

Ministry of Science and Higher Education of the Russian Federation  
Federal State Autonomous Institution of Higher Education  
“National Research Nuclear University “MEPhI”

INSTITUTE OF FUNDAMENTAL PROBLEMS OF SOCIAL AND HUMANITARIAN SCIENCES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

**ACADEMIC COURSE OUTLINE**

**PSYCHOLOGY AND PEDAGOGY**

Educational program track (speciality) [1] 31.05.01 General Medicine

<b>Semester</b>	<b>Labour input, credits</b>	<b>Total course academic, hours</b>	<b>Lectures, hrs.</b>	<b>Practical sessions, hrs.</b>	<b>Laboratory sessions, hrs.</b>	<b>In the form of practical studies, hrs.</b>	<b>Independent studies, hrs.</b>	<b>Independent studies monitoring, hrs.</b>	<b>Course progress, Exam/Pass-fail exam/Term</b>
3	2	72	24	0	0		48	0	PFE
Total	2	72	24	0	0	0	48	0	

## ABSTRACT

The teaching of humanitarian discipline "Psychology and Pedagogy" aims to provide the students specializing in the field of applied mathematics and computer science with the knowledge of the fundamental laws of human mental activity, and methods for their use in theory and in practical application:

- In personal life (self-regulation and social adaptation);
- In the area of social management (management of small social groups, work groups, educational groups);
- In dealing with problematic situations, including - related to the search for adequate ways of dealing with crisis, stress and other extreme conditions of functioning of the individual;
- In teaching.

### 1. ACADEMIC COURSE GOALS AND OBJECTIVES

The study of the course is the ultimate goal of mastering practical skills of personal self-control and social adaptation of individuals at different levels of their career and personal communication, means and methods of pedagogical influence on the individual skill of pedagogical communication.

Discipline problems:

In accordance with the requirements of the educational standard for Bachelor degree education, the result of the assessment of the discipline "Psychology and Pedagogy" should include:

- The place and role of the students' future profession in the system of social life. It teaches the students to determine problems related to personal development and increase their self-education;
- An understanding of the fundamental laws of human mental activity and how to use them in a professional, teaching and practical life:
- The application of methods developed in psychology to identify the psychological makeup of other people; mentally competent to carry out communication within small groups and individuals; use knowledge of psychology bases in their professional activities, including - teaching.

### 2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

This course forms part of the basic educational unit in the Programme of Higher education. The study of the discipline requires competences, formed by the students as a result of the study of the Bachelor courses in the Programme of Higher education. This discipline is the basis for the students' systematic knowledge of the person, his mental processes, behavioral skills, relationships with other people.

### 3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
YK-3 [1] – Capable of organizing and leading team work, developing team strategy to achieve set goals	3-YK-3 [1] – Know: main team leadership styles; Main types of managerial activities; characteristics of interpersonal relationships within teams

	<p>Y-YK-3 [1] – Be able to: develop team strategy to achieve set goals; organize teams to achieve established objectives; lead teams effectively</p> <p>B-YK-3 [1] – Possess skills in: formulating and allocating tasks within teams to achieve set goals; motivating staff for quality task performance; resolving disagreements that arise within teams</p>
<p>YK-6 [1] – Capable of determining and implementing priorities for one's own activities and methods for its improvement based on self-assessment and lifelong learning</p>	<p>3-YK-6 [1] – Know: methods for setting priorities and time management; main tasks and methods of psychology, the concept of critical self-assessment</p> <p>Y-YK-6 [1] – Be able to: systematize tasks, establish work priorities according to their significance for professional activities; apply critical thinking for self-assessment and identifying self-development objectives; select paths and methods for improving one's own professional practice based on self-assessment</p> <p>B-YK-6 [1] – Possess skills in: planning and implementing an individual professional educational trajectory using continuous education principles</p>
<p>YK-9 [1] – Able to use basic defectological knowledge in social and professional spheres</p>	<p>3-YK-9 [1] – Know: psychophysical development characteristics of persons with mental and/or physical disabilities, patterns of their education and upbringing; - specifics of applying basic special education knowledge in social and professional contexts</p> <p>Y-YK-9 [1] – Be able to: - apply basic special education knowledge in social and professional spheres; - plan and implement professional activities utilizing basic special education knowledge</p> <p>B-YK-9 [1] – Possess skills in: skills for interacting with persons with disabilities in social and professional environments</p>

#### 4. PEDAGOGIC POTENTIAL OF THE COURSE

<b>Pedagogic tracks/objectives</b>	<b>Pedagogic goals (code)</b>
Spiritual and moral education	Establishing conditions for: spiritual and moral development based on the traditional national system of values (spiritual, ethical, aesthetic, intellectual, cultural, etc. (B1)
Spiritual and moral education	Establishing conditions for: formation of a person-centered approach to professional communication, cognitive-behavioral and practice-oriented skills based on all-Russian traditional values (B3)
Intellectual education	Establishing conditions for: understanding the socio-cultural and interdisciplinary context of the development of various scientific fields (B12)
Intellectual education	Establishing conditions for: ability to analyze potential civilizational and cultural risks and threats arising from the development of various scientific fields

