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SOCIAL PSYCHOLOGY OF PERSONALITY

Methodical recommendations

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The methodical recommendations contain materials for practical and seminar classes, additional tasks, list of literature and knowledge control section.

It is intended for students of the 2nd stage of obtaining higher education of students of the specialty “Psychology”, it will help students to improve their knowledge of social psychology of personality.

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INTRODUCTION

1. Aims and objectives of the discipline.

The purpose of teaching the discipline is to prepare undergraduates to perform the professional functions of a psychologist, master the basic concepts of social psychology, form undergraduates ideas about the specifics of social psychology of personality as a separate area of psychological knowledge, its subject, main directions and research areas, methodological foundations, research methods, basic social-psychological paradigms, phenomenology, problem areas, the formation of scientific knowledge about the possibilities and limitations of social situations that affect and determine mental phenomena, about the specifics of individual and group behavior.

The objectives of the discipline are:

- study and systematization of knowledge about the personality, its self-awareness, self and self-concept, personal and social identity;
- study of the process, mechanisms and results of socialization, the laws of social development of personality;
- study of knowledge about the social behavior of a person and its regulators.

2. The place of the discipline in the specialist training system.

In the Master's training system, the discipline "Social psychology of personality" is included in the module "Actual problems of social psychology" (a component of a higher education institution). Teaching the discipline is based on the knowledge gained by students in the process of studying such disciplines as "General psychology", "Social psychology", "Methodology, theory and methods of psychological research." The discipline "Social psychology of personality" is the most important academic discipline, its study contributes to the formation of professional skills, self-awareness and personal qualities of a practical psychologist. Socio-psychological knowledge and skills are a structural component of the professional competence of a psychologist. The program is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The program focuses the attention of undergraduates on psychological problems that are directly related to future professional activities.

3. Requirements for mastering the academic discipline.

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

- basic theoretical approaches to personality in social psychology, features of the formation and development of the self, personal and social identity of the individual, the foundations and content of the process of socialization, its main mechanisms;

be able to:

- form attitudes and resist influence, predict the consequences of social influence, manage interpersonal and intergroup interactions;

have a skill:

- to use methods of diagnostics of social and psychological characteristics of a person.

In the process of mastering the discipline "Social psychology of personality", the master's degree student forms and demonstrates the following competencies:

SK-1. Possess fundamental knowledge in the field of social psychology of personality.

MODULE 1

MODERN APPROACHES TO UNDERSTANDING PERSONALITY IN FOREIGN AND DOMESTIC PSYCHOLOGY

Practical 1. Problems of personality in foreign social psychology. Part 1.

I. Study theoretical material on the following questions:

1. Specifics of personal problems in social psychology. The main theoretical approaches to the consideration of personality and their originality. Development of ideas about personality in social psychology.

2. Biological approach (Alexander). Psychodynamic approach to personality analysis (S. Freud, O. Kernberg, X. Kohut).

3. Behaviorist approach to personality (B. Skinner). Factor approach and its uniqueness (R. Cattell, X Eysenck).

II. Answer advancement questions:

1. What a personality is?

2. Describe the specifics of the socio-psychological approach to the study of personality. Name the main researchers.

3. Describe the specifics of the biological approach to the study of personality. Name the main researchers.

4. Describe the specifics of the psychodynamic approach to the study of personality. Name the main researchers.

5. Describe the specifics features of the behaviorist approach to personality. Name the main researchers.

6. Describe the specifics features of the factor approach to personality. Name the main researchers.

III. Practical task:

Take the practice test.

Choose the correct answer

1. The traditional understanding of personality is associated with:
 - studying its structure, processes and development;
 - identifying those patterns that govern the behavior and activities of an individual included in a certain social group;
 - personality development in the process of educational and cognitive activity;
 - individual psychotic personality traits and differences between people;

2. The understanding of personality in social psychology is associated with:
 - identifying those patterns that govern the behavior and activities of an individual included in a certain social group;
 - personality development in the process of educational and cognitive activity;
 - studying its structure, processes and development;
 - individual psychotic personality traits and differences between people;

3. The emphasis on the fact that social behavior is supported by physiological and genetic processes, and proves that it is based on genetic tendencies that are selected during evolution makes is a

- biological approach;
- the theory of Z. Freud;
- object relations theory;
- behaviorist theories;

4. Which theory introduces the concept of unconscious mental activity and draws attention to the fact that not everything in human behavior is realized and can be rationally explained.

- the theory of Z. Freud;
- biological approach;
- object relations theory;
- behaviorist theories;

5. What approach pays attention to human behavior in society and its determinants associated with learning.

- behavioristic;
- factorial;
- psychodynamic;
- biological;

6. What approach considers personality as a set of traits that allows predicting a person's actions in a given situation.

- factorial;
- behaviorist;
- psychodynamic;
- biological;

Insert a missing word

1. ... is defined as the characteristic sets of behaviors, cognitions and emotional patterns that evolve from biological and environmental factors.

2. In determining the specifics of the ...-... approach to the study of personality, we can rely on the definition of the subject of social psychology, as well as on the understanding of personality proposed by A.N. Leontyev.

