MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL
UNIVERSITY

«Approve»

Rector _____ Buyak B.B.

March 6, 2023

PROGRAM

OF THE ENTRANCE EXAMINATION

IN THE SPECIALTY 053 PSYCHOLOGY

upon admission to study

of applicants

of the third level of higher education (Doctor of Philosophy)

TERNOPIL – 2023

General description of the entrance exam program

The entrance examination program includes:
1. Explanatory note.
2. Criteria for evaluating the applicant's knowledge.
3. List of questions.
4. List of recommended reading for self-study for the entrance exam.

1. Explanatory note

The integration of modern higher education into the European Education Area in the context of the Bologna Process requires a new approach to the educational and scientific training of third-level higher education students. According to the Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016, No. 261 "On Approving the Procedure for the Training of Higher Education Applicants for the Degrees of Doctor of Philosophy and Doctor of Science in Higher Education Institutions (Scientific Institutions)", during postgraduate studies, a higher education applicant must obtain competencies "sufficient to generate new ideas, solve complex problems in the field of professional and/or research and innovation activities, learn the methodology of scientific and pedagogical activities, also conduct their own scientific research, the results of which have scientific innovation, theoretical and/or practical significance, and defend their dissertation." Accordingly, this leads to high requirements for the knowledge and skills of applicants for this level of higher education.

The entrance exam program is designed for applicants applying for the third level of higher education (Doctor of Philosophy) in the specialty 053 "Psychology", is based on the educational program of the second level of higher education (Master's degree) in the relevant specialty and approved by the Rector of Ternopil Volodymyr Hnatiuk National Pedagogical University.

The entrance exam is conducted ***orally***. The exam paper consists of 3 questions, including two theoretical questions and one practical and creative question. The time to prepare for the answer is 40 minutes.

Theoretical questions are aimed at determining the level of knowledge of applicants in mastering the basic concepts and categories of psychological science, familiarity with research in domestic and foreign psychology, theoretical approaches,

and concepts. They are focused on determining the level of applicants' skills in analyzing and generalizing psychological phenomena, determining their structure, patterns and psychological mechanisms of development, etc.

Questions of a practical and creative nature require the ability to integrate the knowledge gained in the course of studying various theoretical, applied, and practical psychological disciplines. This type of questions allows to determine the level of applied training of each applicant, his/her creativity, ability to think and find a way out of problem situations. Such questions clearly reveal the level of practical and professional skills and the overall level of professional competence.

2. Criteria for evaluating the applicant's knowledge

The scale for evaluating applicants' answers to theoretical and practical questions ranges from 124 to 200 points and is divided into five levels: 1)high, 2)sufficient; 3)satisfactory: 4)low, 5)very low. The evaluation criteria are presented in Table 1.

Table 1

Criteria for evaluating the answers of applicants at the entrance exam

Level	Point assessment	Characteristics of the applicant's answers	
		To the question of theoretical content	On the question of practical content
High	190-200 points	The applicant gives a complete and detailed answer to the question, demonstrates fluency in the conceptual apparatus, fully reveals the essence of the question, is well versed in interdisciplinary connections, provides examples.	The applicant demonstrates high knowledge of understanding the subject, purpose and objectives of psychological research, the ability to quickly identify adequate methods of studying a mental phenomenon, with a description of specific psychodiagnostic methods and the procedure for their implementation, or techniques of psychocorrectional or psychocounseling work that fully meet the task, supports the answer with examples from pedagogical practice.
Sufficient	175 – 189 points	Answers may contain inaccuracies or minor errors, but the applicant demonstrates an understanding of the material and logically justifies his/her opinions.	The applicant is well oriented in the problem situation, identifies methods and techniques of psychodiagnostic and psychocorrectional work, gives examples from his/her own practical activity, but admits inaccuracies in the description of the procedure for conducting a psychodiagnostic examination or psychocorrectional or psychocounseling measures.
Satisfactory	160-174 points	Answers to the questions on the test paper are fragmentary, mostly reproducing knowledge at the level of memorization. The knowledge of the subject is incomplete, the applicant is confused in definitions, loses the logic and sequence of the question, does not give examples.	The applicant makes mistakes in understanding the essence of the problem situation, is confused about research methods or the choice of psychodiagnostic methods and techniques of psychocorrectional or psychocounseling work, does not give examples.

