

BORYS GRINCHENKO KYIV UNIVERSITY
CHAIR OF PEDAGOGICS AND PSYCHOLOGY

"Approved"
Vice-rector
On Academic Affairs

O.B. Zhyltsov

" 22 " 2015

WORKING PROGRAM OF UNIVERSITY DISCIPLINE

3.2.2. CHILD PRACTICAL PSYCHOLOGY

Specialty 6.010101 "Preschool education"
Pedagogical institute

Kyiv – 2015

КИЇВСЬКИЙ УНІВЕРСИТЕТ ІМЕНІ БОРИСА ГРІНЧЕНКА
КАФЕДРА ПЕДАГОГІКИ І ПСИХОЛОГІЇ

"ЗАТВЕРДЖУЮ"

Проректор

З науково-методичної та навчальної роботи

О.Б. Жильцов

" _____ " _____ 2015 року

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

3.2.2. ВВП ДИТЯЧА ПРАКТИЧНА ПСИХОЛОГІЯ

напрямок підготовки 6.010101 "Дошкільна освіта"
Педагогічний інститут

Київ – 2015 рік

РЕЦЕНЗІЯ

на робочу програму з дисципліни “Child practical psychology”
доцента кафедри педагогіки і психології Педагогічного інституту
Київського університету імені Бориса Грінченка

Гріньової Ольги Михайлівни

Зміст робочої програми “Child practical psychology” О.М.Гріньової відповідає сучасним вимогам до таких програм. У змісті програми розкрито актуальні питання дитячої практичної психології, що висвітлюються у роботах зарубіжних і українських вчених. Рецензована програма розроблена на основі компетентнісного підходу і передбачає формування у студентів ряду важливих компетенцій (професійних, психолого-педагогічних, творчих, життєвих та ін.).

Значна увага у змісті робочої навчальної програми приділяється вивченню саме практичних аспектів роботи майбутнього вихователя з дітьми (психологічної діагностики й корекції розвитку дітей, активізації їх розвитку у різних видах діяльності).

Зміст семінарських занять і самостійної роботи за цією програмою є логічним продовженням курсу лекцій. Зміст програми передбачає системне формування професійних знань, умінь і навичок студентів у їх єдності. Вивчення дисципліни “Дитяча практична психологія” за рецензованою програмою також сприяє активізації особистісно-професійного зростання майбутніх вихователів.

Рецензована робоча програма представлена англійською мовою. Якість перекладу є високою, зміст рецензованої програми відповідає аналогічній програмі автора, написаній українською мовою, переклад професійних термінів та загальноповживаних професійних психологічних понять відповідає лексиці, представленій у англійській зарубіжній фаховій літературі з психології.

Рецензент
кандидат філологічних наук,
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РЕЦЕНЗІЯ

**на робочу програму з дисципліни “Child practical psychology”
доцента кафедри педагогіки і психології Педагогічного інституту**

Гріньової Ольги Михайлівни

Програма “Child practical psychology” розробена для студентів спеціальності 6.010101 “Дошкільна освіта” 3-го року навчання. Зміст програми викладено англійською мовою. Рецензована програма визначається систематичністю, логічною побудовою та широким змістом, який включає вступ, інформаційний обсяг дисципліни, рекомендовану літературу, форми підсумкового контролю успішності навчання, критерії оцінювання та засоби діагностики успішності навчання. Зміст даної програми є актуальним на сьогоднішній день в зв'язку з важливістю оволодіння студентами педагогічних професій психологічними знаннями для ефективної праці з дітьми дошкільного віку. У програмі робиться акцент на формуванні у студентів знань з соціальних та психологічних умов розвитку дитини, нормативних криз особливостей і типових проблем розвитку особистості у сензитивному періоді дошкільному віці, специфіки і можливостей активізації розвитку особистості дитини у різних видах діяльності (ігровій, пізнавальній, продуктивній). Зміст окремого блоку цієї програми присвячено вивченню основ психолого-педагогічної діагностики й корекції розвитку дитини.

Дана програма вирізняється від іншої методичної літератури з проблем психології комплексністю підходів, узагальненим розглядом різних психолого-педагогічних тем, поєднанням роботи студентів з професійного саморозвитку з вивченням ними практичних аспектів обраного фаху.

