



**PRIVATE INSTITUTION
«HIGHER EDUCATION INSTITUTION
«INTERNATIONAL HUMANITARIAN AND
PEDAGOGICAL INSTITUTE «BEIT-KHANA»**

Department of pedagogy and psychology

**SYLLABUS
of academic discipline
PEDAGOGICAL PSYCHOLOGY
(code and name of the academic discipline)**

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1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours/credits	40
Number of content modules	4
Form of final control	exam

2. The purpose and objectives of the academic discipline

The **subject** of the study of the educational discipline is the formation of students' knowledge about the regularities of the influence of pedagogical activity on the formation of mental phenomena of the individual.

The **purpose** of teaching the educational discipline «Pedagogical Psychology» is to provide students with systematic knowledge of pedagogical psychology, which forms professional consciousness and self-awareness.

The main **tasks** of studying the educational discipline «Pedagogical Psychology» are:

- formation of an idea about the connection between mental phenomena and pedagogical influence on a person;
- introducing students to the principles of research in pedagogical psychology;
- development of students' practical skills and skills of using knowledge from pedagogical psychology in the further professional activity of a psychologist;
- formation of students' scientific outlook.

According to the requirements of the educational and professional program, students should: **know**:

- at the conceptual level: main categories of pedagogical psychology, connections between categories of pedagogical psychology;
- at the fundamental level: principles and methods of pedagogical psychology; research methods of pedagogical psychology; the content of the phenomena investigated by pedagogical psychology;
- at the practical-creative level: a means of evaluating the phenomena investigated by pedagogical psychology; research algorithm in pedagogical psychology.

be able:

- at the reproductive level: analyze the manifestations of the phenomena investigated by pedagogical psychology;
- at the algorithmic level: plan and organize the study of phenomena from the standpoint of pedagogical psychology;
- at the heuristic level: to be oriented in the use of pedagogical psychology research methods;
- at the creative level: apply knowledge about the phenomena investigated by pedagogical psychology in the practical work of a psychologist.

3. Competencies and planned results of study

Discipline «Pedagogical Psychology» provides education applicants a number of *competencies*.

Competencies that are formed:**Integral competence of IC**

The ability to solve complex specialized tasks and practical problems in the field of psychology, which involve the application of basic psychological theories and methods and are characterized by complexity and uncertainty of conditions.

General competences (CG)

GC1. Ability to apply knowledge in practical situations.

Special (professional, subject) competencies SC

SC1. The ability to operate the categorical and conceptual apparatus of psychology

SC3. The ability to understand the nature of behavior, activities and actions.

SC7. Ability to analyze and systematize the obtained results, formulate reasoned conclusions and recommendations

Program results of study:

PR1. Analyze and explain mental phenomena, identify psychological ones problems and propose ways to solve them

PR2. To understand the regularities and peculiarities of the development and functioning of mental phenomena in the context of professional tasks

PR3. Search for information from various sources, including using information and communication technologies, to solve professional tasks.

PR 9. Propose one's own ways of solving psychological problems and problems in the process of professional activity, make and argue one's own decisions regarding their solution

PR10. Formulate an opinion logically, accessible, discuss, defend one's position, modify statements in accordance with the cultural characteristics of the interlocutor

4. Content of the program of academic discipline

CONTENT MODULE 1. PEDAGOGICAL PSYCHOLOGY IN THE PROFESSIONAL TRAINING OF PSYCHOLOGISTS

TOPIC 1. SUBJECT, TASK OF PEDAGOGICAL PSYCHOLOGY (2 hours). The subject and tasks of pedagogical psychology. Psychology and pedagogy. The general psychological context of the formation of pedagogical psychology: the influence on the understanding of the pedagogical process of various psychological currents. The structure of pedagogical psychology. Connection of pedagogical psychology with other sciences. Psychological foundations of the pedagogical process. Tasks of psychological support of the pedagogical process.

Literature [3-5, 10, 12, 20]

TOPIC 2. BASIC CATEGORIES, PRINCIPLES AND METHODS OF PEDAGOGICAL PSYCHOLOGY (4 hours). Socialization. Teaching. Learning. Teaching. Education. Self-education. Methodology of pedagogical psychology. General characteristics of pedagogical psychology methods, their classification. Observation. Introspection. Conversation. Interview. Questionnaire. Analysis of activity products. Formative experiment as the main method used in pedagogical psychology. Confirmatory experiment.