3. Z. Freud introduced the concept of ... mental activity and drew attention to the fact that not everything in human behavior is realized and can be rationally explained.

4. M. Klein highlighted the tendency inherent in children to divide the world into , considering life as a struggle between positive feelings - love and negative feelings – hate.

5. O. Kernberg characterizes the relationship between the child and the as bipolar representations, each of which is created by the image of the child by itself, the image of significant others (mother) and the feelings formed between them in the process of relationships.

6. In modern behaviorist theory that arose in the second half of the 20th century. attention is drawn to human behavior in society and its determinants associated with

7. R.B. Cattell's theory is based on the "... .." and building on their basis a personality profile.

8. Eysenck's significant contribution to the field of factor analysis was the development of a technique, which made it possible to identify as much as possible specific criteria groups of signs, for example, to differentiate the contingent by neuroticism.

Practical 2. Problems of personality in foreign social psychology. Part 2.

I. Study theoretical material on the following questions:

1. Social-cognitive-scientific tradition in the consideration of personality problems (J. Rotter; A. Bandura; W. Mischel). Cognitive tradition in the study of personality problems: informational and procedural consideration of personality.

2. Personality in the interactionist tradition is an attempt to combine person – centered and situation-centered approaches (G. Mead, M. Kuhn). Consideration of the individual in the tradition of the system-activity approach.

3. Humanistic approach to personality (A. Maslow, K. Rogers). Existential-phenomenological consideration of personality problems (M. Donaldson, V. Frankl).

II. Answer advancement questions:

1. Describe the specifics of the social-cognitive-scientific tradition in the consideration of personality problems Name the main researchers.

2. Give a description of the cognitive tradition in the study of personality problems. Name the most famous researchers.

3. Describe the specifics of the interactionist tradition to the study of personality. Name the main researchers.

4. Describe the specifics of the system-activity approach to the study of personality. Name the main researchers.

5. Describe the specifics features of the humanistic approach to personality. Name the main researchers.

6. Describe the specifics features of the existential-phenomenological approach to personality. Name the main researchers.

III. Practical task:

Take the practice test.

Choose the correct answer

1. The concept of locus of control was introduced by:
 - J. Rotter;
 - J. Kelly;
 - Bandura;
 - W. Mischel;
2. The computer metaphor in personality research is based on:
 - cognitive approach;
 - humanistic approach;
 - psychoanalytic approach;
 - factorial approach;

3. The development of a personality under the influence of its interaction with the social environment considers:
 - interactionist approach;
 - activity approach;
 - cognitive approach;
 - humanistic approach;
4. The dependence of personality development on the types of activities that a person implements in society is considered:
 - activity approach;
 - interactionist approach;
 - cognitive approach;
 - humanistic approach;
5. The self-concept as the core of the personality is considered by:
 - K. Rogers;
 - Maslow;
 - M. Donaldson;
 - V. Frankl;
6. The desire to find the meaning of one's existence is the main desire of the individual, as he says:
 - V. Frankl;
 - K. Rogers;
 - A. Maslow;
 - M. Donaldson;

Insert missing word (words)

1. J. Rotter believes that people create expectations of reality by controlling the relation between their behavior and
2. A person with ... control, sees the cause of everything that happens in his life, in the external environment (fate, other people, etc.).
3. A person with ... control, considers himself as the cause of everything that happens to him.
4. Bandura investigated the role of the in the formation of personality's behavior.
5. W. Mischel believed that instead of finding out how the environment affects the development of a person, it is necessary to investigate how the ... himself
6. J. Kelly, defined personality as a that an individual uses to understand himself and the environment.
7. The interactionist approach is an attempt to ... the ... and ... aspects of social behavior.
8. ...-... is a central concept for humanistic psychology.

9. A. Maslow connected his work with the problems of personal growth and development. In total, according to Maslow, there are ... levels of motivation.

10. The existential-phenomenological approach analyzes the significance of ... for a person.

Practical 3. Problems of personality in Russian (Belarusian) social psychology.

I. Study theoretical material on the following questions:

1. Basic concepts of personality (V.N. Myasishchev, B.F. Lomov). Socio-psychological problems of the individual from the position of the attitude theory (SH.A. Nadirashvili; V.A. Yadov).

2. An integrated approach to the study of personality (B.G. Ananyev). The activity approach to psychology of personality (A.N. Leontyev).

3. Structural-dynamic approach in personality psychology (A.G. Kovalev; K.K. Platonov). Integrative-eclectic approach to the problem of personality (V.A. Yanchuk).

II. Answer advancement questions:

1. What are the basic concepts of personality in Russian social psychology?

2. Describe the specifics features of attitude theory.

3. Give a description of the integrated approach in the study of personality. Name the most famous researcher.

4. Give a description of the activity approach in the study of personality. Name the most famous researcher.

5. Describe the specifics of the structural-dynamic approach to the study of personality. Name the main researchers.

6. Describe the specifics of the integrative-eclectic approach to the study of personality. Name the main researcher.

III. Practical task:

Take the practice test.

