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Guidelines
to practical tasks and self-study
on the academic discipline
"PSYCHOLOGY"
for full-time students
of all training directions

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Practical tasks are offered to help students learn the main concepts and terms of the academic discipline. Guidelines for carrying out the tasks are provided.

Recommended for full-time students of all training directions.

Надано практичні завдання, які допоможуть студентам оволодіти основними поняттями та термінами навчальної дисципліни. Подано рекомендації до виконання завдань.

Рекомендовано для студентів усіх напрямів підготовки денної форми навчання.

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Introduction

The academic discipline "Psychology" studies the patterns of formation and development of the psyche, explores the main mental processes of cognition such as attention, memory, perception and imagination. It also describes the peculiarities of the affective and emotional sphere of an individual.

Psychology of an individual deals with the problems of formation and development of a personality. The motivation and activity aspect of an individual is studied by psychology under the theories of will, behaviorism, and motivation of activities.

Mastering the fundamentals of the academic discipline "Psychology" will be of help to professionals aspiring to effective business communications and career-making.

Practical lesson 1

Themes 1 – 3

Theme 1. General characteristics of sensory-perceptual processes.

Theme 2. Attention.

Theme 3. Memory.

Competences: the ability to characterize sensory-perceptual processes; the ability to diagnose and develop sensory-perceptual processes: attention, memory.

Points for oral testing

1. Give a definition of the concepts "sensation" and "perception". Describe the functions of sensations and perceptions.
2. Explain modality and quality of sensations.
3. Give a definition of the concept of apperception.
4. Basic approaches to the definition of attention.
5. Types of attention.
6. The development and formation of attention.
7. Psychological theories of memory.
8. Processes and types of memory.
9. Physiological basis of memory.

Practical tasks

1. Create a collage on the theme "Psyche". Imagine and produce an image of the category "psyche" (picture it as a collage or a drawing, an illustration on an A3 sheet of paper).
2. Implement the teacher's directions to the study of sensation, attention and memory.

Practical lesson 2

Themes 4, 5

Theme 4. Thinking.

Theme 5. Imagination and representation in creative activities.

Competences: the ability to diagnose and develop sensory-perceptual processes: thinking, imagination.

Points for oral testing

1. The general characteristics of thinking.
2. Theories of thinking.

3. The nature of individual differences in thinking.
4. The concept of ideas and imagination.
5. The physiological basis of imagination.
6. The concept of creativity.

Practical task: "The study of the features of the process of thinking".

The purpose: determining the level of development of creative and analytical thinking in a limited time.

Task 1. Determining the type of thinking by an express technique

The performance technique and instructions: give answers to the statements on a 10-point scale:

- a) 0 points for categorical objection;
- b) 10 points for unconditional agreement;
- c) 1 – 9 points for intermediate between the categorical objection and the unconditional agreement.

Make an assessment of the results of each of the offered tests. Make the characteristic of individual, psychological properties of a personality on the basis of tests, having coordinated it with the features of professional activity.

Test 1

Statements:

1. Good mood prevails in me.
2. I remember what I studied some years ago.
3. Having heard a melody one or two times I can correctly reproduce it.
4. When I listen to a story, I imagine it.
5. I believe that emotions in conversation only disturb.
6. Mathematics is very hard to me.
7. I easily remember unfamiliar faces.
8. In a group of friends I am the first to begin a conversation.
9. If anybody discusses someone's ideas, I demand arguments.
10. Bad mood prevails in me.

Processing the results of the test.

Make calculations of points on each statement according to the formulas where numbers are numbers of statements:

The left-hemisphere thinking:

$$L = 1 + 2 + 5 + 8 + 9.$$

The right-hemisphere thinking:

$$R = 3 + 4 + 6 + 7 + 10.$$

If the result of "L" exceeds "R" by more than 5 points, it indicates the logical type of thinking and vice versa.

For example: on each statement you have such points:

"1" – 10, "2" – 6, "3" – 7, "4" – 8, "5" – 7, "6" – 3, "7" – 2,
"8" – 8, "9" – 10, "10" – 2. Then:

$$L = 10 + 6 + 7 + 8 + 10 = 41 \text{ points.}$$

$$R = 7 + 8 + 3 + 2 + 2 = 22 \text{ points.}$$

So, the left hemisphere, in other words, the logical type of thinking significantly prevails in you.

Test 2. Determining the type of thinking

The Implementation method

This test is based on the functional asymmetry of the cerebrum and is considered as one of the most effective techniques.

As is generally known, the functions of the left and right hemispheres are different. The left hemisphere, for example, is responsible for the use of sign information that is reading, counting, speech. It enables you to analyze objects, phenomena, dismember them into separate elements, to make logical chainless.

The right hemisphere, vice versa, operates by imaged rather than by signs. And instead of analysis it provides predisposition to synthesis, that creates a possibility of momentary "grasping" intercommunication of different properties of an object and their co-operation with properties of other objects. The right hemisphere allows an individual to see an object at once in plane a few and provides integrity of perception.

Both hemispheres function in close intercommunication.

Depending on concrete conditions there can be relative prevailing of the left or right hemisphere thinking.

Please do the following.

1. Clasp your fingers once or twice and you will notice that the same thumb (pollex) always appears above. If it is the left thumb you are rather an emotional person, if it is the right one, analytical constitution of mind prevails in you.

2. Take a pen or a pencil. Make an attempt to aim, choosing a target, and you will look at it through the tag of the pen or the pencil. Close one eye, then

another. If the target is strongly displaced with the left eye screwed up, the left eye is dominating and vice versa. The right dominating eye manifests hard and persistent character, the left one indicates a soft and amenable one.

3. Fold your arms. If the right arm appears on a breast from above (on an elbow), you are inclined to simplicity and good nature. If it is the left one you tend to flirting.

4. Try to applaud. If clapping with the right hand is more comfortable to you, one can speak about the resoluteness of your character. If it is the left hand, you are subject to hesitation before making a decision.

Now designate the results got in these four tests in the letters R (right) and L (left) and find the features of the character in the next variants of answers.

Treatment of the test results:

Depending on the combination of letters you will be able to determine the type:

RRRR is orientation on the generally accepted opinion, on stereotypes. This is a conservative type of character with the most stable (correct) conduct.

RRRL is weak temperament and non-confident conservatism. On the background of the opposite traits, a corresponding feature manifests itself as indecision (in the case of one test).

RRLR is the type of individual characterized by flirting, decision, sense of humour, activity, energy, temperament, artistry. In the intercourse with such people humour and decision is needed, because this strong type of character does not perceive weakness (16.5 % of men and 17.9 % of women belong to this type according to the statistical data based on the supervision of 500 people).

RRLR is a rare and independent type of man, near to the previous type, but less decisive and energetic, some more soft. There is some contradiction between indecision (the left hemisphere) and character hardness (the right eye domination).

RLRR is a business type of person, combining the analytical constitution of mind and mildness (the basic line) more frequent with women (3.6 %), a generally accepted type of business woman. Slow getting used, careful. Such people never come into conflict by "bruteforce"; prudence, tolerance, slowness, some coldness prevail in the development of relations.

RLRL is the weakest and very rare type of character. Some defencelessness and weakness are related to both inability to come into conflict and susceptibility to all types of influence. This type is only common with women (0.8 %).

RLLR is propensity for new impressions and ability to avoid conflicts, some inconstancy. An emotional sluggishness, languor, simplicity, rare boldness incident to similar characters in the intercourse, the ability to commute to a new type of conduct. Considerably more frequent with women (8.5 % of women and 3.5 % of men).

RLLL is an inconstant and independent type of temperament. The basic line is analytical in combination with the other left tests. Rare (2.6 % of men and 1.6 % of women).

LRRR is one of the most frequently occurring types of character with good adaptation to different conditions. The basic line is emotionality in combination with a sufficient persistence which shows up, foremost, in the basic strategic questions of life such as marriage, education etc. High susceptibility to the influence of strangers. Easy contacts with practically all the other types of character. With men, emotionality is lowered, there is propensity to phlegm.

LRRL is a yet less persistence, mildness, pliability to the careful influence. This type requires especially careful attitude toward itself. The type of a "little queen".

LRLR is the strongest type of character having hardness added to persuasion (which requires strong, various influence), able to show persistence, but sometimes "getting caught in an endless loop" on second-rate aims; a strong individuality possessing a capacity for overcoming difficulties. Some conservatism resulting from insufficient attention to other peoples' point of view. Such people do not love infantilism.

LRLL is a strong, but not obtrusive character, practically unpersuadable. The basic line is the internal hidden aggressiveness and external mildness and emotionality. Rapid co-operation, but slow mutual understanding.

LLRR is friendliness and simplicity, some sparseness of interests.

LLRL is simple-heartedness, mildness, trustfulness. It is a very rare type (1.3 % of women, practically nonconcurring with men).

LLLR is emotionality in combination with decision (the basic line). The energy and some sparseness may sometimes result in making hasty decisions under the influence of emotions. Therefore additional "brakes mechanisms are important", in the intercourse with people of the type.

LLLL, a complete set of "left" tests is characteristic of people able to take a new glance at a thing, most emotional, individualistic, egoistic, obstinate. Aspiration to self-defense sometimes passes to reserve.

Test 3. "Idea and imagination as part of thinking"

Test "A non-existent animal"

The test "A non-existent animal" belongs to a projecting type. The result of the analysis can be presented in descriptive forms for statistical verification or standardization. This test is position finding and it is not usually used as a unique method of research and it requires an association with other methods as a battery instrument of research.

Instruction. Think and draw a NON-EXISTENT animal and give it a NON-EXISTENT name.

Interpretation

The position of the picture on a sheet. Normally the picture is located on the middle line of the sheet put vertically. A white or slightly cream, unglassy sheet of paper suits best of all for this purpose. Use a medium-soft pencil; drawing in a pen or a marker is not allowed. The position of the picture nearer to the upper edge of the sheet (what is nearer, is more expressed) is interpreted as high self-appraisal, dissatisfaction with the position in society, insufficiency of recognition by the surrounding, claim on advancement and a tendency to self-affirmation.

The position of the picture at the bottom of the sheet shows a reverse tendency: lack of confidence, low self-appraisal, depression, indecision, disinterest in the position in society, in recognition, absence of the tendency to self-affirmation.

The central meaningful part of the figure (the head or a substituting detail). The head turned right means a steady tendency to activity, effectiveness: almost everything, that has been thought over or planned is carried out or, at least, is commenced even though never completed. The examinee actively passes to realization of plans, tendencies.

The head turned left shows a tendency to reflection. It is not a person of action: only an insignificant part of projects will be realized or even started. Quite often it also means dread of an active action and indecision. (A variant: it is necessary to decide additionally on the absence of a tendency to action or dread of activity).

The position "a full face", i.e. the head directed to the drawing person (to himself/herself), is interpreted as egocentrism.

There are head details, which are proper to sense organs: ears, mouth, and eyes. The value of the detail "ears" is direct: it means interest in information, importance of other people's opinion about you. Additionally, by

other details and their combination one can determine whether the examinee undertakes anything to get a positive assessments or only produces the proper emotional reactions (gladness, pride, offense, distress) to the assessment of those around him/her without the behavior. A half-open mouth in combination with a tongue in the absence of lips is interpreted as high speech activity (garrulity), in combination with lips it means sensuality, sometimes both. An opened mouth without a tongue and lips, especially – shaded, is interpreted as lightness of origin of fears and mistrust. A mouth with teeth is verbal aggression, in most cases it is protective (snapping, picking a quarrel, being rude in reply, censure, and reprimand (public)).

Special value is given to eyes. The underlined sharp drawing of the iris is a symbol of person's fear. Pay attention to the presence or absence of eyelashes. Eyelashes mean an isteroid-demonstrative manner of behavior; for men: womanlike character traits with drawing of the pupil and iris coincide rarely. Eyelashes also mean personal interest in other people's admiring his/her external beauty and manner, giving large value to it.

A megascopic size of the head (relative to the figure as a whole) indicates examinee's values of the rational basis principle (possibly, erudition as well).

There are additional details on the head, for example, horns which mean defense, aggression. A combination of other signs – claws, bristles, needles shows the character of this aggression: spontaneous or protective-answering. Feathers show a tendency to self-decoration and self-justification, demonstrativeness. Mane, wool, some kind of hair-do mean sensuality, underlining the sex and, sometimes, orientation on a sexual role.

A supporting part of the figure (feet, paws, sometimes a pedestal).

The soundness of this part is examined in relation to the size of the whole figure and the form:

a) soundness, deliberation, decision-making rationality, ways to the conclusions, forming judgments, support of substantial positions and meaningful information;

b) superficiality of judgments, frivolity in conclusions and groundlessness of judgments, sometimes decision-making impulsiveness (especially in default of or almost absence of feet).

Pay regard to the character of the connection of the **feet** with the body: exact, carefully or carelessly, poorly united or not united connection means the nature of control over conclusions, decisions. The same type and position of the form of the feet, paws, any elements of the supporting part mean

conformances of judgments and aims in making decisions, their standardness and banality. A variety in the form and position of these details mean originality of aims and judgments, independence and non-banality sometimes even creative elements (according to the unusual thing of the form) or dissidence (nearer to pathology).

Parts, rising above the level of the figure. They can be functional or decorating: wings, additional feet, tentacles, details of armor, feathers, bows like craped curls, floral-functional details are energy of the scope of different areas of human activity, confidence in oneself, "self-distribution" with indelicate and illegible oppression of other people, or curiosity, desire to participate in the possibly greater number of other people's business, conquest of a place under is the sun, keenness of his/her activity, boldness of enterprises (according to the value of the detail-character which can be wings or tentacles etc).

Decorative details mean demonstrativeness, inclination to pay attention to himself, affectation (for example, a horse or its non-existent similarity to a plume made of peacock feathers).

Tails express attitude to his/her actions, decisions, conclusions, to the verbal products, it depends on whether these tails are turned to the right (on a sheet) or to the left. Tails turned to the right demonstrate the attitude to the actions and conduct, tails turned to the left show the attitude to the ideas, decisions, lost opportunities, the person's indecision.

The positive or subzero coloring of this relation is expressed by tails turned up (confidence, positive mood, cheerfulness) or falling downward (dissatisfaction with himself/herself, doubt in his/her own rightness, sorry for things done, said, repentance etc). Pay attention to tails, consisting of a few, sometimes repetitive links, especially to magnificent tails, especially long and sometimes ramified.

Contours of the figure. Analyze the picture on the presence or absence of ledges (type of shields, armors, and needles), drawing and darkening of the line of the contour. It is protection from the surroundings, it is aggressive if it is executed in acute angles; it means fear and alarm if darkening, "soiling" of the contour line takes place; it shows fear, suspiciousness if shields, covering "forces" are put and the line is doubled. Orientation of such defense is according to the spatial location: the overhead contour of the figure means defense against the higher persons, being in a position to set a ban, limitation, carry out a compulsion, i.e. against elders by age, parents, teachers, chiefs, leaders; a lower contour is defense against mockeries, non-recognition, absence of authority for lower-level inferiors, junior, dread of conviction; lateral contours are

an undifferentiated cautiousness and readiness to self-defense of any order and in different situations; the same are the elements of "defense", located within the contour, on the body of the animal, rather than following the contour.

If it is on the right it rather means a process of activity (real), if it is on the left it rather means more defense of the person's own opinions, persuasions, tastes.

The general energy. The number of the represented details is estimated: if it is the number only necessary to give a picture of a non-existent zoon (body, head, extremities or body, tail, wings etc): with the filled contour, without shading and additional lines and parts, a simply primitive contour, or it is a generous image with not only necessary, but also additional details which complicate the construction.

