



**MINISTRY OF SCIENCE AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION**
Federal State Budgetary Educational Institution of Higher Education
"IRKUTSK STATE UNIVERSITY"
Department of Pedagogical and Developmental Psychology



APPROVED:

Deputy Rector for Education
A.I. Vokin
February 28, 2025

Syllabus

Discipline Б1.В.ДВ.01.03 Personality Psychology and Professional Identity

Major: All fields of study

University Degree: Bachelor

Full-time, part-time, extramural (the program is implemented entirely via e-learning and distance educational technologies)

Recommended by Department of Pedagogical
and Developmental Psychology
Protocol № 6 of January 21, 2025

Department Chair L.V. Skorova

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I. Goal and Objectives of the Discipline

Goal: To develop the capacity for professional self-determination, taking into account the health limitations of students, and to build professional competence in the psychology of personality of persons with disabilities and special needs.

Objectives:

1. To create conditions for the professional adaptation of students with disabilities and special needs.
2. To assist in professional self-determination, self-realization in future professional activities, and career development.
3. To develop an understanding of personality, its individual characteristics, and their manifestation in professional activity.

II. Place of the Discipline in the CPEP Structure

2.1. The academic discipline "Personality Psychology and Professional Identity" belongs to the component of the curriculum formed by participants in educational relations (elective courses).

2.2. Studying this discipline requires the knowledge, skills, and competencies developed by the following prerequisite course:

B1.O.03 Psychology of Social Interaction, Self-Development, and Self-Organization.

2.3. List of subsequent academic disciplines for which the knowledge, skills, and competencies formed by this course are necessary:

B2.O.01(Д) Preparation of Final Qualification Paper and its Defense

Requirements for the incoming knowledge, skills, and experience of the student, necessary for mastering this discipline and acquired through the completion of the prerequisite course:

The student should know the rules and methods for constructing self-development and professional growth programs; be able to identify tasks for self-development and professional growth, plan and build a trajectory for personal and professional development; and possess the techniques for creating relevant self-development and professional growth programs.

III. Requirements for the Discipline Learning Outcomes

The process of mastering the discipline is aimed at forming the following competency (or elements of the competency) in accordance with the Federal State Educational Standard for Higher Education (FSES HE):

List of Planned Learning Outcomes for the Discipline, Mapped to Competency Achievement Indicators

Competency	Competency Achievement Indicator	Learning Outcomes
<p><i>UC-6</i> Is able to manage their time, build and implement a self-development trajectory based on the principles of lifelong learning.</p>	<p><i>CAI UC 6.2</i> Defines tasks for self-development and professional growth, constructs a timeline for achieving them, providing justification for their relevance and identifying the necessary resources for their completion.</p>	<p>Knowledge: - Features of individual personality development, theoretical approaches to professional self-determination, preferences and perceptions characteristic of adolescents, young adults, and youth with special needs, psychological characteristics of persons with disabilities and special needs (with hearing, visual, musculoskeletal impairments, somatic illnesses), principles, types, and means of career guidance for different categories of persons with special needs, tools, forms, and methods of professional self-determination for persons with special needs, stages of professional self-</p>

		determination for persons with special needs. Abilities: - To use various psychodiagnostic techniques for assessing personality. Skills: - Skills in selecting diagnostic tools, choosing career guidance resources taking into account the specific developmental situation of persons with disabilities, and providing counseling on matters of professional self-determination.
	<i>CAI UC 6.2</i> Develops personalized pathways for personal and professional growth based on lifelong learning principles, applying continuing education tools.	Knowledge: - Variants of life paths, crises in personality development. Abilities: - To formulate a prognosis for professional self-determination of persons with disabilities, select career guidance methods for persons with disabilities, and identify effective career guidance tools. Skills: - Methods for fostering development across different personality spheres.

IV. Contents and Discipline Structure

Discipline scope is 3 credits, 108 hrs.

Form of Summative Assessment: credit

4.1 Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours

№	Discipline Section/ Theme	Semester, full time	Semester, part-time	Types of Educational Activities, Including Self-Study, Practical Sessions, and Workload (in hrs)						Formative Assessment Formats; Summative Assessment Formats		
				Teacher Contact Hrs							Self-Study	KO
				Lectures		Practical Sessions		Consultations				
				Full time	Part-time	Full time	Part-time	Full time	Part-time	Full / Part time	Full / Part time	

Section 1. Personality Psychology											Oral questioning, completing tasks	
1	Topic 1.	6	4	4	2	2	-			8/12		
2	Topic 2.	6	4		2	2	1			8/10		
3	Topic 3.	6	4	4	-	2	1			8/10		
4	Topic 4.	6	4		-	4	-			8/12		
Section 2. Career Choice											Oral questioning, completing tasks	
5	Topic 5.	6	4	2	2	2	-			8/12		
6	Topic 6	6	4	2	-	2	1			8/12		
7	Topic 7	6	4	2	-	2	1			8/12		
8	Topic 8.	6	4	2	-	2	-			8/12		
Total hrs		108	18	4	18	4	-	4	64/92	8/4		
Form of the assessment: credit											Credit	