	(B13)
Vocational and labor education	Establishing conditions for: formation of a deep understanding of the profession's social role, a positive and active commitment to the values of the chosen specialty, and a responsible attitude towards professional activity and work (B14)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)
Vocational and labor education	Establishing conditions for: formation of a culture of research and engineering (B16)
Professional education	Establishing conditions for: development of communication, teamwork and leadership skills (B20)

## 5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>3 Semester</i>						
1	History of psychological thought. Basic concepts of psychology	1-8	16/0/0		25	SA-8	3-YK-3, Y-YK-3, B-YK-3, 3-YK-6, Y-YK-6, B-YK-6, 3-YK-9, Y-YK-9, B-YK-9
2	Psychological portrait of personality. Psychology of communication. Problems of education and social psychology	9-12	8/0/0		25	SA-12	3-YK-3, Y-YK-3, B-YK-3, 3-YK-6, Y-YK-6, B-YK-6, 3-YK-9, Y-YK-9, B-YK-9
	<i>Totals for 3 Semester</i>		24/0/0		50		
	<b>Assessment events for 3 Semester</b>				50	PFE	3-YK-3, Y-YK-3, B-YK-3, 3-YK-6,

							Y-YK-6, B-YK-6, 3-YK-9, Y-YK-9, B-YK-9
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\* – abbreviated name of assessment

\*\* – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
SA	Summative assessment
PFE	Pass/fail examination

## SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>3 Semester</i>	24	0	0
<b>1-8</b>	<b>History of psychological thought. Basic concepts of psychology</b>	16	0	0
1 - 8	<b>Psychology as a science. Basic concepts of psychology.</b> The birth of scientific psychology. Various trends in the history of psychology and in modern psychological science. The origin and nature of consciousness. The psyche and nervous system. Mental activity. Levels of mental activity in animals. Human consciousness as the highest form of mental activity. The structure of consciousness. The relationship between psychology and pedagogy. The subject of pedagogy.	All		
		2	0	0
		Online		
		0	0	0
1 - 8	<b>Consciousness and subconsciousness.</b> Z. Freud on the structure of the psyche and the role of the unconscious in human behavior and mental state. Attitude theory in the works of D. N. Uznadze.	All		
		2	0	0
		Online		
		0	0	0
1 - 8	<b>Psychological portrait of a person. Sign language.</b> Types of psychological temperament. The concept of character. Behavioral characteristics of individuals with different psychological makeups in communication. The main types of psychopathic personalities. Sign language, its ambiguity, dependence on cultural and national traditions, and eras. The practice of deciphering sign language.	All		
		2	0	0
		Online		
		0	0	0
1 - 8	<b>Psychology of perception.</b> The specific functioning of the senses. The active, creative nature of perception of objects and images. Perception thresholds and the problem of subthreshold perception. The consequences of sensory isolation.	All		
		2	0	0
		Online		
		0	0	0
1 - 8	<b>The concept of motivation in psychology. The role of emotions.</b> Hierarchy of needs. Needs and motivation of mental processes. Emotions and the psyche. The problem of stress.	All		
		2	0	0
		Online		
		0	0	0
1 - 8	<b>Higher mental functions. Memory, thinking, speech. Speech</b>	All		

