BUNIN YELETS STATE UNIVERSITY

THE WORK PROGRAMME OF THE DISCIPLINE
B1.C.04.01 Psychology

Direction of training: *44.03.01 Pedagogical Education*
Profile: *Primary education*

Qualification (degree): *bachelor*
Mode of study: *full-time*

Institute *of Psychology and Pedagogy*
Department: *Psychology and psychophysiology*

	full- time	full-time and part-time form	correspondence form
Study course	1- 2	-	
Term	1234	-	
Lectures	72	-	
Laboratory work			
Practical work (seminars)	72	-	
Including practical training			
Form of control	Credit test Exam-0,6	-	
Control	18	-	
Other forms of work			
Independent work	197,4	-	

Total number of academic hours: <u>360</u>
Labor intensity: <u>10 credits.</u>

Developer of the work programme:
Senior Lecturer of the Department of Psychology and Psychophysiology, Rogova N.S.

I. ORGANIZATIONAL AND METHODOLOGICAL CHAPTER

The purpose of studying the discipline: The purposes of mastering the discipline "Psychology" are the formation of a system of universal and general professional competencies in students necessary for the implementation of social interaction, including with participants in educational relations within the framework of the implementation of educational programs, successful professional and other activities in various social groups, taking into account individual and age characteristics. Improving the general and psychological culture of students, forming a holistic understanding of the psychological characteristics of a person as factors in successful learning, development and education.

Objectives of studying the discipline:
- Conscious assimilation by students of the basic concepts, categories, theories, and research directions of psychology.
- Development strategies cooperation For achievements delivered goals.
- Knowledge of the laws of personality development and manifestation of personal qualities, psychological laws of periodization and crises of development; psychological and pedagogical technologies of individualization of training, development, education.
- Mastering the skills of identifying mental states and methods of diagnosing them.
- Knowledge of the psychological and pedagogical foundations of educational activities, taking into account the individual characteristics of students.

The place of the discipline in the structure of the BPEP: The discipline Psychology (B1.C.04.01) is implemented within the framework of the basic (compulsory) part of block B1.

Planned learning outcomes for the course:

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
UC -3	To know: - strategies of cooperation to achieve the set goal; - behavioral characteristics of different groups of people with whom he/she works/interacts; - assess the consequences of personal actions and plan a sequence of	**Knows:** basic strategies of cooperation; psychological characteristics different social groups and the specifics of human behavior in groups.
	To be able to: - define his/her role in the team - establish different types of communication (educational, business,; informal, etc.) - define his/her role in the team; - establish different types of communication	**Is able to:** - determine leader V group and sociometric status others members groups;

2

	(educational, business, informal, etc.)		
		- set different types plan your own communications activities in accordance with delivered goals .	
	To possess: - skills of effective interaction with other team members, including participation in the exchange of information, knowledge and experience, in the presentation of the results of the team's work	**Possesses:** skills effective interaction in a group.	
UC - 6	To know: **-** your resources and their limits (personal, psychophysiological, situational, temporary, etc.) for the successful completion of the assigned task works.	**Knows:** - psychological, personal resources of a person for the successful performance of various types of activities	
	To be able to: - plan long-term goals of activity taking into account conditions, means, personal capabilities, stages of career growth, time perspective development activities and the demands of the labor market; - critically evaluate efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained/	**Is able to:** - take into account the psychological and personal capabilities of a person for successful long-term planning of personal growth and development of activities - take into account the psychological and personal capabilities of a person for - a critical assessment of the effectiveness of the use of his resources, necessary For solutions delivered tasks.	
	To possess: **-** skills to implement the intended goal of the activity With taking into account the conditions, resources, personal capabilities, stages of career growth, time perspective of development of activities And requirements market labor; skills of use opportunities provided for acquisition new knowledge And skills	**Possesses:** - skills for implementing the intended goal of an activity taking into account personal capabilities, stages of activity development; skills for using opportunities for personal growth and acquisition of knowledge and skills by a person	