Choose the correct answer

1. The starting point for personality psychology is the characterization of a person's essence as a result of social relations, as stated:

- V.N. Myasishchev;
- A.F. Lazursky;
- B.F. Lomov;
- V.A. Yadov;

2. The dispositional theory of personality was developed by:

- V.A. Yadov;
- V.N. Myasishchev;
- A.F. Lazursky;
- B.F. Lomov;

3. The unity of the biological and the social in a person is ensured through the unity of such macro-characteristics as the individual, personality, subject and individuality.

- an integrated approach to the study of personality;
- activity approach to the study of personality;

- installation theory;
 - structural dynamic approach;
4. The personality of a person is created by social relations, into which the individual enters in during his activities, asserts:
- activity approach to the study of personality;
 - an integrated approach to the study of personality;
 - installation theory;
 - structural dynamic approach;
5. Personality as an integral formation of mental processes, mental states and mental properties, considers:
- A.G. Kovalev;
 - K.K. Platonov;
 - V.A. Yanchuk;
 - B.G. Ananyev;
6. Personality as a dynamic system, i.e. a system developing in time, changing the composition of its constituent elements and connections between them, while maintaining the function, considers:
- K.K. Platonov;
 - A.G. Kovalev;
 - V.A. Yanchuk;
 - B.G. Ananyev;

Insert missing word (words)

1. The founder of the psychology of relationships in Russia was
2. According to Myasishchev, social relations exist in two forms: as ... relations and as ... relations.
3. The most important and meaningful relationships are formed in
4. In the study of personality B.F. Lomov implements a ... approach.
5. According to Lomov, in order to reveal the objective basis of the mental properties of a person, an analysis of the "...-..." relationship is necessary.
6. An integrated approach is one of the methodological foundations of the social psychology of personality, it was formulated by
7. According to B.G. Ananyev, the unity of the biological and the social in a person is ensured through the unity of such macro-characteristics as an ... , ... , ... and
8. According to A.N. Leont'ev, a human's personality is created by social relations, into which the individual enters during his
9. K.K. Platonov views personality as a , i.e. a system that develops in time, changing the composition of its elements and the connections between them, while maintaining the function.

MODULE 2

SELF-AWARENESS, SELF AND SELF-CONCEPT

Practical 1. The concept of the self. The self and self-awareness.

I. Study theoretical material on the following questions:

1. The self of personality as a system-forming category of social psychology. Theoretical concepts of the self.

2. The ratio of the categories "self-awareness" and "self". The structure of self-awareness.

3. Levels and units of self-awareness (V.V. Stolin). Self-relation of personality: components, content characteristics, functions and time dimensions (N.I. Sarjveladze).

II. Answer advancement questions:

1. Give a description of the self, according to F. Bruno.

2. How many elements a complete understanding of the self must include? What are they?

3. What 4 areas the description of the self should contain?

4. Describe the model of the structure of self-awareness by K.G. Jung.

5. When the concept of "Self-concept" appeared in foreign psychological literature?

6. Describe the structure of self-awareness.

7. Describe the levels and units of self-awareness by V.V. Stolin.

III. Practical task:

Take the practice test.

Choose the correct answer

1. In recent years, in the Western psychological tradition, the self is understood as:
 - a complex, dynamic unity that reflects the realized behavior, mediates and regulates it;
 - self-awareness of personality;
 - the unconscious of a person;
 - other people's ideas about a person;
2. The development of the self occurs:
 - throughout a person's life under the influence of a large number of both internal and external factors of various levels;
 - intrauterine;
 - in the first year of life;
 - at preschool age;
3. The most famous model of the structure of self-awareness in modern science is proposed:
 - K.G. Jung;
 - E. Fromm;
 - Maslow;
 - A.N. Leontyev;
4. The archetype of the psychical totality or the wholeness is
 - the Self;
 - the Shadow;

- the Person;
 - the Anima;
5. How many levels of self-awareness are distinguished?
 - 3;
 - 5;
 - 2;
 - 1;
 6. Self-attitude is a structural unit of the general system of human relations, according to:
 - N.I. Sardzhveladze;
 - E. Fromm;
 - Maslow;
 - A.N. Leontyev;

Insert missing word (words)

1. The use of the term "self" is multifaceted. It is often identified with the concepts of "... " and "...-.... ", which are reflected in existing definitions.
2. The most commonly associated concept with the self is ...-.... .
3. The self includes all aspects of the human being, including the ... ones.
4. The self-concept contains only aspects that are ... by a ... , they serve as guidelines for self-esteem, self-development, etc.

The description of the self should contain the following 4 areas.

5. 1 - ... (content of the self);
6. 2 - relationships between ... (structure of the self);
7. 3 - all parts as a whole (dimensions of the self);
8. 4 - the ... of the object (ego-extension).
9. ...-.... – the intellectual aspect of knowing oneself.
10. ...-.... – emotional attitude towards oneself.

Practical 2. Self-concept and its structure.

1. Study theoretical material on the following questions:

1. The relationship of the self and Self-concept. The image I as a substructure of personality. The Self-concept as a structure of self-attitudes. Sources of formation and development of the Self-concept.
2. Self-concept in the structure of the self. The structure and content of the Self-concept.
3. Formation and development of the self. Stages of the genesis of the self. Age dynamics of the self.

