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EDUCATIONAL AND METHODICAL COMPLEX
IN THE ACADEMIC DISCIPLINE

**METHODOLOGY OF MODERN
PSYCHOLOGICAL SCIENCE**

for the specialty of the second stage of higher education

1-23 80 03 Psychology

Compiled by: V.V. Bogatyreva, M.Yu. Bobrick, S.L. Bogomaz, V.A. Kosmach,
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The educational and methodical complex is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education for all specialties. The manual contains a brief synopsis of lectures, tasks for conducting seminars, practical classes, a list of basic and additional literature.

It is intended for students of the 2nd stage of obtaining higher education of students for all specialties.

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CONTENT

INTRODUCTION	4
MODULE 1 METHODOLOGICAL FOUNDATIONS OF PSYCHOLOGY ...5	
Lectures	5
Lecture 1. The place of the methodology of scientific psychological research in the system of scientific knowledge.....	5
Lecture 2. Features of formation and development of the subject of methodology of scientific psychological research.	9
Lecture 3. Philosophical and methodological foundations of psychology.	12
Lecture 4. Psychological theory and its specifics.	14
Lecture 5. Development of the main traditions and schools in psychology and their features.	16
Practical and seminars	21
Practical 1. Features of formation and development of the subject of methodology of scientific psychological research	21
Practical 2. Philosophical and methodological foundations of psychology	24
Practical 3. Psychological theory and its specifics	26
Practical 4. Development of the main traditions and schools in psychology and their features	28
MODULE 2 SCIENTIFIC RESEARCH IN PSYCHOLOGY	31
Lectures	31
Lecture 1. Methods of psychology.....	31
Lecture 2. Qualitative methods of psychological research.	35
Lecture 3. The problem of validity and reliability of research results.....	39
Lecture 3. The ecological validity.....	41
Lecture 4. Methods of text analysis	44
Practical and seminars	47
Practical 1. Methods of psychology. Part 1	47
Practical 2. Methods of psychology. Part 2	50
Practical 3. Quantitative methods of psychological research. Part 1	51
Practical 4. Quantitative methods of psychological research. Part 2	52
Practical 5. Qualitative methods of psychological research. Part 1	54
Practical 6. Qualitative methods of psychological research. Part 2	56
Practical 7. The problem of validity and reliability of research results	58
Practical 8. The ecological validity.....	60
Practical 9. Methods of text analysis. Part 1	62
Practical 10. Methods of text analysis. Part 2	63
BASIC AND ADDITIONAL LITERATURE	65
KNOWLEDGE CONTROL SECTION	67
Credit questions.....	67
Criteria for assessment students' knowledge on the exam (credit)	69

INTRODUCTION

1. Aims and objectives of the discipline, taking into account the specific specialty, regional characteristics and characteristics of the institution of higher education in the preparation of specialists with higher education (masters):

The purpose of teaching the discipline is to form students' most complete, comprehensive understanding of the structure and methods of cognition of subjective reality, about the study of psychophysiological and socio-psychological mechanisms of interaction between man and the environment. The integrity and consistency of knowledge on this issue allows students in the process of professionalization to connect analytical, theoretical models of science with its applied aspects most rationally and consistently.

Objectives of studying the discipline

- to promote the assimilation of basic psychological concepts and categories;
- to form ideas in the field of methodological foundations of psychological science;

- to give an idea of the methods of psychological research.

2. Place of an academic discipline in the system of training a specialist with higher education (master's), links with other academic disciplines, including academic disciplines of the component of the institution of higher education, disciplines of specialization, etc.: the discipline “Methodology of modern psychological science” refers to the state component, module “Methodological and methodological foundations of psychological science”.

3. Requirements for the development of an academic discipline (including the requirements of the educational standard):

As a result of studying the discipline, the student must **know**:

main directions and problem areas of psychology;

methods and tools of psychological research;

main traditions and schools in psychology and their features.

As a result of studying the discipline, the student should **be able to**:

be determined in the methodological foundations of scientific psychological research;

analyze the specifics of various approaches and logics to the study of problem areas of psychological knowledge;

to give explanatory models of the analyzed phenomenology;

to provide methodological study of scientific research.

have a skill:

- to use quantitative and qualitative methods of psychological research;

- to use methods of text analysis;

- to determine the criteria for evaluating paradigmatic coordinates and scientific theories.

4. The total number of hours and the number of classroom hours allocated for the study of the academic discipline in accordance with the curriculum of the institution of higher education in the specialty (direction of specialty, specialization): 90 hours are allocated for the study of the discipline in general, of which 48 are classroom hours.

MODULE 1

METHODOLOGICAL FOUNDATIONS OF PSYCHOLOGY

Lectures

Lecture 1

The place of the methodology of scientific psychological research in the system of scientific knowledge

Plan of lecture

- 1. Definition of the concept of “methodology of science”. Method in a broad and narrow sense. Philosophy, worldview and methodology.*
- 2. The structure of methodological knowledge. The functions of methodological knowledge.*
- 3. The level of specific scientific methodology. The level of General scientific principles and forms of research. The level of research methods and techniques.*

1. Definition of the concept of “methodology of science”. Method in a broad and narrow sense. Philosophy, worldview and methodology.

The methodology of science is a system of knowledge about the principles of construction, forms and methods of organizing scientific knowledge, as well as ways to establish the degree of sufficient validity and verification of knowledge obtained in the process of scientific research of natural and social phenomena.

The methodology of psychology is a system of principles and methods of organizing and constructing the theory and practice of different psychological sciences, their branches and all of them in general, as well as the doctrine of this system.

There are a number of definitions of the concept of “methodology”, the most common is the following:

Methodology - 1) the doctrine of the scientific method of cognition; 2) a set of methods used in any science.

Method (in a broad sense) is a way of cognition, based on a certain set of previously obtained general knowledge. In this way, **methodology** is a teaching about the methods and principles of cognition.

Method (in a narrow sense of the word) is the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures.

Thus, the “passive” observation method differs from the experimental method as “active” in that the second method suggests an active attitude to test

hypotheses: namely, intervention in the studied phenomena. In psychology, the second understanding of methodology involves the allocation of a system of methods aimed at achieving the goal of cognizing psychological reality.

Because the method is related to the use of prior knowledge, the methodology can be divided into two parts:

1) the doctrine of the initial foundations (principles) of knowledge. Here the philosophical ideas and views on which the researcher relies in the process of cognition are analyzed and evaluated.

2) the doctrine of the methods and techniques of research, based on the initial foundations. Here we consider the general aspects of particular methods of cognition that make up the general research methodology.

In relation to a specific science, the methodological analysis also includes answers to questions about the subject of science, including the criteria that delimit its subject from the subject of related sciences; about the basic methods of this science. The methodology also includes an analysis of the explanatory principles used in science, its links with other sciences, a critical assessment of the results obtained, a general assessment of the level and prospects for the development of this science, and a number of other issues.

The content of the **methodology** is revealed through the system of corresponding concepts.

These concepts include “**philosophy**” and “**worldview**”

Basic in this system is the concept of worldview. This is the highest level of awareness of reality, representing a fairly stable integral system of views (knowledge, opinions, attitudes) of a person on the world and on himself. A worldview is formed as a result of generalization of individual and social knowledge and experience in all spheres of life under the influence of living conditions. The worldview determines the position of a person in relation to all phenomena of reality in the form of his value orientations and principles of activity (including cognitive).

Philosophy is the highest level of a consciously reflected and theoretically formed worldview, set forth in a systematic form.

It is necessary to separate the concepts of “philosophy” and “methodology”. Sometimes we can come across the statement that methodology is the totality of philosophical questions of a given science. However, in addition to the philosophical level, the methodological analysis of science includes a number of other levels.

2. The structure of methodological knowledge. The functions of methodological knowledge.

Each scientific area relies on the following types of knowledge:

a) on direct-sensory data of perception of events and phenomena in the world, obtained on the basis of individual observations;

b) rational forms (methods) of fixing sensory data and their subsequent explanation.

The structure of methodological knowledge consists of:

1) facts – the results of empirical scientific knowledge;
2) theories – the results of constructing scientific explanations of known facts.

1) **Scientific facts** are the domain of descriptive scientific knowledge. These are events and phenomena fixed in sign-symbolic means directly observed or registered with the help of instruments.

It is necessary to distinguish between scientific, reliably established, and unscientific facts. Scientific facts are usually registered by measuring instruments or devices and are carefully checked by criteria of reliability, validity, statistical significance, etc. Unscientific facts are the result of random or disorganized observation.

Scientific theory as the most generalized form of scientific knowledge is an internally consistent system of knowledge about a part of reality.

The **main functions of theory** in scientific knowledge: *explanation and prediction* of phenomena and events.

Derived function is a theoretical generalization of facts and phenomena.

So we should distinguish between different types of scientific generalizations.

Empirical generalization is the combination of objects and phenomena on empirical, observable or measurable grounds.

Theoretical generalization is the unification of objects and phenomena from the standpoint of a single way of explaining their structural, functional or genetic characteristics.

The **methodology has two global functions:**

1. as a theoretical and worldview (ideological) basis of scientific knowledge,
2. as a teaching on the method of cognition

Consequently, the main role of the methodology of science is to determine what a given science should investigate, that is, its subject, and in the development of methods for obtaining new knowledge typical for a given science.

3. The level of specific scientific methodology. The level of General scientific principles and forms of research. The level of research methods and techniques.

The content of the specific scientific level of the methodology is the analysis of problems associated with the specifics of scientific research in each specific area of scientific knowledge. This specificity is determined by a number of factors: the subject of research of this science; the main methods of obtaining knowledge about the subject of research; ways of constructing explanations (theories).

When studying mental phenomena, it becomes necessary to build a specific scientific methodology. This is due to the fact that the subject of psychology is complex and until now there is no complete agreement between the scientific directions of the study of mental phenomena, even in what the psyche is.

The level of General scientific principles and forms of research.

Depending on what the scientist's cognitive activity is aimed at – to analyze single, unique phenomena or to generalize phenomena based on the establishment of laws, – there are two approaches to the scientific cognition of phenomena:

- the focus of cognition on observation and description of unique, non-recurring events and phenomena, as well as on the registration of their features. This is the ideographic approach that, for example, the historiographic sciences are based on. This approach can be used in psychology to describe unique phenomena or the results of non-recurring clinical observations;

- orientation of cognition to generalization and search for patterns that govern many events and phenomena in the world. This is the nomothetic approach that is most characteristic of the natural sciences.

When implementing the nomothetic approach in the study of phenomena, a number of general scientific methods of scientific cognition are distinguished (inductive, hypothetical-deductive, axiomatic).

At the level of research methodology and technique, the tools used in a specific research are considered.

The category “methodology” is closely related to a number of concepts that reveal the content of the cognitive process. The closest of these concepts are “method” and “technique”. Methodology in relation to them is a broader and more general concept.

The method is a concretization of the methodology. It fixes the possible range of objects and subjects of research, the main procedural requirements for working with the object, the expected results. A method is a way to achieve results in the knowledge of the object and subject of study.

As a rule, the specific conditions for applying the method introduce additional restrictions that require methodological clarifications. These refinements lead to the transformation of a method into a specific technique. In psychological techniques, specific particular tasks are indicated that can be solved using this method; contains a detailed description of research procedures, stimulus material, requirements for a specific contingent of subjects, external (physical) and internal (psychological) research conditions; the rules for registering answers and, in general, fixing the research process, the data processing algorithm, and sometimes recommendations for the interpretation of the results are given.

Thus, the technique can be characterized as a set of information about the appropriate application of the method in specific conditions.

An important component of the technique, which mainly determines its specificity, is the procedure. A procedure is a certain sequence of certain actions.

Lecture 2

Features of formation and development of the subject of methodology of scientific psychological research.

Plan of lecture

1. *Psychological research: a retrospective analysis.*
2. *Categories of psychology: activity, reflection, personality. Consciousness and communication.*
3. *Basic principles of psychology: activity, development, determinism, consistency.*

1. *Psychological research: a retrospective analysis.* _

Retrospective (evaluative) analysis is the analysis of data focused on the changes over time, starting from the current point in time to some past period of time.

Retrospective analysis is a sequential study of the past in order to establish the cause of events. The method of collecting retrospective information is the study of sources: literary, statistical, program-methodological and generalization of these materials. It can be used in the form of a questionnaire, conversation, interview. The essence of retrospective analysis is to rely on a higher stage of development in order to understand and evaluate the previous one. A sequential assessment of the stages of development in reverse chronological order is made. Each previous stage can be understood not only due to its connection with other stages, but by using the knowledge of the subsequent and higher stage of development in general. It helps to understand the previous steps as well.

A kind of retrospective analysis in psychology is the study of the history of its development. Highlighting separate stages and assessing the contribution of scientists to its development gives a more complete understanding of the current state of psychology.

2. *Categories of psychology: activity, reflection, personality. Consciousness and communication.*

Activity. Activity is the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience. In the structure of activity, goals and motives are distinguished. The goal of activity is *what* a person acts for. The motive is *why* a person acts. Each person has his own incentive reasons, motives to act.