GPC -6	To know: - the laws of personality development and manifestation of personal qualities, psychological laws periodization and crises of development; psychological and pedagogical technologies of individualization training, development, education; - psychological and pedagogical fundamentals of educational activities taking into account the individual characteristics of students; - main regularities age development, socialization of the individual; - indicators of individual characteristics of life trajectories, their possible deviations, Also Basics their psychodiagnostics.	**Knows** : -the laws of personality development and manifestation of personal qualities, psychological laws of periodization and crises of development . - the psychological and pedagogical feature of individualization of training, development, education and the basics of educational activities taking into account the individual characteristics of students; -the basic patterns and indicators of age development, socialization of the individual.
	To be able to: - use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work; apply educational technologies for individualization of training, development, education; - compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality; - build educational activities taking into account the cultural differences of children, gender, age and individual characteristics	**Is able to:** - use knowledge about features of the development of students in the planning and organization of educational work; - draw up a psychological and pedagogical profile of a student's personality; - use knowledge about the age, gender and individual characteristics of students to organize educational and upbringing activities.

	To possess: - actions of taking into account the developmental characteristics of students in conducting individual educational activities; - actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs; - actions of providing targeted assistance to students, including those with special educational needs; - actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child; techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work.	**Possesses:** -the skills to take into account the developmental characteristics of students; Possesses the skills to take into account the individual characteristics of students to build the educational process; Possesses the skills to take into account the individual characteristics of students to ensure their development.	
GPC-7	To know: - laws and features of building interactions between participants in educational relations; - basic patterns of family relations that allow for effective work with the parent community; - patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities	**Knows** the laws and features of building interactions participants in educational relations; the main patterns of family relations and the formation of various communities, including children-adults and children-teenagers.	
	To be able to: - select forms, methods, techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation; - cooperate with other teaching staff and specialists in solving educational problems.	**Is able to:** - choose forms, methods, techniques for interacting with different participants in the educational process	

	To possess: - actions to identify behavioral and personal problems of students related to the peculiarities of their development; - actions to interact with other specialists within the framework of a psychological, medical and pedagogical council; - skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs.	Possesses: -the skills to identify behavioral and personal problems of students related to the characteristics of their development; -the skills to build interaction with different participants in educational relations.

II. CONTENT AND VOLUME DISCIPLINES
With indication quantities hours allocated on contact work of students with a teacher (by type of classes) and independent work of students

Full-time form training

№	Name of sections and topics	Total	Classroom lessons			Indep. work
			Lec.	Sem.	Lab.work	
1 semester						
1.	**Section 1. General psychology**	**108**	**18**	**18**	**-**	**62.7**
2.	Topic 1. General performance O psychology How science.	11	2	2	-	7
3.	Topic 2. Methodology And methods psychology	11	2	2	-	7
4.	Topic 3. Feelings And perception	11	2	2	-	7
5.	Topic 4. Thinking.	11	2	2	-	7
6.	Topic 5. Attention And memory	11	2	2	-	7
7.	Topic 6. Imagination.	11	2	2	-	7
8.	Topic 7. Emotions And will	10.7	2	2	-	6.7
9.	Topic 8. Concept And personality structure .	11	2	2	-	7
10.	Topic 9. Individually-typological personality traits.	11	2	2	-	7
12.	exam	0.3				
13.	Control	9	-	-	-	
14.	Total for semester	**108**	**18**	**18**	**-**	**62.7**