Low	124-159 points	The applicant reproduces an insignificant part of the educational material, partially understands the meaning of the question on the exam paper, answer is not directly related to the question posed. He/she knows the basic terminology of the discipline, demonstrates a lack of reasoning and drawing conclusions.	The applicant is not sufficiently familiar with research methods and practical skills of their use, mastery of psychodiagnostic methods, techniques and methods of psychocorrection.
Very low	100-123 points	The applicant made gross mistakes, did not reveal the meaning of the question at all, and there was no answer.	The applicant demonstrates a lack of knowledge, practical skills and abilities.

3. List of questions

3.1. Questions to determine the level of theoretical training of the applicant

1. General characteristics of the mythological, classical, non-classical and post-classical stages of psychological cognition.
2. The concept of personality in general and social psychology. Theory of personality. The structure of personality.
3. Social psychology of groups.   History of the study of small groups in domestic and foreign social psychology.
4. Social psychology of communication. Structure, functions, types and tools of communication. Verbal and non-verbal communication.
5. The main symptoms of crises of 3 years and 6 (7) years. The importance of these crises for the child's mental development.
6. Psychological features of the period of early adulthood.
7. Explain the essence and features of different approaches to the periodization of old age. Identify the similarities and differences in these approaches.
8. Interaction of genotype and environment.   Types   of   gene-environment correlations. Mental development of the child in early ontogeny.
9. The problem of functional specialization of the cerebral hemispheres and their bilateral interaction.
10. Critical and sensitive periods of mental development of the child.
11. The problem of age periodization of mental development in childhood.
12. The main symptoms of crises of 3 years and 6 (7) years. The importance of these crises for the mental development of the child.
13. Personal crises in old age.
14. Psychology of learning. Developmental learning in modern school: the essence and ways of providing.
15. Psychology of learning. Formation of students' desire and ability to learn.
16. Psychology of pedagogical activity and teacher's personality. Psychology of pedagogical evaluation, its functions and types.
17. Comparative characteristics of the traditional and humanistic system of education. Psychology of pedagogical interaction with students.

18. Positive and negative self-concept of the teacher. Self-concept and mechanisms of psychological defense. Influence of negative self-concept of a teacher on psychological and personal development of students. Psychological counseling of teachers with negative self-concept.

19. Optimal pedagogical communication, its characteristics. Comparative characteristics of monological and dialogical pedagogical communication. Types of pedagogical interaction and their psychological analysis.

20. Pedagogical attitude and its influence on the effectiveness of pedagogical communication. Typical false stereotypes of teachers in the perception of students' personalities. Personal attitudes of the teacher-facilitator.

21. Psychological conditions for the formation of a positive self-concept.

22. The main concepts of humanistic psychology in understanding the personality.

23. Gordon Allport: dispositional theory of personality.

24. Personality as a subject of psychological study by O.M.Leontiev.

25. The main stages of scientific research. The importance of primary and secondary information at each stage of the research.

26. The concept of methodology, its importance for psychological science. Definition and correlation of concepts: "methodology", "method", "technique". Classification of psychological research methods.

27. The basic principles of V. Frankl's logotherapy. Existential therapy by A.Lenhle.

28. The main concepts of behaviorism (based on the analysis of the works of E. Thorndike and J. Watson). Theories of modern neo-behaviorism.

29. The emergence and development of humanistic psychology. Its main principles and tasks.

30. The concept of giftedness. Domestic and foreign theoretical concepts of giftedness.

31. Categories of gifted children and their psychological characteristics.

32. The concept of creativity. Psychological characteristics of a creative personality.

33. Parental attitudes and styles of family upbringing. Conscious parenting as a condition for the full development of the child.