Accordingly, the more component parts and elements (besides most necessary ones) the more is energy. In a reverse case it is an economy of energy, chronic somatopathy. (The same is confirmed by the nature of the line, it can be a weak arachnoid line, "conveying a pencil on paper", without pressing).

A reverse nature of the lines (bold, drawn with pressure) doesn't mean a polar opposite: it is not energy, but anxiety. Note should be taken of sharply crushed lines, visible even on the reverse side of the sheet (convulsive, high tone of muscles of the drawing hand), such lines mean strong anxiety. Also it is necessary to pay attention to the details, their nature, the way of execution (it means what anxiety it is tied to).

The value of the nature of the line (duplication of the line, negligence, carelessness of connections, "islets" from findings on each other lines, blackening of parts of the picture, "soiling", deviation from the vertical axis, stereotype of the lines etc). Evaluation is carried out in the same way as in the analysis of the icon. Attention should be paid to fragmentariness of the lines and forms, the unfinished state, raggedness of the picture.

Types of animals. Thematically animals are divided into threatening, and neutral (similarities of a lion, a hippopotamus, a wolf or a bird, a snail, an ant, a squirrel, a dog, a cat). It is an attitude to himself and his own to the "I", a picture of the person's position in the world, authentication of himself with the meaningfulness (with the hare, the insect, the elephant, the dog etc). In this case the drawn animal is a drawing of the person's representative.

Likening of the drawn animal to man, beginning with raising the animal to a two-paw position, instead of four paws or more, and concluding with dressing the animal in human clothes (trousers, skirts, bows, belts, clothes), including the look of the muzzle like a person's one, feet and paws on hands,

testify to infantilism, emotional immaturity, according to the degree of the expressed likeness of the animal to a human. The mechanism is similar (and parallel) to the allegoric value of animals and their characters in fairy-tales.

Aggressiveness. The degree of aggressiveness is expressed as the number, location and character of corners in the picture, regardless of their connection with one or another picture detail. Direct signs of aggression are claws, teeth, bills. Note should be also taken of accentuation of sexual signs which are udder, nipples, breast in an anthropoid figure and other. It is attitude to sex, up to the fixing on the problem of sex.

The figure of a circle (especially not filled) symbolizes and expresses a tendency to secrecy, reserve, closed internal world, unwillingness to give information about himself to the surroundings, finally, an unwillingness to be exposed to testing. Such pictures usually give a very limited amount of information for analysis.

Pay attention to the setting of mechanical parts in the body of the "animal", for example it can be raising of the animal to a pedestal, a tractor or a tank track, a tripod; attaching a propeller, a screw to the head; setting an electric tube in the eye, in the body and extremities of the animal: these can be handles, keys and aerials. It is more frequently observed with patients suffering from schizophrenia and deep crackpots.

Creativity. The creativity is usually expressed by the number of combining elements in the figure: banality, absence of the creativity manifests itself in the accepted form of the "prepared", existent animal (people, horses, dogs, and pigs) to which the "prepared" existent detail is only attached to make the drawn animal non-existent, for example, a cat with wings, a fish with feathers, a dog with flippers etc. Originality is expressed in the form of a figure constructed from elements, but not a whole stockpiling.

The name. The name can express a rational connection of the semantic parts (a flying hare, a "hippocat", a "dogeleph" etc). Another variant is a word-formation with a book-scientific, sometimes Latin suffix or ending ("ratoletius" etc).

The first type means rationality, concrete orientation and adaptation; the second one shows demonstrativeness, aiming mainly at the demonstration of the person's erudition, knowledge. There are superficial-voice names without any comprehension ("lyaline", "lioshana", "grateker" etc), signifying a frivolous attitude to the people around you, lack of the ability to take into consideration a red lamp, highly emotional criteria in the basis of thought, preponderance of aesthetic elements over rational ones in judgments.

There are ironically-humorous names ("rinochurka", "puzyrend" etc), accordingly they mean an ironically lenient attitude to those around you. Usually infantile names have repetitive elements ("grind-grind", "lyu-lyu", "kuskus" etc). Propensity to dreaming (more frequent than protective order) is usually expressed by extended names ("aberosinotikliron", "gulobarnikletamieshiniya" etc).

Task 2. Diagnostics of originality of thinking by means of a test with drawings

The performance technique and instructions. You are proposed to make some fascinating tasks. All of them demand imagination and fantasy. While performing each task try to think up something new and unusual, and it would be good, if far not everyone could guess something similar. You have 10 incomplete figures (Fig. 1). If you add additional lines or strokes to them, you would have interesting subjects or even pictures. Think up a name for your drawing and write it under the picture. The performance time is limited, you have only 15 minutes. Therefore work quickly.



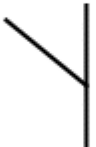




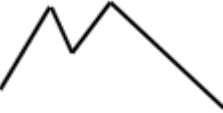


 1	 6
 2	 7
 3	 8
 4	 9
 5	 10

Fig. 1. Basic data for the test

Processing the results of the test

For summarizing the results of the test use the criteria given in Table 1.

Table 1

Criteria for summarizing the results of the test

Figure	Number of points	Type of drawing
Figure 1	0 points	An abstract pattern, a face, a person, glasses, a bird, a seagull
	1 point	An eyebrow, eyes, a wave, sea, a face of an animal, a cloud, a heart, an owl, a flower, an apple, a person, a dog
	2 points	All other, less standard, more original drawings
Figure 2	0 points	An abstract pattern, wood, a slingshot, a flower
	1 point	A letter, a house, a symbol, a pointer, a bird's trail, a figure, people
	2 points	All other, less standard, more original drawings
Figure 3	0 points	An abstract pattern, sound and radio waves, a human face, a boat, a ship, people, a figure
	1 point	Wind, a cloud, rain, balls, wood parts, a road, a bridge, a swing, a face of an animal, a wheel, bow and arrows, fish, a sleigh, flowers
	2 points	All other, less standard, more original drawings
Figure 4	0 points	An abstract pattern, a wave, sea, a snake, a tail, a question mark
	1 point	A cat, a sofa, a chair, a spoon, a mouse, a caterpillar, a worm, glasses, a shell, a goose, a swan, a flower, a pipe for smoking
	2 points	All other, less standard, more original drawings
Figure 5	0 points	An abstract pattern, a dish, a vase, a bowl, a boat, a ship, a human face, an umbrella
	1 point	A pond, a lake, a mushroom, lips, a chin, hips, a lemon, an apple, bow and arrows, a ravine, a pit, a fish, an egg
	2 points	All other, less standard, more original drawings
Figure 6	0 points	An abstract pattern, shoots, steps, people's faces
	1 point	A mountain, a cliff, a vase, a spruce, a cardigan, a jacket, a dress, lightning, storm, people, a flower
	2 points	All other, less standard, more original drawings
Figure 7	0 points	An abstract pattern, a car, a key, a hammer
	1 point	A mushroom, a ladle, a bucket, a lens, a human face, gavel, glasses, a scooter, hammer and sickle, a tennis racket
	2 points	All other, less standard, more original drawings
Figure 8	0 points	An abstract pattern, a girl, a woman, eyes or a human body
	1 point	A letter, a vase, a tree, a book, a t-shirt, a dress, a rocket, a flower, a shield
	2 points	All other, less standard, more original drawings
Figure 9	0 points	An abstract pattern, a hill, a mountain, literature, an ear of an animal
	1 point	A camel, a wolf, a cat, a fox, a human face, a dog, a person, a figure
	2 points	All other, less standard, more original drawings
Figure 10	0 points	An abstract pattern, a goose, a duck, wood, a human face, a fox
	1 point	Pinocchio, a girl, a bird, a number, a man, a figure
	2 points	All other, less standard, more original drawings

The number of points received by the respondent is one of the indicators of originality of thinking, the ability to put forward ideas, which differ from the obvious (Table 2). Originality of decisions means the ability to avoid easy and obvious answers. The maximum number of possible points is 20.

Table 2

Indicators of standards of originality of thinking for different age groups

Groups	Norms of originality in points	A medium indicator of originality
Pupils 4 – 8 grades	5 – 13	9.6
Pupils 5 – 12 grades	7 – 14	10.6
Students and adults	6 – 14	10.55

The lower norms testify a low level of originality of thinking, the higher ones indicate a high level.

Practical lesson 3

Themes 6 – 8

Theme 6. The subject and tasks of the psychology of personality.

Theme 7. The psychological nature of a personality.

Theme 8. The development of psyche and formation of a personality.

Competences: the ability to characterize the psychological nature of an individual; the ability to develop the psyche of an individual.

Questions for oral testing

1. The subject and the main task of the modern psychology of a personality
2. Scientific approaches to the personality psychology.
3. Basic principles and methods of the personality psychology.
4. Factors and driving forces of a personality.
5. Factors of a personality in different psychological schools.
6. Socialization: concept, nature and content.
7. The psychological meaning of "development", "development of psyche" and "personal development".
8. Developmental periods of human development.
9. The concept of psychosexual development.

Practical tasks: "Building a circuit connection of the psychology of an individual with other scientific disciplines"; "Diagnostics of the types of temperament"; "Diagnostics of personality types". An oral examination.

Assessment of a personality

The purpose: determining the level of claims and orientation of a personality.

Skills and abilities: studying psychological components of a personality, the ability to trace them and estimate their influence on behavior, activity, actions, the attitude toward yourself, other people, objectives and purposes.

Task 1. Determining the orientation of a personality

The performance technique. Nowadays for determining a personal orientation an orientation questionnaire is used, that was first published by B. Bass in 1967.

The questionnaire consists of 27 points of judgments, with three versions of answers corresponding to three types of orientation of a personality. The respondent has to choose one answer which most completely expresses his opinion or corresponds to reality and one more, which, on the contrary, is farthest from his opinion or corresponds least of all to reality. By means of this technique the following orientations are described:

1. *Orientation to himself (A)* – orientation to direct remuneration and satisfaction irrespective of work and employees, aggression in the achievement of the status, authoritativeness, inclination to rivalry, irritability, uneasiness, introversion.

2. *Orientation to communication (C)* – aspiration to any conditions aiming to maintain relations with people, orientation to joint activity, but frequently to the detriment of performance of concrete tasks or giving sincere help to people, orientation to social approval, dependence on the group, need of attachment and emotional relations with people.

3. *Orientation to business (B)* – interest in solving business problems, performing work as well as possible, orientation to business cooperation, the ability to defend one's own opinion in the interests of business, which is useful for achieving of a common goal.

Instruction. The questionnaire consists of 27 points. To each of them three answers are possible: A, B, C.

1. From answers to each of the points choose the one which best of all expresses your point of view on the matter. It is possible that any of the answers will seem appropriate to you. Nevertheless, you have to select only

one of them, namely that, which best corresponds to your opinion and is most of all valuable to you.

Write the letter, by which the answer is designated (A, B, C), on a sheet of paper for recording the answers near the number of a corresponding point (1 – 27) under the heading "most of all".

2. The answer "most" gets 2 points, "least" is 0, the remaining not chosen one is 1 point. The marks gained for all the 27 points, are summarized for each type of orientation separately.

Try to be most truthful. There are no "good" or "bad" answers among variants therefore don't try to guess which of the answers is "correct" or "best" for you.

From time to time control yourself, whether you write down the answers correctly, whether you put them near the needed points. In the case if you find a mistake, correct it but so that correction is accurately visible.

Questions for the test

1. I have the greatest satisfaction from:
 - A** approval of my work;
 - B** understanding that the work is done well;
 - C** understanding the fact that I am surrounded by friends.
2. If I played soccer (volleyball, basketball), I would like to be:
 - A** a coach who develops game tactics;
 - B** a famous player;
 - C** the elected captain of the team.
3. In my opinion, the best teacher is the one who:
 - A** shows interest in pupils and has an individual approach to every person;
 - B** makes pupils interested in the subject and enthusiastic about brushing up their knowledge in this subject;
 - C** creates such an atmosphere in a collective that nobody is afraid to express his or her opinion.
4. I like when people:
 - A** are pleased with the performed work;
 - B** work in a team with pleasure;
 - C** Try to perform the work better than others.
5. I would like my friends to be:
 - A** more sympathetic and ready to help people if possible;
 - B** honest and faithful to me;
 - C** clever and interesting.

6. To my mind the best friends are people:
A with whom I have good relationships;
B on whom I can always rely;
C who can achieve success in life.
7. I like least of all:
A when something is impossible to me;
B when relations with friends get spoiled;
C when people criticize me.
8. In my opinion, it is worst of all, when the teacher:
A doesn't hide that some pupils aren't pleasant to him or her;
B causes the spirit of rivalry in the collective;
C insufficiently knows his subject.
9. What I liked best in my childhood is:
A spending time with friends;
B being aware that the tasks have been performed;
C having been praised for something.
10. I would like to be like those who:
A have achieved success in life;
B are rather interested in their business;
C show friendliness and good will.
11. First of all the school has to:
A teach to solve tasks which are set by life;
B develop individual abilities of a pupil first of all;
C instill the qualities helping to interact with people.
12. If I had more free time, most willingly I would use it:
A for communication with friends;
B for rest and entertainments;
C for the favorite pursuits and self-education.
13. I achieve the greatest progress, when;
A I work with people who are nice to me;
B I have interesting work;
C my efforts are well-rewarded.
14. I love when:
A other people appreciate me;
B I feel satisfaction with the performed work;
C I spend a good time with friends.

15. If someone decided to write about me in the newspaper, I would like this article to be about:

A any interesting business, connected with any study, work, sports, etc in which I took part;

B about my activity;

C about the collective in which I work.

16. I study most efficiently, if the teacher:

A has an individual approach to me;

B makes me interested in the subject;

C creates collective discussions of the studied problems.

17. For me there is nothing worse than:

A hurting someone's pride;

B failure in performing an important issue;

C losing friends.

18. Most of all I appreciate:

A success;

B a chance of good collaboration;

C sensible practical mind and sharpness.

19. I don't love people who:

A consider themselves worse than others;

B often quarrel and conflict;

C reject all that is new.

20. It is pleasant when:

A you work over important business for all people;

B you have many friends;

C you cause admiration and you are pleasant to all.

21. To my mind, first of all the head has to be:

A available;

B authoritative;

C exacting.

22. During free time I would willingly read books:

A about how to make friends and support good relations with people;

B about life of well-known and interesting people;

C about last achievements of science and technology.

23. If I had abilities at music, I would prefer to be:

A a conductor;

B a composer;

C a soloist.

24. I would like:
A to create an interesting competition;
B to win some competition;
C to organize competition and direct it.
25. For me it is most important to know:
A what I want to make;
B how to achieve goals;
C how to organize people toward achievement of the goals.
26. A person has to try to:
A make others become proud of him or her;
B carry out his task first of all;
C not need to be corrected for the performed work.
27. I best enjoy my free time:
A during communication with my friends;
B watching entertaining movies;
C doing the favorite business.

Table 3

Key to the test

No.	Oriented to himself	Oriented to communication	Oriented to business	№	Oriented to himself	Oriented to communication	Oriented to business
1	A	C	B	15	B	C	A
2	B	C	A	16	A	C	B
3	A	C	B	17	A	C	B
4	C	B	A	18	A	B	C
5	B	A	C	19	A	B	C
6	C	A	B	20	C	B	A
7	C	B	A	21	B	A	C
8	A	B	C	22	B	A	C
9	C	A	B	23	C	A	B
10	A	C	B	24	B	C	A
11	B	A	C	25	A	C	B
12	B	A	C	26	C	A	B
13	C	A	B	27	B	A	C
14	A	B	C				

Task 2. Determining the formula of temperament (according to A. Belova)

Instruction:

1. Get familiarized with the "passport" of four temperament types.
2. Mark with the sign "+" those internals in the "passport", which are inherent in you.
3. Process the results in accordance with the "key".
4. Draw conclusions in writing.

