



Semantic Regulation of Activity

Work Program of the Discipline (Syllabus)

Details of the Discipline

Level of higher education	<i>Third (educational and scientific)</i>
Field of knowledge	<i>05 Social and behavioral sciences</i>
Specialty	<i>053 Psychology</i>
Educational and scientific program	<i>Psychology</i>
Status of discipline	<i>Selective</i>
Form of study	<i>full-time / remote</i>
Course and semester	<i>2nd year, spring (second) semester</i>
The scope of the discipline	<i>5 credits ECTS / 150 hours</i>
Semester control / control measures	<i>Exam</i>
Lessons schedule	
Language of study	<i>Ukrainian</i>
Information about course leader / teachers	<i>Lecturer and practical: Candidate of Psychological Sciences (PhD), Senior Lecturer of Department of Psychology and Pedagogy, Moskalenko Olga Volodymyrivna, olgets@ukr.net</i>

Course placement

Curriculum of the Discipline

1. Description of the Discipline, its Purpose, Subject of Study and Learning Outcomes

The subject of the discipline are meanings as psychological phenomena that act as motivating, directing and regulating factors of human activity, communication, higher levels of human behavior. Semantic regulation involves a high degree awareness, purposefulness and logical structure of regulated processes. The educational base of the discipline "Semantic regulation of activity" is knowledge, acquisition in the study of various courses aimed at revealing the general patterns and mechanisms of activity, as well as the formation of the experience of reflection on various phenomena, belonging to mental reality, the ability to receive, measure and scientifically sound explain empirical facts. Interdisciplinary links of the discipline: "Theoretical and methodological problems of psychology", "Psychology of scientific and technical creativity", "Psychology of social phenomena", "Social psychology of scientific activity", "Psychology of the environment", "Psychology of professional activity".

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

- ability to analyze the phenomena of the value-semantic sphere of personality, be aware of responsible choices in their life and creative, professional way;
- ability to actively act and interact in scientific and pedagogical research activities, to respond flexibly to changes in the situation, to sustain the basic meanings activities, to critically comprehend and be tolerant of scientific achievements different scientific schools and paradigms in psychology, adhere to the principle methodological pluralism;

- ability to be aware of, organize and control their own behavior with in order to ensure productive relations with participants in joint activities; use the techniques of self-regulation and self-control, the development of volitional personality qualities.

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

knowledge:

- the role and place of basic principles in the development of psychological science (ZN 3);
- dialogical forms of communication in joint activities (ZN 14); ;
- features of mental phenomena, patterns of development of mental properties personality, the basics of interaction and communication of the individual in a small group (ZN 9);
- principles of realization of intercultural interaction within the limits of conducting scientific discussion (ZN 11);
- modern trends, directions and patterns of domestic and world development psychological science in the context of globalization and internationalization (ZN 17);

skills:

- have the techniques of personal self-development and self-improvement, actualization of their own potential opportunities and further self-realization (UM 9);
- identify, systematize, solve, critically comprehend and predict significant psychological problems, factors and tendencies of functioning and development individuals, groups and organizations at different levels of psychological research (UM 6);
- be able to analyze complex socio-psychological phenomena, to connect general psychological problems with solving problems that arise in the professional activities (UM 13);
- identify problems and contradictions, analyze psychological phenomena and social processes reality (UM 14).

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

- identify, systematize, solve and predict relevant psychological problems, factors and tendencies of functioning and development of personality, groups and organizations at different levels of psychological research (FC 1);
- comprehensively analyze socio-psychological processes, model and predict results in the social sphere and human behavior (FC 6);
- conduct critical analysis, evaluation and synthesis of new and complex ideas and social psychological phenomena (LC 2);
- find, process and analyze the necessary information to solve problems and decision making (FC 9);
- ensure continuous self-development and self-improvement, responsibility for development of others (FC 11);

Postgraduate students will also gain practical experience through the procedure experimental research.

