



Psychology of social phenomena

The work program of the academic discipline (Silabus)

1. Details of the credit module

Level of higher education	<i>third (educational and scientific)</i>
Branch of knowledge	<i>05 Social and behavioral sciences</i>
Specialty	<i>053 Psychology</i>
Educational program	<i>Psychology</i>
Credit module status	<i>Selective</i>
Form of study	<i>daily / remote</i>
Year of preparation, semester	<i>2nd year, autumn (first) semester</i>
The volume of the credit module	<i>3 credits. ECTS / 90 hours</i>
Semester control / control measures	<i>Exam</i>
Class schedule	<i>Lectures: Thursday 14.15-15.50 (2 weeks)</i> <i>Practical classes: Thursday 16.10-17.45 (2 weeks)</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader / lecturers	<i>Lecturer and practical: doctor of Psychological Sciences, professor, Head of the Department of Psychology and Pedagogy, Volyanyuk Natalia Yuriyivna +380505538334</i>
Course placement	

1. Description of the discipline, its purpose, subject of study and learning outcomes

The subject of the discipline "Psychology of social phenomena" - the study of psychological patterns of social phenomena.

In accordance with the requirements of the program, the purpose of the discipline is the formation of graduate students:

- ability to apply basic scientific and theoretical knowledge to solve theoretical and practical tasks in scientific and pedagogical activity;
- ability to control their emotions and feelings in moral and psychological situations uncertainty;
- ability to analyze socio-psychological phenomena within the scope of their authority.

By mastering the content of the discipline, graduate students will have the opportunity analyze socio-psychological phenomena in society, the psychological preconditions of corruption and bureaucracy, identify psychological barriers to innovation, explain psychological sources of rationalization of mass consciousness, to counteract the spread of parascience and pop science, to use in scientific and pedagogical practice progressive scientific achievements psychological thought, have active techniques for managing the discussion.

According to the requirements of the educational and scientific program, graduate students after mastering the curriculum disciplines must demonstrate the following learning outcomes:

knowledge:

- features of socio-psychological phenomena of public life (KN 9);
- psychological preconditions for the emergence of negative psychological manifestations in human behavior (KN 12);
- indices of socio-psychological state of society (KN 9);
- peculiarities of people's behavior in crisis situations (KN 12);
- socio-psychological aspects of the development of modern society (KN 9);
- psychological factors of corruption (KN 4);
- psychological manifestations of social inequality (KN 14);
- socio-psychological preconditions of modernization (KN 15);
- causes and sources of aggression (KN 12);
- psychological aspects of competitiveness (KN 4);
- psychological preconditions and consequences of terrorist attacks (KN 4);

- specifics of psychological violence and terrorist threat (KN 4)

skills:

- to analyze socio-psychological phenomena in society (SK 13);
- to identify psychological barriers to innovation (SK 2);
- to analyze the psychological preconditions of corruption and bureaucracy (SK 6);
- to explain the psychological sources of rationalization of mass consciousness, dissemination a pair of science and pop science (SK 14);
- to use in scientific and pedagogical practice progressive scientific achievements psychological thought (SK 19);
- to have active methods of managing the discussion (SK 15).

As a result of mastering the discipline, graduate students will be able to:

- conduct critical analysis, assessment and synthesis of new and complex ideas and socio-psychological phenomena (LC 2);
- use information and communication technologies (LC 3);
- identify, systematize, solve and predict current psychological problems, factors and trends in the functioning and development of individuals, groups and organizations in different levels of psychological research (FC 1);
- Solve a wide range of problems and challenges in the field of social psychology based on understanding of their nature, factors of influence, tendencies of development and with use of theoretical and experimental methods (FC 4);
- comprehensively analyze socio-psychological processes, model and predict results in the social sphere and human behavior (FC 6);
- apply modern information technologies in various types of professional and scientific innovation activities (FC 7);
- innovatively rethink and apply methods of other fields of knowledge for implementation tasks of interdisciplinary psychological research (FC 8);
- find, process and analyze the necessary information to solve problems and decision making (FC 9);
- independently perform research activities in the field of knowledge "Social and behavioral sciences "using modern theories, methods and information and communication technologies (FC 15);
- adapt and summarize the results of modern psychological research for solution of scientific and practical problems (FC 16);
- to carry out professional and personal self-education, designing further educational route and professional career, participation in research and experimental work (FC 17);
- be able to create and implement innovation and research projects in various fields public life (UM 2);
- adhere to the rules of scientific ethics, legal and social norms in the professional process and research and innovation activities (UM 11);
- use knowledge of socio-cultural and pragmatic paradigms for optimization intercultural interaction (UM 17).

Communication with the lecturer is possible and will be encouraged in the classroom, as well as within two hours of consultations with the lecturer, which are held according to the schedule available on the website of the Department of Psychology and Pedagogy. In addition, for more effective communication in order to understand the structure of the discipline and master the material, e-mail is used volianiuk.nataliia@lil.kpi.ua, Messenger Telegram
https://t.me/joinchat/AAAAAE4Nglj_FPvDHrctmQ

2. Prerequisites and postrequisites of the discipline (place in the structural and logical scheme of training for relevant educational program)

The discipline is studied after mastering the disciplines "Philosophical principles of science activities "," Foreign language for scientific activity "and" Theoretical and methodological problems of psychology "," Methodology of scientific research ", which are included in the cycle of obligatory (normative) disciplines of scientific program. The study of the discipline will allow to master more effectively such disciplines of educational and scientific level, as: "Psychology of professional activity", which are included in the cycle of obligatory (normative) disciplines of scientific program. and elective academic disciplines.