The "*passport*" of temperaments

A choleric person is someone who can be characterized as:

1) restless; 2) lacking self-control, hot-tempered; 3) impatient; 4) rough and straightforward in the relationships with people; 5) decisive and initiative; 6) stubborn; 7) resourceful in a dispute; 8) working jerkily; 9) inclined to risk; 10) forgiving; 11) speaking rapidly, passionately, with confusing intonations; 12) unstable and inclined to impulsiveness; 13) an aggressive squabbler; 14) intolerant to failings; 15) possessing expressive mimicry; 16) able to quickly operate and decide; 17) tirelessly aspiring to the new; 18) with gusty flounces; 19) persistent in the achievement of purposes; 20) prone to mood swings.

A sanguine person is:

1) merry and cheerful; 2) energetic and businesslike; 3) often unable to bring things to an end; 4) inclined to over-estimate himself; 5) able to quickly grab new; 6) unsteady in interests and inclinations; 7) taking easily failures and troubles; 8) easily adaptable to different circumstances; 9) beginning any new work with fascination; 10) cooling off quickly, having lost interest in business; 11) able to quickly start new work and quickly switch from one work to another; 12) burdened by monotony of workaday tedious work; 13) sociable and responsive, not feeling a constraint with strangers; 14) hardy and capable of working; 15) speaking loud, rapidly, distinctly, with gestures, expressive mimicry; 16) keeping his head in an unexpected sticky wicket; 17) always being in a cheerful mood; 18) falling asleep and waking up quickly; 19) often uncollected, hasty in decisions; 20) inclined to acquire a smattering of things, to be distracted.

A phlegmatic person is:

1) quiet and cool; 2) successive and detailed in businesses; 3) careful and reasonable; 4) able to wait; 5) taciturn and disliking to stir in vain; 6) speaking quietly, evenly, with stops, without sharply expressed emotions,

gesticulation and mimicry; 7) restrained and patient; 8) tending to complete a job; 9) not dissipating forces in vain; 10) adhering to the mined-out order of day, life, system in-process; 11) easily restraining gusts; 12) a little restrained in approval and blame; 13) gentle, showing lenient attitude toward causticities in his address; 14) permanent in the relations and interests; 15) slow to join work and slow to switch from one work to another; 16) equal in the relationships with everyone; 17) loving exactness and order in everything; 18) hard to adapt to a new situation; 19) able to control himself; 20) sluggish.

A melancholic person is:

1) shy and bashful; 2) getting lost in a new situation; 3) having difficulty in making contact with unknown people; 4) diffident; 5) prone to carry loneliness easily; 6) feeling depression and confusion in failures; 7) inclined to retire into himself; 8) getting tired quickly; 9) speaking quietly; 10) involuntarily adapting to the character of the interlocutor; 11) impressionable to the tearfulness; 12) extraordinarily receptive to approval and blame; 13) making great demands to himself and those around him; 14) inclined to be suspicious, mistrustful; 15) painfully sensible and easily vulnerable; 16) touchy beyond measure; 17) secretive and unsociable, unwilling to share thoughts with anybody; 18) low-level and timid; 19) amenable, submissive; 20) striving for sympathy and help of people around him.

Treatment of the results of the test

If the number of positive answers in the "passport" of temperament of one or another type is 16 – 20, it means that the lines of this type of temperament prevail in you.

If positive answers amount to 11 – 15, the qualities of this temperament are largely inherent in you.

If positive answers amount to 6 – 10, the quality of this type is inherent in you quite in a small degree.

Now you will determine the formula of temperament:

$$T_p = (X \cdot \frac{A_{ch}}{A} \cdot 100\%) + (C \cdot \frac{A_s}{A} \cdot 100\%) + (\Phi \cdot \frac{A_{ph}}{A} \cdot 100\%) + (M \cdot \frac{A_m}{A} \cdot 100\%), \quad (1)$$

where T_p is the formula of temperament;
ch is choleric temperament;
s is sanguine temperament;

ph is phlegmatic temperament;

m is melancholic temperament;

A is the number of pluses in all the types;

Ach is the number of pluses in the "passport" of a choleric person;

Aph is the number of pluses in the "passport" of a phlegmatic person;

As is the number of pluses in the "passport" of a sanguine person;

Am is the number of pluses in the "passport" of a melancholic person.

The eventual formula of temperament will take, for example, such form:

$$T_p = 35 \%ch + 30 \%s + 14 \%ph + 21 \%m,$$

it means that this temperament is choleric by 35 %, sanguine by 30 %, phlegmatic by 14 %, melancholic by 21 %. If the relative result of the number of positive answers of some type is 40 % and higher, this type of temperament is dominant in you, if it is 30 – 39 %, it is standard if it is 10 – 19 %, this type of temperament manifests itself in a small degree.

To help you determine your temperament. Be completely honest answering the questions. They refer to your natural inclination rather than your present practice acquired by effort and self-control. The numbers added at the end will give the key to the respective temperament.

Yes / No

1. Are you quickly excited at offenses and inclined to retaliate and oppose an insult immediately?
2. Do you always look at life from the serious side?
3. Do you easily lose confidence in your fellow men?
4. Are you greatly inclined to flatter those whom you love?
5. Are you won by quiet explanation of reasons and motives, but embittered and driven to strong resistance by harsh commands?
6. Do you love company and amusements?
7. Does your thinking easily turn into reflection which may stir you up profoundly, yet not let your excitement be noted outwardly?
8. Are you vehemently provoked by disorder or injustice?
9. Do you have, and show, very little interest in what goes on about you?
10. Do you find it hard to trust people, and are you always afraid that others have a grudge against you?
11. Do you dislike prolonged reflection, and are easily distracted?
12. Do you usually not feel an offense at the moment, but feel it so much more keenly a few hours later, or even the next day?

13. Is it very hard for you to deny yourself some favorite food?
14. Do you easily get angered by an offense, but soon are pleasant again?
15. Are you a person of enthusiasm, i.e. are you not satisfied with the ordinary, but aspire after great and lofty things, temporal or spiritual?
16. Are you unwilling to admit a weakness or a defeat, and consequently try to deceive others, even by outright lies?
17. Do you love silence and solitude and seclusion from the crowds?
18. Do you easily become jealous, envious, and uncharitable?
19. Do you feel happy when in a position to command?
20. Do you spend much time deliberating, yet reach decisions only with difficulty?
21. Do you like to be flattered?
22. Do you easily complain of insignificant ailments, constantly fear grave sickness?
23. Are you very much inclined to ease, to eating and drinking?
24. Do you feel discouraged by difficulties in your undertakings?
25. Do you find it difficult to form new acquaintances, to speak among strangers, to find the right words to express your sentiments?
26. Do you pay keen interest to your appearance and that of others; to a beautiful face, to fine and modern clothes?
27. Do you persevere under great difficulties until you reach your goal?
28. Do you become suspicious and reticent by a rude word or unfriendly mien?
29. Is it very hard to guard your eyes, ears, tongue, and keep silent?
30. Do you loathe appearing in public and being praised?
31. Do you allow others to be preferred to you, but at the same time feel slighted because you are being ignored?
32. Do you dislike, even hate, caresses and sentimentality?
33. Can you be heartless, even cruel, in regard to the sufferings of others, even trample cold bloodedly upon the welfare of others, if you cannot otherwise reach your goal?
34. Do you have little inclination to work, preferring repose and leisure?
35. Do you lack perseverance; does interest in things fade quickly?
36. Are you inclined to inordinate intimacy and flirtation?
37. Do you lack courage in correcting people; it may show itself in these two forms: a) you go about it so carefully and tenderly that it can hardly be called a correction, or b) you shout your correction excitedly and angrily?

38. Do you see everything, hear, and talk about everything?
39. Do you love light work which attracts attention, where there is no need of deep thinking or great effort?
40. Do you consider yourself as Somebody; as extraordinary, as always right, and not needing the help of others?
41. Do you belittle, or by remarks and unfair means even persecute those who dare oppose you?
42. Can you quickly pass from tears to laughter? and vice versa?
43. Are you easily captivated by every new idea or mood?
44. Do you love variety in everything?
45. Do you remain composed, thoughtful, deliberate, with a sober and practical judgment, in the face of suffering, failure, offenses?
46. Do you like to poke fun at others, tease them, play tricks, on them?
47. Does a strong aversion easily take root in your heart against persons from whom you have suffered or in whom you find fault, sometimes so strong that you do not want to speak to them or cannot stand the sight of them without new excitement?
48. Do you get vehemently excited by contradiction, resistance, and personal offenses and do you show this excitement in harsh words which may be, and sound like being polite, yet hurt to the core?
49. Which of these bad dispositions are yours (check one or two): a) obstinacy, anger, pride? b) sloth, lack of energy? c) lack of courage, dread of suffering? d) talkativeness, inconsistency?
50. Which of these good traits come natural to you (check one or two): a) good nature, repose of mind? b) sympathy for others, love for solitude and prayer? c) strong will, energy, fearlessness, ambition? d) cheerfulness, facility to get along well with difficult people?

Some of the preceding questions refer to two or more temperaments; they are overlapping.

The **choleric temperament** is indicated by the following numbers: 1, 5, 8, 15, 16, 19, 27, 32, 33, 40, 41, 47, 48, 49a, 50c.

The **sanguine temperament**: 4, 6, 11, 13, 14, 20, 21, 24, 26, 29, 34, 35, 36, 38, 39, 42, 43, 44, 46, 49d, 50d.

The **melancholic temperament**: 2, 3, 5, 7, 10, 12, 13, 17, 18, 20, 22, 24, 25, 28, 30, 31, 37, 47, 49c, 50b.

The **phlegmatic temperament**: 9, 23, 34, 35, 45, 49b, 50a.

Note: Answer the questions first, honestly, simply, sincerely; then try to classify according to the numbers. The next list will arrange the different characteristics according to each temperament. It will help you to get an even better knowledge of one's temperament(s).

Eysenck personality scales

It is necessary to answer the questions by turns, without going back to the previous answer. Answer YES or NO. Do not skip any question. Begin!

1. Do you often feel attraction towards new impressions for distracting and feeling strong senses?
2. Do you feel a necessity in friends who can understand you, encourage, and express sympathy?
3. Do you consider yourself as a carefree (careless) man?
4. Is it difficult for you to give up your intentions?
5. Do you think about your affairs not in a hurry, but prefer to wait before operating (acting)?
6. Do you keep the word even if it is not advantageously (profitable) for you?
7. Do you often have ups and downs of mood?
8. Do you usually operate (act) and talk quickly and do not waste your time for deliberation (careful planning)?
9. Have you ever felt yourself unhappy, although no serious reasons for it have been?
10. Is it true that you are able to decide to everything due to the argument (dispute)?
11. Are you embarrassed (confused) when you want to get acquainted with a man of an opposite sex who is likable (attractive) to you?
12. Can you turn out when you get angry?
13. Do you often operate (act) under influence of the moment?
14. Are you often disturbed by the thoughts that you shouldn't do or tell anything?
15. Do you prefer reading books to meetings with people?
16. Is it right that it is easy to offend (hurt) you?
17. Do you like often being in company?
18. Do you have sometimes such thoughts you don't want to impart to other people?
19. Is it right that sometimes you are full of energy but sometimes you feel sluggishness (inertia, slackness)?

20. Do you try to limit the circle of your acquaintances by a small number of the nearest (dearest) people?
21. Do you dream a lot?
22. When somebody shouts at you, you answer in the same way, don't you?
23. Are you often disturbed by the sense of guilt?
24. Are all of your habits good and desirable?
25. Are you capable (able) to give free play to your own senses and to have a fun in a noisy company?
26. Is it possible to say that your nerves are taut to the limit quite often?
27. Does one consider you a lively (active) and cheerful man?
28. Do you often go back to the finished affair (business) mentally and think that something could be done better?
29. Is it right that you are usually silent and restrained when you are among people?
30. Is it true that you pass the rumors?
31. Is it true that you cannot sleep because of different thoughts in your head?
32. Is it right that it is more pleasant and easier for you to read something that interests you in the book though it is quicker and simpler to ask about it your friends?
33. Do you have strong palpitation sometimes?
34. Do you like work which demands intent attention?
35. Do you have tremor attacks?
36. Is it right that you always tell about your acquaintances only good things even if you are sure they will not know about it?
37. Is it right that it can be unpleasant (troublesome) for you to be in a company where everybody always mocks at each other?
38. Is it true that you are irritable?
39. Do you like work which requires the action quickness?
40. Is it right that you have thoughts about different troubles and "horrors" which could happen though everything ended well?
41. Is it right that you are unhurried in motions?
42. Have you ever been late to the appointment (meeting) or work?
43. Do you have nightmares?
44. Is it right that you are such a talker that you will never miss an opportunity to have a conversation with an unknown man?

45. Do some pains disturb you?
46. Would you be distressed if you did not see your friends for a long time?
47. Can you consider yourself a nervous person?
48. Do you have among your acquaintances someone whom you dislike?
49. How easily can you be offended by criticism of your imperfection or your work?
50. Can you say that you are self-confident?
51. Is it difficult to enjoy an event if there are lots of participants?
52. Are you disturbed about the fact you can be worse than others?
53. Can you bright up a boring company?
54. Is it true that you can talk about the things you do not understand?
55. Do you worry about your health?
56. Do you like to play a trick on others?
57. Do you suffer from insomnia?

Lie: answers "yes" to questions 6, 24, 36; answers "no" to questions 12, 18, 30, 42, 48, 54.

Extraversion: answers "yes" to questions 1, 3, 8, 10, 13, 17, 22, 25, 27, 39, 44, 46, 49, 53, 56; answer "no" to questions 5, 15, 20, 29, 32, 34, 37, 41, 51.

Neurotism: answers "yes" to questions 2, 4, 7, 9, 11, 14, 16, 19, 21, 23, 26, 28, 31, 33, 35, 38, 40, 43, 45, 47, 50, 52, 55, 57.

Interpretation

On the scale of extraversion – introversion: 12 is an average value; the number of points is more or equal to 13 means that the person is an extrovert; the number more or equal to 19 indicates that the person is a strongly pronounced extrovert; if it is less or equal to 12 he/she is an introvert, if it is less or equal to 5 he/she is a strongly pronounced introvert.

On the scale of neurotism: 9 – 13 is an average value; more or equal to 15 means a high level of neurotism; more or equal to 19 shows a very high level of neurotism; less or equal to 7 testifies to a low level of neurotism.

On the scale of lie: no more than 4 is a norm; more than 4 means insincerity in answers, demonstrativeness in behavior, a tendency for social approval.

Practical lesson 4

Themes 9 – 12

Theme 9. The psychological structure of a personality.

Theme 10. Consciousness, self-awareness and reflective characteristics of a personality.

Theme 11. Harmony and divergence of a personality.

Theme 12. Methodological principles of modern theories of a personality.

Competences: the ability to determine the structure of a personality; the ability to use reflective characteristics of an individual, to determine the level of awareness of activities; the ability to identify cases of variations in personality development; the ability to characterize the modern theory of a personality.