II. Answer advancement questions:

1. What are the sources of the individual's value judgments about himself?
2. What two self-assessment processes the individual implements?
3. What does the understanding of the self by R.F. Baumeister include?
4. Describe three basic modalities of Self-concept.
5. What three components in the self-concept's structure are distinguished?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The structural-dynamic nature of the self-concept reflects the understanding of it
 - as structure of attitudes;
 - as part of the self;
 - as self-concept;
 - as a social role;
2. The ideas associated with how an individual perceives himself, his ideas about who he really is are:
 - Real self;
 - Ideal self;
 - Social self;
 - all answers are correct;
3. Attitudes associated with ideas about what he would like to be are:
 - Ideal self;
 - Real self;
 - Social self;
 - all answers are correct;
4. Attitudes associated with the individual's ideas about how he is seen and what others think of him
 - Social self;
 - Real self;
 - Ideal self;
 - all answers are correct;
5. We can speak about the self-concept only
 - when the ability to understand the role of others appears;
 - on the first year of life;
 - from the moment of mastering speech;
 - from the beginning of training;
6. What character of selfhood is emphasized by M. Rosenberg?
 - interpersonal;
 - intrapersonal;
 - social;
 - public;

Insert missing word (words)

1. In modern social psychology, such phenomena as "self", "Self-concept", "I", "socialization", "social cognition", "social explanation", "social identity" are included in the logic of considering
2. Understanding the self-concept as a structure of ... reflects its structural and dynamic nature.
3. The image of I (the structure of the idea of oneself) is made up of the of attitudes (role, status, property, value and other characteristics of a person).
4. The specificity of the formation of the self-concept of a person occurs when the experience of solving life problems is
5. Self-concept is made up of one's ...-..., and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole.

The components of the "Image of I" are: physical-self, psychic- self, social self

6. The ...-... includes a person's perceptions of his appearance.
7. ...-... – a person's idea of his own characteristics of cognitive activity, mental properties.
8. – a person's idea of his social roles, social status, social expectations.
9. ...-..., possessing relative stability, determines rather stable patterns of human behavior.

MODULE 3

SOCIAL, PSYCHOLOGICAL AND PERSONAL IDENTITY

Practical 1. Social and personal identity and its development.

I. Study theoretical material on the following questions:

1. Personal and social identity.
2. Theoretical approaches to personal identity.
3. Identity types. Development of identity. Crises of identity (E. Erickson).

II. Answer advancement questions:

1. Give the definition of social identity by Henry Tajfel.
2. What is the key difference between personal and social identity?
3. Describe the specifics of the identity theory that is based on the ego psychoanalytic theory.
4. Describe the specifics of the social identity theory.
5. What are the types of identity distinguished by I. Hoffman?
6. What identity crisis is?
7. Describe the identity statuses, defined by James Marcia.

III. Practical task:

Take the practice test.

Choose the correct answer

1. Gives prominence to the individual and identifies him as different from others in the society – it is
 - personal identity;
 - social identity;
 - gender identity;
 - political identity;
2. Identifies him as a member of the society – it is
 - social identity;
 - gender identity;
 - political identity;
 - personal identity;
3. The identity theory is based on:
 - ego psychoanalytic theory;
 - cognitive recognition;
 - behavioral approach;
 - phenomenological approach;
4. The social identity theory was first described by:
 - H. Tajfel;
 - E.H. Erikson;
 - Ch. Cooley;
 - J. Kroger;

5. Hoffman does not distinguish the next type of identity:
 - political;
 - social;
 - personal;
 - self-identity;
6. To investigate identity, J. Marcia developed a method of:
 - semi-structured interview;
 - experiment;
 - testing;
 - observation;

Insert missing word (words)

1. Henri Tajfel defined identity as "that part of an individual's self-concept which derives from his membership of a social group (or groups), together with the value and emotional significance attached to this".

I. Hoffman distinguishes three types of identity:

2. 1) ... - typification of the personality by other people based on the attributes of the social group to which he belongs;

3. 2) ... – we are talking about the individual characteristics of a person: 1) the unique characteristics of a given person (for example, fingerprints; 2) a unique combination of facts from the history of his life;

4. 3) ...-... - an individual's subjective feeling of his life situation, continuity and originality. Personal identity is also a social phenomenon: its perception occurs on the condition that his interaction partner knows information about the facts of a person's life.

5. Identity ... is an identity status which Marcia claimed is an identity developed by an individual without much choice.

6. Identity ... is a Marcian identity status that can lead to identity crises in adolescents.

7. Identity ... is the status that Marcia theorizes lasts the longest in individuals, is the most volatile, and can be best described as "the active exploration of alternatives".

8. Identity ... is the resolution to many identity crises. Identity achievement occurs when the adolescent has explored and committed to important aspects of their identity.

Practical 2. Social psychology of gender. Gender identity of the individual.

