Ministry of Education of the Republic of Belarus
Educational Establishment
"Vitebsk State University named after P.M. Masherov"
Department of Psychology

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DESIGN OF THEORETICAL AND EMPIRICAL PSYCHOLOGICAL RESEARCH

Methodical recommendations

Vitebsk
VSU named after P.M. Masherov
2023

UDC 159.9.072:001.891(075.8)
LBC 88в6я73+72.52я73
B71

Published by the decision of the Research and Methodology Council of the Educational Establishment "Vitebsk State University named after P.M. Masherov". Minutes № 7 d/d 26.04.2023.

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B71 Design of theoretical and empirical psychological research : methodical recommendations / S.L. Bogomaz, M.M. Morozhanova. – Vitebsk : VSU named after P.M. Masherov, 2023. – 24 p.

Methodical recommendations "Design of theoretical and empirical psychological research" discusses methodological (theoretical and practical) aspects of research activities, gradually reveals the methodology and methods of research design, starting with the design of scientific research, drawing up a research program and ending with the presentation of his work. It is intended for students of the 2nd stage of obtaining higher education of students in the specialty "Psychology".

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CONTENT

INTRODUCTION

The course “Design of theoretical and empirical psychological research” focuses on the “instrumental” part of psychological science, which, in fact, is a framework for studying a wide variety of psychological phenomena. Knowledge of the methodology and methods of conducting psychological research is an important element in the general structure of the psychologist’s knowledge, since it is necessary for those who conduct scientific research.

The purpose of teaching the discipline is to form students’ scientific views, knowledge in the field of methodology and methods of theoretical and empirical psychological research.

Objectives of the study of the discipline:

– to know and understand the conceptual and categorical apparatus of scientific research in psychology;

– to learn the essence and stages of research in psychology;

– master the basic methods of psychological research.

The disciplines that are necessary for mastering the design of theoretical and practical psychological research include: methodology, theory and methods of psychological research, psychodiagnostics, statistical methods in psychology, professional ethics.

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

– current problems of psychology;

– methodological principles of psychological research;

– stages of organizing research work;

– the logical structure of the study;

– diagnostic tools of psychology.

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

– analyze, systematize and summarize information on the problems of psychology;

– process research data;

– to test and formalize the results of the study.

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

– tools, methods and techniques for conducting psychological research.

The study of the academic discipline will contribute to the formation and development of competence:

– LC-3. Have the skills to develop the design of scientific psychological research.

90 hours are allocated for the study of the discipline, including classroom hours:

– full-time training 48 hours (20 lectures, 28 practical);

– part-time training - 14 hours (6-lectures, 8-practical).

The form of higher education (second stage) - full-time, part-time.

Forms of current certification in the academic discipline:

– full-time education - 1 semester-exam.
– part-time education - 2 semester-exam.

Within the framework of the discipline **independent work of students** can be realized in the following forms:

1. Directly in the course of classroom classes – at lectures, seminars and practical classes.

2. In contact with the teacher outside the classroom: during consultations on educational and scientific issues, when performing individual tasks, during creative contacts, when liquidating debts, etc.

3. When students perform educational and creative tasks at home or in the library.

The types of independent work include:

– working with lecture material;
– preparation and writing of abstracts, reports, essays and other written works on specified topics;
– planning (and, in some cases, conducting) an experimental study;
– doing homework of a diverse nature;
– performing individual tasks aimed at developing students' independence and initiative;
– preparation for control work and testing;
– preparation for participation in scientific and theoretical conferences.

The main types of independent work for mastering knowledge:

– reading the text (textbook, primary source, additional literature);
– drafting a text plan;
– taking notes of the text;
– extracts from the text;
– working with dictionaries and reference books;
– conducting psychological research, processing and analyzing the results obtained.

Particular attention, given the nature of the discipline, should be paid to working with methodological manuals, as well as articles devoted to original experimental research. In this sense, independent work includes:

1. Analysis of the methodological foundations of research.

2. Analysis of the model of construction of the research experiment (selection of the research strategy, experimental plan, etc.).

