



## Theoretical and methodological problems of psychology

### Credit module work program (Syllabus)

#### 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>1st year, 2nd year second (spring 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 of the Department of Psychology and Pedagogy, Lozhkin George Vladimirovich</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 "Theoretical and methodological problems of psychology" are theoretical and methodological problems of scientific knowledge and practice in psychology: historical background and logic of psychological science, basic attributes of theoretical and methodological analysis, explanatory principles, basic methodological approaches in psychology, crises and their ways overcoming.

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

- the ability to rethink existing theoretical and methodological problems and create new ones

holistic psychological knowledge;

- the ability to pose and solve significant theoretical and methodological problems of psychology,

find, process and analyze the necessary information to solve current theoretical and methodological problems of psychology;

- the ability to provide self-development and self-improvement through scientific reflection current theoretical and methodological problems of psychology.

The course focuses on studying the basic attributes of theoretical and methodological analysis in psychology, problems of the categorical apparatus of psychology, principles of psychology, basic methodological approaches in psychology, clarifying the role and place of methodological parallelism in psychology, historical background and logic of psychological science. Separately there is a deepening of the problem: the crisis in psychology and ways to overcome it, methodological "turns" in modern psychology, the logical conclusion of the study is the analysis of interdisciplinary research in modern psychology.

According to the requirements of the educational and scientific program, postgraduate students after mastering the discipline must demonstrate the following learning outcomes:

### **knowledge:**

- the main stages of development and paradigm shifts in the evolution of psychology (ZN 1);

- the history of methodological research in psychology (ZN 16);

- the role and place of basic principles in the development of psychological science (ZN 3);

- the basic methodological approaches in psychology (ZN 10);

- general scientific (philosophical) concepts and theories of science development (ZN 4);

- modern psychological systems and integrative concepts (ZN 8);

- the contribution of the founders of world and domestic psychological schools in the disclosure of the subject and design

research methods (ZN 5);

- principles of interdisciplinary methodological synthesis and attempts to implement it (ZN 11);
- modern trends, directions and patterns of development of domestic and world psychological science in the context of globalization and internationalization (ZN 17);

**skills:**

- be guided in the logical construction of psychological knowledge (UM 14);
- to single out theoretical, methodological and historical-psychological components of the phenomena of psychological knowledge (UM 6);
- to synthesize information about certain research subjects by constructing theoretical models (UM 4);
- to apply a holistic approach to the study of mental phenomena (UM 7);
- critically comprehend and be tolerant of the scientific achievements of various scientific schools (UM 3);
- to structure theoretical and methodological knowledge, to have skills of its modeling (UM 5);
- to evaluate the heuristic value and methodological validity of modern scientific research in psychological field (UM 1);
- to compare the main methodological approaches in psychology (UM 10);
- to identify problems and contradictions, analyze psychological phenomena (UM 13);
- to extrapolate psychological knowledge to a wide range of research and innovation processes (UM 18);

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

- conduct critical analysis, evaluation and synthesis of new and complex ideas and socio-psychological phenomena (ZK 1);
- participate in the work of domestic and international research teams (LC 7);
- identify, systematize, solve and predict current psychological problems, factors and trends in the functioning and development of individuals, groups and organizations at different levels of psychological research (FC 1);
- critically evaluate the results of research work, determine the prospects for further scientific research in compliance with proper academic and professional integrity (FC 2);
- rethink and apply the methods of other fields of knowledge to implement the tasks of interdisciplinary psychological research (FC 8);
- independently perform research activities in the field of knowledge "Social and Behavioral Sciences" using modern theories, methods and information and communication technologies (FC 15);
- to adapt and generalize the results of modern psychological research to solve scientific and practical problems (FC 16).

Postgraduate students will also gain practical experience by conducting an experimental research procedure.

Communication with the lecturer is possible and will be encouraged in the classroom, as well as in consultation 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 lozhkin.heorhii@lil.kpi.ua, Telegram messenger.

## **2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of education according to the relevant educational program)**

To study the discipline of graduate student, it is desirable to have the skills to use a text editor on a computer, skills to work with electronic databases of research institutes and libraries.