Communication with the teacher is possible and will be encouraged in the classroom, and also in consultation with the teacher, which are held according to the schedule available on the site Department of Psychology and Pedagogy. In addition, for more effective communication with the goal understanding the structure of the discipline and mastering the material used email olgets@ukr.net Telegram messenger.

2. Requisites and Post Requisites of the Discipline (Place in the Structural and Logical Scheme of Education According to the Relevant Educational Program)

To study the discipline of a graduate student, it is desirable to have the skills to use text computer editor, skills in working with electronic databases of scientific institutes and libraries. The discipline is studied after mastering the disciplines "Philosophical principles of science activities" and "Foreign language for scientific activities", "Scientific methodology research", "Theoretical and methodological problems of psychology", "Psychology of life environment", "Psychology of scientific and technical creativity", included in the cycle compulsory (normative) disciplines of the educational program.

3. The Content of the Discipline

Full-time

List of Topics	Number of hours			
	Hours in total	Allocation of time by the type of class		
		Lectures	Seminars (Practical training)	Independent work
1	2	3	4	5
Topic 1. Psychology, its place in the system of sciences and the problem of meaning	12	2	-	10
Topic 2. The problem of meaning in the context of history World psychological thought	12	2	-	10
Topic 3. Value-semantic sphere of personality: basic approaches	14	2	2	10
Topic 4. Activity approach to the value-semantic spheres. Personal meaning	12	2	-	10
Topic 5. Activity approach to the value-semantic spheres. Semantic structures	14	-	2	12
Topic 6. Aspects of meaning in the modern version activity approach	14	-	-	14
Topic 7. Dynamics and transformation of semantic systems and structures	14	-	2	12
Topic 8. Individual features of semantic regulation	14	-	-	14
Topic 9. Interpersonal forms of meaning	14	-	2	12
Exam	30	-	-	30
Total amount of hours	150	8	8	134

4. Educational Literature and Resources

For the successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with:

4.1 Basic Literature:

1. Leontev A.N. Deyatel'nost. Soznanie. Lichnost. – M.: Politizdat, 1975. – 303 s. [in Russian].
2. Leontev D.A. Psihologiya smysla: priroda, struktura i dinamika smyslovoy realnosti. – M.: Smyisl, 1999. – 487 s. [in Russian].
3. Osnovy psykholohii: Pidruchnyk / Za zahal. red. O.V. Kyrychuka, V.A. Romentsia. – K.: Lybid, 1995. – 632 s. [in Ukrainian].

4.2 Support Literature:

1. Asmolov A.G. Deyatel'nost i ustanovka // Asmolov A.G. Po tu storonu soznaniya: metodolo-gicheskie problemy neklassicheskoy psikhologii. – M.: «Smyisl», 2002. – S. 16- 166. [in Russian].
2. Bratus B.S. Anomalii lichnosti. – M.: Myisl, 1988. – 304 s. [in Russian].