Questions for oral testing

1. Psychological structure of a personality.
2. Temperament as a biological foundations of a personality.
3. The orientation of a personality: the concept, nature, content, types.
4. The concept and structure of consciousness.
5. Gender: the concept, nature, types and psychological characteristics.
6. Self-concept and its components.
7. The concept of a personal norm.
8. Variations in personality development: the concept, meaning and reason.
9. Help of a psychologist and self-help in personality disorders.
10. Psychoanalytic theories, neopsychoanalyzes.
11. Analytical psychology.
12. Phenomenological psychology.

Practical tasks: "Determining the structure of self-concept of a personality"; "Diagnosis of personality type projective techniques"; "The study of the role of psychological defense mechanisms in human life". A written colloquium.

Self-identity

The purpose: definition of self-identity.

Skills and abilities: skills in the orientation in life, interpersonal relationships; realization of human behavior, its programming activities and communication.

Task 1. Study of self-identity

The method of implementation. Self-esteem refers to the central structures of a personality, its kernel. Self-esteem largely determines social adaptation of an individual, it is a regulator of behavior and activity. One should, however, remember that self-esteem is not something given, originally inherent in a personality. Very often formation of self-esteem occurs in the normal course of business and interpersonal interaction. The company has a significant impact on the formation of self-identity. The attitude of a person to himself is the latest formation in the system of human relations with the world. But despite this (or perhaps because of that) in the structure of relationship between the individual and the world self-identity is of particular importance. Self-esteem is directly related to the process of social adaptation and personality maladjustment.

Instructions. In Table 4, 20 different personality trait are listed. In the left column ("Ideal") a person ranks these qualities from 1 to 20 points by the extent to which they are inherent in himself/herself. Then, in the right column ("Myself") he/she ranks these qualities in relation to himself/herself. For each quality the difference between the desired and actual level is determined and squared (d^2). Next, the sum of squares ($\sum d^2$) is calculated and the correlation coefficient is determined.

$$r = 1 - 0.00075 \cdot \sum d^2 \quad (2)$$

Processing of the test result

The closer the coefficient to 1 (from 0.7 to 1.0), the higher the self-esteem, and vice versa. An adequate self-assessment is indicated by the coefficient from 0.4 to 0.6.

Table 4

Self-study by the ranking methodology

Ideal	Personal trait	Myself	Difference	
			d	d^2
1	2	3	4	5
	pliability			
	courage			
	irascibility			
	perseverance			
	nervousness			
	patience			
	passivity			

Table 4 (the end)

1	2	3	4	5
	coldness			
	enthusiasm			
	caution			
	flightiness			
	slowness			
	indecision			
	energy			
	buoyancy			
	valetudinarianism			
	stubbornness			
	nonchalance			
	shyness			
	selfishness			

Test questionnaire by K. Leonhard

The method of implementation. Character is an individual quality of stable mental characteristics of man, causing a typical behavior under certain conditions and circumstances. Character is closely linked to other aspects of the personality of man, in particular, to the temperament that defines the outer shape of character, imposing a unique imprint on one or another of its manifestations.

This test is designed to detect the accentuation of character, i.e. certain areas of character. The questionnaire includes 88 questions, 10 scales corresponding to the specific character accentuation. The first scale characterizes the identity of the high life activities, the second scale shows excitable accentuation. The third scale indicates the depth of the emotional life of the subject. The fourth scale indicates a tendency to pedantry. The fifth scale reveals increased anxiety, the sixth one flaps a tendency to mood swings, the seventh scale says about a demonstrative behavior of the tested, the eighth testifies to the imbalance of behavior. The ninth scale indicates the degree of fatigue, the tenth scale measures the power and intensity of the emotional response .

Description of the accentuation:

1. A demonstrative type. High scores on this scale indicate an increased ability to displace demonstrative behavior.

2. A pedantic style. High scores indicate rigidity, inertia, mental processes, long experience of traumatic events.

3. A stuck type. The main feature of this type is excessive resistance to a tendency to affect the formation of overvalued ideas.

4. An excitable type. Such people are characterized by increased impulsivity, weakening of the control over drives and desires.

5. A hyperthymic type. High scores indicate a constant improvement of the mood background combined with thirst for activities, entrepreneurship.

6. A dysthymic type. This type is the opposite of the previous one. It is characterized by a depressed mood, fixation on the dark side of life, ideomotor retardation.

7. An anxious, fearful type. The main feature is the tendency to fear, increased shyness and timidity, a high level of anxiety.

8. A cyclothymic type. People with high scores on this scale correspond to a change in the hyperthymic and dysthymic phases.

9. An affective exalted type. People of this type are characterized by a huge range of emotional states, they can easily come to delight with happy events and get in despair from sad ones.

10. An emotive type. These are sensitive and impressionable people, distinguished by the depth of experience in the field of fine emotions in man's spiritual life.

Instructions. You will be offered some questions concerning your character. If the answer is "yes", put a "+" sign (yes), if the answer is "not" put the sign "-" (no). Do not think about the "right" and "wrong" answers.

The questionnaire may be used both individually and in groups. The most successful version of the application of the questionnaire is in a group, but each subject must have before him the text of the questionnaire and an answer sheet. The questionnaire is used for psychological counseling, and with a view to selecting personnel and career counseling.

Answer the test questions. Evaluate the results for each of the proposed tests. Make characteristics of your character based on the accented character traits.

Test questions

1. Are you often in a fun and carefree mood?

2. Are you sensitive to insults?

3. Does it ever happen that you have eyes welling with tears in the cinema, theatre, conversation, etc?

4. If you are unsure that all goes well, do you not calm down until you are sure once again that everything is done correctly?

5. As a child, were you as brave as your peers?
6. Do you often have dramatical mood swings from the state of boundless glee to disgust for life, for yourself?
7. Are you usually the center of attention in the community, company?
8. Does it ever happen that you are in such an unreasonably grouchy mood that you feel like not talking?
9. Are you a serious person?
10. Are you able to admire something?
11. Are you enterprising?
12. Do you quickly forget, if you hurt someone?
13. Are you hearted?
14. Dropping a letter in a mailbox, do you run your hand through the slit of the box to make sure the letter has completely fallen into it?
15. Do you always strive for being considered among the best workers?
16. When a child, were you sometimes scared during a lightning storm or when dealing with an unfamiliar dog (do you feel it now, being an adult)?
17. Do you seek order in everything and everywhere?
18. Does your mood depend on external factors?
19. Do you love your friends?
20. Do you often have a feeling of internal restlessness, a feeling of possible trouble?
21. Are you often in a somewhat depressed mood?
22. Have you ever had at least once a tantrum or a nervous breakdown?
23. Do you have trouble to sit still long?
24. Having been unjustly treated, do you vigorously defend your interests?
25. Can you kill a chicken or a sheep?
26. Do you feel irritated if a house curtain or a tablecloth hangs unevenly? Do you immediately try to correct it?
27. When a child, were you afraid to be alone in the house?
28. Do you often experience mood swings?
29. Do you always strive for being strong enough in your profession?
30. Do you quickly start to get angry?
31. Can you be absolutely carefree?
32. Does it ever happen that a feeling of boundless happiness literally pierces you?

33. Do you think you would make a leader in a humorous play?
34. Do you usually express your opinion to people quite frankly and explicitly?
35. Do you find it hard to bear the sight of blood? Does not this cause you discomfort?
36. Do you enjoy working with high personal responsibility?
37. Do you tend to act in the protection of people who have been treated unfairly?
38. Do you find it difficult to stay in a dark basement?
39. Do you prefer to work alone when you have to act quickly, but quality requirements are low performing?
40. Are you sociable?
41. In school, did you willingly recite poetry?
42. Do you evade childhood homes?
43. Do you find life difficult?
44. Does it ever happen that after a conflict, resentment, you are so upset that going to work seems unbearable?
45. Is it possible to say that if you fail you do not lose a sense of humor?
46. Would you take a first step towards reconciliation, if you hurt someone?
47. Are you very fond of animals?
48. Do you come back to make sure you have left the house or the workplace in such a state that nothing bad will happen?
49. Do you sometimes have a vague idea that something terrible can happen to you and your loved ones?
50. Do you think that your mood is very choppy?
51. Do you have trouble reporting (performing on a stage) in front of many people?
52. Can you hit the offender?
53. Do you have a very great need for communication with other people?
54. Are you one of those people who at any disappointments falls into deep despair?
55. Do you like work that requires vigorous organizational activities?
56. Are you persistent achieving a goal if you have to overcome a lot of obstacles on the path to it?

57. Can a tragic film excite you to tears?
58. Do you often find it difficult to get asleep because the problems of the day or the future go on spinning in your thoughts?
59. In school, did you sometimes prompt your comrades or allow them to copy off?
60. Will you have a lot of stress passing alone through a graveyard?
61. Do you watch carefully that everything in your apartment is always in the same place?
62. Does it ever happen that, being at bedtime in a good mood, you get up the next day in a depressed mood lasting a few hours?
63. Is it easy for you to get used to new situations?
64. Did you ever have headaches?
65. Do you often laugh?
66. Can you be gentle, even with someone you obviously do not appreciate, do not like, do not respect?
67. Are you an agile person?
68. Are you very worried because of injustice?
69. Do you love nature so that you can call it a friend?
70. Leaving the house or going to bed, do you check whether you have switched off the gas or light and shut the doors?
71. Are you very fearful?
72. Does your mood change when you take alcohol?
73. In your youth did you willingly participate in the amateur theatre?
74. Do you assess life somewhat pessimistic, without waiting for joy?
75. How often do you travel?
76. Does your mood change so drastically that the state of joy is suddenly replaced by a feeling of being sullen and depressed?
77. Is it easy for you to cheer up friends in company?
78. How long can you stand an insult?
79. How long can you stand the sorrows of others?
80. When a schoolchild, did you often copy a page in your notebook if you accidentally left an inkblot in it?
81. Are you rather distrustful and wary than gullible to people?
82. Do you often see nightmares?
83. Does it happen that you are afraid of being caught under the wheels of a passing train, or suddenly falling out of a window of a multistory building?
84. Do you usually make fun in merry company?

85. Are you able to escape from difficult problems to be solved?
86. Do you become less cautious and feel more freely, taking alcohol?
87. In the conversation do you feel lack for words?
88. If you happened to play on the stage, would you be able to get into the role to forget that this is only a game?

Processing of the results of the test

When calculating the scores on each scale of the questionnaire by Leonhard to standardize the results of each scale the value is multiplied by a certain number. This is indicated in the key to the method. The accentuated personalities are not pathological. They are characterized by the manifested bright traits.

Key

1. Hyperthymic (multiply by 3):

"+": 1, 11, 23, 33, 45, 55, 67, 77;

"-": nonavailable.

2. Excitable (multiply by 2):

"+" : 2, 15, 24, 34, 37, 56, 68, 78, 81;

"-": 12, 46, and 59.

3. Emotive (multiply by 3):

"+": 3, 13, 35, 47, 57, 69, 79;

"-": 25.

4. Pedantic (multiply by 2):

"+": 4, 14, 17, 26, 39, 48, 58, 61, 70, 80, 83;

"-": 36.

5. Anxious (multiply by 3):

"+": 16, 27, 38, 49, 60, 71, 82;

"-": 5.

6. Cyclothymic (multiply by 3):

"+": 6, 18, 28, 40, 50, 62, 72, 84;

"-": nonavailable.

7. Conspicuous (multiply by 2):

"+": 7, 19, 22, 29, 41, 44, 63, 66, 73, 85, 88;

"-": 51.

8. Unbalanced (multiply by 3):

"+": 8, 20, 30, 42, 52, 64, 74, 86;

"-": nonavailable.

9. Dysthymic (multiply by 3):

"+": 9, 21, 43, 75, 87;

"-": 31, 53, 65.

10. Exalted (multiply by 6):

"+": 10, 32, 54, 76;

"-": nonavailable.

Practical Lesson 5

Themes 13 – 16

Theme 13. An overview of the affective sphere of personality.

Theme 14. Principles and methods of the psychology of emotions.

Theme 15. Emotional states and their regulation factors.

Theme 16. General emotions of interest, joy, surprise, sadness, anger.

Competences: the ability to characterize the affective sphere of an individual; the ability to use the principles and methods of psychology of emotions; the ability to regulate emotional states; the ability to characterize certain emotions.

Questions for oral testing

1. Emotions and personality development.
2. Theories of emotion.
3. Emotions and body. Psychosomatics.
4. Principles of differentiation of emotions.
5. Emotional experience.
6. Types of feelings, their characteristics.
7. The concept of the emotional state in psychology.
8. Methods of study of the emotional states and emotionality of a personality.
9. Frustration, deprivation and stress, their characteristics.
10. An overview of emotions: sadness, anger, interest, joy and wonder.
11. Sources and activators of sadness, anger and contempt, interest, joy and wonder.
12. A tendency to certain emotions.

Practical tasks: "The definition of emotions"; "The use of methods of the psychology of emotions"; "The study of the emotional state of a personality"; "The study of the influence of emotions on the activity of an individual". Oral examination.

Emotions

The purpose: diagnostics of moods as emotional states of a personality.

Skills and abilities: determining external manifestations of expression of emotions and feelings experienced by a person in the form of satisfaction or displeasure, pleasure, grief, anger, shame.

Task 1. Research of moods

The performance technique. The test is offered to both one person, and a group of up to 16 – 20 persons. In the case of a group, instructing each participant can be provided with a set of colors from which it is necessary to choose those which agree with the mood.

To determine an emotional state by means of colors a scale of the color range of moods is offered (Table 5) and the principle of its use is explained.

Table 5

The scale of the color range of mood

Color	Mood
red	captured
orange	joyful
yellow	pleasant
green	quiet, balanced
blue	sad
violet	disturbing
black	extremely unsatisfactory
white	hard to tell

Instructions. Look at the scale of the color range of moods. From the color set, choose the color which agrees with your mood today.

Diagnostics of moods can be one-time, and then one day of experience is enough. But if the task to investigate the dynamics of moods for some interval of time is set, then tests are repeated every day for a week, a month or a longer period of time.

The task of the researcher and his assistant is to fix the moods determined by the matrix with color pencils or felt-tip pens.

Processing the results of the test

The results need to be processed in the case when a group of participants is investigated at the same time or when one-time self-diagnostics of the mood of participants is performed.

The purpose of the processing of the results is to calculate the individual and group indicators of mood.

To receive the individual indicators of mood, the choice frequency should be calculated for each color presented in the scale of the color range of moods.

Analysis of the results

The general assessment of an emotional state represents the mood which prevails during the entire period of the research: a week, a month, etc. This assessment provides a possibility of deviations from the norm in worries, in emotional states of the investigated. Such deviations include:

- a very long state of alarm, dissatisfaction;
- a discrepancy between the emotional states and vital situations;
- an excessive, chronic emotional restlessness (in the form of a joyful and raised mood);
- a sharp polarity in the tonality of emotional states;
- a long monotony of emotional states.

Practical lesson 6

Themes 17 – 19

Theme 17. Theories of will.

Theme 18. Functions of the affective sphere.

Theme 19. Volitional personality traits.

Competences: the ability to use psychological tools of the theory of liberty; the ability to use the affective sphere; the ability to implement strong-willed personality traits.

Questions for oral testing

1. Will as a phenomenon in philosophical and psychological approaches.
2. Arbitrary and volitional actions, their structure.
3. Formation and development of volitional personality traits.
4. The affective sphere (emotions, feelings and the will) as the personal knowledge through introspection.
5. The main functions of emotions: information, assessment, regulation, control.
6. Self-creation of a personality, the definition of the life course indirectly through activities.
7. The composition and structure of volitional qualities.
8. Classification of volitional qualities.
9. The development of volitional personality traits.