	<b>and communication.</b> Adaptation and learning. Types of learning. The role of innate and acquired learning. The structure of memory. The concept of mnemonics. Forgetting. Thinking and speech. Theories of the origin and development of speech. Speech and communication. Theories of the development of cognitive processes.	3	0	0
		Online		
		0	0	0
1 - 8	<b>Intelligence.</b> Intelligence, its nature, and structure. Methods for assessing intelligence. Characteristics of creative thinking. The role of unconscious mental processes in scientific and technical creativity. The concept of intuition. Algorithms for inventive activity. Brainstorming – its pros and cons.	All		
		3	0	0
		Online		
		0	0	0
9-12	<b>Psychological portrait of personality. Psychology of communication. Problems of education and social psychology</b>	8	0	0
9 - 12	<b>Psychology and methods of pedagogy.</b> Means and methods of pedagogical influence on personality. Psychological foundations of training and education. Pedagogy as a field of humanitarian, anthropological, philosophical knowledge. Object, subject and functions of pedagogy. Categorical apparatus of pedagogy: upbringing, education, training, formation, development, self-education, socialization, pedagogical activity, pedagogical interaction, pedagogical process. Goals and objectives of pedagogy. Pedagogical reality and its study. Research methods in pedagogy. Traditional pedagogical methods: observation, study of experience, study of products of students' creativity, conversation. Pedagogical experiment. Main stages of the experiment. Classification of the experiment. Pedagogical testing. Methods of studying collective phenomena: questionnaires, sociometry. Quantitative methods. Statistical method: registration, ranking, scaling. Modeling. Design. Basic defectological knowledge in the social and professional spheres.	All		
		2	0	0
		Online		
		0	0	0
9 - 12	<b>Mental processes in extreme situations.</b> The nervous system and body's response to extreme situations. Behavioral characteristics of people with different mental makeups in challenging situations. Possibilities of influencing behavior in these situations. Autogenic training.	All		
		2	0	0
		Online		
		0	0	0
9 - 12	<b>Fundamentals of social psychology. The concept of a group. The leader and the group.</b> The concept of a group. Behavioral patterns in small and large groups. Conformity and nonconformity. The system of social roles. Methods of influencing group behavior. The concept of a group leader. Types of leaders. Leadership theories in psychology. Leadership and management style.	All		
		2	0	0
		Online		
		0	0	0
9 - 12	<b>Crowd psychology.</b> Features of mass consciousness. The role of stereotypes in mass consciousness. Techniques for manipulating mass consciousness in commercial advertising and political propaganda. The concept of a crowd. The crowd leader. The psychology of riots. The phenomenon of panic. Panic	All		
		2	0	0
		Online		
		0	0	0

	prevention measures. Crowd behavior in disaster situations.			
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Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

## 6. EDUCATIONAL TECHNOLOGIES

The teaching of the course "Psychology and Pedagogy" is held in the form of lectures, seminars and discussion forums with the use of multimedia technologies. Independent work of students is based on the analysis of the lecture material with the mandatory use of practical developments. For better absorption of students are encouraged to take notes of the teacher lectures.

## 7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
YK-3	3-YK-3	PFE, SA-8, SA-12
	Y-YK-3	PFE, SA-8, SA-12
	B-YK-3	PFE, SA-8, SA-12
YK-6	3-YK-6	PFE, SA-8, SA-12
	Y-YK-6	PFE, SA-8, SA-12
	B-YK-6	PFE, SA-8, SA-12
YK-9	3-YK-9	PFE, SA-8, SA-12
	Y-YK-9	PFE, SA-8, SA-12
	B-YK-9	PFE, SA-8, SA-12

### Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64			F
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

## 8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

### CORE READING:

1. ЭИ 3-50 Активные методы обучения : учебное пособие для вузов, Зельдович Б. З., Москва: Юрайт, 2022
2. ЭИ Г 14 Анатомия центральной нервной системы и органов чувств : учебник для СПО, Гайворонский И. В., Москва: Юрайт, 2022
3. ЭИ К 89 Введение в педагогическую деятельность : учебник и практикум для СПО, Кузнецов В. В. , Москва: Юрайт, 2022
4. ЭИ И 19 Введение в психологию : учебник для вузов, Иванников В. А., Москва: Юрайт, 2022

5. ЭИ С 47 Виды оценочных средств. Подготовка практико-ориентированного педагога : практическое пособие, Слизкова Е. В., Москва: Юрайт, 2022
6. ЭИ Ш 24 Возрастная и педагогическая психология : учебник и практикум для вузов, Шапошникова Т. Е., Москва: Юрайт, 2022
7. ЭИ К 52 Гендерная психология и педагогика : учебник и практикум для вузов, Ключко О. И., Москва: Юрайт, 2022
8. ЭИ С 81 Основы психологии и педагогики : учебное пособие для вузов, Столяренко Л. Д., Москва: Юрайт, 2022
9. ЭИ А 37 Педагогическая психология : учебник для вузов, Айсмонтас Б. Б., Москва: Юрайт, 2022
10. 15 Н90 Психология : учебник для вузов, Березанская Н.Б., Нуркова В.В., Москва: Высшее образование, 2006
11. 37 С81 Психология и педагогика : учеб. пособие для вузов, Столяренко А.М., М.: ЮНИТИ, 2001
12. ЭИ К 77 Психология и педагогика. Краткий курс: учебное пособие : , Кравцова Е.Е., Moscow: Проспект, 2016