4.2. Plan for Out-of-Class Student Self-Study of the Discipline

Semester	Section, Themes	Self-Study				Assessment Tool	Self-Study Educational and Methodological Support
		Type of Self-Study	Deadlines	Load (hr.)			
				Full time	Part time		
Section 1. Personality Psychology							
4	Topic 1.	Biography Analysis	Weeks 1-2	8	12	Analytical Report	Morozyuk, S. N. Psychology of Personality. Psychology of Character: textbook for universities / S. N. Morozyuk. — Moscow: Yurayt Publishing House, 2022. — 217 p. — (Higher Education). — ISBN 978-5-534-06609-8. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/493853
4	Topic 2.	Analysis of personality type and self-concept	Weeks 3-4	8	10	Analytical Report	Morozyuk, S. N. Psychology of Personality. Psychology of Character: textbook for universities / S. N. Morozyuk. — Moscow: Yurayt Publishing House, 2022. — 217 p. — (Higher Education). — ISBN 978-5-534-06609-8. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/493853

4	Topic 3.	Analysis of creative work / biography	Weeks 5-6	8	10	Analytical Report	Morozyuk, S. N. Psychology of Personality. Psychology of Character: textbook for universities / S. N. Morozyuk. — Moscow: Yurayt Publishing House, 2022. — 217 p. — (Higher Education). — ISBN 978-5-534-06609-8. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/493853
4	Topic 4.	Analysis of creative work / biography	Weeks 7-8	8	12	Analytical Report	Morozyuk, S. N. Psychology of Personality. Psychology of Character: textbook for universities / S. N. Morozyuk. — Moscow: Yurayt Publishing House, 2022. — 217 p. — (Higher Education). — ISBN 978-5-534-06609-8. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/493853

Section 2. Professional Identity

4	Topic 5.	Information search	Weeks 9-10	8	12	Chart	Work Psychology: textbook and practical guide for universities / S. Yu. Manukhina [et al.]; edited by S. Yu. Manukhina. — Moscow: Yurayt Publishing House, 2022. — 485 p. — (Higher Education). — ISBN 978-5-9916-7215-3. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/489101
4	Topic 6.	Analysis of self-examination results	Weeks 11-12	8	12	Analytical Report	Work Psychology: textbook and practical guide for universities / S. Yu. Manukhina [et al.]; edited by S. Yu. Manukhina. — Moscow: Yurayt Publishing House, 2022. — 485 p. — (Higher Education). — ISBN 978-5-9916-7215-3. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/489101
4	Topic 7.	Information search	Weeks 13-14	8	12	Summary Table	Work Psychology: textbook and practical guide for universities / S. Yu. Manukhina [et al.]; edited by S. Yu. Manukhina. — Moscow: Yurayt Publishing House, 2022. — 485 p. — (Higher Education). — ISBN 978-5-9916-7215-3. — Text: electronic // Yurayt Educational Platform [website]. — URL: https://www.ura.it.ru/bcode/489101

4	Topic 8.	Analysis of self-examination results	Weeks 15-16	8	12	Analytical Report	Work Psychology: textbook and practical guide for universities / S. Yu. Manukhina [et al.]; edited by S. Yu. Manukhina. — Moscow: Yurayt Publishing House, 2022. — 485 p. — (Higher Education). — ISBN 978-5-9916-7215-3. — Text: electronic // Yurayt Educational Platform [website]. URL: https://www.urait.ru/bcode/489101
Total self-study load (hrs)				64	92		
Time budget for self-study work provided by the curriculum for this discipline (hrs)				64	92		

4.3. Learning Content

Section 1. Personality Psychology of Persons with Disabilities and Limited Health Capabilities

Topic 1. Personality as an object and subject of psychological cognition. Individual — personality — individuality. Personality as a special systemic quality of an individual.

Topic 2. Individuality and individual differences of personality. Individuality. Abilities. Temperament. Character. Typology of personality-individuality. Identification characteristics of personality (self-concept).

Topic 3. Personality development. The role of personal activity in development. Life path. Life path options. Professionalization of personality. Crises in personality development. Critical situations.

Topic 4. Psychological characteristics and needs of various categories with disabilities and limited health capabilities. Psychological characteristics and special educational needs of persons with hearing impairments. Psychological characteristics and special educational needs of persons with musculoskeletal disorders. Psychological characteristics and special educational needs of persons with somatic diseases. Consideration of psychological characteristics when organizing professional self-determination. Psychological characteristics of students.

Section 2. Professional Identity

Topic 5. Regulatory and legal support of the vocational guidance and self-determination system for persons with disabilities and limited health capabilities. ILO Convention № 142 "Concerning Vocational Guidance and Vocational Training in the Development of Human Resources". Model program for supporting young people with disabilities in obtaining professional education and assisting in subsequent employment. Regulation on vocational guidance and psychological support of the population in the Russian Federation. Federal state standard of the state service for organizing vocational guidance of citizens for choosing a field of activity (profession), employment, undergoing vocational training, obtaining additional vocational education. Methodological recommendations for specialists of employment service authorities on organizing work with persons with disabilities, including assessment of the significance of impaired body functions for performing labor functions. Methodological recommendations on the list of recommended types of labor and professional activities considering impaired functions and limitations of life activity. Regulations on interdepartmental interaction of executive authorities, local self-government bodies, organizations carrying out educational activities and employment service authorities on organizing vocational guidance work with young people with disabilities and persons with limited health capabilities to assist in their employment.