I. Study theoretical material on the following questions:

1. Social psychology of gender and sexual behavior of the individual. Gender identity of the individual.
2. The identity and gender groups.
3. Socio-psychological characteristics of the concepts of masculinity and femininity.

II. Answer advancement questions:

1. What three intertwined streams of investigation from which the contemporary psychology of gender grew do scientists identify?
2. What is the difference between terms “sex” and “gender”?
3. Give the definition of gender identity.
4. What masculinity is?
5. What femininity is?
6. Describe gender psychology’s features.

III. Practical task:

Choose the correct answer

1. ... gives somebody the roles in the society and it differentiates females from males.
Choose the correct answer:

- gender;
- femininity;
- masculinity;
- gender groups;

2. A person’s private sense of being a man or a woman is:

- gender identity;
- gender roles;
- gender stereotypes;
- gender;

3. Gender groups are groups distinguished according to such demographic characteristic as

- gender;
- age;
- nationality;
- religion;

4. Gender **is not** studied at the level:

- general;
- individual;
- structural;
- symbolic;

5. Views of personality traits often tied to one's gender, such as instrumentality in men and expressiveness in women are:

- gender stereotypes;
- gender roles;
- gender identity;
- gender attitudes;

6. Views of others or situations commonly associated with one's gender are:

- gender attitudes;
- gender stereotypes;
- gender roles;
- gender identity;

Insert missing word (words)

1. Gender and gender identity are both related to one's ... or ... , but when you look for the difference, of course, there is a subtle difference between gender and gender identity.
2. Gender ... one's male or female roles and also it ... the males from females, based on many features.
3. Gender identity is a of being a man or a woman.
4. A child forms his or her gender identity between ... to ... years.
5. Gender sociology's subject are the ... of differentiation of male and female social roles, the sexual division of labor, cultural symbols and socio-psychological stereotypes of "masculinity" and "femininity" and their influence on various aspects of social behavior and social life.
6. Gender ... are the expectations of behavior given one's gender.
7. Gender ... are the views of personality traits often tied to one's gender, such as instrumentality in men and expressiveness in women.
8. Gender ... are the views of others or situations commonly associated with one's gender, such as men thinking in terms of justice and women thinking in terms of care.

MODULE 4

SOCIALIZATION OF A PERSON

Practical 1. Socialization: content, stages, mechanisms.

I. Study theoretical material on the following questions:

1. Basics and content of socialization. Socialization as inculturation, internalization and adaptation.
2. The structure of the socialization process and its different stages. Stages of the socialization process: adaptation, individualization and integration.
3. Mechanisms of socialization. Socialization institutions and mechanisms of their influence: family, school, informal and formal environments, mass communication.

II. Answer advancement questions:

1. Give the concept of socialization.
2. What does socialization of a person mean?
3. Characterize socialization as inculturation.
4. Characterize socialization as internalization.
5. Characterize socialization as adaptation.
6. How many stages of socialization do you know? What are they?
7. Characterize stages of socialization.
8. Describe personality socialization mechanism.
9. What institutions of personal socialization do you know?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The process of a person entering the culture of his people is
 - inculturation;
 - adaptation;
 - internalization;
 - development;
2. The set of motivational and cognitive processes through which external social requirements become internal requirements of the individual is
 - internalization;
 - inculturation;
 - adaptation;
 - development;
3. How many stages of socialization are there?
 - 5;
 - 3;
 - 1;
 - 2;
4. What is the longest stage of socialization?
 - Labor stage of socialization.
 - Adaptation stage.

- Integration stage.
- The stage of individualization.

5. A person's assimilation of norms, standards of behavior, attitudes that are characteristic of his family and his immediate environment is a

- traditional socialization mechanism;
- institutional mechanism of socialization;
- interpersonal mechanism of socialization;
- reflexive mechanism of socialization;

6. Socialization in the process of human interaction with the institutions of society, with various organizations is a

- institutional mechanism of socialization;
- traditional socialization mechanism;
- interpersonal mechanism of socialization;
- reflexive mechanism of socialization;

Insert missing word (words)

1. Socialization is a ... and a ... of human social development.

2. A person not only perceives and masters it, but also actively transforms it into his own values and attitudes.

3. The American cultural anthropologist ... introduced the concept of inculturation into scientific use.

4. The process of ... begins from the moment of birth - with the acquisition of the first skills by the child and the development of speech, and ends with death.

5. Personal development as a process of mastering an individual's social experience is represented by two conditional phases

a. The phase of of the individual. Consists in the formation and consolidation of the basic social and psychological values of a person: labor, moral, aesthetic, political, legal, environmental, family and household, etc.

b. Phase of of the individual. The process of mastering a particular profession or specialty by a person is carried out.

6. Institutions of personal socialization

a. ... (has a double socializing effect, the essence of which is that not only parents raise their children, but with the appearance of children, parents acquire new social roles).

b. (from preschool institutions to schools, universities and institutions of postgraduate training. In this system, the main socializing influence is carried out. Here that the foundations of the individual as a citizen are laid).

c. (including the spheres of material production, service, management, power structures, etc. Here a person, joining the labor collective, receives and then develops the skills of professional activity and business communication. Socialization here also has the character of mutual influence: not only the leader influences the subordinates, but also the subordinates influence the leader).

d. (philosophy, science, religion, art, mass culture, mass-media).

