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Department of Psychology

## **PSYCHOLOGY OF ADULTHOOD**

### *Methodical recommendations*

*Vitebsk  
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The methodical recommendation is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education in the specialty “Psychology”. The tutorial contains tasks for practical classes, tests, list of basic and additional literature.

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## INTRODUCTION

### *1. Aims and objectives of the discipline:*

The purpose of teaching the discipline is to form a system of knowledge among undergraduates about the psychological patterns of development of adults, conditions and factors of the formation of personal and subjective qualities; methods of planning and implementation of their own professional and personal development.

The objectives of studying the discipline are: the formation of an idea of the phenomenon of psychological maturity of a person; formation of an idea about the specifics of the social situation of development of an adult; the formation of a holistic scientific understanding of the main mechanisms and patterns of mental development in different periods of adulthood; the formation of an idea about the possibilities of using knowledge about the specifics of the mental development of an adult to solve the problems of interpersonal interaction in the process of a psychologist's professional activity.

### *2. The place of the discipline in the specialist training system:*

In the master's training system, the discipline "Psychology of Adulthood" is included in the module "Applied Problems of Psychology of Behavior" (a component of a higher education institution). The discipline "Psychology of adulthood" is based on the wide use of knowledge of the disciplines "General psychology", "Development psychology", "Psychology of work", "Social psychology", "Psychology of personality". The discipline "Psychology of Adulthood" is a brief systematic presentation of ideas about the knowledge accumulated by modern psychology and related sciences about the development of an adult, about various approaches and methods of psychological and acmeological support for diagnostics, correction, activation and counseling of those aspects of development, accounting which is important for optimizing the life of a person. The curriculum is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The curriculum focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Psychology of Adulthood", personality development in early, middle and late maturity, barriers and crises of personality formation, professional deformations arising in the process of professional activity are discussed.

### *3. Requirements for the development of an academic discipline*

As a result of studying the academic discipline, the master student:

#### **must know:**

- basic concepts and categories, basic provisions of adult psychology, including modern concepts, methods and discussion questions;
- the foundations of behavior and activities of an adult;

– characteristics of mental processes, properties and states, personality traits, the specifics of their manifestations at different stages of adulthood, in interpersonal and social interactions at the level of an individual, group, methods and forms of their organization;

**be able to:**

– to apply basic scientific and theoretical knowledge in psychology to solve theoretical and practical problems;

– to highlight social and biological determinants of mental development at different stages of ontogenesis;

– to differentiate the individual characteristics of an adult and a mature person, to recognize the psychological reasons for his behavior, to qualify the age-related characteristics of the mental activity of an adult in health and disease.

– to carry out self-education and self-improvement of professional activity;

**to own:**

– skills of the initial assessment of the psychological state of an adult, assessing the degree of his maturity in the socio-psychological plane, - ways of stopping behavior deviating from the norm; - research skills; - skills of oral and written communication; - methods of management of educational, cognitive, research activities.

In the process of mastering the discipline “Psychology of Adulthood”, the master’s degree student forms and demonstrates the following competencies: be able to skillfully apply psychological methods of optimization and behavior correction.

4. For the study of the discipline “Psychology of Adulthood” according to the curriculum allocated: 90, of which classroom – 36 hours (18 – lectures, 18 – practicals).

## **MODULE 1. SPECIFICS OF ADULT'S DEVELOPMENT**

### **Practical 1**

#### **Basic concepts of adult personality development psychology**

##### *I. Study theoretical material on the following questions:*

1. The problem of periodization of the development of an adult.
2. The main approaches to the periodization of the development of an adult.
3. Characteristics of the concept of adulthood.
4. Peculiarities of adult period in modern conditions.

##### *II. Answer questions:*

1. Describe the evolution of the subject of psychology of adulthood.
2. What are the features of the description of the period of adulthood in the scientific works of historians, philosophers, psychologists, and cultural figures?
3. Features of the acmeological understanding of the categories “personality” and “subject of activity”.
4. Describe modern approaches to the concept of “adult”.
5. Characterize the main determinants of the development of adult personality.
6. What are the factors that have changed the psychological appearance of modern man?
7. Precariat – why is it becoming a problem of our time?
8. Describe the impact of gender characteristics in adult development.
9. Describe the periodization of adulthood by B.G. Ananyev.
10. Describe the main neoplasms of adulthood.

##### *III. Practical task:*

1. Explore the various periodizations of mental development. Select and describe the one that you think is optimal. Justify your choice.
2. Analyze modern scientific articles (over the last 3-5 years) examining the problems of adult psychology. Highlight the main directions of development of the psychology of adulthood in modern science.

#### **Answer test questions**

- 1) Choose the correct answer: “The period of maturity differs from that of youth in that...”
  - a. a period of physical maturation begins in it.
  - b. mental development ends in it;

- c. general somatic development begins in it;
  - d. it does not reach its optimum physical and puberty;
  - e. it reaches its optimum physical and puberty;
- 2) Choose the correct answer: “The psychology of adulthood includes the following sections...”
- a. psychology of maturity, psychology of old age
  - b. psychology of wisdom, psychology of old age
  - c. psychology of early adulthood; psychology of late adulthood
  - d. psychology of youth, psychology of old age
  - e. psychology of mature years, acmeology, psychology of late adulthood
- 3) What is the name of the science that arose at the intersection of natural, technical and humanitarian disciplines and studies the patterns and mechanisms of human development at the stage of its maturity and especially when it reaches the highest level in this development?
- a. Acmeology;
  - b. Gerontology;
  - c. Psychology of adulthood;
  - d. Psychology of Personality;
  - e. Differential psychology.
- 4) What science deals with the study of questions about at what age and by what means a person achieves mastery and heights in work, art, sports, etc.?
- a. Acmeology;
  - b. Gerontology;
  - c. Psychology of adulthood;
  - d. Psychology of personality;
  - e. Differential psychology
- 5) What age (its variety) is determined by how old a person feels, as well as by the level of emotional and intellectual richness of life?
- a. Psychological;
  - b. Biological;
  - c. Passport;
  - d. Imaginary;
  - e. Social.
- 6) What age shows how a person behaves at a certain biological age in accordance with the expectations of society?
- a. Social
  - b. Psychological
  - c. Functional
  - d. Passport
  - e. Biological

- 7) What age period is the most responsible period of a person's life, because it determines the path of life, the flowering of creative forces begins, there is a manifestation of that active attitude to life, as a result of which the material and spiritual values of society are created?
- Maturity
  - Youth
  - Adolescence
  - Old age
  - Infancy
- 8) The main feature of development in adulthood is...
- its minimal dependence on chronological age
  - its minimal dependence on biological age
  - its maximum dependence on chronological age
  - its maximum dependence on social age
  - its minimal dependence on social age
- 9) For the first time, the concept of "acmeology" was introduced into scientific use by:
- Rybnikov N A
  - Vygotsky L S
  - Leontiev A N
  - Ananiev B G
  - Luria A. R.
- 10) Biological age and psychological age is combined into the concept of:
- passport age
  - functional age
  - spiritual age
  - social age
  - chronological age

## **Practical 2**

### **Periodization of adulthood**

#### I. Study theoretical material on the following questions:

- The problem of periodization of the development of an adult.
- The main approaches to the periodization of the development of an adult.