3. Bratus B.S. K izucheniyu smyslovoy sferyi lichnosti // Vestnik Moskovskogo un-ta.. – Ser.14. – Psihologiya. – 1981. – # 2. – S.46-56. [in Russian].
4. Breusenko-Kuznetsov A.A. Opyit skazochnichestva. Dinamika tsennostno-smyslovoy sferyi lichnosti v usloviyah ekzistentsialnogo krizisa: Monografiya. – K.: KVITs, 2005. – 386 s. [in Russian].
5. DelYoz Zh. Logika smysla: Per. s fr. – M.: Akademiya, 1995. – 298 s. [in Russian].
6. Kazmirenko V.P. Sotsialnaya psihologiya organizatsiy: Monografiya. – K.: MZUUP, 1993. – 384 s. [in Russian].
7. Petrovskiy A.V. Lichnost. Deyatel'nost. Kollektiv. M.: Pedagogika, 1982. – 255 s. [in Russian].
8. Psykholohiia: Navch. Posib. / O.V.Vynoslavskaya, O.A.Breusenko-Kuznetsov, V.L.Zlyvkova ta in.; Za nauk. red. O.V.Vynoslavskoi. – 2-e vyd., pererob. ta dopovn. – K.: Firma "INKOS", 2009. – 390 s. [in Ukrainian].
9. Rubinshteyn M.M. O smysle zhizni. Trudyi po filosofii tsennosti, teorii obrazovaniya i universitetskoyu voprosu: [V 2 t.] / Pod red. N.S. Plotnikova i K.V. Faradzheva. – T. 1. – M.: Izdat. dom «Territoriya budushchego», 2008. – T. 1. – 574 s. [in Russian].
10. Rubinshteyn M.M. O smysle zhizni. Trudyi po filosofii tsennosti, teorii obrazovaniya i universitetskoyu voprosu / Pod red. N.S. Plotnikova i K.V. Faradzheva. Vst. st. K.V. Faradzheva. – T. 2. – M.: Izdat. dom «Territoriya budushchego», 2008. – 373 s. [in Russian].
11. Rubinshteyn S.L. Byitie i soznanie. Chelovek i mir. – SPb.: Piter, 2003. – 512 s. [in Russian].
12. Rubinshteyn S.L. Osnovyi obshchey psihologii. – SPb.: Piter Kom, 1998. – 688 s. [in Russian].
13. Rubinshteyn S.L. Printsip tvorcheskoy samodeyatelnosti // Voprosy filosofii. – # 4. – 1989. – S. 88-95.
14. Stolin V.V. Samosoznanie lichnosti. – M.: Izd. Mosk. un-ta, 1983. – 284 s. Trubetskoy E.N. Smyisl zhizni. – M.: Respublika, 1994. – 432 s. [in Russian].
15. Frank S.L. Smyisl zhizni // Smyisl zhizni: Antologiya. – M.; Izd. gr. «ProgressKultura», 1994. – S.489-583. [in Russian].
16. Frankl V. Chelovek v poiskah smysla: Per. s angl., nem. – M.: Progress, 1990. – 368 s. [in Russian].
17. Shpet G.G. Yavlenie i smysl. – Tomsk: Vodoley, 1996. – 192 s. [in Russian].

Educational Content

5. Methods of Mastering the Discipline (Educational Component)

Lectures

№	The title of the lecture topic and a list of key issues (tasks for independent work of students)
1	<p>Topic 1. Psychology, its place in the system of sciences and the problem of meaning</p> <p>Definition of psychology. The place of psychology in the system of sciences. Internal structure psychological science. Axial sciences and special. Object and subject of psychology. Features of mental reality, arguments of its existence. Historical forms of the subject psychology. Features of understanding the concept of meaning depending on the chosen subject of psychology. Metaphysical or empirical origins of meaning. Meaning and experience. Experience internal and external.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Justify the understanding of the concept of meaning. 2. Analyze the relationship between meaning and experience. 3. Metaphysical or empirical origins of meaning.
2	<p>Topic 2. The problem of meaning in the context of the history of the world psychological thoughts</p> <p>Basic approaches to historical and psychological research. Action concept. Act as a logical and historical-psychological center of psychology.</p>

	Tasks for Self-study: 1. To substantiate the special place of the problem of meaning in world psychology. 2. To reveal the features of positivist and metaphysical approaches to meaning in context of understanding the historical and psychological process. 3. Argue the emergence of canonical psychology as a conclusion from the historical psychological concept of V.A. Romenets.
3	Topic 3. Value-semantic sphere of personality: basic approaches Value-semantic sphere of personality as a hierarchy of value orientations. Value-semantic sphere of personality as a set of personal meanings. Experience existential action as an analogue of the value-semantic sphere of personality. Differences in the determination of value-semantic phenomena. Tasks for Self-study: 1. Analyze the main differences in the determination of value-semantic phenomena. 2. Describe the reasons for the value hierarchy of personality.
4	Topic 4. Activity approach to the value-semantic sphere. Personal meaning Methodological principles of the activity approach. Structure of activity for O.M. Leontyev. The dialectical-materialist nature of the activity approach in classic version. Personal meaning: general characteristics of the concept. Tasks for Self-study: 1. Compare ways of understanding the value-semantic sphere of personality in activity approach O.M. Leontyev and the subject-activity approach S.L. Rubinstein. 2. Explain the structure of activities for O.M. Leontyev. 3. Define the essence of personal meaning

