PJSC "Higher Education Institution "INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT"

SYLLABUS OF THE ACADEMIC DISCIPLINE
"SELF-KNOWLEDGEMENT TRAINING"

Specialty: **C4 Psychology**

Educational level: **first (bachelor's) level**

Educational program: **Psychology**

MAUP 2025

General information about the academic discipline

Name of the academic discipline	Self-knowledge training
Code and name of specialty	C4 psychology
Level of higher education	first (bachelor's) level higher education
Discipline status	Selective
Number of credits and hours	3 credits/90 hours. Lectures: 20 hours. Practical classes: 14 hours. Independent work: 56 hours
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	credit

General information about the teacher. Contact information.

Academic degree	
Academic title	
Position	
Disciplines taught by the NPP	
Areas of scientific research	
Links to identifier registries for scientists	
Teacher contact information:	
Email:	
Contact phone number	
Department phone number	
Teacher's portfolio on the website of the department/Institute/ Academies	

Course abstract. The training course "Self-knowledge Training" is an integral part of the training program for specialists in the field of practical psychology. It examines the basic concepts and aspects of individual work and social perception: methods, models and components of training, as well as skills in organizing and conducting psychological training (tasks, principles of building and conducting group work). The course combines the theoretical knowledge of psychology students with practical skills of professional communication (group work, individual psychological counseling) with the use of various psychological techniques.

The subject of study of the academic discipline There are psychological foundations of self-knowledge and interpersonal interaction, methods and techniques for developing self-awareness, emotional and behavioral competence, as well as the formation of skills for conducting training activities in groups and individually.

The aim of the course: is to promote the personal development of students by expanding their skills in interpersonal communication and self-knowledge, developing the ability to reflect on their own inner world, and becoming aware of their own cognitive, emotional, motivational, and behavioral characteristics. The course is aimed at developing the competencies necessary for professional psychological practice, including effective management of group dynamics and individual work with a client.

Objectives of the academic discipline:

1. Developing effective interpersonal communication skills
2. Increasing the level of communicative competence
3. Introduction to methods of introspection, self-development and self-knowledge in the process of psychological training
4. Actualization of motivation for self-knowledge and personal development
5. Developing skills to assess one's own emotional, cognitive and behavioral reactions
6. Learning practical techniques for group interaction and conducting training sessions
7. Developing the ability to reflect on one's own psychological state and professional activities

Prerequisites of the academic discipline. Mastering the course "Self-Knowledge Training" is based on the knowledge gained during the study of the following disciplines: general psychology, personality psychology, social psychology, communication psychology, conflictology, and other related psychological disciplines.

Software competencies

General competencies	GC1. Ability to apply knowledge in practical situations GC2. Knowledge and understanding of the subject area and understanding of professional activity GC4. Ability to learn and master modern knowledge GC5. Ability to be critical and self-critical GC7. Ability to generate new ideas (creativity) GC8. Interpersonal skills GC9. Ability to work in a team
Special competencies	SK1. Ability to operate with the categorical and conceptual apparatus of psychologySK3. Ability to understand the nature of behavior, activity and actionsSK4. Ability to independently collect and critically process, analyze and generalize psychological information from various sourcesSK8. Ability to organize and provide psychological assistance (individual and group)SK10. Ability to adhere to the norms of professional ethics SK11. Ability for personal and professional self-improvement, learning and self-development
Learning outcomes	PH1 Analyze and explain mental phenomena, identify psychological problems and propose ways to solve themPH4 Justify one's own position, draw independent conclusions based on the results of one's own research and analysis of literary sourcesPH8 Present the results of one's own research orally/in writing for specialists and non-specialistsPH10

	Formulate an opinion logically, in an accessible way, discuss, defend one's own position, modify statements in accordance with the cultural characteristics of the interlocutorPH13 Interact, enter into communication, be understandable, be tolerant of persons with other cultural or gender-age differencesPH15 Be responsible for professional self-improvement, training and self-development
Topic 4.	

