

**Academic programme
component**

**31.05.01 General Medicine
programme**

**Б1.0.08
discipline code**

ASSESSMENT MATERIALS

**Discipline
(module)**

Psychology and Pedagogy

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signature

1. Criteria and assessment of competencies and their mastery indicators, formed by the discipline (module)

Code and competence name	Code and indicator of competence mastery	Results of training in the discipline (module)			Formative assessment	Interim assessment
		<i>To know</i>	<i>To be able to</i>	<i>To have</i>		
УК-3: Can manage and lead team work and design strategies for achieving team goals	<p>ИД-1ук-3 Develops a strategy for cooperation and on its basis organizes the team work to achieve the goal</p> <p>ИД-2ук-3 Plans team work, distributes assignments and delegates authority to team members; organizes the exchange of ideas and opinions</p> <p>ИД-3ук-3 Overcomes disagreements and conflicts arising in the team on the basis of taking into account the interests of all parties</p>	ways to organize and manage the team work, develop a team strategy to achieve the goal	organize and lead team work and design strategies for achieving team goals	ways to organize and manage the team work, develop a team strategy to achieve the goal	Work on seminars Case tasks Report presentation Writing a report Creating multimedia presentation	Credit
УК-6: Can define and fulfill the priorities of personal activities and ways to improve it according to self-assessment and life-long education	<p>ИД-1ук-6 Sets personal goals and priorities of when planning and implementing the trajectory of professional development</p> <p>ИД-2ук-6 Defines educational needs and ways to improve one's own activities based on self-assessment</p>	ways to identify and implement priorities of personal activities and ways to improve it according to self-assessment and life-long education	identify and implement priorities of personal activities and ways to improve it according to self-assessment and life-long education	ways to identify and implement priorities of personal activities and ways to improve it according to self-assessment and life-long education		Credit

2. Competencies mastery (indicators of their mastery) level assessment

Competencies mastery (their indicators) indices	Criteria and grading system of competencies mastery(indicators of their mastery)assessment			
	Insufficient <i>(«unsatisfactory»)</i>	Sufficient <i>(«satisfactory»)</i>	Above average <i>(«good»)</i>	Advance <i>(«excellent»)</i>
Extent of knowledge	Knowledge level is below the required. Major mistakes occurred.	Minimally allowed knowledge level. Minor mistakes occurred.	Knowledge level corresponds well to the educational programme. Minor errors occurred.	Knowledge level corresponds well to the educational programme.
Ability mastery	Basic abilities were not demonstrated during standard tasks completion. Major mistakes occurred.	Basic abilities were demonstrated. All tasks were completed in full, yet with few errors. All tasks were completed, yet not in full (clarifications are absent, conclusions are incomplete).	Basic abilities were demonstrated. All tasks were completed in full, yet with few errors. All tasks were completed in full, yet with few errors.	Basic abilities were demonstrated. All main and additional tasks were completed without mistakes or errors. All tasks were completed in full without errors.
Skill mastery (having experience)	Basic abilities were not demonstrated during standard tasks completion. Major mistakes occurred.	Minimum set of skills for standard tasks completion, with minor error, is acquired.	Basic skills were demonstrated in completing standard tasks, yet with few errors.	Basic abilities were demonstrated. All main and additional tasks were completed without mistakes or errors. A creative approach to solving non-standard tasks is demonstrated.
Competence mastery characteristics	Insufficient number of credit points as per the established range.	Sufficient number of credit points is earned as per the established range	Sufficient number of credit points is earned as per the established range	Sufficient number of credit points is earned as per the established range

3. Criteria and grading system of the formative assessment tasks

3.1 Criteria and grading system of practical tasks

The list of practical tasks, task completion and presentation recommendations, requirements for results, structure, and contents of practical task report, etc., are presented in methodological guidelines on mastering the discipline as well as in MAU LMS Moodle.

Grade/points	Assessment criteria
<i>Excellent</i>	The task is completed correctly and in full. The report on laboratory/practical work has been prepared in accordance with the requirements. Answers to the teacher's questions (during the presentation) are full.
<i>Good</i>	The task is completed in full, yet without sufficient justification or a minor error, which does not impact the argumentation sequence, occurred. All task completion requirements are satisfied.
<i>Satisfactory</i>	The task is completed partially, with mistakes. The task within laboratory/practical work has been completed at the average level. Most of the requirements have been fulfilled.
<i>Unsatisfactory</i>	The task has not been completed.