Literature [3-5, 10, 12, 20]

TOPIC 3. STAGES OF DEVELOPMENT OF PEDAGOGICAL PSYCHOLOGY (2 hours). Philosophical and pedagogical stage (17th century-mid 19th century): Comenius, John Locke, Pestalozzi. Stage of theoretical justification (50-70s of the 19th century): Pirogov, Ushinsky, Kapterev. Stage of experimental formation (70s of the 19th century-

30s of the 20th century): Sikorsky, Bekhterev. Soviet stage (20s of the 20th century): Vygotsky, Makarenko, Leontiev, Kostyuk, Zaporozhets. The modern stage of the development of pedagogical psychology in Ukraine since 1991.

Literature [3-5, 10, 12, 20]

CONTENT MODULE 2. PSYCHOLOGICALLY-PEDAGOGICAL BASIS OF EDUCATIONAL ACTIVITY

TOPIC 4. EDUCATIONAL ACTIVITY AND ITS STRUCTURE (4 hours).

Definition of educational activity, its general characteristics. Subject, means and methods of educational activity. Subject content of educational activity. Product of educational activity, its result. General structure of educational activity. Motivation in the structure of educational activity. The acquisition of knowledge, skills, and abilities is the central link of students' educational activities. Patterns and stages of the assimilation process. Ideas about the learning of educational material. The main characteristics of the assimilation process. Formation of skills, concepts, abilities. Prerequisites for effective mastery of skills and abilities. Learning skills. Conditions and process of skill formation. Ways of learning skills. General characteristics of the educational task as a component of the educational activity, its features and methods of solution. Psychological requirements for educational tasks. Educational task in a problem situation.

Literature [3-5, 10, 12, 20]

TOPIC 5. THE STUDENT AS A SUBJECT OF EDUCATIONAL ACTIVITY (2 hours).

A student as a representative of an age-based socio-cultural period. Age periodization as a basis for differentiation of subjects of educational activity. A schoolboy as a subject of educational activity: features of primary school, adolescent and high school age. Adult as a subject of educational activity. Problems of learning and mental development. The main approaches to solving this problem. The main trends of mental development in the educational process. General characteristics of education.

Literature [3-5, 10, 12, 20]

TOPIC 6. THE CONCEPT OF LEARNING AND ITS PSYCHOLOGICAL MECHANISMS (4 hours).

Definition of learning. Education, its psychological meaning

and essence. Learning objectives. Learning outcome. Acquisition of knowledge, abilities and skills. General and specific skills and abilities. The problem of forming actions with given properties as a central psychological problem of learning. Psychological mechanisms of learning. The problem of the relationship between learning and development as a central problem of pedagogical psychology. Biogenetic, sociogenetic and personogenetic point of view on human development. Views on the relationship between learning and development by E. Thorndike, L. Watson, K. Koffky ("learning is development"), V. Stern ("learning follows development"), J. Piaget ("development does not depend on learning"), L. S. Vygotsky.

Literature [3-5, 10, 12, 20]

TOPIC 7. EDUCATION AND PERSONALITY DEVELOPMENT (2 hours).

Concept of readiness for learning. The main lines of student development in the learning process. Pedagogical conditions, regularities and periods of student development in the learning process. Learning as an active interaction between the teacher and the student, the main results of this interaction. Classification of training. The concept of learning. Teaching and learning - a relationship of concepts. Types, conditions and mechanisms of learning. Laws of learning.

Literature [3-5, 10, 12, 20]

TOPIC 8. MODERN SCIENTIFIC VIEWS ON THE EDUCATIONAL PROCESS

(2 hours). Theory of algorithmization of programmed learning Lande L.M. System of problem-based learning Zankova L.V., Okonya V., Makhmutova M.I. Theory of step-by-step formation of mental actions Halperin P.Y. and Talyzina N.F. Theory of developmental learning Elkonin D.B., Davydova V. V. The theory of analytical and synthetic foundations of learning by S. L. Rubinstein, I. A. Menchynska, D. M. Bogoyavlenskyi.

Literature [3-5, 10, 12, 20]

TOPIC 9. LEARNING AS A COGNITIVE ACTIVITY (2 hours). The concept of learning. Learning (educational activity) as a form of social activity of the individual, its functions. Types of training: according to the nature of the training process (purposeful

and involuntary), according to the conditions of the course of training (organized and spontaneous). Social and psychological mechanisms of learning.