Вивчення студентами цієї дисципліни іноземною - англійською мовою - сприятиме вдосконаленню їх іншомовної комунікативної компетентності, збагаченню словникового запасу, засвоєнню професійної лексики. А це, у свою

чергу, сприятиме розширенню можливостей студентів з самостійного вивчення іноземної фахової літератури англійською мовою.

Тому не має сумніву, що впровадження в навчальний процес вищої школи даної програми буде важливим етапом у підвищенні якості професійної підготовки майбутніх вихователів.

Начальник відділу
міжнародних зв'язків
Київського університету
імені Бориса Грінченка



О.С.Виговська

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ББК 88.8

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Розробник:

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Робоча програма затверджена на засіданні кафедри педагогіки і психології

Протокол від 02 вересня 2015 року № 1

Завідувач кафедри педагогіки і психології

 Іванюк Г.І.

Заступник директора з науково-методичної та навчальної роботи

 Машовець М.А.

1. Description of the subject

Names of indicators	Subject area, major, educational and qualification level	Characteristics of the subject
		Full-time education
Number of grade points – 4	Subject area 0101 “Pedagogical education”	Standard
	Specialty 6.010101 “Preschool education”	
Modules – 4		Year of education:
Content modules – 4		3 rd
General number of academic hours - 144 academic hours		Term
		5 th
Weekly academic hours for full-time education – 3 academic hours Individual work of student - 3 academic hours	Educational and qualification level: bachelor	Lectures
		22 academic hours
		Practical, seminars
		20 academic hours
		Module tests
		6 academic hours
		Individual work
		60 academic hours
Term tests		
36 academic hours		
	Kind of test: examination	

Note.

Correlation of the number of academic hours concerning class exercises and individual work is:

for full - time education - 1:1.

2. Purpose and main tasks of the subject

Learning of this subject is directed for forming psychological competence of students as a component of the professional competence. The professional competence of students includes learning of special features of preschool aged child mental development, main trends of nursery teachers and parents in the field of activation of mental development of children, and practical skills of improvement of theoretical knowledge in nursery teacher's practical work.

Content of student's psychological competence while learning this subject is detailed with the help of such **psychological competences**:

- free handling of conceptual and terminological definitions of the subject "Child practical psychology";
- knowledge deployment in the field of biological and social determinants of preschool aged child development; main mental constructions, normative crises and typical deviations of preschool aged child development; bases of psychological and pedagogical research and activation of preschool aged child mental development; development of child personality in different kinds of cognitive and leading (playing) activities;
- skills of improvement of adopted theoretical knowledge in practical work with children for research of actual condition, perspectives of immediate development and special features of mental development of preschool aged children;
- forming of skills in the field of planning, organization and realization of psychological and pedagogical diagnostics of preschool aged children mental development;
- forming of skills to elaborate and give classes of activation of preschool aged children mental development and forming of positive personal features and characteristics of children;
- skills to use basic psychological diagnostic developing technics at work of nursery teachers to raise educational achievements of children;
- skills to organize effective collaboration of nursery teacher with parents of preschool aged children and colleagues for activation of mental development of children;

- forming of objective self-conception of students, constant striving for their professional self-development and self-realization.

3. Program of the subject

CONTENT MODULE I. MAIN PRE-CONDITIONS OF PRESCHOOL AGED CHILDREN DEVELOPMENT

Topic 1. Child practical psychology as a branch of psychological science

Main terms: psychology, child psychology, childhood, development, ontogeny, sensualism, psychodynamic approach, behavioral science, cognitive psychology, theory of social learning, social situation of development, principles, methods.

1. Child practical psychology as a science, its role and place in the structure of age psychology.
2. Subject, purpose and main tasks of child practical psychology.
3. Inter-subject communication of child practical psychology with other sciences.
4. Main categories of child practical psychology.
5. History of child practical psychology.
6. Principles and methods of child practical psychology.

Suggested literature: main: 3, 6.
additional: 16, 20.

Topic 2. Psychological and pedagogical conditions of preschool aged children socialization

Main terms: socialization, personality, norms, rules, concession, communication, compliancy, incompliancy, self-consciousness, self-conception, gender, sex, gender identification, moral norms.

1. Social determinants of preschool aged children socialization.
2. Influence of adult people on understanding of social norms and rules by children.
3. Role of moral ideals in personal growth of a child.
4. Understanding of social roles by preschool aged children.
5. Development of child selfconsciousness. Need in acceptance and love. Need in communication with peers.
6. Gender as a determinant of preschool aged child personal growth. Sex identification of a child. Role of sex identification in the choice of toys and games of children.
7. Game and creative kinds of activity as determinants of preschool aged child personal growth.