34. The main stages of planning an experimental research in psychology. Tasks of the experimenter at each of them.
35. Experimental sample. The main ways of forming an experimental sample.
36. Experimental plans. Types of experimental plans according to the criterion of truth in the experiment.
37. Internal validity of the experiment. Factors that threaten internal validity.
38. The specificity of classical (orthodox) psychoanalysis in the interpretation of psychological problems and ways of working with them.
39. Peculiarities of the counselor's activity in terms of a problem-oriented approach.
40. The importance of counseling theory in counseling practice. Types of theoretical orientation of the consultant.
41. Stages of the counseling conversation. Specify the main tasks of each stage and the methods that should be used to solve them.
42. Analysis of common factors characteristic of different areas of psychotherapy.
43. Characterization of clinical and psychological interventions.
44. Adolescent behavioral reactions. The main types and characteristics.
45. Psychological support of children with disorders in the development of the emotional sphere: concept, purpose and tasks. Categories of persons with disabilities as objects of psychological support.
46. Definition of socio-psychological training as a special branch of applied psychology. Methods of socio-psychological training. Principles of organization of socio-psychological training.
47. Stages of development of the training group. Crisis in the development of the training group.
48. Characteristics of the mechanisms of psychotherapeutic techniques of influence (confrontation, interpretation and corrective emotional experience, feedback).
49. Characterization of the basic psychological qualities of a psychotherapist (intuition, empathy, apperception, sympathy, reflexivity).
50. The concept of psychological diagnosis. General characteristics of types of psychological diagnosis. Structure and features of psychological diagnosis. Modern approaches to making a psychological diagnosis.
51. Tests, their features and conditions for effective use. Critical analysis of

testology. Criterion-oriented and normative-oriented tests, their comparative characteristics.

52. Questionnaires, their classification and critical analysis. General characteristics of the psychometric approach to personality diagnosis. Kettel's questionnaires.

53. Projective techniques: theoretical foundations, classification and critical analysis. General characteristics of the projective approach to personality diagnosis. Drawing techniques in personality diagnostics.

54. The concept of standardization of psychodiagnostic methods and characteristics of its stages. Age, percentile and standardized indicators.

55. The concept of reliability of psychodiagnostic techniques. Calculation of the reliability coefficient. General characteristics of types of reliability.

56. The concept of validity of psychodiagnostic techniques. The basic rule of psychometrics. General characteristics of types of validity: content, criterion, construct validity.

57. Theoretical and methodological foundations of measuring intelligence according to the method of D. Wechsler. Theoretical and methodological foundations of measuring intelligence by the method of progressive matrices by J. Raven.

58. Psychocorrection as a direction of psychologist's work. Theoretical analysis of the problem. Implementation of various theoretical models in psychocorrectional practice.

59. Features of the use of psychodrama in psychocorrectional work.

60. Game therapy as a method of psychocorrection. Role-playing creative game as a kind of game training.

61. The use of art in psychocorrectional work. Characteristics of art therapy.

62. Ethical code of psychologist. Requirements for the personality and professional activity of a psychologist in the education system.

63. Content and main activities of a practical psychologist in educational institutions. Psychological office: functional purpose, educational and methodological support.

64. The essence of the phenomenon of "social infantilism" and the causes of its occurrence.

65. Medical and biological determination of the appearance of deviations in the behavior of adolescents: mental trauma, post-traumatic syndrome, chronic somatic diseases, etc.

66. Conflicts between the basic needs of adolescents and the ability to meet them.

67. The purpose and tasks of forensic psychological examination. The main tasks of examination of psychological and sociological tools used in educational institutions.

68. The concept of mental infantilism. The main types of mental infantilism.

69. The concept of hyper and hypoactivity: causes, manifestations, ways to overcome.

70. Early childhood nervousness: causes, manifestations, ways to overcome.

3.1. Questions to determine the level of applied and practical training of the applicant

1. Select a complex of psychodiagnostic techniques to determine the style of personnel management. Justify the choice of techniques and the logic of the study. Analyze the dependence of success on management style.

2. Reveal the technology of creating a favorable socio-psychological climate in the organization (concept, types of socio-psychological climate in the organization, diagnostic, correctional and developmental components).

3. Make a comparative analysis of the style of counseling activities of a psychologist in the behavioral approach and in the context of humanistic psychology.

4. Offer your own version of the psychogram of a counseling psychologist.

5. Make a comparative analysis of counseling and psychotherapy as different levels of psychological care.

6. Justify a complex of methods for assessing a child's psychological readiness for school. Reveal the essence and features of the use of each of the proposed methods.

