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METHODOLOGY OF MODERN PSYCHOLOGICAL SCIENCE

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 methodology of modern psychological science.

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CONTENT

INTRODUCTION	4
MODULE 1 METHODOLOGICAL FOUNDATIONS OF PSYCHOLOGY	5
Practical 1. Features of formation and development of the subject of methodology of scientific psychological research	5
Practical 2. Philosophical and methodological foundations of psychology	7
Practical 3. Psychological theory and its specifics	9
Practical 4. Development of the main traditions and schools in psychology and their features	10
MODULE 2 SCIENTIFIC RESEARCH IN PSYCHOLOGY	13
Practical 1. Methods of psychology. Part 1	13
Practical 2. Methods of psychology. Part 2	15
Practical 3. Quantitative methods of psychological research. Part 1	16
Practical 4. Quantitative methods of psychological research. Part 2	17
Practical 5. Qualitative methods of psychological research. Part 1	18
Practical 6. Qualitative methods of psychological research. Part 2	20
Practical 7. The problem of validity and reliability of research results	22
Practical 8. The ecological validity	23
Practical 9. Methods of text analysis. Part 1	25
Practical 10. Methods of text analysis. Part 2	26
BASIC AND ADDITIONAL LITERATURE	28
KNOWLEDGE CONTROL SECTION	30
Credit questions	30
Criteria for assessment students ' knowledge on the exam (credit)	32

INTRODUCTION

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

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

Objectives of studying the discipline:

- to promote the assimilation of basic psychological concepts and categories;
- to form ideas in the field of methodological foundations of psychological science;
- to give an idea of the methods of psychological research.

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

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

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

- main directions and problem areas of psychology;
- methods and tools of psychological research;
- main traditions and schools in psychology and their features.

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

- be determined in the methodological foundations of scientific psychological research;
- analyze the specifics of various approaches and logics to the study of problem areas of psychological knowledge;
- to give explanatory models of the analyzed phenomenology;
- to provide methodological study of scientific research.

have a skill:

- to use quantitative and qualitative methods of psychological research;
- to use methods of text analysis;
- to determine the criteria for evaluating paradigmatic coordinates and scientific theories.

MODULE 1

METHODOLOGICAL FOUNDATIONS OF PSYCHOLOGY

Practical 1. Features of formation and development of the subject of methodology of scientific psychological research

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

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

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

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

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

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

6. Data analysis focused on the changes over time, from the current moment in time to any past period of time, is
 - retrospective analysis;
 - prospective analysis;
 - comprehensive research;
 - comparative research;

7. A type of retrospective analysis in psychology is the study of
 - history of its development;
 - related sciences;
 - state of the art;
 - possible lines of its development in the future;

8. According to the development principle:
 - psyche, human consciousness develop in activity and in interaction with the world, communication with other people;
 - personality is an active subject of the transformation of the world;

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

Insert a missing word

1. The principle of ...: personality is an active subject of the transformation of the world. A person, as a subject of activity, can relate to it in different ways - he can be a simple performer of it, or he can be its initiator, an active participant.
2. ... principle: the psyche, human consciousness develop in activity and in interaction with the world, communication with other people. Therefore, the study of mental phenomena requires disclosure of the conditions and causes of its occurrence, as well as the factors and forms of its change.
3. The principle of ... (establishment of cause-and-effect relationships). The principle of ... implies that all mental phenomena are connected according to the law of cause-and-effect relationships.
4. The principle of ... describes and explains the main types of communication between different sides of the psyche, mental spheres. It assumes that individual mental phenomena are internally interconnected, form an integrity and thereby acquire new properties.

Practical 2. Philosophical and methodological foundations of psychology

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. A special sphere and form of human activity that obtains knowledge about the world: nature, society, culture, man is:
 - the science;
 - art;
 - religion;
 - morality;

2. The meanings of science that Reber (1995) identifies **does not** apply:
 - it is a belief in knowledge transmitted from ancestors;
 - it is knowledge obtained as a result of the systematic application of the scientific method;
 - it is an area of research or a branch of a discipline formed as a result of the application of basic principles and general laws;
 - it is a system of methods and procedures to study natural phenomena;