#### II. Answer questions:

- What are the features of the development of an adult?
- Describe the impact of gender characteristics in adult development.



3. Describe the periodization of adulthood by B.G. Ananyev.
4. Describe the main neoplasms of adulthood.
5. What social and cultural changes can influence the differentiation of the human life cycle?
6. Name the directions of modern research into the problem of periodization of life and man.

III. Practical task:

1. Explore the various periodizations of mental development. Select and describe the one that you think is optimal. Justify your choice.

2. Analyze age periodization by different authors. Fill gaps in the table

Author	Age limits of adulthood	
	early adulthood	late adulthood
Birren J.		
Bromley D.		
Bunak V.		
Buchel Ch.		
Ginsburg V.		
Godefroy J		
Veksler D.		
Karandashev Yu.		
Craig G.		
Levinson D.		

3. Robert Hayvinghurst viewed adulthood as a series of periods during which certain developmental tasks must be accomplished. Their solution requires a person to use his intellectual abilities. Formulate the tasks that need to be solved in each sub-period of adulthood, fill out the table.

Table. – Developmental tasks during adulthood

Period	Age	Tasks
Early adulthood		
Middle adulthood		
Late adulthood		

**Answer test questions**

- 1) At what age are the first involuntal psychoses possible?
  - a. At the age of 40

- b. At the age of 50
  - c. At 25-30 years of age
  - d. After 60 years
  - e. At any age
- 2) What period is given this characteristic: “the heyday”, the peak of creative and professional achievements, and at the same time, for a significant part of people - the “beginning of the end”, a decrease in vital activity”?
- a. early maturity
  - b. late maturity
  - c. adolescence
  - d. medium maturity
  - e. adolescence
- 3) What age at the present stage of development of society prevails over biological?
- a. Chronological
  - b. Psychological
  - c. Passport
  - d. Social
  - e. Neither
- 4) What age is the basis of life path periodization?
- a. Passport
  - b. Social
  - c. Functional
  - d. Biological
  - e. Psychological
- 5) What age is used to determine the retirement age?
- a. Chronological
  - b. Psychological
  - c. Psychological
  - d. Imaginary
  - e. Social
- 6) What is the main task of youth?
- a. active development of the inner world, finding one’s way in it and through spiritual activity
  - b. achievement of personal maturity
  - c. mastering the inner world over mastering the physical world
  - d. mastering the physical world over mastering the inner world
  - e. finding one’s way in society, active exploration of the outside world
- 7) Development during adulthood is directly related to:
- a. with the acquisition of new cognitive skills
  - b. with the internal subjective position of a person
  - c. with the formation of subordination of motives

- d. with physical maturation
  - e. all answers are right
- 8) B Livehud considered basic properties of a mature person. Chose wrong variant
- a. wisdom
  - b. gentleness
  - c. indulgence
  - d. self-awareness
  - e. self-presentation
- 9) The main neoplasm of the period of adulthood is:
- a. achievement of personal maturity
  - b. reflection
  - c. subordination of motives
  - d. development of will
  - e. family creation
- 10) The main maturity development task is:
- a. active development of the outside world
  - b. getting education
  - c. formation of a worldview
  - d. active development of the inner world
  - e. creating a family

### **Practical 3**

#### **Changes in mental functions during adulthood**

##### I. Study theoretical material on the following questions:

1. Age changes in the properties of emotion.
2. Age dynamics of the intensity of emotions.
3. Age dynamics of the duration of emotions experienced.

##### II. Answer questions:

1. Why is adulthood called the Akme period?
2. What is the originality of the age-related development of psychophysiological functions in adulthood?
3. List the changes in the motivational-need and axiological spheres of the personality during the period of adulthood. Why are they happening?
4. What is the age-related dynamics of creative activity and productivity of the subject of activity and in what areas of social life does it manifest itself?

5. What contributes to the development of originality in solving mental problems?
6. Describe the development of an adult's abilities.
7. What determines the intensity of involution of intellectual functions?

*III. Practical task:*

1. Describe the features of: sensations, perception, memory, attention, thinking, imagination in different periods of adulthood (early, middle, late). Enter the data into the table.

Cognitive and mental processes	Periods		
Sensations			
Perception			
Memory			
Attention			
Thinking			
Imagination			

2. Based on Levinson's research and other scientists' research provoked by his findings, what are the main 4 developmental challenges that young people must cope with when entering adulthood. In what ways does the life experience of men and women differ in the course of solving these problems?

**Answer test questions**

1. At what age do correlations form a branching complex, grouped around two centers – mnemological (a single structure of memory-thinking) and attentional (attention factor)?
  - a. 30-35 years old
  - b. 50-65 years old
  - c. 18-21 years old
  - d. 22-25 years old
  - e. 32-45 years old
2. The peak of creative abilities manifests itself before the age of 30-34 in such sciences as?
  - a. Mathematics and Literature
  - b. Mathematics, history, biology
  - c. Literature, foreign languages, humanities
  - d. Mathematics, physics, chemistry
  - e. Mathematics, foreign languages and chemistry

3. The optimal period for sensorimotor development is:
  - a. adolescence
  - b. early adulthood
  - c. old age
  - d. late adulthood
  - e. yourth
4. The level of voluntary attention begins to decline from:
  - a. 34-35 y.o.
  - b. 25-27 y.o.
  - c. 30-32 y.o.
  - d. 45-47 y.o.
  - e. 50-52 y.o.
5. The highest level of voluntary attention is observed in the years of:
  - a. early and middle adulthood (18–33 years)
  - b. adolescence
  - c. middle and late adulthood (25-45 years)
  - d. old age
  - e. late adulthood
6. Memory during adulthood:
  - a. remains at a stable level for up to 30 years
  - b. productivity increases from the age of 30
  - c. is constantly decreasing from the age of 18
  - d. productivity increases up to 30 years
  - e. increases up to 45 years
7. The main sensitizing factor during adulthood is:
  - a. communication
  - b. professional experience
  - c. a game
  - d. attention
  - e. personal experience
8. The peak of critical thinking falls on...
  - a. 30 years in men, 40 years in women
  - b. 40 years in men, 30 years in women
  - c. 25 years in men, 25 years in women
  - d. 30 years in men, 20 years in women
  - e. 20 years in men, 30 years in women
9. Visual acuity remains at the same level until...
  - a. 40-45 years old
  - b. 60-65 years old
  - c. 50 or even up to 62 years
  - d. 30 or even up to 40 years
  - e. 20-25 years old
10. Hearing starts deterioratey:

- a. trough adulthood
- b. in late adulthood
- c. from middle adulthood
- d. in old years
- e. individually

## **Practical 4**

### **Changes in the emotional sphere during adulthood**

#### *I. Study theoretical material on the following questions:*

1. Emotions as an object of psychological research.
2. Emotional processes diagnostic techniques.
3. Anxiety during adulthood.