3. The content of the discipline

Names of sections and topics	Number of hours			
	Total	including		
		Lectures	Practical (seminar)	independent work
1	2	3	4	5
Topic 1. Psychological culture of modern society	6	-	-	6
Topic 2. Socio-psychological prerequisites for modernization and innovation	8	2	-	6
Topic 3. Psychology of trust and distrust in various spheres of human life	4	-	-	4
Topic 4. Psychology of intergroup relations	6	-	2	4

Topic 5. Psychology of mass mental phenomena	6	-	2	4
Topic 6. Psychological manifestations of social inequality	6	-	-	6
Topic 7. Psychological factors of corruption	4	-	-	4
Topic 8. Socio-psychological aspects of terrorism	8	-	-	8
Topic 9. Psychology of conflict: theoretical and applied aspects	10	2	-	8
Topic 10. Aggression as a psychological problem	8	-	-	8
Topic 11. Psychology of lies and deception	8	-	-	8
Topic 12. Social psychology of art	8	-	-	8
Topic 13. Sport as a socio-psychological phenomenon	8	-	-	8
Hours in general	90	4	4	82

4. Training materials and resources

To successfully study the discipline, it is enough to study the educational material which is taught at lectures, as well as get acquainted with:

4.1 Basic literature

1. Volianiuk N. and others. Victimology and aggression: a textbook / [N. Volyanyuk, G. Lozhkin, V. Papusha, V. Barannik, N. Gordienko, K. Sulima]; for general ed. N. Volianiuk, G. Lozhkina. - R. : "Print House", 2010. - 265 p.
2. Volianiuk N. Psychodiagnostics and psychocorrection of aggression and anxiety: Monograph / Natalia Volyanyuk. - K. : ПринтЛайн, 2008. - 243 p.
3. Zhuravlev A. Socio-psychological consequences of income inequality / A. Zhuravlev A. Yurevich // Questions of psychology, 2013, № 4. P.45-57.
4. Kupreychenko A. Psychology of trust and distrust. / A. Kupreychenko; - M. : ИП ПАИ, 2008. - 571 p.
5. Lozhkin G. Psychology of conflict: theory and modern practice: Textbook / Lozhkin G., Povyakel N. - K. : Professional, 2007. - 416 p.
6. Lozhkin G. Psychology of sport. / G.V. Lozhkin; - Kyiv: Education of Ukraine, 2012. - 487 p.
7. Lozhkin G. Psychology of labor. / G.V. Lozhkin, N. Yu. Volyanyuk, OO Salt; - Khmelnytsky: KhNU, 2013. - 191 p.
8. Lozhkin G., Komarovskaya V., Volianiuk N. Economic Psychology: A Textbook. - 3- that edition, revised and supplemented. - Kyiv: VD "Professional", 2008. - 464 pp. (Section: Economic psychology: evolution, role and place in society).

9. Psychology of morality / Otv. ed. AL Zhuravlev, AV Yurevich; - M.: ИП РАН, 2010. - 508
10. Psychology of professional development of a coach / Natalia Volianiuk: Monograph.– Lutsk: Volyn Regional Printing House, 2006. - 444p.
11. Reshetnikov M. Psychology of corruption: utopia and anti-utopia / MM Reshetnikov; - СПб.: Eastern European Institute of Psychoanalysis, 2008. - 128 p.
12. Semenov V. Social psychology of art as a new scientific branch / V.E. Semenov // Journal of Sociology and Social Anthropology. - 2002. - Vol.5, №2.
13. Social psychology [Electronic resource]: a textbook for degree seekers bachelor / N. Volianiuk, G. Lozhkin, O. Vynoslavskaya, I. Blokhina, M. Kononets, O. Moskalenko, O. Bokovets, B. Andriytsiev; KPI them. Igor Sikorsky. - Electronic text data (1 file: 1.02 MB). - Kyiv: KPI named after Igor Sikorsky, 2019. - 254 p.
14. Tarabrina N. Terrorist threat / NV Tarabrina, Yu.V. Быховец; - M.: ИП РАН, 2014. - 154 with Psychological health of the person and spiritual and moral problems of the modern society. M.: ИП РАН, 2014. - 318 p.
15. Technology of training teachers to prevent violence and aggression in the family: methodological recommendations / [N. Volianiuk (section I; topic 1); G. Lozhkin (Chapter II; Topic 1); V. Papuscha (Section IV); V. Lamb (section I; topic 2); V. Karamushka (section III); O. Shchotka (section II; topic 2)]; for general ed. N. Volianiuk. - R.: "Print House", 2011. - 146 p.
16. Ekman P. Psychology of lies. Deceive me if you can / P. Ekman; St. Petersburg: Peter, 2003