Content of the academic discipline

No.	Topic name	Number of hours, of which:			
		Lectures	Seminar classes.	Independent work	Teaching methods/assessment methods
1 semester **Content module 1.**					
Topic 1.	**Unit 1. Introduction to Self-Awareness** Reading: What is self-awareness? Listening: Stories of personal growth Speaking: Discussing your personal strengths and weaknesses Why is self-awareness important for psychologists? Vocabulary: Self-reflection, insight, personal growth, emotional awareness Language work: Adjectives for describing personality	2	2	6	**Teaching methods:**verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; practicing skills; working out discussion questions); modeling of professional activity; innovative teaching methods (competence-based; project-research); case method.
Topic 2.	**Unit 2. Personal Values and Beliefs** Reading: Understanding personal valuesListening: How values influence behaviorSpeaking: Sharing your values in small groupsWhy knowing your values helps in personal and professional lifeVocabulary: Core values, belief system, ethical principlesLanguage work: Modals for expressing certainty and obligation	1	1	6	
Topic 3.	**Unit 3. Emotional Awareness** Reading: Identifying and naming emotions Listening: Emotional awareness in daily lifeSpeaking: Describing your emotions and triggersWhy recognizing emotions matters in self-developmentVocabulary: Emotional intelligence, affect, mood, triggerLanguage work: Present perfect to describe past experiences affecting present emotions	3	2	6	
Topic 4.	**Unit 4. Self-Perception and Self-Esteem** Reading: The psychology of self-esteemListening: Stories of self-perception challengesSpeaking: Discussing self-esteem building strategiesWhy self-esteem affects interpersonal relationshipsVocabulary: Self-image, self-worth, confidence,	2	1	6	

	resilienceLanguage work: Comparatives and superlatives to describe self-perception				**Evaluation methods:**oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (control, independent work); test control (closed-form tests: test-alternative, test-compliance); method of self-control and self-assessment; evaluation of case tasks.
Content module 2.					
Topic 5.	**Unit 5. Interpersonal Communication Skills** Reading: Principles of effective communicationListening: Active listening exercisesSpeaking: Role-playing common communication scenariosWhy communication is key in professional psychologyVocabulary: Active listening, feedback, paraphrasing, nonverbal cuesLanguage work: Reported speech for sharing conversations	3	2	4	
Topic 6.	**Unit 6. Conflict Resolution and Negotiation** Reading: Conflict types and causesListening: Case studies of conflict resolutionSpeaking: Practicing negotiation strategiesWhy understanding conflict is crucial for psychologistsVocabulary: Conflict, compromise, mediation, assertivenessLanguage work: Conditional sentences to express hypothetical situations	1	1	6	
Topic 7.	**Unit 7. Empathy and Perspective-Taking** Reading: Cognitive vs. affective empathyListening: Empathy in professional practiceSpeaking: Exercises in seeing others' perspectivesWhy empathy enhances therapeutic relationshipsVocabulary: Empathy, compassion, understanding, perspectiveLanguage work: Relative clauses for describing people and experiences	1	2	6	

Topic 8.	**Unit 8. Group Dynamics and Teamwork** Reading: Stages of group developmentListening: Group exercises and dynamicsSpeaking: Reflecting on group roles and contributionsWhy understanding group processes is important for trainers and psychologistsVocabulary: Cohesion, role, leadership, conflict resolutionLanguage work: Passive voice to describe group processes	2	1	6	
Topic 9.	**Unit 9. Self-Reflection Techniques** Reading: Journaling, guided reflection, and mindfulnessListening: Practitioners' experiences with reflectionSpeaking: Sharing personal reflection practicesWhy regular reflection supports personal and professional growth Vocabulary: Mindfulness, introspection, journaling, meditationLanguage work: Gerunds and infinitives for describing activities	3	1	4	
Content module 3.					
Topic 10.	**Unit 10. Goal-Setting and Motivation** Reading: SMART goals in personal developmentListening: Motivation techniquesSpeaking: Setting and discussing personal goalsWhy goal-setting improves self-awareness and performanceVocabulary: Motivation, achievement, planning, objectivesLanguage work: Future tenses for planning goals	2	1	6	
Modular test work					
	Total:	20	14	56	
Form of control: Credit					

The content of the student's independent work in the academic discipline includes preparation for classroom lessons by studying basic and additional literature, periodicals, Internet sources, performing practical tasks (writing essays, analyzing problem situations, preparing the results of one's own research for presentations at conferences, participating in scientific paper competitions, preparing and publishing scientific articles, theses, etc.) during the semester; independent study of individual topics of the academic discipline; preparation of reports and presentations on the topic of practical lessons; translation of foreign texts of established volumes; performance of individual tasks; preparation for all types of control, including modular control works and final certification; preparation of documents, other types of activities used in the Academy, Institute and Department.

The content of the student's independent work is determined by the work program of the academic discipline of a specific academic discipline, methodological recommendations, tasks and recommendations of the teacher.

