompting method (Iu.B. Gippenreiter, Ia.A. Ponomarev). The

mechanisms of creative thinking in Ia.A. Ponomarev's theory. The role of direct product and byproduct in search for solution.

The nature and mechanisms of intuitive decision-making. Role of attitudes in the regulation of thinking.

Study of thinking in S.L. Rubinstein school. Basic processual forms of thinking: analysis, synthesis, analysis-by-synthesis, generalisation.

Thinking as a research-oriented activity (P. Ia. Gal'perin). Mental action, its types and characteristics, types of orienting basis. The formation of mental actions and the development of thinking.

Description of the stages of thinking process (schemes by H. Wallace, K. Duncker, O. Selz, school of S.L. Rubinstein).

2.6. Dependence of thinking on individuality and personality

The subject of mental activity. The system of personal and situational determinants of thinking. Thinking and self-identity. Reflective regulation of thinking. Intellectual initiative and creative thinking.

The main approaches to the study of intelligence and abilities: the history and current situation. The role of biological and social factors in their development. The structure of intelligence and the problem of measuring the level of its development. The concept of intelligence quotient (IQ). The diagnostic capabilities of intelligence tests. The problem of testing creative thinking. The correlation of the level of development of intelligence and creative thinking.

Individual features and types of thinking: a) cognitive style of personality and individual style of mental activity: parameters and methods of diagnosis; b) typological approaches to the classification of "thinking individuals".

2.7. Studies of thinking from the perspective of the activity approach

General description of the personal-active approach to the study of thinking. Motivational regulation of thinking. External and internal motivation. Functions of motives. Experimental studies of the influence of motivation on the process and results of problem-solving. Thinking and goal formation. Study of the formation of common and specific goals (plans, ideas, hypotheses). Non-verbalised studying acts, their functions and forms. The concept of intermediate goals and operational meaning. Types of operational meaning and their role. Structuring function of motive. Development of motivation in the process of problem-solving. Emotions and thinking. Laws of emotional regulation of thinking. The phenomena of emotional detection of problems, emotional decision and emotional consolidation of the solving process.

Information and psychological theory of thinking. "Artificial intelligence" and thinking of man: formalisable and non-formalisable processes and mechanisms.

2.8. Philo- and sociogenesis of thinking

Biological background of human thinking. The development of thinking in phylogenesis. Intellectual stage in the development of psyche. The main spheres of studying animal intelligence. The development of thinking in anthropogenesis. Work and formation of thinking as a special cognitive activity (by A.N. Leontiev).

Cultural-historical conception of the development of human thinking. Psychological description of "primitive", archaic thinking. Specificity of "ancient" and "medieval" thinking. Peculiarities of thinking in a totalitarian society. Thinking and suggestion. The problem of the influence of democratisation of society on the way of thinking. The role of culture in the specifics of thinking. Comparative characteristics of thinking in different cultures: cross-cultural studies. Requirements for the procedures of cross-cultural studies of intellectual processes. Thinking as a part of mentality.

2.9. Ontogenetic development of thinking and speech

Ontogenetic approach to identification of development stages of thinking, speech and child's representation of the world. Experimental studies of ontogenesis of thinking and speech. Stages of intelligence development (Piaget's theory). Studies of development of visual-active,

visual and verbal-logical thinking of a child. The contributions of ontogenetic studies to the general psychological concept of thinking.

2.10. The problem of development of thinking-in-words

L.S. Vygotsky's cultural-historical theory of the development of higher mental functions and the problem of studying the verbal thinking. The main approaches to the analysis of the relationship of thinking and speech. Genetic roots of thinking and speech. Meaning of the word as a unity of communication and generalisation. Meaning and sense of the word. The correlation of external (phasic) and internal (semantic) aspects of speech. Egocentric and inner speech: J. Piaget and L.S. Vygotsky debate about the structure, functions and future of the egocentric speech.

The process and conditions for the development of verbal thinking. The main stages of the development of meaning by L.S. Vygotsky: sincretisms, complexes, pseudo-concepts, potential and true concepts. Development of scientific and everyday concepts.

2.11. Dialogue and thinking

The dialogic nature of human thinking. The problem of consciousness and dialogue in M.M. Bakhtin's concept. Joint thinking. The place and role of understanding in thinking and communication. Types of understanding. Understanding in the process of solving mental problems. Peculiarities of thinking in a group. Thinking in the context of a dialogue with computer.

The problem of controlling human mental activity. Different approaches to solving the problem of the formation and activation of thinking. Methods for influencing mental activity in order to activate it: direct and indirect methods, methods of stimulation, training and forming methods. Using a computer to improve the efficiency of the intellectual activity.