4.2 Supporting literature:

1. Volianiuk N. External and internal preconditions for the formation of cynicism in pedagogical profession / N. Volianiuk // The personality of a professional in the modern world. M.: Publishing house IP RAS, 2013. - P. 776- 786.
2. Volianiuk N. Integrative processes of activity regulation / N. Volianiuk, G. Lozhkin // Bulletin of NTUU "KPI" Philosophy. Psychology. Pedagogy, 2015, № 3.
3. Kononets M. Psychology of professional morality of entrepreneurs: theory and modern practice: [monograph] / M.O. The end. - K.: Omera-JI, 2013. - 166 p.
4. Levitskaya I. Manipulation in interpersonal interaction: concept and content // Visnyk National Defense University of Ukraine. 6 (43). 2014. S. 213-216. Access point file: /// C:/Users/Asus/Downloads/Vnaou_2014_6_55.pdf
5. Lozynsky O. Psychological approaches to the interpretation of the phenomenon of terrorism // Scientific Herald Lviv State University of Internal Affairs. Psychological Sciences Series. 2. 2009. S. 1-12. Access point http://www.lvduvs.edu.ua/documents_pdf/visnyky/nvsp/02_2009/09lomtyt.pdf
6. Moskalenko V. Social Psychology. Textbook. 2nd edition, corrected and supplemented / B.B. Moskalenko // - K.: Center for Educational Literature, 2008. - 688 p. ISBN 978-966-364-591.
7. Seligman A. The problem of trust: lane. with English / A. Seligman; - M.: Idea-Press, 2002. - 256 p.

8. Taranov P. "Intrigues, fraud, tricks" / P. Taranov; Biblex, Sevastopol, 2007. - 608 p.
9. Tatenko V. Social psychology of influence: [monograph] / Tatenko VO - K .: Millennium, 2008.- 216 p.
10. Fukuyama F. Trust: Social virtues and the path to prosperity: trans. with English / F. Fukuyama. - M .: ACT MOCKBA, 2008. - 730 p.
11. Tsisetsky O. Estimation of preconditions of innovative development of regional labor markets Of Ukraine according to the results of monitoring in 2014 / OE Tsisetsky // Regional aspects of development productive forces of Ukraine. - Ternopil: Economic Thought, 2015. - Issue. 20. - P. 37-45.
12. Shcherbatykh Y. "The Art of Deception" / Shcherbatykh Yu.V .; - M .: EXMO. 1998. - 544 p.

Educational content

5. Methods of mastering the discipline (educational component)

Lectures

№	Topics of the lecture and a list of key issues (tasks for independent student work)
1	<p>Topic 2. Socio-psychological prerequisites for modernization and innovation.</p> <p>Psychological factors of modernization. Psychological components of innovation personality potential. Barriers to innovation. Creative potential of society. Innovative potential of personality. Modernization as an update, improving a complex set of different movements, from economic to social. The success of upgrades and its dependence on the dominant a society of values, a social climate that promotes or hinders "Use of energy of improvement" (Z. Bauman). Research of socio-cultural factors of modernization of societies taking into account their national culture. The main features of modern society: focus on innovation, the secular nature of social life, progressive (non-cyclical) development, a democratic system of government, mass education. Defining approaches (anthropological, sociological and socio-psychological) to understanding the phenomenon of innovative potential of the individual. Realization of innovation potential as a process of functioning of social mechanisms that regulate innovation activity, as well as individual properties of manifestation of personality potential in a specific organization. The main stages of the innovation process:</p> <p>1)creation of innovations; 2) commercialization of innovations. Environmental (instrumental, emotional and moral assistance from</p>

	<p>the social environment) and personal (knowledge, skills, abilities, experience) resources and their development.</p> <p>Tasks for independent work:</p> <ol style="list-style-type: none"> 1. Describe the organizational principles of practices for the development of innovative potential of the individual. 2. Analyze the main scientific and theoretical approaches to the problem of research and development of innovative potential of the individual. 3. Analyze individual psychological characteristics as a prerequisite for the development of innovative potential of the individual. 4. Build an intuitive model of the innovative potential of the individual. 6. Describe the psychological, pedagogical, social and physiological barriers to innovation.
2	<p>Topic 9. Psychology of conflict: theoretical and applied aspects.</p> <p>Conflict research: main provisions, functions, definitions and typology. Conflicts in organizations. Conflict management or resolution. Mediation in conflict interaction. Conflict as a collision is the opposite directed, mutually exclusive tendencies of a single episode in the mind, in interpersonal interactions or interpersonal relationships of individuals or groups of people. Conflict as a cause, as a subject, as a consequence (both positively and negatively) of various critical situations in human life. Personal aspects and psychological contradictions of origin conflicts. Three groups of contradictions directly related to the personality: contradictions related to the action of unconscious subjective factors: motives, aspirations, aspirations, natural instincts; contradictions associated with the action of individual-typological and characterological factors (psychological incompatibility, incompatibility of stylistic characteristics of activity, features response to unusual and extreme situations); contradictions related to the peculiarities of the personality and its experience. The main types of conflicts: intrapersonal, interpersonal, conflict between the individual and the group and intergroup conflict. Causes (sources) of conflicts: lack of coherence and inconsistency of goals of individual groups and employees; obsolescence of the organizational structure, unclear division of rights and responsibilities; limited resources; insufficient level of professional training; unfounded public criticism; the contradiction between the functions that fall within the scope of official duties of the employee, and what he is forced to do at the request of the head; differences in behavior and life experience; uncertainty of growth prospects; adverse physical conditions; lack of friendly attention from the manager. Conflict mediation activities.</p>