3.2 *The types of formative control according to the discipline (module) checklist.*

Assessment Materials include **the following example topics for papers.**

Psychology:

1. The emergence of Psychology as a science. Stages of its formation.
2. Subject of Psychology. Mental reflection, its specific features.
3. Methodology of Psychology. Levels of methodology. Methodological principles of Psychology.
4. Consciousness as the highest level of mental reflection, its structure and levels of work.
5. The unconscious, its content and manifestations.
6. The place of Psychology in the system of sciences and its relationship with other sciences. The structure of modern psychological science. Classification of Psychology's branches.
7. Methodology, method and technique of psychological research. Principles of scientific research.
8. Levels and stages of psychological research. Requirements for its organization and conduct.
9. Classification of psychological methods.
10. Activity, its structure. Mastering the activity. Characteristics of the main types of activity: play, study, work.
11. Personality. Personality structure. Personal approach in Psychology.
12. Needs as a source of personality development. Classification of types of needs. The need and significance of objects.
13. Motives of human behaviour and activity as a manifestation of needs. Their types.
14. Personal self-awareness.
15. Personal self-esteem, level of aspirations, their types. Psychological protection of the individual.
16. Theories of temperament.
17. The role of temperament in work and educational activities. The problem of variability of temperament, taking into account its characteristics in the educational process.
18. Character, its meaning. Theories of character.

19. Character structure. Basic character traits and properties.
20. Character formation.
21. Abilities, their significance for a person and activity. Inclinations and abilities. The problem of inheritance of abilities.
22. Emotional states and forms of experiencing feelings.
23. Will, its social nature. Education and self-education of will.
24. Attention, its functions, meaning and manifestations. Physiological basis of attention.
25. Types of attention. Factors that determine attention. Structure of attention properties.
26. General characteristics of sensations, their meaning. Physiological bases of sensations. Types of sensations, their characteristics.
27. Basic properties and patterns of sensations.
28. General characteristics of perception, its connection with other mental processes. Physiological basis of perception.
29. Memory, its significance in human life and activity. Theories of memory. Mechanisms of memory.
30. Memorization, its types and rational methods of its organization. Preservation and forgetting. Conditions for lasting preservation.
31. Types of memory. Individual typological differences in memory.
32. Thinking, its meaning and connection with other mental processes. Features of thinking. Thought processes and operations.
33. Forms and types of thinking. Individual characteristics of thinking. Qualities of the mind.
34. Speech, its meaning and functions. Types of speech.
35. Types and techniques of imagination. Individual qualities of imagination.

Pedagogy:

1. K.D. Ushinsky on the role of psychological knowledge for pedagogical theory and practice.
2. The main approaches in national science and practice to solving the problem of children's readiness for school.
3. The relationship between developmental psychology and educational psychology in the system of psychological knowledge about the child.
4. Pedology as a comprehensive science about the child.
5. The relationship between methodology and methods of psychological and pedagogical research.
7. Comparative analysis of quantitative and qualitative research methods.
8. Formative experiment as one of the main methods of educational psychology.
12. Problems of learning theory. Types of learning in humans.
13. Basic theories of teaching in Russian psychology.
14. Basic provisions of the theory of systematic formation of mental actions.
15. The problem of the relationship between training and development as a central problem of educational psychology.
16. Features of solving the problem of the relationship between training and development at the present time.
21. Regularities of formation and functioning of educational activities.
22. The leading nature of educational activities at primary school age.
23. Basic aspects of diagnostics of educational activities.
24. Motivation as a psychological category. Main sources of educational motivation.

25. The main forms of manifestation of educational motives in the educational process.
26. The problem of motivation to achieve success. Features of manifestation of achievement motivation in the educational process.
27. The phenomenon of “learned helplessness”.
28. The essence of traditional teaching. The main contradictions of traditional teaching.
29. The relationship between the processes of education, formation and socialization of personality.
30. Humanistic approach to education.