In the content of the activity, we can distinguish such psychological components as cognitive, emotional and volitional.

Activity is motivated by need, i.e. the state of need in certain conditions of the normal functioning of the individual. The need is presented as a feeling of discomfort, dissatisfaction, tension and it is realized through a search activity.

Reflection. The category of reflection is a fundamental philosophical concept. This is a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.

There are different levels of reflection. Therefore, an important task for psychology is to investigate the features and functions of various levels of reflection, to trace the transitions from its simpler levels and forms to more complex ones.

Mental phenomena represent various forms and levels of subjective reflection of objective reality. A person perceives them as images of objects and phenomena of the surrounding world.

Personality. Personality is a special systemic mental formation of the individual, determined by the process of a person's life in society. Another definition of personality is – the individual as a subject of social relations and conscious activity. It is necessary to distinguish between the concepts of “human” and “personality”.

Human is, on the one hand, a biological being. On the other hand, human is a social being. This is its most important feature.

Personality is a narrower concept than a human. Personality is a human who is taken as a social being.

There are 3 most important psychological characteristics of a personality:

- 1) the stability of personality traits.
- 2) the unity of the personality as the interdependence of mental processes, mental states and mental properties of the individual. The personality is a single whole.
- 3) the activity of the individual, which is reflected in the diverse and multifaceted activities aimed at changing, transforming the world around him and himself.

Consciousness. Consciousness is the highest level of reflection of reality and mental activity of a person as a social being. The peculiarity of this activity lies in the fact that the reflection of reality is presented in the form of sensitive and mental images. It anticipates the practical actions of a person and gives them a purposeful character. Consciousness includes a person's attitude both to the world around and to himself (self-consciousness).

The most important function of consciousness is the mental construction of actions and the anticipation of their consequences, control and management of personality behavior.

Communication. Communication is a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities. Communication includes communicative, interactive and perceptual aspects.

The communicative aspect of communication is associated with the exchange of information between people.

The interactive aspect of communication includes the construction of a general interaction strategy. In communication, people have the goal of influencing another person.

The perceptual aspect of communication involves the perception of each other by the communicants. Participants in communication strive to understand feelings, motives of behavior, attitude towards significant objects.

3. Basic principles of psychology: activity, development, determinism, consistency.

The principle of **activity**. Personality is an active subject of the transformation of the world. A person, as a subject of activity, can relate to it in different ways - he can be a simple performer of it, or he can be its initiator, an active participant.

Development principle. The psyche, human consciousness develop in activity and in interaction with the world, communication with other people. Therefore, the study of mental phenomena requires disclosure of the conditions and causes of its occurrence, as well as the factors and forms of its change. Development can be progressive (improvement, complication) or regressive (simplification, degradation). It can be evolutionary (gradual, quantitative) or revolutionary (abrupt, qualitative).

The principle of **determinism** (establishment of cause-and-effect relationships). The principle of determinism implies that all mental phenomena are connected according to the law of cause-and-effect relationships. Everything that happens in our psyche has a reason. This cause can be identified and investigated. The development of the psyche is explained and directed by a specific goal. Psychological determinism also proceeds from the fact that the environment is not just a condition, a zone of human habitation, but a culture that carries the most important knowledge and experiences that largely change the process of personality formation.

The principle of **consistency**. The principle of consistency describes and explains the main types of communication between different sides of the psyche, mental spheres. It assumes that individual mental phenomena are internally interconnected, form an integrity and thereby acquire new properties.

In psychology, we can talk about systems of different levels:

- the psyche as an integral system;
- the motivational system of the individual;
- the memory system, etc.

Each of them, on the one hand, is part of a more complex system and, on the other hand, itself consists of simpler systems. The higher levels of the system determine the functioning of the lower ones. Therefore, it is always necessary to take into account the systemic, holistic nature of the psyche.

Lecture 3

Philosophical and methodological foundations of psychology

Plan of lecture

1. *Science as a social institution. Methodological bases of theoretical-cognitive and subject-practical activity.*
2. *Actual problems of philosophical and psychological knowledge.*
3. *A comprehensive, systematic approach to the study of human - environment interaction.*

1. *Science as a social institution. Methodological bases of theoretical-cognitive and subject-practical activity.*

Science is a special sphere and form of human activity, that obtains knowledge about the world: nature, society, culture, man. Science is one of the forms of knowing the world. New knowledge is the result of this research.

Reber, 1995 identifies three meanings of science:

1) it is a knowledge obtained as a result of the systematic application of the scientific method.

2) it is an area of research or a branch of a discipline formed as a result of the application of basic principles and general laws.

3) it is a system of methods and procedures to study natural phenomena.

The subject of scientific psychology is defined as psychological knowledge, which is obtained by scientific methods.

The difference between science and other forms of knowledge.

Science learns the world as it really is, that is, it obtains objective knowledge about the world. Unlike everyday knowledge, science relies on reliably established and generalized facts. Unlike art, scientific knowledge is based on general (unified) laws. Any scientist can get the same result if the research conditions are met. Unlike religion, science relies on verified, empirically established data.

Reflective nature of methodological knowledge.

Methodology is a special form of reflection, self-awareness of science.

Types and forms of reflection of scientific knowledge:

1) objective reflection is one of the types and even methods of cognition, the main feature is the focus on knowledge itself, on the process of it's obtaining.

2) subjective reflection – self-observation as self-knowledge.

2. *Actual problems of philosophical and psychological knowledge.*

The main actual problem of philosophical and psychological knowledge is the problem of the relationship between subjectivity and objectivity of knowledge.

Any person uses his mental and physiological capabilities to gain knowledge about the world. His knowledge is his subjective idea of the information he receives. A person receives information in the process of contact with the object of study. Another source (person, book, film) can provide information about the object.

That is, between the subject and the object of knowledge there is always a psyche. The psyche determines the individuality of the perception of an object by different subjects.

Psychic reflection provides the subject with a suitable knowledge of reality, that is the basis of his happy existence in this world. The completeness and adequacy of this knowledge depends on the degree of development of the psyche (both in evolutionary terms and in terms of individual development). The higher the degree of development, the higher the level of adequacy, completeness and systemic reflection.

3. A comprehensive, systematic approach to the study of human - environment interaction.

The systematic approach is a methodological direction in the study of reality, considering any of its fragments as a system.

The most important impact in the creation of a systematic approach was made by the Austro-American scientist L. Bertalanffy (1901–1972).

The system is some kind of integrity that interacts with the environment and consists of many elements. The elements of the system are in some relations and connections among themselves.

The organization of these connections between elements is called a structure.

An element is the smallest part of a system that preserves its properties within the given system. The properties of elements are determined by their position in the structure. But the properties of the system are not reduced to the sum of the properties of the elements. The system as a whole, synthesizes the properties of parts and elements, as a result it acquires the properties of a higher level of organization.

Any system can be viewed, on the one hand, as a combination of simpler (smaller) subsystems with their own properties and functions, and on the other hand, as a subsystem of more complex (large) systems.

A systematic approach in psychology allows to identify the commonality of psychological phenomena with other phenomena of reality. It gives a possibility to enrich psychology with ideas, facts, methods of other sciences and, conversely, the pervasion of psychological data into other areas of knowledge. The systematic approach allows to integrate and systematize psychological knowledge. It allows eliminating redundancy in the accumulated information, reducing the volume and increasing the clarity of descriptions. It helps to see gaps in knowledge about specific objects, to detect their incompleteness, to determine the tasks of further research, and sometimes to predict the properties of objects,

information about which is missing, by extrapolating and interpolating the available information.

Currently, most scientific researches are carried out with the systems approach.

Lecture 4 Psychological theory and its specifics

Plan of lecture

1. *The concept of psychology.*
2. *Subject of psychological science. Psychological research.*
3. *Specifics of the object, goals, and means. The problem of method as a way of cognition of reality.*

1. *The concept of psychology.*

Psychology is the science that of the mind and behavior (*according to the American Psychological Association*). Psychology is a multifaceted discipline and includes many sub-fields of study.

The concept “**psychology**”, comes from the Greek words – *psyche* (soul, psyche) and *logos* (knowledge, understanding, study) – and has several meanings.

So, in the first, literal, meaning, psychology is “the science of the soul”, it is knowledge about the psyche, the science that studies it. Psychology is the science of the psyche and the laws of its manifestation and development.

The psyche is a property of highly organized living matter, a subjective reflection of the objective world, necessary for a person (or an animal) to actively work in it and control own behavior.

In the second, most common sense, the word “psychology” refers to the psychic, “mental” life itself, thus highlighting a special reality (psychological). If the properties of the psyche, consciousness, mental processes usually characterize a person in general, then the characteristics of psychology - a specific individual. Psychology manifests itself as a set of typical for a person (or groups of people) ways of behavior, communication, knowledge of the world around, beliefs and preferences, character traits. So, emphasizing the differences between people of one age or another, professional, gender, they say, for example, about the psychology of a schoolchild, student, worker and scientist, female psychology, etc.

2. *Subject of psychological science. Psychological research.*

The object of research of any science is a certain fragment of reality, to which the research actions of this science are directed.

The subject of research is any part (side, manifestation) of the object. The subject indicates the aspect of the study of a given object, determines the specifics of science.

In psychology, in the most general terms, the objects of research are the carriers of the psyche: man and animals. A person is the main object of psychological science, but due to the fact that any person is part of various groups of people (from a family and a friendly collective to human society as a whole), then various social formations (groups, collectives, society). Since it is impossible to study the human psyche outside of its evolution, animals are also the object of research, and accordingly, their psyche is an integral part of the subject of psychology. Then the refined definition will look like this. The objects of study of psychology are humans, various social groups of people, animals and their communities.

The subject of psychology is the psyche as a whole or its separate aspects and manifestations of any object of psychological study, that is, the psyche of man (in individual and social relations) and animals. In terms of form, these can be mental processes, states, properties, constructs, both individually and in different aggregates, which give reason to consider a person at different levels of his mental organization. These are the levels of the individual, subject, personality, individuality, and in some cases even the universe. Then each of these levels of a person becomes the subject of a specific psychological study. Thus, any psychic reality inherent in a given object can become the subject of psychology research. However, sometimes there are other opinions. In particular, that the psyche is not an object, but an object of psychology. With an increase in the level of concreteness in the study of the selected fragment of reality (which corresponds to a decrease in the level of its organization), an object as a set of subsystems can be split into parts, and then the former object can act as an actual object.

Thus, the problem of clearly defining the object and subject of psychology is still relevant. Nevertheless, it is possible to accept *a person as the main object of psychology*, and *the human psyche* as the main *subject of psychology*.

3. Specifics of the object, goals, and means. The problem of method as a way of cognition of reality.

The object of research is the area of directly observable reality, for which stable and necessary connections between its individual components are identified and fixed in the system of scientific abstractions. The process of constructing an object is impossible without the appearance of a special cognitive task, a scientific problem.

Research means are fundamental concepts of science, with the help of which the object of research is dismembered and the problem, principles and methods of studying the object, means of obtaining empirical data, including technical means, are formulated.

The concept of the subject of research is not opposed to an object (since one and the same object can be included in the subject of several sciences), but the empirical area – a set of scientific facts and descriptions, from which the object of research follows.

The **main goal of psychological science** is cognition of the mental in all its manifestations – from elementary mental acts (sensations) to the personality and its behavior.

As usual, the goal is achieved through the solution of separate **tasks**.

In the most generalized form, the main **tasks** of psychology can be named as follows.

1. Identification and description of specific facts of mental life.
2. Explanation of mental facts by revealing psychological patterns.
3. Elucidation of the mechanisms of manifestation of psychological laws.

The scientific method is a set of special rules and procedures aimed at obtaining empirical knowledge about the world - as it exists and to the extent that scientists are able to study and understand it.

The originality of empirical psychology is largely determined by its method.

Three levels of understanding of the scientific method.

1) the scientific method is a way of obtaining objective knowledge about reality, a way of understanding and obtaining truth about it

2) the scientific method is a system of thinking procedures and instrumental actions of the researcher, which lead him to obtain true knowledge and protect him from erroneous conclusions.

3) the scientific method is a method of cognition in which at least three basic features are distinguished: 1) procedures and techniques for obtaining facts, 2) methods of constructing and substantiating empirical research, 3) rules for constructing empirical concepts.

Lecture 5

Development of the main traditions and schools in psychology and their features

Plan of lecture

1. Development of psychology in the behavioral direction. Formation of the cognitive tradition in psychology. Formation of the field theory direction in psychology.

2. Psychoanalytic tradition in psychology. Interactionist tradition in psychology.

3. Existential-phenomenological tradition in psychology. Gender approach in psychology.

1. Development of psychology in the behavioral direction. Formation of the cognitive tradition in psychology. Formation of the field theory direction in psychology.