The discipline is studied after mastering the disciplines "Philosophical principles of scientific activity" and "Foreign language for scientific activity", which are included in the cycle of obligatory (normative) disciplines of program.

The study of the discipline will allow to master the discipline "Methodology of Scientific Research", which belongs to the disciplines for the acquisition of universal competencies of the researcher.

## **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
<b>Section 1. Methodological and theoretical foundations of psychology</b>				
Topic 1.1. Basic attributes of theoretical and methodological analysis in psychology	<b>2</b>	<b>2</b>	-	-
Topic 1.2. The problem of the categorical apparatus of psychology	<b>10</b>	-	-	<b>10</b>
Topic 1.3. Explanatory principles of psychology	<b>10</b>	-	-	<b>10</b>
Topic 1.4. Basic methodological approaches in psychology	<b>10</b>	-	-	<b>10</b>
Topic 1.5. Methodological parallelism in psychology	<b>10</b>	-	-	<b>10</b>
Together with section 1	<b>42</b>	<b>2</b>	-	<b>40</b>

<b>Section 2. Theoretical and methodological problems of psychology in modern scientific reflection</b>				
Topic 2.1. Historical preconditions and logic of development of psychological science	<b>6</b>	-	-	<b>6</b>
Topic 2.2. The concept of scientific paradigms in psychology	<b>6</b>	-	<b>2</b>	<b>4</b>
Topic 2.3. The problem of crisis in psychology and ways to overcome it	<b>6</b>	-	<b>2</b>	<b>4</b>
Topic 2.4. Types of scientific rationality in psychology	<b>6</b>	-	-	<b>6</b>
Topic 2.5. Post-classical rationality in modern psychological science	<b>6</b>	-	-	<b>6</b>
Topic 2.6. Methodological "turns" in modern psychology	<b>10</b>	-	-	<b>10</b>
Topic 2.7. Interdisciplinary research in modern psychology	<b>8</b>	<b>2</b>	-	<b>6</b>
<b>Together under section 2</b>	<b>48</b>	<b>2</b>	<b>4</b>	<b>42</b>
<b>Hours in general</b>	<b>90</b>	<b>4</b>	<b>4</b>	<b>82</b>

#### 4. Training materials and resources

For 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. Volianiuk N. Psychology of scientific activity: [Monograph] / N. Volianiuk, G. Lozhkin, A.B. Kolosov, B. Andriytssev. Kyiv: KPI named after Igor Sikorsky; DZK Center, 2020. 352 p.
2. Historiographical and methodological coordinates of theories of social psychology: [monograph] [Electronic resource] / M. Slyusarevsky, V. Zhovtyanska, M. Skoryk, N. Khazratova and others. ; for science. ed. M. Slyusarevsky; National Academy of Pedagogical Sciences of Ukraine, Institute of Social and Political Psychology. - Kirovograd: Imex-LTD, 2013. - 360 p. - Access mode: [http://ispp.org.ua/bibl\\_1.htm](http://ispp.org.ua/bibl_1.htm)
3. Maksymenko S. Theoretical and methodological problems of personality psychology [Electronic resource] // Collection of scientific works of KPNU named after Ivan Ogienko, Institute of Psychology. G. Kostyuk, Academy of Pedagogical

- Sciences of Ukraine, 2010. - Issue 7 - P. 3–18. - Access mode:  
[http://www.nbuv.gov.ua/old\\_jrn/soc\\_gum/Pspl/2010\\_7/3-18.pdf](http://www.nbuv.gov.ua/old_jrn/soc_gum/Pspl/2010_7/3-18.pdf) 30
4. Methodological and theoretical problems of psychology: a textbook / M. Korolchuk, Yu. Trofimov, V. Osyodlo and others. - K.: Ніка-Центр, 2008. - 336 с.
5. Problems of psychological hermeneutics [Electronic resource] / ed. N. Chepeleva. - K.: Изд-во Нац. пед. ун-та ім. НР Драгоманова, 2009. - 382 p. - Access mode :  
[http://lib.iitta.gov.ua/10227/1/Problemy\\_psi\\_germenevt2009\\_OCR.pdf](http://lib.iitta.gov.ua/10227/1/Problemy_psi_germenevt2009_OCR.pdf)
6. Tytarenko T. Psychological practices of constructing life in the conditions of postmodern sociality: monograph [Electronic resource] / T. Tytarenko, O. Kochubeynyk, K. Cheremnykh; National Academy of Pedagogical Sciences of Ukraine, Institute of Social and Political Psychology. - K.: Мілениум, 2014. - 206 p. - Access mode: <http://ispp.org.ua/files/1423061573.pdf>