2 semester						
15.	**Section 2.** "Age psychology"	**72**	**18**	**18**	**-**	**36**
16.	Topic 1. Item, tasks And methods age psychology.	8	2	2	-	2
17.	Topic 2. Main concepts of mental development human V ontogenesis	8	2	2	-	2
18.	Topic 3. Mental development child V infancy	8	2	2	-	4
19.	Topic 4. Mental child development in early childhood.	8	2	2	-	4
20.	Topic 5. Mental child development in preschool age.	8	2	2	-	4
21.	Topic 6. Mental child development V junior school age.	8	2	2	-	4
22.	Topic 7. Mental child development in adolescence age.	8	2	2	-	4
23.	Topic 8. Mental development in adolescence.	8	2	2	-	4
24.	Topic 9. Adulthood: youth, maturity And old age.	8	2	2	-	4
25.	credit					
26.	Total for semester	**72**	**18**	**18**	**-**	**36**
3 semester						
27.	**Section 3. Social psychology**	**72**	**18**	**18**	**-**	**36**
28.	Topic 1 Introduction V social psychology.	8	2	2	**-**	4
29.	Topic 2. Interpersonal relationship.	16	4	4	**-**	8
30.	Topic 3 Essence process communication.	16	4	4	**-**	8
31.	Topic 4.Group How social-psychological phenomenon.	16	4	4	**-**	8
32.	Topic 5. Personality How social phenomenon.	8	2	2	**-**	4
33.	Topic 6. Socialization And development personalities.	8	2	2	**-**	4
34.	credit					
35.	Total for semester	**72**	**18**	**18**	**-**	**36**
4 semester						
36.	**Section 4.** "Pedagogical psychology"	**108**	**18**	**18**	**-**	**62.7**
37.	Topic 1. Item, tasks, structure of educational psychology.	11	2	2	-	7
38.	Topic 2. Education in modern world.	11	2	2	-	7
39.	Topic 3. Teacher How subject pedagogical activities.	11	2	2	-	7

40.	Topic 4. Student as a subject of pedagogical activities.	11	2	2	-	7
41.	Topic 5. Educational activity.	11	2	2	-	7
42.	Topic 6. Psychological essence training.	11	2	2	-	7
43.	Topic 7. Cooperation and communication V educational process.	10.7	2	2	-	6.7
44.	Topic 8. Psychological features of evaluation activities.	11	2	2	-	7
45.	Topic 9. Upbringing How purposeful formation personalities.	11	2	2	-	7
46.	exam	0.3				
47.	Control	9	-	-	-	
48.	in t. h. practical Preparation					
49.	Total for semester	**108**	**18**	**18**	**-**	**62.7**
50.	**TOTAL:**	**360**	**72**	**72**	**-**	**197,4**

Full-time and part-time education *(not implemented)*

Part-time education *(not implemented)*

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is being carried out V form control works, test, abstracts, etc.

Standard version of the test

1. The subject of psychology is the study of... a)
entities And regularities development psyche, b)
consciousness and the unconscious,
c) human activity, d) mental
states.

2. Appearance behaviorism marked selection subject psychology …
a) behavior,
b) unconscious, c)
consciousness,
G) soul.

3. Mental process, representing by yourself mental reflection individual properties and states of the external environment by the subject - this is
a) sensation, b)
perception, c)
thinking, d)

attention.

4. TO types attention can be attributed
A) proprioceptive b)
emotional
V) spaces
G) post-arbitrary

5. TO properties perceptions Can take away…
A) distribution b)
constancy   c)
adaptation
d) threshold

6.Select from proposed concepts That, which uses J. Piaget V his theories of cognitive development:
A) identification b)
sublimation
V)
accommodation
c) projection.

7.In infancy, the leading activity is:
A) Receiving information about surrounding world b)
Exercise of motor functions
V) Directly emotional communication with adults d) Object-
manipulative activity

8.One from symptoms crisis 3-x years is…
A) negativism
b) dualism
V) projection
G) revival child

9.Leading activities V preschool age is…
A) role-playing game
b) emotional-personal communication with adults c)
study
G) work

10. New formation junior school age is:
A) reflection
b) self-control, arbitrariness c)
internal plan of action
G) All the answers are correct

11.Puberty period - This:
A) period sexually maturation b)
age crisis
V) period development cognitive processes d)
growth spurt.

