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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** | |
|  | | History, State and Tendencies of the Modern Psychology Development | | 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 the history, state and tendencies of the modern psychology development; the major components of designing research in the history, state and tendencies of the modern psychology development will be addressed. An additional goal of this course is for master students to develop the ability to conduct their own research in the history, state and tendencies of the modern psychology development. | | | | | | | | | | | | | |
| **Prerequisites** | | Introduction to Psychology, General Psychology, History of Psychology, Zoo-Psychology, Social Psychology | | | | | | | | | | | | | |
| **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. Петренко В.Ф. Конструктивистская парадигма в психологической науке. – Психологический журнал. 2002. Т. 23. №3. – C. 113-121. 2. 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. 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. 2. 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. 3. Зинченко В.П. Культурно-историческая психология: опыт амплификации. – Вопросы психологии. 1993. № 4. – С. 5-19. 4. Василюк Ф.Е.Методологический смысл психологического схизиса. – Вопросы психологии. 1996. № 5. *К 100-летию Л.С. Выготского.* – С. 25-40. 5. 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 Psychology as a Science** | | | | | | | | | | **Hours** | **Max. points** | | | |
| **1** | Lecture 1. Brief introduction to the history and modern state of psychological science. Paradigm of soul in psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 1. Diverse spectrum of modern psychology | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 1. Analyze empirical background of psychology as a science | | | | | | | | | | 1 | 6 | | | |
| **2** | Lecture 2. Origin and development of theoretical bases of psychology throughout medieval and renaissance | | | | | | | | | | 2 | 2 | | | |
| **And** | Practical lesson 2. Spiritual and natural sources of psychological knowledge in medieval and renaissance | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 2. Analyze natural-scientific preconditions of psychological studies in medieval and renaissance | | | | | | | | | | 1 | 6 | | | |
| **3** | Lecture 3. Cartesian research approach (R. Descartes) and the birth of empiricism of studying consciousness. Paradigm of consciousness in psychology (J. Lock, D. Hartley) | | | | | | | | | | 2 | 2 | | | |
|  | Practical lesson 3. Development of associative studies on the content of human consciousness | | | | | | | | | | 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. Psychophysics and mind-body connections (P. Bouguer,  E.H. Weber, G.T. Fechner), the French clinical studies (P. Pinel, J.M. Charcot) and Physiological Roots of Psychology (P. Broca, H. von Helmholtz, F.C. Donders) | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 4. Natural-scientific preconditions of psychological research | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 4. How studies in psychophysics, clinics and physiology reflected on development of psychology as a science? | | | | | | | | | |  | 6 | | | |
| **5** | Lecture 5. Founding of the Science of Psychology (W. Wundt,H. Ebbinghaus) | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 5. Experimental research of psychical elements and compounds in W. Wundt’s laboratory | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 5. H. Ebbinghaus studying of mental process (memory and mind) | | | | | | | | | |  | 6 | | | |
| **6** | Lecture 6. Structuralism Approach and the Scope of Psychology (E.B. Titchener) | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 6. Studying of reflexive activity and stimulus error in coincidence to human consciousness | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 6. What is a structure of mind and consciousness in psychological research | | | | | | | | | |  | 6 | | | |
| **7** | Lecture 7. Ch. Darwin’s evolutionary approach within psychology: adaptation, individual differences and survival of the fittest | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 7. Discuss the basic evolutionary factors of the psyches and human consciousness development | | | | | | | | | | 1 | 5 | | | |
| **RC 1** | | | | | | | | | |  | **15** | | | |
| **Border control** | | | | | | | | | |  | **100** | | | |
| **Mid-term examination** | | | | | | | | | | |  | **100** | | | |
| **8** | Lecture 8. Functional Approach in Psychology, Studies of the Scope of Psychology (W. James), Child-Study (G. Stanley Hall), Tests of the Senses (J.McKeen Cattell, J.R. Angell ) | | | | | | | | | | 2 | 1 | | | |
| Practical lesson 8. Discuss an Issue of Stream of Consciousness proposed by W. James | | | | | | | | | | 1 | 5 | | | |
| Theme of Self-work 8. The Forming up of Ego-Psychology worked up in the Functional Approach by W. James | | | | | | | | | |  | 6 | | | |
| **9** | Lecture 9. Animal Experimental Psychology and Founding of Behaviourism | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 9. Analysis of Psychological Phenomena in Behavior | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 9. How I.P. Pavlov’s Physiology Studies Contributed to J. Watson’s Psychology of Behavior? | | | | | | | | | |  | 5 | | | |
| **10** | Lecture 10. Behavior Theory of E.C. Tolman. Learning and the Problem of Reinforcement. Cognitive Maps, Instruction and Learning | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 10. Discuss a System of Behavior proposed by B.F. Skinner | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 10. Analyze issue on the theme “Animal and Human Behavior Main Mechanisms and Basic Distinctions” | | | | | | | | | | 1 | 5 | | | |
| **11** | Lecture 11. Z. Freudian Psychoanalysis Approach and its Development in Psychology | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 11. Psychoanalysis Studies of Human Complexes and Neurotic-Psychotic Disorders | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 11. Describe Basic Psychoanalysis Theories. Disciples and Apostates. | | | | | | | | | |  | 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. Gestalt Psychology Approach and New Mental Phenomena in Cognition Studies | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 13. Integrative Picture of Different Objects and the World in Gestalt Psychology’s Studies | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 13. Studying of the Ways of Probe-and-Error and Insight (Inner Light) in Gestalt Psychological Research | | | | | | | | | |  |  | | | |
| **14** | Lecture 14. Cultural-Historical Approach in Modern Psychology (L.S. Vygotsky, A.R. Luria. M. Cole) | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 14. Cognitive and Cross-Cultural Studies in Modern Psychology | | | | | | | | | | 1 | 5 | | | |
|  | Theme of Self-work 14. Humanistic psychology and diversity of personality theories | | | | | | | | | |  |  | | | |
| **15** | Lecture 15. New Challenges for Psychology Nowadays and in the Nearest Future. Psychotherapeutic approach in modern psychology and psycho-correctional practice in modern society | | | | | | | | | | 2 | 1 | | | |
|  | Practical lesson 15. Reveal possibilities of psychological theories in modern social reality (social and personality growth, self-control and regulation, coping with conflicts and etc.) | | | | | | | | | | 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