#### 4.2 Supporting literature:

1. Asmolov A. On the other side of consciousness. Methodological problems of nonclassical psychology [Electronic resource] / AG Asmolov. - M.: СМЫСЛ, 2002. - 480 p. - Access mode :  
<http://detectivebooks.ru/book/26089960/>
2. Kochubeynyk O. Postmodern: authenticity of personality and transformation of the discourse of sociality / O. Kochubeynyk // Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Philosophy. Psychology. Pedagogy: Coll. Science. wash. - K.: ІВЦ «Політехніка», 2010. - № 1 (28). - P. 113–118.
3. Leontiev D. Non-classical vector in modern psychology [Electronic resource] / D. Leontiev // Post-classical psychology. - 2005. - № 1 (2). - P. 31–51. - Access mode: [http://narrativepsy.narod.ru/num1-2005\\_51.html](http://narrativepsy.narod.ru/num1-2005_51.html)
4. Lomov B. Methodological and theoretical problems of psychologists [Electronic resource] / B. Lomov. - M.: Наука, 1984. - 226 p. - Access mode :  
<http://ru.bookzz.org/book/1285727/c0670c>
5. Osipova N. Structural-semiotic approach as an aspect of the methodology of humanitarian knowledge / N. Osipova [Electronic resource] // Kulturologicheskii zhurnal. - 2011. - № 3 (5). - Access mode:  
[http://www.crjournal.ru/rus/journals/79.html&j\\_id=7](http://www.crjournal.ru/rus/journals/79.html&j_id=7)
6. Rybalka V. Methodological issues of scientific psychology (Experience of personally centered systematization of the categorical-comparative apparatus): educational and methodical manual / V. Rybalka. - K.: Ніка-Центр, 2003. - 204 p.
7. Smulson M. Category of development in modern psychology [Electronic resource] / M. Smulson // Technologies of intelligence development. - 2013. - № 4. - Access mode: [http://nbuv.gov.ua/jpdf/tri\\_2013\\_4\\_3.pdf](http://nbuv.gov.ua/jpdf/tri_2013_4_3.pdf)
8. Tkachenko O. Principles and categories of psychology [Electronic resource] / O. Tkachenko. - K.: Вища шк., 1979. - 200 p. - Access mode:  
<http://ignorik.ru/docs/index-694533.htm>

## 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)
1	<p><b>Topic 1.1. Basic attributes of theoretical and methodological analysis in psychology.</b></p> <p>The essence of scientific knowledge. Cognition and practice. Subject and object of cognition. Levels of knowledge: empirical and theoretical. Theory as a component of scientific knowledge. Definition of the theory of science. Characteristics of the theory: systematic theory; theory as a generalization of facts; functions of theory (explanatory, prediction, practical, synthetic, methodological). Elements of theory: scientific idea (concept), principle, concept, category, judgment, conclusion. Definition of science methodology. Levels of methodology: philosophical, general scientific, concrete-scientific, methodical-technological. Functions of science methodology (VV Rybalka). Levels of professional methodology - philosophical and epistemological, level of general scientific methodology, specific scientific, level of method and research methods; methodological guidelines in modern psychology - rigorism, liberalism, pluralism, monism, ambivalence, etc.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Define the essence of scientific knowledge.</li> <li>2. To reveal the meaning of the concepts "cognition" and "practice".</li> <li>3. Describe the subject and object of knowledge.</li> <li>4. Identify levels of knowledge: empirical and theoretical.</li> <li>5. Define theory as a component of scientific knowledge.</li> <li>6. Provide a definition of the theory of science.</li> <li>7. Describe the theory as a generalization of facts.</li> <li>8. Define the functions of the theory</li> <li>9. Identify elements of the theory.</li> <li>10. Identify and describe the levels of methodology: philosophical, general scientific, concrete-scientific, methodical-technological.</li> <li>11. To reveal the functions of the methodology of science (VV Rybalka).</li> <li>12. Analyze the levels of professional methodology.</li> </ol>