12. To the presenter view activities V youthful age is -
A) intimate-personal communication with peers. b)
play activities
V) educational professional activity d) work.

13. Social and psychological phenomenon - This
A) recurring socio-psychological phenomenon; b) a single
socio-psychological phenomenon;
V) phenomenon, revealing myself V non-standard socio-psychological conditions; d) a
phenomenon that has a scientific basis.

14. Communicative barrier - This …
A) collision opposite opinions;
b) a complex, multifaceted process of establishing and developing contacts between people; V)
process, including V myself production united strategies interactions, perception And
understanding other human;
G) psychological let on paths adequate transmissions information between communication
partners.

15. Side communication, related With organization interactions is designated as
A) communication;
b) perception;
c) interaction; d)
interdiction.

16. The psychological process that includes the perception of a person's external characteristics, their correlation with his personal characteristics, interpretation and prediction of a person's actions on this basis, is designated as
A) causal attribution; b)
interaction;
V) social perception; c)
communication.

17. The dissemination of information in society through filters of trust/distrust is an effect
A) disinformation; b)
fascination;
V) facilitation; c)
interaction.

18. Region research, engaged study normal spatial and temporary organization of communication.
A) kinesics; b)
takeshika;
V) proxemics;
d) prosody.

19. Mechanism, by means of whom group controls compliance members of a group of group norms is called: a) group pressure; b) group opinion; V) group expectation; c) group sanctions.

20. Group cohesion is expressed ...
A) V execution functions, which endowed with members groups; b)

the nature of group communications;

V) V aspiration members groups To cooperation And preservation groups at decision group tasks;

G) in coincidence interests.

21. One from indicators social status human is:
a) natural deposits;
b) political beliefs; c) religious
views;
G) view professional activities.

22. IN social psychology socialization is understood as:
A) effect social development human;
b) process inclusions individual V social relations; c) a
complex process that occurs spontaneously;
G) process initiation To culture.

23. Into the structure pedagogical psychology NOT enters
a) psychology of learning;
b) psychology education; c)
teacher psychology;
G) didactics.

24. Teaching V domestic science D.B. Elkonin And V.V. Davydov interpreted as…
A) acquisition knowledge, skills And skills
b) assimilation knowledge on basis committed subject actions c) a
specific type of educational activity
d) type activities.

25. Subject pedagogical activities is….
A) teacher,
b) student,
V) pupil, d)
textbook.

26. Subject pedagogical activities works for the sake of achievements goals ….
a) "for students And then for myself",
b) "For myself for the sake of achievements
common goals", c) "to achieve a common
goal",
d) "to educate any "by way."

27. The ability to convey educational material to students, making it accessible to children, to present the material or problem to them clearly and understandably, to arouse interest in the subject, to excite active independent thought in students - this is...
A) didactic abilities, b) academic
abilities, c) perceptual abilities,
d) speech abilities.

28. If a teacher views a student as an object of pedagogical influence, and not as an equal partner, then this is...

A) authoritarian style,
b) democratic style, c)
liberal style,
G) absence style.

29. A unique fusion of the personal culture, knowledge and outlook of a teacher, his comprehensive theoretical training with perfect mastery of teaching and upbringing techniques, pedagogical techniques and advanced experience is…
a) pedagogical skills, b) academic
abilities, c) perceptual abilities,
d) speech abilities.

30. One from main indicators readiness To teaching, to development knowledge spontaneously or purposefully in the context of a specific educational system is …
a)   learning
ability,   b)
training,   c)
learning,
G) teaching.

31. TO main characteristics educational activities NOT refers to…
a) it is specifically aimed at mastering the educational material, b) in her
are being mastered general methods actions and scientific concepts, c)
leads to changes in the "subject" itself,
G) is happening active perception surrounding reality.