	<p>Tasks for independent work:</p> <ol style="list-style-type: none"> 1. Analyze how the conflict situation differs from any other? 2. Describe the main types of conflict interaction. 3. Name and analyze the functions of conflicts. 4. Name the main tasks of preventive work to prevent and prevent conflicts. 5. Identify areas for conflict prediction.
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Seminar (practical) classes

The main tasks of the cycle of seminar (practical) classes - to form in graduate students:

- ability to analyze socio-psychological phenomena in society,-
- ability to identify psychological barriers to innovation,
- ability to analyze the psychological preconditions of corruption and bureaucracy,
- ability to explain psychological sources of rationalization of mass consciousness,
- experience in counteracting the spread of parascience and pop science,
- experience in mastering active methods of discussion management.
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№	The name of the topic of the lesson and a list of main questions (list of didactic support, questions for current control and tasks for independent work)
1	<p>Topic 4. Psychology of intergroup relations.</p> <p>History of the issue: ethnocentrism, social identity, intergroup hostility.</p> <p>Experimental research of M. Sheriff. G. Teshfel's theory of social identity. J. Turner's concept. Processes of intergroup differentiation and integration.</p> <p>Tasks for independent work:</p> <ol style="list-style-type: none"> 1. Describe the shortcomings of the G. Teshfel's theory of social identity 2. Analyze the forms of interaction identified by G. Teshfel. 3. Describe the phenomenon of intergroup differentiation. 4. Analyze the results of experimental studies of intergroup relations (M. Sheriff). 5. Explain the meaning of "self-categorization" in the concept of J. Turner
2	<p>Topic 5. Psychology of mass mental phenomena</p> <p>Psychological phenomena in large social groups. Crowd psychology: features, typology and selection criteria. Psychology of rumors and panic. The nature of mass mental phenomena:</p>

	<p>motivational (group goals, needs, interests, expectations, attitudes, etc.); cognitive (group thought, views, beliefs, perceptions, superstitions, etc.); emotional (group moods, feelings, experiences, etc.); behavioral and volitional (group actions, norms, customs, traditions, fashion, tastes). Socio-psychological patterns of manifestation of mass mental phenomena. Typology of large groups (classes, social strata, ethnic groups, denominations, sometimes large parties and public organizations, age and professional groups). Socio-psychological features of the crowd: increase of group suggestibility and decrease of efficiency of action of mechanisms of counter-suggestion; increasing the emotional perception of reality; suppression of a sense of responsibility for one's own actions; the emergence of a sense of power and awareness of anonymity. The word as the main means of psychological influence. Suggestion as one of the ways of psychological influence of an individual or group on other participants through the transmission of messages of different content (agreements, threats, rumors, blackmail). Panic as a type of crowd behavior. Preconditions for panic (according to L. Pochebut). Physiological causes: fatigue, hunger, insomnia, depression, stress, drug intoxication). Psychological preconditions (feelings of pain, surprise, insecurity, fear, horror, feelings of isolation, helplessness). Socio-psychological preconditions (lack of group solidarity, integrity, group unity, loss of trust in the leadership, lack of information, panic rumors). The decisive factor of panic according to AP Nazarene. Psychological factors to prevent panic. Rumors as inaccurate, unreliable information that arises as a result of repeated interpretation of a fact, event or phenomenon.</p> <p>Tasks for independent work:</p> <ol style="list-style-type: none"> 1. Describe the factors of social movement. 2. Describe the role differentiation in the crowd. 3. Analyze the structure of the crowd. 4. What types of rumors do you know and by what criteria are they distinguished? 5. Explain the preconditions for panic.
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6. Independent work of graduate students

Postgraduate students independently study the following issues:

Topic 1. Psychological culture of modern society.

Morality as the basis of society. Moral deviations and deficits of economic, political, moral guidelines, values and patterns of behavior. Moral aberration (defect, error, deviation from the norm) thinking of politicians distancing themselves from moral values. Immoral acts by conviction, immoral acts by dementia. Weakening of external control over the behavior of the individual (domestic corruption),

demonstrative disregard for moral norms: self-affirmation, demonstration of freedom from any prohibitions, everything that is not forbidden is allowed, the silent reaction of others. Feelings of psychological security.

Topic 3. Psychology of trust and distrust in various spheres of human life.

Understanding the phenomena of trust and distrust. Socio-psychological functions of trust and distrust. Trust as a component of psychological distance. Psychology of trust in the organization. Confidence and security of the individual. Psychological types of trust / distrust. Personal determinants of trust. Trust / distrust of the world, yourself and other people. Ways to build trust in business relationships.

Topic 6. Psychological manifestations of social inequality

Psychological theories of justice. Consequences of injustice and excessive inequality.

Ways to reduce inequality and injustice. "Equity theory" ("equity theory"), proposed by J. Adams (J.S. Adams). Justice as a system of everyday ideas (J. Piaget, 1932; L. Kolberg, 1984; O. Nikolaeva, 1993, 1995; S. KurilskyOzhven, M. Harutyunyan, O. Zdravomyslova, 1996; L. Antsiferova, 1999; M. Volovikova, L. Sosnina, 2001; G. Valitskas, V. Justitskis, 2006, etc.). Three qualitatively different ideas about justice: as a law that must be followed (acts as a force that requires a person to take certain actions); as mercy and hope (acts as a force that provides help and protection); as objective knowledge (acts as a force that does not concern man). The origin of modern inequality.