Topic 6. Conceptual framework of professional self-determination. Essence and main strategies of professional self-determination of persons with disabilities. Theoretical and methodological foundations of vocational guidance for persons with disabilities. Employment, student with disabilities, person with

disability, individual rehabilitation or habilitation program for a person with disability, interdepartmental interaction, vocational guidance, vocational training, vocational education, professional compensation, professional suitability, professional abilities, professionally important qualities, professional self-determination, professional selection, employment.

Topic 7. Modern approaches to solving problems of professional self-determination of persons with disabilities. Features of professional preferences and ideas of adolescents, youth and young people with disabilities. Integrative-inclusive approach. Independent living perspective. Medical-physiological vocational counseling and medical selection. Principles, stages, directions of professional self-determination of persons with disabilities. Forms of work. Organization of work on professional self-determination of various categories of students with disabilities in the context of pedagogical, psychological-pedagogical, special (defectological) and vocational training. Methods of work on professional self-determination of students with disabilities.

Topic 8. Technologies of professional self-determination of persons with disabilities and limited health capabilities. Professional self-determination and psychological-pedagogical support of persons with disabilities and limited health capabilities. Organization of work on professional self-determination of students with disabilities at the institute. Directions of professional and labor adaptation of different categories of persons with disabilities and limited health capabilities. Interactive, multimedia, health-saving technologies. Factors and stages of professional self-determination. Idea of profession. Forms of professional self-determination of different categories of persons with disabilities and limited health capabilities. Methods of professional self-determination of different categories of persons with disabilities and limited health capabilities. Self-assessment of professionally important qualities.

4.3.1. List of Practical Sessions

Theme Number	Practical Sessions	Load (hr.) Full time	Load (hr.) Part time	Assessment Tools	Developed Competencies (Indicators)
1.1	Personality as an object and subject of psychological cognition: analysis of social media users' pages	2	-	Educational individual and group tasks	UC-6
1.2	Individuality and individual differences of personality	2	1	Educational individual and group tasks	UC-6
1.3	Driving forces and conditions of personality development: group discussion "Moral choice of personality"	2	1	Educational individual and group tasks	UC-6
1.4	Psychological characteristics and their consideration when organizing professional self-determination	4	-	Educational individual and group tasks	UC-6
2.5	Psychological support of professional self-determination of persons with disabilities and limited health capabilities	2	-		UC-6

2.6	Professional compensation, professional suitability, professional abilities, professionally important qualities	2	1	Educational individual and group tasks	UC-6
2.7	Structure and stages of professional self-determination	2	1	Educational individual and group tasks	UC-6
2.8	Technologies of professional self-determination of persons with disabilities and limited health capabilities	2	-	Educational individual and group tasks	UC-6

4.3.2. List of Topics (Questions) Assigned for Independent Work as Part of Student Self-Study

№	Theme	Task	Competency	Indicators
1	Topic 1.	Study the biographical method of personality analysis. Conduct an analysis of a famous person's biography, highlighting factors in the formation of their individuality. Present the analysis results in the form of a mental map/outline-scheme using a program convenient for you.	UC-6	CAI UC _{6.1}
2	Topic 2.	Study your personality-individuality type and components of self-concept. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.1}
3	Topic 3.	Analyze the work of a famous poet. Identify external and internal conditions of creative personality development. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.1}
4	Topic 4.	Study the phenomenon of "professional acme". Give a forecast of acme development in M.Yu. Lermontov's professional activity. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.1}
5	Topic 5.	Study the Regulation on vocational guidance and psychological support of the population in the Russian Federation. Rank the main directions, forms and methods of vocational guidance by degree of importance for yourself. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.1}
6	Topic 6.	Study your professional abilities, professionally important qualities. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.2}
7	Topic 7.	Having defined the stages of professional self-determination, design your professional path throughout your life. Present the result in the form of an analytical report.	UC-6	CAI UC _{6.2}
8	Topic 8.	Compare professional self-determination technologies. Present the result in the form of a summary table.	UC-6	CAI UC _{6.2}

4.4. Guidelines for Organizing Student Self-Study

Student self-study is a form of organizing the educational process that stimulates activity, independence, and cognitive interest of students. Independent work is organized with the aim of forming professional competencies provided for by this program, understood as the ability to apply knowledge, skills and personal qualities for successful activities in the field of personality development in media space.

The main forms of organizing independent work are: classroom (under the methodological guidance of the teacher in practical classes) and extracurricular (without the direct participation of the teacher during preparation) independent work.

Studying literature (information search). Studying the discipline should begin with working through this syllabus, paying special attention to the goals and objectives, structure and content of the discipline. For preparing for classes, current control and intermediate assessment, students can use the electronic library of the university, they have the opportunity to access educational and methodological materials of both the university library and other electronic library systems. In turn, students can borrow the necessary literature from the university library's loan department, as well as use the university's reading rooms.

An important part of studying the discipline is independent work on educational material: reading and working through lecture material, analyzing materials from practical classes, reading and working through educational literature recommended by the teacher.