Grade/points	Assessment criteria
<i>Excellent</i>	All the requirements for report writing and presenting have been fulfilled: the problem has been identified, and its relevance justified, a brief analysis of various points of view on the problem under consideration has been made, and personal position has been logically stated, conclusions have been formulated, the topic has been fully disclosed, the volume has been maintained, the requirements for structure have been met, correct answers to additional questions have been given.
<i>Good</i>	The basic requirements for the report and its presentation are fulfilled, but there are few mistakes. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the report is not maintained; there are omissions in the structure; incomplete answers are given to additional questions during the presentation.
<i>Satisfactory</i>	There are significant deviations from the report requirements. In particular, the topic is only partially covered; factual errors were made in the report's content or in answering additional questions; there is no conclusion during the presentation.
<i>Unsatisfactory</i>	The topic of the report has not been disclosed, and there is a significant misunderstanding of the problem.

3.3. Criteria and grading system of oral presentation

The topics of reports / oral presentations on the discipline (module), requirements for structure, content and design are presented in methodological guidelines on mastering the discipline as well as in MAU LMS Moodle.

Assessment Materials include exemplary topics for presentations:

1. Comparative characteristics of the psyche of humans and animals.
2. The problem of the unconscious in Psychology.
3. Mechanisms of psychological defense of the individual.
4. Foreign theories of personality.
5. Modern theories of temperament.
6. Typology of characters.
7. The problem of giftedness in modern Psychology.
8. Methods of emotional self-regulation.
9. Theories of will.
10. The problem of the development of will in Psychology.
11. Ways to develop memory.
12. Innovative teachers.
13. Modern problems of education in the conditions of general education organizations.
14. Modern pedagogical technologies.
15. Personality of a modern schoolchild.

Grade/points	Assessment criteria
<i>Excellent</i>	Material mastery, complete and reasoned answers to additional questions. The material is presented logically, there are independent conclusions, material from additional sources and Internet resources is used. The report is in the form of research. Visual material (presentation) is used.
<i>Good</i>	Material mastery, yet there are some difficulties in answering additional questions. There is no research component in the report. Visual material (presentation) is not used.
<i>Satisfactory</i>	Difficulties in selecting the material and structuring it. Educational literature was mainly used, additional sources of information were not used. Difficulties in answering additional questions and formulating the conclusions. The material is not presented sequentially; logical connections are not established.
<i>Unsatisfactory</i>	The report or information message was prepared based on one source of information or does not correspond to the topic.

3.4. Criteria and grading system of case tasks

Recommendations on case task solving are presented in the methodological guidelines on mastering the discipline (module) and in MAU LMS Moodle.

Assessment materials include a typical case tasks:

1. Which (who) of the following has a psyche (from the standpoint of classical Russian psychology)?
Stone, newborn child, dog, ant, amoeba, three-year-old child, schizophrenic patient, birch tree, elderly person, monkey.
2. Underline the words denoting mental phenomena: tears, nervous process, thinking, memory, sleep, laughter, running, information, breathing, will, fear, love, faith, knowledge, sensation, heartbeat, instinct, biocurrents, analyzer, hearing, perception, mood, interest, pain, sympathy, envy, irritation, sensitivity.
3. Make a flowchart showing the relationship between the following concepts: psyche, psychology, unconscious, consciousness, brain, mental processes, mental properties, mental states.
4. Which of the following characteristics characterize a person as an individual?
Purposefulness, stubbornness, thoughtfulness, high emotionality, diligence, pleasant voice, social activity, critical mind, excellent diction, average height, musicality, hot temper, good manners, low adaptation to darkness, rigidity, hard work, poor coordination, blue eyes, good hearing, mobility, integrity.
5. What animal behaviours are described below?
A. The amoeba moves into warm water, avoiding cold water.
C. When the time comes, the mosquito lays its egg on the surface of the water. If he laid an egg not on the surface of the water, but in a dry place, it could die. The mosquito chooses a certain method of laying eggs on the surface of the water, which is the most appropriate, and does this without any special training.

C. The monkey was given the task of reaching a far away object. It was given two sticks, but each of them was too short to reach the object. The only solution was to insert one stick into another, thus extending it and achieving the goal. In some cases, the monkey was able to create one tool from two elements after a few hours.

D. Baby guinea pigs were presented with various edible and inedible objects during the first nine days after birth, as a result of which a preference for edible objects was formed. Recognition of inedible objects without such preliminary contact turned out to be impossible.

