



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

Approved:
Name of the department
Minute No. _ dated “_” 2025

Head of the department

(signature)
(full name)

SYLLABUS
of the academic discipline
History of Psychology

specialty: C4 Psychology

educational level: first (bachelor's) level

study program: «Psychology»

2025

General information about the academic discipline

Name of the academic discipline	History of Psychology
Code and name of the specialty	C4 Psychology
Level of higher education	first (bachelor's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	7 credits / 210 hours, Lectures: 40 hours, Seminars / practical classes: 64 hours Students' independent work: 106
Terms of studying the discipline	2, 3
Language of instruction	Ukrainian
Type of final control	Pass/fail (credit); exam

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Instructor's portfolio on the website	

Course abstract. The curriculum of the course "History of Psychology" covers the historical development of psychological knowledge in different countries, their specifics, connection with socio-historical conditions and the state of spiritual life, culture. The socio-cultural context of the development of psychological knowledge reveals the effective role of psychology in solving socially significant problems in various spheres of social life (education, training, ethics of relations between people, etc.).

The subject of the discipline is the process of formation, development and transformation of psychological knowledge, ideas and methods - from their philosophical and scientific origins to modern concepts, as well as an analysis of the influence of cultural-historical, social and scientific factors on the formation of psychological science.

The purpose of the course is to form in the applicants a deep and systematic understanding of the process of formation and development of psychological science as an independent field of knowledge, as well as an awareness of its place in the general context of the evolution of world culture, science and public opinion. The course is designed to provide comprehensive mastery of knowledge about the origins of psychological ideas, their development within the framework of philosophical, religious, medical and pedagogical concepts of different historical eras; to familiarize students with the leading scientific schools and directions, key figures, discoveries and discussions that have determined the trajectory of the development of psychology from ancient civilizations to the present day.

Particular attention is paid to revealing the connection between historical conditions and the transformation of scientific approaches, analyzing cultural-historical, socio-economic and philosophical factors that influenced the formation of psychological knowledge. The goal is also to develop the ability to critically reflect on theoretical positions, compare different scientific paradigms, identify patterns and trends in the evolution of psychological ideas, which allows for a deeper understanding of the current state of psychology and the prospects for its development.

The course is aimed at developing in students the skills of working with historical and scientific sources, analyzing texts and interpreting ideas in the light of a specific historical context, as well as understanding the importance of the history of psychology for the professional training of future specialists, the development of their worldview, scientific culture and the ability to integrate historical knowledge into their own practical and research activities.

The objectives: students' acquisition of fundamental knowledge about the key stages of the development of psychological science, starting from ancient ideas about the soul and consciousness, through medieval and Renaissance concepts, to the formation of psychology as an independent field of knowledge in the 19th–20th centuries and its modern trends. The course is focused on familiarizing students with the main theoretical

schools (structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, humanistic and cognitive psychology, cultural-historical theory, etc.) and analyzing the contribution of leading scientists to the development of psychology. Special attention is paid to the formation of skills to critically analyze, compare and interpret scientific concepts in the context of historical conditions, to understanding the influence of related disciplines - philosophy, biology, medicine, pedagogy and sociology - on the formation of psychological theories, as well as mastering the methodological principles of historical and scientific research. The course promotes the development of scientific culture, historical thinking, the ability to work with sources and the formation of professional competencies necessary for the use of historical knowledge in modern scientific and practical tasks, and also stimulates motivation for further independent study of the history of psychology and its individual areas.

Prerequisites. The study of the academic discipline "History of Psychology" is based on knowledge and skills in "History of Philosophy", "General Psychology", "Sociology", "Personality Psychology", "Methodology of Scientific Research". The ability to work with scientific and educational literature, analyze and systematize information, formulate logical conclusions, as well as critical thinking skills are required.

Postrequisites: the acquired knowledge and skills from the course "History of Psychology" are the basis for further study of such disciplines as "Theoretical Psychology", "Psychological Methodology", "Social Psychology", "Psychodiagnostics", "Personality Psychology", as well as courses related to research work and analysis of modern scientific schools. The knowledge obtained contributes to the development of the professional worldview of future psychologists and forms the ability to critically evaluate modern theories, relying on their historical origins.

The fragment of socio-cultural experience acquired by applicants during the study of the academic discipline "History of Psychology" in the form of a system of knowledge, skills, norms and values will become the theoretical basis for further industrial practice (internship) and preparation of educational and qualification works (writing coursework, diploma thesis, etc.)