2.12. Language, speech, consciousness and thinking

Correlation of the structure of language and consciousness. The hypothesis of linguistic relativity and its empirical verification. Psycho-semantics as a field of study of the structure of consciousness. Thinking and knowledge. Methods for studying the structure of meanings. Modern studies of conceptual thinking.

Language and speech. Speech and speech activity. Verbal and non-verbal communication. Types and functions of speech. The problem of interrelationship of speech and thinking in different psychological concepts.

2.13. The problem of generation and understanding of verbal expression

Psycho-physiological studies of inner speech. Mechanisms and models of generation and understanding of verbal expression. Comparison of the explanatory power of Miller's stochastic model and N. Chomsky's transformational model. The deep/semantic/ and surface/grammar/ structures of generation and understanding of speech. Methods for experimental verification of models of generation and understanding of verbal expression. The role of neuropsychological studies in the development and testing of the psychological adequacy of models of functioning of thinking and speech.

3. The psychology of memory, attention and imagination

3.1. General understanding of memory

Role of memory in life and activity of man. Memory and learning. Development of concepts of memory in terms of philosophy. Metaphors of memory. Biological approach to the study of memory. Origin of the research (experimental) psychology of memory. Main tasks and limits of general course of the psychology of memory.

Phenomenology of memory. Forgetting in everyday life. Anomalies of memory. Phenomenal memory. Types of amnesia. Hypermnnesia. Paramnesia. False memories. Definition of memory in wide and narrow sense. The main functions of memory. Processes, content and bonds of memory.

3.2. Principles of organisation of memory

Memory as a process of reproduction. The role of associations in memory processes. The phenomenon and the concept of association. Types of associations and their examples.

Ebbinghaus' research. Classical methods of studying the associative memory: experimental illustrations. The laws of memory established by Ebbinghaus. Forgetting curve. Analysis of classical associationism. Neoassociationism and its development in modern psychology. Connectionist approach to the study of memory. Main characteristics of skills and abilities. Study of the behaviour from the point of associationism. Study of the processes of learning in classical behaviourism and neobehaviourism. Learning curve. Laws and procedures of operant learning. Bernstein's approach to solving the problems of motor skills formation. Stages and phases of motor skills formation. Origin of an alternative approach to the study of memory. Bergson's philosophical analysis of memory: distinction between "body memory" and "memory of spirit". Memory as a constructive process. Basic methods and results of Bartlett's research. The concept of scheme. Types and functions of schemes. Memory and testimony. Building of cognitive skills as a process of formation and modification of schemes. The development of ideas about schemes in modern psychology.

3.3. Studies of memory in cognitive psychology

Origin and development of cognitive psychology. Basic terms and methodological principles of cognitive psychology. Problems of memory and attention as the core of cognitive psychology. General characteristics of the system memory. The distinction between automatic and controlled processes. Theory of the duality of memory. Experimental study of sensory registers (SR), short-term and long-term memory (SM and LM). The semantic and episodic memory. The study of autobiographical memory. The theory of levels of processing: fundamentals and examples of experimental studies. The model of working memory and its experimental verification.

3.4. Major factors and laws of the psychology of memory

Classical methods and main results of the study of memory. The study of images of memory. Dependence of memory on material. The phenomena of interference and reminiscences. Examples of experimental studies of sensory registers, short-term and long-term memory.

3.5. Memory and activity

The concept of mnemonic activity: its role and place in human life. Main features and forms of voluntary memorisation. The concept of mnemonic orientation. Tasks and attitudes of memory. Motivation and productivity of voluntary memorisation. Motivation and forgetting. Analysis of causes and mechanisms of forgetting in works by Freud. Experimental study of recall of actions and forgetting of intentions in Lewin's school: experiments of Birenbaum and Zeigarnik. Zeigarnik Effect. Dependence of involuntary memorisation on the content and structure of activity. Analysis of P.I. Zinchenko and A.A. Smirnov's studies.

3.6. Development and training of memory

The problem of memory and various approaches to problem-setting and solution. The development of consciousness and memory levels. Memory and aging. Socialisation of human memory. The role of tools in organising and developing memory. Memory and speech. Types of memory by Janet. Memory as a higher mental function. Cultural-historical conception of human memory development. Memory in different cultures: comparative description. The social nature of recall. Experimental study of the ontogenesis of memory: parallelogram of memory development. The problem of improving memory. Mnemonics and letotechniques (positive forgetting) as means of developing and training memory: their types, capabilities and limitations. Meta-memory and its experimental studies.