3. Study of the features of interpretation of the results obtained.

4. Preparation for discussion on the issues raised in the research article.

THE THEMATIC PLAN OF THE COURSE ON THE DISCIPLINE

Design of theoretical and empirical psychological research
Specialty: 7-06-0313-01 Psychology

The number of section topics	The title of the section/topic	Number of classroom hours				Managed Independent work	Other wise	Form of know ledge control
		Lectures	Practical classes	Seminars	Laboratory research			
Module 1 Theoretical and methodological foundations of the design of psychological research								
1.	Introduction to the subject. The specifics of psychological scientific knowledge	2	2					Discussion
2.	Types of scientific Psychological research	2	2					oral survey
3.	Planning of scientific psychological research	2	4					solving cases
4.	Work with scientific psychological information	2	2					solving cases
5.	Theoretical scientific psychological research	2	2					discussion
Module 1. Theoretical and methodological foundations of the design of psychological research		**10**	**12**					
Module control – Project protection								
Module 2. The essence of empirical research design								
6.	Empirical scientific psychological research	2	4					solving cases
7.	Presentation of the results of scientific psychological research	2	4					Presentation of the project
Module 2. The essence of empirical research design.		**4**	**8**					
Module control – Project protection								
Design of theoretical and empirical psychological research		**14**	**20**					

RECOMMENDATIONS FOR PREPARING FOR CLASSES

1. Name of the topic.

Topic 1
Introduction to the subject.
Specifics of psychological scientific knowledge

2. Basic concepts

Science, Psychology, knowledge, scientific research

3. Questions for the lesson

1. The history of the professional application of psychological knowledge.
2. The specifics of psychological knowledge. Psychology and human life experience.
3. Psychology in the system of technical, natural, social and humanities sciences.

4. Questions for self-control

– What is the essence of the history of professional application of psychological knowledge?

– Reveal the specifics of psychological knowledge.

– Determine the relationship between psychology and the life experience of a person.

– What are the fundamental differences between scientific and everyday psychological knowledge?

– What is the difference between basic and applied research? Which of them is given priority in science? Why?

5. Practical tasks for the lesson

1. Discussion: People sometimes suggest that psychology cannot be a science because either (a) human behavior cannot be predicted with perfect accuracy or (b) much of its subject matter (e.g., thoughts and feelings) cannot be observed directly. Do you agree or disagree with each of these ideas? Why?
2. The Most Important Approaches (Schools) of Psychology.

School of Psychology	**Description**	**Important Contributors**
Structuralism		
Functionalism		
Psychodynamic		
Behaviourism		
Cognitive		
Social-cultural		

6. Self-control test.

1. Match the sentences:

Science -

Psychology -

Psychological knowledge -

– is a general way of understanding the natural world. Its three fundamental features are systematic empiricism, empirical questions, and public knowledge.

– is a science because it takes the scientific approach to understanding human behavior.

– a person's knowledge of himself as a carrier of special psychological properties and characteristics, a subject of mental activity.

2. Select the correct words from the list and enter them in the gaps: *Basic, Applied*

_____ research in psychology is conducted primarily for the sake of achieving a more detailed and accurate understanding of human behavior, without necessarily trying to address any particular practical problem.

_____ research is conducted primarily to address some practical problem.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.
2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/
3. Walliman, N. Social Research Methods. - London, Thousand Oaks, New Delhi: Sage. - 2006. – 224 p.

1. Name of the topic.

Topic 2
Types of scientific psychological research

2. Basic concepts

methodology, method, approach, theory, paradigm, empirical research

3. Questions for the lesson

1. Methodology of research
2. Paradigms, theories, and researcher's approach
3. Inductive and deductive approaches
4. Empirical research

4. Questions for self-control

1. What are the features of scientific thinking in psychology and what is their essence?

2. What is the research method?

– How are the concepts of "method", "methodology", "methodology" related to each other?