2	<p><b>Topic 2.7. Interdisciplinary research in modern psychology</b></p> <p>The essence of the concepts: interdisciplinarity, multidisciplinary, cross-discipline, transdisciplinarity. Interdisciplinary discourse as one of the features of modern post-classical science. Synergetics as interdisciplinary scientific direction. Semiotics. Psychological hermeneutics. Social constructivism. The concept of constructing reality in modern psychological discourse. The problem of authenticity of the individual in a socially constructed world. Discursive psychology. Narrative psychology. Project paradigm in psychology. Problems of self-design of personality. Fractal approach in psychological science. Cultural psychology. Cross-cultural research in psychology.</p> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the essence of concepts: interdisciplinarity, multidisciplinary, crossdisciplinarity, transdisciplinarity.</li> <li>2. To characterize synergetics as an interdisciplinary scientific direction.</li> <li>3. To reveal the concept of constructing reality in modern psychological discourse.</li> <li>4. Describe narrative psychology as a direction of modern psychology.</li> <li>5. To reveal the essence and content of self-design of personality.</li> <li>6. Describe the fractal approach in psychological science.</li> <li>7. Give examples of cross-cultural research in psychology.</li> </ol>
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### Seminar (practical) classes

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

- a clear understanding of the methodological paradigms of different fields of knowledge;
- understanding of scientific paradigms, their role and place in the development of psychological science;
- basic knowledge of the principles of systemic knowledge of the essential properties of mental phenomena, the establishment their patterns, cause-and-effect relationships and interactions, as well as the crisis in psychology and ways to overcome it;
- the ability to compare the main methodological approaches in psychology;
- the ability to identify problems and contradictions, to analyze psychological phenomena;
- the ability to extrapolate psychological knowledge to a wide range of processes of research and innovation activities.



№	Title of the topic of the lesson and a list of basic questions (a list of didactic support, questions for current control and a task for independent work)
1	<p><b>Topic 2.2. The concept of scientific paradigms in psychology</b></p> <ol style="list-style-type: none"> <li>1. The concept of scientific paradigm.</li> <li>2. Typology of paradigms and models of world order that correspond to them.</li> <li>3. Natural science and socio-cultural paradigms.</li> <li>4. Natural science and humanities paradigms.</li> <li>5. The trend of advancing scientific psychology from natural science orientation to the humanities.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Define the concept of scientific paradigm.</li> <li>2. Give the typology of paradigms and models of world order that correspond to them.</li> <li>3. Describe the natural science and socio-cultural paradigms (V. I. Drummers).</li> <li>4. Define the positivist and humanistic paradigms (A. Yurkevich).</li> <li>5. Analyze the content and essence of natural science and hermeneutic paradigms (L. Garai, M. Kechke).</li> <li>6. Describe the scientific and humanitarian paradigms (O. Efremov).</li> <li>7. Analyze the trend of scientific psychology from natural science orientation to the humanities.</li> </ol>
2	<p><b>Topic 2.3. The problem of crisis in psychology and ways to overcome it</b></p> <ol style="list-style-type: none"> <li>1. The concept of crisis in the development of psychology as a science and its main features.</li> <li>2. Cultural-historical and intra-scientific (ideological-conceptual) determinants of psychology development.</li> <li>3. Cultural psychology, axiological psychology and anthropological psychology as responses to crisis management in the methodology of psychological science.</li> <li>4. Rational humanistic and organic psychology as responses to the solution of the crisis situation in the methodology of psychological science.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Define the concept of crisis in the development of psychology as a science and its main features.</li> <li>2. To analyze the cultural-historical and intra-scientific (ideological-conceptual) determinants of the development of psychology.</li> <li>3. Describe the basic principles of cultural psychology.</li> </ol>

