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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY
FEU Dean
_____ /A. V. Nazarenko/
«27» February 2025

WORKING PROGRAM OF THE DISCIPLINE

«Psychology of professional and personal development»

Direction of training/specialty
38.03.01 Economy

Profile/specialization
International business and foreign economic

Qualification
bachelor

Forms of study
full-time

Moscow, 2025

Developer(s):

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1. Objectives, tasks and planned learning outcomes for the discipline

*The purpose of the discipline:*formation and development of students' personal and professional professional qualities in accordance with the direction of training.*Objectives of the discipline:*

- to form an idea of the various theoretical approaches to the problem of professional development of the individual;
- to study the types of professional development and self-development of the individual;
- learn to define goals for the professional development of an individual.

Training in the discipline "Psychology of professional and personal development" is aimed at developing the following competencies in students:

Code and name of the company petitions	Indicators of Competence Achievement

UK-9. Able to use basic defectological knowledge in social and professional spheres	IUK-9.1. Has an understanding of inclusive competence and the specifics of applying basic defectological knowledge in the social and professional spheres. IUK-9.2. Shows tolerance towards disabled people and people with limited health capabilities IUK-9.3. Applies the principles of non-discriminatory interaction with people with disabilities and limited health capabilities, taking into account their socio-psychological characteristics when communicating in various areas of life

2. The place of the discipline in the structure of the educational program

The discipline is a mandatory part of block B1 “Disciplines (modules)”. The discipline “Psychology of professional and personal development” is interconnected logically and in terms of content and method with other disciplines of the curriculum that form the competencies of future bachelors in the direction of 38.03.01 Economics.

3. Structure and content of the discipline

The total workload of the course is 2 credit units (72 hours).

3.1 Types of academic work and labor intensity

3.1.1. Full-time education

No. p/p	Type of academic work	Quantity hours	Semesters
1	**Classroom lessons**	**36**	2
	Including:		
1.1	Lectures	18	2
1.2	Seminars/practical classes	18	2
2	**Independent work**	**36**	2
	Including:		
2.1	Preparation for practical classes	30	2
2.3	Preparing for the test	6	.2
3	**Interim assessment**		
	Credit		2
	Total	**72**	2

3.1.2. Part-time and part-time education

No. p/p	Type of academic work	Quantity hours	Semesters
1	**Classroom lessons**	**18**	3
	Including:		
1.1	Lectures	8	
1.2	Seminars/practical classes	10	
2	**Independent work**	**54**	
	Including:		
2.1	Preparation for practical classes	30	
2.3	Preparing for the test	24	
3	**Interim assessment**		
	Credit		
	Total	**72**	

3.2 Thematic plan for studying the discipline

3.2.1. Full-time education

No. p/p	Sections/Topics disciplines	Labor intensity, hour			
		Total	Classroom work		Independent work
			Lectures	Seminars/ practical ski classes	
1.1	Topic 1. Introduction to the psychology of professional development of personality	8	2	2	4
1.2	Topic 2. Psychological foundations of professional development of personality	8	2	2	4
1.3	Topic 3. Basic psychological approaches to the study of professional development	8	2	2	4
1.4	Topic 4. Psychological analysis of professional development	8	2	2	4
1.5	Topic 5. The process of professionalization of personality	8	2	2	4

1.6	Topic 6. Psychological barriers to professional development of an individual	8	2	2	4
1.7	Topic 7. Crises of professional development of personality	8	2	2	4
1.8	Topic 8. Professional deformation of personality	8	2	2	4
1.9	Topic 9. Psychological technologies of professional development of personality	8	2	2	4
	Total	**72**	**18**	**18**	**36**

3.2.2. Part-time and part-time education

No. p/p	**Sections/Topics disciplines**	**Labor intensity, hour**			
		Total	**Classroom work**		**Independent work**
			Lectures	Seminars/ practical ski classes	
1.1	Topic 1. Introduction to the psychology of professional development of personality	8	2	-	6
1.2	Topic 2. Psychological foundations of professional development of personality	8	-	2	6
1.3	Topic 3. Basic psychological approaches to the study of professional development	8	2	-	6
1.4	Topic 4. Psychological analysis of professional development	8	-	2	6
1.5	Topic 5. The process of professionalization of personality	8	2	-	6
1.6	Topic 6. Psychological barriers to professional development of an individual	8	-	2	6
1.7	Topic 7. Crises of professional development of personality	8	2	-	6
1.8	Topic 8. Professional deformation of personality	8	-	2	6

1.9	Topic 9. Psychological technologies of professional development of personality	8	-	2	6
	Total	**72**	**8**	**10**	**54**

