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| **Al-Farabi Kazakh National University**  **Syllabus**  **September semester 2017-2018** | | | | | | | | | | | | | | | |
| **Code of discipline** | | **Name of discipline** | | **Type** | | **Hours per week** | | | | | **Credits** | | | **ECTS** | |
| **lecture** | **Practical** | | **Lab** | |
|  | | Theoretical and Methodological Bases of Psychology | | ОК | | 2 | 1 | | 0 | | 3 | | | 5 | |
| **Lector** | | Lecturer: Professor, higher doctor of psychological sciences  Duisenbekov D.D. | | | | | | | | | **Office hour** | | | | According schedule |
| **e-mail** | | e-mail: dauletdd@mail.ru | | | | | | | | |
| **Telephone** | | Telephone: +77019933897; +77773768493; +77272925717 (2131) | | | | | | | | | **Auditorium** | | | |  |
| **Academic presentation of the course** | | This course is primarily designed to expose master students to the core ideas behind theoretical and methodological bases of psychology; the major components of designing research in theoretical and methodological bases of psychology will be addressed. An additional goal of this course is for master students to develop the ability to conduct their own research in theoretical and methodological bases of psychology. | | | | | | | | | | | | | |
| **Prerequisites** | | Advanced Methods Of Statistics In Psychology, Research Methods and Experience, Computational Modelling of Social Behavior | | | | | | | | | | | | | |
| **Postrequisites** | |  | | | | | | | | | | | | | |
| **Informational resource** | | **Main Bibliography**   1. Jarvis M. Theoretical Approaches in Psychology. – Routledge, 2000. – 224 p. 2. Schultz D.P., Schultz S.E. A History of Modern Psychology, 11th Edition. – N.Y.: Wadsworth Publishing, 2015. – 425 p. 3. Jones D.E. Freud's Psychology. – Psychological Bulletin. 4(7), 2014. – P. 109–128. 4. Edelman S. Six Challenges to Theoretical and Philosophical Psychology. – Frontiers in Psychology, 3, 219. 2012. 5. Выготский Л.С. Собрание сочинений: в 6-ти т. Т. 1. Вопросы теории и истории психологии / Под ред. А.Р. Лурия, М.Г. Ярошевского. – М.: Педагогика, 1982. – 488 с., ил. (АПН СССР). 6. Зинченко В.П. Сознание как предмет и дело психологии. –   Методология и история психологии. 2006. Том 1. Выпуск 1. – С. 207-231.   1. Василюк Ф.Е., Зинченко В.П., Мещеряков Б.Г., Петровский В.А., Пружинин Б.И., Щедрина Т.Г. Методология психологии: проблемы и перспективы. Уч. пособие / Под общ. ред. Т. Г. Щедриной. – М.; СПб.: Центр гуманитарных инициатив, 2012. – 509 с. (Серия "Humanitas") 2. Петренко В.Ф. Конструктивистская парадигма в психологической науке. – Психологический журнал. 2002. Т. 23. №3. – C. 113-121. 3. Петровский А.В., Ярошевский М.Г. Основы теоретической психологии. уч. – М., 1998. 528 с. 4. Рубинштейн С.Л. Основы общей психологии.– СПб.: "Питер", 2007. – 713 с.: илл. – (Серия "Мастера психологии").   **Additional Bibliography**   1. A History of Psychology / Benjamin L.T. (Ed). – N.Y.: McGraw-Hill, 1988. – 560 p. 2. [Ratner](http://www.humboldt1.com/~cr2) С. Theoretical and Methodological Problems in Cross-Cultural Psychology. – Journal for the Theory of Social Behavior, 2003, 33, pp. 67-94. 3. Wong W. Retracing the Footsteps of Wilhelm Wundt: Explorations in the Disciplinary Frontiers of psychology and in vokerpsychologie. – History of Psychology. 4 (12), 2009. – P. 229–265. 4. Зинченко В.П., Смирнов С.Д. Методологические вопросы психологии. – М.: Изд-во Моск. ун-та, 1983. – 165 с. 5. Ганзен В.А. Системные описания в психологии. – Л.: Изд-во   Ленингр. ун-та, 1984. – 176 c.   1. Ананьев Б.Г. Избранные психологические труды: В 2-х т. Т. II / Под ред. А.А. Бодалева и др. – М.: Педагогика, 1980. – 288 с., ил. – (Труды д. чл. и чл.-кор. АПН СССР). 2. Пономарев Я.А. Методологическое введение в психологию. – М.: Наука, 1983. – 206 с. 3. Тенденции развития психологической науки /Отв. ред. чл.-корр. АН СССР Б.Ф. Ломов, д-р психол. наук Л.И. Анцыферова. – М.: Наука, 1989. – 272 с. 4. Зинченко В.П. Культурно-историческая психология и психологическая теория деятельности: живые противоречия и точки роста. – Вестник МГУ. Сер. 14. Психология. №2, 1993. – С. 41-51. 5. Зинченко В.П. Культурно-историческая психология: опыт амплификации. – Вопросы психологии. 1993. № 4. – С. 5-19. 6. Василюк Ф.Е.Методологический смысл психологического схизиса. – Вопросы психологии. 1996. № 5. *К 100-летию Л.С. Выготского.* – С. 25-40. 7. Тихомиров О.К. Психология: Учебник / Под ред. О.В. Гордеевой. – М.: Высшее образование, 2006. – 538 с. | | | | | | | | | | | | | |
| Letter equivalents of Points | | | Number equivalents of Points | | % | | | Classical grade system | | | | | | | |
| А | | | 4,0 | | 95-100 | | | Excellent | | | | | | | |
| А- | | | 3,67 | | 90-94 | | |
| В+ | | | 3,33 | | 85-89 | | | Good | | | | | | | |
| В | | | 3,0 | | 80-84 | | |
| В- | | | 2,67 | | 75-79 | | |
| С+ | | | 2,33 | | 70-74 | | | Satisfied | | | | | | | |
| С | | | 2,0 | | 65-69 | | |
| С- | | | 1,67 | | 60-64 | | |
| D+ | | | 1,33 | | 55-59 | | |
| D- | | | 1,0 | | 50-54 | | |
| F | | | 0 | | 0-49 | | | Not satisfied | | | | | | | |