Seminar (Practical Training)

The main tasks of the cycle of seminar (practical training) are the formation of postgraduate students:

- ability to apply psychological knowledge in the implementation of professional functions;
- ability to analyze the features of the value-semantic sphere of personality;
- experience in identifying problems and contradictions, analyzing psychological phenomena;
- ability to extrapolate psychological knowledge to a wide range of research processes of innovation activity.

No	The name of the subject and the list of key issues (list of didactics, references to literature and assignments on the SS)
1	Topic 3. Value-semantic sphere of personality: basic approaches Questions for discussion: 1. Value-semantic sphere of personality as a hierarchy of value orientations. 2. Value-semantic sphere of personality as a set of personal meanings. 3. The experience of existential action as an analogue of the value-semantic sphere personality. Tasks for Self-study: 1. Analyze the main differences in the determination of value-semantic phenomena. 2. Analyze the features of understanding the concept of meaning depending on selected subject of psychology.
2	Topic 5. Activity approach to the value-semantic sphere Questions for discussion:

	<ol style="list-style-type: none"> 1. Describe development concept personal sense in postleontian period. 2. Define semantic structures: semantic setting, motive, semantic disposition, semantic construct, personal values and needs. 3. Describe the meaning of life as an integral semantic orientation. 4. Dynamic semantic system as a principle of organization and the basic unit value-semantic sphere. <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Describe the ontological, phenomenological and activity plans understanding the meaning. 2. Define meaning as an integrative basis of personality. 3. Define meaning as a structural element of consciousness. 4. Describe the ontological aspect: meaning in the system of life relations. 5. Identify the ways and mechanisms of meaning generation.
3	<p>Topic 7. Dynamics and transformation of semantic systems and structures</p> <p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. Describe the intrapersonal dynamics of semantic processes: meaning formation, meaning awareness, meaning structure. 2. Phylogeny and ontogenesis of semantic regulation. 3. Identify the mechanisms of ontogenetic development of the semantic sphere. <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Analyze the study of meaning by the method of "Active Imagination" (ideographic path). 2. Describe the nomothetic and ideographic ways of research personal meanings.
4	<p>Topic 9. Interpersonal forms of meaning</p> <p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. Describe the collective aspects of semantic communication. 2. Identify group meaning-making contexts. 3. Analyze the concept of semantic coordination. <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Describe the essence of the transformation of meanings in joint activities. 2. Analyze aspects of semantic communication. 3. Analyze group meaning-making contexts. 4. Describe the directed translation of meanings.

6. Independent Works of Students

Postgraduate students independently study the following issues:

Topic 6. Aspects of meaning in the modern version of the activity approach

Ontological, phenomenological and activity plans for understanding meaning. Meaning how integrative basis of personality. Meaning as a structural element of consciousness. Meaning how structural element of activity. Ontological aspect: meaning in the system of life relations. Phenomenological - meaning in the structure of consciousness. Activity - meaning in the structure activities. Ways and mechanisms of meaning generation.

Topic 8. Individual features of semantic regulation

Differential psychology of semantic regulation. Individual features. The main ones constructs: teleological - causality, the general level of meaningfulness of life, the ratio of value and demand regulation, the structural organization of semantic systems, the degree of its awareness, the temporal localization of semantic landmarks.

Course Policy (Educational Component)

Working on the study material of the credit module "Semantic regulation of activity", postgraduate students perform an individual semester task through training abstract. The purpose of writing an abstract is to confirm the level of mastery of basic postgraduate students provisions on selected topics, demonstration of knowledge of relevant literature; skills analyze the material, make generalizations and independent conclusions.