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

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

5. The main actual problem of philosophical and psychological knowledge is the problem
 - relationship of subjectivity and objectivity of knowledge;
 - scientific evidence of knowledge;
 - ways of processing knowledge;
 - transfer of knowledge;

6. The individuality of the perception of an object by different subjects determines:
 - psyche;
 - logics;
 - faith;
 - personality;

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

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

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

Insert missing word (words)

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

Practical 3. Psychological theory and its specifics

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. The science of the psyche and the laws of its manifestation and development is
 - psychology;
 - philosophy;

- medicine;
 - culture;
2. A property of highly organized living matter, a subjective reflection of the objective world, necessary for a person (or an animal) to actively work in it and control own behavior is
- psyche;
 - mind;
 - soul;
 - behavior;
3. A certain fragment of reality, to which the research actions of the science are directed is
- the object of the science;
 - the method of the science;
 - the subject of the science;
 - the goal of the science;
4. The psyche as a whole or its separate aspects and manifestations of any object of psychological study is
- the subject of psychology;
 - the object of psychology;
 - the method of psychology;
 - the goal of psychology;
5. Cognition of the mental in all its manifestations - from elementary mental acts (sensations) to the personality and its behavior is
- the main goal of psychological science;
 - the task of psychology;
 - the method of psychology;
 - the means of psychology;
6. How many main tasks of psychology are distinguished?
- 3;
 - 2;
 - 1;
 - 4;

Practical 4. Development of the main traditions and schools in psychology and their features

I. Study theoretical material on the following questions:

1. Development of psychology in the behavioral direction. Formation of the cognitive tradition in psychology. Formation of the field theory direction in psychology.
2. Psychoanalytic tradition in psychology. Interactionist tradition in psychology.
3. Existential-phenomenological tradition in psychology. Gender approach in psychology.

II. Answer advancement questions:

1. Describe a development of psychology in the behavioral direction.
2. Describe a formation of the cognitive tradition in psychology.
3. What are the main features of the field theory direction in psychology?
4. Who is the founder of the psychoanalytic tradition in psychology.
5. What three parts of individual's personality Freud distinguished?
6. Describe main features of the interactionist approach.
7. Describe main features of the existential-phenomenological tradition in psychology.
8. Give a description of the gender approach

III. Practical task:

Take the practice test.

Choose the correct answer

1. A scientist devised methodological behaviorism was:
 - John B. Watson
 - E. Thorndike,
 - K. Hull,
 - B. Skinner,
2. The main area of research in cognitive psychology is
 - cognitive processes,
 - structure of personality,
 - behavior,
 - mental health,
3. A human's personality includes three psychological structures and **does not** include:
 - Mind,
 - Id,
 - Ego,
 - Super Ego
4. An approach that emphasizes the importance of both individual differences and situational factors in explaining behavior is:
 - interactionist approach;
 - psychoanalytic approach;
 - existential-phenomenological approach;
 - gender approach;
5. The idea that it is the subjective ability to comprehend reality plays a key role in determining the external behavior of a person preaches:
 - phenomenological approach;
 - interactionist approach;
 - psychoanalytic approach;
 - gender approach;

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

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

Insert missing word (words)

1. Behaviorism denies ... as an object of scientific knowledge and reduces the psyche to various forms of

2. The main area of research in cognitive psychology is – memory, psychological aspects of language and speech, perception, problem solving, thinking, attention, imagination and cognitive development.

3. The main principle of Gestalt psychology is that behavior is determined by the in which it is rooted.

4. According to Freud, an individual's mind has a fixed amount of desire towards sexual activity, often called as

5. An adult personality generally has three determinants: ..., ... and

6. Interactive approaches have been actualized for applied problems of since the 60s - 70s of the XX century.

7. Phenomenological approach of personality's theory preaches the idea that it is the subjective ability to comprehend reality plays a key role in determining the external behavior of a person. Only is the key to understanding of behavior.

8. The main research methodology in the psychology of gender relations is the, which proclaims the idea of equality regardless of gender.