7. Justify a complex of methods for studying the problem of primary school children's lagging behind in learning. Explain the essence and features of the use

of each of the proposed methods.

8. Justify a complex of methods for studying the personality of a maladjusted adolescent. Explain the essence and features of the use of each of the proposed methods.

9. Make a comparative analysis of the psychometric and projective approach to personality research. Give examples of psychodiagnostic techniques developed within these approaches. Explain the essence of each of the proposed methods.

10. Make a comparative analysis of normative-oriented and criterion-oriented tests for the study of intelligence. Give examples of psychodiagnostic techniques developed within these approaches. Explain the essence of each of the proposed methods.

11. Justify the system of psychological assistance aimed at correcting the emotional sphere of preschool children. Specify the purpose, main tasks of the proposed measures, indicate for the correction of which disorder they are effective.

12. Why is the problem of forming the desire and ability to learn among schoolchildren actualized in the modern information society? Analyze the age dynamics of the formation of the ability to learn independently in school.

13. Explain the concept of "psychological competence of the teacher". What psychological knowledge, skills and abilities, in your opinion, should a modern teacher have? Justify your answer.

14. Make a psychological analysis of the impact of monologue and dialogic pedagogical communication on the personal development of students. Explain the factors that hinder dialogic pedagogical communication. Suggest ways to eliminate them.

15. Make a comparative analysis of the authoritarian, democratic and liberal styles of family upbringing. What are their positive and negative features?

16. Do you agree or disagree with the following sentence: "From Freud's point of view, the human organism is not born with the superego. Formally, it appears when the child begins to distinguish between the concepts of "right" and "wrong""? Justify your answer.

17. Explain the difference between the personal and collective unconscious in Jung's theory. Do you share the scientist's views on the existence of the

collective unconscious? Justify your answer.

18. Do you agree with the following statement by A. Adler: "The feeling of inferiority can have a positive effect both at the level of the individual and at the level of society, since it is connected with the constant desire for superiority". Justify your answer.

19. Justify and draw up an indicative program (scenario) of socio-psychological training aimed at overcominganxiety in primary school students. Describe the main methods of work, methodological methods and techniques that, in your opinion, aremost effective for the realization of this goal.

20. Justify and draw up an indicative program (scenario) of socio-psychological training aimed at developing communication skills. Describe the main methods of work, methodological techniques that, in your opinion, are most effective for the realization of this goal.

21. Justify and draw up an indicative program (scenario) of socio-psychological training aimed at increasing the level of cohesion in a group of adolescents. Describe the main methods and techniques of work that, in your opinion, are the most effective for the realization of this goal.

22. Justify and draw up an indicative program (scenario) for a socio-psychological training aimed at developing self-confidence. Describe the main methods of work, methodological techniques that, in your opinion, are most effective for the realization of this goal.

23. Justify and draw up an indicative program (scenario) for a socio-psychological training aimed at developing leadership skills of adolescents. Describe the main methods of work, techniques that, in your opinion, are the most effective for the realization of this goal.

24. Make a comparative analysis of the style of counseling activities of a psychologist in the behavioral approach and in the context of humanistic psychology.

25. Offer your own version of the psychogram of a counseling psychologist.

26. Make a comparative analysis of counseling and psychotherapy as different levels of psychological care.

27. Explain the importance of using the ideas of personal development (A. Maslow)

in psychological counseling.

28. Analyze the model of counseling practice proposed by K. Rogers. Highlight its strengths and weaknesses.

29. Justify and draw up an indicative program (scenario) of socio-psychological training aimed at resolving conflicts between parents and children.

30. Justify and draw up a indicative program (scenario) of socio-psychological training aimed at preventing conflict behavior among adolescents.

4. List of recommended reading for self-study for the entrance exam

1. Андрійчук І.П. Математична статистика для психологів: навчально-методичний посібник. Тернопіль: ТНПУ ім. В.Гнатюка, 2011. 132 с.

2. Бондарчук О.І. Експериментальна психологія: Курс лекцій. К.: МАУП, 2003. 120 с.