Literature [3-5, 10, 12, 20]

TOPIC 10. LEARNING MOTIVATION (4 hours). Motives of learning. Types of motivation in educational activities. Systematic organization of educational motivation. Methods of formation of learning motivation. General approaches to the study and formation of students' motivation. Qualitative and quantitative characteristics of motivation in the process of educational activity. Stability and dynamics of learning motivation. Functions of learning motives. Interest as one of the integral manifestations of complex processes in the motivational sphere. Motives for achieving success and preventing failure. Development of internal learning motivation. Forms of manifestations of learning motives. The relationship between the types of schoolboy's attitude to learning and the nature of his motivation and the state of educational activity. Sustainability of educational motivation. Problem situations and motivation. Psychological conditions for the formation of the ability to learn. Reasons for failure. Success factors in education activities.

Literature [3-5, 10, 12, 20]

CONTENT MODULE 3. PSYCHOLOGICAL MECHANISMS OF EDUCATION.

TOPIC 11. SOCIAL-PSYCHOLOGICAL ESSENCE OF EDUCATION (4 hours). Socialization of personality. Institutions and mechanisms of socialization. Education as a purposeful and controlled process of socialization. The essence of the education category. The concept of the goal of education: tasks, general and special goals of modern education. Types of education (moral, labor, aesthetic, ideological, religious, physical, sexual). Means and methods of education. Indirect, conscious and unconscious means of education. Methods of formation of consciousness, methods of formation of behavior, methods of formation of feelings and attitudes. The mechanism of transformation of external educational management into an internal system of self-management and self-education. Indicators and criteria of education of schoolchildren. Psychological theories of education: biogenetic, sociogenetic and intermediate theories, their advantages and

disadvantages. Theory of social learning and education. Education models. Methods of self- education: self-knowledge, self-stimulation, self-control. Techniques of self-education: self-commitment, self-conviction, self-suggestion, self-training, self-compulsion. Means of self-education: reflection, self-observation, self-organization, self-projection. The effects of education and self-education as a result of socialization and personalization of the individual. Psychological mechanisms of education. Psychological features of educational influences. Methods and methods of education. Age features of education. Criteria and indicators of upbringing. Psychology of raising children with behavioral disorders. Communication as a factor of education. The role of the team in educating students. Criteria of psychological and pedagogical characteristics of the educational group. The structure of psychological and pedagogical characteristics for the study group. Family as a socio-psychological factor of education.

Literature [3-5, 10, 12, 20]

TOPIC 12. MORAL EDUCATION (4 hours). Formation of the value-meaning sphere of the student. Concept of moral consciousness and its formation. Moral concepts. Stages of development of moral consciousness according to Kohlberg. Criteria of moral education. Levels of moral education. The level of formation of moral needs. The concept of meaningful personality formations (life values, goals, meaningful attitudes, beliefs, meaning of life) and their significance in education. Levels of development of the value-meaning sphere of the personality The value-meaning sphere of the personality as a psychological object of education. Means of influence on the value-meaning sphere of the individual. Revaluation of values. Re-education. Adult education.

Literature [3-5, 10, 12, 20]

CONTENT MODULE 4. PSYCHOLOGY OF PEDAGOGICAL ACTIVITY

TOPIC 13. PSYCHOLOGICAL CHARACTERISTICS OF PEDAGOGICAL ACTIVITY (4 hours). Pedagogical activity: forms, characteristics, content. Motivation of pedagogical activity. The main functions of pedagogical activity. The place and role of control and evaluation of knowledge in the system of the educational process. Pedagogical activity in various educational systems. A teacher is a subject of pedagogical

activity. Pedagogical skills. Styles of pedagogical activity. Pedagogical perception. Specificity of pedagogical thinking. Pedagogical reflection. Psychological analysis of the activity of a teacher. Pedagogical abilities of the teacher, their classification. Orientation of the teacher's personality and types of teachers. Pedagogical tact and authority of the teacher. Psychological analysis of the teacher's professional competence. Teacher's self-awareness. Personal qualities in the structure of the subject of pedagogical activity. Development of teacher's creative abilities. The concept of pedagogical skill. Ways of formation of pedagogical skills. The importance of applied knowledge in improving pedagogical skills.