The academic discipline ensures the formation of general and special competencies by students and the acquisition of learning outcomes defined by the educational and professional program "Psychology", namely:

Program competencies and learning outcomes:

General Competencies (GC)	<p>GC 2. Knowledge and understanding of the subject area and understanding of professional activity.</p> <p>GC 10. Ability to exercise one's rights and obligations as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development,</p>
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	the rule of law, the rights and freedoms of man and citizen in Ukraine.
Specific (Professional) Competencies (SC)	<p>SC 1. Ability to operate with the categorical and conceptual apparatus of psychology</p> <p>SC 2. Ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena.</p>
Learning outcomes	
Program learning outcomes	<p>PLO 3 Search for information from various sources, including using information and communication technologies, to solve professional tasks.</p> <p>PLO 13 Interact, enter into communication, be understandable, and be tolerant of people with other cultural or gender-age differences.</p> <p>PLO 17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and public activities.</p> <p>PLO 19 To analyze the socio-psychological characteristics of an individual and to create a socio-psychological profile of the person</p> <p>PLO 21 To implement programs of interpersonal and intergroup interaction that would promote a positive psychological climate within teams</p>

Content of the academic discipline

№	Topic name	Number of hours, including				Teaching methods/assessment methods
		Lecture	Seminars	Individual work		
2nd semester Content module 1. General methodology for constructing and explaining the history of psychology						Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases);
Topic 1.	Subject, place and role of the history of psychology in the system of general scientific and psychological knowledge	2	4	6		
Topic 2.	Principles and methods of historical and psychological research	2	4	6		
Content module 2. Pre-scientific period of development of psychological thought						

Topic 3.	Development of psychological ideas in the context of mythology and philosophy of the ancient world	2	4	6	<p>explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.</p>	
Topic 4.	Development of psychological thought in the era of antiquity	2	4	6		
Topic 5.	Psychological thought and religious ideas of the Middle Ages	2	4	6		
Topic 6.	Development of philosophical and psychological thought in the era of the Renaissance	2	4	6		
Topic 7.	Philosophical and psychological thought in the era of the Scientific Revolution (Baroque)	2	4	6		
Topic 8.	The Age of Enlightenment and the movement of philosophical and psychological thought	2	4	6		
Topic 9-10.	The 19th century: from romanticism in culture to psychology as a science	4	6	12		
Total :		20	38	60		
Form of control: pass/fail						
<p>3nd semester Content module 3. The scientific period of the history of psychology and the system of psychological teachings</p>						
Topic 11-12	The formation of psychology as a science in the 19th century and the development of its branches	4	6	10	<p>oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case studies.</p>	
Topic 13-14	The main directions and scientific schools of the 19th-20th centuries.	4	4	10		
Topic 15-16	Psychology and philosophical teachings of the second half of the 19th century - the 20th century	4	6	10		
Topic 17-18	The formation and development of modern directions in foreign psychology	4	4	10		
Topic 19-20	Historical and psychological research of the 20th century	4	6	6		
Modular test work						
Total :		20	26	46		
Form of control: exam						

The content of the student's independent work in the academic discipline "History of Psychology" involves preparation for classroom lessons by mastering lecture materials, studying basic and additional literature, periodicals, Internet sources, performing practical tasks (writing abstracts, reports, preparing the results of one's own research for presentation 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 classes; translation of foreign texts of established volumes; performance of individual tasks; preparation for all types of control, including modular control works and final certification; 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 for tasks and recommendations of the teacher.

Technical equipment and/or software. The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lecture and seminar classes with presentation elements. The study of individual topics and the performance of practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

Forms and methods of control.

Control of the success of students is divided into current and final (semester).

Ongoing assessment 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 ongoing assessment 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, which are subject to ongoing assessment:

- speech on the main issue;
- oral report;
- additions, questions to the person who answers;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;

Control of the success of education seekers is divided into current and final.

Methods of ongoing assessment: oral control (survey, conversation, report, message, etc.); written control (test paper, essay, presentation of material on a given

topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

Grading system and requirements.