6. Which of the above lists are psychological facts, which are psychic phenomena, and which are neither one nor the other?

Thinking, emotional experience, memory, behavior, faith, low adaptation to darkness, stomach cramps, insomnia, hallucinations, creativity, love of reading, breathing, empathy, toothache, abilities, learning ability, ideals, chills, fearlessness, sweating, hunger, illusion, sleep, lack of communication, death, despair, reflection, hard work, loneliness, impatience, morality, large families, religiosity, imagination, poverty, frustration, resentment, happiness, communication, belligerence.

7. Analyze the specifics of the process of scientific creativity. Identify the sequence of stages that the process of scientific discovery goes through. At what stage do unconscious processes dominate?

“At that time I began to study some questions of number theory, without obtaining any significant results and without suspecting that this could have the slightest relation to previous research. Disappointed with my failures, I went to spend a few days on the seashore and was thinking about something completely different. One day, when I was walking along the shore, the thought suddenly, quickly and with instant certainty occurred to me that arithmetic transformations of quadratic forms are identical to transformations of non-Euclidean geometry.” (J.H. Poincaré. “Mathematical Discovery”)

8. Which of the following characteristics relate to a person as a personality, and which – as an individual?

Purposefulness, stubbornness, thoughtfulness, high emotionality, diligence, pleasant voice, social activity, critical mind, excellent diction, average height, musicality, hot temper, moral education, low adaptation to darkness, rigidity, hard work, poor spatial coordination, blue eyes, good hearing, ideological conviction, attentiveness, mobility, honesty, faith, fear, nobility, laziness, stress, melancholy, authority, instincts, beliefs, knowledge, inclinations, ideals, age-related characteristics of feelings, mechanical memory, thinking, language, ear for music, humanity.

9. Indicate those behavioural features that are determined by temperament and those that depend on motivation.

Choleric children of senior preschool age may exhibit the following behavioural characteristics when performing various work tasks:

- a) they are inattentive when explaining a task, even when it is interesting;
- b) often do not listen to explanations to the end and get to work;

- c) when there are failures, there are breakdowns: children tear up notebooks. They quit their jobs when things don't work out;
 - d) in new tasks with colorful material, when explaining, carefully monitor every movement of the teacher;
 - e) in competitive work they show patience and perseverance in the face of failures;
 - f) show impatience, sloppiness, and inaccuracy in monotonous work;
 - g) in the process of completing a task, they often switch to other types of activity: play, competition with peers, communication, or simply interfere with other children;
 - h) often do not complete difficult work to the end, "forgetting" about it.
- (According to V.S. Merlin).

10. Determine character accentuations from the description.

- 1. M. is characterized by indecisiveness, suspiciousness, and anxiety about the future. She loves various fortune-telling, which help predict the development of situations that worry her. For several years, she does not leave the house until her favourite game of solitaire is played three times in a row.
- 2. N. likes to embellish reality, often tells fictitious stories about herself in which she looks like an interesting, sometimes mysterious and popular person among other people. He prefers to add bright, unusual details to his clothes.
- 3. A. is constantly in a good mood, cheerful, active, "infects" those around him with his activity and often initiates risky activities. He takes on a lot of things, but if the task requires patience, he rarely brings it to the end.

11. Which of these theses can (cannot) be agreed with and why? What points need clarification?

- 1. Does productivity increase under the influence of emotions?
- 2. Under the influence of emotions, the tendency to fantasize increases.
- 3. Emotions reduce fear of the unknown.
- 4. Emotions increase attention to activity.
- 5. An abundance of emotions destroys mental activity.
- 6. Fear is always a consequence of a lack of information.
- 7. At the moment of surprise, there are no thoughts.
- 8. Emotions are needed to adapt to the environment.
- 9. According to the figurative expression of I.P. Pavlov, "passion can be driven into the muscles."

12. Give an explanation for the contradiction in the following examples.

- 1. When people meet a loved one at the station after a long separation, they often cry instead of rejoicing.
- 2. At a wedding, newlyweds, instead of rejoicing, often feel irritation and negative emotions.
- 3. When things don't go well and a person encounters an obstacle in carrying out his activities, he often demonstrates anger, rage, and aggression instead of grief and sadness.
- 4. Athletes who break a world record, instead of feeling proud and happy, often get irritated and cry.
- 5. In tense, extreme, risky situations, people joke and laugh instead of fear.