#### *II. Answer advancement questions:*

1. What are feelings, what functions do they perform in a person's life?
2. Give a detailed description of the influence of emotions and feelings on cognition and practical activity of a person
3. What electrophysiological indicators can be used to assess the emotional state of a person?
4. What is anxiety? Describe anxiety as a personality trait. What is the peculiarity of anxiety as a state?
5. List the main methods for diagnosing anxiety as a condition and as a personality trait.
6. What changes in the motivational sphere occur in the period from 20 to 30 years? From 30 to 40 years old? After 40 years?.
7. What determines the intensity of changes in motivational functions?

#### *III. Practical task:*

1. Conduct a self-diagnosis of the anxiety level using the State-Trait Anxiety Inventory (Appendix A). Write a conclusion.
2. Using data from scientific articles, dissertations, monographs, analyze changes in values in adulthood. Draw conclusions: 1) What are the trends in changes in the values of adults over the past 50-70 years? 2) Are there gender and national differences in the values of adults? 3) Are age-related dynamics of values observed in different periods of adulthood?

## Answer test questions

1. In what age period are emotional reactions more stable and conscious compared to adolescence?
  - a. In youth
  - b. At primary school age
  - c. In late adulthood
  - d. In preschool
  - e. In middle adulthood
2. What specific fears appear in youth under the influence of the age crisis?
  - a. Fear of not finishing your studies and not finding a partner
  - b. Fear not to please others and not to please parents
  - c. Fear of making decisions
  - d. Fear of losing yourself, becoming mediocre and not becoming anything at all
  - e. Fear of choosing the wrong profession and not getting in
3. At what age does empathy reach its highest level?
  - a. At 20-25 years old
  - b. 60-75 years old
  - c. 40-50 years old
  - d. 30-40 years old
  - e. 15-20 years old
4. At what age do sentimentality scores peak?
  - a. 12-16 years old
  - b. 70-80 years old
  - c. 40-50 years old
  - d. 15-20 years old
  - e. 50-60 years old
5. At what age does a sharp decrease in sentimentality occur?
  - a. 61-75 years old
  - b. 75-80 years old
  - c. 20-25 years old
  - d. 50-60 years old
  - e. 20-30 years old
6. At what age is the maximum intensity of emotions in women?
  - a. 7-10 years old
  - b. 30-40 years old
  - c. 20-25 years old
  - d. 15-20 years old
  - e. 12-15 years old
7. In what age group is the minimum emotional excitability observed?
  - a. 21-30 years old

- b. 61-75 years old
  - c. 80-90 years old
  - d. 25-35 years old
  - e. 55-62 years old
8. In what age group do men experience a decrease in the duration of experienced emotions?
- a. 31-40 years old
  - b. 41-50 years old
  - c. 61-75 years old
  - d. 15-20 years old
  - e. 41-65 years old
9. The outcome of the crisis of meeting adulthood is the acquisition of:
- a. emotions
  - b. education
  - c. projections
  - d. adult identity
  - e. empathy
10. Indicators of emotional excitability and intensity of experiencing emotions with age:
- a. do not change
  - b. increase
  - c. decline
  - d. increase, then decline
  - e. individually

## **Practical 5**

### **Changes in the motivational sphere during adulthood**

#### I. Study theoretical material on the following questions:

1. Motivation indicators.
2. Methods for diagnosing the motivational sphere.
3. The origin of aggressiveness.
4. Situational prerequisites for aggressiveness.

#### II. Answer questions:

1. Give a definition to the concepts “motive” and “motivation”.
2. Can the needs and motives of a person be considered valid reasons for characterizing his personality?



3. Give a description of the motives and goals of the activity, the functions of motives?
4. What place does orientation take in the psychological structure of a personality?
5. Give a short definition of the concept of “aggressiveness”.
6. What are the main theories of aggression in psychology?
7. Describe the types, forms of aggression.
8. What are the causes of aggressiveness?

***III. Practical task:***

***1. Fill in the gap with the required concept:***

The need-motivational and volitional spheres have been formed by \_\_\_\_\_ (adulthood /early young period), their further development is conditioned by the formation of the \_\_\_\_\_ and \_\_\_\_\_ spheres. Values and meanings act as system-forming motives, determine the orientation of the personality. In the period of early adulthood (18-23 years), mastering a profession and creating a family become the main tasks in life. Research on adult motivation focuses on the study of motivational components in relation to these areas. The motives for choosing a \_\_\_\_\_ and the dynamics of motives for learning in the process of \_\_\_\_\_ have been sufficiently studied.

***2. Correlate changes in needs in adults of different ages:***

<b>ages</b>	<b>needs</b>
middle age (26–40 years)	
period of early adulthood (20–25 years)	
late adulthood (41–55 years)	
after 55 years	

***Needs:***

- the need for self-realization becomes actual, and the need for self-affirmation remains relevant
- the desire for self-expression and self-affirmation
- the most urgent need for safety
- the spiritual sphere, altruism, service

***3. Correlate values with gender and age of people:***

<b>ages</b>	<b>values</b>
Men 20-23 years	
Men 30-33 years	
Women 20-23 years	
Women 30-33 years	

***Values:***

- Family and health
- Love and family
- Creation and interesting job
- Family and self-assurance

## Answer test questions

1. The content side of the orientation of the personality and attitude to the world around, to other people and to oneself is determined by the system:
  - a. needs beliefs
  - b. beliefs
  - c. interests
  - d. intrinsic value
  - e. value orientations
2. The development of value orientations is closely related to development of:
  - a. personality orientation
  - b. thinking
  - c. intrinsic value
  - d. needs
  - e. interests
3. The reflection in the consciousness of a person of values that he recognizes as general worldview guidelines:
  - a. value orientations
  - b. personality development
  - c. adulthood
  - d. intrinsic value
  - e. attitudes
4. Internal factors of professional activity include:
  - a. high status and the possibility of promotion
  - b. interest in work,
  - c. labor achievements
  - d. support from colleagues
  - e. monetary remuneration
5. External factors of professional activity include:
  - a. leadership competence
  - b. high status and the possibility of promotion
  - c. comfortable working conditions
  - d. labor achievements
  - e. the desire to increase professional competence
6. Answer using 1 word: The need-motivational and volitional spheres have been formed by \_\_\_\_\_.
7. Answer using 1 word: The need-motivational and volitional spheres have been formed by adulthood, their further development is conditioned by the formation of the \_\_\_\_\_. and value-semantic spheres.
8. Answer using 1 word: In the period of early adulthood (18-23 years), mastering a profession and creating a \_\_\_\_\_ become the main tasks in life.