Practical 2. Social experience of the individual, its structure, features of formation and manifestation

I. Study theoretical material on the following questions:

1. Social experience of personality: features of formation and manifestation.
2. The structure, content of social experience.
3. Development and features of the construction of social experience.

II. Answer advancement questions:

1. Give the concept of social experience.
2. Describe functions of social experience.
3. What types of social experience do you know?
4. Describe two ways, how a person acquires his social experience.
5. How value orientations can be developed?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The socially developed and inherited method of the integral spiritual and practical acquisition of the world, nature and human relations is:

- social experience;
- individual development;
- personal experience;
- the path of moral development;

2. The functions of social experience **do not** include the function

- educational;
- pragmatic;
- epistemological;
- worldview and ideological;

3. Scientists **do not** distinguish this type of social experience as

- prehistoric;
- universal (or historical);
- group (macro and micro);
- individual;

4. Experience...
 - always affects the activity of the individual;
 - never affects the activity of the individual;
 - sometimes always affects the activity of the individual;
 - there is no right answer;

5. The child spontaneously acquires social experience:
 - in everyday life. He is included in acts of behavior, activity, communication, joint with other people, where the appropriation of social experience takes place;
 - in a specially organized educational process, in accordance with the socio-economic, political structure of society, its ideology and culture;
 - communicating with mentors;

6. Purposefully, the child gains social experience:
 - in a specially organized educational process, in accordance with the socio-economic, political structure of society, its ideology and culture;
 - in everyday life. He is included in acts of behavior, activity, communication, joint with other people, where the appropriation of social experience takes place;
 - communicating with mentors;

Insert missing word (words)

1. The main source that forms a person is his

Functions of social experience.

2. 1) ... (goal-setting, regulation and control of activities);
3. 2) ... (obtaining, categorizing, assessing and substantiating knowledge);
4. 3) ... and ... (upbringing and moral);
5. 4) (communication, social adaptation and regulation).

6. Social experience is genetically related to human

7. Many researchers point out that social experience belongs to the entire personality, and not only to its

8. In consciousness, experience is reflected only in, and in full - in

9. The that have developed in society are the prerequisites for the child's social experience

MODULE 5

REGULATION OF SOCIAL BEHAVIOR OF A PERSON

Practical 1. Social behavior and its regulators. The concept and structure of social attitudes.

I. Study theoretical material on the following questions:

1. The concept of social behavior and its regulators. Values and value orientations.
2. Social attitude as a latent variable. Measuring attitudes: (self-reports, Likert rating scale, semantic differential).
3. Social attitude as a functional system. Motivational functions of attitudes: cognitive, instrumental, expressive, ego-protective.

II. Answer advancement questions:

1. Give a concept of social behavior of a person.
2. What social behavior regulating factors do you know?
3. What functions of value orientations do you know?
4. Give a concept of social attitude.
5. Describe the methods for measuring social attitudes.
6. What are the components of attitudes' structure, defined by M. Smith?
7. What attitudes' functions do you know?

III. Practical task:

Take the practice test.

Choose the correct answer

1. Social behavior **does not** result in
 - formation of self-esteem;
 - formation and development of interactions and relationships of the individual with other people;
 - formation and development of interactions and relationships of the individual with communities of various sizes;
2. Value orientations are
 - a unique system of values inherent in each person;
 - the result of a person's socialization;
 - human appropriation of social experience;
 - aesthetic preferences of a person;
3. The state of psychological readiness of an individual to behave in a certain way, based on past social experience and regulating the social behavior of a person, is
 - social attitude;
 - social experience of a person;
 - value orientations;
 - socialization;
4. The concept of "attitude" was introduced by
 - G. Allport;
 - K. Rogers;

- O. Rank;
- Z. Freud;

5. The structure of the attitude, proposed in 1942 by M. Smith, includes ... components:

- 3;
- 5;
- 7;
- 9;

6. The three-component structure of attitudes **does not** contain the following component:

- intuitive component;
- cognitive component;
- affective, emotional component;
- behavioral (conative) component;

Insert missing word (words)

1. Social behavior's of a person emergence and development is determined by certain ... and is carried out according to certain

2. Personality's behavior is included in a wide system of

3. The ... of social regulation are: the formation, assessment, maintenance, protection and reproduction of the norms, rules, mechanisms, means necessary for the subjects of regulation, which ensure the existence and reproduction of the type of interaction, relationships, communication, activity, consciousness and behavior of the individual as a member of society.

4. ... are the most stable component of personality's orientation.

5. The functions of value orientations:

a. ... function – values set goals that we strive to achieve.

b. of the individual. Value orientations affect the choice, the decision-making process.

