

SYLLABUS
Educational Component – BK 3
Academic Discipline: Psychology of Personality

Educational Level:	secondary (Graduate / Master)	
Training program	Selective	
Branch of knowledge	19	Architecture and construction
Specialty	192	Construction and civil engineering
Educational program		
Scope of the discipline	3 credits ECTS (90 academic hours)	
Types of classroom classes	Lectures, practical classes	
Individual and (or) group tasks	Abstract	
Forms of semester control	Test	

Lecturers:

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The main objective of the course "Psychology of Personality" is to facilitate the development of general and specific competencies and the formation of a scientific worldview regarding personality psychology. This will enable students to explain, predict, and control human behavior using theories developed by prominent scientists, as well as the ability to apply acquired theoretical knowledge to solve professional tasks. The course contributes to an awareness of the complexities, categorical foundations, and psychological phenomenology of the intricate psychosocial construct known as personality, while also expanding a broad scientific perspective.

The prerequisites for participating in this course include the acquisition of theoretical knowledge and practical skills in the following disciplines: Philosophy and Psychology.

Program Learning Outcomes:

To know how to:

- Define and organize the theoretical-methodological foundations, principles, tasks, problems, and methods of personality psychology.
- Classify and determine the categorical-conceptual framework of psychological science within the problem field of personality psychology, including its specificity and regularities of functioning in the realm of social relations and behavior.
- Expand knowledge about psychological factors that contribute to the characteristics of behavior and activities of an individual.
- Systematize psychological knowledge regarding the principles of major scientific approaches in personality psychology for professional purposes, aiming to facilitate the organization of personal development.

To be able to:

- Apply and develop the skills of utilizing psychological resources within the personal educational environment.
 - Identify and analyze psychological aspects of one's own personality, utilize psychological knowledge in working with others, and understand one's own mental states.
 - Independently gather and critically process, analyze, and synthesize psychological information from various sources.
 - Apply acquired knowledge to explain and predict personality development and behavior.
- Identify individual-psychological differences in personality based on their manifestations in activities and communication, while considering individual characteristics in the realm of social relations.

Topics plan

№	Topic	Number of hours		
		prelections	Practical classes	Individual work
1	2	3	4	6
Bloc 1.				
1.1	Topic 1: Psychology of Personality:	1	1	4

	Terminology, Historical Development, Achievements, and Issues.			
1.2	Topic 2: Interdisciplinary Nature of the Personality Issue.	2	1	6
1.3	Topic 3: Psychology of Personality in Natural, Human, and Social Sciences.	2	1	6
1.4	Topic 4: Human Beings and Their Place in Different Systems. Systemic and Historical-Evolutionary Approaches to Personality.	1	1	4
Bloc 2.				
2.1	Topic 5: Empirical and Experimental Approaches to Studying Personality: Albert Bandura's Social-Cognitive Theory and George Kelly's Personal Construct Theory.	2	1	6
2.2	Topic 6: Behavioral Approaches and Cognitive-Behavioral Concepts: Personality in B.F. Skinner's Operant Conditioning Theory.	1	1	4
2.3	Topic 7: Practical Applications of Cognitive Theories: Aaron Beck's Cognitive Therapy.	1	1	4
2.4	Topic 8: Dispositional Concepts of Personality: G. Allport, H. Eysenck, and R. Cattell.	1	1	4
2.5	Topic 9: Cultural-Historical Concept of L.S. Vygotsky and Its Derivatives: Sociocultural Approach (J. Wertsch), Ethnocultural Theory of Personality Development (G.U. Soldatova, V.Yu. Khotinets, O.V. Sukharev), etc.	2	2	6
2.6	Topic 10: Humanistic Concepts: Interpersonal and Intrapsychic Defense Mechanisms in Humanistic Psychoanalysis (K. Horney); Character Structure and Existential Needs (E. Fromm). "Self-Concept," Congruence, and Self-Actualization in the Theory of C. Rogers.	1	1	6
2.7.	Topic 11: Transpersonal and Integrative Concepts of Personality: "Peak Experiences" in A. Maslow's Theory, Systems of "Condensed Experience" and Transpersonal Experiences in S. Grof's Theory.	1	1	6
2.8	Topic 12: The Problem of Personal Choice (E. Fromm). Personal Meaning (A.M. Leontiev, V. Frankl, and others).	1	1	6
	In total	16	12	62

Assessment criteria and diagnostic tools: The minimum and maximum grading levels for obtaining a pass in the course "Personality Psychology" are 60 and 100 points, respectively. The following assessment criteria and diagnostic tools may be used to evaluate student performance:

Evaluation tools		Minimal scores	Maximum scores
Evaluation type	Quantity per semester		
Реферат	1	20	30
Ongoing evaluation	1	10	20
Knowledge evaluation:			
Current knowledge evaluation (standardized tests)	2	30	50
Разом		60	100

Topics of individual papers (abstracts), for example:

1. Formation of intellectual activity in personality.
2. Inspiration and charisma. The concept of charismatic influence.
3. Emotions and contemporary artistic creativity.
4. The impact of stress and distress on the human body.
5. Physiological mechanisms of affect.
6. Human activity and proactiveness.
7. Needs as a source of human activity.

