



**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
**«THEORETICAL AND METHODOLOGICAL PROBLEMS OF
PSYCHOLOGY»**

specialty: C4 Psychology

educational level: second (master's) level

study program: «Psychology»

General information about the academic discipline

Name of the academic discipline	Theoretical and methodological problems of psychology
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	second (master's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	4 credits/ 120 hours Lectures: 20 hours Seminars/practical classes: 32 hours Independent work: 68 hours
Terms of study of the discipline	1
Language of instruction	Ukrainian
Type of final control	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	
Teacher's portfolio on the Institute's website	

Course abstract. The discipline is aimed at developing a systematic understanding of the current state and main problems of the theory and methodology of psychology in undergraduates. The conceptual foundations of psychological knowledge, modern paradigms and methodological approaches, epistemological and philosophical foundations of research activities are studied. The course involves mastering the skills of critical analysis of psychological theories, the formation of one's own scientific position and methodological culture.

The subject of study of the discipline: theoretical and methodological foundations of modern psychology, scientific schools, paradigms, concepts, principles of building psychological knowledge.

The purpose of the course: the formation of a deep understanding of the theoretical and methodological foundations of psychology in undergraduates, the development of critical thinking, the skills of analyzing scientific sources, theories and methods of researching mental reality.

The objectives of the academic discipline: to familiarize applicants with modern theoretical approaches and methodological directions in psychology;

- to form an understanding of the principles of scientific research in psychology;
- to develop the ability to think critically, analyze and evaluate scientific concepts;
- to promote the formation of an individual approach to understanding scientific information.

Prerequisites and postrequisites of the academic discipline: Prerequisites: general psychology, history of psychology, methodology of scientific research. Postrequisites: writing a coursework, professional and pre-diploma practice, writing a qualification paper.

Program competencies and learning outcomes:

General Competencies (GC)	GC2. Ability to conduct research at the appropriate level. GC3. Ability to generate new ideas (creativity). GC8. Ability to develop and manage projects.
Specific (Professional) Competencies (SC)	SC1. Ability to conduct theoretical, methodological and empirical analysis of current issues in psychological science and/or practice. SC8. Ability to assess the limits of one's professional competence and improve professional qualifications. SC10. Ability to organise and implement educational and

	awareness-raising activities for different categories of the population in the field of psychology.
Program learning outcomes	
Program outcomes	<p>PLO7 Present research results in written and oral forms in an accessible and reasoned manner, participate in professional discussions.</p> <p>PLO11 Adapt and modify existing scientific approaches and methods to specific situations in professional activity.</p> <p>PLO13 Organise and conduct rehabilitation measures for the psychological protection of citizens in crisis situations.</p>

Content of the academic discipline:

№	Topic name	Number of hours, of which:			
		Lec tur es	Prac tical class es	Ind epe nde nt wor k	Teaching methods/assessment methods
1st semester					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 (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of discussion questions);
Content module I.					
Topic 1.	Psychology in the system of methodology, components of scientific knowledge. Theory as a component of scientific knowledge and scientific paradigm.	2	3	7	
Topic 2.	Concept and characteristics of psychological methodology: problems, tasks of psychological methodology.	2	3	7	
Topic 3.	Principles of psychology: Principle of development. Principle of unity of psyche (consciousness) and activity. Principle of determinism.	2	3	7	
Topic 4.	Main problems of	2	3	7	

	methodology in psychology. Problem of own methodological apparatus. The problem of adapting methods and foreign psychodiagnostic techniques to the needs of the population.				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; case study evaluation.
Topic 5.	Categories of psychology. The categories of ‘psyche’, ‘consciousness’, “unconscious”, ‘individual-personality-individuality’.	2	3	7	
Modular test work					
Content module II.					
Topic 6.	Groups of psychodiagnostic methods, their characteristics.	2	3	5	
Topic 7.	Planning and conducting psychological research.	2	3	5	
Topic 8.	Criteria for the optimality and effectiveness of psychological methods.	2	3	5	
Topic 9.	Presentation of psychological research results	2	3	8	
Topic 10.	The crisis in modern psychology and its forms.	1	3	5	
Topic 11.	Changes in traditional science of psychology.	1	2	5	
Modular test work					
Total :		20	32	68	
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 Internet, 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

	Ongoing knowledge control										Modular tests	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		
Work in a seminar session	-	-	2	2	2	2	3	2	5	1	1	20	40
Independent work	-	-	2	2	2	2	3	2	3	2	2		100

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 "Theoretical and methodological problems of psychology" 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 "Theoretical and methodological problems 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 «Theoretical and methodological problems of psychology» 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 syllabus of the academic discipline.

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 syllabus.

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 2 points using standardized generalized knowledge assessment criteria.

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

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	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	fail

		discipline	unsatisfactory with mandatory re-study of the discipline
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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 behaviour and ethics.

The course " Theoretical and methodological problems of psychology" 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 " Theoretical and methodological problems of psychology".

Recommended sources of information.

Main literature:

1. Petrunko V. E. (2020). Methodology of psychology: modern approaches. Kyiv: Taras Shevchenko National University of Kyiv. 320 p.
2. American Psychological Association (2020). *Publication Manual of the APA* (7th ed.). Washington, DC: APA. 428 c.
3. Smith, J. A., Nizza, I. E. (2021). *Essentials of Interpretative Phenomenological Analysis*. APA Publishing. 94 c.

4. Kvale, S. (2021). *InterViews: An Introduction to Qualitative Research Interviewing*. Sage Publications. 344 c.
5. Braun, V., Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. – Sage. 376 c.
6. Slife, B. D., Reber, J. S. (2021). *Critical Thinking about Psychology: Hidden Assumptions and Plausible Alternatives*. APA. 416 c.

Additional literature:

1. Gergen, K. J. (2020). *Relational Being: Beyond Self and Community*. Oxford University Press. 400 c.
2. Valsiner, J. (2020). *Invitation to Cultural Psychology*. Sage Publications. 304 c.
3. Breakwell, G. M. (2020). *Research Methods in Psychology*. Sage Publications. 528 c.
4. Creswell, J. W. (2020). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage. 488 c.
5. Flick, U. (2021). *An Introduction to Qualitative Research*. Sage. 616 c.
6. Field, A. (2022). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage. 856 c.

Ukrainian scientific sources and articles:

1. Kienko I. V. (2022). Post-nonclassical paradigm in humanitarian cognition. *Philosophical horizons*, No. 2, pp. 45–53.
2. Gerasimenko O. S. (2023). Psychology in the challenges of modernity: a post-pandemic perspective. *Psychological thought*, No. 1, pp. 10–18.
3. Vasilyeva O. I. (2021). Ethical responsibility of a researcher in wartime. *Psychology and modernity*, No. 2, pp. 58–65.
4. Pohoriliy S. V. (2022). Between empiricism and theory: an experiment in post-nonclassical psychology. *Psychology and society*, No. 1, pp. 43–52.
5. Guseva V. M. (2021). Epistemological problems of humanitarian knowledge. *Bulletin of the KhNPU named after G. S. Skovoroda. Philosophy*, No. 63, pp. 18–25.

Electronic resources:

Google Scholar – <https://scholar.google.com>

ResearchGate – <https://www.researchgate.net>

Scientific Library of the National University of Lviv – <http://nbuv.gov.ua>