When studying educational material, it is recommended to keep separate notes: lecture notes, practical class notes and notes on independent work on educational material (educational literature). In the notes, it is recommended to highlight important conclusions and formulas, perform calculations and derivations (proofs) of formulas and theorems proposed for independent implementation.

It is advisable to keep a special notebook - a reference book (dictionary) during the process of studying the material, containing basic definitions, formulations, etc.

When working with literature and/or documents, the main thing is meaningful reading and thoughtful analysis of what has been read. It includes three stages:

1. General familiarization with the document, allowing to get a general idea of it: level of adoption of the document, date of approval and entry into force, analyze the name of the document (determine what will be discussed in the document, recall documents regulating similar issues), pay attention to the structure of the document; familiarize yourself with the order approving this document.

2. Reading the main text of the document: start reading in the presence of reference literature for the purpose of correct interpretation of the text, while reading the document formulate questions to the text, put forward your own ideas, assumptions about the content of the document, verify their correctness during subsequent reading, while reading, highlight the main points in the document.

3. Processing the text for the purpose of summarizing information: formulate the main provisions of the document, describe what problems are solved in the text of the document, what solutions are proposed, try to develop your own attitude to the document and formulate arguments justifying your point of view on the document, compare the document with other previously studied ones, establish their differences, what is new (if any), summarize information obtained from different documents and formulate your own conclusions about how significant and relevant the document is for solving tasks of pedagogical activity.

Preparing for a practical class. Preparing for a practical class includes the following elements of independent activity: clear understanding of the goal and objectives of its conduct; identifying skills of mental, analytical, scientific activity that will become the result of the upcoming work. This type of SRS ensures the formation of such general cultural competencies as the ability for self-organization and self-education, the ability to use methods of collecting, processing and interpreting complex information for solving organizational and managerial tasks, including those outside the student's immediate field of activity.

Preparing for a practical class often requires selecting material, data and special sources with which academic work is to be done. Students independently search for relevant sources and determine their relevance. In a practical class, the main thing is to understand the connection

between the tasks being solved and theoretical provisions.

Preparing for the credit. The credit is an integral part of the educational process and is designed to consolidate and systematize the student's knowledge obtained in classes and independently. Preparation for the credit is preceded by the student's work in lectures, seminars and independent work on studying the subject. Absence of the student from classes without a valid reason and failure to complete independent work assignments are grounds for not allowing the student to take the credit. It is necessary to prepare for the credit sequentially, taking into account the sample questions contained in the program. First, you should determine the place of each control question in the corresponding section of the topic of the curriculum, and then carefully read and comprehend the recommended educational and scientific literature. At the same time, it is useful to make at least the briefest extracts and notes. Work on a topic can be considered completed if you can answer all control questions and give definitions of concepts on the studied topic. To ensure completeness of answers to questions and better memorization of theoretical material, it is recommended to draw up an answer plan for the control question. This will save time for preparation directly before the credit by referring not to literature, but to your notes. During preparation, it is necessary to identify the most complex, debatable questions in order to discuss them with the teacher in review lectures and consultations. You cannot limit preparation for the credit to simply repeating the studied material. It is necessary to deepen and expand previously acquired knowledge through new ideas and provisions. Any question when taking the credit must be presented from the perspective of its significance for the professional activity of a teacher-psychologist. At the same time, it is important to show the significance and creative understanding of the tasks facing a psychologist in the field of education.

Building a summary (generalizing, analytical) table allows for mastering the relationships between concepts or individual sections of the topic. This is a concentrated representation of relationships between the studied phenomena, expressed in the form of variables. Rules for compiling a table: 1) the table should be expressive and compact, it is better to make several small in volume but visual tables that meet the research task; 2) the name of the table, headings of columns and rows should be formulated accurately and concisely; 3) the table must necessarily indicate the studied object and units of measurement; 4) in the absence of any data in the table, put an ellipsis or write "No information"; if any phenomenon did not occur, put a dash; 5) values of the same indicators are given in the table with the same degree of accuracy; 6) the table should have totals by groups, subgroups and in total; 7) if summing data is impossible, then put a multiplication sign in this column; The skill of building a table will form students' readiness to use individual creative abilities for original solution of research tasks.

Writing an essay. The goal of this form of independent work is to develop skills of independent creative thinking and written presentation of one's own thoughts. An essay is "a genre of philosophical, literary-critical, historical-biographical, journalistic prose, combining a distinctly individual position of the author with a relaxed, often paradoxical presentation, oriented towards colloquial speech" (Soviet Encyclopedic Dictionary. M., 1987. P. 1565). Essays can be of various types: philosophical, literary-critical, reviews, lyrical miniatures, notes, diary pages, descriptive, narrative, reflective, critical, analytical and others.

Distinctive features of an essay: small volume (3-7 pages of computer text), specific topic and its emphatically subjective interpretation, free composition, use of paradoxes (since the essay is meant to surprise), internal semantic unity, orientation towards colloquial speech. Structure of an essay: introduction (2-3 sentences that serve for subsequent formulation of the problem); formulation of an important problem; comments on the problem; formulation of the author's opinion and arguments; conclusion and generalization of what has been said.