	4. Identify the basic ideas of axiological psychology. 5. Analyze the concept of anthropological psychology. 6. Describe the basic principles of rational humanistic psychology. 7. Identify the basic ideas of organic psychology as a response to crisis management in the methodology of psychological science.
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## **6. Independent work of graduate students**

Postgraduate students independently study the following issues:

### **Topic 1.2. The problem of the categorical apparatus of psychology**

The principle of openness of the categorical apparatus. Categorical system of modern psychology: by BF Lomov - reflection, activity, communication, personality; for M.G. Yaroshevsky - action, image, motivation, psychosocial attitude, personality; for V.A. Roments, - situation, motivation, action, aftereffect; action canon of historical development of psychological science; systems of psychology according to N. Smith - as the embodiment of the leading locus of causality; the only theory of mental processes L. Wecker - exteroceptive (cognitive), interoceptive (emotional), proprioceptive (regulatory-volitional) processes and end-to-end processes (memory, imagination, attention); integral characteristics of the psyche - speech and consciousness; interpretation of forms of mental life, according to O. Starovoitenko (classes of intellectual, motivating, sensual, mnemonic, expressive, conscious, unconscious mental forms).

### **Topic 1.3. Explanatory principles of psychology**

Definition and classification of principles of psychology: general philosophical principles; general psychological principles; specific scientific (industry) principles. General philosophical principles: the principle of historicism, the principle of systematics, the principle of dialectical contradiction, the principle of unity of quality and quantity, the principle of dialectical negation, the principle of development. Classification of general psychological principles. The essence of the basic principles of psychology. The system of basic principles of psychology according to OM Tkachenko: the principle of determinism, the principle of reflection, the principle of unity of psyche and activity, the principle of development, the principle of systematics. Specific scientific principles: principles of social psychology, principles of engineering psychology, principles of pedagogical psychology, principles of practical psychology, etc.

### **Topic 1.4. Basic methodological approaches in psychology**

Defining a methodological approach in psychology. Correlation of principle and approach in psychology. Basic methodological approaches in psychology.

Personal approach in psychology. Components of the personal approach as a methodological tool. The main trends in the representation of the personal approach: personality-centered and personality-centered. Individual approach as a component of personal approach. Age approach as a component of the personal approach. Activity approach in psychology: the essence and use of: 1) understanding the essence of the mental, its origin, purpose, possibilities of manifestation; 2) formation, development, correction of mental. The essence of a systems approach in psychology. Levels of study of mental phenomena in terms of a systemic approach (study of man in the system of social relations; study of personality structure, activity, communication; study of mental processes, mental states; study of the physiological basis of mental activity).

### **Topic 1.5. Methodological parallelism in psychology**

Objective and subjective methods. Nomothetic and idiographic approaches. Natural science and humanities paradigms. Explanatory and descriptive psychology. Q and R - methodologies. Hypothetical-deductive and empirical-inductive methods. Methodological triangulation. Holistic approach.

### **Topic 2.1. Historical preconditions and logic of development of psychological science.**

Psychology of the ancient world. Psychophysical dualism. Experimental psychology and classical schools (associative psychology, structuralism and gestaltism, functional psychology, behaviorism, psychological energy, psychology of activity) in the struggle for a holistic study of the psyche. Ways to bridge the gap between academic (theoretical) and empirical (practical) psychology: cultural-historical, psychotechnical and modeling, including system-thinking-activity approaches.

### **Topic 2.4. Types of scientific rationality in psychology**

The concept of "normal science" and the scientific revolution according to T. Kuhn. Scientific postulates of scientific knowledge according to G. Folmer. Classical, non-classical and post-non-classical stages of psychology development: time limits and general characteristics. Disciplinary ontology of classical psychology (according to O. Asmolov). Disciplinary ontology of nonclassical psychology (according to D. Leontiev). Post-classical rationality in psychology (according to M. Guseltseva). Methodological features post-classical rationality in psychology: paradigmatic tolerance, overreflexivity and social construction. The triad of psychological rationalities in psychology (V. Tatenko). Periodization of psychological science according to the criterion of the relationship between the object and the subject of scientific knowledge. Development of the principle of

subjectivity in psychology: from the psychology of the subject to the psychology of human existence.