1. What is the meaning of the principle of falsifiability of scientific knowledge?

2. What is verification?

3. What is the relationship between the empirical and theoretical levels of scientific knowledge?

5. Practical tasks for the lesson

1. Submit a developed questionnaire on any topic of interest in the direction of the master's degree.

2. Fill in the table

The concept	To define
Research design	
Methodology	
Qualitative analysis	
Limitations of qualitative methods	
Give an example of a technique that measures intelligence	
Give an example of a standardized methodology	
Quantitative analysis	
Limitations of quantitative methods	

3. Fill in the table

The purpose of psychological research	The purpose of psychological research
To identify effective psychological methods of stress correction	
To study personal predictors of coping behavior of a person in a situation of interpersonal conflict	
Description of the phenomenology of mental representations of time and space	
To study the relationship of perceptions of risk and readiness for risky behavior with the socio-psychological characteristics of the individual	

4. Fill in the table

The concept	To define
Biographical research	
In-depth interview	
Focus group	
Case study method	
Projective techniques	
Narrative analysis	

6. Self-control test

1. Match the sentences:

1. Research in psychology-

2. Research -

3. Methodology-

a) is a system of principles and methods of organizing and constructing theoretical and practical activities.

b) is a complex, purposeful, analytical-synthetic, intellectual cognitive activity that originates from practice and returns to it, the characteristic feature of which is the systematic systematic study of objects of real reality by precisely established methods and means.

c) is the systematic, controlled, empirical study of hypotheses about the supposed relationships between psychological-behavioral and organizational phenomena.

2. Compare 4 levels of methodology:

1. The highest level -

2. General scientific methodology-

3. Specific scientific methodology-

4. Research methodology and technique-

a) is the philosophical methodology, which consists of the general principles of knowledge and the categorical structure of science as a whole.

b) i.e. a set of approaches, principles, and procedures applied in a particular scientific discipline.

c) is the second level, representing general scientific concepts that affect many scientific disciplines.

d) is a set of procedures that ensure the receipt of reliable empirical material and its processing, after which it can be included in the array of knowledge, which is highly specialized methodological knowledge.

3. From a positivist perspective, credible research is determined by:

– objectivity, reliability, validity, generalisability, reproducibility.

– subjectivity, the methods should include subjective factors to establish reliability.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.
2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/
3. Walliman, N. Social Research Methods. - London, Thousand Oaks, New Delhi: Sage. - 2006. – 224 p.

1. Name of the topic.

Topic 3
Planning of scientific psychological research

2. Basic concepts

scientific research, hypothesis, experiment, sampling

3. Questions for the lesson

1. The concept of the research program
2. Definition of the problem and the research topic
3. Planning, organizing, and conducting an experiment
4. Preparation of report

4. Questions for self-control

1. What are the main components of the scientific apparatus?
2. What is the contradiction of the study? How do they line up?
3. Name the features of the choice of the problem and the topic of the study.
4. What is the rationale for the relevance of the study?
5. What is the relationship between object and object?
6. How are the goals and objectives of the study determined?

5. Practical tasks for the lesson

1. Make a diagram Planning, organizing, and conducting research.
2. Describe the stages of your master's research according to the plan:
    1. Problem statement.
    2. Preliminary analysis of the available information, conditions, theoretical models and applied methods that can solve the selected problem.
    3. Formulation of a hypothesis.
    4. Planning, organizing, and conducting an experiment.
    5. Analysis and generalization of the results obtained.
    6. Verification of the original hypothesis based on the results obtained and the final formulation of new facts or relationships.
    7. Explanation of the problem and prediction of its further development.
    8. Preparation of the research report.

6. Self-control test

Specify the stages of scientific research in their logical order:

1-2-3-4-5-6-7-8

a) Formulation of a hypothesis
b) Planning, organizing, and conducting an experiment.
c) Problem statement.
d) Preliminary analysis of the available information, conditions, theoretical models and applied methods that can solve the selected problem.
e) Explanation of the problem and prediction of its further development.
f) Analysis and generalization of the results obtained.

g) Verification of the original hypothesis based on the results obtained and the final formulation of new facts or relationships.
h) Preparation of the research report.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.
2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/
3. Walliman, N. Social Research Methods. - London, Thousand Oaks, New Delhi: Sage. - 2006. – 224 p.