Solving psychological problems (cases). A psychological task is a psychological problem situation objectified in a sign model, containing data and conditions that are necessary and sufficient for its resolution by means of psychological and pedagogical knowledge and experience. The task reflects a problem situation, which acquires a task form when the subject highlights its substantive components (conditions), the transformation of which according to a certain procedure (method, algorithm) gives a new ratio that constitutes the sought-after of the task, its solution.

This is a problem-situational method that allows students to integrate theory and practice simultaneously. Solving psychological problems or the case method is an interactive technology and is perceived quite positively by students, often as a game for mastering practical skills using

real material, especially in situational situations in which a specialist has to act in practice.

Approximate scheme for solving psychological problems (cases). To find the correct solution to any case, a clear plan is used, which, firstly, implies setting the task (formulated by the teacher); secondly, determining the topic of the case and attracting knowledge and/or information on the topic (here it is important to schematically describe the situation highlighting its main components); thirdly, making a "diagnosis", forecasting the cause and essence of the current situation (problem), identifying factors; the fourth action will be developing possible solutions and choosing a suitable option, fifth - developing a strategy for implementing the proposed actions, formulating conclusions - a forecast of the development of the situation in case of its change and non-acceptance of any actions; and finally - presentation of the work.

4.5. Sample Topics for Term Papers (Projects) – none

V. Educational, Methodological, and Information Support for the Discipline

a) Required Reading:

Glukhov, V. P. Special Pedagogy and Special Psychology: textbook for academic bachelor's degree [Electronic resource] / V. P. Glukhov. — 2nd ed., rev. and add. — M.: Yurayt Publishing House, 2018. — 264 p. — (Series: Bachelor. Academic Course). — ISBN 978-5-534-01037-4. <https://biblio-online.ru/book/774576FD-B8CB-49E9-B639-A5249687C614>

Work Psychology: textbook and practical guide for universities / S. Yu. Manukhina [et al.]; edited by S. Yu. Manukhina. — Moscow: Yurayt Publishing House, 2022. — 485 p. — (Higher Education). — ISBN 978-5-9916-7215-3. — Text: electronic // Yurayt Educational Platform [website]. — URL: <https://www.urait.ru/bcode/489101>

Morozuk, S. N. Psychology of Personality. Psychology of Character: textbook for universities / S. N. Morozuk. — Moscow: Yurayt Publishing House, 2022. — 217 p. — (Higher Education). — ISBN 978-5-534-06609-8. — Text: electronic // Yurayt Educational Platform [website]. — URL: <https://www.urait.ru/bcode/493853>

b) Additional Sources:

Nigmatov Z. G., Akhmetova D. Z., Chelnokova T. A.. Inclusive Education: History, Theory, Technology [Electronic resource] / Kazan: Poznanie, 2014. -220p. - 978-5-8399-0492-7 <http://biblioclub.ru/index.php?page=book&id=257842>

Diyanova, Z. V. Psychology of Personality. Patterns and Mechanisms of Personality Development: textbook for universities / Z. V. Diyanova, T. M. Shchegoleva. — 2nd ed., rev. and add. — Moscow: Yurayt Publishing House, 2022. — 173 p. — (Higher Education). — ISBN 978-5-534-08187-9. — Text: electronic // Yurayt Educational Platform [website]. — URL: <https://www.urait.ru/bcode/492889>

Work Psychology: textbook for universities / E. A. Klimov [et al.]; edited by E. A. Klimov, O. G. Noskova. — Moscow: Yurayt Publishing House, 2022. — 249 p. — (Higher Education). — ISBN 978-5-534-00294-2. — Text: electronic // Yurayt Educational Platform [website]. — URL: <https://www.urait.ru/bcode/492050>

c) Periodicals:

Psychological Science and Education. Electronic peer-reviewed journal <http://psyedu.ru/>

d) Databases, Search and Reference Systems, and Information Systems

<http://elibrary.ru/> — largest Russian information portal "RUNEB".

<http://biblio-online.ru/> — electronic library system of "Yurayt" Electronic Publishing House

VI. Material and Technical Support for the Discipline

6.1. Educational and Laboratory Equipment

Implementation of the academic discipline requires the presence of a specially equipped classroom taking into account the needs of persons with limited health capabilities.

The classroom for conducting seminar-type classes, group and individual consultations, current

control and intermediate assessment is equipped with specialized furniture and technical teaching aids for presenting information to the audience: BENQ multimedia projector, ASUS A6000 laptop, ClassicNorma 305*406MW screen.

Room for independent work: the classroom is equipped with specialized furniture, equipped with computer equipment: computers (System unit Intel Pentium G3250, 3.20GHz, Monitor ViewSonic VA2249S, System unit Intel Celeron CPU 430, 1.81GHz, Monitor LG Flatron W1942SE; board, stationary projector Casio XJ-V1, XGA1024*768) with the ability to connect to the Internet and ensure access to the electronic information and educational environment of the organization.

6.2. Software: not provided

6.3. Technical and Electronic Learning Tools: not provided

VII. Educational Technologies

1. Problem-based presentation of educational material in lectures and seminars.
2. Presentation lectures.
3. Work in small groups.
4. Educational discussion.
5. Distance technologies.