### **Topic 2.5. Post-classical rationality in modern psychological science.**

Historiogenesis and methodological principles of post-classical psychological science. Conceptual approaches as prerequisites for post-classical psychology: the theory of the nonstationary universe, synergetic theory, the theory of the unity of bio- and noosphere. Signs of post-classical science according to I. Prigogine: integrity, complexity, temporality. Subject knowledge (categories), post-classical methodology (methods of organization), values of the subject of cognition (worldview orientations). Social constructivism. The concept of constructing reality in modern psychological discourse. Methodological principles of post-classical psychology. The principle of polydetermination (social determination and self-determination). Anticipation as a principle of mental organization. The principle of the system structure of the subject of study (level, hierarchical organization of mental, taking into account other levels: physiological, logical, social; systematic consideration of natural and social and personal factors). The principle of development (unity of onto-, socio- and actogenesis). The principle of activity mediation (intermediaries, mediators). The psyche as a subjective reflection of the objective world. The principle of personal approach (in interiorization-exteriorization, composition-decomposition of experience).

### **Topic 2.6. Methodological "turns" in modern psychology**

The concept of "turn" in modern humanities research. Methodological "turns" in the second half of XX - early XXI century. Anthropological, ontological, hermeneutic, linguistic, iconic, pragmatic, theological, performative, medial, narrative, spatial and other turns and their influence on the development of psychological science.

## **Policy and control**

### **7. Policy of academic discipline (educational component)**

Working on the study material of the credit module "Theoretical and methodological problems of psychology", 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 absence) lowers 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 lecturer according to the schedule of consultations available on the website of the Department of Psychology and Pedagogy. 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 teacher 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 historical background and logic of psychological science, the basic attributes of theoretical and methodological analysis, explanatory principles, basic methodological approaches in psychology, crises and ways to overcome them.

## **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.

Policies, 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://osvita.kpi.ua/sites/default/files/downloads/Pologen\\_pro\\_plagiat.pdf](https://osvita.kpi.ua/sites/default/files/downloads/Pologen_pro_plagiat.pdf), as well as legal documents, official recommendations, orders and directives, sociological research KPI them. Igor Sikorsky, methodical materials, educational courses <https://kpi.ua/academicintegrity>

Among the technological solutions in the fight against violations of academic integrity in the study of the course "Theoretical and methodological problems of psychology" 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 Unicheck 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](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, preparation of the abstract.](#)

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](https://document.kpi.ua/files/2020_7-137.pdf).

In the Regulations on current, calendar and semester control of learning outcomes in National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". [https://document.kpi.ua/files/2020\\_7-137.pdf](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 the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". [https://document.kpi.ua/files/2020\\_7-170.pdf](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	" <i>unsatisfactory</i> "
Admission conditions are not met	not allowed



## **9. Additional information on the discipline (educational component)**

### **Recommendations for graduate students**

The study of the course "Theoretical and methodological problems of psychology" involves the development of graduate students' system of psychological knowledge, basic concepts on topics, acquaintance with teaching materials. For each topic there are links to a list of basic and additional literature, which does not preclude the possibility of graduate students in consultation with the lecturer to expand this list. Such work on the 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 educational content in the intersessional period. Lectures are conducted using multimedia presentations. Conducting seminars is practice-oriented. The main objectives of the seminars are to develop graduate students' ability to work with scientific and educational literature on psychology, to prepare reports, formulate and defend their own position, to take an active part in the thematic discussion.

In the absence of individual tasks for the organization of independent work of graduate students with scientific and educational literature, graduate students are offered: summarizing certain topics that are submitted for self-study of writing abstracts and creating presentations.