The ongoing evaluation is conducted by students in the classroom and consists of case studies and individual assignments. For example: Determine the methods of researching creative abilities (possibilities and limitations of the method).

Twice per semester, there are proficiency tests - standardized tests (20 multiple-choice questions), for example:

1. Voluntary attention:
 - a) Does not require voluntary efforts, relies on orienting reflex or dominance.
 - b) Requires voluntary efforts.
 - c) Does not require voluntary efforts, is based on a dominant that emerged during a specific activity and evoked great interest in us.
2. Character is:
 - a) innate;

- b) acquired;
- c) formed throughout life.

3. According to I. P. Pavlov, the phlegmatic temperament is characterized by:

- a) strength, balance, inertia of nervous processes;
- b) strength, balance, mobility of nervous processes;
- c) strength, imbalance, mobility of nervous processes;
- d) weakness, imbalance, inertia of nervous processes.

Ongoing evaluation is carried out throughout the semester during lecture sessions and is evaluated based on the total points earned. The main goal of ongoing assessment is to provide feedback between academic staff and master's students during the learning process, as well as to ensure the management of students' learning motivation. Ongoing assessment is conducted in the form of oral questioning or written express tests.

List of recommended literature, textbooks, regulatory, and methodological materials.

Main literature:

1. Ermakova, S.S., Bykova, S.V., Kras'yuk, I.A., Ogorodniychuk, I.A., et al. (2022). Architectonics of Noospherization of Education: [Textbook]. Odesa: VMV. (242 p.)
2. Bykova, S.V., Babchuk, O.G. (2020). Features of Self-development of Future Professionals. In "Theory and Practice of Modern Psychology" (pp. 8-12). Scientific Professional Publication, Category B. Indexed by Index Copernicus International (Republic of Poland), Issue 1, Volume 1.
3. Bykova, S.V., Vertel, A.V., Shyrokoradyuk, L.A. (2022). Formation of Personality Psychology in Crisis Situations. In "Scientific Perspectives" (pp. 382-393). Category B Journal in Law, Public Administration, Psychology, and Economics.
4. Varyi, M.Y. (2018). Psychology of Personality: Textbook for Higher Educational Institutions. Kyiv. (592 p.)
5. Katsavets, R.S. (2021). Psychology of Personality: Textbook. Kyiv: Alerta. (134 p.)
6. Semichenko, V.A. (2019). Psychology of Personality. Reissue. Kyiv: O.M. Eshke Publishers. (427 p.)
7. Chagovets, A.I., Kiselova, M.M., Hudovsek, O.A., Bykova, S.V., Tsybanyk, O.O. (2020). International Cooperation among Tertiary Educational Institutions: Trends and Prospects. International Journal of Higher Education, 9(7), 356-366. Sciedu Press. (Scopus)

8. Bykova, S.V. (2020). Features of the Connection between Emotional Intelligence and Success Motivation. In "Habitus" (pp. 67-71). Scientific Professional Publication, Category B.

Additional sources of information:

1. Bykova, S.V., Gorchynskyi, O.I. (2022). On the issue of mental development in adolescence. Materials of the XXVII International Scientific-Methodological Conference "Quality Management of Specialist Training," April 22, 2022, ODA, pp. 187-190.
2. Kadiyevska, I.A., Bykova, S.V., Sazonov, V.V. (2018). Guidelines for independent work on the discipline "Psychology and Pedagogy." Odessa: Printing House ODA, 63 p.
3. Kadiyevska, I.A., Bykova, S.V. (2018). Guidelines for independent work on the discipline "Psychology" for bachelor's level students. Odessa: ODA Publishing, 42 p.
4. Positive Psychology. Theory, Research, and Applications (2019). London: Open University Press, 314 p.
5. Bykova, Svitlana, Lungu, Viorelia, Bezverhni, Vasili. (2022). On the question of the psychology of decision-making: needs of the time. Innovations in Education: Essence, Problems, Perspectives. Materials of the All-Ukrainian Scientific-Practical Conference (Odessa, October 27-28, 2022), pp. 78-80.
6. Foundations of Applied Psychology. Edited by V. Panok and others. Textbook. Kyiv: Lybid, 1999, 536 p.
7. Personality Psychology: Dictionary-Handbook. Edited by P.P. Hornostai, T.M. Titarenko. Kyiv: Ruta, 2001, 320 p.
8. Myasoyid, P.A. (2001). General Psychology. Textbook. Kyiv: Vysha Shkola, 487 p.
9. Fomenko, I.A. (2007). Age-related Applied Psychology. Part 1: Lecture notes. Dnipro: NMetAU, 56 p.