9. Motivation for results increases with years, and motivation for development decreases.
- true
  - false
10. Sexual desire in women decreases with age, then in men it increases.
- true
  - false

## MODULE II. SOCIO-PSYCHOLOGICAL ASPECTS OF ADULTHOOD

### Practical 6

#### The concept of a Mature personality. Criteria of maturity

##### I. Study theoretical material on the following questions:

- Adulthood and maturity of the individual.
- Criteria for personal maturity.
- Factors in the development of a mature personality

##### II. Answer questions:

- What is “personal maturity”?
- What kind of person can be considered mature?
- Are the concepts of “maturity” and “adulthood” synonymous?
- Do all people in adulthood solve the same developmental problems?
- What is the meaning of Yanina Ipohorskaya’s judgment “Maturity: the age when we are still young, but with much more difficulty”?
- In what areas of activity is knowledge about the psychology of a mature person necessary?

##### III. Practical task:

- Fill the gaps using next words:

<p>J. Ziman; cognitive; information; synthesize; Ananiev; analyze; rational; psychoanalytic; S. Rubinshtein; work; power; apply</p>	<p><b>American psychologist [ ] examines personality maturity from a [ ] point of view: “a mature personality is the one who can put at his disposal the greatest amount of [ ] and effectively [ ] it”.</b></p>
---	--

2. Fill the gaps using next words:

distinct; self-concept; life path; reflexive; distinct; self-concept; life path; reflexive.	<b>Personally mature person has a [_____] self-identity, [_____] and a subjective picture of his own [_____] , the development of [_____] character traits.</b>
---	---

3. Fill the gaps using next words:

consciousness; self-consciousness; reflection; social reality; worldview; beliefs	<b>The maturity of a person presupposes the maturity of its [_____] and [_____] , that is, an adequate [_____] of [_____] , the presence of its own [_____] , ideals, and [_____] .</b>
---	---

4. Fill the gaps using next words:

inner; personal; professional; adapt; shape; create; developmental environment; personal environment; environmental development.	<b>At the level of a person's personal maturity, upbringing turns into self-education, activity into self-activity, consciousness acquires the quality of an intense and rich [_____] life. These transformed factors are better identified in the qualitative analysis of "cases" of vital signs in psychobiographical research. It is characteristic of a mature person not only to [_____] to any environment, but to actively [_____] the environment in accordance with his personality. B.G. Ananyev called it his own [_____] . The family, created and developed by it, undoubtedly belongs to the [_____] .</b>
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5. Match the term and its definition: *Adulthood, Mature personality, Healthy personality*

<b>the term</b>	<b>its definition</b>
	a period of reaching optima in the development of individual psychophysiological, mental functions and intelligence
	a high level of development of its substructures and sides, which ensure the performance of social functions at a high level in various spheres of life
	a state of personality that ensures its normal functioning in society

6. Match the term and its definition: *Personal maturity, Family maturity, Organizational maturity, Civil maturity*

the term	its definition
	presupposes active labor activity and therefore labor (professional) maturity
	presupposes the successful mastering of family roles and the acceptance of responsibility for the family and its members, the creation of a family environment conducive to the flourishing of all its members, the ability to cooperate in the family, and th
	is ability of a person to function normally in a particular organizational structure
	purposes complete structure of civil rights and obligations that objectively defines functions and roles of the individual in society

### Answer test questions

1. A high level of development of personality substructures and parties that ensure the performance of social functions at a high level in various spheres of life is:

- a. personality maturity
- b. personality crisis
- c. personal professionalization
- d. personality stabilization
- e. adulthood

2. A mature personality, according to Ananyev, is:

- a. individual
- b. personality
- c. individuality
- d. object of activity
- e. subject of activity

3. Life path of personally mature person is:

- a. professional development
- b. entertainment
- c. conscious self-development
- d. creation of his family
- e. fatality

4. Maturity of an individual means:

a. maladjustment to the conditions of the natural and artificial environment

- b. completed mental development
- c. organic vitality
- d. puberty

e. somatic and psychophysiological maturity of brain structures and functions

f. creation his own family

5. Personal maturity is characterized by:

a. the maximum level of social potential for an individual

b. intellect

c. anxiety

d. aggressiveness

e. living separately from parents

6. Subjectivity is associated with level achievement

a. individuality

b. intelligence

c. creativity

d. activity

e. ability

7. The ability of a person to function normally in a particular organizational structure is

a. organizational maturity

b. family maturity

c. civic maturity

d. insufficient maturity

e. sufficient maturity

8. The criteria for personal maturity are related (chose incorrect answer):

a. with the adaptation of personality in society

b. with its ability to perform social functions

c. with its ability to communicate successfully

d. with its ability to adequately cognize social reality and oneself

e. with its level of education

9. Fill the gap. The pivotal component of personal maturity according to A.L. Zhuravlev is \_\_\_\_\_ characteristic.

a. moral

b. adapt

c. deadapt

d. physical

e. social

10. The mature person have subjective picture of his own life path is formed, including all except:

a. images of the past

b. images about the present and the future

c. dependence on a partner

d. the meaning of life

e. attitude to the future.

## Practical 7

### Crises of adulthood. Delayed life syndrome

I. Study theoretical material on the following questions:

1. Crises of the adulthood period .
2. Midlife crisis.
3. Delayed life syndrome.

II. Answer questions.

1. Name two ways of development, according to Ananiev.
2. What are the mechanisms of individualization?
3. How do you understand the difference between these concepts?
4. Name typical manifestations of insufficient maturity.

