МАУП

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
PSYCHODIAGNOSTICS

specialty: C4 Psychology

educational level: first (bachelor's) level

study program: «Psychology»

2025

General information about the academic discipline

Name of the academic discipline	Psychodiagnostics
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	**8 credits / 240 hours.** Lectures: 48 Seminars: 60 Students' independent work: 132
Terms of studying the discipline	5, 6
Language of instruction	Ukrainian
Type of final control	Pass/fail, 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 discipline "Psychodiagnostics" is a fundamental component of the training of specialists in the field of psychology. It covers the theoretical foundations, methods and stages of psychological diagnosis of the individual, groups, mental processes and states. The course examines the principles of construction, adaptation and interpretation of psychodiagnostic methods, ethical aspects of diagnostic activity. Mastering the discipline forms professional competence in students in conducting psychological examinations, analyzing results and providing substantiated conclusions.

The subject of the discipline «Psychodiagnostics» is the study of theoretical

principles, methods, and procedures used to assess individual psychological characteristics, mental processes, states, and behavioral patterns, as well as the development, adaptation, application, and interpretation of psychodiagnostic tools in professional psychological practice.

The purpose of the academic discipline is to teach students to effectively carry out diagnostic activities; to navigate in complex cases of diagnostic practice; to develop and form psychodiagnostic thinking in applicants.

The objectives. To familiarize students with the theoretical foundations of psychodiagnostics, its goals, objectives and basic concepts.

To form in students the ability to select, adapt and use psychodiagnostic methods in accordance with the purpose of the study.

Develop skills in processing, analyzing and interpreting the results of psychodiagnostic examinations.

Teach to adhere to ethical norms and standards in the process of psychodiagnostic activities.

Promote the development of professional thinking and a critical approach to the use of psychodiagnostic tools in the practical activities of a psychologist.

Prerequisites basic general educational knowledge of the professional cycle. The course "Psychodiagnostics" is directly related to the disciplines: Social Psychology and Conscientology, Clinical Psychology according to the scheme of the educational and professional program (EPP), as well as to the educational components Psychological Correction, Psychological Counselding.

Program competencies and learning outcomes:

General Competencies	**GC** 2. Knowledge and understanding of the subject area and understanding of professional activity. **GC** 3. Skills in using information and communication technologies. **GC** 4. Ability to learn and master modern knowledge . **GC** 6. Ability accept justified solution .
Specific Competence	**SC** 1. Ability operate categorical-conceptual by device psychology. **SC** 2. Ability to retrospectively analyze domestic and foreign experience understanding nature emergence , functioning and development mental phenomena . **SC** 4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources. **SC** 5. Ability to use valid and reliable psychodiagnostic tools. **SC** 6. Ability independently to plan , organize and implement psychological research . **SC** 7. Ability analyze and systematize received results , formulate reasoned conclusions and recommendations .

	SC 8. Ability organize and provide psychological assistance (individual and group). **SC** 9. Ability carry out educational and psycho-prophylactic work according to request . **SC** 10. Ability to adhere to the norms of professional ethics. **SC** 14. Ability to understand the patterns of interaction between individuals, social groups, and communities.
Learning outcomes	**PLO** 1. Analyze and explain mental phenomena , identify psychological problems and suggest ways to solve them solution **PLO** 3. Search for information from various sources, including using information and communication technologies, to solve professional tasks. **PLO** 4. To justify own position , do independent conclusions based on the results of their own research and analysis literary sources . **PLO** 5. Choose and apply valid and reliable psychodiagnostic tools (tests, questionnaires, projective methods, etc.) for psychological research and psychological assistance technologies. **PLO** 6. Formulate the goal and objectives of the research, have the skills to collect primary material, follow the research procedure. **PLO** 7. Reflect and critically evaluate certainty received results psychological research , formulate reasoned conclusions . **PLO** 11. To draw up and implement a plan for the consultative process, taking into account the specifics of the request and the individual characteristics of the client, to ensure the effectiveness of one's own actions (including in working with persons who have suffered psychological trauma, in particular as a result of war).