32. TO factors that determine educational motivation refers to…
A) ecological situation,
b) organization educational process, c) the
teacher's style of clothing,
G) territorial location educational organizations.

33. First stages manifestations self-control in relation to To assimilation the material appears...
A) V absence any self-control, b) in
complete self-control,
c) selective self-control,
d) self-control on basis past experience.

34. First stage assimilation is…
a) familiarization,
b)
comprehension,
c) memorization,
G) application on practice.

35. From fundamental thesis L.S. Vygotsky follows, What …
a) learning, ahead of development, stimulates it, b)
development, ahead education, stimulates his, c)
training and development go in parallel,
G) education And development not related.

36. If difficulties in teaching activities are caused by a number of underlying reasons: family upbringing, position in the community, role attributes, status of the institution, educational system, region, city, etc. - this is...

A) ethno-sociocultural region difficulties,
b) status-positional-role region difficulties, c) age range of difficulties,
G) professional region.

37. Feedback connection, necessary to the student How information about efficiency his works are...

a) assessment,
b) mark, c) motive, d) purpose.

Approximate subject matter abstracts

1. Systemic approach To psychology.
2. The relationship between methodology, methods and techniques of psychological and pedagogical research.
3. Features of the application of general scientific methods in psychological and pedagogical research.
4. Comparative analysis of quantitative and qualitative research methods.
5. Formative experiment as one of the main methods of educational psychology.
6. Application method conversations V studying personalities student.
7. Problem validity psychological and pedagogical research.
8. Factors that violate the internal and external validity of psychological and pedagogical research.
9. Peculiarities applications method analysis "products activities" in educational psychology.
10. Main stages psychological and pedagogical research.
11. Multifactorial multilevel experimental psychological and pedagogical research.
12. Main stages development psyche at animals.
13. Comparative analysis psyche human And animals.
14. Manifestation of consciousness in behavior, mental processes, properties and states of a person.
15. Manifestation unconscious V behavior, mental processes, properties and states of a person.
16. Psychological theories of attention T. Ribot, D.N. Uznadze, P.Ya. Galperin.
17. Development attention.

18. Individual differences memory at people.
19. Paths, techniques And means improvements memory human.

Intermediate certification students is carried out V form credit using the following assessment materials:

Exam questions
(1 semester, full-time form)

1. Item And tasks psychology How science.
2. Structure psychological knowledge.
3. Classification methods.
4. Performance about sensations.
5. Main properties sensations.
6. Types of sensations.
7. Performance about perception.
8. Main properties perception.
9. Types perceptions.
10. Definition concepts attention.
11. Properties attention.
12. Types of attention.
13. Definition concepts memory processes .
14. Types of memory.
15. The concept of imagination.
16. Types of imagination.
17. Concept O thinking.
18. Logical forms thinking.
19. Logical operations thinking.
20. Types of thinking.
21. Concept about emotions.
22. Classification emotions.
23. General characteristic strong-willed actions.
24. Personality, individual, personality.
25. Concept O temperament.
26. Typologies temperaments.
27. Properties of temperament.
28. Concept O character.
29. Concept about accentuations character. Types accentuations.
30. Capabilities. Types abilities.
31. Concept O activities. Structure activities.

Questions for the test
(2 semester, full-time form)

1. Object, item studies age psychology, theoretical And practical tasks.
2. Structure age psychology, its place V system others sciences.
3. Methods research age psychology.
4. Age How key concept age psychology, types ages.
5. Psychological age, its structure.
6. Concept O crisis And stable ages.
7. Concept "development", options development.
8. Factors, moving forces, levels mental development.
9. Psychoanalytic theory development personalities child Z. Freud.
10. Theory psychosocial development personalities E. Erickson.