1. Name of the topic

Topic 4
Work with scientific psychological information

2. Basic concepts

scientific publication, article, book, thesis (dissertations), encyclopedia, electronic databases

3. Questions for the lesson

1. Scientific publications
2.Description of research methods
3. The main formats of scientific information

4. Questions for self-control

1. What is the difference between research objectives and a scientific problem?
2. How is the novelty of the study determined?
3. What allows you to identify and determine the novelty?
4. The novelty and main provisions: the General and distinctive.
5. What are the main elements of information design?
6. What is the information design of the study related to?
7. What is included in a research procedure?
8. What is the classification of operations research tasks according to the level of information?
9. What should be considered when analyzing the literature used?
10. What is the primary purpose of literature research?

5. Practical tasks for the lesson

1. Analyze a research article from the journal “Questions of Psychology” or “Psychological Journal” on the main stages of psychological research:

– the problem of research;
– determine the object and subject of the study;
– goals and objectives of the study;
– formulate research hypotheses;

– research methods;
– interpretation of results;
– conclusions, generalizations.

2. Selection of the topic, problem field and object of research, definition of methodological strategies of work, formulation of goals, objectives and hypotheses, analysis and interpretation of the results, conclusions and practical recommendations.

6. Self-control test

1. Match the sentences

1. Articles -
2. Thesis or dissertations -
3. Encyclopaedias -
4. Dictionaries -
5. Textbooks -

a) contain definitions of terms used in one or more academic disciplines (for example - APA Dictionary of Psychology).

b) these are academic works for which the author receives a degree after the exam (for example, a Master of Psychology).

c) individual contributions to newspapers, journals or conference proceedings.

d) these are specially written for instruction to students.

e) can contain descriptions of terms and lengthy scientific articles on particular subjects or complete disciplines, reflecting academic knowledge and thinking at the time of publication.

2. What are electronic databases used for in psychology?

- Search for relevant information on the research topic
- Search for entertainment literature
- Compilation of bibliographic lists on the topic
- Analysis of research directions in psychology

7. Main and additional literature on the topic

1. Creswell, J.W. Research Design: Qualitative, quantitative, and mixed method approaches. 2nd ed. London: Sage. – 2003. - 246 p.

1. Name of the topic.

Topic 5
Theoretical scientific psychological research

2. Basic concepts

theoretical proof, hypothetical- deductive method, explicit-structured proof, implicit-structured proof, integrative-eclectic proof

3. Questions for the lesson

1. Structure of the theoretical proof

2.Basic concepts of hypothetical- deductive method

3.Explicit-structured proof

4. Implicit-structured proof

5.Integrative-eclectic proof

4. Questions for self-control

1. What is the essence of theoretical proof in psychological research?
2. What is the essence of the structure of a theoretical proof?
3. Identify the differences between explicit-structured proof, implicit-structured proof, integrative-eclectic proof.
4. What are the possibilities and limitations of the methods?

5. Practical tasks for the lesson

1. Think of at least three different theories to explain the fact that married people tend to report greater levels of happiness than unmarried people.

2. Find a recent empirical research report in a professional journal. Read the introduction and highlight in different colours descriptions of phenomena, theories, and hypotheses.

3. Find a recent article in a professional journal and do two things:

1. Identify the primary phenomenon of interest.
2. Identify the theory or theories used to explain or interpret that phenomenon.

6. Self-control test

1. Compare the methods of explicit-structured theoretical proof

1. Deduction -
2. Abduction -
3. Induction -
4. Reproduction -

a) accumulation and generalization of the results of empirical research on the principle of from particular to general.

b) the formulation of abstract concepts and postulates from which lower-order assumptions are derived, which are subject to verification on the principle from general to particular.

c) is a combination of induction and deduction in the process of consistently approaching a theoretical generalization on the principle of from the general to the particular and from the received.

d) grasping the code of the relationship of empirical data when it is impossible to fully verify them.

2. Compare the methods of implicit-structured theoretical proof:

1. Descriptive explication -
2. Sensitization -
3. Analytical induction-

a. is the construction of a theory in the form of a dialogue with an interested qualified reader that allows you to operate with abstractions of a very wide order.

b. is the progression in the conceptualization and study of the analyzed phenomenon.

c. is an extension of a theoretical explanation by extrapolating it to a boundary class of phenomena.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.
2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/
3. Walliman, N. Social Research Methods. - London, Thousand Oaks, New Delhi: Sage. - 2006. – 224 p.

