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| **Al-Farabi Kazakh National University**  **Syllabus**  **Autumn semester 2017-2018** | | | | | | | | | | | |
| **Code of discipline** | | **Name of discipline** | **Type** | **Hours per week** | | | | | **Credits** | **ECTS** | |
| **lecture** | **Practical** | | **Lab** | |
|  | | “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** | | Content of the discipline "Psychology" is aimed to studying basics of general psychology that are necessary for training specialists of mastership degree in the system of higher education. The main thesis of the discipline is a human being as personality and individuality and doer of cognitive, learning and communicative activity.  § The purpose of the course: The aim of course is to conduce students to acquire basic knowledge of psychology for applying them in their life and for development of their professional potential. | | | | | | | | | |
| **Prerequisites** | | Advanced Methods Of Statistics In Psychology, Research Methods and Experience, Computational Modelling of Social Behavior | | | | | | | | | |
| **Postrequisites** | |  | | | | | | | | | |
| **Informational resource** | | **Main Bibliography**  1. Gross Richard. Psychology: The Science of Mind and Behaviour. - Hodder Education; 7th Revised edition, 2015. – 1000 p.  2. Olson Matthew H., Hergenhahn B.R. An Introduction to Theories of Personality, 8th Edition. - Pearson, 2010.- 584 p.  3. Leahey T. A History of Psychology. From Antiquity to Modernity, 7th Edition.-  Routledge. 2012 – 576 p.  4. PSYCHOLOGY: Adapted Readings / Ed. by Jerome Kagan, Marshall M. Haith, Catherine Caldwell. – New York; Chicago; San Francisco; Atlanta: Harcourt Brace Jovanovich, Inc., 1971. – 404 p.  **Additional Bibliography**  1. A HISTORY OF PSYCHOLOGY / Benjamin L.T. (Ed). – N.Y.: McGraw-Hill, 1988. – 560 p.  2. Lamiell J.T. The Psychology of Personality: An Epistemological Inquiry. – N.Y.: Columbia University Press, 1987. – 217 p.  3. Ornstein Robert E. (ed.). The Nature of Human Consciousness. A Book of Readings. – San Francisco: W.H. Freeman and Company, 1973. – 514 p.  4. Веккер Л.М. Психика и реальность: Единая теория психических процессов. – М.: Смысл; Per Se, 2000. – 685 с.  5. Тихомиров О.К. Психология: Учебник / Под ред. О.В. Гордеевой. – М.: Высшее образование, 2006. – 538 с.  6. Филатов Ф.Р. Общая психология. Серия "Высший балл". – Ростов – на – Дону: Феникс, 2003. – 448 с. | | | | | | | | | |
| **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 – Development of Psychology, Structure of Psychological Phenomena** | | | | | **Hours** | | | | | **Max. points** |
| **1** | Lecture 1 Methodological problems of psychological science | | | | | 2 | | | | | 1 |
|  | Practical lesson 1 Main stages of psychology history and its basic paradigms | | | | | 1 | | | | | 5 |
|  | 1 Theme of Self-work (SRD) analyze theoretical background of modern psychology | | | | | 1 | | | | | 6 |
| **2** | Lecture 2 Origin and development of psyches in phylogeny | | | | | 2 | | | | | 2 |
|  | Practical lesson 2 Essence of evolutionary approach to understanding of psyches’ origin and leveled development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe stages of psyches development (A.N. Leontyev). | | | | | 1 | | | | | 6 |
| **3** | Lecture 3 Human cognitive activity (psychical processes – sensation, perception, memory, thought, imagination) | | | | | 2 | | | | | 2 |
|  | Practical lesson 3 Human cognitive development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze theoretical background of cognitive psychical processes | | | | | 1 | | | | | 6 |
| **Thematic block \*\* II – Individuality, Personality and Social Issues of Psychology** | | | | | | | | | | | |
| 4 | Lecture 5 Psychical states and human regulative activity | | | | | 2 | | | | | 1 |
|  | Practical lesson 4 Analysis of human needs, emotions and motives | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Self-regulation phenomena of human activity | | | | | 1 | | | | | 6 |
| **5** | Lecture 5 Methodological analysis of activity and personality issues in psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 5 Interrelations between activity, consciousness and personality | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze research papers on theme "Activity and personal growth" | | | | | 1 | | | | | 6 |
| **6** | Lecture 6 Issue of communication in psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 6 Structure and forms of human  communication | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze the role of inter-personal communication in personality and group relations development | | | | | 1 | | | | | 6 |
| **7** | RC 1 | | | | |  | | | | | 17 |
| **Total** | | | | | |  | | | | | **100** |
| **8** | Lecture 8 Natural sources of individual-psychological differences between persons | | | | | 2 | | | | | 1 |
|  | Practical lesson 8 Analysis of natural and social sides of human individuality | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Reveal genotype and phenotype inter-connection in the structure of human individuality | | | | | 1 | | | | | 6 |
| **9** | Lecture 9 Historical pre-determinants and bases of temperament study in psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 9 Different approaches in studying temperament types and features | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe theories of distinguishing temperament types ( I. Pavlov, E. Kretchmer, W. Sheldon, V. Nebylitsyn, W. Merlin) | | | | | 1 | | | | | 6 |
| **10** | Lecture 10 Notion and theories of character in psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 10 Development of character features through activity | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Symptom complexes of character analysis | | | | | 1 | | | | | 6 |
| **11** | Lecture 11 Issue of ability in general psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 11 General and special abilities | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Applying in practice communicative and organizational abilities | | | | | 1 | | | | | 6 |
| **Thematic block\*\* III – Branches of General Psychology** | | | | | | | | | | | |
| **12** | Lecture 12 Main issues of cultural psychology. | | | | | 2 | | | | | 1 |
|  | Practical lesson 12 Cultural-historical approach in psychology (L.S. Vygotsky, A.S. Luria, M. Cole) | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe basic phenomena of cross-cultural psychology | | | | | 1 | | | | | 6 |
| **13** | Lecture 13 Main issues of psychology of labor | | | | | 2 | | | | | 1 |
|  | Practical lesson 13 Basic phenomena of psychology of labor | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe psychological states and stages experienced at work | | | | | 1 | | | | | 6 |
| **14** | Lecture 14 Main issues of medical (clinical) psychology | | | | | 2 | | | | |  |
|  | Practical lesson 14 Basic phenomena of medical (clinical) psychology | | | | | 1 | | | | |  |
|  | Theme of Self-work (SRD) Distinguish groups of psycho-types, accentuated personalities and characters (P.B. Gannushkin, K. Leongard, A.E. Lichko) | | | | |  | | | | |  |
| **15** | **RC 2** | | | | | 1 | | | | | 16 |
| **Total** | | | | | |  | | | | | **100** |
| **Exam** | | | | | |  | | | | | **100** |

Head of the General and Implied

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