MODULE 2

SCIENTIFIC RESEARCH IN PSYCHOLOGY

Practical 1. Methods of psychology. Part 1.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. Method (in a broad sense) is
 - a way of cognition, based on a certain set of previously obtained general knowledge;
 - the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures;
 - a knowledge about the methods and principles of cognition;
2. Method (in a narrow sense of the word) is
 - the realization of a certain cognitive attitude towards the being studied reality that suggests the use of appropriate research techniques and procedures;
 - a way of cognition, based on a certain set of previously obtained general knowledge;
 - a knowledge about the methods and principles of cognition;
3. Piryov did not distinguish the following group of methods:
dialectical;
 - a group of empirical methods;
 - a group of theoretical methods, consisting of two classes - modeling and "methods of psychological characteristics";
 - a separate group combined of two classes of special methods;
4. How many methods are in the classification by Piryov:
 - 6;
 - 4;
 - 8;
 - 2;
5. The main research methods in psychology, by S.L. Rubinchtein, are:
 - observation and experiment;
 - modelling and testing;
 - timing and cyclography;
 - interviews and conversation;

Insert missing word (words)

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

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

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

Piryov. identified several independent methods.

4. I. Observation.

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

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

5. II. Experiment

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

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

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

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

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

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

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

Practical 2. Methods of psychology. Part 2.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. How many methods are in the classification by M.S. Rogovin and G.V. Zalevsky:
 - 6;
 - 4;
 - 8;
 - 2;
2. The differentiation of the object and the subject of knowledge, according to M.S. Rogovin and G.V. Zalevsky is
 - observation;
 - experiment;
 - clinical method;
 - hermeneutic method;
3. B.G. Ananyev considered the methods of psychology interconnected with
 - the stages of scientific research in general;
 - the historical stage of science;
 - the stages of the specific scientific research;
 - internal logic of science;
4. B.G. Ananyev did not distinguish the following group of methods:
 - a group of theoretical methods;
 - organizational group;
 - a group of empirical methods;
 - methods and techniques for processing empirical data;
 - interpretive methods;
5. How many groups of methods are in the classification by B.G. Ananyev:
 - 4;
 - 6;
 - 8;
 - 2;

Insert missing word (words)

1. The relationship between of research is established as the main criterion for classification by M.S. Rogovin and G.V. Zalevsky.
2. The ... method is an undivided state of science, subject and object are not opposed, mental operation and method of science are identical.
3. ... method - the selection of a holistic object of knowledge in the science of the psyche.
4. ... - the differentiation of the object and the subject of knowledge.
5. ...-... - transformation of a subject into an object on the basis of previous differentiation.
6. ... method - the task of transition from externally observed to internal mechanisms comes to the fore.
7. ... as an active opposition of the subject of cognition to the object, which takes into account the role of the subject in the process of cognition.
8. Classification of psychological research methods by B. G. Ananyev includes 4 groups: 1) ... group; 2) a group of ... methods of obtaining data; 3) methods and techniques for ... empirical data; 4) ... methods.
9. Ananyev's classification is unique in its kind. It considers the entire process of psychological research - from posing a problem to solving it.

Practical 3. Quantitative methods of psychological research. Part 1.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

14. What is a natural experiment?
15. What is a formative experiment?

III. Practical task:

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

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

2) Choose one of experiments and read about it.

Practical 4. Quantitative methods of psychological research. Part 2.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. The purposeful, organized and fixed perception of the object under study is:
 - observation;
 - experiment;
 - survey;
 - testing;
2. Creation of a generalized picture of the behavior of an individual or group under certain conditions, rather than a strict description of the phenomenon, is characteristic of:
 - non-systematic observation;
 - systematic observation;
 - continuous observation;
 - selective observation;
3. Conducted according to a certain plan, the researcher identifies the recorded behavioral features and classifies the environmental conditions – it is:
 - systematic observation;
 - non-systematic observation;

- continuous observation;
 - selective observation;
4. The researcher records all the features of behavior that are available for the most detailed observation – this is:
- continuous observation;
 - systematic observation;
 - non-systematic observation;
 - selective observation;
5. The researcher pays attention only to certain parameters of behavior or types of behavioral acts – this is:
- selective observation;
 - continuous observation;
 - systematic observation;
 - non-systematic observation;

Insert missing word (words)

The stages of observation:

- 1) Definition of the ... of observation (behavior).
- 2) ... selection and data registration (individual or group).
- 3) Making an observation ... (situation-object-time).
- 4) Selection the ... of processing the results.
- 5) ... and ... of the received information.

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

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

Practical 5. Qualitative methods of psychological research. Part 1.

1. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. Any type of research in which data are obtained in non-statistical or non-quantitative ways – is
 - qualitative research;
 - quantitative research;
 - experimental research;
 - observation;
2. Group focused interviews are:
 - focus group;
 - in-depth interview;
 - projective method;
 - content analysis;
3. An individual focused interview is:
 - in-depth interview;
 - focus group;
 - projective method;
 - content analysis;
4. The method of identifying and evaluating certain text characteristics from information carriers is
 - content analysis;
 - focus group;
 - in-depth interview;
 - projective method;

Insert missing word (words)

1. The goal of a qualitative study is to reveal the ... of a particular experience and the ... that a certain object, situation, event has for a person.
2. ...-... ... is an informal face-to-face conversation in which the interviewer helps the person begin to speak freely and express his own feelings.
3. In-depth interviews are the series of ... interviews on a given topic
4. In focus group the principle of "... .." is used – the questions are asked from broader ones, prompting to talk, to speak spontaneously, to more specific ones, concerning the details of the problem under study.
5. The main area of focus group application is ... research.

Content analysis has several stages:

- 1) the ... of analysis (words or themes) are determined.
 - 2) the ... and ... of references to these units in certain conditions are determined;
 - 3) the psychological characteristics of the ... (author of the text) and the ... (according to it's reaction) are revealed;
 - 4) an of its content emerges from a large textual material: what was mentioned and how often, with what subtext, how much airtime was devoted to it and at what time; the number of lines and the place of the page in the newspaper, etc.
6. Usually, for the convenience of conducting research using content analysis, a special ... is drawn up (observation and registration card, matrix or other accounting document), consisting of a listing of the semantic units found in the analyzed text.

Practical 6. Qualitative methods of psychological research. Part 2.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. A group semi-standardized interview, held in the form of a group discussion and aimed at obtaining from its participants "subjective information" about how they perceive various types of practical activities or products of this activity - this is
 - expanded creative groups;
 - content analysis;
 - in-depth interview;
 - projective method;
2. At the core of virtually all group methods used by social psychologists is
 - group discussion;
 - content analysis;
 - in-depth interview;
 - projective method;
3. Discussions, which held in socio-psychological researches don't have such stage as:
 - theoretical study;
 - orientation in the problem and in each other,

- evaluation, comparison and even confrontation of ideas;
 - consolidation of opinions.
4. To study the respondent's actual feelings about past experience psychologists use:
 - phenomenological interview;
 - content analysis;
 - projective method;
 - focus group;
 5. The action of projective techniques is based on the mechanism of
 - projection;
 - displacement;
 - rationalization;
 - regression;

Insert missing word (words)

1. For successful work of extended creative groups it is necessary to take into account the phenomena and patterns of: intrapersonal, interpersonal and environmental variables that affect the "comfort zones" of the participants; leadership in the group; group compatibility and group cohesion.
2. During a group discussion the main efforts of the presenter (moderator) are aimed at creating and maintaining a of trust, openness, and involvement in the group process.
3. The principles of phenomenological analysis can be used to explore the respondent's about
4. Phenomenological research consists of a phenomenological ... and a phenomenological ... of the data obtained, and part of the analysis is carried out in the presence of and with the respondent and partly without him.
5. The is characterized by the creation of an experimental situation that allows a plurality of possible interpretations when perceived by the subjects.
6. Each interpretation in projection method is based on a unique system of and characteristics of the subject's cognitive style.
7. The action of projective techniques is based on the
8. Projection mechanism was first discovered by
9. The term "projective" was introduced by L.K. Frank in ...to denote a number of techniques already known by that time.
10. Projective tests are used for psychodiagnostics of psychological characteristics that are ... or by the subjects.