13. Analyse excerpts from the works of I. Stone, J. Galsworthy, J. London. Analyse the given passages . Which of the described facts indicate the presence of abilities, and which do not, and why?

1. "...followed the older man with quick movements of the hand, noting how Ghirlandaio in sketching a figure never bothered to finish the legs but tapered them down to nothing. Ghirlandaio could hang a convincing drapery on a figure with a few rapid strokes, do a woman holding up her dress with delicate grace, achieve a lyrical flow of the body lines and at the same time give the figures individuality and character. Ghirlandaio could hang a convincing drapery on a figure with a few rapid strokes, do a woman holding up her dress with delicate grace, achieve a lyrical flow of the body lines and at the same time give the figures individuality and character." (I. Stone)

2. The peculiar look came into Bosinney's face which marked all his enthusiasms.

"I've tried to plan you a house here with some self-respect of its own. If you don't like it, you'd better say so. If you don't like it, you'd better say so. It's certainly the last thing to be considered—who wants self-respect in a house, when you can squeeze in an extra lavatory?" He put his finger suddenly down on the left division of the centre oblong: "You can swing a cat here. This is for your pictures, divided from this court by curtains; draw them back and you'll have a space of fifty-one by twenty-three six. This double-faced stove in the centre, here, looks one way towards the court, one way towards the picture room; this end wall is all window; you've a southeast light from that, a north light from the court. The rest of your pictures you can hang round the gallery upstairs, or in the other rooms." "In architecture," he went on—and though looking at Soames he did not seem to see him, which gave Soames an unpleasant feeling—"as in life, you'll get no self-respect without regularity. Fellows tell you that's old fashioned. It appears to be peculiar any way; it never occurs to us to embody the main principle of life in our buildings; we load our houses with decoration, gimcracks, corners, anything to distract the eye. On the contrary the eye should rest; get your effects with a few strong lines. The whole thing is regularity—there's no self-respect without it." (J. Galsworthy)

3. "Before he got very far along in the art of the storiette, Martin worked out half a dozen stock forms, which he always consulted when constructing storiettes. These forms were like the cunning tables used by mathematicians, which may be entered from top, bottom, right, and left, which entrances consist of scores of lines and dozens of columns, and from which may be drawn, without reasoning or thinking, thousands of different conclusions, all unchallengably precise and true. Thus, in the course of half an hour with his forms, Martin could frame up a dozen or so storiettes, which he put aside and filled in at his convenience. He found that he could fill one in, after a day of serious work... His machine-made storiettes, though he hated them and derided them, were successful..." (J. London).

14. Analyse an excerpt from P. Sanaev's story "Bury me behind the baseboard." (translation by K. Gurevich; H. Anderson)

"... Mom never forbade me anything. Once we went for a walk, and I told her that I had tried to climb a tree but then got scared and couldn't do it. I knew that Mom would find it interesting, but I had no idea that she would suggest trying one more time, and would even watch me climb, cheering me from below and advising me which branch to grab.

Climbing in Mom's presence wasn't scary at all, and I made it as high as Boris and the other kids usually did.

Mom always laughed at my fears and didn't share any of them. And I was afraid of many things. I was afraid of bad omens; I was afraid that if someone startles me when I'm making a funny face, I'd get stuck like that; I was afraid of matches because they are covered with poisonous sulphur. I once took a few steps backwards and was afraid for a whole week because Grandma said, "Whoever walks backwards, his mother will die." For the same reason I was afraid to get my slippers mixed up and put the right one on the left foot. I once saw an open faucet in the basement, with the water running, and started worrying about the upcoming flood. I told the custodians about the flood and tried to convince them that the faucet had to be turned off immediately, but they didn't understand and just exchanged blank looks.

Mom explained to me that all my fears were for nothing. She said that the water in the basement would drain away through the pipes, that I could walk backwards all I wanted, and that only good omens come true. She even nibbles on a match just to show me that its sulphur tip wasn't that poisonous. I listened in thrilled disbelief and looked at her like she was a magician. The fancy word "dissent" that I once heard on TV described her views perfectly. So now, while getting some fresh air outside, I looked downwards to hearing what she'd have to say in my response to Grandma's claim that there is a God who sees how I torture her and punishes me with diseases.

