



## Course syllabus

### Axiological Psychology of higher education

**Level of higher education** – the third level (Doctor of Philosophy)

**Educational and scientific program** of the specialty 053 “Psychology”

**Class days:** Tue. 12.45 – 14.05

**Consultations:** Mon 14.20 – 15.40

**Year of study:** I, **Semester:** II

**Number of credits:** 5 **Language of instruction:** Ukrainian

#### Course leader

Doctor of Psychological Sciences, Professor Halyna Kindrativna Radchuk

Contact Information [galyna012345@gmail.com](mailto:galyna012345@gmail.com) , +380673324555

#### Description of the discipline

The course reveals the paradigmatic principles of modern higher education, axiological factors of education reform, psychological patterns and mechanisms of development value-sense sphere of personality in the environment of higher education. Applicants of the third level of higher education acquire the ability to critically analyze and evaluate traditional approaches to the formation value-sense sphere of students on the basis of modern understanding of the axiogenesis of personality. They have the opportunity to conduct integrated research of development value-sense sphere of personality through the complex psychodiagnostic methods and on this basis to create their own personality axiopsychological profiles. Applicants learn to use educational dialogue as a psychodidactic meaningful form of learning that facilitates the axiogenesis of personality.

#### Course structure

Hours (LEC/ SEM/ LAB)	Topic	Learning outcomes	Task
2/2/-	1. Axiopsychology in the social and professional dimension	To analyze the relevance of axiopsychological knowledge at the present stage of development of society and axiopsychology as a field of knowledge of personality psychology. To know the subject and objectives of axiopsychology. To demonstrate the ability to identify humanization and humanitarization of the educational environment as valuable guidelines transformation of modern high school. To determine the modes of human existence according to E. Fromm - "Have" and "Be". To characterize specifics of research methods value-sense sphere of personality.	Questions Group discussions Tests

2/2/-	2. Conceptual and categorical apparatus of axiopsychology	To define "value" and "sense" as the main categories of axiopsychology. To know and to carry out a comparative analysis of the concepts of "need" and "value" by Leontiev and the differentiation of the concepts of "value orientations" and "need", "motive", "position", "attitude", "disposition", "personal sense", "beliefs". To know the features of the structure and functioning of value orientations of personality.	Questions Tests Tasks
4/2/-	3. The ontic space of the value-sense sphere of personality	To know the periodization of the development of subjectivity according to V.Slobodchikov. To analyze the formation of the value-sense sphere according to D.Leontiev and the level structure of the value-sense sphere according to B.Bratus. To demonstrate knowledge of the action approach in the development of the value-sense sphere of personality (I.Manokha, V.Romenets, V.Tatenko, T.Tytarenko, etc.) and characterize the axiopsychological concept of Z.Karpenko.	Questions Group discussions Tests Cases
2/2/-	4. The problem of classification of personal values	To be able to determine the types of values according to G.Allport and forms of existence of values according to D.Leontiev. To characterize the value typology of personality according to S.Schwartz and W.Bielski and instrumental and terminal values according to M.Rokych. To determine the type of personality according to K.Abulkhanova-Slavska and values as semantic universals in theory V. Frangle. To know the typology of professional centers teacher according to O.Orlov.	Questions Tests Cases
4/4/-	5. Psychological mechanisms of axiogenesis of personality	To characterize adaptation as the basic mechanism of personality development. To substantiate socialization as a process of assimilation of social experience by an individual, and identification as the main mechanism of socialization. To characterize interiorization and exteriorization as mechanisms of formation of mental functions. To show the mechanism of individualization in a holistic system of personal development. To determine the self-actualization of personality according to A. Maslow. To show internalization as a mechanism for	Questions Group discussions Tests Cases Essays

		the development of the system of personal senses. To analyze introjection as uncritical approval of other people's concepts, standards of behavior and values. To substantiate the negative influence of the mechanism of introjection on the formation of the value-sense sphere of personality (according to K. Rogers) in the educational environment. To determine the role of personalization and personification mechanisms in the professional development of personality.	
2/2/-	6. Meaning is a molar unit of axiopsychics	To analyze the meaning in W. Frankl's logotherapy and the meaning genesis in A. Lenge 's theory. To substantiate the problem of meaning in the theory of D.Leontiev. To define a dynamic semantic system in the concept of O.Asmolov. To analyze approaches to breeding the concepts of "meaning" and "sense". To characterize the concept of optimal sense of life of V.Chudnovsky. To determine the levels of understanding by G.Tulchinsky. To show activity of personality in the concept of the dynamics of semantic structures and functionally dynamic model of personality axiogenesis. To characterize life situations as a factor in the process of rethinking. To substantiate semantic experience as an existential-phenomenological basis of professional axiogenesis personalities in the educational environment of higher education institutions.	Questions Group discussions Tests Cases
2/2	7. Values measurements of the personality of the future specialists in the humanitarian sphere	To be able to determine the structural features of the axiogenesis of students. To analyze the dynamics of the axiogenesis of students in environment education and dynamics meaningful life orientations of students in the process of learning in institutions of higher education. To demonstrate the ability to analyze the temporal features of the semantic dynamics of future professionals. To analyze the levels of formation of the student's subjective position as indicators of axiogenesis: "I as a student" (passive-reproductive position); "I am a student" (the active-reproductive position); "I am a future specialist" (active-reflexive position); "I am a specialist" (creative and meaningful); "I am a creator" (existential-semantic). To carry out a comparative analysis of the levels of development of the student's subjective position with the levels of functioning personal meaning (according	Questions Group discussions Business Game Cases