Behaviorism is a scientific approach in American psychology of the 20th century. It denies consciousness as an object of scientific knowledge and reduces the psyche to various forms of behavior. It assumes that behavior is either a reflex antecedent stimuli evoked by the pairing of certain in the environment, or a consequence of that individual's history, including especially reinforcement and punishment contingencies.

Behaviorism emerged in the early 1900s as a reaction to depth psychology and other traditional forms of psychology, which often had difficulty making predictions that could be tested experimentally, but derived from earlier research in the late nineteenth century.

During the first half of the twentieth century, John B. Watson devised methodological behaviorism, which rejected introspective methods and sought to understand behavior by only measuring observable behaviors and events. It was not until the 1930s that B.F. Skinner suggested that covert behavior—including cognition and emotions—subjects to the same controlling variables as observable behavior. While Watson and I. Pavlov investigated how (conditioned) neutral stimuli elicit reflexes in respondent conditioning, Skinner assessed the reinforcement histories of the discriminative (antecedent) stimuli that emits behavior; the technique became known as operant conditioning.

The most prominent representatives of behaviorism are: E. Thorndike, K. Hull, B. Skinner, D. Mead, A. Bandura.

Formation of cognitive tradition in psychology

In the 60s, cognitive psychology arose in the United States, which was initially directed against the behaviorist exclusion of the mental component from the analysis of behavior, against the ignorance of cognitive processes and cognitive development. Cognitive psychology grew out of research by neo-behaviourists. It developed an approach based on the concept of the human as a system engaged in active searches for information and processing information. **The main area of research** in cognitive psychology is cognitive processes – memory, psychological aspects of language and speech, perception, problem solving, thinking, attention, imagination and cognitive development. The cognitive approach has extended to the study of the emotional and motivational sphere of the individual, as well as to social psychology.

The most prominent representatives of cognitive psychology are J. Piaget, J. Kelly, P. Janet, W. Nyser, J. Bruner, D. Norman, L. Festinger, F. Haider, P. Lydnsay, G. Simon.

Formation of the direction of field theory in psychology

The first important manifestation of the influence of physical field theory in psychology was an approach known as Gestalt psychology, which was founded by three German psychologists - Max Wertheimer, Wolfgang Koehler and Kurt

Koffka, they founded it in the years immediately preceding the First World War. The main principle of Gestalt psychology is that behavior is determined by the psychophysical field in which it is rooted. Field theory was created by Kurt Lewin, who believed that in order to understand behavior, it is necessary to take into account the situation as a whole, that is, the gestalt situation. Even if the individual whose behavior is being studied recalls the past or projects himself into the future, he does so this very minute, i.e. present. Therefore, only those aspects of the past (or future) are important that are woven into the fabric of the momentary situation.

The environment surrounds a person, but a person is never a part of it, and the environment is not a part of a person. Meanwhile, there are permeable psychological boundaries due to which changes in the environment can cause changes in a person and vice versa.

2. Psychoanalytic tradition in psychology. Interactionist tradition in psychology.

Psychoanalytic tradition in psychology

The main objects of attention in this theory were 1) the conflict between the unconscious and consciousness, as well as 2) the unconscious motivation of behavior.

According to Freud, an individual's mind has a fixed amount of desire towards sexual activity, often called as libido. No two individuals would have similar desire for sexual activity and the same would vary as per an individual's situation, circumstance at the moment.

An adult personality generally has three determinants: **Id, Ego and Super Ego**

The outcome of the combination of all the three determinants shapes an adult personality. Freud believed that an individual's personality has three parts and thus is often called as tripartite personality.

- Id
- Ego
- SuperEgo

Id – refers to irrational needs and demands, something which has nothing to do with the reality of the situation. Freud believed that Individuals seek immediate pleasure in order to satisfy their biological and physiological needs without taking into consideration the reality. Id gives immediate pleasure to individuals and is often irrational.

Ego – Ego develops when individuals start interacting with people around. Ego helps in the fulfillment of id, taking into consideration the reality of the situation.

Super Ego – Super ego is often the third stage which includes the moral constraints imposed on an individual by his parents or family.

Initial premises:

- 1) a human's psyche functions on three levels: consciousness, preconsciousness, unconsciousness;
- 2) a human's personality includes three psychological structures (Id, Ego and Super Ego), they are "authorized representatives" of the three levels of the psyche;
- 3) the formation of a psyche occurs within the sexual sphere through overcoming the Oedipus complex (in boys) and the Electra complex (in girls).

This theory is based on the fact that only a small part of a person's activity is conditioned by consciousness and "the mind is not the master in its own house." The rational, conscious sphere of the psyche reflects only the superficial part of the personality (the "tip of the iceberg"). The main area of the psyche ("the underwater part of the iceberg") is the sphere of the unconscious "filled with biologically determined instincts. Instincts determine the personality of a human, his behavior. This conditioning is manifested in the fact that instincts stimulate the release of energy accumulated in the psyche (libido – attraction, desire). Z. Freud's appeal to the sphere of the unconscious made it possible to identify many roots of mental disorders, to create appropriate psychotherapeutic procedures for their elimination (the method of free associations, analysis of dreams and reservations, the method of establishing close personal relationships between the therapist and the patient).

Interactionist approach

An approach that emphasizes the importance of both individual differences and situational factors in explaining behavior.

The main directions of research of intergroup relations: M. Sheriff's work on the study of group interaction as a source of intergroup relations (cooperation or hostility), A. Tajfel's study of the relationship between intergroup relations and awareness of belonging to his group.

A major stage in the development of the psychology of small groups dates back to the period of the 30s – early 40s and is marked by a number of experimental studies carried out in laboratory and field conditions, and the first serious attempts to develop a theory of group behavior. Small groups in industry are being studied, the sociometric direction of group research is being formed.

Interactive approaches have been actualized for applied problems of communicative management since the 60s – 70s of the XX century. In the concept of symbolic interactionism (T. Mead, G. Shibutani, etc.), as well as in the theories of roles (E. Goffman and others) and reference groups (R. Merton, G. Hyman, T. Newcomb, M. Sheriff and etc.) we are talking about the interaction of people.

3. Existential-phenomenological tradition in psychology. Gender approach in psychology.

Existential-phenomenological tradition in psychology

Phenomenological approach of personality's theory preaches the idea that it is the subjective ability to comprehend reality plays a key role in determining

the external behavior of a person. Only subjective experience is the key to understanding of behavior. Another important thesis is the idea that people are able to determine their own destiny. Self-determination is an essential part of a person. It leads to the conclusion that people are responsible for what they are. The last thesis is that people are inherently kind and have a desire for perfection: the realization of internal capabilities and personal potential.

The concepts and provisions that characterize the phenomenological approach to personality are most clearly expressed in the works of Karl Rogers. K. Rogers opposed B. Skinner's assertion that behavior can be explained by a person's response to an objective stimulus situation. K. Rogers also rejected the theory of S. Freud that past experience is the primary factor underlying personality. And finally, K. Rogers emphasized that behavior can be understood only if psychologist addresses the whole person.

The existential-humanistic approach to psychology and therapy originated in the writings of Rollo May, who is generally considered the father of American existential psychology. May was influenced by existential psychologists in Europe as well as existential philosophers; however, the approach he developed also had some unique features. One of the unique aspects of May's approach to existential psychology was the integration of ideas from humanistic psychology, which was developing concurrently in the United States. However, the label "existential-humanistic" did not come from May, but rather from James F. T. Bugental. Along with May, Bugental became one of the important influential figures in the development of existential psychology and therapy in the United States.

Gender approach

The psychology of gender relations is an applied branch of psychology that studies the patterns of differentiation, as well as the hierarchy of relations in the field of inter-sex interaction. The main research methodology in the psychology of gender relations is the gender approach, which proclaims the idea of equality regardless of gender.

The first studies of gender stereotypes began in the 50s. In the 60s and 70s, studies of gender stereotypes became very popular. There are three groups of gender stereotypes:

- 1) concerns the consolidation of family and professional roles in accordance with gender;
- 2) is associated with differences in the content of labor;
- 3) these are stereotypes of masculinity-femininity. These stereotypes are highly resilient.

Many researchers are of the opinion that an integral (holistic) personality is characterized not by masculinity or femininity, but by androgyny, i.e. integration of the female emotional and expressive style with the male instrumental style of activity.

At the present stage, the concepts of three androgyny are actively developing:

1) the idea of co-presence, psychological balance of polytypical characteristics is reflected;

2) the idea of merging. Androgyne is, in a psychological sense, both a man and a woman at the same time;

3) relies on the key concepts of cognitive psychology, in particular on the category of “gender cognitive schema”. Proponents of this concept try to distinguish between polytypical individuals “schematics” and androgynes (“aschematics”).

PRACTICAL AND SEMINARS

Practical 1

Features of formation and development of the subject of methodology of scientific psychological research

I. Study theoretical material on the following questions:

1. Psychological research: a retrospective analysis.
2. Categories of psychology: activity, reflection, personality. Consciousness and communication.
3. Basic principles of psychology: activity, development, determinism, consistency.

II. Answer advancement questions:

1. What a retrospective analysis is?
2. Give a description of the category “activity”.
3. Give a description of the category “reflection”.
4. Give a description of the category “personality”.
5. Give a description of the category “consciousness”.
6. Give a description of the category “communication”.
7. What a principle of activity is?
8. What a principle of development is?
9. What a principle of determinism is?
10. What a principle of consistency is?

III. Practical task:

Take the practice test.

Choose the correct answer

1. Activity is

• the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience.

- a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.
- a special systemic mental formation of the individual, determined by the process of a person's life in society.
- the highest level of reflection of reality and mental activity of a person as a social being.
- a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities.

2. Reflection is

- a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.
- the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience.
- a special systemic mental formation of the individual, determined by the process of a person's life in society.
- the highest level of reflection of reality and mental activity of a person as a social being.
- a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities.

3. Personality is

- a special systemic mental formation of the individual, determined by the process of a person's life in society.
- the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience.
- a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.
- the highest level of reflection of reality and mental activity of a person as a social being.
- a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities.

4. Consciousness is

- the highest level of reflection of reality and mental activity of a person as a social being.
- the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience.
- a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.
- a special systemic mental formation of the individual, determined by the process of a person's life in society.

- a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities.

5. Communication is

- a multifaceted process of establishing and developing contacts between people, that is caused by the motives of joint activities.
- the process of a person's active attitude to reality, whereby a person achieves his goals, satisfies various needs and assimilates social experience.
- a universal property of matter, which consists in reproducing the signs, properties and relationships of the reflected object.
- a special systemic mental formation of the individual, determined by the process of a person's life in society.
- the highest level of reflection of reality and mental activity of a person as a social being.

6. Data analysis focused on the changes over time, from the current moment in time to any past period of time, is

- retrospective analysis;
- prospective analysis;
- comprehensive research;
- comparative research;

7. A type of retrospective analysis in psychology is the study of

- history of its development;
- related sciences;
- state of the art;
- possible lines of its development in the future;

8. According to the development principle:

- psyche, human consciousness develop in activity and in interaction with the world, communication with other people;
- personality is an active subject of the transformation of the world;
- individual mental phenomena are internally interconnected, form integrity and due to this acquire new properties;
- all mental phenomena are connected according to the law of cause-and-effect relations;

9. According to the principle of determinism:

- all mental phenomena are connected according to the law of cause-and-effect relations;
- psyche, human consciousness develop in activity and in interaction with the world, communication with other people;
- personality is an active subject of the transformation of the world;

• individual mental phenomena are internally interconnected, form integrity and due to this acquire new properties;

Insert a missing word

1. The principle of ...: personality is an active subject of the transformation of the world. A person, as a subject of activity, can relate to it in different ways - he can be a simple performer of it, or he can be its initiator, an active participant.

3. ... principle: the psyche, human consciousness develop in activity and in interaction with the world, communication with other people. Therefore, the study of mental phenomena requires disclosure of the conditions and causes of its occurrence, as well as the factors and forms of its change.

4. The principle of ... (establishment of cause-and-effect relationships). The principle of ... implies that all mental phenomena are connected according to the law of cause-and-effect relationships.

5. The principle of ... describes and explains the main types of communication between different sides of the psyche, mental spheres. It assumes that individual mental phenomena are internally interconnected, form an integrity and thereby acquire new properties.

Practical 2

Philosophical and methodological foundations of psychology

I. Study theoretical material on the following questions:

1. Science as a social institution. Methodological bases of theoretical-cognitive and subject-practical activity.
2. Actual problems of philosophical and psychological knowledge.
3. A comprehensive, systematic approach to the study of human-environment interaction.

II. Answer advancement questions:

1. What a science is?
2. Describe the difference between science and other forms of knowledge.
3. What are the types and forms of reflection of scientific knowledge?
4. What is the main actual problem of philosophical and psychological knowledge?
5. Give a description of the systematic approach.

III. Practical task:

Take the practice test.