6. There is a classic list of attitudes functions proposed by Katz in 1960.

a. Attitudes allow us to categorize incoming information. They save our energy – thanks to them, there is no need to spend time and effort anew each time evaluating the object. They provide an opportunity to simplify, categorize and better understand the complex world around us.

b. ... (utilitarian) function. "Correct" attitudes help to achieve the desired goal. Political correctness is an example of expressing attitudes from utilitarian considerations. This function is closely related to the possibility of using attitudes for self-localization of the person within the social matrix.

c. ... function. People are often willing to express attitudes that reflect their core values or form the core of their self-image. This can be aimed both at asserting the validity of one's own self-understanding, and at publicly demonstrating belonging to a reference group. T-shirts with the names of rock bands or international organizations, scarves in the colors of your favorite team, labels with the names of fashion designers on clothes are examples of expressing attitudes in order to communicate something about oneself.

d. ...-... function. Attitudes of this type are often hostile to the object and difficult to change. They protect the individual from negative feelings towards themselves or their group by projecting them onto another group.

Practical 2. Formation of attitudes.

I. Study theoretical material on the following questions:

1. Classical and instrumental conditioning of attitudes. Pro - and counter-attitudinal behavior and its effect on attitudes. K. Hovland's theory of learning.

2. Components of the persuasion process. The theory of the central and peripheral pathway of persuasion (R. Petty and J. Cacioppo).

3. Audience engagement as a mediating factor of persuasion. Discussions and research on the impact of mass media on the audience.

II. Answer advancement questions:

1. What a classical conditioning is?

2. What an operant conditioning is?

3. Describe main features of K. Howland's learning theory.

4. Characterize constituents of the persuasion process.

5. Describe main features of the theory of the central and peripheral path of persuasion (R. Petty and J. Cachoppo).

6. What is the impact of mass media on the audience?

III. Practical task:

Take the practice test.

Choose the correct answer

1. The organism plays a passive role in:

- classical conditioning;
- operant conditioning;
- imitation;
- accommodation;

2. The form of learning through positive or negative reinforcement is

- operant conditioning;
- classical conditioning;
- imitation;
- accommodation;

3. In K. Howland's theory, a person communicating information is

- agent of influence (source of the message);
- recipient;

- mediator;
 - there is no right answer;
4. In K. Howland's theory, the individual to whom the message is intended is
 - recipient;
 - agent of influence (source of the message);
 - mediator;
 - there is no right answer;
 -
 5. The audience will take the message more carefully and seriously if
 - it is interested in getting information;
 - it is scientific information;
 - the number of people is more than 50;
 - the information is presented in an interesting way;
 6. The study of the role of the media in shaping social realities began in:
 - late 1970s;
 - early 1970s;
 - late 1960s;
 - early 1960s;

Insert missing word (words)

1. According to ... learning theories, the majority of our reactions, including attitudes, are formed in a certain context.
2. Behavioral learning theories are formed in accordance with the principle of , discovered by I.P. Pavlov.
3. Through classical conditioning, neutral stimuli, which initially do not elicit specific responses, gradually become capable of doing so by with stimuli that elicit the appropriate response.
4. ...-... behavior – behavior corresponding to one's own attitudes. This behavior reinforces previously formed attitudes.
5. ...- ... actions are human behavior that is inconsistent with his attitudes.
6. According to the theory of , in order for a person to perceive a persuasive message in a systematic way (that is, according to the scheme of a central process), he must have both a need and an opportunity for this.

Practical 3. The influence of attitudes on behavior and behavior on attitudes.

1. Study theoretical material on the following questions:

1. Influence of attitudes on behavior and mediating factors. The theory of planned behavior (M. Fishbein and A. Eisen) and its experimental verification. Ways to strengthen the conditioning of behavior by attitudes.

2. Influence of behavior on attitudes and its theoretical explanations. The theory of equilibrium (F. Haider). Cognitive dissonance (L. Festinger): concept, causes and conditions of occurrence, methods of resolution. Effects of insufficient and over-sufficient justification.

3. The theory of self-perception (D. Boehm) as a theory of attribution. An attributive approach to changing behavior and attitudes. Impression management theory (J. Tedeschi). Self-presentation. Self-monitoring. General logic for developing theories that explain the influence of behavior on attitudes. Ways to change attitudes by changing behavior: from a small request to a large one; from a large request to a small one. Methods "foot-in-the-door", "door-in-the-face".

II. Answer advancement questions:

1. Describe 4 criteria by which the levels of behavior and attitudes should be compared.
2. Characterize the specifics of the theory of cognitive consistency.
3. Characterize the specifics of the theory of equilibrium.
4. Characterize the specifics of the theory of cognitive dissonance.
5. What ways to change attitudes through behavior change do you know?

III. Practical task:

Take the practice test.