Practical tasks: "Construction of a scheme to achieve the goal as an applied tool of volitional influence"; "Determining the functional purpose of the affective sphere"; "The study of a willed personality traits". A written colloquium.

The study of a willed personality traits

The purpose: determining the subjective locus of control.

Skills and abilities: actions which are controlled and regulated by will, can be simple and difficult. Depending on how an individual understands the values of the strong-willed activity and whether he/she attributes responsibility to external circumstances or, on the contrary, to his own efforts and abilities, define his locus of control.

Estimating a person by the criterion "strong-willed" – "weak-willed", it is necessary to consider his ability to create additional motives to action through changes of the substantial part of the criterion. Initiation of actions, and also force, speed, period of operation, overcoming external and internal (psychological) obstacles depend on it.

Task 1. Researches of subjective control

The performance technique. The locus of control is the characteristic of the strong-willed sphere of a person which displays his tendency to attribute responsibility for the results of the activity to external forces or his own abilities and efforts. Attributing the responsibility for the results of the activity to external forces is called the external locus of control, and attributing the responsibility to his own abilities and efforts is called the internal locus of control.

Thus, two polar types of people depending on control localization are possible: external and internal. A certain position in a continuum from external to internal type is inherent in any person.

Instructions. The questionnaire offered to you has 44 statements. Read them and give an answer whether you agree with this statement. If you agree, near the corresponding number put a sign "+", if you disagree put a sign "-" in the answer sheet. Remember that there are no "correct" and "wrong" answers in the test. Express your thoughts openly. Give preference to the answer which comes to your mind first. Answer the test questions. Make an assessment of the results of each of the offered tests. Make a characteristic of individual and psychological properties of the personality on the basis of the tests, coordinating it with the features of professional activity.

Statements

1. Promotion on a career ladder depends on a successful combination of circumstances, rather than on abilities of a person.
2. The majority of divorces occur because people didn't want to adapt one to another.
3. Illness is a matter of luck: if you fall ill, nothing will help you.
4. People become lonely because they don't show interest and friendly relation to people around.
5. Implementation of my desires often depends on good luck.
6. It is vain to make efforts to win sympathies of other people.
7. External circumstances (parents, welfare) influence family happiness not less, than the relations of spouses.
8. I often feel that I influence what happens to me just a little.
9. As a rule, the management appears more effective when completely controlling the actions of subordinates, instead of relying on their independence.
10. My marks at school often depended on casual circumstances (for example, on the mood of the teacher), rather than on my own efforts.
11. When I plan I mostly believe that I will be able to bring my plans into reality.
12. Everything that many people believe to be success or good luck, is actually a result of long purposeful efforts.
13. I think that the correct way of life can help health more, than doctors and drugs.
14. If people aren't created for each other, than no matter how much they try to adjust family life, they won't be able to fix it.
15. What I do well is usually worthily appreciated by others.
16. Children grow up such people, as they were educated by their parents.
17. I think that chance or destiny won't play a big role in my life.
18. I try not to plan obviously because a lot depends on circumstances.
19. My marks at school depended mainly on my efforts and on the level of preparation.
20. In the family conflicts I more often find fault with myself, rather than with the opposite side.
21. Life of the majority of people depends on a combination of circumstances.

22. I give advantage to such management when I can decide independently how to act.

23. I think that my way of life isn't by any means the cause of my diseases.

24. As a rule, an exactly unsuccessful combination of circumstances prevents people from achieving success in their affairs.

25. Bad management of an institution is caused by people who work in it.

26. I often feel that I can change nothing in the relations which have developed in the family.

27. If I really want it, I will be able to enjoy somebody's favor.

28. The younger generation is influenced by so many circumstances that efforts of parents in education are often not productive.

29. What happens to me is the result of my own effort.

30. It is sometimes hard to understand why someone acts this way, instead of another.

31. The person who hasn't achieved success in his job, most probably, hasn't taken enough effort for this purpose.

32. Most often I can get what I want from the members of my family.

33. Other people are not to blame for troubles and failures which happened to me.

34. A child can always be saved from cold if parents look after him and correctly dress him.

35. In difficult circumstances I prefer to wait for the problem to be solved by itself.

36. Success is a result of persistent work, and it hardly depends on good luck or occasion.

37. I feel that the happiness of my family depends on me rather than on others.

38. It has always been hard for me to understand why some people like me and others don't.

39. I always prefer decision-making and independent actions to relying on the help of other people or on destiny.

40. Unfortunately, merits of a person often remain unrecognized, despite all his efforts.

41. In family life there are such situations that can't be changed even with the greatest desire.

42. Capable people who were not able to realize their opportunities, have to only blame themselves.

43. A lot of my progress was only possible thanks to the help of other people.

44. The majority of failures in my life resulted from inability, or ignorance or laziness and hardly depended on good luck or failure.

Processing of the results of the test

The purpose of processing the results: receiving an indicator of the locus of subjective control, in other words, an indicator of the general internality. It is the sum of coincidence of answers of the investigated with answers which are provided in the key (Table 6).

Table 6

Key

Answer	Numbers of questions
+ (agree)	2, 4, 11, 12, 13, 15, 16, 17, 19, 20, 22, 25, 27, 29, 31, 32, 34, 36, 37, 39, 42, 44
- (don't agree)	1, 3, 5, 6, 7, 8, 9, 10, 14, 18, 21, 23, 24, 26, 28, 30, 33, 35, 38,40,41,43

Analysis of the results

The indicator of the locus of control (lo) received after processing the results is deciphered as follows (Table 7):

Table 7

Analysis of the results

Value (lo)	Locus of control
0 – 21	External
22 – 44	Internal

As a whole, the bigger is the internality size, the less is the externality.

The same type of control is shown both in the case of failures and in the case of achievements, and it is observed in various spheres of activity of the subject.

For a certain level of the locus of control the following borders of the scale of internality are used (Table 8):

Table 8

The scale of internality

The indicator of internality (lo)	The level of the locus of the control
0 – 11	Low level of internality
12 – 32	Medium level of internality
33 – 44	High level of internality

People with a low level of internality almost don't see any connection between their actions and events important for their life. They don't consider themselves capable of controlling the development of such events and believe that the majority of them is a result of an occasion or acts of other people. Therefore "externals" are emotionally unstable, inclined to informal communication and behavior, uncommunicative, having bad self-checking and high tension.

A high level of internality corresponds to a high level of subjective control over any important events. People who have such locus of control, consider the majority of important events in their life is to be a result of their own actions. They believe they can direct them and they feel responsible for these events, as well for how their life is going on the whole. "Internals" with high rates of subjective control have emotional stability, they are stubborn, decisive, communicative, show considerable self-checking and restraint.

A medium level of internality is inherent in the majority of people. Features of their subjective control can change depending on whether the situation seems to be difficult or simple, pleasant or unpleasant etc. Though their behavior and psychological sense of responsibility for it depend on concrete social situations, it is possible to reveal the prevalence of that or another locus of control in them.

Thus, the subjective locus of control is connected with the person's awareness of his force, responsibility for what happens, with self-esteem, social maturity and independence of the personality. Therefore, making recommendations for self-improvement, it is necessary to consider that:

the conformal, compliant behavior is to a greater extent inherent in people with the external locus of control; internals are less inclined to be influenced by the pressure (thoughts, emotions, etc) of other people;

a person with the internal locus of control shows better performance when working alone;

internals as a rule look for information more actively, they are more acquainted with a situation than externals;

internals have a more active position concerning their health as compared with externals.

Practical lesson 7

Themes 20 – 23

Theme 20. Problems and methodological basis of structural analysis.

Theme 21. Psychological analysis of the subsystem of needs and motivations of personality and behavior.

Theme 22. Psychological analysis of the operational subsystem of personality and behavior.

Theme 23. Psychological analysis of the information subsystems of personality and behavior.

Competences: the ability to structurally analyze activity; the ability to conduct psychological analysis of the subsystem of needs and motivations of the performance and behavior of an individual; the ability to conduct psychological analysis of the subsystem of operating activities and behavior of an individual; the ability to provide psychological analysis of the information subsystem performance and behavior of an individual; psychological analysis of regulatory subsystems of a personality.

Questions for oral testing

1. Comparative analysis of psychological theories.
2. The theory and structure of activity.
3. Psychological analysis of the concepts of goals, needs, motivations, motivations and behavior of an individual.
4. Classification of needs and motives of a personality.
5. Analysis of the need-motivational subsystem performance and behavior.
6. Motivation and cognitive processes.
7. The operational subsystem of personality and behavior: concepts and components.
8. Psychological theories of the psychomotor system composed of the formation of sensor motor skills.
9. The value of the concepts of knowledge, skills and ability.
10. The informational base of activity.
11. Psychological aspects of information processing and decision making.
12. Main characteristics of the information processing volume and speed parameters.

Practical tasks: "Exploring the meaning of the notion "activity" and types of activities". Reports of the students. An oral examination.

Motivation

The purpose is to identify the needs and motives in the activities of a person.

Skills and abilities: learning how to use various functional abilities of a person, his interests and aspirations to avoidance or achievement of goals, the implementation of certain activities.

Task 1. Diagnosis of the motivational structure of a personality

The methods of implementation and instructions. You are offered 14 statements concerning life aspirations and certain aspects of a person's lifestyle. You have to show your attitude to them by reacting to each of the eight possible answers (a, b, c, d, e, f, g, h) placing an appropriate sign into a blank cell of Table 9: "+" for I agree with that; "±" for "both"; "-" for "I do not agree"; "?" for "I do not know". Try to answer fast, do not hesitate long over the answers; answer questions sequentially from 1a to 14h, be careful not to confuse the cells. Answers should take you no more than 20 minutes.

Table 9

The answer sheet

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
a														
b														
c														
d														
e														
f														
g														
h														

Test questions

1. In your life you need to adhere to the following principles:
 - a) "time is money", i.e. you should strive to make more;
 - b) "the main thing is health." You need to protect yourself and your nerves;
 - c) you have to spend free time with friends;
 - g) free time should be given to the family;
 - d) it is necessary to do well, even if it is expensive;
 - e) it is necessary to do everything possible to win a place under the sun;

g) you have to acquire more knowledge to understand the causes and the essence of what is happening around;

h) you have to strive to discover something new, to create, to invent.

2. In your behavior at work you need to keep to the following principles:

a) work is a forced vital necessity;

b) the main thing is to prevent conflicts;

c) you have to strive to ensure calm, comfortable conditions;

g) you need to actively seek professional advancement;

d) the most importantly thing is to gain prestige and recognition;

e) you have to continue to evolve in your field;

g) you can always find something interesting, something captivating in your work;

h) it's important not only to be carried away by your work, but also inspire others to work.

3. In your spare time is you mostly enjoy doing the following things:

a) caring for pets;

b) recreation and entertainment;

c) meeting friends;

g) public affairs;

d) work with children;

e) study, reading literature;

g) hobby;

h) freelancing.

4. In your businesses the following things take a lot of time:

a) business communication (talks, presentations, discussions, etc);

b) personal communication (on topics not related to work);

c) social work;

d) study, new information and professional development;

d) the work of creative nature;

e) work directly affecting earnings (piecework, optional);

g) work related to liability to others;

h) free time, smoke breaks, rest.

5. If you were given an extra day, you would like to spend it on:

a) something that deals with current household chores;

- b) rest;
- c) having fun;
- d) getting engaged in social work;
- d) learning, acquiring new knowledge;
- e) creative work;
- g) something in which you feel responsible to others;
- h) making a deal that gives the opportunity to earn.

6. If you had the opportunity to plan your time, you would become engaged in:

- a) your main duties;
- b) communication with people (negotiations, discussion);
- c) personal communication (talking, not work-related);
- d) social work;
- d) learning, gaining new knowledge, development of skills;
- e) creative work;
- g) work, at which you feel good and responsible;
- h) work for which you can get more money.

7. I often talk with friends and acquaintances on such topics:

- a) where you can buy something, or spend a good time;
- b) about mutual friends;
- c) that I see and hear around;
- g) how to succeed in life;
- d) about the work;
- e) about hobbies;
- g) about achievements and plans;
- h) about life, books, movies, politics.

8. My work gives me, first of all:

- a) adequate means for life;
- b) communication with people, friendships;
- c) authority and respect;
- g) interesting meetings and conversations,
- d) satisfaction with the work itself;
- f) sense of its usefulness;
- g) an opportunity to improve my skills;
- h) the possibility of career advancement.

9. Most of all I want to be in a society where:
- a) there is comfort, good entertainment;
 - b) you can discuss business issues of concern;
 - c) you are respected, believe authority;
 - g) you can meet the right people, establish useful contacts;
 - d) you can make new friends;
 - e) contact with well-known people, celebrities;
 - g) all the people are connected by a common thing;
 - h) you can develop and demonstrate your abilities.

10. I would like to be next to such people at work:
- a) with whom you can talk about different topics;
 - b) who could pass on their experience and knowledge;
 - c) with whom you can earn more money;
 - g) that have authority and credibility in the workplace;
 - d) that can teach something useful;
 - e) that make you become more active at work;
 - g) that have a lot of knowledge and interesting ideas;
 - h) who are willing to support you in different situations.

11. Up to date, I have sufficiently:
- a) material well-being;
 - b) the possibility of interesting fun;
 - c) a good living;
 - g) a good family;
 - d) the possibility of spending a good time in company;
 - e) respect, recognition and gratitude to others;
 - g) a sense of usefulness to others;
 - h) created something valuable, useful.

12. I think that doing my job, gives me enough power for:
- a) a good salary, and other material goods;
 - b) good working conditions;
 - c) a good team, friendly relations;
 - d) certain creative achievements;
 - d) a good position;
 - e) autonomy and independence;

- g) the authority and respect of my colleagues;
- h) a high professional level.

13. Most of all I love:

- a) when there are no pressing concerns;
- b) comfortable, pleasant surroundings;
- c) excitement, fun vanity;
- g) spending time in fun company;
- d) a sense of competition, risk;
- e) a sense of responsibility and active voltage;
- g) being immersed in my work;
- h) being involved in the joint work with other people.

14. When I fail in some kind of business:

- a) I am upset and worried for a long time;
- b) try to switch to something more pleasant;
- c) I am lost, angry at myself;
- g) I am angry that I stopped;
- d) I try to remain calm;
- e) I wait, when they host the first reaction, and quietly analyze what happened;
- g) I try to understand what I did wrong;
- h) I try to understand the causes of the failure and correct the situation.

Processing the test results

Test answers (alleged opinions) are translated into the credit: "+" gives 2 points, "±" mean 1 point, "-" or "?" give 0 points. Points are summarized on the following scales: "sustenance" (S), "comfort" (C), "social status" (SocStat) "communication" (Com) and "total activity "(TA)," creative activity "(CA)" social utility "(SU)".

Key

To the scale "sustenance" (S) – 1a, b; 2a; 3a; 4f; 5a; 6h; 8a; 10e; 11a; 12a.

To the scale "comfort" (C) – 2b, c; 4a; 5b, c; 7a; 9a; 11b, c; 12c.

To the scale "social status" (SocStat) – 1f; 2d; 7c, h; 9c, d, f; 10d; 11e; 12e, f.

To the scale "communication" (Com) – 1c; 2e; 3c; 7b, h; 8b, d; 9e, h; 10a; 11d; 12c.

To the scale "total activity" (TA) – 1 d, h; 4a, d; 5h; 6a, b, d; 7f; 10c; 12h.