Choose the correct answer

1. A special sphere and form of human activity that obtains knowledge about the world: nature, society, culture, man is:

- the science;
- art;
- religion;
- morality;

2. The meanings of science that Reber (1995) identifies **does not** apply:

- it is a belief in knowledge transmitted from ancestors;
- it is knowledge obtained as a result of the systematic application of the scientific method;
- it is an area of research or a branch of a discipline formed as a result of the application of basic principles and general laws;
- it is a system of methods and procedures to study natural phenomena;

3. Objective reflection is

- one of the types and even methods of cognition, the main feature is the focus on knowledge itself, on the process of it's obtaining;
- science itself;
- form of knowledge;
- self-observation as self-knowledge;

4. Subjective reflection is

- self-observation as self-knowledge;
- one of the types and even methods of cognition, the main feature is the focus on knowledge itself, on the process of it's obtaining;
- science itself;
- form of knowledge;

5. The main actual problem of philosophical and psychological knowledge is the problem

- relationship of subjectivity and objectivity of knowledge;
- scientific evidence of knowledge;
- ways of processing knowledge;
- transfer of knowledge;

6. The individuality of the perception of an object by different subjects determines:

- psyche;
- logics;
- faith;
- personality;

7. The system is:
- some kind of integrity that interacts with the environment and consists of many elements;
 - organizing of connections between elements;
 - the smallest part of the system that preserves its properties within the given system;
 - the role of elements in the world;

8. In psychology allows to identify the commonality of psychological phenomena with other phenomena of reality:

- systematic approach;
- personality theory;
- general psychology;
- reflection;

Insert missing word (words)

1. Science is one of the forms of ... the world.
2. Science learns the world as it really is, that is, it obtains ... knowledge about the world.
3. Unlike art, scientific knowledge is based on ... (...) laws.
4. Unlike religion, science relies on ..., empirically established data.
5. Any person uses his mental and physiological capabilities to gain knowledge about the world. His knowledge is of the information he receives.
6. provides the subject with a suitable knowledge of reality, that is the basis of his happy existence in this world.
7. The completeness and adequacy of this knowledge depends on the degree of development of the ... (both in evolutionary terms and in terms of individual development).
8. The elements of the system are in some relations and connections among themselves. The organization of these connections between elements is called a ...
9. An ... is the smallest part of a system that preserves its properties within the given system.

Practical 3

Psychological theory and its specifics

1. Study theoretical material on the following questions:

1. The concept of psychology.
2. Subject of psychological science. Psychological research.
3. Specifics of the object, goals, and means. The problem of method as a way of cognition of reality.

II. Answer advancement questions:

1. Give the concept of psychology.
2. What is psyche?
3. Describe the meaning of the object of psychology.
4. What is the main object of psychology?
5. Describe meaning of the subject of psychology.
6. What is the main subject of psychology?
7. Can different sciences have one object of research?
8. How do you think, what it is it: the goal of the research?
9. What is the main goal of psychological science?
10. How do you understand the tasks of the research?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The science of the psyche and the laws of its manifestation and development is
 - psychology;
 - philosophy;
 - medicine;
 - culture;
2. A property of highly organized living matter, a subjective reflection of the objective world, necessary for a person (or an animal) to actively work in it and control own behavior is
 - psyche;
 - mind;
 - soul;
 - behavior;
3. A certain fragment of reality, to which the research actions of the science are directed is
 - the object of the science;
 - the method of the science;
 - the subject of the science;
 - the goal of the science;
4. The psyche as a whole or its separate aspects and manifestations of any object of psychological study is
 - the subject of psychology;
 - the object of psychology;
 - the method of psychology;
 - the goal of psychology;

5. Cognition of the mental in all its manifestations - from elementary mental acts (sensations) to the personality and its behavior is

- the main goal of psychological science;
- the task of psychology;
- the method of psychology;
- the means of psychology;

6. How many main tasks of psychology are distinguished?

- 3;
- 2;
- 1;
- 4;

Practical 4

Development of the main traditions and schools in psychology and their features

I. Study theoretical material on the following questions:

1. Development of psychology in the behavioral direction. Formation of the cognitive tradition in psychology. Formation of the field theory direction in psychology.

2. Psychoanalytic tradition in psychology. Interactionist tradition in psychology.

3. Existential-phenomenological tradition in psychology. Gender approach in psychology.

II. Answer advancement questions:

1. Describe a development of psychology in the behavioral direction.

2. Describe a formation of the cognitive tradition in psychology.

3. What are the main features of the field theory direction in psychology?

4. Who is the founder of the psychoanalytic tradition in psychology.

5. What three parts of individual's personality Freud distinguished?

6. Describe main features of the interactionist approach.

7. Describe main features of the existential-phenomenological tradition in psychology.

8. Give a description of the gender approach

III. Practical task:

Take the practice test.

Choose the correct answer

1. A scientist devised methodological behaviorism was:

- John B. Watson
- E. Thorndike,
- K. Hull,
- B. Skinner,

1. The main area of research in cognitive psychology is

- cognitive processes,
- structure of personality,
- behavior,
- mental health,

2. A human's personality includes three psychological structures and **does not** include:

- Mind,
- Id,
- Ego,
- Super Ego

3. An approach that emphasizes the importance of both individual differences and situational factors in explaining behavior is:

- interactionist approach;
- psychoanalytic approach;
- existential-phenomenological approach;
- gender approach;

4. The idea that it is the subjective ability to comprehend reality plays a key role in determining the external behavior of a person preaches:

- phenomenological approach;
- interactionist approach;
- psychoanalytic approach;
- gender approach;

5. The patterns of differentiation, as well as the hierarchy of relations in the field of inter-sex interaction studies:

- gender approach;
- phenomenological approach;
- interactionist approach;
- psychoanalytic approach;

Insert missing word (words)

1. Behaviorism denies ... as an object of scientific knowledge and reduces the psyche to various forms of
2. The main area of research in cognitive psychology is – memory, psychological aspects of language and speech, perception, problem solving, thinking, attention, imagination and cognitive development.
3. The main principle of Gestalt psychology is that behavior is determined by the in which it is rooted.
4. According to Freud, an individual's mind has a fixed amount of desire towards sexual activity, often called as
5. An adult personality generally has three determinants: ..., ... and
6. Interactive approaches have been actualized for applied problems of since the 60s - 70s of the XX century.
7. Phenomenological approach of personality's theory preaches the idea that it is the subjective ability to comprehend reality plays a key role in determining the external behavior of a person. Only is the key to understanding of behavior.
8. The main research methodology in the psychology of gender relations is the, which proclaims the idea of equality regardless of gender.

MODULE 2

SCIENTIFIC RESEARCH IN PSYCHOLOGY

Lectures

Lecture 1. Methods of psychology

Plan of lecture

1. *Classification of methods by G. Piriyov.*
2. *S. L. Rubinstein's ideas about methods of psychological research.*
3. *Views of M.S. Rogovin and G.V. Zalevsky on the classification of methods of psychological research.*
4. *Classification of psychological research methods by B.G. Ananyev.*

Method (in a broad sense) is a way of cognition, based on a certain set of previously obtained general knowledge.

Method (in a narrow sense of the word) is the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures.

1. Classification of methods by G. Piriyov.

The classification of any objects according to some criterion helps us not to get confused in a huge set of these objects. The choice of the criterion is primarily determined by the general scientific position of the author of the classification.

Piriyov traditionally divides methods into group of empirical methods, which he subdivides into two separate classes – observation and experiment; on a group of theoretical methods, consisting of two classes - modeling and “methods of psychological characteristics”; that can be called a class of methods for interpreting the results of empirical research; into a separate group Piriyov combined two classes of special methods - specific for psychology and non-specific for psychology, borrowed from other areas of research.

Piriyov identified several independent methods.

I. Observation

1. Objective observation

1) direct observation, implying individual observation of the subject in the process of his life activity or of a group of people;

2) Piriyov singled out objective-clinical observation (widely used in psychiatry) as a special form of objective observation;

3) mediated observation, which includes various questionnaire techniques. The most recognized method of indirect observation is the analysis of the products of human activity.

2. Subjective observation (self-observation):

1) direct self-observation – a person's verbal report;

2) mediated self-observation - the study of diaries, letters, photographs of a given person, his memories, etc.

II. Experiment

1. Laboratory experiment:

1) classical - methods of reactions' recording (voluntary and involuntary, simple and choice reactions), psychophysical methods, etc. ;

2) psychometrics (test method – individual and group standardized measurements of general and special endowments, analyticity and synthetics and other personality traits; psychological scaling - non-standardized measurements of individual mental processes).

2. Natural experiment.

It is carried out in the conditions of work, study, play, etc. Became into the arsenal of psychology after the works of A.F. Lazursky, who developed the techniques of natural experiment.

3. Psychological and pedagogical experiment.

It appeared in the 30s on the basis of the method of natural experiment. Designed to improve the education of schoolchildren. Kinds:

1) ascertaining;

2) formative.

III. Modeling. When we talk about modeling, they mean either physical, or mathematical, or simulation, or some other methods of modeling. Cybernetic modeling is popular among psychologists, especially among engineering psychologists and representatives of cognitive psychology.

IV. Psychological characteristics. This is a synthetic research method that relies on the results of research and experiment (characteristics of thinking, memory, temperament, assessment and self-assessment of objective reality and oneself, speech, emotional status, etc.).

V. Auxiliary methods (non-specific for psychology).

1. Physiological, pharmacological, biochemical, etc.

2. Mathematical.

3. Graphic.

VI. Special methods (specific to psychology).

1. Genetic method (ontological and phylogenetic aspects).

2. Comparative research method (for example, research on the development of a child and a baby chimpanzee).

3. Pathopsychological method (helps to investigate pathological deviations of the psyche from the accepted norm).

2. *S. L. Rubinstein's ideas about methods of psychological research.*

S.L. Rubinstein's ideas about methods of psychological research. Psychology, like every science, uses a whole system of various private methods, or techniques. The main research methods in psychology, as in a number of other sciences, are **observation and experiment**. Each of these general methods of scientific research appears in psychology in different and more or less specific forms; there are different types of observation and experiment.

Observation in psychology can be self-observation or external observation, usually in contrast to self-observation called objective. External, so-called objective, observation can, in turn, be subdivided into direct and mediated.

Likewise, there are various forms or types of **experiment**. A kind of experiment is the so-called natural experiment, which is a form intermediate between experiment and simple observation.

In addition to these basic methods, which in psychology receive a specific expression in accordance with the characteristics of its subject, psychology uses a number of intermediate and auxiliary methods.

The genetic method in psychology, i.e. the use of the study of the development of the psyche as a means for disclosing general psychological laws is not compared with observation and experiment in the same row and is not opposed to them, but it is necessary to rely on them and build on them, since the establishment of genetic data, in turn, is based on observation or experiment ... Each psychological discipline has its own methodology, which is different from the methodology of others. And each individual problem has its own special methodology designed to study it. In connection with the definition of the subject of psychology, only the main types of methods and the general principles of their construction are outlined here.

3. *Views of M.S. Rogovin and G.V. Zalevsky on the classification of methods of psychological research.*

M.S. Rogovin and G.V. Zalevsky distinguish 6 basic psychological research methods.

1. The hermeneutic method is an undivided state of science, subject and object are not opposed, mental operation and method of science are identical.

2. Biographical method - the selection of a holistic object of knowledge in the science of the psyche.

3. Observation - the differentiation of the object and the subject of knowledge.

4. Self-observation - transformation of a subject into an object on the basis of previous differentiation.

5. Clinical method - the task of transition from externally observed to internal mechanisms comes to the fore.

6. Experiment as an active opposition of the subject of cognition to the object, which takes into account the role of the subject in the process of cognition.

The relationship between the subject and the object of research is established as the main criterion for classification. The clinical method somewhat falls out of this pattern, which in terms of the relationship between the subject and the object of research - the differentiation of the subject and the object - refers to observation, but, apparently, the clinical method is quite specific both in the object of research and in special training required by the subject of the research. so that the authors of this classification separate the clinical method into a separate class.

4. Classification of psychological research methods by B.G. Ananyev.

B.G. Ananyev considered the methods of psychology interconnected with the stages of scientific research in general, therefore his classification can be considered as a classification of these stages. According to Ananyev, the psychologist uses different groups of methods at different stages of research.

1. Organizational group:

comparative,

longitudinal,

complex (assumes both comparative and longitudinal in the complex).

2. A group of empirical methods of obtaining data:

1) observation and self-observation;

2) experimental methods - field experiment (specially organized experiment, close to natural), laboratory experiment, natural experiment, formative or psychological-pedagogical, experiment;

3) psychodiagnostic methods (standardized and projective test methods, questionnaires, sociometry, interviews and conversation);

4) techniques for analyzing processes and products of activity - praximetric methods (timing, cyclography, professiography, assessment of products and work performed);

5) modeling method;

6) biographical method.

The choice of a particular empirical method depends on which organizational method was chosen by the researcher.

3. Methods and techniques for processing empirical data:

1) methods of mathematical statistics;

2) the qualitative characteristics of the material obtained.