### **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 of the Department of Psychology and Pedagogy, Lozhkin George Vladimirovich

Approved by the Department of Psychology and Pedagogy (protocol № \_\_\_\_ from \_\_\_\_\_)

Approved by the Methodical Commission of the faculty (protocol № \_\_\_\_ from \_\_\_\_\_)

Appendix 1

### **Approximate topics for abstracts**

1. Theory as a component of scientific knowledge.
2. Levels of methodology: philosophical, general scientific, concrete-scientific, methodical-technological.
3. Functions of science methodology (VV Rybalka).
4. Levels of professional.
5. The principle of openness of the categorical apparatus.
6. Categorical system of modern psychology.
7. The concept of "normal science" and the scientific revolution according to T. Kuhn.
8. Scientific postulates of scientific knowledge according to G. Fallmer.
9. Classical, non-classical and post-classical stages of development of psychology.
10. Disciplinary ontology of classical psychology (according to OG Asmolov).
11. Disciplinary ontology of non-classical psychology (according to DO Leontiev).
12. Post-classical rationality in psychology (according to MS Guseltseva).
13. Methodological features of post-classical rationality in psychology.
14. Triad of psychological rationalities in psychology (VO Tatenko).
15. Periodization of psychological science according to the criterion of the relationship between the object and the subject of scientific knowledge.
16. Development of the principle of subjectivity in psychology.
17. Historiogenesis and methodological principles of post-classical psychological science.
18. Signs of post-classical science according to I. Prigogine.
19. The concept of constructing reality in modern psychological discourse.
20. Methodological principles of post-classical psychology.
21. The concept of "turn" in modern humanities research.
22. Methodological "turns" of the second half of XX - early XXI century.
23. Interdisciplinary discourse as one of the features of modern post-classical science.
24. Synergetics as an interdisciplinary scientific field.
25. The concept of constructing reality in modern psychological discourse.
26. The problem of authenticity of the individual in the socially constructed world.
27. Fractal approach in psychological science.
28. Cross-cultural research in psychology.
29. Defining a methodological approach in psychology.
30. The ratio of principle and approach in psychology.
31. Basic methodological approaches in psychology.
32. Personal approach in psychology.
33. Age approach as a component of personal approach.
34. Activity approach in psychology.
35. The essence of a systems approach in psychology.
36. Typology of paradigms and models of world order that correspond to them.
37. The trend of advancing scientific psychology from natural science orientation to the humanities.

36. The concept of crisis in the development of psychology as a science and its main features.
37. Cultural-historical and intra-scientific (ideological-conceptual) determinants of psychology.
38. Definition and classification of principles of psychology.
39. Psychology of the ancient world.
40. Ways to bridge the gap between academic (theoretical) and empirical (practical) psychology.
41. Nomothetic and ideographic approaches.

### **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 "Theoretical and methodological problems of psychology" 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 the abstract do not sufficiently reveal the chosen topic, there are no analytical conclusions of the graduate student, a	5-9

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:

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

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:

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

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)	
<b><i>RD</i> &lt; 60</b>	“unsatisfactory”	“unsatisfactory”



### An indicative list of questions for the examination test

1. Define the essence of scientific knowledge.
2. To reveal the meaning of the concepts "cognition" and "practice".
3. Describe the subject and object of knowledge.
4. Identify levels of knowledge: empirical and theoretical.
5. Define theory as a component of scientific knowledge.
6. Provide a definition of the theory of science.
7. Describe the theory as a generalization of facts.
8. Define the functions of the theory
9. Identify elements of the theory.
10. Identify and characterize the levels of methodology: philosophical, general, specific, methodological and technological.
11. To reveal the functions of the methodology of science (V. Rybalka).
12. Analyze the levels of professional methodology
13. Describe the principle of openness of the categorical apparatus.
14. To determine the categorical system of modern psychology by B. Lomovym.
15. Identify the main categories of modern psychology by M. Yaroshevsky.
16. Give a description of the categorical system of modern psychology by V. Roments.
17. Describe the systems of psychology according to N. Smith as the embodiment of the leading locus of causality.
18. Analyze a single theory of mental processes L. Wecker.
19. Determine the integral characteristics of the psyche - speech and consciousness.
20. Describe the forms of mental life by O. Starovoitenko.
21. To reveal the concept of "normal science" and the scientific revolution according to T. Kuhn.
22. Describe the scientific postulates of scientific knowledge according to G. Fallmer.
23. Identify the classical, non-classical and post-classical stages of development of psychology: time limits and General characteristics.
24. Analyze the disciplinary ontology of classical psychology (according to O. Asmolov).
25. Describe the disciplinary ontology of non-classical psychology (according to D. Leontiev).
26. To reveal the concept of post-classical rationality in psychology (according to M. Guseltseva).
27. Identify tetodological features of post-classical rationality in psychology: paradigmatic tolerance, overreflexivity and social construction.
28. Describe the triad of psychological rationalities in psychology (V. Tatenko).