Table of distribution of points received by students

2nd semester

	Ongoing knowledge control										Modular tests	Final assessment	Total points
	T o p i c 1	T o p i c 2	T o p i c 3	T o p i c 4	T o p i c 5	T o p i c 6	T o p i c 7	T o p i c 8	T o p i c 9	T o p i c 10			
Topics											20	20	100
Work in a seminar session	3	4	3	4	3	4	3	4	4	3			
Independent work	3	2	3	2	3	2	3	2	2	3			

3nd semester

	Ongoing knowledge assessment										Modular test	Exam	Total score
	T o p i c 1	T o p i c 2	T o p i c 3	T o p i c 4	T o p i c 5	T o p i c 6	T o p i c 7	T o p i c 8	T o p i c 9	T o p i c 10			
Topics											20	40	100
Work in a practical session	2	3	2	3	2	3	2	3	2	3			
Independent work	1	2	1	2	1	2	1	2	1	2			

The table contains information about the maximum points for each type of assignment.

When assessing the mastery of each topic for the current educational activity, the education applicant is given marks taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of education applicants and the distribution of points they receive are regulated by the Regulations on the assessment of educational achievements of higher education applicants at IAPM.

The syllabus should include a description of the assessment criteria for independent work and modular tests.

Modular control. Modular control work on the educational discipline "History of Psychology" is carried out in the last lesson of the module in written form, in the form of a test.

Criteria for evaluating the modular test work in the academic discipline "History of Psychology":

When evaluating the modular test work, the volume and correctness of the completed 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);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;
- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work – 0 points.

The above grades are transformed 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 semester control in the academic discipline "History of Psychology" is a mandatory form of assessing the learning outcomes of a higher education applicant. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the program of the academic discipline.

The final control is carried out in the form of a test (written). The student is admitted to the semester control provided that he performs all types of work.

Semester control in the form of a pass/fail (credit) provides that the final grade for the discipline is determined as the sum (simple or weighted) of points for content modules. The credit is issued based on the results of the student's work throughout the semester. The rating score of the student consists of the points received by the student based on the results of current control measures, incentive points.

Students who have completed all tasks and have a rating score of 60 or more points receive a grade corresponding to the rating received without additional tests.

With students who have completed all tasks and have a rating score of less than 60 points, as well as with those students who wish to increase their rating score, the instructor conducts a final semester control in the form of a test (or other form of assessment) at the last scheduled class in the semester.

Assessment 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, applicants who participated in scientific research work and performed certain types of additional (individual) types of 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.

The amount of incentive points is taken into account when issuing the final scores in the credit and examination report (but not more than 89 points in the overall total) and can be automatically credited when issuing the final semester grade for the relevant educational component.

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

One event can be the basis for issuing incentive points only for one most relevant educational component.

The total number of points scored by students for completing independent work tasks is one of the components of the current academic performance in the discipline. Independent work on each topic according to the work program of the discipline is evaluated in the range from 0 to 3 points using standardized generalized knowledge assessment criteria.

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

2nd semester

The maximum possible assessment of independent work (individual tasks)	Level of execution			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	1	0

3rd semester

The maximum possible assessment of independent work (individual tasks)	Level of execution			
	Excellent	Good	Satisfactory	Unsatisfactory
2	2	1,5	1	0

Forms of independent control: current control based on the performance of practical work; current control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

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

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), practice	
		National scale assessment for exam, course project (work), practice	for pass/fail
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	unsatisfactory with the possibility of

			retaking
1 – 34	F	unsatisfactory with mandatory re-study of the discipline	unsatisfactory with mandatory re-study of the discipline

Course Policy.

To successfully master the course "History of Psychology", the student must:

- regularly attend lectures and practical classes;
- systematically, systematically and actively work in lectures and practical classes;
- work through missed classes or unsatisfactory grades received in classes;
- fully perform the tasks that the teacher requires to be prepared, their quality is appropriate;
- perform tests and other independent work;
- adhere to the norms of academic behavior and ethics.

The course "History of Psychology" involves mastering and adhering to the principles of ethics and academic integrity, in particular, an orientation to preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotations, which 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, biased evaluation.

The assessment of the student is focused on obtaining points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that are capable of developing practical skills and abilities for which additional (bonus) points may be awarded, at the teacher's decision (participation in round tables, scientific conferences, olympiads and scientific competitions among students).

Methodological support of the academic discipline

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline " History of Psychology ".

1. Bidzyura I. P., Melkov Yu. O., Grabovenko N. V. Methodological recommendations for performing control work for higher education applicants in the specialties and educational programs "Psychology", "Social Work", "Public Management and Administration", "Tourism", "International Relations, Public Communications and Regional Studies", "Management", "Philology", "Sociology", "Political Science". – K.: MAUP, 2018. – 38 p.