Work on the abstract involves an in-depth study of the chosen psychological problems, 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 postgraduate student independently within two weeks from the beginning of the semester, based on the proposed list. In addition to the proposed, postgraduate students can choose the topic of the abstract, required agreeing it with the teacher. Approximate topics of abstracts and content requirements and clearance are contained in Annex 1.

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

Attendance and Task Performance

Attendance at lectures is not evaluated but is desirable because it is educational the material is presented in an accessible form and there is an opportunity to discuss issues of discussion and clarification of 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 the postgraduate student in seminars is mandatory. The rating is significant will be formed to the extent of the results of his work in seminars. Everyone missed seminar (regardless of the reasons for admission) reduces the final rating of the postgraduate student with discipline. In case of skipping a seminar, the topics must be studied as well all tasks are completed. Control of knowledge (understanding) by the postgraduate student of the missed subjects (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on the website Department of Psychology and Pedagogy. Postgraduate student who will perform the relevant tasks (answer the questions) will receive the appropriate points for the rating depending on the quality of answers (task performance).

The postgraduate student in the seminar can use the written notes prepared by hi questions of the topic of the lesson (or provided by the task), but to express a position by reading from the sheet paper is not worth it.

Forms of Work

Lectures and seminars. Topics of lectures are covered in the work program (syllabus) discipline. Questions from postgraduate students to the teacher are welcomed during the lecture. Allowed and welcomed dialogue between postgraduate students and the teacher at the lecture. Postgraduate students focus on their practical training attention to the analysis of the methodological validity of modern scientific research in the psychology field 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 to the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); again passing the relevant educational component of the educational

program; deductions from the institution education; deprivation of an academic scholarship; deprivation of benefits provided by the educational institution for payment for teaching.

Policies, standards, and procedures for academic integrity include the following regulatory documents of the Igor Sikorsky Kyiv Polytechnic Institute, published on the University website: Code of The Honor of the Igor Sikorsky Kyiv Polytechnic Institute <https://kpi.ua/files/honorcode.pdf>, System Regulations prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research of the Igor Sikorsky Kyiv Polytechnic Institute, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

Among the technological solutions in the fight against violations of academic integrity within the study of the course "Semantic regulation of activity", can be noted: verification prepared abstract on plagiarism. The test is performed in the Detection System matches/identity/similarity of the text from the company Unichek. In case of detection of academic plagiarism, the authors are responsible for the work of employees and applicants for the higher education of the University in accordance with current legislation, including those provided by the Law of Ukraine on Education.

Norms of Ethical Behavior

Norms of ethical behavior of 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 Igor Sikorsky Kyiv Polytechnic Institute https://data.kpi.ua/sites/default/files/files/2015_1-140a1.pdf.

7. Types of Control and Rating System for Assessing Learning Outcomes (Rating System)

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

Semester control: [exam](#).

Evaluation and Control Measures

The rating in the discipline consists of points obtained for:

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

The postgraduate student will receive the highest rating if he takes an active part in the conducted seminars, provides complete and reasoned answers, logically teaches them, expresses his own position on debatable issues. Proper preparation of a postgraduate student for a seminar will take an average of 1-1.5 hours. Detailed criteria for evaluating learning outcomes for postgraduate students are defined in the regulations on rating system in the discipline and are presented in Annex 2.

The postgraduate student can challenge the teacher's assessment by filing a complaint to the teacher no later than the next day after acquainting the postgraduate student with the teacher's grade. Complaints will be considered according to the procedures established by the university.

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

In the Regulations on current, calendar and semester control of learning outcomes in Igor Sikorsky Kyiv Polytechnic Institute 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 event semester control, on a substantiated application of the applicant (collective application of applicants), the dean of the faculty creates a commission to conduct the planned semester control event.