29. Give the periodization of psychological science by the criterion of the relationship between the object and the subject of scientific knowledge.
30. Analyze the development of the principle of subjectivity in psychology: from the psychology of the subject to the psychology of human existence.
31. To analyze the process of historiogenesis and methodological principles of post-classical psychological science.
32. Describe conceptual approaches as prerequisites for post-classical psychology: the theory of non-stationary universe, synergetic theory, the theory of unity of bio- and noosphere.
33. Identify the features of post-classical science according to I. Prigogine: integrity, complexity, temporality.
34. Define the concept: subject knowledge (categories), post-classical methodology (methods of organization), the values of the subject of knowledge (worldviews).
35. To reveal the concept of social constructivism.
36. To reveal the concept of constructing reality in modern psychological discourse.
37. Define the methodological principles of post-classical psychology.
38. Describe the concept of "turn" in modern humanities.
39. Analyze the methodological "turns" of the second half of XX - early XXI century.
40. To reveal the concept of anthropological, ontological, hermeneutic turns.
41. Determine the meaning of spatial iconic, pragmatic twists in psychology.
42. To reveal the significance of theological, performative, medial turns in psychology.
43. Analyze the content of linguistic and narrative turns and their impact on the development of psychological science.
44. To reveal the essence of concepts: interdisciplinarity, multidisciplinary, crossdisciplinarity, transdisciplinarity.
45. Analyze interdisciplinary discourse as one of the features of modern post-classical science.
46. Describe synergetics as an interdisciplinary scientific field.
47. Identify the basic scientific principles of psychological hermeneutics.
48. To reveal the concept of constructing reality in modern psychological discourse.
49. Describe narrative psychology as a direction of modern psychology.
50. To reveal the essence and content of self-design of personality.
51. Describe the fractal approach in psychological science.
52. Give examples of cross-cultural research in psychology.
53. To reveal the essence of the methodological approach in psychology.
54. Analyze the relationship between principle and approach in psychology.
55. Describe the main methodological approaches in psychology.
56. To reveal the essence of the personal approach in psychology.
57. Identify the components of the personal approach as a methodological tool.

58. Analyze the main trends in the representation of the personal approach.
59. Describe the individual approach as part of a personal approach.
60. Define the age approach as a component of the personal approach.
61. Describe the activity approach in psychology.
62. To reveal the essence of the system approach in psychology.
63. Define the concept of scientific paradigm.
64. Give the typology of paradigms and worldview models that correspond to them.
65. Describe the natural science and socio-cultural paradigm (V. Barabanshchikov).
66. Identify the positivist and humanistic paradigms (A. Yurkevich).
67. Analyze the content and essence of natural science and hermeneutic paradigms (L. Garai, M. Kechke).
68. Describe the scientific and humanitarian paradigms (O. Efremov).
69. Analyze the trend of scientific psychology from natural science to humanities.
70. Define the concept of crisis in the development of psychology as a science and its main features.
71. Analyze the cultural-historical and intra-scientific (ideological-conceptual) determinants of the development of psychology.
72. Describe the basic principles of cultural psychology.
73. Identify the basic ideas of axiological psychology.
74. Analyze the concept of anthropological psychology.
75. Describe the basic principles of rational humanistic psychology.
76. Identify the basic ideas of organic psychology as a response to crisis management in the methodology of psychological science.
77. Define and classify the principles of psychology
78. Describe the psychology of the ancient world.
79. Analyze ways to bridge the gap between academic (theoretical) and empirical (practical) psychology.
80. Identify objective and subjective methods of psychology.
81. Describe nomothetic and ideographic approaches