Content of the academic discipline

5 semester

№	**Topic name**	**Number of hours, including**			
		Lecturers	**Seminars**	**Individual work**	**Teaching methods/ assessment methods**

Content module 1. The concept of psychodiagnostics.					**Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development;**
Topic 1.	**The concept of psychodiagnostics. (The subject and structure of psychodiagnostics. The place of psychodiagnostics in the system of psychological sciences. The tasks and role of theoretical and practical psychodiagnostics).**	**2**	**3**	**6**	
Topic 2.	**The history of psychodiagnostics**	**2**	**3**	**6**	
Topic 3.	**General characteristics of psychodiagnostic methods (Requirements for psychodiagnostic methods. Classification and categorisation of psychodiagnostic methods. Tests as psychodiagnostic tools. Concepts, advantages and disadvantages of test-based and**	**2**	**3**	**7**	

	non-test-based psychodiagnostics.)				**situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.** **Assessment methods: 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**
Topic 4.	**Areas of application of practical psychodiagnostic methods (Use of psychodiagnostics to optimise teaching and education. Use of psychodiagnostics in medicine. Psychodiagnostics in psychological counselling.).**	**2**	**3**	**7**	
Topic 5.	**The use of psychodiagnostics to solve problems related to the sphere of labour activity. The use of psychodiagnostics in forensic psychological examination**	**2**	**3**	**7**	
Content module 2. Testology PART 1					
Topic 6	**General theory of test psychodiagnostics. (The test as a psychological tool. Concepts**	**2**	**3**	**7**	

	and classifications of tests. Characteristics of tests. Computerised and computer tests. Objective and subjective personality tests. The problem of adaptation and methodological support for testing).				**case studies.**
Topic 7	**Organization of psychodiagnostic testing. (Psychological diagnosis. Concepts and structural components. Situational variable of the examination and variable of the examination objectives. Concept and characteristics of the test task. Algorithm for conducting the examination (psychodiagnostic process: data collection stage; processing and interpretation stage; decision-**	**2**	**4**	**7**	

	making stage).				
Topic 8	**Moral and ethical issues in the work of a psychodiagnostician. (Ethical issues related to the personality and professional qualities of individuals involved in diagnostic techniques. Ethical issues related to ensuring the rights of individuals being diagnosed. Socio-psychological foundations of the ethical code of a psychologist-diagnostician).**	**2**	**4**	**7**	
Topic 9	**Psychodiagnostics and education. Age aspects of psychodiagnostics (part 1). (Tasks and functions of psychodiagnostics in educational institutions. Psychological and pedagogical problems of age psychodiagnostic**	**2**	**3**	**7**	

	s).				
Topic 10	**Psychodiagnostics and education. Age aspects of psychodiagnostics (part 2) (Main areas of application of psychodiagnostics in school settings; the issue of school readiness as one of the pressing tasks of school psychodiagnostics)**	**2**	**3**	**7**	
Modular test work					
Total :		**20**	**32**	**68**	
Form of control: Pass					

Content of the academic discipline

6 semester

№	**Topic name**	**Number of hours, including**			
		Lecturers	**Seminars**	**Individual work**	**Teaching methods/ assessment methods**

Content module 1. Testology PART 2					**Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); 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**
Topic 1.	**Diagnosis of infants and young children. (Methods and principles of diagnosis of infants and young children. Developmental assessment scales in foreign psychodiagnostics. Assessment scales in domestic psychodiagnostics).**	**2**	**2**	**5**	
Topic 2.	**Diagnosis of psychological readiness for school. (Concept and structure of psychological readiness. Organisation of psychological readiness diagnosis: diagnosis of personal readiness. Diagnosis of the formation of prerequisites for educational activity. Programme for the diagnosis of children's**	**2**	**2**	**5**	

	psychological readiness for school).				**modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.** **Assessment methods: 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.**
Topic 3.	**Abilities as a subject of psychodiagnostics. The concept of abilities in domestic and foreign psychology. Tests in the diagnosis of abilities. Special abilities and tests of special abilities. Batteries of tests of special abilities. Diagnosis of special abilities in domestic psychology.**	**2**	**2**	**5**	
Topic 4.	**The main stages of test design: psychometric foundations of psychodiagnostics. (Psychometric properties of tests. Test specifications. Determining the number of tasks. Task development procedures.**	**2**	**2**	**5**	

	Test design and pilot studies. Task analysis, test reliability and validity. Standardisation and publication of tests).				
Topic 5.	**Computerisation of psychological diagnostics. (Computers in test development. Computers in processing psychological test results. Rules and restrictions on the use of computers in psychological diagnostics. Prospects for the computerisation of diagnostic research)**	**2**	**2**	**5**	
Topic 6.	**Diagnosis of mental states and emotional and personal maladjustment (The concept of mental state and its characteristics.**	**2**	**2**	**5**	

	Classification of mental states. Main types of mental states. Diagnosis of mental states).				
Topic 7.	**Features of diagnosing temperament and character (Basic views on the nature of temperament. The relationship between temperament and personality traits. Approaches to studying temperament. Character and the relationship between character and temperament. Character accentuations and their behavioural manifestations).**	**2**	**2**	**5**	
Content module 2. Testology PART 3					
Topic 8	**Personality questionnaires. Research into personality traits**	**2**	**2**	**5**	