To the scale "creative activity" (CA) -- 1g, h; 3g; 4e; 5e, f; 6f; 7f, g; 8e, g; 11h; 12d.

To the scale "social utility" (SU) – 1e; 2h; 3d, e; 4c, g; 5d, g; 6g; 8f; 9g; 10b, f; 11f, g; 12g.

The sum of all the points on the scales S, C, SocStat, Com characterizes a "living" personality orientation; the total score of TA, CA, SU characterizes a "working" personal orientation.

Then motivational profiles are plotted, with scores designated on both the horizontal and vertical scales.

Findings. If a person gained the highest scores on the scales TA, CA and SU, then he is an emphasized "working" motivational profile personality. If the highest points (or the same as on other scales) are gained on scales S, C, SocStat, Comm, then he is an emphasized "living" motivational profile.

Communication

The purpose: determining the methods of transmission of information during communication.

Skills and abilities: the ability to use vocabulary and grammatical structure of the language, transfer any information and shades and details of the object of information; language skills, wealth and culture linguistic expressions; identify opportunities and effective communication of each particular individual.

Task 1. Transactional analysis of communication

Methods of implementation and instructions. Transaction is a unit of the act of communication, for which co-interviewees are in one of the three states: "I am." During interaction a person may represent himself as a "parent", an "adult", a "child". These three states accompany human life. A mature man skillfully uses different forms of behavior, flexibility manifesting himself in one or another state depending upon the purposes and the vital circumstances.

Try to estimate how these three "I" are combined in your behavior. For this purpose evaluate the given statements on a point scale.

Test questions

1. Sometimes I do not have enough self-control.
2. If my desire stops me, I am able to suppress it.
3. Parents, as more adult, should arrange family life for their children.
4. Sometimes I exaggerate my role in any events.
5. It's hard to cheat me.
6. I would love to be a teacher.
7. Sometimes I want to have some fun as a little child.
8. I think, I correctly understand all the events.
9. Everyone must do his duty.
10. I often do something that is not right, but it is the way I want it.
11. After taking a decision, I try to think over the consequences.
12. The younger generation should learn from the older one how they should live.
13. I, like other ones, can be easily hurt.
14. I can see in people more than they say about themselves.
15. Children should strictly follow the instructions of their parents.
16. I am an addictive personality.
17. My main criterion for assessing a person is objectivity.
18. My views are unshakable.
19. Sometimes I do not give in to the dispute only because I do not want to concede.
20. Rules are justified only as long as they are useful.
21. People need to follow all the rules, regardless of circumstances.

Processing the test results

Calculate the number of points in each of the lines:

I (the state of a "child"): 1, 4, 7, 10, 13, 16, 19.

II (the state of an "adult"): 2, 5, 8, 11, 14, 17, 20.

III (the state of a "parent"): 3, 6, 9, 12, 15, 18, 21.

If you have got the formula II, I, III, it means that you have a sense of responsibility, you are not impulsive and prone to edification.

If you have received the formula III, I, II, categorical judgments and actions, perhaps excessive manifestation of self-confidence in the interaction with people are typical of you; you often do not doubt what you say, think or know, not caring about the consequences of your words and actions.

If state I (a "child") comes first in the formula, you can show a penchant for scientific work, though you are not always able to manage your emotions.

Activities

The purpose: mastering independent generalization of the performance; the data of the ratio of major properties of a person to the success of his activities or study.

Skills and abilities: determining aptitudes and abilities to various activities.

Task 1. The study of individual psychological relationship between the individual methods of generalization of independent characteristics.

Methods of implementation and instructions: The method of aggregating independent characteristics developed by K. Platonov is a generalization of several judgments about personal properties of the investigated person. Generalization of ratings to neutralize accidental judgments, and resistant forms of behavior are reflected in the stability of ratings. A modified map of personality built by the principle of the polar profile was used in the study. Individual psychological characteristic of a personality and his/her attitude is reflected in the map. Each property is evaluated on a scale. The expert does not assess a particular property of the person. Neither he/she, finds out how this property is expressed, as frequently occurs and, based on the conversation he/she determines its location on the scale. One student is evaluated by five or seven people who know him well. This reduces the role of randomness, averaged extreme estimates.

Instructions: 1. Calculate the average score of each property, up to the most exact one (the sum of points of this property is divided by experts).

The results are provided in Table 10.

Table 10

The results of the task

The number of a trait or peculiarity	Points	
	Individuals	Average

2. Group the properties and relationships of the individual in accordance with the protocol (Table 12), calculate the average score for a group of properties (the sum of the average scores for each property is divided by the number of positions per group). Record the results in the report.

3. Highlight the most important properties and relationships of a personality, map the degree of severity with the success of activities (study), the evaluation of which is given at the end of the questionnaire (speed, quality and reliability).

4. Assign the students to compare assessments of the most important properties of the students with higher and lower ranks.

Table 11

A modified identity card

1	2	3
Active	10 9 8 7 6 5 4 3 2 1	Slow (2a)
Dexterous	10 9 8 7 6 5 4 3 2 1	Clumsy (2b)
Plastic	10 9 8 7 6 5 4 3 2 1	Sharp (3c)
Movement designed	10 9 8 7 6 5 4 3 2 1	Fussy (2d)
Sociable	10 9 8 7 6 5 4 3 2 1	Closed (9a)
Eloquent	10 9 8 7 6 5 4 3 2 1	Inarticulate (9b)
Considerate	10 9 8 7 6 5 4 3 2 1	Tactless (9c)
Gabby	10 9 8 7 6 5 4 3 2 1	Silent (9d)
Laid	10 9 8 7 6 5 4 3 2 1	Bound (9e)
Decisive	10 9 8 7 6 5 4 3 2 1	Indecisive (8a)
Persistent	10 9 8 7 6 5 4 3 2 1	Compliant (8b)
Stable	10 9 8 7 6 5 4 3 2 1	Impulsive (8c)
Purposeful	10 9 8 7 6 5 4 3 2 1	Scattered (8d)
Disciplined	10 9 8 7 6 5 4 3 2 1	Disorganized (8e)
Courageous	10 9 8 7 6 5 4 3 2 1	Timid, pusillanimous (8e)
Hard	10 9 8 7 6 5 4 3 2 1	Impatient (8g)
Energetic	10 9 8 7 6 5 4 3 2 1	Sluggish (8 h)
Informative speech	10 9 8 7 6 5 4 3 2 1	This little substance (10a)
Expressive speech	10 9 8 7 6 5 4 3 2 1	This pale (10b)
Logical	10 9 8 7 6 5 4 3 2 1	Illogical (10c)
Debonair	10 9 8 7 6 5 4 3 2 1	Dull (7a)
Imperturbable	10 9 8 7 6 5 4 3 2 1	Spitfire (7b)
Calm	10 9 8 7 6 5 4 3 2 1	Disturbed (7c)
"Thick-skinned"	10 9 8 7 6 5 4 3 2 1	Techy (7d)
Susceptible	10 9 8 7 6 5 4 3 2 1	Indifferent (7d)
Learns quickly	10 9 8 7 6 5 4 3 2 1	Slowly stores (4a)
Good memory	10 9 8 7 6 5 4 3 2 1	Forgets (4b)

Table 11 (continuation)

1	2	3
Recalls exactly	10 9 8 7 6 5 4 3 2 1	Recalls the general sense (4c)
Is able to recall quickly	10 9 8 7 6 5 4 3 2 1	Is not able to quickly recall (4d)
Teachable	10 9 8 7 6 5 4 3 2 1	Clueless (6a)
Thoughtful	10 9 8 7 6 5 4 3 2 1	Superficial(6b)
Critical	10 9 8 7 6 5 4 3 2 1	Noncritical (6c)
Smart	10 9 8 7 6 5 4 3 2 1	Dumb (6d)
Judicious	10 9 8 7 6 5 4 3 2 1	Giddy (6d)
Flexible thinking	10 9 8 7 6 5 4 3 2 1	Inert thinking (6e)
Principled	10 9 8 7 6 5 4 3 2 1	Unprincipled (33a)
Inquisitive	10 9 8 7 6 5 4 3 2 1	Apathetic (33b)
Active	10 9 8 7 6 5 4 3 2 1	Passive (33v)
Creative	10 9 8 7 6 5 4 3 2 1	Run (33g)
Concentrated	10 9 8 7 6 5 4 3 2 1	Disseminated (3a)
Attentive	10 9 8 7 6 5 4 3 2 1	Inattentive (3b)
High distribution of attention	10 9 8 7 6 5 4 3 2 1	Poor distribution of attention (3c)
Good switching of attention	10 9 8 7 6 5 4 3 2 1	Poor shifting of attention (3d)
Vivid imagination	10 9 8 7 6 5 4 3 2 1	Pale imagination (5a)
Luxuriant imagination	10 9 8 7 6 5 4 3 2 1	Poor imaging (5b)
Dreamy	10 9 8 7 6 5 4 3 2 1	Practical (5c)
Straight eye	10 9 8 7 6 5 4 3 2 1	Bad good eye (1a)
Acute eyesight	10 9 8 7 6 5 4 3 2 1	Poor vision (1b)
Acute hearing	10 9 8 7 6 5 4 3 2 1	Poor hearing (1c)
Have an ear for music	10 9 8 7 6 5 4 3 2 1	No ear for music (1d)
Sense of smell	10 9 8 7 6 5 4 3 2 1	Blunted smell (1e)
Fine flavor sensitivity	10 9 8 7 6 5 4 3 2 1	Seared taste (1f)
The subtlety of touch	10 9 8 7 6 5 4 3 2 1	Low sensitivity of touch (1g)
Industrious	10 9 8 7 6 5 4 3 2 1	Lazy (11a)
Responsible	10 9 8 7 6 5 4 3 2 1	Irresponsible (11b)
Conscientious	10 9 8 7 6 5 4 3 2 1	Careless (11c)
Peaceable	10 9 8 7 6 5 4 3 2 1	Aggressive (12a)
Easily appeased	10 9 8 7 6 5 4 3 2 1	Wrathful (12b)
Sensitive, responsive	10 9 8 7 6 5 4 3 2 1	Callous, indifferent (12c)
Frank	10 9 8 7 6 5 4 3 2 1	Secretive (12d)
Truthful	10 9 8 7 6 5 4 3 2 1	Deceitful (12e)
Fair	10 9 8 7 6 5 4 3 2 1	Unfair (12f)
Respectful	10 9 8 7 6 5 4 3 2 1	Arrogant (12g)
Sincere	10 9 8 7 6 5 4 3 2 1	Hypocritical (12h)
Polite	10 9 8 7 6 5 4 3 2 1	Rough (12i)
Shy	10 9 8 7 6 5 4 3 2 1	Cheeky (12j)

Table 11 (the end)

Good	10 9 8 7 6 5 4 3 2 1	Evil (12k)
Opinionated	10 9 8 7 6 5 4 3 2 1	Diffident (13a)
Modest	10 9 8 7 6 5 4 3 2 1	Arrogant (13b)
Collectivist	10 9 8 7 6 5 4 3 2 1	Individualist, selfish (14)
Trusting	10 9 8 7 6 5 4 3 2 1	Suspicious (15)
Self-critical	10 9 8 7 6 5 4 3 2 1	Unselfish (16)
Socially active	10 9 8 7 6 5 4 3 2 1	Not active in public life (17)
Honest	10 9 8 7 6 5 4 3 2 1	Dishonorable (18a)
Thrifty	10 9 8 7 6 5 4 3 2 1	Prodigal (18b)
Unselfish	10 9 8 7 6 5 4 3 2 1	Greedy (19a)
Generous	10 9 8 7 6 5 4 3 2 1	Stingy (19b)
Neat	10 9 8 7 6 5 4 3 2 1	Grubby (20)
Fine clothing	10 9 8 7 6 5 4 3 2 1	Unassuming (21a)
Trendy	10 9 8 7 6 5 4 3 2 1	Indifferent to fashion (21b)
Teetotaler	10 9 8 7 6 5 4 3 2 1	Boozer (22)
Faithful in friendship	10 9 8 7 6 5 4 3 2 1	Unstable and friendship (23a)
Disinterested friendship	10 9 8 7 6 5 4 3 2 1	Selfish friendship (23b)
Optimist	10 9 8 7 6 5 4 3 2 1	Pessimist (24)
Initiative, seeks new	10 9 8 7 6 5 4 3 2 1	Sluggish and inert to the new (25)
Not feeling depressed after the failure	10 9 8 7 6 5 4 3 2 1	"Hands down" after the failure (26)
Aims to be the first	10 9 8 7 6 5 4 3 2 1	Does not seek superiority (27a)
Dominant	10 9 8 7 6 5 4 3 2 1	Obedient (27b)
Able to risk	10 9 8 7 6 5 4 3 2 1	Cautious (28)
Independent, does not need custody	10 9 8 7 6 5 4 3 2 1	Prefers seeking care (29)
Pedantically refers to established laws	10 9 8 7 6 5 4 3 2 1	Disregards the laws and regulations (30)
Neglects his health	10 9 8 7 6 5 4 3 2 1	Suspicious in respect of his health (31)
Free from prejudice	10 9 8 7 6 5 4 3 2 1	Superstitious (32)
The speed of the work	10 9 8 7 6 5 4 3 2 1	–
Quality of work	10 9 8 7 6 5 4 3 2 1	–
Reliability	10 9 8 7 6 5 4 3 2 1	–

Processing and analyzing the results

Table 12

The protocol

Points on the map	The number of the trait or peculiarity	Middle point	Points on the map	The attitude of the person to...	Middle point
1	2	3	4	5	6
1a – 1g	Touchscreen properties		11a – 11c	work	
			12a – 12k	others	
2a – 2d	Psychomotor		13a – 13b	oneself	
3a – 3d	Verification		14	team	
4a – 4d	Mnemonic		15	strangers	
5a – 5c	Imaginative		16	criticism	
6a – 6f	Thinking		17	public life	
7a – 7e	Emotional		18	material values	
8a – 8g	Determined		19a – 19b	money	
9a – 9e	Communicative		20	order	
10a – 10c	Speech		21a – 21b	clothes	
			22	alcohol	
			23	friends	
			24a – 24b	future	
			25	new	
			26	failure	
			27	leadership	
			28a – 28b	to risk	
			29	care and guidance	
			30	the rules and laws	
			31	owns health	
			32	religion	
			33a – 33d	general characteristics	

Estimation of the level of self-actualization

The offered technique is adaptation of the test POI (Personal Orientation Inventory) made by Everett Shostrom for measurement of the level of self-actualization. The test POI was published in 1964. Two basic scales of personal orientation are used in it: the first (time), showing how

much a human is inclined to live in the present without postponing it for the future and without trying to return to the past, and the second (support or supports), measuring the ability of a person to rely on himself instead of expectation or estimations of other people. Besides, there were 10 additional scales.

The technique "SAMOAL" aiming to measure personality self-actualization was developed by N. F. Kalinoj.

Instruction. From each two statements choose one which you think more appropriate or which reflects your opinion more precisely. There are no good or bad, correct or wrong answers, the best one is that given spontaneously.

1. a) time will come when I will live really different from what is now; b) I am assured that I am really living now.

2. a) I am very keen on the professional business; b) I cannot say that I like my work and the activity I am engaged in very much.

3. a) if a stranger renders me a service, I feel obliged; b) accepting a service from another person, I don't feel obliged to him/her.

4. a) sometimes I find it difficult to understand my feelings; b) I can always understand my own feelings.

5. a) I often think of whether I behaved correctly in this or that situation; b) I seldom think of how much correctly I behaved.