III. Practical task:

1. Fill the gaps using next words:

transition; transportable; crisis; comphortable;      exportable; incredible	<b>Craig (2000) considers two age models - the [ ] model and the [ ] model.</b>
--	---

2. Fill the gap

**The (.....?) model assumes that changes in life are planned in advance and therefore a person is able to cope with them.**

3. Fill the gaps using next words:

thirties; forties; twenties; fifties; sixties	<b>There are two crises in adulthood: the crisis of the [ ] and the crisis of the [ ].</b>
--	--

4. Fill the gaps

**The first summarizing crisis occurs at the age of [ ] and the crisis of the middle of life occurs at [ ].**

5. Fill the gap using next words:

increasing, decreasing,      remains unchanged	<b>During the crisis indicators of emotional exhaustion and depersonalization are [ ].</b>
--	--

### Answer test questions

1. With what approach the stages of development are not clearly distinguished, and the crisis is a negative development option?
  - a. crisis

- b. transmission
  - c. transition
  - d. depression
  - e. expression
2. During the crisis next socio-psychological indicators deteriorate:
- a. positive assessment of the organization and working conditions
  - b. inadequacy of interpersonal communication
  - c. satisfaction with self-control and support from colleagues
  - d. trusting relationships with colleagues
  - e. all answers are right
3. Mid-life crisis characteristics are:
- a. a tendency to demonstrate despotism
  - b. increase in physical strength and attractiveness;
  - c. “socialization”, acceptance of other people as individuals, as potential friends
  - d. awareness of the discrepancy between dreams and life goals of a person and the reality of his existence
  - e. all answers are right
4. “Oh, it seems, it’s going to rain, maybe we shouldn’t leave the house?”, “If I learn to drive a car, everything will go right at once” – it is the symptoms of ...
- a. delayed life syndrome
  - b. crisis of thirties
  - c. chronic fatigue
  - d. midlife crisis
  - e. retirement crisis
5. “Inability to accept the existing course of events and lifestyle, especially if they are imposed by someone or formulated from the outside. Unwillingness to realize that the present is not a preparation for a future hypothetical happy life, but the reality itself. An abundance of highly moral beliefs like: “The children of Africa are starving, and I’m going to the premiere!” Yeah, the fact that you stay at home will certainly add to their food. Fear of really taking your life into your own hands. Hope only for yourself! That is, no ...” it is causes of:
- a. midlife crisis
  - b. delayed life syndrome
  - c. retirement crisis
  - d. professional crisis
  - e. family crisis
6. All scientists unanimously agree that everyone faces a midlife crisis. It is:
- a. true
  - b. false



7. The signs and symptoms of midlife's crisis for men and women are the same. It is:

- a. true
- b. false

8. Fill the gap

A decrease in all parameters of professional development is observed among [\_\_\_\_\_] -year-old people

- a. 20
- b. 30
- c. 40
- d. 50
- e. 60

9. Fill the gap "People significantly reduce their social activity and localize life activity mainly in a narrow family circle after [\_\_\_\_\_] years old."

- a. 20
- b. 30
- c. 40
- d. 50
- e. 60

10. According to Levinson (1986), the typical age for a midlife crisis

- a. between 40 and 45 years old
- b. between 18 and 20 years old
- c. between 20 and 35 years old
- d. between 50 and 55 years old
- e. between 45 and 50 years old

## **Practical 8**

### **The formation of a Mature personality**

*I. Study theoretical material on the following questions:*

1. Mechanisms of a mature personality development.
2. Lack of maturity.

*II. Answer advancement questions:*

1. List the criteria for lack of maturity.
2. F. Perls identifies four protective mechanisms that prevent the development of self-awareness and the achievement of psychological maturity by a person. List them.

3. How do you understand the term “responsibility”? What two types of responsibility do you know?

4. Describe the psychological characteristics of a mature personality.

5. Describe “delayed life syndrome.”

**III. Practical task:**

1. How old are you? Do you think you are a mature person? At what age did you begin to consider yourself a mature person?

2. Analyze the situation.

This is Max. He’s 37 years old. He lives with his mother. His wife left for another because Max does not work and drinks alcohol in the evenings. Max cannot get a job because he is always late for interviews. He blames his mother for his failures, because she did not buy him a separate apartment and did not teach him to get ready for work in the morning.

Can Max be called a mature person? What type of responsibility does Max have?

3. Conduct a comparative analysis of the ways to reach maturity in different cultures (east and west). Fill the table

	East	West
Type of thinking (according to Jung)		
Initiator and stimulator of maturity formation		
The most important value		
The significance of love		
The significance and prospects of a career		
Midlife crisis		

**Practical 9**

**Lack of maturity**

**I. Study theoretical material on the following questions:**

1. Mechanisms of a mature personality development.

2. Lack of maturity.

**II. Answer questions:**

1. Describe the role of the genetic factor in the formation of insufficient maturity.

2. Describe the role of the social factor in the formation of insufficient maturity

3. Describe the role of the national and cultural factors in the formation of insufficient maturity

III. Practical task:

1. Fill the gaps using next words:

socialization, individualization, realization, collectivization, industrialization, politization	<b>Ananyev distinguished two ways of development - [_____] and [_____] of the individual</b>
---	--

2. Mary is 35 years old. She teaches psychology at the university. She has two children. She likes dancing, attends dance classes twice a week. Her main goal in life is to become a Doctor of Science. But now her children are small and take up almost all of her time.

*Determine what is self-determination, self-realization and self-expression.*

mother of two children	
teaching psychology, psychological science	
dancing	

3. Choose mechanisms that are more typical for adolescents and mature adults:

socialization, irracionalization, individualization.

Adolescents	
Mature people	

4. Fill the gaps using next words:

defects of self-awareness, stimulation of self-awareness, destructive, constructive	<b>Merging, retroflection, introjection and projection could be called [_____] , since they play a [_____] role in the development of the psyche: relieving the psyche from a state of discomfort, they simultaneously deprive a person of the opportunity to adequately assess himself and his place in the world.</b>
---	---

5. Fill the gap using next words:

responsibility, education, ability to provide for oneself	<b>[_____] is what distinguishes the socially immature person from the average person (not to mention the patterns of maturity).</b>
---	--

## Answer test questions

1. Fill the gap.

The essence of the socialization of a person consists in his assimilation of ethical concepts, norms, operations and integral procedures of social behavior, and this is impossible without [\_\_\_\_\_].

2. At what age does a person's socialization end?

- a. before 18 years
- b. before 25 years
- c. never
- d. when a person finishes his education
- e. before he go to school

3. Fill the gap

Self-determination, self-expression, self-realization manifest themselves specifically in [\_\_\_\_\_] behavior in the context of the life path.