	(Historical aspects of personality research in psychology. Personality questionnaires. Types, characteristics and areas of application. The problem of reliability of personality questionnaires. Determinants of responses (falsification and response bias; the problem of understanding questions and changing responses; the psychometric paradox). Personality questionnaires and personality theories. Basis and interrelationship)				
Topic 9	**Non-test methods of psychodiagnostics. (Observation as a method of psychological research.**	**2**	**2**	**5**	

	Interviewing as a type of oral survey. Questionnaires as a type of written survey. Expert assessment in psychology. Content analysis as a psychodiagnostic procedure. Experiments in psychological research).				
Topic 10	**Mathematical methods in psychological research (Development of mathematical methods for processing psychophysical research data. Application of mathematical methods in processing experimental data. General population and sample. Types of sampling). Measurement and scales, types of scales. (The concept of measurement. The concept of a**	**2**	**2**	**5**	

	scale. Measuring scales. Nominal, rank, interval, absolute scales. Their properties. Determining the scale on which a property is measured. The importance of determination)				
Topic 11	**Tabular and graphicalpresentation. (Frequencies.Tables of source data.Tables and graphs of frequency distribution. Their use.Cross-tabulation tables and theiruse).**	**2**	**2**	**5**	
Topic 12	**Primary descriptive statistics. (Measures of central tendency. Concepts and types. Distribution quantiles. Measures of variability). Normal**	**2**	**2**	**3**	

	distribution law and its use. (Concept of distribution. Types of distribution of characteristics. Normal distribution as a standard. Development of test scales. Checking the normality of distribution).				
Topic 13	**Correlation coefficients, correlation analysis. (The concept of correlation. Pearson's r coefficient. Spearman's r coefficient. Kendall's τ coefficient. The problem of partial correlation, the problem of tied ranks. Correlation of binary data).**	**2**	**2**	**3**	
Topic 14	**Parametric and non-parametric methods of sample comparison. (Concept of**	**2**	**2**	**3**	

	parametric methods. Comparison of variances. Student's t-test for a single sample. Student's t-test for independent samples. Student's t-test for dependent samples. Concept of non-parametric methods. Mann-Whitney U test – comparison of two independent samples. Wilcoxon T test – comparison of two dependent samples. Kruskal-Wallis H test – comparison of more than two independent samples. Friedman $\chi 2$ test – comparison of more than two dependent samples).				
Modular test work					
Total :		**28**	**28**	**64**	

Form of control: Exam

Technical equipment and/or software – official website of MAUP:
http://maup.com.ua The educational process uses classrooms, a library, 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 and methods of control.

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

Ongoing control is carried out during practical (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 control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

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

-oral report;
- additions, questions to the person answering;
- 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 students is divided into ongoing and final.

Methods of ongoing control: oral control (survey, conversation, report, message, etc.); written control (test work, 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 (pass/fail)

	Ongoing knowledge control										Modular test	Final assessment	Total points
Topics	Top	To	Top	To	Top	To	To	To	To	Top			

	ic 1	pic 2	ic 3	pic 4	ic 5	pic 6	pic 7	pic 8	pic 9	ic 10	20	20	100
Work in a seminar session	4	4	4	4	4	4	4	4	4	4			
Independent work	2	2	2	2	2	2	2	2	2	2			

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

When assessing the mastery of each topic for the current educational activity, the student is given marks 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 at PJSC "HEI "MAUP".

Modular control. Modular control work on the academic discipline "Psychodiagnostics" is carried out in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Psychodiagnostics":

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 "Psychodiagnostics" is a mandatory form of assessing the learning outcomes of a student. 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 (oral). The student is admitted to the semester control provided that he performs all types of work.

Semester control in the form of a test provides that the final grade for the discipline is determined as the sum (simple or weighted) of points for content modules. The final grade 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 ongoing control measures, incentive points.

Students who have fulfilled all the 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 fulfilled all the 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 professor conducts a final semester control in the form of a test at the last scheduled lesson in the discipline in the semester.

For the exam:

	Ongoing knowledge control														**Modular test**	**Exam**	**Total points**
Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	20	40	100
Work in a seminar session	2	2	2	2	2	2	2	2	2	1	1	2	2	2			
Independent work	1	1	1	1	1	1	1	1	1	1	1	1	1	1			

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the sullabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus 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 certain educational component.

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

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

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic 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)

The maximum possible assessment of independent work	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory

(individual tasks)				
2	2	1,5	1	0

Forms of control: ongoing control based on the performance of practical work; ongoing 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 student 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 (credit)
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	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

Course Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;

- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behavior and ethics.

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

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, 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 "Psychodiagnostics".