Topic 7. Psychological factors of corruption

Corruption as a psychological problem. Obstacles in the fight against corruption. Possibilities of psychological science and practice in combating corruption. Corruption as a social, psychological and moral phenomenon. Protection of public consciousness from the influence of corruption as one of the strategic directions of corruption prevention.

Topic 8. Socio-psychological aspects of terrorism

Psychological approach to the study of terrorism. Intra-group processes in terrorist organizations. Role structure and secondary socialization in terror groups. Mechanisms of self-justification of a terrorist attack. Terrorism as a complex antisocial phenomenon that has deep psychological preconditions. Neurotic, socio-reflexive, social-cognitive, structuralist, pragmatic-political, pragmatic-criminal and postmodernist approaches to reveal the psychological complexity and multifaceted nature of terrorism. Psychological analysis of modern ideologies of terrorism, modeling of various scenarios of terrorist acts, as well as negotiations with terrorists.

Topic 10. Aggression as a psychological problem

Theories of aggression. Increasing aggression. Causes of aggressive behavior. Ways to reduce aggression. Approaches to defining the phenomenon of aggression:

normative, deep-psychological and targeted approaches. The normative approach means that in the definitions of aggression special emphasis is placed on its illegality, "contradiction" to social norms. Deep psychological approaches assert the instinctive nature of aggression. In this case, aggression is an innate and inherent property of any person. The most striking representatives of this approach are the psychoanalytic and ethological schools (K. Jung, Z. Freud, G. Hartmann, E. Chris, K. Lorenz, Morris). Targeted approaches include the definition of aggression in terms of its functionality.

Topic 11. Psychology of lies and deception

Manipulation and fraud. Tactics of interpersonal influence. Communicative resources of personality adaptation to the victim of deception. Possibilities and limitations of subthreshold (subliminal) influence on the human psyche. Causes of manipulation: a person's conflict with himself (F. Perls), distrust of other people and inability to love others (E. Fromm), a sense of absolute helplessness (existentialism), fear of close interpersonal contacts (J. Haley, E. Bern, W. Glasser), uncritical desire to gain the approval of everyone (A. Ellis). Manipulation as the realization of a compensatory desire for power (A. Adler) or as a reproduction of the methods of influence used in market relations and in totalitarian societies against their citizens: manipulative production supports itself because such behavior receives systematic positive reinforcement in the form of social success (B. Skinner) or due to the passive filling of the individual semantic vacuum with pseudo-values cultivated in such societies (V. Frankl). The main criteria of manipulation: psychological influence, the attitude of the manipulator to another as a means of achieving their own goals, the desire to gain a one-sided gain; the hidden nature of influence, the use of vulnerable aspects of the addressee of influence, motivational input, skill and dexterity in carrying out manipulative actions.

Topic 12. Social psychology of art

Art as a socio-psychological phenomenon. Features of group artistic activity. Socio-psychological influence of art: catharsis and anticatharsis; functions and dysfunctions. General issues of art psychology; history of formation and development of psychology of art and artistic creativity; emotional and reflexive nature of art; psychology of the artist's personality; mental processes and states of personality associated with artistic activity; psychological mechanisms of artistic creativity; psychological, pedagogical principles of artistic and aesthetic development of personality, etc.

Topic 13. Sport as a socio-psychological phenomenon

Psychology of rivalry, behavioral attitudes. Competitive activity of the athlete. Competition as a process: subjective and objective situations, reactions and consequences. Psychological, social and pedagogical effect of sports achievement. The structure of motivation to achieve high results in sports. Communicative processes in sports. Psychology of interpersonal cognition in sports. Interpersonal conflicts in a sports team. The structure of the psychological climate in the sports

team. Psychological support of sports activities. Psychological stability of the athlete. Sports career crises. Professional burnout in sports.

Policy and control

7. Policy of academic discipline (educational component)

Working on the study material of the credit module "Psychology of social phenomena ", graduate students perform an individual semester task by preparing an abstract. The purpose of writing an abstract is to confirm the level of mastery of graduate students of the basic principles of the chosen topic, demonstration of knowledge of relevant literature, the ability to analyze the material, make generalizations and independent conclusions.

Work on the abstract involves in-depth study of the selected psychological problem, modern scientific literature, as well as mastering the skills of logical analysis and generalization of the material, its systematic presentation. The topic of the abstract is chosen by the graduate student independently within two weeks from the beginning of the semester, based on the proposed list. In addition to the proposed, graduate students can choose the topic of the abstract, be sure to agree it with the teacher. Approximate topics of abstracts and requirements for content and design are contained in Appendix 1/

Postgraduate students submit an essay to the Department of Psychology and Pedagogy two weeks before the exam.

Attendance and performance of tasks

Attendance at lectures is not evaluated, but is desirable, as the study material is presented in an accessible form and there is an opportunity to discuss issues and clarify unclear points. For applicants for higher education who want to demonstrate excellent learning outcomes, active work in lectures is simply necessary. However, it is not necessary to work off the missed lectures.