3.7. General understanding of memory

The omnipresence of attention: its role in everyday behaviour, professional and learning activity of man. Subjective and objective phenomena of attention and inattention. The states of concentration and absorption. Types of distraction and their characteristics. Errors of attention and inattention. Main types, functions and criteria of attention. Properties and types of attention. Problem of attention: history and current situation. Attention as the problem of interdisciplinary research. The main objectives and limits of the course of the psychology of attention.

3.8. Attention and consciousness

Attention as a key problem of the psychology of consciousness. Attention as a state and as a process of consciousness. Wundt's doctrine of apperception. Types and functions of apperception. Polar representation of attention in Titchener's structural psychology: attention as an attribute of the processes of consciousness. Types and properties of attention according to Titchener. The functional approach to consciousness and attention. James about attention and its mechanisms. The concept of perception. The problem of attention in associationism. Ribot's motor theory of attention. Lange's theory of volitional attention: characteristic of the approach, the definition, mechanisms and types of attention. The problem of attention in Gestalt psychology: attention as an ego-object power. Discussion of issues related to the psychology of attention from the perspective of behaviourism: criticism, reformulation and examples of experimental studies.

3.9. Studies of attention in cognitive psychology

Revival of fundamental research on attention and the origin of cognitive psychology. Setting of the problem of attention in cognitive psychology. Cherry and Broadbent's experimental studies of selectivity of auditory perception. Place and functions of attention in the information processing system. Broadbent's filter model. The development of ideas about the early selection. Treisman's attenuator model. Problem of the locus of selection. Models of late selection by Deutsch and Norman. The concept of resources for information processing. Attention as a mental effort. Model and experimental studies of Kahneman.

An alternative approach to solving the problem of attention in cognitive psychology developed by Neisser. Selection as a result of the constructive nature of perception. Overview and study of pre-attention and focal attention. Perceptual cycle model. Attention as a perceptual action. Experimental criticism of models of selection and common resources. Current trends in the cognitive psychology of attention.

3.10. Experimental study of attention

Main issues and methods of early studies of attention in experimental psychology. Measurement of the span of consciousness and attention. Study of shifts, vibrations and distractions. Problems of measuring the degree of attention and its distribution. Methods and results of studying attention in cognitive psychology. Development of methods and techniques of experimental study and diagnosis of attention in applied psychological disciplines. Examples of studies.

3.11. Attention and activity. The development of attention

Formulation of ideas about human activity in terms of the psychology of attention. The activity approach to the setting and solution of problems of attention and its variants. Definition and development of the problem of attention from the point of the theory of activity. The principle of development and the need to realise it in studying attention. Genetic classification of types of attention. The social nature of higher forms of attention. Attention as a higher mental function by Vygotsky. Attention as a function of activity of a personality: identification and classification of types of attention by Dobrynin. Specificity of after-voluntary attention. Attention as a function of mental control: definition and understanding of the development of attention according to Gal'perin.

The problem of ways and means of attention. Education and formation of attention. Practices of attention development in theories of self-improvement of man formulated in different cultural contexts and trends of religious-philosophical thought. Transpersonal psychology of attention. Problem-setting and study of the development of attention in modern cognitive psychology. The concept and methods for studying meta-attention.

3.12. The psychology of creative imagination: capacities and limitations of methods for creativity stimulation

Imagination as a transformation of reality and its relationship with other mental processes. Perception, thinking, imagination: similarities and differences.

Creative imagination as the construction of ways of representing reality. Diagnosis of capabilities for creative imagination and study of its psychological mechanisms. Research (analytical) and structurally-technological approaches to the creation of methods for creativity stimulation. The problem of discrepancy between production and understanding of creative products. Creation of “theories” of solution to inventive problems and development of creative abilities.

Imagination in the scientific, technical and artistic creativity. Correlation of results of pure and applied studies of creativity.

3.13. *Consciousness, creativity, personality*

Analysis and design of processes to resolve problem (conflict) situations: the problem of internal motivation of creative cognition. Modeling of specified, desired conditions and realisation of real conditions for creative act.

Empirical descriptions of “creative personality” and everyday ideas about it. Understanding of the immanent concepts of creativity. Thematic content of activity as the internal motivation of a subject of creativity. Creative cognition as a critical test of cultural standards. Awareness of the internal motivation of creative (professional) activity as a condition for personality development.

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B. Questions for the Interview

1. General understanding of the object and subject of psychology, the problem of the subject of psychology in modern science. External and internal factors of the development of psychological science. Specificity of psychological cognition: man as the subject and object of cognition. Psychological science and psychological practice: problems of correlation. General ideas about the methods of psychology.