... I told her where this particular fear came from, and Mom explained that nobody knows whether there is a God or not, but if there is, I had nothing to worry about because I was a child. God would never punish a child.

We got up from the bench. I walked with Mom and thought that by her side, I would never be afraid of anything. I would never, never be afraid by her side."

Questions.

1. Describe the style of relationship between the son and mother. What effect does it have on the development and upbringing of a child? Is he close to you?
2. Analyse the methods of working with the boy's fears that the mother uses, determine their pedagogical and psychological value.

15. Analyse an excerpt from M. Mead's book "The Culture and the World of Childhood."

"During the first months of life, the child is never left alone. When a mother goes somewhere, she carries her child with her either in a special wicker net hanging from her head, or in a bast sling fastened under her chest... The crying of a child is a tragedy that should be avoided at all costs. This attitude continues for the rest of his life... The child is given the breast as soon as he starts crying, he is always close to some woman who gives him hers if necessary.

... All this accustoms the child to a continuous feeling of security... He is never left alone, gentle human skin and gentle human voices are always next to him... When the child begins to walk, the calm, continuous rhythm of his life changes somewhat... The mother leaves the child with the father or some other relative when he goes to town or for firewood. Often she returns to a crying, irritated child. Full of pity, wanting to somehow atone for her guilt, she sits down and breastfeeds the child for a whole hour.

Here we are not talking, as we do, about a child, dressed from head to toe, who is thrust into a hard, cold bottle and demanded that he drinks his milk and immediately falls

asleep, since the mother's hands are tired of holding the bottle. Instead, for both mother and child, the act of feeding is a long, emotionally rich, charming game in which a good-natured, warm sensuality develops for the rest of their lives.

When a small child lies on his mother's lap, warm and radiant from her attention, she instills in him trust in the world, a friendly perception of food, dogs, and people. She holds a piece of taro in her hand, and while the baby is suckling, she repeats in a gentle, melodious voice: "Good taro, good taro, eat it, eat it, little piece of taro, little piece of taro, little piece of taro." And when the child releases her breast for a moment, she puts a piece of taro into his mouth. At this time, the dog or piglet puts its begging nose under the mother's arm. They are not driven away until the child and the dog's fur touch, and the mother gently strokes them both, murmuring, "Good dog, good child, good dog, good, good."

Questions.

1. What features of early education in the Arapesh tribe lead to the fact that the baby gradually develops into the personality of a good-natured, meek, receptive adult?
 2. What important new formation is formed in a child thanks to this style of education?
16. Analyse an excerpt from M. Mead's book "The Culture and the World of Childhood."

"The next step in mastering seamanship is when the child begins to steer a large canoe. Early in the morning, the view of the village is enlivened by floating canoes, in which adults sit quietly on the middle benches, and children of three years old steer canoes three to four times larger than they are... Slowly, showing the world a picture of vigorous action rather than real movement towards the goal, the canoe floats through the village, floats among other canoes, whose crew consists of exactly the same kids. This is part of a whole system that encourages the child to exert his strength to the maximum. Father is in a hurry. He has a lot of work to do that day. Maybe he is getting ready for a long voyage or wants to organize an important celebration. Steering a canoe in the lagoon is a completely familiar thing for him, it's easier for him than walking. But in order for the child to feel both needed and suitable for the conditions of complex sea life, the father sits on the middle bench, and the little pilot leads the canoe. Here again, you will not hear harsh words when the child steers the boat clumsily. The father just doesn't pay any attention. But at the first successful blow of the pole, directing the boat in the right direction, approval will certainly follow.

It is important to evaluate this type of training based on its results. Manus children feel at home in the water. They are not afraid of it and do not look at it as something difficult and dangerous. The demands placed on them made their eyes sharp, their reactions quick, and their bodies as capable as their parents. There is not a five-year-old child among them who cannot swim. A Manus child who could not swim would be as abnormal as an American child of five who could not walk would be pathological."

Questions.

1. What aspects of a child's mental development does this example make you think about?
2. What do you see as the pedagogical value of such interaction between father and son?
3. What methods of upbringing and teaching does the father use? Assess their effectiveness.