Active participation of a graduate student in seminars is mandatory. The graduate student's rating will be largely formed based on the results of his work in seminars. Each missed seminar (regardless of the reasons for skipping) reduces the final rating of the graduate student in the discipline. If you miss a seminar, it is important to study the topics and complete all the tasks. The control of knowledge (understanding) by the graduate student of the missed topics (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on the website of the Department of Psychology and Pedagogy, or during a break in the class. The graduate student who completes the relevant tasks (answer the questions) will receive the appropriate points for the rating depending on the quality of the answers (task completion).

The graduate student in the seminar can use the written notes prepared by him on the topic of the lesson (or provided by the task), but to express a position by reading from a sheet of paper is not necessary.

Forms of work

Lectures, seminars. Topics of lectures are covered in the work program (syllabus) of the discipline. Questions from graduate students to the lecturer are welcomed during the lecture. Dialogue between graduate students and the lecturer is allowed and welcomed at the lecture. In practical classes, graduate students focus on the analysis of socio-psychological phenomena in society and master active techniques of discussion management.

University policy Academic integrity

The main types of academic responsibility are established by the Law of Ukraine "On Education".

According to Part 6 of Article 42, the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions; deprivation of an academic scholarship; deprivation of education benefits provided by the educational institution.

The policy, standards and procedures for the observance of academic integrity are contained in the following regulatory documents of the KPI. Igor Sikorsky, published on the website of the University: Code of Honor of KPI. Igor Sikorsky <https://kpi.ua/files/honorcode.pdf>, Regulations on the system of prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research KPI them . Igor Sikorsky, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

Among the technological solutions in the framework of combating violations of academic integrity in the study of the course "Psychology of Social Phenomena" can be noted: checking the prepared abstract for plagiarism. The check is carried out in the System of detection of coincidences / identity / similarity of the text from the Unichek company. In case of detection of academic plagiarism in the works of employees and applicants for higher education of the University, the authors are responsible in accordance with current legislation, including those provided by the Law of Ukraine on Education.

Norms of ethical behavior

Norms of ethical behavior of graduate students and employees are defined in section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of NTUU "KPI" https://data.kpi.ua/sites/default/files/files/2015_1-140a1.Pdf

8. Types of control and rating system of assessment of learning outcomes (RSO)

Current control: [survey on the topic of the lesson, tasks.](#)

Semester control: [exam.](#)

Evaluation and control measures

The graduate student's rating in the discipline consists of points obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion of seminar issues;
- 2) writing an abstract;
- 3) examination test.

The graduate student will receive the highest rating if he takes an active part in the seminars, mostly provides complete and reasoned answers, logically presents them, expresses his own position on discussion issues.

Proper preparation of a graduate student for a seminar will take an average of 1-1.5 hours.

Detailed criteria for assessing the results of postgraduate studies are defined in the regulations on RSO in the discipline and are presented in Annex 2.

The graduate student may appeal the lecturer's assessment by submitting a complaint to the lecturer no later than the next day after the graduate student is acquainted with the lecturer's grade. The complaint will be considered according to the procedures established by the university.

The objectivity of examiners is ensured by the application of the developed evaluation criteria, conducting examinations mainly in writing.
https://document.kpi.ua/files/2020_7-137.pdf.

In the Regulations on current, calendar and semester control of learning outcomes https://document.kpi.ua/files/2020_7-137.pdf (page 4) it is said that in case of a conflict situation of the applicant with the examiner before the semester control, on a reasoned application of the applicant (collective application of applicants), the dean faculty creates a commission to conduct the planned semester control event.

Procedures for the prevention and settlement of conflicts of interest are governed by the Regulations on the resolution of conflict situations in National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".
https://document.kpi.ua/files/2020_7-170.pdf.

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 points.

The exam is conducted in writing. The time of the examination test is 90 minutes.

The control task contains 2 questions on thematic sections of the credit module. Approximate the list of questions to the examination test is contained in Annex 3.

Table of correspondence of rating points to grades on the university scale:

<i>Number of points</i>	<i>Assessment</i>
100-95	" <i>excellent</i> "
94-85	" <i>very good</i> "
84-75	" <i>good</i> "
74-65	" <i>satisfactory</i> "
64-60	" <i>satisfactory</i> "

Less than 60	“unsatisfactory”
Admission conditions are not met	not allowed

9. Additional information on the discipline (educational component)

Recommendations for graduate students

When studying the discipline "Psychology of Social Phenomena", the graduate student should use, first of all, the literature, which is defined in the main list and is in the scientific and technical library named after G. Denysenko. An additional source of information should be lecture notes. Postgraduate students are also recommended to find the latest psychological research materials via the Internet.

The content of the discipline is realized through the mastery of three blocks: theoretical, practical and block of independent work. Mastering the theoretical block is carried out in the process of working on lectures and literature. At seminars specific skills and abilities of the analysis of a modern condition of the social and psychological phenomena are developed, communicative abilities, ability to argue and defend own point of view are formed.

Mastering the discipline "Psychology of Social Phenomena" involves a comprehensive approach to the choice of forms and methods of teaching. The essence of this approach is a combination of lectures and various forms of independent work, including: work in a seminar; preparation of reports and presentations at seminars.