Suggested literature: main: 1, 2, 3.

additional : 12, 16.

Topic 3. Psychological features of speech and communication of preschool aged children

Main terms: speech, vocabulary, understanding, communication (verbal and non-verbal), contextual and personal, contextual and business, non-contextual and cognitive, non-contextual and personal forms of communication, interpersonal relations, deception.

1. Development of speech at preschool age.
2. Roles of speech at preschool age.
3. Psychological features of children's speech development in the work of a nursery teacher.
4. Children communication, kinds and functions of communication. Stages of communicational development at preschool age.
5. Special features of preschool aged child's communication with adults: parents and nursery teachers.
6. Phenomenon of child deception.
7. Special features of preschool aged child's communication with peers.

Suggested literature: main: 1, 2, 4.
additional: 6, 9, 10.

CONTENT MODULE II. PROBLEMS AND CRISES OF PRESCHOOL AGED CHILD DEVELOPMENT

Topic 4. Normative crises and violations of preschool aged children mental development

Main terms: crisis, self-dependence, independence, negativism, "Self-conception", self-image "I", self-consciousness, internal mental life, feelings, autism, mental deficiency, anxiety, impulsivity, hyperactivity.

1. Crisis of the 3rd year. Striving for self-dependence and independence as main reason of crisis of the 3rd year. Features of crisis of the 3rd year by L.S.Vygotskyi.
2. Phenomenon «I do it myself» and development of "Self-concept" at preschool age. Phenomenon of child self-pride.
3. Problems of child mental development at preschool age: fears, anxiety, impulsivity, hyperactivity.
4. Technics of problem correction of child mental development in the work of a nursery teacher.
5. Forming of independence at preschool age.
6. Child with special needs in kindergarten.

Suggested literature: main: 2, 3, 5.
additional: 6, 8.

Topic 5. Deprivation of mental development at preschool age

Main terms: deprivation (sensor, cognitive, social, emotional), intellect, moral feelings, interpersonal relation, communication.

1. Deprivation as psychological phenomenon. Kinds of deprivation.
2. Special features of deprivation at preschool age.
3. Influence of deprivation on forming of intellectual, emotional spheres of child psyche.
4. Parent's deprivation and its implications. Special features of deprivation of orphans.
5. Special features of communication of deprived children.
6. Correction of child deprivation.

Suggested literature: main: 1, 2, 5.
additional: 8, 9.

Topic 6. Crisis of 7 year and the problem of school readiness

Main terms: crisis, independence, image "I", self-consciousness, feelings, social role, "first birth of self-consciousness" (after L.S.Vygotskyi), logics of feelings, non-situated thinking, school readiness.

1. Features of crisis of 7 year. Phenomenon of «immediatism atrophy».
2. Psychological end-products of crisis of the 7th year: arbitrariness and mediacy of mental life, logics of feelings, non-situated communication, digestion of social roles.
3. School readiness of a child.
4. Structure and levels of child school readiness.
5. Diagnostics of school readiness of a child in kindergarten.
6. Psychological school readiness of a child.

Features literature: main: 2, 3, 4.
additional: 6, 7, 8.

CONTENT MODULE III. PSYCHOLOGICAL AND PEDAGOGICAL DIAGNOSTICS AND CORRECTION OF CHILD MENTAL DEVELOPMENT

Topic 7. Psychological and pedagogical diagnostics in work with preschool aged children

Main terms: psychological diagnostics, individual and age special features of children, indexes, norms, violations, methods, empirical methods, supervision, tests, quizzes, projective methods, final statement.

1. Psychological and pedagogical diagnostics in kindergarten
2. Indexes of normal age and individual development of preschool aged children.
3. Indexes of special features of psychological and pedagogical diagnostics of preschool aged children.
4. Rules of psychological testing.
5. Structure and main stages of psychological and pedagogical diagnostics of preschool aged children.

Suggested literature: main: 1, 2, 3.
additional: 7, 8.

Suggested literature: main: 1, 2, 5.
additional: 6, 8, 10.

Topic 11. Development of child creative activity

Main terms: creative activity, drawing, sensor references, graphical image, common picture, color, form, plan, cognitive development, design, conditions, example.