4. Hypothetically, model a similar situation of interaction between an Indian father and his son.

Grade/points	Assessment criteria
<i>Excellent</i>	The requirements are fully satisfied. Systemic and situational approaches are applied. Justified argumentation is given. Goals, tasks, case occurrence reasons are determined. Risks, difficulties in problem-solving, are identified. Action plan is devised.
<i>Good</i>	Goals, tasks, case occurrence reasons are determined correctly. Risks, difficulties in problem solving are identified. Action plan is devised, yet the algorithm of problem-solving is not stated clearly and consecutively.
<i>Satisfactory</i>	Argumentation on the problem is given; goals, tasks, case occurrence reasons are determined. Possible connections of the problem with other problems are identified; action plan is partially devised.
<i>Unsatisfactory</i>	Unclear argumentation on the problem is presented, or no argumentation is given. No goals, objectives, or results of upcoming activities are stated. The action plan contains serious mistakes.

3.6. Criteria and grading system of multimedia presentation

The structure, content, and design requirements are presented in the methodological guidelines on mastering the discipline, as well as in MAU LMS Moodle.

Grade/points	Assessment criteria
<i>Excellent</i>	The presentation corresponds to the topic. The title slide has the title. The topic is clear and structured, graphic images (photographs, pictures, etc.) correspond to the topic, style, colour scheme are maintained, animation and sound are used. Student's opinion is logically stated, conclusions are formulated, the topic is fully disclosed, the volume is maintained, the requirements for external design are met. The work has been completed and submitted on time.
<i>Good</i>	The presentation corresponds to the topic. There are inaccuracies in the presentation of the material. There is no logical consistency in judgments. The volume of the presentation is not sustained, there are omissions in the design. Incomplete answers are given to additional questions during the presentation. The work has been completed and submitted on time.
<i>Satisfactory</i>	The presentation corresponds to the topic. The topic is not fully outlined and structured. Graphic images (photos, pictures, etc.) correspond to the topic. There are significant deviations from the requirements for making a presentation. There were factual errors in the content or in answering additional questions.
<i>Unsatisfactory</i>	The work has not been completed or does not correspond to the topic.

3.7. Criteria and grading system of class attendance

Student attendance is determined in percentage correlation

Points	Assessment criteria
10	attendance 75-100%
5	attendance 50-74%
0	attendance is less than 50%

4. Criteria and grading system of the discipline (module) results during the interim assessment

Criteria and grading system for the discipline results (credit)

Students receiving the sufficient number of credit points within the course get a “pass”.

Grade	Points	Assessment criteria
<i>Pass</i>	60-100	Sufficient number of credit points is earned as per the established range
<i>Fail</i>	less than 60	Sufficient number of credit points is not earned as per the established range

5. Diagnostic tasks for the assessment of the educational results in the discipline within the framework of internal and external independent assessment of the quality of education

Assessment materials contain tasks for assessing knowledge, skills, and abilities that demonstrate the level of competence mastery and indicators of their mastery.

The set of tasks is designed to assess each competence in written form.

The set of tasks includes tests.

A set of tasks for diagnostic work

1. A distinctive feature of domestic psychology is the use of categories:

- A) activities**
- B) unconscious**
- C) reinforcements**
- D) introspection**

2. The need to identify contradictions as a source of development and self-development of the psyche means the principle:

- A) unity of psyche and activity
- B) unity of content and form
- C) unity and struggle of opposites
- D) comprehensiveness

3. The activity approach in psychology does not include the requirements of the principle:

- A) unity of psyche and activity
- B) active mediation of interpersonal relationships
- C) unity of structure of internal and external activities
- D) reproduction in the ontogenesis of the psyche of the main stages of cultural and historical development of man

4. The position on the unity of consciousness and activity was first put forward by:

- A) S.L. Rubinstein
- B) A.N. Leontyev
- C) G.A. Kovalev
- D) L.S. Vygotsky

5. The following principle is explicitly used as an explanatory principle in behaviorism:

- A) determinism

- B) development
- C) activity
- D) systematic

6. The concept of higher mental functions was introduced into scientific circulation by:

- A) L.S. Vygotsky
- B) A.N. Leontiev
- C) A.R. Luria
- D) P.Ya. Galperin

7. The development of the human body is called:

- A) ontogeny
- B) phylogeny
- C) sociogenesis
- D) anthropogenesis

8. The development of man as a species is called:

- A) ontogeny
- B) phylogeny
- C) sociogenesis
- D) anthropogenesis

9. The concept of “leading activity” was put forward by:

- A) L.S. Vygotsky
- B) D.B. Elkonin
- B) A.N. Leontyev
- D) S.L. Rubinstein

10. The highest form of mental reflection, characteristic only of man, integrating all other forms of reflection, is called:

- A) will
- B) reflex
- C) consciousness
- D) emotions

11. Consciousness as the highest form of mental reflection is characterized by:

- A) specificity
- B) objectivity
- C) always with a high degree (level) of clarity
- D) objectivity

12. An individual’s assessment of himself, his capabilities, personal qualities and place in the system of interpersonal relationships is called:

- A) self-esteem
- B) self-presentation
- C) self-perception
- D) sense of self

13. The sense organ that converts the energy of external influences into nerve signals is called:

- A) analyser
- B) receptor

- C) nerve pathways
- D) reception

14. The minimum magnitude of the stimulus that causes a barely noticeable sensation is the sensation threshold:

- A) lower absolute
- B) differential
- C) temporary
- D) upper absolute

15. The principles of training are:

- A) general guidelines that express the requirements for the content, organization and methodology of training
- B) a set of generalized provisions or a system of views on understanding the essence, content, methodology and organization of the educational process
- C) necessary, essential, stable, repeating relationship between phenomena
- D) planned, systematic, organized learning process

16. The general ability to absorb knowledge is:

- A) learning
- B) effectiveness of training
- C) teaching
- D) learning ability

17. Strictly scientific design and accurate reproduction of pedagogical actions guaranteeing success are:

- A) pedagogical process
- B) pedagogical system
- C) educational technology
- D) pedagogical technology

18. Name the type of learning that is revealed through the formulation and resolution of problematic problems:

- A) developing
- B) problematic
- C) traditionally
- D) distant

19. Name the learning style that stimulates creativity in cognitive activity:

- A) reproductive
- B) creative
- C) emotional-value
- D) personality-oriented

20. Type of education, the purpose of which is to eliminate negative and develop positive qualities and properties of the individual:

- A) self-education
- B) re-education
- C) moral education
- D) all answers are correct

21. The individual psychological characteristics of a person, which allow one to quickly and deeply master the methods and techniques of pedagogical activity, are:

- A) talent
- B) teaching abilities
- C) love for children
- D) introspection

22. Which of the following features refers to the concept of “pedagogical interaction”:

- A) chance
- B) publicity
- C) verballity
- D) systematic

23. A progressive start in the development of a school or university is:

- A) modernization
- B) intensification
- C) optimization
- D) innovation

24. A specific manifestation of a certain method in practice is:

- A) a means of education
- B) form of training
- C) methodical technique
- D) didactic material

25. Legal education is an integral part of:

- A) mental education
- B) civic education
- C) economic education
- D) moral education

26. An accurate definition of the results of the educational process is achieved by:

- A) observation
- B) diagnostics
- C) testing
- D) ranking

27. Methods of pedagogical research are:

- A) theoretical
- B) statistical
- C) practical
- D) all answers are correct

28. Name the teacher - the author of “The Great Didactics”

- A) J.-J. Rousseau
- B) M.V. Lomonosov
- C) J. Locke
- D) J.A. Comenius

29. Name the most prominent representative of the theory and practice of free education in Russia:

- A) K.D. Ushinsky
- B) L.N. Tolstoy

- C) N.I. Pirogov
D) V.A. Sukhomlinsky

30. The principle of conformity with nature, formulated by J.A. Comenius means the following:
A) a consistent linear logic of the educational process is required, from the particular to the general
B) learning is determined by development and does not force it
C) it is necessary to involve various senses in the perception of educational material
D) all answers are correct

Test answers

1	A	16	D
2	C	17	C
3	D	18	B
4	A	19	B
5	A	20	B
6	A	21	B
7	A	22	D
8	D	23	D
9	C	24	C
10	C	25	B
11	D	26	B
12	A	27	D
13	B	28	D
14	A	29	B
15	A	30	B

Grade/points	Assessment criteria
<i>Excellent</i>	90-100% of correct answers
<i>Good</i>	70-89% of correct answers
<i>Satisfactory</i>	50-69% correct answers
<i>Unsatisfactory</i>	49% or less correct answers