Choose the correct answer

1. One of the most controversial issues throughout the history of attitudes study is the problem of:

- the relationship between behavior and attitudes;
- the measurements of attitudes;
- the assessing behavior;
- the community of attitudes;

2. The theory of planned behavior was developed by:

- Aizen and M. Fishbein;
- K. Jung and S. Freud;
- Leontyev and L. Vygotsky;
- M. Mead and D. Mead;

3. Discomfort from any contradiction that exists only within the individual's own cognitive system, according to L. Festinger, is:

- the cognitive dissonance;
- the attitude;
- the irrelevant variables;
- the consonant relations;

4. The over-sufficient justification effect. is that people explain their own and others' behavior by...

- the conditions in which it is carried out;
- their personal qualities;
- the behavior of other people;
- the random factors;

5. A compliance tactic that aims at getting a person to agree to a large request by having them agree to a modest request first, is a phenomenon:

- foot-in-the-door;
- door-in-the-face;
- pressure of authority;
- blurry attitude;

6. A compliance method commonly studied in social psychology. The persuader attempts to convince the respondent to comply by making a large request that the respondent will most likely turn down, is a phenomenon:

- foot-in-the-door;
- door-in-the-face;
- pressure of authority;
- blurry attitude;

Insert missing word (words)

1. At the beginning of the study of social attitudes, there was no doubt that people's attitudes could be used to ... their actions.

A. Aizen and M. Fishbein developed 4 criteria by which the levels of behavior and attitudes should be compared:

2. 1) element of ... ;

3. 2) element of ... ;

4. 3) element of ... (...);

5. 4) element of

6. From the point of view of the theory of , an individual strives for harmony of cognitive representations of any knowledge, opinions, beliefs about the environment, about oneself, about someone's behavior.

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KNOWLEDGE CONTROL SECTION

Credit questions

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3. Behaviorist approach to personality (B. Skinner). Factor approach and its uniqueness (R. Cattell, X. Eysenck).
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17. Sources of formation and development of the Self-concept.
18. Self-concept in the structure of the self. The structure and content of the Self-concept.
19. Formation and development of the self.
20. Stages of the genesis of the self. Age dynamics of the self.
21. Personal and social identity.
22. Theoretical approaches to personal identity.
23. Identity types. Development of identity. Crises of identity (E. Erickson).
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25. Gender identity of the individual.
26. The identity and gender groups.
27. Socio-psychological characteristics of the concepts of masculinity and femininity.
28. Basics and content of socialization. Socialization as inculturation, internalization and adaptation.
29. The structure of the socialization process and its different stages. Stages of the socialization process: adaptation, individualization and integration.

30. Mechanisms of socialization.
31. Socialization institutions and mechanisms of their influence: family, school, informal and formal environments, mass communication.
32. Social experience of personality: features of formation and manifestation.
33. The structure, content of social experience.
34. Development and features of the construction of social experience.
35. The concept of social behavior and its regulators. Values and value orientations.
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45. Ways to change attitudes by changing behavior: from a small request to a large one; from a large request to a small one. Methods "foot-in-the-door", "door-in-the-face".

Criteria for assessment students' knowledge on the exam (credit)

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

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

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

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

1 point - one, NOT CREDITED:

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

2 points – two. NOT CREDITED:

- * Fragmentary knowledge within the curriculum of the discipline;
- * Knowledge of certain literary sources recommended by the curriculum of the discipline;
- * Inability to use the scientific terminology of the discipline;
- The presence of gross stylistic or logical errors in the response;
- * Passivity in practical classes.

3 points – three. NOT CREDITED:

- * Insufficient knowledge in the curriculum of the discipline;
- * Knowledge of some of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Presentation of the answer to questions with significant linguistic and logical errors;
- * Poor knowledge of the tools of the academic discipline, incompetence in solving standard tasks;
- * Inability to navigate the main concepts and directions of the discipline being studied;
- * Passivity in practical classes.

4 points – four. CREDITED:

- A sufficient amount of knowledge in the curriculum of the discipline;
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Stylistically and logically correct presentation of the answer to questions, the ability to use it in solving standard problems;
- * Knowledge of the instruments of the academic discipline, the ability to use it in solving standard tasks;
- * Ability to solve standard tasks under the guidance of a teacher;
- * The ability to navigate and evaluate the main concepts and directions of the discipline being studied;
- * Work under the guidance of a teacher in practical classes.

5 points – five. CREDITED:

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

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

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

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

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

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

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

6 points – six. CREDITED:

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

- * Use of the necessary scientific terminology;

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

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

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

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

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

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

7 points – seven. CREDITED:

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

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

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

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

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

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

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

8 points – eight. CREDITED:

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

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

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

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

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

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Active and independent work in practical classes, systematic participation in group discussions.

9 points – nine. CREDITED:

- * Systematized, deep and complete knowledge of all the discipline's curriculum;
- * Accurate use of scientific terminology, including in a foreign language;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;
- * Knowledge of the instruments of the academic discipline, the ability to use it effectively in the formulation and solution of scientific and professional tasks;
- * The ability to independently solve complex problems in a non-standard situation within the framework of the training program;
- * Complete assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Active independent work in practical classes, systematic participation in group discussions.

10 points – ten. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline, as well as all the main issues that go beyond it;
- * Accurate use of scientific terminology, including in a foreign language;
- * Stylistically competent and logically correct presentation of the answer to the questions;
- * Perfect knowledge of the instruments of the academic discipline, the ability to use them effectively in the formulation and solution of scientific and professional tasks;
- * Expressed ability to solve complex problems independently in a non-standard situation;
- * Complete and deep assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment, use the scientific achievements of other disciplines;
- * Active independent work in practical classes, active participation in group discussions.

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