To ensure education for persons with disabilities and limited health capabilities, the implementation of the discipline "Personality Psychology and Professional Identity" can be carried out in an adapted form, taking into account the specifics of mastery and didactic requirements, based on individual capabilities and upon personal application of the student.

Classes with Active Forms of Learning

	Topic	Type of Class	Form / Methods of interactive learning	Hours
	Topics 1.1-2.8	Practical session	Group discussion	4
	Topics 1.1-2.8	Practical session	Situation analysis	14
Total hours				18

VIII. Materials for Formative and Summative Assessment

№	Formats of Assessment Tools	Assessed Themes (Sections)	Assessed Competencies/ Indicators
1	Entrance	Topic 1	UC-6
2	Formative	Topics 1-8	UC-6
3	Summative	Topics 1-8	UC-6

Assessment Tools

1. **Entrance Assessment** is conducted in the first class in the form of an oral interview.

Entrance Assessment Tool — **interview** on the following questions:

Rules and methods of building self-development and professional growth programs.

Tasks of self-development and professional growth.

Designing a trajectory of personal and professional development.

Techniques for building relevant self-development and professional growth programs.

Personality, individuality.

Personal and life self-determination.

Criteria for evaluating the interview:

1. Knowledge of theoretical material: based on knowledge of psychology of education and development, the student names the main characteristics of personality and individuality, components of self-awareness, distinguishes between personal and life self-determination through their features (5 points).

2. Competence: justifies concepts, argues his/her judgments (5 points).

Maximum number of points a student can receive — 10 points.

2. Formative Assessment is conducted during practical classes throughout the entire period of mastering the discipline. Current control includes results of independent work.

Topic 1. Personality as an object and subject of psychological cognition.

Formative Assessment Tools:

1. Psychological tasks:

Task 1. Analyzing the following statements, explain the relationship between memory and personality as a substructure of a person: If a person loses memory, he ceases to be a personality; Thanks to memory, a person becomes a person.

Task 2. By what external manifestations of personality can one judge the level of its development and social value?

Task 3. Practice shows that the volitional effort of a teenager can be activated by the following remarks from adults: "Can't you do better? What remarks can an adult use to activate the personal beginning in a child?"

Criteria for evaluating the solution of psychological tasks:

1. Correctness of solution.
2. Argumentation using psychological and pedagogical terminology.
3. Presence of developmental and/or educational recommendations in the task solution.
4. Logical consistency of the solution.

Maximum number of points a student can receive — 12.

2. Analytical essay: Personality in the modern world

Criteria for evaluating the essay:

1. Knowledge and understanding of theoretical material (2 points): defines the considered concepts clearly and completely, giving relevant examples; used concepts strictly correspond to the topic.

2. Independence (originality) of work performance (5 points): originality percentage not lower than 60.

3. Analysis and evaluation of information (4 points): competently applies categories of analysis; skillfully uses comparison and generalization techniques for analyzing interrelationships of concepts and phenomena; able to explain alternative views on the considered problem and come to a balanced conclusion; range of used information space (student uses a large number of different information sources); reasonably interprets textual information using graphs and diagrams; gives personal assessment of the problem.

4. Construction of judgments (3 points): clarity and precision of presentation; logic of structuring evidence; put forward theses are accompanied by competent argumentation; various points of view and their personal assessment are provided; general form of presentation of obtained results and their interpretation corresponds to the genre of a problem scientific article.

5. Work design (1 point): work meets basic requirements for design and use of quotes; observance of lexical, phraseological, grammatical and stylistic norms of the Russian literary

language; text design with full observance of Russian spelling and punctuation rules; compliance with formal requirements.

Maximum number of points a student can receive — 15.

Topic 2. Individuality and individual differences of personality.

Formative Assessment Tools — productive level task:

Psychological tasks:

Task 1. Comment on and justify the given situations. What is the significance of considering the child's individuality for preventing child-parent relationships?

- Energetic, sociable parents are often irritated by their sluggish, passive child.
- A calm, balanced mother is exhausted by the excessive mobility and restlessness of her baby.
- A schoolchild likes his father to help him with his lessons: his mother slowly and tediously starts explaining everything from afar and in order, while his father quickly "grasps" the problem and corrects mistakes.

Task 2. In which child, Valya or Sasha, are the properties of temperament most clearly manifested in behavioral features? Justify your choice. Valya shows increased activity, energy and performance when performing any household chores, school assignments, as well as when performing any public assignments; Sasha shows the same qualities only when performing interesting household chores, school assignments and public loads.

Criteria for evaluating the solution of psychological tasks:

1. Correctness of solution.
2. Argumentation using psychological and pedagogical terminology.
3. Presence of developmental and/or educational recommendations in the task solution.
4. Logical consistency of the solution.

Maximum number of points a student can receive — 12.

2. Analytical essay:

Manifestation of characterological features in behavior.