3. Бондарчук О.І. Психологія сім'ї: Курс лекцій. К.: МАУП, 2001. 96 с.

4. Бочелюк В.Й. Бочелюк В.В. Методика та організація наукових досліджень із психології: навчальний посібник. К.: Центр учбової літератури, 2008. 360 с.

5. Васьківська С.В. Основи психологічного консультування: навчальний посібник. К.: Четверта хвиля, 2004. 256 с.

6. Власова О.І. Педагогічна психологія: навчальний посібник. К.: Либідь, 2005. 400 с.

7. Волянська О.В. Ніколаєвська А.М. Соціальна психологія: навчальний посібник. К.: Знання, 2008. 275 с.

8. Галян О.І. Галян, І.М. Експериментальна психологія: навчальний посібник. К.: Академвидав, 2012. 400 с.

9. Говорун Т.В. Кікінежді О.М. Гендерна психологія: навчальний посіб. К.: Академія, 2004. 308 с.

10. Головатий М. Ф. Політична психологія: навчальний посібник. К.: МАУП, 2006. 400 с.

11. Гончарук П.А. І.В. Сингаївська. Загальна психологія: пропедевтика: модульний підхід. К.: Крок, 2009. 220 с.

12. Джелалі В.О. Психологія вирішення конфліктів: навч. посібник. Х. К.: ТОВ «Р.И.Ф.», 2006. 320с.

13. Джонсон Д. Соціальна психологія: тренінг міжособистісного спілкування. К.: Видавничий дім „КМ Академія", 2003. 285 с.

14. Дуткевич Т.В. Конфліктологія з основами психології управління: навчальний посібник. К.: ЦНЛ, 2005. 456 с.

15. Дуткевич Т.В. Дошкільна психологія. К.: Центр учбової літератури, 2009.

16. Загальна психологія : підручник для студ. вищ. навч. закл. / О. В. Скрипченко, Л. В. Долинська, З. В. Огороднійчук [et al.]. 5-те вид. Київ : Каравела, 2019. 464 с.

17. Загальна психологія: хрестоматія : навчальний посібник для студ. вищ. навч. закл. / О. В. Скрипченко, Л. В. Долинська, З. В. Огороднійчук [et al.]. 4-те вид. Київ : Каравела, 2019. 640 с.

18. Збірник тестів для державної атестації бакалаврів психології / З.М.Адамська, І.П.Андрійчук та ін. / за заг. ред. Г.К. Радчук. Тернопіль, ТНПУ ім.В.Гнатюка, 2017. 234с.

19. Клименко В.В. Психологія творчості: навчальний посібник. К.: Центр навчальної літератури, 2006. 480 с.

20. Кузікова С.Б. Теорія і практика вікової психокорекції: навчальний посібник. Суми: ВТД «Університетська книга», 2006. 384 с.

21. Кутішенко В.П. Вікова та педагогічна психологія (курс лекцій): навчальний посібник. К.: Центр навчальної літератури, 2005. 128 с.

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26. Нагаєв В.М. Конфліктологія: навчальний посібник. К.: Центр навчальної літератури, 2004. 198 с.

27. Орбан-Лембрик Л.Е. Соціальна психологія: підручник. К.: Академвидав, 2005. 448с.

28. Основи науково-психологічних досліджень. Автори: З. М. Адамська, І. П.Андрійчук, О. М. Воронкевич, Г. К. Радчук, С. В. Чопик, М. М. Шпак / ред. Г. К. Радчук. Видання друге, розширене і доповнене. Тернопіль, ТНПУ ім. В. Гнатюка, 2020. 214 с.

29. Основи практичної психології: підручник / В.Панок, Т.Титаренко,

Н.Чепелєва та ін. К.: Либіль, 1999. 536 с.

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31. Предко О.І. Психологія релігії: підручник. К.: Академвидав, 2008. С.223-227.

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38. Степанов О.М. Педагогічна психологія: навчальний посібник. К.: Академвидав, 2011. 416 с.

39. Соціально-психологічна профілактика порушень адаптації молоді до повсякденного стресу: методичні рекомендації / за наук. ред. Т. М. Титаренко. К.: Міленіум. 84с.

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