11. Cultural and historical theory development psyche child L.S. Vygotsky.
12. Periodization mental development V domestic psychology of D.B. Elkonin.
13. Newborn How crisis period development.
14. Infant age How stable period development.
15. Crisis one years.
16. Early age: social situation development, leading activity, main psychological neoplasms.
17. Crisis three years.
18. Preschool period development: social situation development, leading activity, basic psychological neoplasms.
19. Crisis seven years.
20. Psychological readiness child To training V school.
21. Peculiarities adaptations child To school, her violations.
22. Younger school age: social situation development, leading activity, basic psychological neoplasms.
23. Teenage age: social situation development.
24. Presenter activity V teenage age.
25. Educational development V teenage age.
26. Development personalities V teenage age.
27. Peculiarities communication teenagers with adults and peers.
28. Main psychological neoplasms V teenage age.
29. Youthful age: social situation development, leading activity, basic psychological neoplasms.
30. General characteristic psychology human mature age.

Questions for the test
(3 semester, full-time form)

1. Item And tasks social psychology.
2. Methods social psychology.
3. Concept O socio-psychological phenomenon. Types socio-psychological phenomena.
4. Interpersonal relationship. Signs And types interpersonal relationships.
5. Concept, types, reasons, structure, functions conflict.
6. *Interpersonal conflict, his peculiarities. Methods permissions conflicts.*
7. Concept communication. Content, goals communication. Structure And functions communication.
8. Concept communications. Types communications.
9. Communication process.
10. Forms communications.
11. Concept social perception.
12. Mechanisms mutual understanding V in the process communication.
13. Interpersonal perception effects . Interpersonal attraction. Causal attribution.
14. Concept small groups. Their types. Social and psychological characteristics of the group.
15. Stages And levels development groups. Concept about the team.
16. Group effects.
17. Leadership and management styles .
18. Concept big groups. Types big groups And communities.
19. Social and psychological phenomena V big groups. Emotions V big groups.
20. Personality How socio-psychological phenomenon.
21. Personality How carrier social roles.
22. The concept of socialization. Factors and mechanisms socialization. Institutions of socialization. Features of socialization of children and adults, stages of socialization.

Exam questions
(4 semester, full-time form)

1. Item, tasks And main problems pedagogical psychology.
2. Methods pedagogical psychology.
3. Education How object sciences, studying education And upbringing. The main trends of modern education.
4. Concept training P.Y. Galperin.
5. Concept training V.V. Davydova. Types generalizations V training.
6. Personal-activity approach V organizations educational process.
7. Motivation pedagogical activities.
8. Structure pedagogical abilities. Pedagogical functions And skills.
9. Professional dignity teacher. Styles pedagogical activities.
10. Professional skills of a teacher. Psychological criteria of pedagogical skills.
11. Psychohygiene of teacher's work. Sources of psychological load of teacher. Ways and means of preventing increased fatigue of teacher, his emotional burnout.
12. Learning ability as the most important characteristic of the subject of learning activity. Intellectual indicators determining learning ability. Learning ability levels and their psychological determinacy.
13. Subjective factors on which the success of learning depends: cognitive processes, personality traits, communication skills.
14. Objective determinants of successful educational activity: optimal level of difficulty and accessibility of educational material, the presence of a system of stimulating success and preventing failure.
15. Educational activity – as a type of activity. Its structure. Educational task in the structure of educational activity.
16. Control (self-control) V structure of the educational activities.
17. Educational motivation as a component of the structure of educational activity. The role of a problem situation in motivating educational activity. Formation of sustainable educational motivation of schoolchildren.
18. Skill as a result of acquisition. Factors influencing skill formation. Criteria for skill formation.
19. General characteristic process assimilation. Stages And stages assimilation.
20. Independent Job - highest form educational activities.
21. Training as management of the process of formation of knowledge, abilities, skills. Ways and means of increasing the effectiveness of training.
22. Developmental education V domestic educational system.
23. The psychological essence and organization of problem-based learning, the stages of its progress.
24. Two-way unity of learning – teaching in the educational process. The relationship between learning and development of schoolchildren.
25. Typology underachievers schoolchildren. Reasons failure to achieve academic success And methods her corrections.
26. Problems differentiation And individualization training.
27. Psychological essence programmed training.
28. Communication And interaction V educational process. Educational and pedagogical cooperation.
29. "Barriers" V pedagogical interaction. Main areas difficulties V pedagogical interaction.
30. Influence evaluation activities on development personalities child, his cognitive activity and relationships with the teacher.
31. Monitoring and assessment of students' work. Assessment and grading. Assessment as feedback. The problem of ungraded learning.
32. Psychological analysis of a lesson in the teacher's activity . Scheme and levels of psychological analysis of a lesson.
33. Education as a purposeful formation of personality. Education and self-education.