4. The volitional behavior of a mature person is

- a. self-awareness
- b. coping-behavior

5. Lack of formation of the ability to reasonably predict and plan one's own behavior, make deliberate decisions, the ability to correlate them with one's capabilities and be responsible for them is the main sign of:

- a. mature personality
- b. insufficient maturity

6. Insufficient maturity, as suggested by G.S. Sukhobskaya, is due to....

- a. the lack of formation of the apparatus of productive thinking due to significant shortcomings of training and education of a person in early childhood
- b. only genetic defects in the nervous system
- c. the lack of formation of the apparatus of productive thinking due to significant shortcomings in the training and education of a person in adolescence

7. Merging, retroflection, introjection and projection are...

- a. coping mechanisms
- b. signs of insufficient maturity
- c. protective mechanisms that prevent the development of self-awareness

8. Fill the gap:

The concept of two types of responsibility is known as the psychology of [\_\_\_\_\_].

- a. causal attribution
- b. social perception

- c. attraction
- d. social identification
- e. reflection

9. I was late for work because I can't turn on the alarm, and my grandmother forgot to wake me up. Then I missed the bus because my wife did not clean my shoes, and I had to clean it myself in the morning. **Determine the locus of control for this person.**

- a. internal
- b. external

10. Responsibility is the freedom to make decisions of an adult. It is:

- a. true
- b. false

## Practical 10

### Personality maturity and professionalism

I. Study theoretical material on the following questions:

1. Development of professionalism.
2. Acmeological conditions and factors of professionalism.
3. Levels of development of professionalism

II. Answer questions.

1. What types of careers do you know?
2. Describe the stages of your career.
3. Describe the optimal conditions for career growth.
4. What type of career is the most common in your chosen profession?

III. Practical task:

1. Match the types and its definitions. According to N.V. Kuzmina, acmeological factors of professionalism are of three types: objective; subjective measures of success associated with individual prerequisites, professional activity; objective and subjective

manifested as external predestination and associated with the real system of professional activities	
these are motives, orientation, interests, competence, skill, etc., the measure of their manifestation explains the subjective reasons that contribute to growth professionalism	
associated with the organization of professional environment, professionalism of leaders, quality of management	

2. Fill the gaps using next words:

choosing a profession, entire professional life, born, maturity, rest of life, first year of professional life	<b>According to the generally accepted paradigm, the process of professionalization begins from the moment of [_____] and lasts throughout the [_____] of a person.</b>
--	---

3. Match the stage and its age period

D. Super distinguishes five stages: from birth to 14 years old; from 15 to 24 years old; from 25 to 44 years old; from 45 to 64 years old; after 65 years

growth stage	
research stage	
career consolidation stage	
stage of preservation of what has been achieved	
stage recession	

4. Match stages and its definitions, choose odd. Professional development takes place in two stages: The first stage; The second stage

progressive stage of personal professional development	
the regressive stage of the professional development of the individual	
the negative stage of the professional development of the individual	
positive stage of personal professional development	

5. Fill the gaps using next words:

unevenly, evenly, heterochronously, simultaneously	<b>According to Ananiev, the professional development of the personality, its operational and psychological qualities and structures, occurs [_____] and [_____] (at different times).</b>
--	--

### Answer test questions

1. Choose the correct statement
  - a. Personality maturity is always a prerequisite for a person to take place and like a professional.
  - b. In some cases, professional development may run over forward compared to personal, namely - a person becomes a professional, not having developed into a mature personality.
  - c. Until a person becomes mature, he cannot become a professional.
  - d. Professional and personal development are not linked.

2. Fill the gap. There are [\_\_\_\_\_] main paradigms of the relationship between personality development and professionalism.

- a. 2
- b. 3
- c. 4
- d. 5

3. Fill the gap using next words: Representatives of the traditional idealistic paradigm believe that, having chosen a profession, a person [\_\_\_\_\_] on the way of mastering it and performing labor functions.

- a. does not change
- b. changes
- c. stay the same

4. Representatives of the generally accepted paradigm in modern psychology believe that the profession affects the personality in the process of professional development. It is:

- a. true
- b. false

5. The process of forming the personality of a professional is called ...

- a. professionalization
- b. socialization
- c. development
- d. individualization

6. Burnout syndrome is:

- a. a sign of the negative impact of professional activity
- b. a sign of the positive impact of professional activity
- c. a sign of the neutral impact of professional activity

7. Anna studied well at school, received a university diploma with honors. Anna tries to always be the best at work, always completing all tasks on time. The director gives her more and more work, but does not raise her salary. The director praises the head of the department in which Anna works, but never praises her herself. Anna gets tired at work. Due to fatigue, Anna stopped doing fitness, her relationship with her husband deteriorated. What is the reason for this?

- a. burnout syndrome
- b. normal stage of professionalization
- c. tiredness
- d. laziness
- e. unprofessionalism

8. Burnout syndrome negatively affects only a person's professional life. It is:

- a. true
- b. false

9. In the process of personal and professional development, the following occur progressive structural personality changes:
- development of personal and business qualities
  - a sharp change in mood
  - violation of intersystem and intrasystem connections in the cognitive sphere
  - termination of personal development
  - inability to be active
10. Match stages and its definitions, choose odd: Progressive stage of professional development; Regressive stage of professional development

At this stage, professionally important qualities are formed	
At this stage, work can have a positive effect on a person and his personality traits, and it can change the character of the person, leading to both positive and negative consequences	
At this stage, work can have a neutral effect on a person and his personality traits	

## Practical 11

### Social functions of adults. Professional career

#### I. Study theoretical material on the following questions:

- Concept, typology, career stages.
- Career model, stages of development and career planning.
- Crises of the professional formation of an individual and the development of his career.

#### II. Answer question:

- Define the concept of "Career".
- What is an effective career?
- What is unique about the role of a coach in planning a specialist's career?
- How do the careers of a specialist and a manager differ? Describe their common platform.
- Express your attitude to the common point of view: "For a man, a career is the realization of opportunities, but for a woman, it is about overcoming obstacles?"