6. a) I feel confused when somebody pays me compliments; b) I seldom feel confused when somebody pays compliments to me.

7. a) creativity is a natural property of a person; b) not all people are creative.

8. a) I always have time for watching literature and art news; b) I exert myself trying to watch literature and arts news.

9. a) I often make risky decisions; b) it is difficult for me to make risky decisions.

10. a) sometimes I can let my interlocutor know that what he says seems silly and uninteresting to me; b) I consider inadmissible to let a person know that it seems silly and uninteresting to me.

11. a) I like to post some pleasant things; b) I don't post some pleasant things.

12. a) I consider it impolite to interrupt a conversation if it is interesting only to my interlocutor; b) I can quickly and easily interrupt a conversation which is interesting only to one party.

13. a) I aspire to the achievement of internal harmony; b) the condition of internal harmony, most likely, isn't achievable.

14. a) I cannot say that I like myself; b) I like myself.

15. a) I think that the majority of people can be trusted; b) I think that people can only be trusted in case of emergency.

16. a) badly paid work can't bring satisfaction; b) interesting, creative work is an award by itself.

17. a) I often feel bored; b) I never feel bored.

18. a) I won't give up my principles even for the sake of useful affairs which could count on human gratitude; b) I would prefer to give up my principles for the sake of affairs, for which people would be grateful to me.

19. a) sometimes it is difficult for me to be sincere; b) I always manage to be sincere.

20. a) when I am pleased with myself, it seems to me that other people are also pleased with me; b) even when I am pleased with myself, I understand that there are people who dislike me.

21. a) I trust sudden desires; b) I always try to consider sudden desires.

22. a) I should achieve perfection in all that I do; b) I am not very upset if it is not possible to me.

23. a) egoism is a natural property of any person; b) egoism isn't peculiar to the majority of people.

24. a) if I cannot find an answer to a question at once I can postpone it for uncertain time; b) I will search for an answer to the question which interests me, no matter how much time it will take me.

25. a) I like to re-read the books which appeal to me; b) it is better to read a new book, than come back to the one you have already read.

26. a) I try to arrive when my associates expect me; b) I am not inclined to reflect on what other people expect me to do.

27. a) I see the past, the present and the future as a single whole; b) I think, my present isn't very connected with the past or future.

28. a) what I do mostly gives pleasure to me; b) only a few things of what I do make me feel really glad.

29. a) aspiring to understand the character and feelings of their full associates, people are often tactless; b) the aspiration to understand people around you is quite natural and justifies some tactlessness.

30. a) I know well, what feelings I can have and what I can't; b) I haven't understood completely, what feelings I can have.

31. a) I am conscience-stricken if I become angry with those whom I love; b) I don't feel remorse when I become angry with those whom I love.

32. a) a person should take easy what he/she can hear about him/herself from others; b) it is quite natural to take offense, having heard an unpleasant opinion about yourself.

33. a) efforts demanding true knowledge, are worth it; b) efforts demanding true knowledge, are worth it, if they give pleasure.

34. a) in difficult situations it is necessary to operate the tested ways that guarantee success; b) in difficult situations it is necessary to find essentially new solutions.

35. a) people seldom irritate me; b) people often irritate me.

36. a) if there was a possibility to return to the past, I would change much in it; b) I am happy about the past and I do not want to change anything.

37. a) the main thing in life is to benefit and please people; b) the main thing is to be good and serve to the true in life.

38. a) sometimes I am afraid to seem too gentle; b) I am never afraid to seem too gentle.

39. a) I consider expressing feelings to be usually more important, than considering a situation; b) it is not necessary to thoughtlessly express feelings.

40. a) I trust in myself when I feel that I can cope with the problems facing me; b) I trust in myself even when I can't cope with the problems.

41. a) people are guided by mutual interests in their behaviors; b) by nature people are inclined to care only for their own interests.

42. a) all innovations in my professional sphere interest me; b) I am skeptical about the majority of innovations in the professional area.

43. a) I think that creativity should benefit people; b) I believe that creativity should give pleasure to a person.

44. a) I always have my own point of view on important questions; b) forming a point of view, I am inclined to listen to the opinions of dear and authoritative people.

45. a) sex without love isn't of any value; b) even without love sex is a very significant value.

46. a) I feel responsible for the mood of the interlocutor; b) I don't feel responsible for it.

47. a) I am easily reconciled to weaknesses; b) to reconcile to weaknesses is not easy to me.

48. a) the success of a dialogue depends on how much a person is capable to open himself to another; b) the success of a dialogue depends on the ability of people to underline the advantages and to hide drawbacks.

49. a) my feeling of self-esteem depends on what I have reached; b) my self-esteem doesn't depend on my achievements.

50. a) the majority of people have got used to operate on the line of the least resistance; b) I think that the majority of people aren't inclined to **act this** way.

51. a) narrow specialization is necessary for a modern scientist; b) narrow specialization makes a person limited.

52. a) it is very important for a person to take pleasure in knowledge and creativity; b) it is very important for people to benefit.

53. a) I like to participate in heated arguments; b) I don't like to argue.

54. a) I am interested in predictions, horoscopes, astrological forecasts; b) such things aren't interesting to me.

55. a) a person should work for the sake of satisfaction of needs and the blessing of the family; b) a person should work to realize the abilities and desires.

56. a) when solving personal problems, I am guided by representations; b) I solve problems the way I consider it necessary.

57. a) the will is necessary to constrain desires and to supervise feelings; b) the main function of will is to urge forward effort and increase energy of a person.

58. a) I don't hesitate to show my weaknesses to friends; b) it is not easy for me to display weaknesses even to friends.

59. a) a person can aspire to the new; b) people aspire to the new only when it is necessary.

60. a) I think that the expression "Live and learn" is incorrect; b) I consider the expression "Live and learn" correct.

61. a) I think that the sense of life consists in creativity; b) it is hardly possible to find the sense of life in creativity.

62. a) I find it difficult to get acquainted with a person whom I like; b) I don't face difficulties getting acquainted with people.

63. a) it's a pity that a considerable part of life is spent in vain; b) I cannot say that any part of my life is spent in vain.

64. a) it is inexcusable for a gifted person to neglect his duty; b) talent and abilities are conceived more than a duty.

65. a) I can manipulate people; b) I believe that manipulating people is unethical.

66. a) I try to avoid afflictions; b) I do what I believe necessary, regardless of possible afflictions.

67. a) In the majority of situations I don't allow people to play a fool of me; b) there are a lot of situations where I allow others to play a fool of me.

68. a) criticism in my address reduces my self-appraisal; b) criticism practically doesn't influence my self-appraisal.

69. a) envy is only peculiar to losers who consider themselves to be bypassed; b) the majority of people are envious, though they try to hide it.

70. a) when choosing a job, a person should consider its public importance; b) a person should first of all care for what is interesting to him.

71. a) I think that knowledge is necessary for creativity in a selected area; b) I think that knowledge is completely non-obligatory for this purpose.

72. a) perhaps, I can say that I live with a sensation of happiness; b) I can't say that I live with a sensation of happiness.

73. a) I think that people should analyze themselves and their life; b) I consider that introspection brings more harm, than advantage.

74. a) I try to justify even those things that I do just because it is easy to me; b) I don't search for justifications of actions and acts.

75. a) I am sure that anyone can live a life the way he/she wants; b) I think that a person hasn't enough chances to live his life as he/she wants.

76. a) one can never be sure whether a person is kind or malicious; b) it is usually very easy to evaluate a person.

77. a) creativity needs a lot of free time; b) it seems to me that it is always possible to find time for creativity.

78. a) convincing an interlocutor is no problem for me; b) in a dispute I try to understand the point of view of my interlocutor rather than make him change his mind.

79. a) I feel uneasy doing something only for myself; b) I never feel uneasy in such situations.

80. a) I consider myself a creator of the future; b) I can hardly influence my future.

81. a) the expression "Good should be with fists" is correct to my mind; b) the expression "Good should with fists" is hardly true.

82. a) in my opinion, drawbacks of people are much more appreciable, than their advantages; b) advantages of a person are seen much easier, than failings.

83. a) sometimes I am afraid to be myself; b) I am never afraid to be myself.

84. a) I try not to remember former troubles; b) from time to time I am inclined to come back to the memories of my last failures.

85. a) I think that something considerable should be the life purpose; b) I don't think at all that something considerable should be the life purpose.

86. a) people aspire to understanding and trusting each other; b) people are absorbed in their own interests, they don't understand their associates.

87. a) I try not to be an "outsider"; b) I dare to be an "outsider".

88. a) in a confidential conversation people are usually sincere; b) even in a confidential conversation it is difficult for a person to be sincere.

89. a) I am sometimes ashamed to show my feelings; b) I am never ashamed of it.

90. a) I can do something for others, without demanding them to appreciate it; b) I have the right to expect from people that they will appreciate what I have done for them.

91. a) I show my liking to a person irrespective of whether it is mutual; b) I seldom show my liking to people, without being sure that it is mutual.

92. a) I think that in a dialogue it is necessary to openly show your discontent with another person; b) it seems to me that in a dialogue people should hide mutual discontent.

93. a) I am reconciled with contradictions in myself; b) internal contradictions reduce my self-appraisal.

94. a) I aspire to expressing my feelings openly; b) I think that there is always an element of fieriness in the open expressing of feelings.

95. a) I am self-assured; b) I cannot say that I am self-assured.

96. a) achievement of happiness can't be an overall objective of human relations; b) achievement of happiness is an overall objective of human relations.

97. a) people love me because I deserve it; b) people love me, because I am capable of love.

98. a) unrequited love can make life intolerable; b) life without love is worse than unrequited love.

99. a) if conversation has gone wrong, I try to change the subject; b) if conversation has not developed, the carelessness of the interlocutor is to blame.

100. a) I try to make a good impression upon people; b) people see me what I actually am.

Processing and interpretation of the results

Separate scales of the questionnaire SAMOAL:

1. Orientation in time: 1b, 11a, 17b, 24b, 27a, 36b, 54b, 63b, 73a, 80a.
(× 1.5).
2. Values: 2a, 16b, 18a, 25a, 28a, 37b, 45a, 55b, 61a, 64b, 72a, 81b, 85a, 96b, 98b.
3. The view of the human nature: 7a, 15a, 23b, 41a, 50b, 59a, 69a, 76a, 82b, 86a. (× 1.5).
4. A need for knowledge: 8b, 24b, 29b, 33b, 42a, 51b, 53a, 54b, 60b, 70b. (× 1.5).
5. Creativity (aspiration to creativity): 9a, 13a, 16b, 25a, 28a, 33b, 34b, 43b, 52a, 55b, 61a, 64b, 70b, 71b, 77b.
6. Autonomy: 5b, 9a, 10a, 26b, 31b, 32a, 37b, 44a, 56b, 66b, 68b, 74b, 75a, 87b, 92a.
7. Spontaneity: 5b, 21a, 31b, 38b, 39a, 48a, 57b, 67b, 74b, 83b, 87b, 89b, 91a, 92a, 94a.
8. Self-understanding: 4b, 13a, 20b, 30a, 31b, 38b, 47a, 66b, 79b, 93a.
(× 1.5)
9. Autosimpathy: 6b, 14b, 21a, 22b, 32a, 40b, 49b, 58a, 67b, 68b, 79b, 84a, 89b, 95a, 97b.
10. Communications: 10a, 29b, 35a, 46b, 48a, 53a, 62b, 78b, 90a, 92a.
(× 1.5)
11. Flexibility in communication: 3b, 10a, 12b, 19b, 29b, 32a, 46b, 48a, 65b, 99a. (× 1.5)

The note. Scales No. 1, 3, 4, 8, 10 and 11 contain ten points, and the others have fifteen. For getting comparable results the number of points on the specified scales should be increased by 1.5.

It is possible to receive results in percentage, having solved the following proportion: 15 points (a maximum on each scale) make 100 %, and the number of the typed points makes X %.

The description of the scales of the questionnaire SAMOAL

1. The scale of orientation in time shows the degree of a person's living in the present, without postponing his life for later and without trying to find a refuge in the past. A good result is characteristic of people well understanding the existential value of living "here and now", capable of enjoying the actual moment, without comparing it to last pleasures and without depreciating an

anticipation of future successes. People, neurotically absorbed in last experiences, with the overestimated aspiration to achievements, hypochondriac and diffident show a low result.

2. The scale of value. High points on this scale testify that the person shares the values of a self-actualized person by A. Maslow, such as: true, good, beauty, integrity, absence of division, vitality, uniqueness, perfection, fulfillment, justice, order, simplicity, ease without effort, game, self-sufficiency. Preference of these values specifies aspiration to harmonious life and healthy relations with the people, far from the desire to manipulate them in one's own interests.

3. The scale of the view of the human nature can be positive (appreciation) or negative (low). This scale describes belief in people, in the power of human possibilities. A high indicator can be interpreted as a steady basis for the sincere and harmonious interpersonal relations, natural sympathy and trust for people, honesty, impartiality.

4. A high need for knowledge is characteristic of a person who is always open to new impressions. This scale describes the ability to gain knowledge, a thirst for new, interest to objects which is not tied directly to satisfaction of any needs. Such knowledge, according to A. Maslow, is more exact and effective as its process isn't deformed by desires and inclinations, the person isn't thus inclined to judge, estimate and compare. He simply sees and appreciates it.

5. Aspiration to creativity or creativity is an indispensable attribute of self-actualization which may be called a creative attitude to life.

6. Autonomy, according to the majority of humanistic psychologists, is the main criterion of mental health of a person, its integrity and completeness. This concept gravitates to such lines as vitality (aliveness) and self-support according to F. Perls, from within (inner-directed) according to D. Riso, maturity according to K. Rogers. A self-actualized person is independent and free, however it doesn't mean estrangement and loneliness. In E. Fromm's terms autonomy is a positive "freedom for" unlike a negative "freedom from".

7. Spontaneity is the quality following from self-trust and trust to the world around, it is peculiar to self-actualized people. A high indicator on the spontaneity scale testifies that self-actualization has become a way of life, instead of dreaming or aspiration. Frustrated cultural norms, in a natural kind; it is possible to observe the ability for spontaneous behavior unless it is the case with small children. Spontaneity corresponds with such values, as freedom, naturalness, game, ease without effort.

8. Self-understanding. A high indicator on this scale tells about sensitivity, the person is pushed by wishes and requirements. Such people are not likely to substitute their own tastes and estimations for external social standards. Indications on the scales of self-understanding, spontaneity and autosympathy, as a rule, are interconnected. Low points on the scale of autosympathy are peculiar to uncertain people guided by opinions of associates. D. Rismen named them "focused from the outside", unlike "focused from within".

9. Autosympathy is a natural basis of mental health and integrity of a person. Nervous, disturbed, diffident people have low indicators. Autosympathy doesn't at all mean stupid complacency or noncritical self-perception; an ego is just a well realized positive "I", the concept of being a source of a steady adequate self-appraisal.

10. The scale of communications measures sociability of a person, his ability to establish strong and benevolent relations with associates. In the questionnaire SAMOAL it does not mean the level of communicative abilities of a person or skills of effective dialogue. It rather testifies a general predisposition to mutually useful and pleasant contacts with other people, necessary for a basic synergic (see above) orientation of a person.

11. The scale of flexibility in communication corresponds with the presence or absence of social stereotypes, an ability to adequately express himself in dialogue. High indicators testify to authentic interaction with associates, self-opening. People with an appreciation on this scale are focused on personal dialogue, aren't inclined to resort to falseness or manipulations, don't confuse self-disclosing of a person with self-expression.