The seminar gives an opportunity to identify the level of preparation for it (speech, participation in the discussion, expression of one's opinion). Criteria for evaluating the performance of seminar tasks are: logical sequence of answers; completeness of disclosure of each issue; analytical reasoning in response; references to sources; validity of personal conclusions. In the process of working with literature and notes, it is important to record bibliographic information of the source and page numbers from which the ideas were borrowed for further reference to the sources. Previously prepared materials are processed, include their own analysis.

Extracurricular activities

Possible participation of graduate students in informal circles, in particular in the open group PhD-incubator

<https://www.facebook.com/groups/2735550373369832/>

Distance Learning

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

Inclusive education

Allowed

Work program of the discipline (syllabus):

Compiled by doctor of Psychological Sciences, professor, Head of the Department of Psychology and Pedagogy, Volianiuk Nataliia Yuriivna

Approved by the Department of Psychology and Pedagogy (protocol № ____ from _____)

Appendix 1

Approximate topics for abstracts

1. Morality as the basis of society.
2. Psychological factors of modernization.
3. Creative potential of society.
4. Psychological components of the innovative potential of the individual.
5. Psychology of innovation activity.
6. Psychological theories of justice.
7. Consequences of injustice and inequality.
8. Psychological approach to the study of terrorism.
9. Intragroup processes in terrorist organizations.
10. Role structure and secondary socialization in terrorist groups.
11. Personal determinants of trust and distrust.
12. Ways to build trust in business relationships.
13. Implicit notions of trust / distrust of other people.
14. Factors of trust / distrust.
15. The structure of trust / distrust of the individual to other people.
16. Trust as the main component of psychological distance.
17. Psychological features of aggressive behavior.
18. Manipulation and fraud.
19. Tactics of interpersonal influence.
20. Art as a socio-psychological phenomenon.
21. Psychology of rivalry.
22. Competition as a process: subjective and objective situations, reactions and consequences.
23. Communicative processes in sports.
24. Psychology of interpersonal cognition in sports.
25. Interpersonal conflicts in a sports team.
26. The structure of the psychological climate in the sports team.
27. Psychological support of sports activities.
28. Psychological stability of the athlete.
29. Sports career crises.
30. Professional burnout in sports.

The structure of the abstract

The style of presentation of the material should be scientific.

The material is distributed evenly in accordance with the plan of the abstract:

- introduction (the relevance and practical significance of the chosen topic of the abstract must be substantiated, the purpose and objectives of the work are defined);
- the main part (the topic of the abstract is revealed by covering the main issues. It is necessary to focus on the analysis of the questions in the literature with conclusions about their theoretical and practical significance;
- conclusions (it is necessary to formulate:
 - a) scientific-theoretical and practical results of the analysis of the abstract;
 - b) theoretical and practical recommendations arising from the analysis. They must be logically related to the content of the material presented);
- list of references (contains used sources and publications).

Requirements for writing an abstract

The volume of the abstract should be - 1 printed sheet (24 pages). The total volume of the work does not include appendices, glossary, list of sources used, tables and figures, which completely occupy the area of the page. But all pages of these elements are subject to continuous numbering. The text must contain references to the literature and other sources used in the preparation of the abstract.

The text of the abstract is presented in the state language on standard sheets of A-4 format (210 x 297).

The work is printed in Times New Roman font, 14 point; alignment - "Width"; line spacing "One and a half" (1.5 Lines); paragraph indent - five characters (1.25 cm); top and bottom margins - 2 cm, left - 3 cm, right - 1 cm. Paragraph indentation should be the same throughout the text and equal to five characters (1.25 cm).

Sections and subsections should contain headings that should be accurately reproduced in the table of contents. Section headings are usually placed in the middle of the line. Section names are capitalized without punctuation at the end, without underscores. Section headings should begin with a proper indent.

Page numbering must be continuous. The serial number of the page is marked with an Arabic numeral and placed in the upper right corner of the page without dots or dashes. The title page is included in the general page numbering of the written work, but the page number on the title page is usually not affixed. Sections should also be numbered in Arabic numerals.

When using literary sources in the text of a written work there may be two versions of references to them. The first is page links (footnotes): when a source is cited on a page, a bibliographic description of the literary source is given at the

bottom of the page below the main text and the page is indicated. The second - when in the case of a reference to a literary source in square brackets indicates its serial number in the bibliography and a specific page, a citation, exact numbers, data.

Illustrative material - drawings, graphics, diagrams, etc. should be placed immediately after the first reference to it in the text. If the graph, diagram, table is not placed on the page where there are links, they are submitted on the next page. Each illustrative material should be referenced in the text.

The maximum number of points for the abstract is 20 points.

Each abstract is evaluated based on an analysis of a set of the following criteria:

1. Relevance of the topic.
2. The plan and content of the abstract should systematically reveal the chosen topic.
3. Personal contribution is estimated from the presence of own analytical conclusions.
4. Used sources, ie the presence of a sufficient number of modern regulatory and scientific sources.

Rating system for assessing learning outcomes

The rating of graduate students in the discipline " Psychology of social phenomena" consists of points obtained for:

- 1) preparation of a report and presentation at a seminar, group discussion of seminar issues;
- 2) execution of the abstract (individual task);
- 3) examination test work.