III. Practical task:

1. What is the meaning of A. Adler’s theory “From an inferiority complex to personal growth”?

2. Match the types and its definitions. According to the content of the changes taking place in the process of career movement, one can distinguish such types of careers as (a monetary career, a domineering career, a qualifying career, a status career):

	is associated either with the formal growth of influence in the organization by moving up the management hierarchy, or with the growth of the informal authority of the employee in the organization
	is an increase in the level of employee’s remuneration, namely: the level of remuneration, the volume and quality of social benefits provided to him
	is an increase in the status of an employee in an organization, expressed either by the assignment of the next rank for seniority, or an honorary title for an outstanding contribution to the development of the company
	presupposes professional growth, movement along the categories of the wage scale of a particular profession

3. Fill the gaps using next words:

crises, development, stage, neoplasm, professional development, personality development, stable period	<b>The transition from one stage of professional life to another is usually accompanied by special [ _____ ], which can be defined as [ _____ ] of [ _____ ].</b>
--	---

4. The acquisition by an employee of new knowledge, skills and abilities that a person uses or will use in his professional activities is:

- a. professional development
- b. middle age crisis
- c. development of the emotional sphere
- d. development of intelligence

5. Personal professional development begins:

- a. when performing professional activities
- b. at the stage of mastering the profession
- c. at midlife crisis
- d. when choosing a profession

## Answer test questions

1. According to the content of the changes taking place in the process of career movement, one can distinguish such types of careers as:

**Choose INCORRECT variant**

- a. domineering
- b. qualification
- c. status
- d. monetary
- e. decline of influence

2. Relatively short (up to a year) periods of cardinal personality restructuring, caused by internal contradictions and dissatisfaction with their professional activities, are:

- a. middle age crisis
- b. crises of professional development
- c. delayed life syndrome
- d. age crises

3. The reasons for the crises of professional development are:

- a. high level of intellectual development
- b. dissatisfaction with changes in the ways of performing activities
- c. dissatisfaction with one's social and professional status, gradual qualitative
- d. socio-economic conditions of human life.'
- e. leadership skills
- f. delayed life syndrome

4. An individually conscious position and behavior of a person associated with the development of his professional activity and experience throughout his life, which are not dependent on the physical boundaries of the organization and the state - is:

- a. intelligent activity
- b. career
- c. self-development
- d. professional development

5. The reasons for the crises of professional development are:

- a. high level of intellectual development
- b. leadership skills
- c. delayed life syndrome
- d. dissatisfaction with one's social and professional status, gradual qualitative changes in the ways of performing activities

6. Intra-organizational career is implemented in the following areas:

- a. vertical, circular
- b. vertical, circular, horizontal
- c. particular, total

- d. horizontal, circular
- 7. The stages of professionalization include:
  - a. development of intelligence
  - b. development of the emotional sphere
  - c. striving for self-realization
  - d. search and choice of profession
- 8. The model of professional development, in which a tendency to subordinate professional labor to external circumstances in the form of fulfilling prescriptions, algorithms for solving professional problems, rules, norms, dominates in a person's self-consciousness is:
  - a. age development model
  - b. diagnostic model
  - c. adaptive model
  - d. professional development model
- 9. The first stage of professional self-realization is:
  - a. development of professional competence
  - b. professional self-determination
  - c. professional growth
  - d. becoming in the chosen profession
- 10. In the process of personal and professional development, the following progressive structural changes in personality occur:
  - a. development of personal and business qualities
  - b. cessation of personal development
  - c. violation of intersystem and intrasystem connections in the cognitive sphere
  - d. sudden mood swings

## **Practical 12**

### **Self-development and self-actualization of the individual**

#### I. Study theoretical material on the following questions:

1. The concept of personality self-realization.
2. Levels of personality self-realization.
3. Stages of the personality professional self-realization.

#### II. Answer questions:

1. Give definitions to the concepts: "self-determination", "self-realization", "self-actualization"
2. List the self-realization strategies, self-realization levels, mechanisms, stages and barriers to self-realization.

3. List socially acceptable positions and areas of self-affirmation.

***III. Practical task:***

1. Give examples of self-actualization in personality development.
2. What is self-realization and self-actualization for you in your life?

What are YOUR self-realization strategy, self-realization level, most acceptable for you self-realization mechanism? What are the barriers to your self-realization?

3. What do you expect from graduating from the master's degree? (With regard to the concepts of "self-realization", "self-determination", "self-actualization"). Explain your answer.

**Answer test questions**

1. The realization of oneself in life and daily activities, the search and confirmation of one's own special path in this world, one's values and the meaning of one's existence at any given moment of time is:

- a. focus
- b. self-awareness
- c. anxiety
- d. self-realization

2. How many levels of self-realization are currently distinguished?

- a. 4
- b. 2
- c. 5
- d. 7

3. Highlight levels of self-realization:

a. self-determination and choice  
b. primitive performing, individual performing, the level of implementation of roles and norms in society, the level of meaningful and value realization

- c. optimal and non-optimal
- d. motivational-semantic and personal-situational

4. The first stage of professional self-realization is:

- a. professional self-determination
- b. development of professional competence
- c. becoming in the chosen profession
- d. professional growth

5. The highest level of self-realization is:

- a. level of meaningful and value realization
- b. individual performing
- c. level of implementation of roles and norms in society
- d. primitive performing

6. The mechanisms of self-realization are distinguished:
  - a) professional determination and professional growth
  - b) optimal and non-optimal
  - c) motivational-semantic and personal-situational;
  - d) self-determination and choice
7. Allocate strategies for self-realization:
  - a) optimal and non-optimal
  - b) motivational-semantic and personal-situational
  - c) formation, further growth and development
  - d) self-determination and choice
8. Place in the correct order the levels of self-realization [1], [2], [3],

[4]:

	primitive performing
	individual performing
	the level of implementation of roles and norms in society
	the level of life-meaning and value realization

9. Place in the correct order: Professional self-realization of an individual on her life path involves the following stages: [1]; [2]; [3].

	professional self-determination
	becoming in the chosen profession
	professional growth and development of professional competence

10. Fill the gap. **A \_\_\_\_\_ level of self-regulation is facilitated by an inactive and unconscious life position. Self-realization strategies at this level are mostly conditioned by the motive “I want”, manifested in a hedonistic position and a poor living world.**

- a) low
- b) middle
- c) high
- d) insufficient
- e) perfect

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## QUESTIONS FOR THE EXAM

### in the discipline “Psychology of adulthood”

#### Master’s degree specialty 1-23 80 03 “Psychology”

1. Comparative characteristics of biological, social and psychological age. The social situation of the development of an adult. The main psychological problems of adulthood.
2. The problem of periodization of adulthood. The main approaches to the periodization of adult development
3. Neoplasms of the period of adulthood.
4. Age dynamics of psychophysiological functions.
5. Development of intellectual functions during adulthood.
6. The influence of professional activity on the change in mental functions.
7. Features of emotional reactions in early adulthood
8. Changes in the emotional and motivational sphere during adulthood. Changes in empathy and sentimentality.
9. The influence of professional activity on changes in the emotional and motivational spheres.
10. Changing the value sphere during adulthood.
11. Changing needs during adulthood.
12. Adulthood and maturity of the individual.
13. The problem of identifying criteria for a person’s psychological maturity. Factors in the development of a mature personality.
14. Signs and manifestations of psychological maturity. Social and psychological maturity parameters.
15. Mechanisms of a mature personality development
16. Types of maturity: chronological, physiological, personal, social, intellectual, professional. Maturity as a stage of life and maturity as a developmental level.
17. Formation of personality maturity. Lack of maturity.
18. Psychological and professional development of personality. The interaction of individual, personal and professional development of a person.
19. Features of the professionalization process. Sense-forming factors of professional development of personality.
20. Personality maturity and professionalism. Factors influencing the choice of profession. Requirements for professional activity. Professional career during adulthood. Development objectives established by R. Heywighurst.
21. Crises of the period of adulthood. Delayed Life Syndrome.
22. The concept of the five stages of human adult life. Attitude towards professional work. Professional employment.