#### FURTHER READING:

1. ЭИ А 42 Абилитационная педагогика : учебное пособие для вузов, Аксенова Л. И., Москва: Юрайт, 2022
2. ЭИ Д 75 Актуальные вопросы педагогики и образования : учебник и практикум для вузов, Дрозд К. В., Москва: Юрайт, 2022
3. ЭИ Я 61 Американская школа. Очерки методов американской педагогики : -, Янжул Е. Н., Москва: Юрайт, 2022
4. ЭИ М 42 Артпедагогика и арттерапия в специальном и инклюзивном образовании : учебник для вузов, Медведева Е. А., Москва: Юрайт, 2022
5. ЭИ Р 47 Аутогенная тренировка : практическое пособие, Решетников М. М., Москва: Юрайт, 2022
6. 15 А84 Большая психологическая энциклопедия. Почему человек ведет себя так, а не иначе : , Уилсон Т., Эйкерт Р., Аронсон Э., Санкт-Петербург: Прайм-ЕВРОЗНАК, 2008
7. 31 Д29 Деловое общение : учебное пособие, , Москва: Дашков и К0, 2013
8. 15 Д13 Лекции по общей психологии : учебное пособие для вузов, Давыдов В.В., Москва: Академия, 2008

9. ЭИ Б 18 Педагогические технологии в 3 ч. Часть 2. Организация деятельности : учебник и практикум для вузов, Байбородова Л. В., Москва: Юрайт, 2022
10. ЭИ П 49 Педагогические технологии дистанционного обучения : учебное пособие для вузов, Полат Е. С., Москва: Юрайт, 2022
11. ЭИ К 19 Педагогическое мастерство: формирование педагогического стиля : учебное пособие для вузов, Кандаурова А. В., Москва: Юрайт, 2022
12. 15 Л42 Словарь-справочник по психоанализу : , Лейбин В., Москва: АСТ, 2010
13. 1 Ш16 Структура мироздания Вселенной : , Шадрин А.А., Москва: Либроком, 2009

#### SOFTWARE:

1. MS Office ()
2. Научная электронная библиотека ([www.elibrary.ru](http://www.elibrary.ru))
3. Библиотека психолога (<http://psyberia.ru/work/biblio> )
4. Архив журнала «Вопросы психологии» ([www.voppsy.ru](http://www.voppsy.ru) )
5. Сайт факультета психологии МГУ ([www.flogiston.ru](http://www.flogiston.ru) )

#### LMS AND ONLINE RESOURCES

1. Сборник электронных курсов по психологии (<http://www.ido.edu.ru/psychology>)
2. Научная библиотека МГУ (<http://www.lib.msu.su> )
3. Интернет-ресурсы для самостоятельной работы студентов и подготовки к семинарским занятиям (<http://sudushka1.narod.ru/index/0-105> )
4. Психологический журнал ([http://vch.narod.ru/lib\\_link.htm](http://vch.narod.ru/lib_link.htm)[http://vch.narod.ru/lib\\_link.htm](http://vch.narod.ru/lib_link.htm))
5. 2. Информатика и информационные технологии в образовании (<http://www.rusedu.info>)

<https://online.mephi.ru/>

<http://library.mephi.ru/>

### **9. LOGISTICAL SUPPORT**

Any special logistical support is not required

### **10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS**

Successful completion of the course requires intensive independent work by students. Independent work includes:

- reading and taking notes on recommended literature,

- reviewing the course material (using lecture notes, academic and scientific literature), and preparing answers to questions intended for independent study. Guidance and monitoring of student independent work is provided through individual consultations. It is important to achieve an understanding of the material being studied, rather than memorizing it mechanically. If students experience difficulty with specific topics or questions, they should consult with the lecturer. At the end of the course, students take a test.

## **11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS**

Lectures impart new information to students, systematize and summarize their accumulated knowledge, and develop their cognitive and professional interests. When delivering a lecture, the instructor should strive to engage students, actively engage their emotions, and generate interest in the subject matter and a desire to continually expand their knowledge.

The structure of each lecture consists of an introduction, the main body, and a conclusion. The introduction briefly outlines the topic, presents the plan and objectives, lists the relevant literature, demonstrates the connection with the preceding material, and describes the theoretical and practical significance of the topic. The main body comprehensively explores the topic, substantiates key ideas and propositions, elaborates on them, demonstrates connections and relationships, evaluates current practice and scientific foundations, explores development prospects, and formulates interim conclusions. The conclusion summarizes, briefly reiterates and summarizes the main points, formulates general conclusions, and provides recommendations for independent work. Time should also be allocated for answering potential student questions. The teacher's notes for each lecture should include: the topic (clearly stated); the purpose and objectives; a list of topics covered in the lecture; and a summary of the content (highlighting the main and secondary points). To deliver a lecture, you must have a map of the period and region covered in the lecture.

When delivering a lecture, it is necessary to maintain a high scientific level of the information presented; ensure the evidence and reliability of the opinions expressed; clearly and accurately express thoughts and stimulate the audience's thinking; emphasize each section with intonation; in each question, highlight the main points (for memorization) and secondary points (for illustration); clearly pronounce terms, first names, last names, names of countries, and cities, decipher them and write them on the board; draw students' attention to the most significant dates and events.

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