Criteria for evaluating the essay:

1. Knowledge and understanding of theoretical material (2 points): defines the considered concepts clearly and completely, giving relevant examples; used concepts strictly correspond to the topic.
2. Independence (originality) of work performance (5 points): originality percentage not lower than 60.
3. Analysis and evaluation of information (4 points): competently applies categories of analysis; skillfully uses comparison and generalization techniques for analyzing interrelationships of concepts and phenomena; able to explain alternative views on the considered problem and come to a balanced conclusion; range of used information space (student uses a large number of different information sources); reasonably interprets textual information using graphs and diagrams; gives personal assessment of the problem.
4. Construction of judgments (3 points): clarity and precision of presentation; logic of structuring evidence; put forward theses are accompanied by competent argumentation; various points of view and their personal assessment are provided; general form of presentation of obtained results and their interpretation corresponds to the genre of a problem scientific article.
5. Work design (1 point): work meets basic requirements for design and use of quotes; observance of lexical, phraseological, grammatical and stylistic norms of the Russian literary language; text design with full observance of Russian spelling and punctuation rules; compliance with formal requirements.

Maximum number of points a student can receive — 15.

Topic 3. Personality development

Formative Assessment Tool — productive level task:

Psychological tasks:

Task 1. Comment on the following definitions of personality. Which one seems most correct to you? Explain how to turn the presented definitions into more complete and accurate ones.

- By personality is meant the totality of those relatively stable properties and inclinations of an individual that distinguish him from others.
- Personality is a combination of all relatively stable individual differences that can be measured.
- Personality is individually expressed universality.

Task 2. Predict ways for a person to solve the task presented below: "A person cannot return to the state of pre-human harmony with nature, so he must seek unity with it through the development and improvement of his rational, truly human abilities" / E. Fromm.

Task 3. A famous businessman and politician stated: "Playing for big money is both a hobby and the meaning of life, and everything-everything-everything. It completely subjugates a person ... And there is no longer any strength for any hobbies, for any entertainment." Comment on this statement from the perspective of personal maturity and life meaning.

Criteria for evaluating the solution of psychological tasks:

1. Correctness of solution.
2. Argumentation using psychological and pedagogical terminology.
3. Presence of developmental and/or educational recommendations in the task solution.
4. Logical consistency of the solution.

Maximum number of points a student can receive — 12.

2. Analytical essay:

Personality in profession

Criteria for evaluating the essay:

1. Knowledge and understanding of theoretical material (2 points): defines the considered concepts clearly and completely, giving relevant examples; used concepts strictly correspond to the topic.

2. Independence (originality) of work performance (5 points): originality percentage not lower than 60.

3. Analysis and evaluation of information (4 points): competently applies categories of analysis; skillfully uses comparison and generalization techniques for analyzing interrelationships of concepts and phenomena; able to explain alternative views on the considered problem and come to a balanced conclusion; range of used information space (student uses a large number of different information sources); reasonably interprets textual information using graphs and diagrams; gives personal assessment of the problem.

4. Construction of judgments (3 points): clarity and precision of presentation; logic of structuring evidence; put forward theses are accompanied by competent argumentation; various points of view and their personal assessment are provided; general form of presentation of obtained results and their interpretation corresponds to the genre of a problem scientific article.

5. Work design (1 point): work meets basic requirements for design and use of quotes; observance of lexical, phraseological, grammatical and stylistic norms of the Russian literary language; text design with full observance of Russian spelling and punctuation rules; compliance with formal requirements.

Maximum number of points a student can receive — 15.

Topic 4. Psychological characteristics and needs of various categories with disabilities and limited health capabilities.

Formative Assessment Tool — colloquium:

Consideration of psychological characteristics of persons with disabilities and limited health capabilities when organizing professional self-determination.

Criteria for evaluating the colloquium:

1. exhaustive and substantiated answers to all questions, when answering highlights the main points, detailed answer without fundamental errors; logically structured content of the answer (1 point);

2. logical sequence in presentation (1 point);

3. demonstrated ability to independently analyze facts, events, phenomena, processes in their interrelationship (1 point);

4. knowledge of terminology on this topic (1 point);

5. clear identification of cause-effect relationships between main categories (1 point);

6. answer to the question without using individual written notes (1 point);

7. use of presentation materials (1 point).

Maximum number of points a student can receive — 7 points.

Topic 5. Regulatory and legal support of the vocational guidance and self-determination system for persons with disabilities and limited health capabilities.

Formative Assessment Tool — colloquium:

Regulatory and legal support of the vocational guidance and self-determination system for persons with disabilities and limited health capabilities.

Criteria for evaluating the colloquium:

1. exhaustive and substantiated answers to all questions, when answering highlights the main points, detailed answer without fundamental errors; logically structured content of the answer (1 point);
2. logical sequence in presentation (1 point);
3. demonstrated ability to independently analyze facts, events, phenomena, processes in their interrelationship (1 point);
4. knowledge of terminology on this topic (1 point);
5. clear identification of cause-effect relationships between main categories (1 point);
6. answer to the question without using individual written notes (1 point);
7. use of presentation materials (1 point).

Maximum number of points a student can receive — 7 points.

Topic 6. Conceptual framework of professional self-determination.

Formative Assessment Tool — colloquium:

Main strategies of professional self-determination of persons with disabilities.

Criteria for evaluating the colloquium:

1. exhaustive and substantiated answers to all questions, when answering highlights the main points, detailed answer without fundamental errors; logically structured content of the answer (1 point);
2. logical sequence in presentation (1 point);
3. demonstrated ability to independently analyze facts, events, phenomena, processes in their interrelationship (1 point);
4. knowledge of terminology on this topic (1 point);
5. clear identification of cause-effect relationships between main categories (1 point);
6. answer to the question without using individual written notes (1 point);
7. use of presentation materials (1 point).