Literature [3-5, 10, 12, 20, 21]

TOPIC 14. PEDAGOGICAL COMMUNICATION (4 hours). Interaction of subjects of the educational process. The influence of interaction on educational activity. Pedagogical communication as a form of interaction between subjects of the educational process. Features of verbal and non-verbal means of communication. "Barriers" in pedagogical interaction. Definition and general characteristics of difficult communication. The main areas of difficult communication in pedagogical interaction. The specificity of the teacher's psychological culture. Styles of pedagogical leadership. Concept of individual style of pedagogical activity. Psychological features of the teaching staff. Division and cooperation of labor. Relations of teachers. Effectiveness of the teaching staff. Burnout syndrome as an indicator of professional maladjustment of a teacher. The problem of stress resistance of the teacher. The main characteristics, phases and symptoms of emotional burnout syndrome

Literature [3-5, 10, 12, 20, 21]

6. Individual educational-research and scientific-research tasks

1. Studying the needs of students in the field of services of secondary comprehensive schools.
2. Study of the peculiarities of teachers' interpretation of the sphere of educational and cognitive interests of students.

3. Study of students' attitude to learning, cognitive activity, knowledge, educational subject, school, etc. (according to the students' choice).
4. Comparative analysis of the features and reasons of students' attitudes to educational and cognitive activities in the eyes of students and teachers.
5. Comparative analysis of the interpretation of the reasons for student failure by students and teachers.
6. Study of students' attitude to methods, forms of organization of education (methods of educational and cognitive activity, types of educational tasks, forms and types of organization of educational classes);
7. Studying the characteristics of students' attitudes towards classmates with special educational needs.
8. Identification and analysis of teachers' evaluative judgments regarding the system of values and meanings of modern student youth.
9. Analysis and identification of the reasons for the discrepancy between students' judgments and their feelings, behavior;
10. Determination of students' attitude to the forms, methods, means of educational work used in the educational institution..

5. Teaching methods:

General:

1. **Verbal teaching methods:** *heuristic* conversation; *acromatic* explanation (induction, deduction, traduction), story, lecture, instructing, work with the textbook.
2. **Visual** teaching methods: illustration, demonstration, self-observation.
3. **Practical** teaching methods: exercises, practical and research work.
4. **Active** teaching methods: conversation, discussion, case-study (method of situations).
5. **Methods of information and telecommunication technologies:** LMS (Learning Management System) software applications for the administration of training courses within the framework of distance learning (Classroom, Office 365, Zoom). WhatsApp, Viber, Telegram.

By the nature of cognitive activity:

1) *explanatory-illustrative* (information-receptive) method: the teacher organizes the perception and awareness of information by the applicants, and the applicants carry out perception (reception), reflection and memorization of it;

2) *reproductive*: the teacher gives the task, in the process of implementation of which the applicants acquire the skills of the ability to apply knowledge according to the model;

3) *problematic execution*: the teacher formulates the problem and solves it, the applicants monitor the progress of creative search (the applicants are given a kind of standard of creative thinking);

4) *partially-search* (heuristic): the teacher formulates a problem, the gradual solution of which is carried out by applicants under his leadership (at the same time there is a combination of reproductive and creative activity of applicants);

5) *research*: the teacher points out for the applicants a problem, and they solve it on their own, putting forward ideas, checking them, selecting the necessary sources of information, devices, materials, etc.

6. Control methods

- assessment of the solution of typical tasks;
- written test papers;
- oral questioning during classes;
- assessment of essays on certain sections of the discipline using monographic and periodical literature;
- remote control;
- final test/exam.

7. Criteria and procedure for assessing the results of training

Rating Scale: National and ECTS

The amount of points for all types of educational activities	ECTS Rating	National scale assessment	
		for examination, course project (work), practice	for offset
90-100	A	perfectly	enrolled
83-89	B	good	
75-82	C		

68-74	D	satisfactory	
60-67	E		
35-59	FX	unsatisfactory with possibility of retaking	not enrolled with possibility of retaking
0-34	F	unsatisfactory with mandatory restudy of the discipline	not enrolled with mandatory restudy of the discipline

CRITERIA FOR ASSESSING KNOWLEDGE AND SKILLS:

National scale	100-point scale	On a scale of ECTS
Perfectly	90-100	A

is applied, if the applicant:

- thorough and full reproduces of the studied material;
- shows a complete understanding of the material, justifies their thoughts, applies knowledge in practice, gives the necessary examples not only in the textbook, but also independently compiled;
- reports the material consistently and correctly in terms of the norms of the literary language.
- can apply it to solve specific professional problems.

The assessment «perfectly» is applied to applicants who have learned the relation between the basic concepts of discipline and profession, which they acquire, discovered creative abilities and use them during the study of educational and software material. An excellent level corresponds to the correct and exhaustive answer to the question posed, in which the applicant showed a comprehensive systemic knowledge of the software; mastering the basic and additional literature; clear command of the conceptual apparatus, methods, techniques and tools, the study of which is provided by the programs of disciplines; the ability to argue their attitude to the relevant categories, dependencies and phenomena.