System of rating (weight) points and evaluation criteria:

1. Work on seminars (maximum number of scores on 1 seminar is 10):

active participation in the lesson providing a complete and reasoned, logically presented report, answers, expressing one's own position on discussion issues or completely correct problem solving with appropriate justification, in combination with appropriate additions to the answers of other graduate students during the discussion	8-10
active participation in the lesson; providing correct answers or correct solution of problems with minor inaccuracies, violations of the logic of the answer or justification when solving the problem	5-7
providing answers with numerous significant errors or solving a problem with gross errors, solving a problem without justification	1-4

2. Determination of individual production (abstract) (the maximum number of items in the warehouse is 20):

the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the chosen topic, there are analytical conclusions of the graduate student, in preparing the abstract used a sufficient number of regulatory and scientific sources	16-20
the topic of the essay is relevant, the plan and content of the essay systematically disclose the selected topic, when preparing the essay, a sufficient number of regulatory and scientific sources were used, but there are no analytical conclusions of the graduate student	10-15
the topic of the abstract is relevant, but the plan and content of	5-9

the abstract do not sufficiently reveal the chosen topic, there are no analytical conclusions of the graduate student, a sufficient number of normative and scientific sources were used in the preparation of the abstract	
the topic of the abstract is relevant, but the plan and content of the abstract do not disclose the chosen topic, there are no analytical conclusions of the graduate student, in preparing the abstract used insufficient regulatory and scientific sources	1-4

3. Exam: the examination test is carried out in writing within 90 minutes. The maximum number of points for the examination test is 60. The examination ticket consists of two theoretical questions on the thematic sections of the course. The weight point for each question is 30.

a complete, clear, logical answer to the question, which indicates a deep understanding of the essence of the issue, familiarization of the graduate student not only with the material of the lectures, but also with the textbook and additional literature; statements by a graduate student of his own position on controversial problems, if any are violated in the question	25-30
to all the questions posed, but not completely complete or not clear enough, which indicates a correct understanding of the essence, familiarization with the graduate student of the issue of lectures and a textbook; inaccuracy in the answer	19-24
enough superficial answer to all questions; significant errors in the answer; lack of answer to one question with the correct, in general, the answer to others	10-18
the correct answer to only one question in the absence of answers to others or incorrect answers to them	5-9
incorrect answer to the questions posed, which indicates ignorance of the relevant educational material, but attempts to express their own understanding of the essence of the question posed; no answer	0-4

Rating scale (R):

The sum of weight points of control measures during the semester is:

$RC = 20 + 20 = 40$ points

The examination component of the scale is equal to 60% of R, namely:

$RE = 60$ points.

Thus, the rating scale of the discipline is:

$R = RC + RE = 100$ points.

A prerequisite for admission to the exam is a rating (Rc) of at least 50% of RC, ie 20 scores.

In order for a graduate student to receive the appropriate grades (ECTS and traditional), his rating (RD) is translated according to the table:

RD	ECTS	Traditional assessment
95-100	<i>“excellent”</i>	<i>“excellent”</i>
85-94	“very good”	“good”
75-84	“good”	
65-74	“satisfactory”	“satisfactory”
60-64	enough (meets minimum criteria)	
<i>RD</i> < 60	“unsatisfactory”	“unsatisfactory”

An indicative list of questions for the examination test

1. Describe the shortcomings of the theory of social identity G. Teshfel.
2. Analyze the forms of interaction identified by G. Teshfel.
3. Describe the phenomenon of intergroup discrimination.
4. Analyze the results of experimental studies of intergroup relations M. Sheriff.
5. Explain the meaning of "self-categorization" (J. Turner).
6. Describe the factors of social movement.
7. Describe the role differentiation in the crowd.
8. Analyze the structure of the crowd.
9. What types of rumors do you know and by what criteria are they distinguished?
10. Explain the preconditions for panic.
11. Analyze how the conflict situation differs from any other?
12. Describe the main types of conflict interaction.
13. Name and analyze the functions of conflicts.
14. Name the main tasks of preventive work to prevent and prevent conflicts.
15. Identify areas for conflict prediction.
16. Explain the meaning of the concept of aggression.
17. What methods and means of combating aggression are the most effective?
18. Describe the Z. Freud views of on aggression.
19. Discover the main provisions of the theory of K. Lorentz.
20. Name the main techniques for diagnosing aggression.
21. Describe the possibilities of psychological science in combating corruption.
22. Name the main psychological obstacles in the fight against corruption.
23. Describe the possibilities of limiting the impact of manipulation on the human psyche.
24. Explain the meaning of the phenomena of trust and distrust.
25. Describe the structure and functions of morality.
26. Describe the psychological patterns of innovation.
27. Explain the content of the V. Vroom's theory of expectations.
28. Explain the meaning of the theory of justice by J. Adams.
29. Explain the content of the theory of motivation (L. Porter - E. Lawler).
30. Explain the content of the theory of goal setting (E. Locke).
31. Describe the consequences of injustice and inequality.
32. Describe ways to reduce inequality and injustice.
33. Describe the socio-psychological aspects of terrorism.
34. Discover the features of art as a socio-psychological phenomenon.

35. Discover the features of sport as a socio-psychological phenomenon.
36. Describe the process of competition.