Maximum number of points a student can receive — 7 points.

Topic 7. Modern approaches to solving problems of professional self-determination of persons with disabilities.

Formative Assessment Tool — colloquium:

Features of professional preferences and ideas of adolescents, youth and young people with disabilities.

Criteria for evaluating the colloquium:

1. exhaustive and substantiated answers to all questions, when answering highlights the main points, detailed answer without fundamental errors; logically structured content of the answer (1 point);
2. logical sequence in presentation (1 point);
3. demonstrated ability to independently analyze facts, events, phenomena, processes in their interrelationship (1 point);
4. knowledge of terminology on this topic (1 point);
5. clear identification of cause-effect relationships between main categories (1 point);
6. answer to the question without using individual written notes (1 point);
7. use of presentation materials (1 point).

Maximum number of points a student can receive — 7 points.

Topic 8. Technologies of professional self-determination of persons with disabilities and limited health capabilities.

Formative Assessment Tool — colloquium:

Forms and methods of professional self-determination of different categories of persons with disabilities and limited health capabilities.

Criteria for evaluating the colloquium:

1. exhaustive and substantiated answers to all questions, when answering highlights the main points, detailed answer without fundamental errors; logically structured content of the answer (1 point);
2. logical sequence in presentation (1 point);
3. demonstrated ability to independently analyze facts, events, phenomena, processes in their interrelationship (1 point);
4. knowledge of terminology on this topic (1 point);
5. clear identification of cause-effect relationships between main categories (1 point);

6. answer to the question without using individual written notes (1 point);
7. use of presentation materials (1 point).

Maximum number of points a student can receive — 7 points.

3. **Summative Assessment** is carried out to check and evaluate the level and quality of mastering the content of the discipline.

Summative Assessment Tool — interview on theoretical questions and presentation of completed practical classes in the semester.

Sample list of questions:

1. Psychological characteristics of an individual. Role of individual properties in personality development.
2. Human: individual — personality — individuality.
3. Characteristics of individuality.
4. Productive manifestations of individuality (self-realization and self-actualization).
5. Temperament as a prerequisite for the formation of individuality.
6. Character and abilities as instrumental manifestations of individuality.
7. Psychological characteristics and special educational needs of persons with hearing impairments.
8. Psychological characteristics and special educational needs of persons with musculoskeletal disorders.
9. Psychological characteristics and special educational needs of persons with somatic diseases.
10. Regulatory and legal support of the vocational guidance and self-determination system for persons with disabilities and limited health capabilities.
11. Essence and main strategies of professional self-determination of persons with disabilities.
12. Professional abilities, professionally important qualities, professional self-determination, professional selection, employment.
13. Features of professional preferences and ideas of adolescents, youth and young people with disabilities.
14. Principles, stages, directions of professional self-determination of persons with disabilities.
15. Professional self-determination of persons with disabilities and limited health capabilities.
16. Factors and stages of professional self-determination.
17. Forms of professional self-determination of different categories of persons with disabilities and limited health capabilities.
18. Methods of professional self-determination of different categories of persons with disabilities and limited health capabilities.

Criteria for evaluating the credit:

1. Logicality, argumentation, content and completeness of answer to the question: systematic and deep knowledge of educational material, establishment of interrelationships of main concepts of the discipline.
2. Justification, argumentation and correctness of completing the practical assignment: ability to perform tasks promptly and in full volume with justification of chosen means and methods.
3. Ability to clearly, competently express one's thoughts: ability to present the most important information on the discipline.

Assessment Indicators UC-6	Criteria for Competency Evaluation	Competency Evaluation Scale
<p>Determines tasks of self-development and professional growth. Builds a trajectory of personal and professional development.</p>	<p>Identifies features of individual personality development, life path options, crises in personality development, names theoretical approaches to professional self-determination, features of preferences and ideas of adolescents, youth and young people with disabilities, psychological characteristics of persons with disabilities and limited health capabilities (with hearing, vision, musculoskeletal disorders, somatic diseases), principles, types and means of vocational guidance for different categories of persons with disabilities, means, forms and methods of professional self-determination of persons with disabilities, stages of professional self-determination of persons with disabilities.</p> <p>Demonstrates possession of diagnostic tools aimed at studying professional abilities, professionally important qualities of persons with disabilities, methods of conducting counseling on professional self-determination issues.</p> <p>Compiles a forecast of professional self-determination of persons with disabilities.</p> <p>Selects vocational guidance methods for persons with disabilities. Determines effective vocational guidance means.</p>	<p>"Credit" is given if the student demonstrates compliance of knowledge, skills, abilities with the indicators given in the table, knowledge of basic terms and concepts; the student's answer is of a productive nature, comparison, juxtaposition are used in the answer; the ability to correlate theoretical provisions with practice is demonstrated (can give an example). The student demonstrates evidence of his judgments; the ability to establish intra-subject and inter-subject connections. The student demonstrates knowledge of primary sources and additional literature.</p>

Developed by:

_____ Chair of the Department of Psychology of Education and Personality Development, Associate Prof.

L.V. Skorova

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