1. Development of productive activity at preschool age.
2. Psychology of drawing at preschool age.
3. Content of child pictures and their dynamics.
4. Drawing with planning.
5. Development of constructing activity at preschool age. Kinds of child constructing.
6. Intellectual development of a child and constructive activity.

Suggested literature: main: 1, 3, 4.
additional: 8, 9, 10.

4. Structure of the subject

Titles of content modules and topics	Quantity of academic hours					
	Full – time form					
	In total	including				
Lectures		Seminars	Independent work	Module tests.	Term control	
1	2	3	4	5	6	7
Module 1						
Content module 1. Main pre-conditions of preschool aged children development						
Topic 1. Child practical psychology as a branch of psychological science	8	2	1	5		
Topic 2. Psychological and pedagogical conditions of preschool aged children socialization	8	2	1	5		
Topic 3. Psychological features of speech and communication of preschool aged children	9	2	2	5		
Academic hours of module 1		6	4	15	1,5	
In total	26,5					
Module 2						
Content module 2. Problems and crises of preschool aged child development						
Topic 4. Normative crises and violations of preschool aged children mental development	9	2	2	5		
Topic 5. Deprivation of mental development at preschool age	9	2	2	5		
Topic 6. Crisis of 7 year and the problem of school readiness	9	2	2	5		
Academic hours of module 2		6	6	15	1,5	
In total	28,5					
Module 3						
Content module 3. Psychological and pedagogical diagnostics and correction of child mental development						
Topic 7. Psychological and pedagogical diagnostics in work with preschool aged children	9	2	2	5		
Topic 8. Psychological and pedagogical correction in work with preschool aged children	9	2	2	5		
Academic hours of module 3		4	4	10	1,5	
In total	19,5					
Module 4						

Content module 4. Special features of child mental development in different kinds of activity						
Topic 9. Game as a main branch of preschool aged children activity	11	2	2	7		
Topic 10. Development of child every day and work activity	11	2	2	7		
Topic 11. Development of child creative activity	10	2	2	6		
Academic hours of module 4		6	6	20	1,5	
In total	33,5					
In total	144	22	20	60	6	36

5. Titles of seminars

No	Title	Number of academic hours
1.	Child practical psychology as a science	2
2.	Genesis of communication at preschool age	2
3.	Problems of mental development at preschool age	2
4.	Psychological features of deprivation of preschool aged children	2
5.	Psychological features of older preschool aged children	2
6.	Special features of psychological diagnostics of preschool aged children	2
7.	Organization and realization of psychological correction of child mental and personal development	2
8.	Game as a leading activity of preschool aged children	2
9.	Genesis of every day and work child activity	2
10.	Psychological and pedagogical conditions of child's creative activity's development	2

6. Self-guided work

No	Title	Number of points	Number of academic hours
1.	Child practical psychology as a branch of psychological science	10	5
2.	Psychological and pedagogical conditions of preschool aged children socialization	10	5
3.	Psychological feature of preschool aged children speech and communication	10	5
4.	Normative crises and problems of child mental development	10	5
5.	Deprivation of mental development at preschool age	10	5
6.	Crisis of the 7 th year of life and problem of school education	15	5
7.	Psychological and pedagogical diagnostics in work with preschool aged children	15	5
8.	Psychological and pedagogical correction of child mental and personal growth	15	5
9.	Game as a leading kind of child activity	10	7
10.	Development of common and work activity of preschool aged children	10	7
11.	Development of child productive activity	10	6
	In total	125	60

SCIENTIFICAL AND METHODOLOGICAL MAP OF WORKING PROGRAM "CHILD PRACTICAL PSYCHOLOGY"

At all: 144 hours, lectures – 22 h., seminars – 20 h., independent work – 60 h., module control – 6 h., term tests - 36 h.