Practical lesson 8

Theme 24

Diagnosis of professional suitability. Reports of the students. A written colloquium.

Theme 24. Psychological analysis of the individual regulatory subsystem.

Competences: the ability to conduct psychological analysis of the regulatory subsystems of a personality.

Questions for oral testing

1. Basic concepts of self-activity and behavior.
2. Word as part of self-regulation and behavior.
3. Individual style of activity and professional qualifications.

Educational activities

The purpose: determining capacities and craving for teaching activities.

Skills and abilities: definition of autonomy-dependence of students in the educational activities, formation and training of the educational impact on students.

Task 1. Diagnosis and pedagogical training insight

Methods of and instructions. Using the proposed methodology and procedure described below you can make self-diagnosis and conduct training on the formation of skills and foresight, assessment of students' judgments.

Analyzing the differences found between your own value judgments (aspects I and II) and evaluative judgments of students (aspect III), you will derive a lot of useful information for yourself.

Conclusions. So vote by yourself (aspect I) for all the eight octants (Table 13). An assessment is made on a 12-point scale. Interval 1 – 4 means that a quality is poorly developed; in the range of 5 – 8 it is medium; in the range 9 – 12 it is strongly developed (the second degree of quality, i.e., the second adjective).

Now try to predict all the eight octants of students' opinion about you (aspect II). Evaluation is also made on a 12-point scale. In conclusion, ask students to evaluate you on all the eight octants (aspect III). Thus it is better to observe anonymity. Students do not need to be familiar with the results of your own preliminary work on aspects I and II.

Processing of the test results

Consider an example of some options of the research results.

1. Assume that the evaluation of the first octant (leadership authoritativeness) has given you 2 points for aspect I and 12 points for aspect III. What can this mean? That you tend to consider yourself to be a domineering person and believe that leadership is the quality you are obviously lacking and that it would be nice to improve yourself in this direction. However, the students' point of view is diametrically opposed. In their eyes, you are a very unpleasant and sometimes even tyrannical man. And if you need to work on improving yourself, effort should probably be taken in the direction of "easing" your character, reducing the power trends. Of course, this is just an example of how to approach the analysis data. In each case, people may have their own characteristics, their "nuances". It is clear that the opinion of students, even of the whole group does not always correspond to reality. Nevertheless if you got the results similar to those shown in the example above, you should

seriously ponder over them. After all, as a result of a series of psychological research scientists found that authoritarian teachers consider themselves quite overbearing, too soft and out-superfluously democratic.

2. Assume that in the third octant (demands) you got 10 points for aspect I (self-esteem) and 5 points for aspect III. So, you think you are a very demanding teacher, sometimes too much, and perhaps often think about pedagogical appropriateness of such a high level of demands. Students also believe that this level of demands on your part is optimal. Obviously, with such ratio of points there is no reason for you to worry about excessive demands on your part. However, note that the situation considered here is rather hypothetical than real. Numerous empirical studies (including our own one) suggest that the opposite situation is more common: the teacher feels insufficiently demanding, while the students are confident about unreasonably high demands on his part. Of course, here – in each case – you have to conclude by yourself. But one should remember that, being lenient to himself, a person usually carries his unrealized potential demands on others, in particular those occupying a subordinate position.

Table 13

Blank evaluation of 8 octants

Octant	Aspect		
	I	II	III
	My self-esteem	Students about me (the teacher's forecast)	Students about the teacher (a real poll)
1. Leadership – authoritativeness			
2. Confidence – overconfidence			
3. Demands – irreconcilability			
4. Skepticism – stubbornness			
5. Agreeableness – meekness			
6. Credulity – obedience			
7. Kindness – indecisiveness			
8. Responsiveness – unselfishness			

Test to determine the type of personality

To verify the accuracy of your choice, you need a test that follows.

Test

You are offered two columns of words. Each line consists of a pair of words with the opposite meaning. In each pair, select the word that best fits your true "I". Mark the selected word. Try to be as objective as possible. Remember that it is not about the pros and cons, but about your personal characteristics.

Having considered all the pairs of words and marked the appropriate words summarize the results. Click on a letter-link at the top of the column in which you have marked more words.

E	I
Talk	Listen
Oriented to the outside world	Oriented inward
Speak aloud	Experience in itself
Sociability	Concentration
Talkative	Closed
Busy	Calm
Latitude	Depth
Noisy	Quite
Energy expenditure	Conservation of energy
Total:	Total:
S	N
Work	Inspiration
Real	Future
Stability	New Features
Specific	Abstract
Practices	Dreamer
Literal	Figurative
Actual	Theoretical
Application in practice	Find the hidden meaning
Realist	Idealist
Total:	Total:

To avoid errors when determining your personality type, try every statement, every word in the proposed test, pass through you, through your inner world and choose the one that is closer to you.

Select the assertion that suits you best and click on the letter link.

<p>I. You do not like anything to stand out among others, to exhibit their achievements. You prefer to listen to your companion rather than speak. You do not seek to take the initiative and responsibility for others. You are clear and understandable as to your inner world, actions and motives, but you do not rush to tell others about yourself and your plans. Personal self-esteem for you means more than a score of others</p>	<p>E. Your inner self is rather complicated and controversial, so it's easier for you to describe a familiar person than yourself. You tend to act rashly, can take on too many things or liabilities, need employment variety, take the initiative in new businesses or acquaintances, willingly share your experiences with others and need their assessment of your personal qualities and correct actions</p>
<p>S. You are a realist and give preference to action rather than reflection, prefer to make things with your hands, not trusting others. You are willingly engaged in household chores; practical, caring about others. Your statements are concrete, you do not like assumptions and guesses and proven ideas and methods of work. You are attentive to detail and willing to refine and validate all made by yourself and others</p>	<p>N. You are an imaginative person, anticipating further developments, inclined to doubt; do not always believe in yourself, often manifest impracticality in material matters, enjoy creative activities, search and experiment more than the guaranteed benefit. It is easy for you to guess what could be done and said by others. As a rule, you do not need to be clarified. You are quite scattered and reluctantly check what has been done</p>
<p>T. In your decisions, you first of all, base on facts and common sense, putting them at the mercy of your feelings and relationships with others. You know how to logically justify your point of view, guided by the arguments and evidence rather than personal experiences. Being right rather than enjoyable is more important to you. You do not like undeserved compliments. You do not like to discuss the themes of personal lives of others</p>	<p>F. You are deeply interested in topics related to feelings and relationships between people. You willingly participate in the discussion and resolution of their personal problems, trying to improve mutual understanding, as you do not carry grudges and differences in your environment. You like making compliments to create a warm and pleasant atmosphere of communication. You find it difficult to objectively assess those who sympathize with you and those who you dislike. You can set up a personal relationship business</p>
<p>J. You enjoy clarity and certainty around, so you do not tend to change your plans, beliefs and habits. Uncertainty and variability, many possible solutions annoy you. You do not like to delay anything "for later", know how to evenly distribute and pre-schedule the load, prefer to have clearly defined objectives and a specific time schedule</p>	<p>P. You do not compile clear plans for the future, so you act without preparation, according to the situation, relying on ingenuity and luck. You are not worried very much about uncertainty; you like to have a few possible solutions in stock. You can easily switch from one pursuit to another, willing to reconsider former views and solutions. It is difficult for you to meet deadlines, to obey a strict schedule or routine</p>

T	F
Thoughts	Feelings
Logical	Sentimental
Analyze	Empathize
Objectives	Subjective
Fair	Humane
Clarity	Harmony
Prone to criticism	Benevolent
Solid	Tenderhearted
Head	Heart
Total:	Total:
J	P
Discipline	Emancipation
Plan	Improvisation
Organized	Impulsive
Solve	Wait
Structure	Course
Schedule	Freedom of action
Certain	Approximate
Control	Adapt
Finish	Start
Total:	Total:

The questionnaire of Mehrabian motivation of achievement

The test consists of a number of statements, concerning separate character features and opinions and feelings concerning some situations. You need to estimate the degree of your consent or disagreement with each statement, using the following scale:

- +3: completely agree;
- +2: agree;
- +1: agree, rather, than disagree;
- 0: neutral;
- 1: disagree rather than agree;
- 2: disagree;
- 3: categorically disagree.

Complete the questionnaire by putting your numerical evaluation of each statement into a proper form of the answer sheet in Table 14 (don't forget that it is necessary to write the number together with the sign "+" or "-").

Form A (for men).

1. I think more of getting a good evaluation, than I am afraid of a bad one.
2. If I had to do some difficult, new work I would prefer to do it together with someone rather than work alone.
3. I take up the most difficult tasks, even if I am not sure I can solve them rather than easy ones that I know I will solve.
4. I am more attracted by the work which does not require stress and in which I am sure to succeed than the difficult one, which may surprise me.
5. If I am failing to do something, I would rather put all the power to deal with it rather than turn to what I can easily cope with.
6. I prefer a job where my functions are well defined and the salary is above average to the job with an average salary, where I myself should define my role.
7. I spend more time reading specialist literature than art.
8. I would rather have an important and difficult task, although the probability of failure is 50 %, rather than do a task which is fairly important, but not difficult.
9. I will rather learn a more entertaining game known to most people than rare games that require skill and are little known.
10. For me it is very important to do my job the best way possible, even if it causes tension with teammates.
11. If I were to play cards, I would probably played a entertaining game rather than a mind-breaker.
12. I prefer a competition where I feel stronger than others, to that where all the parties are of roughly equal strength.
13. In my free time, I play some game promoting development of skills rather than that for recreation and entertainment.
14. I would rather do some business the way I see it, even with a 50 % risk of being mistaken than do it the way others advise me.
15. If I had to choose, I would probably choose the job in which the starting salary was 500 rubles and could remain at that level for indefinitely long, rather than the job in which the starting salary was 300 rubles and a guarantee that in no later than six months I would get 2 000 rubles.

16. I would rather play as a team than compete with a stopwatch in hand.

17. I prefer to work, sparing no effort, to be completely satisfied with the result rather than finish the work quickly and with less stress.

18. When sitting an exam, I would rather answer specific questions about the material covering issues that require statement of opinion.

19. I would rather choose a business in which there is some chance of failure, but there is also an opportunity to achieve more than that in which my situation does not deteriorate, but does not significantly improve.

20. After successful passing an exam, I am more likely to feel relieved rather than glad about high evaluation.

21. If I could return to one of the unfinished businesses, I would probably choose the be more difficult one.

22. When doing a control task I'm more worried about how to avoid some mistake than think about how to solve it.

23. If I am failing in something, I'd rather turn to someone for help than continue to look for a way out.

24. After the failure I would rather become more focused and energetic than lose the desire to continue the work.

25. If there is any doubt about the success of any endeavor, I will not take risks rather than still take active part in it.

26. When I take up a difficult task, I am more afraid of not coping with it, than I hope that it will be a success.

27. I work more effectively under someone's leadership than when I bear personal responsibility for work.

28. I prefer a complex unfamiliar task to a familiar one in which I'm sure to be a success.

29. I work more productively when I am clearly told what and how to perform a task rather than when I am only informed in general terms.

30. Having successfully solved some problem, I would be glad to solve another similar problem than pass to a different type of problem.

31. When I need to compete, I feel rather interest and excitement than anxiety and worry.

32. Perhaps I rather dream about my plans for the future than actually try to implement them.

Form B (for women).

1. I think more about getting good grades than fear getting bad ones.

2. I take up the most difficult tasks even if I am not sure I can solve them rather than easy ones that I know I will solve.

3. I'm more interested in the work which does not require effort and in which I am sure to be a success, than the difficult task in which surprises are possible.

4. If I have something which does not go, I would rather put all the power to deal with it than move to what I may well cope with.

5. I would prefer a job where my functions are well defined and the salary is above average to a job with an average salary, in which I must determine my role myself.

6. The fear of failure is stronger experience with me than the hope for success.

7. I prefer non-fiction literature to the entertainment genre.

8. I would prefer an important and difficult task, although the probability of failure in it is 50 %, to a rather important, but not difficult, one.

9. I will rather learn a more entertaining game known to most people than rare games that require skill and are little known.

10. For me it is very important to do your job the best way possible, even if it causes tension with teammates.

11. Having successfully passed an exam, I am more likely to breathe a sigh of relief than feel glad about good evaluation.

12. If I was going to play cards, I would probably play a game of entertainment rather than a difficult-mind-breaker.

13. I prefer a competition where I feel stronger than others, to one that where all the parties are of roughly equal strength.

14. After a failure I would rather become more focused and energetic than lose the desire to continue the work.

15. The poison of failure in my life is greater than the joy of success.

16. In a new unknown situations, I feel rather excitement and anxiety than interest and curiosity.

17. I would rather try to cook an interesting dish although it may be difficult to make than prepare a regular dish that I can cook well.

18. I would rather take up something pleasant and easy, than perform something I think worthwhile, but not very exciting.

19. I am more likely to spend all my time on one business than try to do two or three things in the same period of time.

20. If I got sick and had to stay at home, I would rather relax and unwind than check out and work.

21. If I shared a room with several girls and we decided to have a party, I would prefer to organize it myself than charge someone else to do it.

22. If I fail, I'd turn to someone for help rather than continue to look for a way out.

23. When I have to compete, I feel rather interest and excitement than anxiety and worry.

24. When I take up a difficult task, I am more afraid of not coping with it, than hope to be a success.

25. I work more effectively under someone's leadership than when I bear personal responsibility for my work.

26. I like to perform a complex unfamiliar task rather than a familiar task, the success of which I'm sure about.

27. If I have successfully solved some problem, I would rather take up another similar problem, than turn to a different type of problem.

28. I work more productively on the task set to me in general terms than when I am told in detail what and how to do.

29. If I make a mistake in an important matter, I more often feel lost and desperate than pull myself together and try to remedy the situation.

30. Perhaps I am more likely to dream about my plans for the future than actually try to implement them.

Table 14

Answer sheet

Form A				Form B			
No.	sign	No.	sign	No.	sign	No.	sign
1	+	17	+	1	+	16	-
2	-	18	-	2	+	17	+
3	+	19	+	3	-	18	-
4	-	20	-	4	+	19	+
5	+	21	+	5	-	20	-
6	-	22	-	6	-	21	+
7	+	23	-	7	+	22	-
8	+	24	+	8	+	23	+
9	-	25	-	9	-	24	-
10	+	26	-	10	+	25	-
11	-	27	-	11	-	26	+
12	-	28	+	12	-	27	-
13	+	29	-	13	-	28	+
14	+	30	-	14	+	29	-
15	-	31	+	15	-	30	-
16	-	32	-				

According to the presented key, the data of examinees on each of the statements of the questionnaire is translated into points as follows. If in the key the given statement is marked by the sign "+", the score (presented in the top line) is translated into points (presented in the bottom line) in the following order:

-3	-2	-1	0	+1	+2	+3
1	2	3	4	5	6	7

If in the key a corresponding statement is marked by the sign "-", the following parity is applied:

-3	-2	-1	0	+1	+2	+3
7	6	5	4	3	2	1

The sum in the range from 165 to 210 points specifies a high motivation to achieve success.

The sum of the points in the limits from 76 to 164 points doesn't make it possible to draw a conclusion about domination of any motive.

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EDUCATIONAL EDITION

Guidelines
to practical tasks and self-study on the academic discipline
"PSYCHOLOGY"
for full-time students
of all training directions

Independent electronic network text edition

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НАВЧАЛЬНЕ ВИДАННЯ

Методичні рекомендації
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з навчальної дисципліни
"ПСИХОЛОГІЯ"
для студентів усіх напрямів підготовки
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