1. Name of the topic.

Topic 6
Empirical scientific psychological research

2. Basic concepts

empirical research, quantitative research methods, qualitative research methods, methodological triangulation, Ethical Issues, The APA Ethics Code

3. Questions for the lesson

1. Methods and methodology of empirical research
2. Quantitative research methods
3. Qualitative research methods
4. Methodological triangulation
5. Types of research designs
6. Ethical Issues
7. The APA Ethics Code

4. Questions for self-control

1. What are the classifications of scientific methods?
2. What determines the effectiveness of scientific research?
2. What are the criteria and indicators of psychological research?
3. General characteristics of qualitative and quantitative methods
4. Types of data and methods of their analysis

5. Practical tasks for the lesson

1. Make a comparative table of quantitative and qualitative research methods

Characteristic	quantitative	qualitative
Philosophical foundations		
Associated phase		

Goal of investigation		
Design characteristics		
Sampling		
Data collection		
Mode of analysis		
Validity		

2. Describe the methodology, methods, and techniques of your research.

6. Self-control test

1. Specify the correct definitions

1. Confidentiality -

2. Ethics -

2. Informed consent -

3. Research ethics -

a) are broadly the set of rules, written and unwritten, that governs our expectations of our own and others' behavior.

b) focus on the moral principles that researchers must follow in their respective fields of research.

c) is when participants are able to make an informed judgment about whether to take part.

d) is about respecting the rights and dignity of people and maintaining confidentiality, which is essentially an agreement not to disclose the personal information of participants without their consent.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.

2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/

1. Name of the topic.

Topic 7
Presentation of the results of scientific psychological research

2. Basic concepts

report, scientific article, monograph, dissertation (thesis), citation, plagiarism, reference

3. Questions for the lesson

1. Classification of forms of presentation of the results of research work

2. Requirements for the content and design of article
3. Requirements for the content and design of dissertations (thesis)
4. Scientific citation
5. Basic rules for quoting and formatting citations

4. Questions for self-control

1. What are the main requirements for the design of a scientific study?
2. What are the features of the design of the dissertation?
3. What is an abstract?
4. What are the features of the design of the abstract?
5. What are the structural components of research work?

5. Practical tasks for the lesson

1. Preparation of a review of a scientific article. A scientific article is a complete and logically integral work devoted to a specific issue that is part of the range of problems (tasks) to be solved. A scientific article reveals the most significant results obtained and should include, as a rule, the following elements: Requirements:

1. *Abstract.* The abstract (100 - 150 words) should clearly state the content of the scientific article.

2. *Information about the author*(s). Information about the author(s) includes:
the full name of the student, the name of the faculty, directions and training programs, course, group number.

3. *Title.* The title of the article should reflect the main idea of the completed research, be as brief as possible, contain keywords that allow indexing this article.

4. *Introduction.* A brief overview of the sources on the problem should be given, previously unresolved issues are indicated, relevance is formulated, the purpose of the work is justified and, if necessary, its connection with important scientific and practical directions is indicated. Specific concepts and terms should be avoided in the introduction. The content of the introduction should also be understandable to non-specialists in the relevant field.

5. *The main part.* The main part of the article should contain a description of the methodology, equipment, research objects and cover in detail the content of the research conducted by the author(s). The results obtained should be discussed from the point of view of their scientific novelty and compared with the corresponding known data. The main part of the article can be divided into subsections (with explanatory headings) and contain an analysis of recent publications devoted to solving issues related to these subsections.

6. *Conclusion.* It ends with clearly formulated conclusions.

7. *Bibliography.* The analysis of the sources used in the preparation of a scientific article should indicate the knowledge of the author of the article of scientific achievements in the relevant field. In this regard, references to the works of other authors are mandatory. At the same time, there should be

references to scientific publications of recent years, including foreign publications in this field.

2. The master's student must develop the design of their own dissertation research, according to the specified structure and content requirements.