2. Bidzyura I. P., Melkov Yu. O., Grabovenko N. V. Methodological recommendations for the preparation, writing and defense of coursework for applicants for higher education in the specialties "Psychology", "Social Work", "Public

Management and Administration", "Tourism", "International Relations, Public Communications and Regional Studies", "Philology". - Kyiv: MAUP, 2019. - 38 p.

3. Raevska Ya.M., Turinina O.L., Klymenko I.S. Methodological recommendations for the preparation, writing and defense of scientific works (coursework, qualification works for obtaining the level of higher education bachelor and master) specialty 053 Psychology. - Kyiv: NNIPSN MAUP, 2023. - 148 p.

Recommended sources of information.

Main:

1. Constitution of Ukraine dated 28.06.1996 No. 254k/96-BP. URL: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>
2. Yevdokimova O. O. History of psychology: textbook / O. O. Yevdokimova. - Ed. 2nd ed., supplement. - Kharkiv: Konstanta, 2020. – 320 p.
3. Zhukov S. M., Zhukova T. V. History of psychology: textbook / S. M. Zhukov, T. V. Zhukova. – Kyiv: Condor Publishing House, 2022. – 230 p. – ISBN 978-966-351-217-4.
4. History of psychology: from antiquity to the beginning of the 20th century: textbook. manual / Compiled by O. P. Kokhanov, 2016. – NVP “Interservice”. – 235 p.
5. Makhniy M. M. History of psychology: a textbook / M. M. Makhniy. – Kyiv: Publishing House “Slovo”, 2016. – 472 p.
6. Osmanova A. History of psychology: a textbook / A. Osmanova. – Kyiv: KyMU, 2017. – 292 p.
7. Pogorilskaya N. I., Synelnykova R. Yu. History of psychology: a textbook / N. I. Pogorilskaya, R. Yu. Synelnykova. – Kyiv: VPC “Kyiv University”, 2021. – 223 p.
8. Romenets V., Manokha I. History of psychology of the 20th century / V. Romenets, I. Manokha. – Kyiv: Lybid, 2017. – 1056 p.
9. Tokareva N. M. History of psychology: from the origins to the age of Enlightenment: a textbook for higher education students / N. M. Tokareva. – Kyiv: Publishing house "Kyiv-Mohyla Academy", 2016. – 320 p.

Additional:

1. Butler-Bowdon T. 50 outstanding books. Psychology. Your guide to the most important works on the brain, personality and nature / Tom Butler-Bowdon; trans. from English. T. Mykytyuk. – Kyiv: Book Chef, 2024. – 512 p.
2. Haze N. A short history of psychology / Nicky Haze; trans. from English. S. Zolotukhina. — Kyiv: Nash Format, 2025. — 224 p.
3. Kovalchuk Z. Ya. History of psychology: a course of lectures: for students of the specialties "Psychology", "Practical psychology" / Z. Ya. Kovalchuk. – Lviv: Lviv State University of Internal Affairs, 2013. – 344 p.
4. Myasoyid P. A. Psychological cognition. History, logic, psychology / P. A. Myasoyid. – Kyiv: Lybid, 2016. – 560 p.
5. Romanets V. History of psychology. Ancient world. Middle ages. Renaissance / V. Romanets. – Kyiv: Lybid, 2017. – 916 p.

6. Romanets V. History of psychology. 19th – early 20th century / V. Romanets. – Kyiv: Lybid, 2017. — 832 p.
7. Tertychna N. A. History of psychology: teaching. manual / author N.A. Terhychna – Kyiv: Kniga-plus, 2018. – 352 p.
8. Turban V. V. (ed.) Formation of basic paradigms of Ukrainian psychology: collective monograph / V. V. Turban, I. V. Bilokon, N. M. Bugayova, K. V. Gavrylkova, V. M. Lettsev, A. M. Maslyuk, V. F. Matsenko, Zh. M. Matsenko, O. A. Melnyk, I. M. Poklad, M. I. Savina, L. Z. Serdyuk, L. O. Skalska, A. A. Tereshchuk, G. V. Chaika. – Kyiv: Publishing House “Slovo”, 2017. – 257 p.

Information resources:

1. V. I. Vernadsky National Library of Ukraine – <https://www.nbuu.gov.ua/>
2. Google Scholar – <https://scholar.google.com/>
3. JSTOR – <https://www.jstor.org/> (partially free)
4. ScienceDirect – <https://www.sciencedirect.com/>
5. SpringerLink – <https://link.springer.com/>
6. ResearchGate – <https://www.researchgate.net/>