| I  (Incomplete) | | | - | | - | | | Incomlete  *(not available for GPA)* | | | | | | | |
| P  (Pass) | | | **-** | | **-** | | | «Pass»  *(not available for GPA)* | | | | | | | |
| NP  (No Рass) | | | **-** | | **-** | | | «No Рass»  *(not available for GPA)* | | | | | | | |
| W  (Withdrawal) | | | - | | - | | | «Withdrawal»  *(not available for GPA)* | | | | | | | |
| AW  (Academic Withdrawal) | | |  | |  | | | Academic Withdrawal  *(not available for GPA)* | | | | | | | |
| AU  (Audit) | | | - | | - | | | «Audit»  *(not available for GPA)* | | | | | | | |
| certified | | |  | | 30-60  50-100 | | | certified | | | | | | | |
| Not certified | | |  | | 0-29  0-49 | | | Not certified | | | | | | | |
| R (Retake) | | | - | | - | | | Retake | | | | | | | |
| **Structure of discipline** | | This is an introductory course that will be carried out a general acquaintance with a large amount of theoretical material. Home works (exercises) will give you an opportunity to get acquainted with the practical application of theoretical material. You can work together with another student with homework. | | | | | | | | | | | | | |
| **Academic policy of the course in the context of university values** | | 1. For each class you have to prepare according to the schedule below. Each task should be completed by the class, where the topic is discussed.  2. Homework will be distributed throughout the semester, as shown in the graph of discipline.  3. Most homework will include a few questions that can be answered by querying on the database example; you need to perform queries and answers that you got used to the next part of the homework. Search SQL appropriate learning resources may be required to study necessary inquiries.  4. During the semester, you will use the material studied in the project. Specific requirements for the project will be distributed in class. All parts of the project will constitute 10% of the final mark of the course.  5. You will need to complete the main project programming, providing for the development of database applications using the database structure provided by the lector. Specific requirements will be distributed in class. The project will cost 15% of the final grade.  When homework subject to the following rules:  • Homework should be carried out within a specified time. Later, homework will not be accepted.  • Homework should be done on one side of a sheet of A4 paper, and pages must be attached in order of numbering issues (problems). Questions (task) must be numbered, and definitive answers (if necessary) must be provided. (Homework, do not meet these standards will be returned with an unsatisfactory evaluation).  • You can work together with another student with homework. | | | | | | | | | | | | | |
| **Evaluation and appraisal policy** | | Appropriate timing of homework may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | | | | | |
| **Summative estimation** | | | | | | | | | | | | | |
| **Policies** | | **Description of independent work** | | | | | | | | **Weight** | | | **Results of study** | | |
| Homework  Self-work  SWML  Exams  **TOTAL** | | | | | | | | 35%  10%  15%  40%  100% | | | 1,2,34,5,6  2,3,4  4,5,6  1,2,3,4,5,6 | | |
| Your final score will be calculated by the formula:  Below are minimum estimates (in Percentage):  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | | | | | |
| **Policies of the discipline** | | Appropriate timing of homework or projects may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | | | | | |
| **Schedule of discipline** | | | | | | | | | | | | | | | |
| **Week** | **Thematic block I - Origin and Development of Psychological Theories and Methodology** | | | | | | | | | | **Hours** | **Max. points** | | | |
| **1** | Lecture 1. The meaning of theory and methodology in science | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 1. Forms and levels of methodological knowledge | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 1. Analyze ancient background of psychology | | | | | | | | | | 1 | 6 | | | |
| **2** | Lecture 2. Origin and development of theoretical and methodological issues of psychological knowledge | | | | | | | | | | 2 | 2 | | | |
|  | Practical lesson 2. Inter-relation between theories and their methodological application in psychological studies | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 2. Analyze natural-scientific preconditions of psychological studies in the late renaissance | | | | | | | | | | 1 | 6 | | | |
| **3** | Lecture 3. Theoretical and applied spheres of psychological research | | | | | | | | | | 2 | 2 | | | |
|  | Practical lesson 3. Development of psychological theories in connection with mankind transformations | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 3. Analyze theoretical background of psychological studies in times of Enlightenment | | | | | | | | | | 1 | 6 | | | |
|  | **Thematic block II – Bases of Psychological Theories and Methodology** | | | | | | | | | |  |  | | | |