34.   Classification methods education. Collective education.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE
4.1 Main literature

1. Dedov, N.P. Social psychology: educational allowance For bachelor's degree : [16+] / N.P. Dedov, Zh.V. Korobanova, A.N. Nevryuev; edited by Zh.V. Korobanova; Financial University under the Government of the Russian Federation. - Moscow: Prometheus, 2020. - 161 p.: ill. - Access mode: by subscription. - URL: https://biblioclub.ru/index.php?page=book&id=576030 (date of access: 02.09.2024). - Bibliography V book - ISBN 978-5-907244-02-3. - Text : electronic.

2. Zobkov, V. A. Pedagogical Psychology: a textbook for universities / V. A. Zobkov, E. V. Pronina. - 3rd ed., revised. and additional. - Moscow: Publishing house Yurait, 2024. - 261 p. - (Higher education). - ISBN 978-5-534-14676-9. - Text: electronic // Educational platform Yurait [website]. - URL: https://urait.ru/bcode/544475 (date of access: 02.09.2024).

3. *Ivannikov, V. A.* General Psychology: a textbook for universities / V. A. Ivannikov. - Moscow: Yurait Publishing House, 2023. - 482 p. - (Higher education). - ISBN 978-5-534-03357-1. - Text: electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/511083 (accessed: 02.09.2024).

4.2. Additional literature

1. Shabanova, T.L. Pedagogical psychology: textbook / T.L. Shabanova, A.N. Fominova. M. : Flint, 2011. [Electronic resource]. URL: http://biblioclub.ru/index.php?page=book&id=79468 (accessed : 02.09.2024) .

2. Social Psychology: a textbook / A.N. Sukhov, M.G. Geraskina, A.M. Lafutkin, A.V. Chechkova. – 7th ed., revised. and additional – Moscow: Unity, 2015. - 615 With. - Mode access: By subscription. - URL: https://biblioclub.ru/index.php?page=book&id=118148 (date accessed: 02.09.2024). – ISBN 978-5-238-02192-8. – Text: electronic.

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

No. pp	Link to information resource	Name of the development in electronic form	Availability

1.	psy.su	**"Psychological newspaper" — publication for psychologists:** professional online publication for psychologists and professional associations in the area practical psychology, psychotherapy, training, organizational consulting and coaching; a mass media outlet about the achievements of modern psychology for a wide range of people readers.	Free access
2.	http://edu.ru/	**Russian education: Federal portal. Includes** links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog excursions And educational programs.	Free access
3/	https://vsetesti.ru/	Professional Psychology tests	Free access

VI. MODERN PROFESSIONAL BASES DATA AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration through any university computer. In the future, unlimited individual access is provided. access from any point where there is access To networks Internet
2.	www.garant.ru	Information and legal portal	Free access
3.	www.elibrary.ru	Russian information portal V areas sciences, technologies, medicine And education	Free access

4.	www.consultant.ru	Russian computer reference and legal system	Free access
5.	www.psychology.net.ru/	World psychology	Free access

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

The following license is applied when implementing the academic discipline: and freely distributed software:

- Microsoft Windows;
- Microsoft Office;

- LibreOffice And etc.

VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.