Procedures for preventing and resolving conflicts of interest are regulated by the Regulations about solution conflict situations in 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. Time of examination control work - 90 minutes. The control task contains 2 questions on thematic sections of the credit module. An indicative list of questions for 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>Evaluation</i>
100-95	Excellent
94-85	Very good
84-75	Good
74-65	Satisfactorily
64-60	Sufficient
R < 60	Insufficient
Admission conditions are not met	Not admitted

8. Additional Information on the Discipline (Educational Component)

Recommendations for Postgraduate Students

When studying the discipline "Semantic regulation of activity" postgraduate student has use, in first of all, the literature, which is defined in the main list and is in the funds of Scientific and Technical Library of Igor Sikorsky Kyiv Polytechnic Institute. An additional source of information should be lecture notes. Postgraduate students are also recommended to find the latest materials through Internet psychological research. For each topic there are links to the main list and additional literature, which does not exclude the possibility of graduate students independently on in consultation with the teacher to expand this list. Such work on selection of relevant scientific sources can be especially useful in preparing a graduate student for the exam.

The main purpose of the lectures is to motivate and organize the work of graduate students with training content in the intercessional period. Lectures are conducted using multimedia presentations. Conducting seminars is practice-oriented the main ones. The objectives of the seminars are to develop graduate students' ability to work with research on educational literature on psychology, prepare reports, formulate and defend own position, to take an active part in the thematic discussion. In the absence of individual tasks for the organization of independent work postgraduate students with scientific and educational literature postgraduate students are offered: notes individual topics that are submitted for self-study of writing abstracts and creating presentations.

Extracurricular Activities

Possible participation of postgraduate students in informal circles, in particular in the open group PhD-incubator <https://www.facebook.com/groups/2735550373369832/>

Distance Learning

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

Inclusive Education

Allowed

The Work Program of the Discipline (Syllabus):

Compiled

by the Candidate of Psychological Sciences (PhD), Associate Professor of Department of Psychology and Pedagogy, Breusenko-Kuznetsov Oleksandr Anatoliiovych

by the Candidate of Psychological Sciences (PhD), Senior Lecturer of Department of Psychology and Pedagogy, Moskalenko Olga Volodymyrivna

Approved by the Department of Psychology and Pedagogy (Protocol № ____ of ____)

Approved by Methodical Commission of Faculty (Protocol № ____ of ____)

Approximate Topics for Abstracts

1. The semantic aspect of mental reality.
2. Development of the concept of personal meaning in the postleontian period. Semantic structures.
3. Semantic setting, motive, semantic disposition, semantic construct, personal values and needs.
4. The meaning of life as an integral semantic orientation.
5. Dynamic semantic system as a principle of organization and the basic unit of value-semantic sphere.
6. Meaning and experience. Experience internal and external.
7. Act as a logical and historical-psychological center of psychology.
8. Logical structure of the action: situation, motivation, action, aftereffect. Meaning as a phenomenon after effects.
9. Historical and psychological structure of the act.
10. Differential psychology of semantic regulation.
11. Ontological, phenomenological and activity plans for understanding meaning.
12. Meaning as an integrative basis of personality.
13. Meaning as a structural element of consciousness.
14. Meaning as a structural element of activity.
15. System-structural approach to personality in Soviet psychology. Personality as system quality.
16. Individual, personality, individuality, subject.
17. Top and expanding approach to personality. Personality as a social individual, or social in the individual.
18. Stratometric concept in social psychology.
19. Violation of semantic regulation in deviant personality development.
20. Collective mentality and general meanings. Aspects of semantic communication.
21. Group meaning-making contexts. Meaning and significance.
22. Semantic coordination. Transformation of meanings in joint activities.
23. Problems of organizational mediation of motivation of behavior and activity.
24. Organizational activity as a motivating factor in the realization of the meaning of life.
25. Subject-activity approach, its humanistic orientation.
26. The concept of the subject. The subject of activity and the subject of life.
27. Subjective mediation of activity, consciousness and contemplation.
28. The theory of personality in a subjective approach. Activity as an amateur.
29. The principle of creative amateurism. The relationship between man and the world.
30. The problem of meaning in metaphysical psychology.
31. Phenomenon and meaning according to G. Shpet. Meaning as entelechy.
32. Meaning of generation by J. Deleuze. Theory of meaning as a series of paradoxes.
33. The experience of existential action as an analogue of the value-semantic sphere of personality.
34. Level model of the value-semantic sphere of personality.
35. Genesis of value phenomena.