2. Ideographic and nomothetic approaches in modern psychology. Natural science paradigm, its Russian version and modern evaluations in discussing the nature of methodological crisis. Humanistic psychology and humanitarian psychology: their methodological base and approaches. Christian psychology and its evaluation. Existential analysis. Transpersonal psychology. Positive psychology: main ideas and research fields. Ontologisation of psychology, reasons. The problem of "psyche and selectivity of imagination" in cultural-historical theory. The anthropological principle in the theory of personality.

3. Psyche as a product of new reality: the problem of formation of living space of man (K. Lewin, L.S. Vygotsky, F.E. Vasiliuk, V.E. Klochko, O.K. Tikhomirov, et al.). Requirement of development of consciousness in anthropogenesis. Socio-historical experience, forms of its conservation and reproduction. Consciousness and language, their functions. The problem of adequate presentation of reality. Differences in ways of reality presentation: action, image, sign.

4. Interdisciplinary status of the problem of personality. The problem of personality and levels of the methodology of science. Man and their place in different systems. Man and man's world. System and historical-evolutionary approaches to personality. Man as an individual in the system of biogenesis. Man as an individual in the system of sociogenesis. Man as an individual in the system of personogenesis. Environment, heredity and development of personality. The concept of development in different fields of psychology. "Impersonal" prerequisites and grounds for personality development (lifestyle, individual properties of man, joint activity). The principle of the self-development of activity as a methodological prerequisite for studying driving forces of personality development in Russian psychology (A.N. Leontiev, S.L. Rubinstein, D.N. Uznadze). Subject of activity: needs, motives, problems, goals and goal formation, meanings and meaning-making, actions, operations. Development of theories of the structure of Self: self-awareness, self-esteem and self-respect, self-opinion. Psycho-dynamic models of the structure of personality. Projective approach and projective methods in studying personality. Understanding of personality traits as stable tendencies of behaviour. Factor approaches to the study and systematisation of personality traits. Psychometrics and personality questionnaires. Meaningful sphere of personality. Qualitative method for studying the inner world of personality.

5. Concept of subject, individual, personality, individuality. Concept of personality in its broad and narrow meanings. Individual characteristics (as the subject of differential psychology). Definition of abilities. Abilities, their development, changes and role for effective activity.

General and special abilities. Giftedness, talent and genius as different levels of the manifestation of personal abilities. General intelligence. Problems of reliability and validity of tests on general intelligence and special abilities. Temperament as a formal and dynamic side of activity. Types of higher nervous activity, correlation of temperament and character. Character, its structure, functions and formation. Individual psychological types, psycho-corporal correspondences. Character and personality. Clinical approach to the description of individuality: anomalies of character. The level of claims and its study. The study of situational determinants of behaviour in cognitive psychology. Cognitive dissonance.

6. Main problems and concepts of the psychology of motivation. Motives and attitudes. Needs and emotions. Psychological and physiological aspects of studying biological motivation. Development of biological motivation in ontogenesis (imprinting). The problem of motivation in the psychology of activity. The mechanism of “motive-to-goal shift”. Types of poly-motivation of activities. Motivational sphere of personality. Types of human motives: actual and potential motives, subjective and functional, meaning-making and drive-motives. Situational development of motivation. Motive as goals of activity, goal formation, meaning-making. Study of motives for achievement, affiliation, help, power, aggression in modern psychology. The motivation of criminal behaviour. Influence of motivation on productivity and quality of activity. The problem of stress. The concept of optimum of motivation. Yerkes-Dodson Law. Awareness of the internal motivation of creative (professional) activity as a condition for personality development.

7. Developmental crises and their role in the formation of personality. The scheme of periodisation of personality development in childhood (D.B. Elkonin). Biogenetic periodisations of human development (the law of recapitulation, the phases of personality development, stages of children’s psycho-sexual development in psycho-analysis). Psychological age. The problem of periodisation of personality development in adulthood. Senility. Personal maturity. Productive manifestations of individuality of personality. Self-actualisation, self-realisation, personalisation, transcendence. Personality organising their lifetime.

Personality and social group. . Overview of such concepts as “social role”, “social group”, “social status”. The sociogenesis of personality as the subject of historical psychology and ethnopsychology. The history and logic of changes of major social-psychological paradigms: reaction, action, interaction, existential communication, transcommunication. Personality in the history of culture. Culture and behaviour patterns. The problem of psychology of sex differences. Sex and gender differentiation. Modern views on the competence of personality. Personality in emergency situations. Psychological protection and control.