The project is prepared in the presentation format (PPT File Format PowerPoint presentation (Microsoft), the slides of which have the following structure:

1. Title page
2. Relevance of the topic of the dissertation research;
3. The object and subject of the study;
4. Goals and objectives of the study;
5. Methods and organization of the study (methodological grounds: methods, techniques)
6. Stages of the research; sampling;
7. Proposed methods of statistical data processing;
8. The main conclusions of the study (if you have already conducted an empirical stage of the study);
9. Brief recommendations or perspectives for further research.

6. Self-control test

1. *A report* -
2. *A scientific article* -
3. *A monograph* -
4. *A dissertation (thesis)* -

a) is a document that presents information in an organized format for a specific audience and purpose.

b) reports the results of original research, assesses its contribution to the body of knowledge in a given area, and is published in a peer-reviewed scholarly journal.

c) is a book on a single specialized topic, usually by one author in one volume.

d) is a scientific qualification work, the successful completion of which is one of the requirements for obtaining a scientific or academic (master's) degree.

7. Main and additional literature on the topic

1. Hakim, C. Research Design. Successful designs for social and economic research. 2nd edition. London: Routledge, - 2000. -256 p.
2. Price, P. Research Methods in Psychology. 2nd Canadian Edition / https://ecampusontario.pressbooks.pub/researchmethods/
3. Walliman, N. Social Research Methods. - London, Thousand Oaks, New Delhi: Sage. - 2006. – 224 p.
4. Creswell, J.W. Research Design: Qualitative, quantitative, and mixed method approaches. 2nd ed. London: Sage. – 2003. - 246 p.

QUESTIONS TO PREPARE FOR THE EXAM

1. The history of professional application of psychological knowledge.
2. The specifics of psychological knowledge.
3. Psychology and human life experience. Scientific and everyday psychological knowledge. Psychology in the system of technical, natural, social and humanitarian sciences.
4. Stages and structure of scientific research. Fundamental and applied research.
5. The concept of methodology. Types of methodology in science.
6. The concept of the research program. Program structure.
7. Development of the procedural section of the research program: preparation of a research plan, sampling, definition of research methods and techniques, basic procedures for data collection, processing and analysis.
8. Definition of the concepts of information and scientific information. Properties of information.
9. Basic requirements for scientific information. Sources of scientific information and their classification on various grounds.
10. The main stages of working with scientific information. The algorithm for searching for information in the library and the Internet. Rules for making requests.
11. Experimental and correlation studies: opportunities and limitations.
12. Basic and additional methods of psychological research. Observation, experiment, survey. Document analysis. Sociometric methods. Test method.
13. Possibilities and limitations of scientific psychological research methods.
14. Ethical principles of conducting research on a human APA.
15. The main forms of presentation of the results of scientific psychological research.
16. Characteristics and types of scientific text.
17. The main types and rules of scientific citation in scientific texts, rules for the design of citations.
18. Ethics of scientific citation and the fight against plagiarism.
19. Content and structure of conference materials and abstracts.
20. Requirements for the content and design of scientific articles, the structure of scientific articles.
21. Requirements for the content and design of dissertations, scientific

CRITERIA FOR ASSESSMENT STUDENTS' KNOWLEDGE ON THE EXAM

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.

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 theinstruments 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.

BASIC AND ADDITIONAL LITERATURE

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Educational publication

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DESIGN OF THEORETICAL AND EMPIRICAL PSYCHOLOGICAL RESEARCH

Methodical recommendations

Technical editor *G.V. Razboeva*
Computer design *E.A. Baryshava*

Signed to print 31.10.2023. Format 60x84 $^{1}/_{16}$. Offset paper.
Conventional printed sheets 1,39. Published sheets 1,01.
Circulation 9 copies. Order 116.

Publiser and polygraphic processing – Educational Establishment
“Vitebsk State University named after P.M. Masherov”.

State Registration Certificate as publisher, printer and distributor of editions
№ 1/255 d/d 31.03.2014.

Printed by risograph of Educational Establishment
“Vitebsk State University named after P.M. Masherov”.
210038, Vitebsk, Moskovsky Prospekt, 33.