Modules	Content module I.			Content module II.			Content module III.		Content module IV.		
Module title	Main pre-conditions of preschool aged children development			Problems and crises of preschool aged child development			Psychological and pedagogical diagnostics and correction of child mental development		Special features of child mental development in different kinds of activity		
Number of points	78			98			72		118		
Lectures	1	2	3	4	5	6	7	8	9	10	11
Lecture topics	Child practical psychology as a branch of psychological science (1 point)	Psychological and pedagogical conditions of preschool aged children socialization (1 point)	Psychological features of speech and communication of preschool aged children (1 point)	Normative crises and violations of preschool aged children mental development (1 point)	Deprivation of mental development at preschool age (1 point)	Crisis of 7 year and the problem of school readiness (1 point)	Psychological and pedagogical diagnostics in work with preschool aged children (1 point)	Psychological and pedagogical correction in work with preschool aged children (1 point)	Game as a main branch of preschool aged children activity (1 point)	Development of child common and work activity (1 point)	Development of child productive activity (1 point)
Seminar topics	Child practical psychology as a science (10 points)	Genesis of communication at preschool age (10 points)		Problems of mental development at preschool age (10 points)	Psychological features of deprivation of preschool aged	Psychological features of older preschool aged children (15)	Special features of psychological diagnostics of preschool aged children (15 points)	Organization and realization of psychological correction of child mental and personal development	Game as a leading activity of preschool aged children (10)	Genesis of every day and work child activity (10 points)	Forming of productive child activity (10 points)
Independent work	10	10	10	10	10	15	15	15	10	10	10
Kinds of control	Module control (25 points)			Module control (25 points)			Module control (25 points)		Module control (25 points)		
Final control	Examination										

In total: 336 points, index = 5,6.

8. Methods of education

I. Methods of organization and realization of educational and cognitive activity

1) With source of information:

• *Verbal*: lection (classic, problem, lection and press-conference) with usage of computer informational technologies (PowerPoint – presentations), seminars, stories, talk.

• *Descriptive*: supervision, illustration, demonstration.

2) With logics of education and perception of educational information: inductive, deductive, analytical, syntetical.

3) With level of intellectual independence: procreational, search, investigative.

4) With level of educational activity's control: with university teacher's control, independent student's work: with book, individual educational projects.

II. Methods of educational interest's stimulation:

1) **Methods of educational interest's stimulation:** educational discussions, creation of new cognitional situations, creation of interesting educational situations.

9. Methods of control

Methods of control for estimation of educational achievements of bachelors:

➤ **Methods of verbal control:** individual quiz, group quiz, colloquim.

➤ **Methods of written control:** module written test, resulting written tests, reports.

➤ **Methods of self control:** skills of independent self-estimation of educational knowledges, self-examination.

Transfer of student education's marks to general system of rating marks is realized with formulas:

$Cs = Mnr/60$, $Rnr = Nsr/Cs$, so:

Cs – coefficient of success;

Mnr – maximum number of ranks after discipline's education.

Rnr – resulting number of ranks, received by bachelor during discipline's learning;

Nsr – number of student's ranks, received by bachelor during discipline's learning.

Therefore maximum coefficient of educational success of bachelor during this discipline's learning is: $Cs = 336/60$, $Cs = 5,6$.

10. Classification of ranks, received by students

Educational achievements of bachelors for learning of discipline "Child practical psychology" are estimated in module and rating system. The base of this system is principle of operational reports, compulsory module control, accumulative system of estimation of student's knowledge and skills, widening of number of result ranks until 60.

Control of student's educational success with results of in-process and resulting control is

6	6	11	11	11	16	6	11	11	11	11			
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At all: 366 балів

Number of ranks for work with theoretical information, in term of fulfillment of independent and individual educational and research work caused of fulfillment of next conditions:

- ✓ Timeliness of fulfillment of educational works;
- ✓ Full scope of fulfillment of educational works;
- ✓ High quality of individual and self-guided works;
- ✓ Independence of fulfillment of educational works;
- ✓ Creative approach in individual and independent works;
- ✓ Initiativity in educational activity.

11. Methodical base

- ✓ Lecture summaries;
- ✓ Educational manuals;
- ✓ Work educational program;
- ✓ Tasks of in-process and resulting module control;
- ✓ Questions of examination.

12. Specified literature

Main

1. Вікова і педагогічна психологія / О. В. Скрипченко, Л. В. Долинська, З. В. Огороднійчук та ін., - 2-е вид., допов. -К.: Каравела, 2009. - 400 с.*
2. Дуткевич Т.В. Дошкільна психологія: модульний навч. посібник для студ. ВНЗ освітнього напрямку 7.010101 "Дошкільне виховання" / Т. В. Дуткевич ; Кам'янець-Подільський держ. ун-т. Інститут реабілітології. Кафедра психології освіти, праці та управління. - Кам'янець-Подільський : ФОП Сисин О.В., 2007. - 320 с.*
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