4. Interpretive methods, used for explaining the results of the study; represent different variants of genetic and structural methods:

1) the genetic method interprets all processed research material in the characteristics of development, highlighting phases, stages, critical moments in the process of formation of mental functions, formations or personality traits;

2) the structural method interprets the material in the characteristics of systems and the types of connections between them, forming a personality, a social group.

Ananyev's classification is unique in its kind. It considers the entire process of organizing and conducting psychological research - from posing a problem to solving it.

Lecture 2

Qualitative methods of psychological research

Plan of lecture

1. *In-depth interviews, focus groups.*
2. *Qualitative content analysis; extended creative groups.*
3. *Extended creative groups.*
4. *Phenomenological interviews; projective methods.*

1. *In-depth interviews, focus groups.*

Qualitative research in psychology is understood as “any type of research in which data are obtained in non-statistical or non-quantitative ways.”

The goal of a qualitative study is to reveal the structure of a particular experience and the meaning that a certain object, situation, event has for a person.

Qualitative research, in contrast to quantitative research, is associated with a much more open nature of research (especially at the initial stage) and involves the formulation of the problem and initial hypotheses only in a very general form with their subsequent concretization in the research process.

Focus groups and in-depth interviews are direct methods of collecting information, open group discussions with the target audience. A focused interview can be not only a group interview, but also an individual one – in this case, it is called an in-depth interview.

In-depth interview is an informal face-to-face conversation in which the interviewer helps the person begin to speak freely and express his own feelings. The interviewer, at the same time, tries to adhere to the planned interview plan and strives to develop it, in accordance with the respondent's answers. The technology of qualitative interviews differs depending on the objectives of the research. In total, a qualitative interview may require from 1.5–2 to 8–12 hours of work with one respondent (up to 200 pages of text information).

In-depth interviews are the series of individual interviews on a given topic.

A specially trained highly qualified interviewer conducts the interview. He is well versed in the topic, knows the technique and rules of psychological conducting a conversation. Each interview lasts 15–30 minutes and is accompanied by the active participation of the respondent – he lays out cards, draws, writes, etc. In-depth interviews, in contrast to structured ones (used in a quantitative survey) allow a deeper penetration into the psychology of the respondent and a better understanding of his point of view, behavior, attitudes, stereotypes, etc.

Focus group. The group focuses on discussing specific topics. The questions are not structured, but the conversation is based on the discussion of topics of interest to the customer. A moderator is required.

The principle of “direct funnel” is used – the questions are asked from broader ones, prompting to talk, to speak spontaneously, to more specific ones, concerning the details of the problem under study.

The audience gathers respondents for whom this product is designed (age, status, gender), and polls them about what they like about it, what not, what they would like to change. During the interview, the respondents give subjective opinions about the product, service and other objects of research. An important condition is the correct selection of respondents.

It allows to evaluate the effectiveness of any advertising product at any stage of its creation: from the emergence of an advertising idea to a specific advertising product. The main area of application is marketing research.

2. Qualitative content analysis; extended creative groups.

Content analysis is a method of identifying and evaluating certain text characteristics from information carriers (video recordings, television and radio broadcasts, interviews, answers to open-ended questions, etc.). Certain content elements are analyzed: behavior; the explicit and hidden meaning of messages; non-verbal interaction, etc.

Content analysis has several stages:

- 1) the units of analysis (words or themes) are determined.
- 2) the frequency and volume of references to these units in certain conditions are determined;
- 3) the psychological characteristics of the communicator (author of the text) and the audience (according to it's reaction) are revealed;
- 4) an abstract model of its content emerges from a large textual material: what was mentioned and how often, with what subtext, how much airtime was devoted to it and at what time; the number of lines and the place of the page in the newspaper, etc.

Usually, for the convenience of conducting research using this method, a special table is drawn up (observation and registration card, matrix or other accounting document), consisting of a listing of the semantic units found in the analyzed text. After studying the sources of information and filling in the observation and registration cards, the formed array of cards is sorted, cards are numbered. The next step is the coding of the categories and units of analysis; quantitative processing of empirical data, namely, the total calculation of the share of each observation unit in the total data set. This is followed by the interpretation of the results and the preparation of conclusions based on the results of content analysis.

3. Extended creative groups.

Expanded creative groups. For successful work of extended creative groups (ECG) it is necessary to take into account the phenomena and patterns of group dynamics: intrapersonal, interpersonal and environmental variables that affect the “comfort zones” of the participants; leadership in the group; group compatibility and group cohesion.

Referring to qualitative methods of social and psychological research, the extended creative group is a group semi-standardized interview, held in the form of a group discussion and aimed at obtaining from its participants “subjective information” about how they perceive various types of practical activity or products of this activity. The main methodological technique is group discussion.

Group discussion is at the core of virtually all group methods used by social psychologists. It allows to clarify your personal positions of its participants, to reveal the variety of approaches, points of view on any issue. Group discussion develops the ability to improvise, to act outside the bounds of the envisaged, overcoming self-distrust and adherence to old patterns.

The main efforts of the presenter (moderator) are aimed at creating and maintaining a general group atmosphere of trust, openness, and involvement in the group process.

Each discussion in socio-psychological terms goes through three stages:

- 1) orientation in the problem and in each other,
- 2) evaluation, comparison and even confrontation of ideas;
- 3) consolidation of opinions.

The successful implementation and effectiveness of the data obtained depends on the degree of comfort of the participants in the open transmission of their thoughts and feelings.

4. Phenomenological interviews; projective methods.

Phenomenological interview. The principles of phenomenological analysis can be used to explore the respondent's actual feelings about past experience. The researcher helps the respondent to become aware of his experience. At first he realizes that the experience is based on feelings. Then, he understands what these feelings are, where they are directed and what significance they have in the context of his experience. These principles in phenomenological interviews are manifested as follows:

- phenomena are described as they are to a person and how they are perceived;
- the content of the experience is taken from everyday life;
- subjectivity is recognized in a particular situation;
- we look at the phenomenon, reducing our knowledge, attitudes, generally accepted norms, trying to concentrate on what is constant, what changes depending on the situation.

The method of phenomenological analysis in the aspect of psychological methods can be considered as a method of analyzing a person's experience of feelings accompanying a particular phenomenon.

The work of the phenomenological researcher is to direct the consciousness of the individual in the necessary direction (for example, by asking certain questions). Allow the resulting content, find clear and understandable verbal expression and explanation.

Phenomenological analysis procedure.

Phenomenological research consists of a phenomenological interview and a phenomenological analysis of the data obtained, and part of the analysis is carried out in the presence of and with the respondent and partly without him.

Projective methods. The projective method is one of the methods of personality research. It is based on the identification of projections in experimental data with subsequent interpretation. The projective method is characterized by the creation of an experimental situation that allows a plurality of possible interpretations when perceived by the subjects. Each such interpretation is based on a unique system of personal meanings and characteristics of the subject's cognitive style.

The action of projective techniques is based on the projection mechanism. This mechanism was first discovered by Z. Freud. It is described as the process of attributing one's feelings, desires, which are unacceptable to a person, to an object outside. The projection is of an unconscious nature and performs a protective function, softening the contradictions between the true (unconscious) aspirations of a person and social norms, assessments, and conscious beliefs. The term "projective" was introduced by L.K. Frank in 1939 to denote a number of techniques already known by that time. He developed a classification of projective techniques, which, with some additions, is still used today.

Projective techniques are divided into:

◀Constitutional, where it is necessary to structure the proposed incentives, giving them meaning (Rorschach test)

◀Interpretive – interpretation, explanation of a certain situation, events (test of frustration by S. Rosenzweig, Thematic Apperception Test (TAT));

◀Constructive – creation of a single whole from disparate decorated parts (Peace test);

◀ Katharsical (katharsis – purification) – the expression of a certain idea, feeling through the game, organized in special conditions (psychodrama, projective play);

◀Additive (augmentation techniques), where it is required to continue the story, sentence, etc. ("Incomplete sentences", Jung's associative test);

◀Analysis of the products of creativity, mainly drawing ("House. Tree. Man", "Non-existent animal");

◀ Study of expression – analysis of handwriting, communication features (Mira-n-Lopez technique);

◀ Impressive, based on the preference of some stimuli over others as the most desirable (Luscher test).

Projective techniques do not describe any particular personality function. Projective tests are used for psychodiagnostics of psychological characteristics that are hidden or not recognized by the subjects.

Lecture 3

The problem of validity and reliability of research results

Plan of lecture

1. *The concept of validity, types of validity. Construct validity.*
2. *Internal validity.*
3. *External validity.*

1. *The concept of validity, types of validity. Construct validity.*

The validity of psychological research. Campbell and Stanley introduced the **concept of validity** into widespread use in psychology in the 1960s. It is used for research findings that accurately represent the characteristics of the phenomenon, that must be described or explained. **Validity is** the consistency of the research results with what was studied in it. As Elena Dzuki notes, in any scientific research, the researcher must be able to find answers to at least the following questions:

- 1) is there a relationship between the two variables;
- 2) whether this dependence is causal;
- 3) whether this dependence is significant;
- 4) do the measurement and observation procedures really apply to the investigated constructs;
- 5) can the causal relationships, identified during the study, be generalized.

Finding answers to these questions is extremely important, first of all, for the reason that the researcher often does not think about whether the methods and procedures, chosen by him, correspond to the peculiarities of the studied phenomenon, whether it is possible to speak about their adequacy from the results obtained, etc.

We can talk about several types of validity:

- internal and external validity;
- validity of statistical findings and research procedures;
- construct and ecological validity.

Construct validity. The connection between theory and reality is reflected in the adequacy of the theory of reality and the predictability of its predictions.

Campbell introduced the concept of construct validity. **Construct validity** expresses the adequacy of the method for interpreting the experimental data of the theory. Construct validity, according to Campbell, characterizes the correctness of designating (interpreting) a cause and an experimental effect using abstract terms from ordinary language or formal theory. Construct validity is determined by the correctness of the use of the terms of a particular theory when interpreting research data. Campbell notes that establishing construct validity requires alternative interpretations of the relationship between cause and effect with concepts taken from a particular theory.

2. Internal validity.

Internal validity is the degree to which research results allow to do causal conclusions about the influence of one variable on another. Most socio-psychological research is aimed at finding out how the social systems, in which an individual is included, affect his social behavior and decision-making. A study has internal validity if it is proven that there is a causal relationship between the variables under study.

The reasons for the decrease in the internal validity of the study:

1) Mixing of variables. If in the course of the experiment any random factor interacts with the variable under study and this interaction cannot be measured separately from the interaction of the dependent and independent variables.

2) Changes associated with the subjects. When checking dependent variables, changes that occurred between two moments of observation can be caused not by independent variables, but by changes that have occurred with the subjects themselves (for example, personal events, changes in certain personality traits, etc.).

3) Impact of preliminary testing. Pre-testing induces changes in the subjects that can significantly affect the results of the study.

4) Changing the skills of the researcher. For example, a researcher, after some time, may become more experienced in observations and, therefore, interpret the behavior of the subjects in a different way. In addition, factors such as fatigue can affect the researcher, which can lead to errors in experiments.

5) Regression to the mean. This phenomenon occurs when individuals are repeatedly tested on the same variable. It was found that if the subjects received results in the first test that were close in magnitude to the highest indicators of the scale, then during the second experiment their results decrease and become closer to the average indicators, while the subjects who received results in the first test close to the lowest, when re-measured, they achieve better performance.

6) Elimination. During the course of the study, some subjects leave the group. If the dropout rate is uneven in the treatment and control group, this can lead to misinterpretation of the results.

3. External validity.

External validity is understood as the possibility of generalizing the research results obtained on the experimental sample to the entire general population. External validity is of particular importance at the empirical stage of scientific development. It is sometimes interpreted as a characteristic of an experiment that determines the possibility of transferring (generalizing) the results to different times, places, conditions and groups of people (or animals).

Such possibility arises from two reasons:

1) correspondence of the experiment's conditions to its "prototypic" life situation (the "representativeness" of the experiment);

2) the typicality of the "prototypic" situation itself for reality ("representativeness" of the situation). The situation chosen for simulation in the experiment may be rare for the group of subjects participating in the experiment.

R. Gottsdanker argues that external validity affects the reliability of conclusions. To achieve high external validity, it is necessary that the levels of additional experimental variables correspond to their levels in reality. An experiment that does not have external validity is considered invalid. Achieving full external validity is impossible in principle, therefore any "pure" analytical study is outwardly invalid. At the same time, it is necessary to take into account, as much as possible, the influence of additional variables on the experimental effect.

External validity is highly dependent on the way how the sample is drawn.

There are three main types of sampling:

1. Random sampling. For example, the results of a study of a group of adolescents, formed in a random way, will be valid with only some degree of probability for all adolescents of a given nationality.

2. Heterogeneous sample. In accordance with the objectives of the study, various groups of the population are distinguished. On these groups, the results of the study are supposed to be obtained. Then a random sample is analyzed to ensure that it contains a sufficient number of representatives from each group.