Technical equipment and/or software. The educational process uses classrooms, a library, an interactive whiteboard, a multimedia projector, and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

Forms of control methods.

Monitoring the progress of students is divided into current and final (semester).

Current control is carried out during practical, laboratory and seminar classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of current control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

-speech on the main issue;

-oral report;

- additions, questions to the person answering;

- systematic work in seminar classes, activity during discussion of issues;

- participation in discussions, interactive forms of organizing classes;

- analysis of monographic literature;

- written assignments (tests, quizzes, creative works, essays, etc.);

- preparation of theses, abstracts of educational or scientific texts;

- independent study of topics.

Evaluation system and requirements.
Table of distribution of points received by higher education applicants
1st semester

Topics	Current knowledge control										Modular test work	Credit	Total points
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	20	20	100
Work in a seminar class	3	3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	3	3	3	3	3	3	3			

The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

The modular test for the academic discipline "Foreign Language in Professional Activity" is conducted in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the module test in the academic discipline:

When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- a grade of "good" (B) is given for completing 80% of all tasks;
- a grade of "good" (C) is given for completing 70% of all tasks;
- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;
"B" - 16-17 points;
"C" - 14-15 points;
"D" - 12-13 points.
"E" - 10-11 points;
"FX" - less than 10 points.

The final assessment is carried out in the form of an exam. A student who has completed all the required learning tasks specified in the curriculum is allowed to take the exam.

The final (semester) grade for a discipline assessed by an exam consists of two components: the results of the current assessment and the exam grade.

The maximum score for the ongoing assessment is 60, and for the exam - 40.

The minimum score required to pass the exam is 25.

The grade for the current assessment is formed as the sum of the points received by the student during the seminar/practical classes and any incentive (bonus) points, if any.

After grading a student's exam responses, the instructor adds the exam scores to the scores received for the current grade to determine the final grade for the course.

Examination task grading scale

Scale	Total points	Criteria
Perfectly	30–40	The task was completed qualitatively; the student received the maximum grade for theoretical knowledge.
Good	20–29	The task was completed qualitatively, with a fairly high percentage of correct answers.
Satisfactorily	10–19	The task was completed with an average number of correct answers; the student demonstrated theoretical knowledge with significant errors.
unsatisfactory with the possibility of reassembly	0–9	The task was not completed; the student demonstrated theoretical knowledge with significant errors.

Evaluation of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

Also, incentive points may be awarded if the student, for example, has completed and defended certain types of work, attended all lectures, seminars and practical classes, has his own handwritten lecture notes and developed additional educational material, has not missed classes without good reason, attended additional consultations with the lecturer, etc.

Incentive points are not normative and are not included in the score distribution table received by higher education applicants and the main scale of the evaluation system.

One event may be the basis for awarding incentive points for only one most relevant educational component.

Assessment of independent work

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 1 point using standardized and generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks) evaluation criteria.

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
1	1	0.75	0.5	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

A 100-point national and ECTS grading scale is used to assess a student's learning outcomes during the semester.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

Final assessment scale: national and ECTS

Total points for all types of learning activities	ECT8 assessment	National scale assessment	
		for exam, course project (work), practice	for credit
90 – 100	AND	perfectly	Enrolled
82-89	IN		

75-81	WITH	good	
68-74	D	satisfactorily	
60-67	THERE ARE		
35-59	FX	unsatisfactory with the possibility of reassembly	not accepted with the possibility of retaking
0-34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

Course policy.
To successfully complete the "Self-Knowledge Training" course, the student must:
- regularly attend practical classes;
- work systematically, systematically and actively in practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course "Self-knowledge Training" involves mastering and adhering to the principles of ethics and academic integrity, in particular, focusing on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotes, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

Recommended sources of information.
Main:

Maxymenko, S. D. (2019). *Zahalna psykholohiia* [General psychology]. Center for Educational Literature.

Savchyn, M. V. (2017). *Psykholohiia samosvidomosti osobystosti* [Psychology of personal self-consciousness]. Akademvydav.

Orban-Lembryk, L. E. (2018). *Sotsialna psykholohiia* [Social psychology]. Novyi Svit–2000.

Tytarenko, T. M. (2016). *Zhyttievyi svit osobystosti: U mezhakh i za mezhamy budennosti* [The life world of personality: Within and beyond everyday life]. Lybid.

Karamushka, L. M. (2015). *Psykholohiia upravlinnia personalom* [Psychology of human resource management]. Lybid.