National scale	100-point scale	On a scale of ECTS
Good	83–89	B
	75–82	C

is applied if the applicant gives an answer that satisfies the same requirements as the assessment «5», but makes some mistakes that they corrects after the comment of the

teacher, and single shortcomings in the sequence of presentation of the material and speech design.

The assessment «very good» (83-89 points, B) - above average with several mistakes - is applied to applicants who fully mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature, which is recommended by the program. The assessment of «very good» is exhibited to applicants who show the systematic nature of knowledge of the discipline and are able to independently replenish their knowledge throughout the training;

The assessment «good» (75-82 points, C) - is applied to applicants who have mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature recommended by the program; thus, the work of the applicants is done, but with a certain number of mistakes.

National scale	100-point scale	On a scale of ECTS
Satisfactory	68-74	D
	60-67	E

is applied if the applicant discovers knowledge and understanding of the main provisions of the topic, but:

- reproduces the material not fully enough and makes mistakes in the formulation of rules;
- does not know how to deeply and convincingly justify their thoughts and experiences difficulties in the selection of examples;
- reproduces the material inconsistently and makes mistakes in speech design.

The assessment «satisfactory» (68-74 points, D) – is applied to applicants who know the main teaching and programming material in the amount necessary for further training and use it in the future profession, perform the task well, but with a significant number of errors, familiar with the basic literature, which is recommended by the program. Satisfactory level generally equals to the correct answer to the question asked (task), if the applicant showed a sufficient level of knowledge of the basic software material, but failed to convincingly argue his answer, made a mistake in using the conceptual apparatus, showed insufficient knowledge of literary sources. The assessment is «satisfactory» to applicants who made mistakes during the execution of tasks, but under the guidance of the teacher, they find ways to overcome them.

The assessment «enough» (60-67 points, E) - is applied to applicants who know the main educational and program material in the amount necessary for further training

and use it in the future profession, and the fulfillment of tasks satisfies the minimum criteria.

National scale	100-point scale	On a scale of ECTS
Unsatisfactory	35-59	FX
Unsatisfactory with mandatory restudy	0-34	F

is applied if the applicant proves ignorance of most of the studied material in accordance with the part, makes mistakes in formulating the rules that distorts their content, inconsistently and incrementally reports the material.

8. Forms of current and final control of the success of training.

Forms of ongoing control: oral survey, written survey, essay, individual project.

Form of final control: course work, exam.

List of questions for the test

1. The essence, subject and significance of pedagogical psychology.
2. Methods of pedagogical psychology.
3. Structure and functions of pedagogical psychology.
4. Basic concepts of mental and personal development in the educational process.
5. The role of education and upbringing in the child's mental and personal development.
6. Education as an object of pedagogical psychology.
7. Psychological features of education.
8. Types of learning and the structure of students' educational activities.
9. Individuality and professional deformation of the teacher.
10. Adaptation of the teacher to the conditions of professional activity.
11. Psychology of the teacher's personality.
12. Psychological structure of pedagogical activity.
13. General psychological characteristics of pedagogical activity.

14. Pedagogical psychology of abnormal cases (pathology of parents and its impact on children's development, delay in intellectual development, disorders in childhood and adolescence).
15. Ability to study independently.
16. Low performance in education, its causes and prevention.
17. Psychological foundations of training optimization.
18. The psychology of teaching children who are behind according to the educational program.
19. Psychological characteristics of learning effectiveness factors.
20. Age aspects of education.
21. Developmental training according to the system of V. Davydov - D. Elkonin.
22. Learning based on the theory of L. Zankov
23. Theory of stepwise formation of mental actions.
24. Psychology of developmental education.
25. Educator as subject of educational activity.
26. Criteria of education and the psychology of educational influence.
27. Psychological mechanisms of education.
28. The task of personality education.
29. Psychological principles of individualization and differentiation of education.
30. Pedagogical psychology of extreme cases (a child in an extreme situation; violence and other situations related to a threat to a child's life; violence against children and its types; suicides among children and adolescents; experiencing the loss syndrome). in education.

9. Methodological support

- 1) syllabus of educational discipline;
- 2) materials for exam;
- 3) lecture notes;
- 4) information and methodological support of practices and seminars;
- 5) information and methodological support of independent work of applicants.