3. Sample of a typical case. For example, the definition of a typical average representative of a certain category is given. For the study, a sample, consisting of individuals who satisfy this definition, is used.

Lecture 3

The ecological validity

Plan of lecture

- 1. The ecological validity.*
- 2. Requirements for establishing ecological validity.*
- 3. Methods for establishing ecological validity.*

1. The ecological validity.

Ecological validity is the degree to which the experimental conditions correspond to the investigated reality. For example, in the famous experiment of Kurt Lewin on the study of types of leadership, attitudes in groups of adolescents did not correspond much to relations in the state, therefore, ecological validity was violated. A big problem of laboratory experiments is the possibility of generalizing their results to real life circumstances, naturally occurring in the conditions of everyday human practice.

A study has high ecological validity if its results are confirmed in field studies.

Accusations against many studies of low ecological validity are often related to the impossibility of replicating them in real life circumstances. Carlsmith proposed to designate highly ecological research by the term “mundane realism”, experimental, i.e. conducted in artificial conditions, using the term “experimental realism”. Examples of this kind of research are the original laboratory study of conformity by Solomon Asch and the famous experiments of Stanley Milgram, which caused a storm of discussions on the problem of psychological ethics. It is necessary to note that in certain situations people behave in real conditions in the same way as in laboratory conditions (for example, newborns or airplane passengers), while in other circumstances they demonstrate pronounced differences.

In the same way, some people remain constant in real life and in the laboratory, while the behavior of others is very different. For all the critical attitude to the ecological validity of classical socio-psychological experiments, their main merit is objectivity, which ensures both unambiguous interpretations and reproducibility, i.e. confirmability. Confirmability is directly related to statistical validity.

In the modern literature, two problems are discussed in this regard:

1) what is the ecological validity of a laboratory experiment, i.e. the possibility of extending the obtained data to “real life”;

2) what is the danger of data bias due to a special selection of subjects.

As a more fundamental methodological question, raise the question of whether real social relations, which constitute the most important context in socio-psychological research, are not lost in a laboratory experiment.

There are different points of view regarding the first of the posed problems. Many authors agree with the mentioned limitation of laboratory experiments, others believe that it is not necessary to require ecological validity from a laboratory experiment, that its results should certainly not be transferred to “real life”, i.e. that in the experiment it is only necessary to check individual provisions of the theory, and for the analysis of real situations it is necessary to interpret these provisions of the theory. Still others, such as D. Campbell, offer a special class of “quasi-experiments” in social psychology. Their difference is the implementation of experiments not according to a complete scheme dictated by the logic

of scientific research, but in a kind of “truncated” form. The main idea is that in socio-psychological research in general and in experimental research in particular, an organic combination of quantitative and qualitative analysis is necessary.

2. Requirements for establishing ecological validity.

Ecological validity is ascertained when research results are confirmed in the field study. The problem of laboratory research is the adequate transferability of its results to the conditions of real life, to the daily activities of the individual. But this, also, is not the final confirmation of the results, as ecologically valid, because generalization is also necessary to other conditions and circumstances. Research is often accused of having a low ecological validity criterion due to the impossibility of replicating the research in real life.

Compensation for the limitations of the laboratory experiment (especially the low “ecological” validity) was achieved through a natural experiment, when the simulated experimental situation is introduced into the context of the natural conditions of the subjects’ life.

In the socio-psychological study of joint activity and group behavior, it seems appropriate to use different groups of methods: observation, survey methods, instrumental techniques, structurally united within the framework of the methodological block of the study.

A combination of laboratory and natural experiment should become the form of organization of research of joint activity and group behavior. The main method of organizing research should be a natural experiment that allows you to study real groups in real conditions.

3. Methods for establishing ecological validity.

Empirical expert validation involves the work of experts with subjects.

It is necessary for experts to provide standard conditions for observing the subjects. But it is not always possible such a standardized observation to organize. Even if serious efforts to organize observation of the behavior of the subjects in any artificial laboratory situation are made, such observation will still be significantly inferior in informative value to field observation - in natural conditions.

Therefore, in practice, they often resort to assessments of a special type - to subjective assessments. Such assessments are given to the subject by people from his circle who have experience of real communication with him. The psychologist needs to draw up detailed instructions for the evaluators. The best conditions are the presence of a group of subjects who communicate closely with each other. They can simultaneously be both subjects in relation to behavior in the experiment and evaluators in relation to each other.

In order for the group personality assessment to be a source of truly valid information, the assessors must consistently assess the subjects. If there is no consistency in the estimates of different assessors, then this means that:

- either the evaluated property did not appear in the object of evaluation,
- or the evaluators interpreted the instruction differently.

To measure the consistency, a table with grades should be drawn up. In that table the sums along the lines give the total scores received by each subject for all evaluators. By calculating pairwise correlations between different columns of this table, we can get the coefficients of consistency for individual pairs of evaluators. Cronbach's reliability factor α can serve as a measure of the evaluators' consistency. The empirical value of the validity coefficient is calculated as the correlation between two series of values: experimental results and the total score of the expert assessment.

Lecture 4 Methods of text analysis

Plan of lecture

1. *A general idea about the methods of text analysis.*
2. *Types of text analysis methods.*
3. *The hermeneutic approach, the content analysis.*

1. *A general idea about the methods of text analysis.*

Intent analysis is a method that allows researcher to reconstruct the author's intentions from his text (intentions are a subjective focus on a certain object). Expert revelation and identification of speech intentions provides an opportunity to find them in texts of different topics and orientations, i.e. characterize them qualitatively. The research task of psychologists who use the method of intent analysis consists in expert assessment of the nature of intentions, their fuzziness and lack of clarity of understanding.

Content analysis is the most prevalent method with many variations in different techniques. It allows researcher to carry out a qualitative and quantitative analysis of the content of text with the aim of subsequent interpretation of the identified numerical patterns.

Narrative analysis is a method of summarizing experience by correlating the sequence of words in a sentence with the sequence of real events. Allows researcher to quantify the text. Unlike content analysis, which can be applied to any text, narrative analysis focuses on specific texts containing a story. The advantage of narrative analysis, in comparison with cluster analysis, is that the assessment is carried out according to specific categories (Subject, Action, Object), and not according to an arbitrarily categories, chosen by researcher based on his tasks. The class of narrative texts includes a variety of stories from a variety of artistic and historical texts (myths, legends, chronicles, etc.) to newspaper

articles describing the events that took place. Narrative analysis is most often used in conjunction with other methods of text analysis.

Expert assessment of the text - this group of methods includes various expertise of the text, the classification of which, according to A.A. Leontyev, can be represented as follows:

a) authorship expertise aimed at identifying the author of the text or identifying categorical features of a likely author: gender, age, nationality, place of birth, place of long-term residence, level of education, etc.;

b) an examination aimed at establishing the temporal characteristics of the author of the text (emotional state, etc.);

c) an examination aimed at establishing certain conditions for the creation of the investigated text (also examination of the authenticity of the recordings during the interview);

d) an examination aimed at establishing deliberate distortion of the information expressed in the text;

e) an examination aimed at establishing certain signs (insult, appeal, etc.). In addition to the above methods, there are a number of other methods of text analysis, primarily philological.

2. *Types of text analysis methods.*

Most often, text analysis methods are classified according to ***their functions and the object of analysis.***

1. ***According to their functions*** a group of methods is defined. It includes methods:

1) oriented on importing text and working with it;

2) text research (work at the grammatical, syntactic level, carry out a variety of searches in the text, highlight keywords, indices, etc.);

3) focused on semantic analysis, creating categorization schemes, dictionaries, coding;

4) allowing the export of analysis data (for example, the text itself or the coding scheme, or the dictionary used, etc.).

2. ***By the object of analysis:***

1) methods “language oriented” (analysis of linguistic units):

- linguistic methods;

- methods of working with data (information search, word lists, concordance, indices, etc.).

2) methods, “content-oriented” or content analysis:

- qualitative methods that allow you to search for patterns and differences in the text, to analyze the entire text (some techniques allow you to analyze audio and video information). In this group of methods for conducting a qualitative (meaningful) study of the text, quantitative data can also be used to organize qualitative (meaningful) information. An important difference is the predomi-

nant use of topics, concepts, processes, contexts as units of analysis. In this case, the volume of the analyzed text may be limited;

- methods for analyzing events based on text data;
- quantitative techniques that allow statistical testing of hypotheses are focused on the study of large volumes of text:

a) categorical systems have built-in or custom dictionaries, on the basis of which the search in the text is carried out. In this case, categories can be both thematic and semantic. Some methods have limitations on the size of the units of analysis;

b) non-categorical systems based on the simultaneous occurrence of words, lines, concepts allow you to build a variety of graphs;

c) systems for coding answers to questions of unfinished sentences. Not intended for analyzing large amounts of text. Designed for the analysis of sufficiently homogeneous text and are limited in the size of the text analysis units.

3. Hermeneutic approach, content analysis.

The theoretical substantiation of the application of the *hermeneutic method* in psychology is associated with the name of V. Dilthey.

But the origins of this method are in the methods of interpreting texts, the basis of which is the inclusion of textual information in a broader context of knowledge with interpretation, i.e. “translation”, with the addition of additional meanings fixed in the text (searches for the “second”, hidden meaning).

The area of applicability of hermeneutics in psychological research. Its adequate object is creativity (psychological analysis of the unique products of creative activity), the unique mental individuality of a person and his unique and irreproducible life path.

The area of application of the hermeneutic method is unique, holistic, “intelligent” objects.

There are various modifications of the psychological hermeneutic method, the main ones – the biographical method, analysis of the results (products) of activity, the psychoanalytic method.

Content analysis. Content analysis has an undeniable advantage in all the variety of text analysis methods, modifications and varieties of which allow solving a wide variety of research problems.

Content analysis is a method of qualitative and quantitative analysis of the content of documents in order to identify or measure various facts and trends reflected in these documents. The peculiarity of content analysis is that it examines documents in their social context.

Can be used as

- the main research method (for example, content analysis of the text in the study of the political orientation of the newspaper),

- parallel, i.e. in combination with other methods (for example, in the study of the effectiveness of the functioning of the mass media),

- auxiliary or control (for example, when classifying answers to open-ended questionnaires).

Most often, the objects of research of content analysis are messages from the press, radio, television, minutes of meetings, letters, orders, instructions, etc., as well as data from free interviews and open-ended questionnaires.

The calculation procedure for quantitative content analysis is generally similar to the standard methods of classification according to selected groupings of ranking and measurement of association.

There are also simpler ways to measure. The specific weight of a particular category can be calculated using the formula $K = \frac{\text{the number of analysis units that fix this category}}{\text{total number of analysis units}}$.

PRACTICAL AND SEMINARS

Practical 1

Methods of psychology. Part 1

I. Study theoretical material on the following questions:

1. Classification of methods by G. Piryov.
2. S. L. Rubinstein's ideas about methods of psychological research.

II. Answer advancement questions:

1. Describe the classification of methods by G. Piryov.
2. Describe S.L. Rubinstein's ideas about methods of psychological research.

III. Practical task:

Take the practice test.

Choose the correct answer

1. Method (in a broad sense) is
 - a way of cognition, based on a certain set of previously obtained general knowledge;
 - the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures;
 - a knowledge about the methods and principles of cognition;
2. Method (in a narrow sense of the word) is
 - the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures;

- a way of cognition, based on a certain set of previously obtained general knowledge;

- a knowledge about the methods and principles of cognition;

2. Piryov did not distinguish the following group of methods:

dialectical;

- a group of empirical methods;

- a group of theoretical methods, consisting of two classes – modeling and “methods of psychological characteristics”;

- a separate group combined of two classes of special methods;

3. How many methods are in the classification by Piryov:

- 6;

- 4;

- 8;

- 2;

4. The main research methods in psychology, by S.L. Rubinchtein, are:

- observation and experiment;

- modelling and testing;

- timing and cyclography;

- interviews and conversation;

Insert missing word (words)

1. Piryov traditionally divides methods on several groups. The group of ... methods, which he subdivides into two separate classes – observation and experiment.

2. The group of ... methods, consisting of two classes – modeling and “methods of psychological characteristics”; that can be called a class of methods for interpreting the results of empirical research.

3. Into a separate group Piryov combined two classes of special methods – ... for psychology and ...-... for psychology, borrowed from other areas of research.

Piryov. identified several independent methods

I. Observation

a. Objective observation. 1), implying individual observation of the subject in the process of his life activity or of a group of people; 2) Piryov singled out ...-... ... (widely used in psychiatry) as a special form of objective observation; 3), which includes various questionnaire techniques. The most

recognized method of indirect observation is the analysis of the products of human activity.

B. Subjective observation (self-observation): 1) ... - a person's verbal report; 2) ... - the study of diaries, letters, photographs of a given person, his memories, etc.