The structure of the abstract

The style of presentation of the material should be a scientific and business.

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

- introduction (the relevance and practical significance of the chosen topic must be substantiated abstract, defined purpose and objectives of the work);
- 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 regarding their theoretical and practical significance;
- conclusions (it is necessary to formulate:

- a) scientific-theoretical and practical results of the analysis on the issue abstract;
- b) theoretical and practical recommendations arising from the analysis. They should be logically related to the content of the presented material);
- 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 the format A-4 (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 margin - 2 cm, left - 3 cm, right - 1 cm. Paragraph indentation should be the same throughout the text and equal to five signs (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 titles are capitalized letters without punctuation marks at the end, without underscores. Section headings should start with proper indentation.

Page numbering must be continuous. The serial number of the page is indicated in Arabic number and put in the upper right corner of the page without dots or dashes. Title the sheet 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 can be two options links to them. The first is page links (footnotes): when a page cites a source, then at the bottom of this page under the main text is a bibliographic description of the literary source and the page is specified. The second - when in the case of a reference to a literary source in square brackets indicate its serial number in the bibliography and a specific page, quote, exact figures, data.

Illustrative material - drawings, graphics, diagrams, etc. should be posted directly after the first reference to it in the text. If the graph, diagram, table does not fit on the page, where there are links, they are provided on the next page. Each illustrative material should be linked 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 in the discipline "Psychology of scientific and technical creativity" consists of points obtained for:

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

System of rating (weight) points and evaluation criteria:

1. Work on seminars at a seminar maximum number of points is 20 points (weight point at 1 seminar is 5):

active participation in the lesson; providing a complete and reasoned, logical the presented report, the answer, statement of own position on debatable questions or completely correct solution of problems with the corresponding substantiation, in combined with appropriate additions to the answers of other postgraduate in the discussion	5
active participation in the lesson; giving the right answers or the right ones solving problems with minor inaccuracies, violations of the logic of teaching answers or justification in solving the problem	3-4
providing answers with numerous significant errors or solving the problem with gross errors, solving the problem without justification	1-2

2. Execution of an individual task (abstract) (maximum number of points is 20)

the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the selected topic, there are analytical conclusions of the postgraduate, in the preparation of the abstract used sufficient number of normative and scientific sources	12-20
the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the selected topic, a sufficient number of normative and scientific ones were used in the preparation of the abstract sources but there are no analytical conclusions of the postgraduate	10-15
the topic of the abstract is relevant, but the plan and content of the abstract are not sufficiently disclosed selected topic, there are no analytical conclusions of the postgraduate in the preparation of the abstract a sufficient number of normative and scientific sources were used	5-9
the topic of the abstract is relevant, but the plan and content of the abstract do not disclose the selected topic, there are no analytical conclusions of the postgraduate, used in the preparation of the abstract insufficient number of normative and scientific sources	1-4

3. Exam: examination test is conducted in writing for 90 minutes.

Examination test maximum number of points is 60. Examination the ticket consists of two theoretical questions on thematic sections of the course. A significant score for everyone question is 30.