| **4** | Lecture 4. Paradigm of soul in psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 4. Origin and development of the notion of soul in psychology | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 4. How notion of soul is analyzed in Aristotle’s approach? | | | | | | | | | |  | 6 | | | |
| **5** | Lecture 5. Paradigm of consciousness in psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 5. Origin and development of the notion of consciousness in psychology | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 5. How paradigm of consciousness is analyzed in John Lock’s sensual approach? | | | | | | | | | |  | 6 | | | |
| **6** | Lecture 6. Influence of physiological, biological and evolutionary discoveries upon forming up and development of scientific psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 6. Studying of reflexive activity in coincidence to human consciousness | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 6. Analyze associative approach as a first scientific theory and methodology in psychology | | | | | | | | | |  | 6 | | | |
| **7** | Lecture 7. Basic scientific categories of psychology | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 7. The significance of categorical analysis in psychology and other sciences | | | | | | | | | | 1 | 5 | | | |
| **RC 1** | | | | | | | | | |  | **15** | | | |
| **Border control** | | | | | | | | | |  | **100** | | | |
| **Mid-term examination** | | | | | | | | | | |  | **100** | | | |
| **8** | Lecture 8. Category of action within behavioural approach in psychology and development of activity approach | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 8. Behavior as a scientific paradigm and psychological phenomenon | | | | | | | | | | 1 | 5 | | | |
| Theme of Self-work 8. What is action in the structure of human behavior? | | | | | | | | | |  | 6 | | | |
| **9** | Lecture 9. Category of image within gestalt approach in psychology and development of cognitive approach | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 9. Analysis of psychological phenomena in gestalt studies | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 9. How gestalt studies influenced on experimental psychology? | | | | | | | | | |  | 5 | | | |
| **10** | Lecture 10. Category of motive within psychoanalysis and development of psychodynamic approach in psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 10. Analysis of psychological phenomena of psychoanalysis approach | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 10. Analyze issue on the theme “Human unconsciousness and its mechanisms” | | | | | | | | | | 1 | 5 | | | |
| **11** | Lecture 11. Category of personality within Kurt Levin’s approach to study of human uniqueness | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 11. Humanistic psychology and diversity of personality theories | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 11. Describe basic personality theories in psychology | | | | | | | | | |  | 5 | | | |
| **12** | Lecture 12. Category of intercourse (psycho-social relations) within approach of interaction, social and existential psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 12. Analyze significance of intercourse impact on existential and personality growth processes | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 12. Reveal theoretical essence of psycho-social relations and human social-psychological growth | | | | | | | | | |  | 6 | | | |
|  | **Thematic block\*\* III – Scientific approaches in modern psychology** | | | | | | | | | |  |  | | | |
| **13** | Lecture 13. Constructivist paradigm in psychology and multiple-dimensional consciousness studies | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 13. Peculiarities of psycho-semantic approach in modern psychology | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 13. Cross-cultural perspectives of psychological research | | | | | | | | | |  |  | | | |
| **14** | Lecture 14. Neural science paradigm in modern psychology and its biological and technology roots | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 14. Psychotherapeutic approach in modern psychology and psycho-correctional practice in modern society | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 14. Reveal actual issues in modern psychological practice (social and personality growth, self-control and regulation, coping with conflicts and etc.) | | | | | | | | | |  |  | | | |
| **15** | Lecture 15. New challenges for psychology nowadays and in the nearest future | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 15. Reveal possibilities of psychological theories in modern social reality | | | | | | | | | | 1 | 5 | | | |
|  | **RC 2** | | | | | | | | | |  | **15** | | | |
|  | **Border control** | | | | | | | | | |  | **100** | | | |
|  | **Total** | | | | | | | | | |  | **100** | | | |
| **Exam** | | | | | | | | | | |  | **100** | | | |
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Head of the General and Implied

Psychology Department Z.B. Madalieva

Bureau of Zhubanazarova N.S.

Philosophy and Political science faculty

Professor, higher doctor of psychological sciences D.D. Duisenbekov