II. Experiment

a. Laboratory experiment: 1) ... – methods of reactions' recording (voluntary and involuntary, simple and choice reactions), psychophysical methods, etc; 2) ... (test method - individual and group standardized measurements of general and special endowments, analyticity and synthetics and other personality traits; psychological scaling – non-standardized measurements of individual mental processes).

b. Natural experiment. It is carried out in the conditions of ..., ..., ..., etc. Became into the arsenal of psychology after the works of A.F. Lazursky, who developed the techniques of natural experiment.

c. Psychological and pedagogical experiment. It appeared in the 30s on the basis of the method of natural experiment. Designed to improve the education of schoolchildren. Kinds: 1) ...; 2)

III. When we talk about ..., they mean either physical, or mathematical, or simulation, or some other methods of modeling. Cybernetic modeling is popular among psychologists, especially among engineering psychologists and representatives of cognitive psychology.

IV. This is a synthetic research method that relies on the results of research and experiment (characteristics of thinking, memory, temperament, assessment and self-assessment of objective reality and oneself, speech, emotional status, etc.).

V. (non-specific for psychology). 1. Physiological, pharmacological, biochemical, etc. 2. Mathematical. 3. Graphic.

VI. (specific to psychology). 1. Genetic method (ontological and phylogenetic aspects). 2. Comparative research method (for example, research on the development of a child and a baby chimpanzee). 3. Pathopsychological method (helps to investigate pathological deviations of the psyche from the accepted norm).

Practical 2

Methods of psychology. Part 2

I. Study theoretical material on the following questions:

1. Views of M.S. Rogovin and G.V. Zalevsky on the classification of methods of psychological research.
2. Classification of psychological research methods by B.G. Ananyev.

II. Answer advancement questions:

1. Describe the classification of methods by M.S. Rogovin and G.V. Zalevsky.
2. Describe the classification of psychological research methods by B.G. Ananyev.

III. Practical task:

Take the practice test.

Choose the correct answer

1. How many methods are in the classification by M.S. Rogovin and G.V. Zalevsky:
 - 6;
 - 4;
 - 8;
 - 2;

2. The differentiation of the object and the subject of knowledge, according to M.S. Rogovin and G.V. Zalevsky is
 - observation;
 - experiment;
 - clinical method;
 - hermeneutic method;

3. B.G. Ananyev considered the methods of psychology interconnected with
 - the stages of scientific research in general;
 - the historical stage of science;
 - the stages of the specific scientific research;
 - internal logic of science;

4. B.G. Ananyev did not distinguish the following group of methods:
 - a group of theoretical methods;
 - organizational group;
 - a group of empirical methods;
 - methods and techniques for processing empirical data;
 - interpretive methods;

5. How many groups of methods are in the classification by B.G. Ananyev:

- 4;
- 6;
- 8;
- 2;

Insert missing word (words)

1. The relationship between of research is established as the main criterion for classification by M.S. Rogovin and G.V. Zalevsky.

2. The ... method is an undivided state of science, subject and object are not opposed, mental operation and method of science are identical.

3. ... method - the selection of a holistic object of knowledge in the science of the psyche.

4. ... - the differentiation of the object and the subject of knowledge.

5. ...-... - transformation of a subject into an object on the basis of previous differentiation.

6. ... method - the task of transition from externally observed to internal mechanisms comes to the fore.

7. ... as an active opposition of the subject of cognition to the object, which takes into account the role of the subject in the process of cognition.

8. Classification of psychological research methods by B. G. Ananyev includes 4 groups: 1) ... group; 2) a group of ... methods of obtaining data; 3) methods and techniques for ... empirical data; 4) ... methods.

9. Ananyev's classification is unique in its kind. It considers the entire process of psychological research - from posing a problem to solving it.

Practical 3

Quantitative methods of psychological research. Part 1

I. Study theoretical material on the following questions:

1. Quantitative research methods in psychology.
2. The concept of an experiment, its advantages and disadvantages.
3. Types of experiment.

II. Answer advancement questions:

1. Into which two groups are quantitative methods in psychology divided?
2. Name the methods of data processing.
3. What is the difference between quantitative and qualitative research methods?
4. What are the main quantitative research methods?
5. Give the concept of experiment (by D. Campbell).
6. Give the concept of experiment (by D. Goodwin).
7. So, how could YOU define the psychological experiment?
8. What basic techniques do experimental psychologists use?
9. What are the advantages of experiment?
10. What are the experiment's disadvantages?
11. What main types of experiment do you know?
12. What is a laboratory (artificial) experiment?
13. When did a laboratory experiment entered psychology?
14. What is a natural experiment?
15. What is a formative experiment?

III. Practical task:

- 1) I would like to recommend you to read a book about most famous experiments in psychology.

Roger R. Hock Famous studies in psychology. The history of psychological research.

- 2) Choose one of experiments and read about it.

Practical 4

Quantitative methods of psychological research. Part 2

I. Study theoretical material on the following questions:

1. The concept of observation and its types.
2. Observation errors (according to A.A. Yershov). Advantages and disadvantages of using observation.
3. Comparative analysis of the method of observation and experiment.

II. Answer advancement questions:

1. Give the concept of observation.
2. What types of observation do you know?
3. Describe the stages of observation.
4. What are the observation errors?
5. Describe the advantages and disadvantages of observation.
6. Compare the methods of observation and experiment.

III. Practical task:

Take the practice test.

Choose the correct answer

1. The purposeful, organized and fixed perception of the object under study is:
 - observation;
 - experiment;
 - survey;
 - testing;

2. Creation of a generalized picture of the behavior of an individual or group under certain conditions, rather than a strict description of the phenomenon, is characteristic of:
 - non-systematic observation;
 - systematic observation;
 - continuous observation;
 - selective observation;

3. Conducted according to a certain plan, the researcher identifies the recorded behavioral features and classifies the environmental conditions – it is:
 - systematic observation;
 - non-systematic observation;
 - continuous observation;
 - selective observation;

4. The researcher records all the features of behavior that are available for the most detailed observation – this is:
 - continuous observation;
 - systematic observation;
 - non-systematic observation;
 - selective observation;

5. The researcher pays attention only to certain parameters of behavior or types of behavioral acts – this is:
 - selective observation;
 - continuous observation;
 - systematic observation;
 - non-systematic observation;

Insert missing word (words)

The stages of observation:

- 1) Definition of the ... of observation (behavior).
- 2) ... selection and data registration (individual or group).
- 3) Making an observation ... (situation-object-time).

- 4) Selection the ... of processing the results.
- 5) ... and ... of the received information.

A.A. Yershov (1977) identifies the following typical observation errors:

1. The ... – the behavior of people changes when they know that they are being watched. The effect increases if the observer is unknown, authoritative, or significant, or can competently assess the behavior of the subjects. This effect is especially strong when learning complex skills, performing new complex tasks, and in group activities.
2. The ... – the generalized impression of the observer leads to a rough perception of behavior, ignoring subtle differences.
3. The ... is a tendency to give a positive assessment of what is happening.
4. ... error – the observer tends to give an average estimate of the observed behavior.
5. ... error – an assessment of one behavior trait is given based on another observed trait (intelligence is evaluated by fluency of speech)
6. The error of ... is the tendency to distinguish in the observed features that are opposite to their own.
7. ... error – the first impression of an individual determines the perception and evaluation of his further behavior.

Practical 5

Qualitative methods of psychological research. Part 1

I. Study theoretical material on the following questions:

1. In-depth interviews, focus groups.
2. Qualitative content analysis; extended creative groups.
3. Phenomenological interviews; projective methods.

II. Answer advancement questions:

1. Give the concept of qualitative research in psychology.
2. Give the concept of in-depth interview.
3. Give the concept of focus groups.
4. Describe the features of content analysis.

III. Practical task:

Take the practice test.

Choose the correct answer

1. Any type of research in which data are obtained in non-statistical or non-quantitative ways – is
 - qualitative research;
 - quantitative research;

- experimental research;
- observation;

2. Group focused interviews are:

- focus group;
- in-depth interview;
- projective method;
- content analysis;

3. An individual focused interview is:

- in-depth interview;
- focus group;
- projective method;
- content analysis;

4. The method of identifying and evaluating certain text characteristics from information carriers is

- content analysis;
- focus group;
- in-depth interview;
- projective method;

Insert missing word (words)

1. The goal of a qualitative study is to reveal the ... of a particular experience and the ... that a certain object, situation, event has for a person.

2. ...-... ... is an informal face-to-face conversation in which the interviewer helps the person begin to speak freely and express his own feelings.

3. In-depth interviews are the series of ... interviews on a given topic

4. In focus group the principle of “.. ..” is used – the questions are asked from broader ones, prompting to talk, to speak spontaneously, to more specific ones, concerning the details of the problem under study.

5. The main area of focus group application is ... research.

Content analysis has several stages:

- 1) the ... of analysis (words or themes) are determined.
- 2) the ... and ... of references to these units in certain conditions are determined;
- 3) the psychological characteristics of the ... (author of the text) and the ... (according to it's reaction) are revealed;

4) an of its content emerges from a large textual material: what was mentioned and how often, with what subtext, how much airtime was devoted to it and at what time; the number of lines and the place of the page in the newspaper, etc.

5) Usually, for the convenience of conducting research using content analysis, a special ... is drawn up (observation and registration card, matrix or other accounting document), consisting of a listing of the semantic units found in the analyzed text.

Practical 6

Qualitative methods of psychological research. Part 2

I. Study theoretical material on the following questions:

1. Extended creative groups.
2. Phenomenological interviews.
3. Projective methods.

II. Answer advancement questions:

1. What extended creative groups are?
2. Give the concept of phenomenological interviews.
3. Give the concept of projective methods.
4. Describe the features of projective methods.

III. Practical task:

Take the practice test.

Choose the correct answer

1. A group semi-standardized interview, held in the form of a group discussion and aimed at obtaining from its participants “subjective information” about how they perceive various types of practical activities or products of this activity – this is

- expanded creative groups;
- content analysis;
- in-depth interview;
- projective method;

2. At the core of virtually all group methods used by social psychologists is

- group discussion;
- content analysis;
- in-depth interview;
- projective method;

3. Discussions, which held in socio-psychological researches don't have such stage as:

- theoretical study;
- orientation in the problem and in each other,
- evaluation, comparison and even confrontation of ideas;
- consolidation of opinions.

4. To study the respondent's actual feelings about past experience psychologists use:

- phenomenological interview;
- content analysis;
- projective method;
- focus group;

5. The action of projective techniques is based on the mechanism of

- projection;
- displacement;
- rationalization;
- regression;

Insert missing word (words)

1. For successful work of extended creative groups it is necessary to take into account the phenomena and patterns of: intrapersonal, interpersonal and environmental variables that affect the "comfort zones" of the participants; leadership in the group; group compatibility and group cohesion.

2. During a group discussion the main efforts of the presenter (moderator) are aimed at creating and maintaining a of trust, openness, and involvement in the group process.

3. The principles of phenomenological analysis can be used to explore the respondent's about

4. Phenomenological research consists of a phenomenological ... and a phenomenological ... of the data obtained, and part of the analysis is carried out in the presence of and with the respondent and partly without him.

5. The is characterized by the creation of an experimental situation that allows a plurality of possible interpretations when perceived by the subjects.

6. Each interpretation in projection method is based on a unique system of and characteristics of the subject's cognitive style.

7. The action of projective techniques is based on the

8. Projection mechanism was first discovered by
9. The term “projective” was introduced by L.K. Frank in ...to denote a number of techniques already known by that time.
10. Projective tests are used for psychodiagnostics of psychological characteristics that are ... or by the subjects.

Practical 7

The problem of validity and reliability of research results

I. Study theoretical material on the following questions:

1. The concept of validity, types of validity. Construct validity.
2. Internal validity.
3. External validity.

II. Answer advancement questions:

1. Give the concept of validity.
2. What internal validity is?
3. What external validity is?
4. Describe the reasons for the decrease in the internal validity.

III. Practical task:

Take the practice test.

Choose the correct answer

1. Validity is:
 - the correspondence of the research results to what was studied in it;
 - the correspondence of the sample of the study to the general population;
 - the correspondence of methods to research tasks;
 - the correspondence of empirical and interpretive methods;
2. Internal validity is
 - the degree to which research results allow to do causal conclusions about the influence of one variable on another;
 - the possibility of generalizing the research results obtained from the experimental sample to the entire general population;
 - the adequacy of the method for interpreting the experimental data of the theory;
 - the correspondence of the research tasks to the tested hypothesis;

3. How many reasons for the decline in internal validity are identified?

- 6;
- 3;
- 2;
- 4;

4. External validity is

- the possibility of generalizing the research results, that is, generalizing the conclusions obtained from the experimental sample to the entire general population;
- the extent to which the results of the study allow causal conclusions to be drawn about the effect of one variable on another;
- the adequacy of the method for interpreting the experimental data of the theory;
- the correspondence of the research tasks to the tested hypothesis;

5. The following sample type **does not** exist:

- perfect sample;
- random sample;
- heterogeneous sample;
- sample of a typical case;

Insert missing word (words)

1. Campbell and Stanley introduced the concept of validity into widespread use in psychology in the ...

As Elena Dzuki notes, in any scientific research, the researcher must be able to find answers to at least the following questions:

- 1) is there a ... between the two variables;
- 2) whether this dependence is ...;
- 3) whether this dependence is significant;
- 4) do the measurement and observation procedures really apply to the ... constructs;
- 5) can the causal relationships, identified during the study, be
- 6) Construct validity expresses the adequacy of the method for interpreting the of the
- 7) External validity is highly dependent on the way how the ... is drawn.