Practical 7. The problem of validity and reliability of research results.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. Validity is:
 - the correspondence of the research results to what was studied in it;
 - the correspondence of the sample of the study to the general population;
 - the correspondence of methods to research tasks;
 - the correspondence of empirical and interpretive methods;
2. Internal validity is
 - the degree to which research results allow to do causal conclusions about the influence of one variable on another;
 - the possibility of generalizing the research results obtained from the experimental sample to the entire general population;
 - the adequacy of the method for interpreting the experimental data of the theory;
 - the correspondence of the research tasks to the tested hypothesis;
3. How many reasons for the decline in internal validity are identified?
 - 6;
 - 3;
 - 2;
 - 4;
4. External validity is
 - the possibility of generalizing the research results, that is, generalizing the conclusions obtained from the experimental sample to the entire general population;
 - the extent to which the results of the study allow causal conclusions to be drawn about the effect of one variable on another;
 - the adequacy of the method for interpreting the experimental data of the theory;
 - the correspondence of the research tasks to the tested hypothesis;
5. The following sample type **does not** exist:
 - perfect sample;
 - random sample;
 - heterogeneous sample;
 - sample of a typical case;

Insert missing word (words)

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

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

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

Practical 8. The ecological validity.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. The degree of correspondence of the experimental conditions to the investigated reality is
 - ecological validity;
 - internal validity;
 - construct validity;
 - incremental validity;
2. A study has high ecological validity if
 - its results are confirmed in field studies;
 - it is statistically confirmed;

- it can be repeated;
 - expert estimates were obtained on it;
3. Compensation for the limitations of the laboratory experiment (especially low "ecological" validity) was achieved by:
- natural experiment;
 - sampling;
 - repeated studies;
 - statistical analysis;
4. The form of organizing research on joint activities and group behavior should be
- a combination of laboratory and natural experiment;
 - the presence of several groups of subjects;
 - introduction of observers into the experiment procedure;
 - combination of experiment and observation;
5. Empirical expert validation involves working ... with subjects
- experts;
 - a psychologist;
 - psychologist assistants;
 - other professionals;
6. The empirical value of the coefficient of validity is calculated as:
- correlation;
 - amount;
 - determination;
 - random values;

Insert missing word (words)

1. A big problem of laboratory experiments is the possibility of to real life circumstances, naturally occurring in the conditions of everyday human practice.
2. ... proposed to designate highly ecological research by the term "mundane realism", experimental, ie. conducted in artificial conditions, using the term "experimental realism".
3. In the modern literature, two problems connected with the validity of experiment are discussed:
- a. what is the of a laboratory experiment, i.e. the possibility of extending the obtained data to "real life";
 - b. what is the danger of due to a special selection of subjects.
4. A combination of laboratory and natural experiment should become the form of organization of research of and
5. The main method of organizing research should be a that allows you to study real groups in real conditions.

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

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

Practical 9. Methods of text analysis. Part 1.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

1. A method that allows researcher to reconstruct the author's intentions from his text is
 - intent analysis;
 - content analysis;
 - narrative analysis;
 - expert assessment of the text;
2. A method of summarizing experience by correlating the sequence of words in a sentence with the sequence of real events. is
 - narrative analysis;
 - intent analysis;
 - content analysis;
 - expert assessment of the text;
3. Most often, text analysis methods are classified by
 - their functions and the object of analysis;
 - syntactic bases;
 - the logic of the language;
 - quantitative characteristics;
4. "Content-oriented" or content analysis methods **do not** include:
 - algorithmic procedures;
 - qualitative methods,
 - methods for analyzing events based on text data;
 - quantitative techniques;

Insert missing word (words)

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

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

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

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

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

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

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

Practical 10. Methods of text analysis. Part 2.

I. Study theoretical material on the following questions:

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

II. Answer advancement questions:

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

III. Practical task:

Take the practice test.

Choose the correct answer

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

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

2. The area of application of the hermeneutic method is

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

- conscious of a person;
- personal features;

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

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

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

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

Insert missing word (words)

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

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

3. Content analysis can be used as

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

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

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

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

BASIC AND ADDITIONAL LITERATURE

Basic

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KNOWLEDGE CONTROL SECTION

Credit questions

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

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

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

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

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

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

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

1 point - one, NOT CREDITED:

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

2 points – two. NOT CREDITED:

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

3 points – three. NOT CREDITED:

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

4 points – four. CREDITED:

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

5 points – five. CREDITED:

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

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

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

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

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

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

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

6 points – six. CREDITED:

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

- * Use of the necessary scientific terminology;

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

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

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

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

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

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

7 points – seven. CREDITED:

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

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

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

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

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

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

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

8 points – eight. CREDITED:

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

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

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

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

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

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

9 points – nine. CREDITED:

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

10 points – ten. CREDITED:

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

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