a complete, clear, logical answer to the question that testifies about a deep understanding of the essence of the issue, acquaintance of the postgraduate not only with the material lectures, but also with a textbook and additional literature; statements by the postgraduate student own position on the issues of discussion, if such are raised in the issue	25-30
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the answer to all the questions, but not quite complete or not clear enough that indicates a correct understanding of the essence of the issue, acquaintance of the postgraduate with material of lectures and textbook; certain inaccuracies in the answer	19-24
enough superficial answer to all questions; significant errors in answers; lack of answer to one question with the correct, in general, answer to others	10-18
correct answer to only one question in the absence of answers to others or with incorrect answers to them	5-9
incorrect answer to the questions, which indicates ignorance relevant learning material, but an attempt to express one's own understanding the essence of the question; no answer	0-4

Rating scale (R):

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

$$RS = 20 + 20 = 40 \text{ points}$$

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

$$RE = 60 \text{ points.}$$

Thus, the rating scale of the discipline is:

$$R = RC + RE = 100 \text{ points.}$$

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

To receive the postgraduate appropriate grades (ECTS and traditional) his rating (RD) is translated according to the table:

RD	ECTS assessment	The assessment is traditional
95 – 100	Perfectly	Perfectly
85 – 94	Very good	Good
75 – 84	Good	
65 – 74	Satisfactorily	Satisfactorily
60 – 64	Enough (meets minimum criteria)	
RD < 60	Unsatisfactorily	Unsatisfactorily

An Indicative List of Questions for the Examination Control Work

1. To reveal the semantic aspect of mental reality.
2. To reveal the connections between the concepts of meaning and experience.
3. Compare the experience of internal and external.
4. Describe the act as a logical and historical-psychological center of psychology.
5. Describe the logical structure of the action: situation, motivation, action, aftereffect.
6. To reveal the understanding of meaning as a phenomenon of aftereffect in the action approach.
7. To reveal the historical and psychological structure of the act.
8. Describe the differential psychology of semantic regulation as a scientific field.
9. To reveal the ontological, phenomenological and activity plans of understanding the meaning.
10. Describe the development of the concept of personal meaning in the post-Leontief period.
11. Describe the concept of "semantic structures".
12. Describe the semantic setting, motive, semantic disposition.
13. Describe the semantic construct, personal values and needs.
14. To reveal the understanding of the meaning of life as an integral semantic orientation.
15. Justify the application of the principle of dynamic semantic system as a principle organization and the basic unit of value-semantic sphere.
16. Describe the meaning as an integrative basis of personality.
17. Describe meaning as a structural element of consciousness.
18. Describe the meaning as a structural element of activity.
19. Describe the system-structural approach to personality in the Soviet psychology.
20. Analyze the understanding of personality as a systemic quality.
21. Compare the concepts of individual, personality, individuality, subject.
22. Compare the top and extension approach to personality.
23. Compare approaches to personality: personality as a social individual, or social y individual.
24. To reveal the essence of the stratometric concept in social psychology.
25. Describe the violation of semantic regulation in deviant development personality.
26. To reveal the meaning of the concepts "collective mentality" and "general meanings".
27. To reveal aspects of semantic communication.
28. Describe group meaning-making contexts.
29. Compare concepts: meaning and significance.
30. To reveal the essence of semantic coordination.
31. Describe the transformation of meanings in joint activities.
32. To reveal the problems of organizational mediation of motivation of behavior and activities.
33. Describe organizational activity as a motivating factor in realization of the meaning of life.
34. Describe the subject-activity approach, its humanistic orientation.
35. Describe the concept of the subject of activity and the subject of life.
36. Justify the subjective mediation of activity, consciousness and contemplation.
37. To reveal the basic ideas of the theory of personality in the subjective approach.
38. Justify the view of activity as an amateur.
39. Describe the genesis of value phenomena.
40. Describe the principle of creative amateurism.
41. Describe the problem of meaning in metaphysical psychology
42. To reveal the relationship between the meaning of life and world nonsense according to E.M. Trubetsky.
43. To reveal the phase ideas of the work "Phenomenon and meaning" by G. Shpet.

44. Describe the essence of meaning generation by J. Deleuze.
45. Describe the experience of existential action as an analogue of value-semantic sphere of personality.
46. To reveal the essence of the level model of the value-semantic sphere of personality.