23. The need for self-actualization. Opportunities and “barriers” to professional growth.
24. Psychological readiness for professional activity. Contradictory reality and ways to overcome it. Personal restrictions. Form.
25. Career psychology: career growth model, stages of development and career planning. Professional development crises.
26. Acme as the pinnacle of professional achievements. Personal and professional development (formation of professionalism) as an acmeological problem. Ways and means of personal self-improvement. Personal self-improvement methods.
27. The creative potential of the individual and its development. Self-development and the individual’s need for self-actualization at different age stages.
28. The problem of self-realization of mature age and the main directions of its solution. Reasons for professional personality deformation.

## APPENDICIES

### Appendix A

#### State-Trait Anxiety Inventory for Adults

Developed by Charles D. Spielberger in collaboration with R.L. Gorsuch,  
R. Lushene, P.R. Vagg, and G.A. Jacobs

#### “SELF-EVALUATION QUESTIONNAIRE STAI Form Y-1

Please provide the following information:

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_

#### DIRECTIONS:

A number of statements which people have used to describe themselves are given below. Read each statement and then blacken the appropriate circle to the right of the statement to indicate how you feel right now, that is, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

	1 Not at all	2 Somewhat	3 Moderately so	4 Very much so
1. I feel calm.				
2. I feel secure.				
3. I am tense.				
4. I feel strained.				
5. I feel at ease.				
6. I feel upset.				
7. I am presently worrying over possible misfortunes.				
8. I feel satisfied.				
9. I feel frightened.				
10. I feel comfortable.				
11. I feel self-confident.				
12. I feel nervous.				
13. I am jittery.				
14. I feel indecisive.				
15. I am relaxed.				
16. I feel content.				
17. I am worried.				
18. I feel confused.				
19. I feel steady.				
20. I feel pleasant.				

**SELF-EVALUATION QUESTIONNAIRE**  
**STAI Form Y-2**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Age \_\_\_\_\_ Gender \_\_\_\_\_

**DIRECTIONS**

A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate you generally feel.

	1 Allmost never	2 Sometimes	3 Often	4 Almost always
21. I feel pleasant.				
22. I feel nervous and restless.				
23. I feel satisfied with myself.				
24. I wish I could be as happy as others seem to be.				
25. I feel like a failure.				
26. I feel rested.				
27. I am "calm, cool, and collected".				
28. I feel that difficulties are piling up so that I cannot overcome them.				
29. I worry too much over something that really doesn't matter.				
30. I am happy.				
31. I have disturbing thoughts.				
32. I lack self-confidence.				
33. I feel secure.				
34. I make decisions easily.				
35. I feel inadequate.				
36. I am content.				
37. Some unimportant thought runs through my mind and bothers me.				
38. I take disappointments so keenly that I can't put them out of my mind.				
39. I am a steady person.				
40. I get in a state of tension or turmoil as I think over my recent concerns and interests.				

## State-Trait Anxiety Inventory for Adults Scoring Key (Form Y-1, Y-2)

To use this stencil, fold this sheet in half and line up with the appropriate test side, either Form Y-1 or Form Y-2. Simply total the scoring weights shown on the stencil for each response category. For example, for question # 1, if the respondent marked 3, then the weight would be 2. Refer to the manual for appropriate normative data.

Form Y-1	Form Y-2
1. 4 3 2 1	21. 4 3 2 1
2. 4 3 2 1	22. 1 2 3 4
3. 1 2 3 4	23. 4 3 2 1
4. 1 2 3 4	24. 1 2 3 4
5. 4 3 2 1	25. 1 2 3 4
6. 1 2 3 4	26. 4 3 2 1
7. 1 2 3 4	27. 4 3 2 1
8. 4 3 2 1	28. 1 2 3 4
9. 1 2 3 4	29. 1 2 3 4
10. 4 3 2 1	30. 4 3 2 1
11. 4 3 2 1	31. 1 2 3 4
12. 1 2 3 4	32. 1 2 3 4
13. 1 2 3 4	33. 4 3 2 1
14. 1 2 3 4	34. 4 3 2 1
15. 4 3 2 1	35. 1 2 3 4
16. 4 3 2 1	36. 4 3 2 1
17. 1 2 3 4	37. 1 2 3 4
18. 1 2 3 4	38. 1 2 3 4
19. 4 3 2 1	39. 4 3 2 1
20. 4 3 2 1	40. 1 2 3 4

### Spielberger Anxiety Scale: Description

There are 2 subscales created within this test. The first, the State Anxiety Scale, assesses current anxiety by measuring how respondents feel “right now,” using subjective feelings of fear, tension, nervousness, restlessness, and arousal in the autonomic nervous system.

Situational or reactive anxiety as a condition is characterized by subjectively experienced emotions: tension, anxiety, concern, nervousness. This state occurs as an emotional reaction to a stressful situation and can vary in intensity and dynamics over time.

The second, the personal anxiety scale, assesses relatively stable aspects of the personality, its tendency to worry, and assesses the feeling/state of calm, confidence and security.

Personal anxiety means a stable individual characteristic that reflects a subject's predisposition to anxiety and presupposes his tendency to perceive a fairly wide range of situations as threatening, responding to each of them with a specific reaction.

Personality anxiety is a constitutional trait that determines the tendency to perceive threat in a wide range of situations. With high personal anxiety, each of these situations becomes stressful for the individual and causes severe anxiety in him.

As a property, personal anxiety is activated by the perception of certain stimuli that are regarded by a person as dangerous (including for self-esteem, self-esteem). Individuals who are classified as highly anxious tend to perceive a threat to their self-esteem and functioning in a wide range of situations and react with a very pronounced state of anxiety.

If the STAI shows a high level of personal anxiety in a respondent, this gives reason to assume that he or she develops a state of anxiety in various ordinary situations. Very high personal anxiety directly correlates with emotional and neurotic breakdowns and psychosomatic diseases» [15].

For a general interpretation of the indicators, the following indicative estimates of anxiety can be used:

up to 30 points – low

31-44 points – moderate

45 or more – high

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