Practical 8

The ecological validity

I. Study theoretical material on the following questions:

1. The ecological validity.
2. Requirements for establishing ecological validity.
3. Methods for establishing ecological validity.

II. Answer advancement questions:

1. Give the concept of ecological validity.
2. Name the requirements for establishing ecological validity.
3. What methods for establishing ecological validity do you know?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The degree of correspondence of the experimental conditions to the investigated reality is

- ecological validity;
- internal validity;
- construct validity;
- incremental validity;

2. A study has high ecological validity if

- its results are confirmed in field studies;
- it is statistically confirmed;
- it can be repeated;
- expert estimates were obtained on it;

3. Compensation for the limitations of the laboratory experiment (especially low “ecological” validity) was achieved by:

- natural experiment;
- sampling;
- repeated studies;
- statistical analysis;

4. The form of organizing research on joint activities and group behavior should be

- a combination of laboratory and natural experiment;
- the presence of several groups of subjects;
- introduction of observers into the experiment procedure;
- combination of experiment and observation;

5. Empirical expert validation involves working ... with subjects

- experts;
- a psychologist;
- psychologist assistants;
- other professionals;

6. The empirical value of the coefficient of validity is calculated as:

- correlation;
- amount;
- determination;
- random values;

Insert missing word (words)

1. A big problem of laboratory experiments is the possibility of
... to real life circumstances, naturally occurring in the conditions of everyday human practice.

2. ... proposed to designate highly ecological research by the term “mundane realism”, experimental, ie. conducted in artificial conditions, using the term “experimental realism”.

In the modern literature, two problems connected with the validity of experiment are discussed:

3. what is the of a laboratory experiment, i.e. the possibility of extending the obtained data to “real life”;

4. what is the danger of due to a special selection of subjects.

5. A combination of laboratory and natural experiment should become the form of organization of research of and

6. The main method of organizing research should be a that allows you to study real groups in real conditions.

7. To measure the consistency, a table with grades should be drawn up. In that table the sums along the lines give the total scores received by for

8. The empirical value of the validity coefficient is calculated as the between two series of values: experimental results and the total score of the expert assessment.

Practical 9

Methods of text analysis. Part 1

I. Study theoretical material on the following questions:

1. A general idea about the methods of text analysis.
2. Types of text analysis methods.

II. Answer advancement questions:

1. What methods of text analysis do you know?.
2. Give the concept of intent analysis.
3. Give the concept of content analysis.
4. Give the concept of narrative analysis.
5. What kinds of expert assessment of the text do you know?

III. Practical task:

Take the practice test.

Choose the correct answer

1. A method that allows researcher to reconstruct the author's intentions from his text is

- intent analysis;
- content analysis;
- narrative analysis;
- expert assessment of the text;

2. A method of summarizing experience by correlating the sequence of words in a sentence with the sequence of real events. is

- narrative analysis;
- intent analysis;
- content analysis;
- expert assessment of the text;

3. Most often, text analysis methods are classified by

- their functions and the object of analysis;
- syntactic bases;
- the logic of the language;
- quantitative characteristics;

4. “Content-oriented” or content analysis methods **do not** include:

- algorithmic procedures;
- qualitative methods,
- methods for analyzing events based on text data;
- quantitative techniques;

Insert missing word (words)

1. Expert assessment of the text a group of methods that includes various expertise of the text.

The classification of expert assessment of the text, according to A.A. Leontyev, can be represented as follows:

2. a) authorship expertise aimed at identifying the author of the text or identifying categorical features of a likely author: gender, age, nationality, place of birth, place of long-term residence, level of education, etc.;

3. b) an examination aimed at establishing the temporal characteristics of the author of the text (emotional state, etc.);

4. c) an examination aimed at establishing certain conditions for the creation of the investigated text (also examination of the authenticity of the recordings during the interview);

5. d) an examination aimed at establishing deliberate distortion of the information expressed in the text;

6. e) an examination aimed at establishing certain signs (insult, appeal, etc.). In addition to the above methods, there are a number of other methods of text analysis, primarily philological.

Practical 10
Methods of text analysis. Part 2

I. Study theoretical material on the following questions:

1. The hermeneutic approach.
2. The content analysis.

II. Answer advancement questions:

1. Describe the origins of hermeneutic method.
2. What is area of application of the hermeneutic method?
3. Describe the ways the content analysis can used as.

III. Practical task:

Take the practice test.

Choose the correct answer

1. The theoretical substantiation of the application of the hermeneutic method in psychology is associated with the name of

- V. Dilthey;
- A.N. Leontyev;
- R. Gotsdanker;
- R. Solso;

2. The area of application of the hermeneutic method is

- unique, holistic, “intelligent” objects;
- unconscious of a person;
- conscious of a person;
- personal features;

3. The method of qualitative and quantitative analysis of the content of documents in order to identify or measure various facts and trends reflected in these documents is

- content analysis;
- narrative analysis;
- intent analysis;
- expert assessment of the text;

4. Content analysis **cannot** be used as:

- as a trial and error method;
- the main research method;
- parallel, i.e. in combination with other methods;
- auxiliary or control;

Insert missing word (words)

1. The theoretical substantiation of the application of the hermeneutic method in psychology is associated with the name of V. Dilthey.

2. The origins of hermeneutic method are in the methods of interpreting texts, the basis of which is the inclusion of textual information in a broader context of knowledge with interpretation.

Content analysis can be used as

3. the main research method (for example, content analysis of the text in the study of the political orientation of the newspaper),

4. parallel, i.e. in combination with other methods (for example, in the study of the effectiveness of the functioning of the mass media),

5. auxiliary or control (for example, when classifying answers to open-ended questionnaires).

6. The calculation procedure for quantitative content analysis is generally similar to the standard methods of classification according to selected groupings of ranking and measurement of association.

BASIC AND ADDITIONAL LITERATURE

Basic

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KNOWLEDGE CONTROL SECTION

Credit questions

1. The concept of methodology.
2. Functions and main problems of consideration of the methodology.
3. Methodological, theoretical and methodological problems of psychology.
4. Correlation of the concepts of “methodology”, “science”, “philosophy” and “worldview”.
5. The structure of modern scientific knowledge (scientific facts and theories).
6. The structure of modern scientific knowledge (components of scientific theory).
7. The structure of modern scientific knowledge (naive (everyday) and scientific theories).
8. Philosophical level of methodology.
9. General scientific level of methodology.
10. Specific scientific level of methodology.
11. Correlation of the concepts “methodology”, “method”, “technique”.
12. The concept of a method in the narrow and broad sense.
13. Psychological research. General idea, types.
14. Retrospective analysis of psychological research.
15. Category of reflection in psychology.
16. Category of consciousness in psychology.
17. Category of activity in psychology.
18. Category of communication in psychology.
19. Personality’s category in psychology.
20. Basic principles of psychology.
21. Science as a social institution.
22. Methodological foundations of theoretical-cognitive and subject-practical activities.
23. Actual problems of philosophical and psychological knowledge.
24. An integrated, systematic approach to the study of human interaction with the environment.
25. Object and subject in psychological research.
26. The subject of psychological science.
27. Specificity of the subject, object, means, goals and objectives.
28. The problem of the method as a way of cognition of reality.
29. Development of psychology in a behavioral direction.
30. Formation of the cognitive tradition in psychology.
31. Formation of the direction of field theory in psychology.
32. Psychoanalytic tradition in psychology.
33. Existential-phenomenological tradition in psychology.
34. Interactionist tradition in psychology.

35. Gender approach in psychology.
36. Classification of methods by G. Piriyov.
37. S.L. Rubinstein's ideas about methods of psychological research.
38. Critical analysis and classification of psychological research methods by B.G. Ananyev.
39. Views of M.S. Rogovin and G.V. Zalevsky on the classification of methods of psychological research.
40. The essence, advantages and disadvantages of using the comparative method in psychological research.
41. Essence, advantages and disadvantages of using the longitudinal method.
42. Features of the use of an integrated method in psychological research.
43. The concept of observation and its types; observation errors.
44. Comparative analysis of observation method and experiment.
45. Characteristics of the experimental method.
46. Auxiliary empirical methods.
47. Comparative analysis of auxiliary methods of psychology.
48. Methods and techniques of data processing.
49. Qualitative methods in psychology.
50. The essence of interpretation methods.

CRITERIA FOR ASSESSMENT STUDENTS' KNOWLEDGE ON THE EXAM (CREDIT)

The exam (credit) is conducted within the scope of the curriculum.

CREDIT as a form of control and organization of training serves as a method of checking the quality of mastering by students of individual sections of the curriculum, formed skills.

The assessment is carried out on a 10-point scale in accordance with the criteria for assessing students' knowledge and competencies developed by the Ministry of Education of the Republic of Belarus.

Criteria for assessing knowledge and competencies on a 10-point scale.

1 point – one, NOT CREDITED:

* Absence of knowledge and competencies within the curriculum or refusal to respond.

2 points – two. NOT CREDITED:

* Fragmentary knowledge within the curriculum of the discipline;
* Knowledge of certain literary sources recommended by the curriculum of the discipline;

* Inability to use the scientific terminology of the discipline;

• The presence of gross stylistic or logical errors in the response;

* Passivity in practical classes.

3 points – three. NOT CREDITED:

* Insufficient knowledge in the curriculum of the discipline;

* Knowledge of some of the main literature recommended by the curriculum of the discipline;

* Use of scientific terminology;

* Presentation of the answer to questions with significant linguistic and logical errors;

* Poor knowledge of the tools of the academic discipline, incompetence in solving standard tasks;

* Inability to navigate the main concepts and directions of the discipline being studied;

* Passivity in practical classes.

4 points – four. CREDITED:

• A sufficient amount of knowledge in the curriculum of the discipline;

* Assimilation of the main literature recommended by the curriculum of the discipline;

* Use of scientific terminology;

* Stylistically and logically correct presentation of the answer to questions, the ability to use it in solving standard problems;

* Knowledge of the instruments of the academic discipline, the ability to use it in solving standard tasks;

* Ability to solve standard tasks under the guidance of a teacher;

- * The ability to navigate and evaluate the main concepts and directions of the discipline being studied;

- * Work under the guidance of a teacher in practical classes.

5 points – five. CREDITED:

- * Sufficient knowledge in the scope of the discipline's curriculum;

- * Use of scientific terminology;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to draw conclusions;

- * Knowledge of the tools of the discipline, the ability to use it in solving educational and professional tasks;

- * The ability to independently apply standard solutions within the curriculum of the discipline.

- * Assimilation of the main literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;

- * Independent work in practical classes, individual participation in group discussions.

6 points – six. CREDITED:

- * Sufficiently complete and systematized knowledge in the scope of the discipline's curriculum;

- * Use of the necessary scientific terminology;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

- * Knowledge of the instruments of the academic discipline, the ability to use it in solving educational and professional tasks;

- * The ability to independently apply standard solutions within the framework of the training program;

- * Assimilation of the main literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;

- * Independent work in practical classes, periodic participation in group discussions.

7 points – seven. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline;

- * Use of scientific terminology, including in a foreign language;

- * Linguistically and logically correct presentation of the answer to the questions;

- * Knowledge of the toolkit of the academic discipline, the ability to use it in solving scientific and professional problems;

- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

- * Independent work in practical classes, periodic participation in group discussions.

8 points – eight. CREDITED:

- * Systematic, deep and complete knowledge of all the issues raised in the scope of the discipline's curriculum;

- * Use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

- * Knowledge of the instruments of the academic discipline, the ability to use it in the formulation and solution of scientific and professional tasks;

- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

- * Active and independent work in practical classes, systematic participation in group discussions.

9 points – nine. CREDITED:

- * Systematized, deep and complete knowledge of all the discipline's curriculum;

- * Accurate use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

- * Knowledge of the instruments of the academic discipline, the ability to use it effectively in the formulation and solution of scientific and professional tasks;

- * The ability to independently solve complex problems in a non-standard situation within the framework of the training program;

- * Complete assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

- * Active independent work in practical classes, systematic participation in group discussions.

10 points – ten. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline, as well as all the main issues that go beyond it;

- * Accurate use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to the questions;

* Perfect knowledge of the instruments of the academic discipline, the ability to use them effectively in the formulation and solution of scientific and professional tasks;

* Expressed ability to solve complex problems independently in a non-standard situation;

* Complete and deep assimilation of the main and additional literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment, use the scientific achievements of other disciplines;

* Active independent work in practical classes, active participation in group discussions.