Recommended sources (literature):
Main (basic):

1. Melnychuk O.B. 316 Psychological diagnostics. Textbook. Rec. MES of Ukraine. 2023. 316 p.
2. Bedan V.B. Tendency to experience loneliness: component composition of indicators. The problem of modern personality psychology: collection of mat. science-practical conference of young scientists and students (Odessa, May 17-18, 2018). VMV, Odesa. 2018. P. 204-209.
3. Kolomiyets L. Psychological diagnostics of motivation and communication of the personality: teaching-methodological. supplement. / L. Kolomiyets, G. Shulga. Vinnytsia State Pedagogical University named after M. Kotsyubynsky, Vinnytsia. 2012. 186 p.
4. Kushnir Yu.V. Psychodiagnostics. Textbook. KyTs, Donetsk. 2012. 346 p.
5. Lutsenko O.L. Practical work on psychodiagnostics. Karazin National University, Kharkiv. 2018. 112 p.
6. Morgun V.F., Titov I.G. Fundamentals of psychological diagnostics: textbook. - 3rd edition. Publishing House "Slovo", Kyiv. 2013. 464 p.
7. Morozov O.M. Personality psychology: operational audiovisual diagnostics:

textbook. Publ. Palyvoda A.V., Kyiv. 2018. 328 p.

8. Samoshkina L.M. Psychodiagnostics: Textbook. with multimedia course /Edited by Corresponding Member of the Academy of Sciences of Ukraine, Professor E. L. Nosenko. University Education Publishing House, Kyiv. 2019. 442 p.

9. Tatyanchikov A.O. Characteristics of psychodiagnostic tools for studying the features of students' adaptation to learning in primary school/A.O. Tatyanchikov//From science to practice: scientific and methodological almanac. / Edited by Prof. I. V. Tatyanchikova. Issue 3. B. I. Matorin Publishing House, Slavyansk. 2018. P. 79-86.

10. Terletska L. G. Fundamentals of psychodiagnostics. Textbook. Glavnik, Kyiv.2016.144 p.

11. Tsilmak O.M. Psychodiagnostics and psychocorrection of interpersonal and intrapersonal conflicts The latest psychological technologies: diagnostics, consulting, psychocorrection, non-medical psychotherapy: a textbook / edited by S.D. Maksimenko, V.E. Lunyova. Institute of Psychology named after G.S. Kostyuk of the National Academy of Sciences of Ukraine. Monreal: AccentGraphicsCommunications. Kyiv. 2015. pp. 205-219.

12. Chala Yu.M., Shakhraichuk A.M. Psychodiagnostics: a textbook / Yu.M. Chala, A.M. Shakhraichuk. NTU "KhPI", Kharkiv. 2018. 246 p.

13. Kellerman H., Burry A. Handbook of Psychodiagnostic Testing. Analysis of Personality in the Psychological Report. Fourth Edition. NewYork: Springer, 2013.

References

1. Beley M.D., Todoriv L.D. Fundamentals of diagnostic psychology. Tipovit. Ivano-Frankivsk, 2008. 296 p.

2. Galyan I.M. Psychodiagnostics. Akademvydav, Kyiv. 2011. 464 p.

3. Korolchuk M.S., Osyodlo V.I. Psychodiagnostics. Nika-Center, Kyiv. 2010. 400 p.

4. Maksymenko Yu.B. Computer diagnostics in psychology: principles and methods of development and use. Psychology and society. 2007. No. 4. P. 56–72.

5. Morgun V.F., Titov I.G. Fundamentals of psychological diagnostics. Slovo, Kyiv. 2009. P. 23-35.

6. Polishchuk S. A. Methodological guide to psychodiagnostics / S. A. Polishchuk University book, Sumy. 2009. 442 p.

7. Tatyanchikov A. O. Psychological and pedagogical study of the features of socialization of students with intellectual disabilities at the stage of adaptation in a special school / A. O. Tatyanchikov, I. V. Tatyanchikova // Materials of the International Scientific and Practical Conference ["Psychology and Pedagogy: the need for the influence of science on the development of practice in Ukraine"], (Lviv, February 22-23, 2019). Part 1. NGO "Lviv Pedagogical Community", Lviv. 2019. P. 44-47.

8. Tatyanchikov A. O. Psychodiagnostic toolkit for studying the features of adaptation of adolescents to studying in a basic school in inclusive education / A. O. Tatyanchikov//Theoretical and methodological support for the education and upbringing of persons with special educational needs: collection of scientific works. Issue 6. Slavyansk, 2016. P. 225-230.

Information resources

1. https://stud.com.ua/37582/psihologiya/psihodiagnostika
2. https://westudents.com.ua/knigi/521-psihodagnostika-galyan-m.html