Recommended literature

Main:

1. Бех І. Д. Виховання особистості: навч. метод, посіб.: У 2 кн. Кн. 2. Особистісно орієнтований підхід: науково-практичні засади / І. Д. Бех. – Київ: Либідь, 2003. – 342 с.
2. Бех І. Д. Психологічні джерела виховної майстерності: Навч. посіб / І. Д. Бех. – Київ: Академвидав, 2009. – 248 с.
3. Бочелюк В. Й. Педагогічна психологія: Навч. посіб / В. Й. Бочелюк, В. В. Зарицька. – Київ: Центр навч. літ., 2007. – 288 с.
4. Власова О. І. Педагогічна психологія / О. І. Власова. – Київ: Либідь, 2005. – 400 с.
5. Педагогічна психологія: Підручник / М. Б.Євтух, Е. В. Лузік, Н. В. Ладогубець, Т. В. Ільїна. – Київ,: Кондор, 2015. – 420 с.
6. Забродський М. М. Педагогічна психологія: Курс лекцій / М. М. Забродський. – Київ: МАУП, 2000. – 189 с.
7. Заброцький М. М. Лекції з педагогічної психології: навчальний посібник / М. М. Заброцький, Ю. Г. Шапошникова. – Херсон: Грінь, 2017. – 144 с.
8. Карпенко Є. В. Вікова та педагогічна психологія: Актуальні студії сучасних українських учених: навч. посібник / Є. В. Карпенко. – Дрогобич: Посвіт, 2014. – 152 с.
9. Кутішенко В. П. Вікова та педагогічна психологія: (курс лекцій) / В. П. Кутішенко. – Київ: Центр навч. л-ри, 2015. – 128 с.
10. Лисянська Т. М. Педагогічна психологія: навчальний посібник / Т. М. Лисянська. – Київ: Каравела, 2012. – 248 с.
11. Лисянська Т. М. Педагогічна психологія: практикум / Т. М. Лисянська. – Київ: Каравела, 2009. –128 с.
12. Павелків Р. В. Педагогічна психологія: (теоретичні концепції та практикум): навч. посіб. для студ. вищ. навч. закл. / Р. В. Павелків, М. М. Заброцький. – Рівне, 2003. – 297 с.
13. Сергеєнкова О. П. Педагогічна психологія: навч. посіб / О. П. Сергеєнкова. – Київ: ЦУЛ, 2012. – 168 с.
14. Педагогічна психологія: хрестоматія: навч. посіб. / упоряд. Л. В. Долинська. Київ: Каравелла, 2014. – 368 с.
15. Подоляк Л. Г. Основи педагогічної психології (психологія виховання) [Навч. посібник] / Л. Г. Подоляк, О. П. Главник. Київ, – Главник, 2006. –112с.
16. Поліщук В. М. Вікова та педагогічна психологія (програмні основи, змістові модулі, інформаційне забезпечення): Навч.-метод посібник. / В. М. Поліщук. Суми: ВТД «Університетська книга», –2004. –330с.
17. Прасол Д. В. Вікова та педагогічна психологія: мультимедійний навчально-методичний посібник / Д. В. Прасол, І. С. Литвиненко. – Миколаїв: Арнекс, 2016. – 150 с.

18. Савчин М. В. Педагогічна психологія: навч. посіб. / М. В. Савчин. – Київ: Академвидав, 2007. – 424 с.
19. Степанов О. М. Педагогічна психологія: навч. посіб/ О. М. Степанов. – Київ: Академвидав, 2011. – 416 с.
20. Токарева Н. М. Вікова і педагогічна психологія: підручник для студентів висших навчальних закладів / Н. М. Токарева, А. В. Шамне. – Київ, 2017. – 480 с.
21. Максименко С. Д. Синдром "професійного вигорання" та професійна кар'єра працівників освітніх організацій: гендерні аспекти / С. Д. Максименко, Л. М. Карамушка, Т. В. Зайчикова. – Київ: Міленіум, 2016. – 288 с.

Internet - resources:

1. [twirpx.com/file/524552/ knigi.tr200.ru/f.php?f...p=0](http://twirpx.com/file/524552/knigi.tr200.ru/f.php?f...p=0) student-library.net/.../86-1-0-1043 alleng.ru/edu/philos3.htm monsimulacres.at.ua/load/12 ladoshki.com/?books... chitalka.info/gumaniratni_nauki.html konspect.com/philosophy.html iphonebooks.info/1310-flosofya-spscherba
2. <https://www.yakaboo.ua/vikova-i-pedagogichna-psihologija.html>