		to B.Bratus) and integral subjectivity (according to Z.Karpenko).	
-/-/10	8. Psychodiagnostic methods of research of the value- sense sphere of personality	To describe methods of studying the axiosphere of personality. To know the methodological features and be able to use the questionnaire of terminal and instrumental values of M.Rokych. To know the cross-cultural approach in the research of the axiosphere of S. Schwartz and W. Bielski and be able to use the questionnaire of S. Schwartz and W. Bielski. To know the methodological features and be able to use the questionnaire "Research of the levels of "valuable" and "availability" of values" O.Fantalova. To know the methodological features and be able to use the questionnaire of self-actualization A. Maslow (modified by N. Kalina and V. Lazukin "SAMOAL") to study the value-sense sphere of personality. To know the methodological features and be able to use the questionnaire B.Dodonov to study the value orientation of emotions. To know the methodological features and be able to use the questionnaire of meaningful life orientations D.Leontiev.	Questions Group discussions Psychodiagnostic methods of research
2/2	9. Cultural and phenomenological construction of axiogenesis of future specialists	To demonstrate the ability to substantiate the conceptual principles and principles of harmonization of the axiosphere of the personality. To analyze the concept of cultural and phenomenological construction of axiogenesis of students in the context of higher professional education. To define education as an environment of axiogenesis of the future specialist. To be able to analyze the psychological and pedagogical vectors of the introduction of educational dialogue as an innovative humanitarian form of learning that facilitates the axiogenesis of personality.	Questions Group discussions Cases

-/2/-	10. Problems of dialogization of the educational environment of higher school	To analyze the levels of educational dialogue: formal, semantic, value-sense. To justify the readiness of students for dialogical interaction. To determine and substantiate the sense characteristics of educational dialogue: openness, metaphoricalness, contextuality of educational material, intentionality of pedagogical speech, game forms of pedagogical interaction. To demonstrate the ability to carry out procedures for dialogue of educational material. To analyze the personal and professional abilities of teachers as factors of readiness for the organization of educational dialogue, which facilitates the axiogenesis of personality.	Cases Group discussions Business Game Essays
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### Literary sources

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3. Ленгле А. Введение в экзистенциально-аналитическую теорию эмоций: прикосновение к ценности. *Вопросы психологии*. 2004. № 4. С. 3 -21.
4. Ленгле А. Жизнь, наполненная смыслом. Прикладная логотерапия. Москва: Генезис, 2017. 128 с.
5. Лэнгле А. Современный экзистенциальный анализ: история, теория, практика, исследования. М.: Логос, 2014. 556с.
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7. Леонтьев Д.А. Психология смысла: природа, строение и динамика смысловой реальности. Москва: Смысл, 1999. 487 с.
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11. Радчук Г.К. Аксиопсихологічні засади розвитку сучасної вищої освіти. *Психологія особистості*. Науковий теоретико-методологічний і прикладний психологічний журнал. Івано-Франківськ, 2015. №1 (6). С. 81 – 89.
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13. Радчук Г.К. Темпоральні характеристики осмисленості життя студентів. *Педагогічний процес: теорія і практика: зб. наук. праць*. 2016. Вип. 1. С. 16-20. Електронний ресурс. Режим доступу: [http://nbuv.gov.ua/UJRN/pptp\\_2016\\_1\\_5](http://nbuv.gov.ua/UJRN/pptp_2016_1_5)

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19. Erich Fromm. To Have or to Be? The Nature of the Psyche. 2005. 182 p.

### Evaluation policy

- **Deadline and rescheduling policy:** papers that fail to meet deadlines without good reason are rated lower. Re-assembly of modules takes place with the permission of the dean's office if there are good reasons (for example, sick leave).
- **Academic Integrity Policy:** all written works are checked for plagiarism and are allowed to be defended with correct textual borrowings of no more than 20%. Cheating at the time control works and exams are forbidden (in including with the use of mobile devices). Mobile devices may only be used during online testing.
- **Attendance Policy:** attendance is a mandatory component of the assessment for which points are awarded. For objective reasons (for example, illness, international internship) class can take place in an online form for the approval of the head of the course.

### Evaluation

The final grade for the course is calculated as follows:

Types of evaluation	% of the final assessment
Module 1 (topics 1-3) - discussion of cases, testing, oral examinations.	12
Module 2 (topics 4-8) - discussion of cases, interview, testing, essay writing , group discussion, implementation of psychodiagnostic techniques.	30
Module 3 (topics 9-10) - discussion of cases, oral examinations, writing essays, business games.	8
INDZ (essay)	20
Final control (topics 1-10) – test.	30

### Student assessment scale:

ECTS	Rating in scores	Explanation
A	90 – 100	perfectly
B	85-89	very good
C	75-84	good
D	65-74	satisfactorily
E	60-64	enough
FX	35-59	unsatisfactorily (with the possibility of re-assembly)
F	1-34	unsatisfactorily (with the obligatory repeated course)