3.3 Contents of the discipline

Topic 1. Introduction to the Psychology of Professional Personal Development

Prerequisites for the emergence of psychology of professional development. Definition of acmeology. Subject and object of psychology of professional development of the individual. Contribution to the development of psychology of professional development of the individual: E.A. Klimov, S.L. Rubinstein, A.N. Leontiev, B.F. Lomov, V.D. Shadrikov, L.S. Vygotsky. Three levels of activity: reproductive, heuristic, creative. Main characteristics of mental development. Main properties of development. Forms of development. Conditions of mental development. Driving forces of mental development. Mechanisms of mental development: heterochrony, integration, compensation. Main theories of professional development: differential-diagnostic, psychodiagnostic, decision theory, development theory. The concept of potential. Methodological foundations of psychology of professional development. Principles of professional development. Approaches to the study of psychology of professional development of the individual: systems approach, diatropic approach, synergistic approach, subjective approach

Topic 2. Psychological foundations of professional development of personality

The concept of "personality development". Social situation of development. Leading activity: natural environment, biological factor, social factor, personality activity, random events and circumstances. Interaction of individual, personal and professional development of a person. The concept of "professional development of personality". Stages of professional development of personality. Crises of professional development of personality. Psychological assistance to professional development of personality. Self-actualization. Basic conceptual provisions of psychological assistance to professional development of personality. Functions of psychological assistance. Basic directions of psychological assistance. Implementation of functions of psychological assistance. Psychological assistance to professional self-determination of optants. Psychological assistance to professional education. Basic provisions of personality-oriented professional education. Implementation of social and psychological assistance is possible in the presence of an integral comprehensive program. Technologies of psychological assistance. Psychological assistance to professional adaptation. Psychophysiological adaptation. Social and psychological adaptation. Professional adaptation. Psychological assistance to professionalization. Psychological characteristics of a self-actualizing personality.

Topic 3. Basic psychological approaches to the study of professional development

Classification of research in the psychology of professional development of the individual. Psychological research of labor training and education; Psychological research of problems of professional orientation, including issues of professional selection, professional counseling, professional propaganda, etc.; Psychological research of the content of professional

professional training and education; Research of psychological problems of professional adaptation; Research of psychological mechanisms of stimulation and enrichment of professional activity; Psychological research of issues of professional certification and examination; Psychological research of issues of activity analysis and professionography; Research of problems of higher professional achievements.

Topic 4. Psychological analysis of the development of a professional

Characteristics of professional socialization and professional individualization. Levels of analysis of professional development of an individual. Means of managing the professionalization process. Professional development as a process of socialization and individualization. Analysis of professionalization from the standpoint of the category of development. Professionalization as a system of forms of individual activity. Professionalization and the life path of an individual.

Topic 5. The process of professionalization of the individual

The concept of "professionalization" and "professional individualization". Ideas of Klimov E.A., B.G. Ananyev. Forms of professional growth and career. The theory of development of Ginzberg A. Psychodynamic theory of Maslow A. The main areas of activity of Derkach A.A. The main areas of activity of Nechaev N.N. The concepts of "socialization" and "individualization".

Topic 6. Psychological barriers to professional development of the individual

Types of professional personality destruction. Professional deformation. Manifestations. There are several ways to systematize manifestations of personality deformation. First systematization. Job deformation. Adaptive deformation. Professional degradation. Systematization by Evgeny Ivanovich Rogov: General professional deformations; Typological professional deformations — caused by the fusion, syntonicity of personal qualities with the corresponding functions of activity, which in the teaching profession is reflected in the existence of such types as "subject teacher", "organizer", "methodologist", etc.; Professional and special deformations; Individual deformations. Deformations of professions of the "person-person" type. Prerequisites for the emergence of professional deformation of the personality. Professional deformations taking into account the typology of E.F. Zeer. Causes of professional deformation. Strategies and tactics for the prevention of professional deformation. Factors of professional deformations of personality.

Topic 7. Crises of professional development of personality

Introduction to the problem. Crises of "birth" and development. Typology of personality crises. Stages of psychosocial development (according to E. Erikson). Methodology for studying crises. Factors determining crises of professional development. Psychological features of crises of professional formation. Crises of professional development of the individual. Factors causing crisis. Ways to overcome the crisis. Crisis of educational and professional orientation. Crisis of professional choice. Crisis of professional expectations. Crisis of professional growth. Crisis of professional career. Crisis of social and professional self-actualization. Crisis of loss of professional activity.

Topic 8. Professional deformation of personality

Theoretical issues of professional deformation. Concept and types of professional deformation. Concept and types of professional deformation. Professional deformation of personality is a change in personality traits (stereotypes of perception, value orientations, character, ways of communication and behavior), which occurs under the influence of performing professional activities. A professional personality type is formed, which can manifest itself in professional jargon, behavior patterns, physical appearance. Professional destruction of personality. Classification of signs of professional deformation: violations in activity, and they are called differently: official misconduct, mistakes, violations of discipline, social, moral and ethical, legal norms, crimes, abuses, etc. professional changes in personality that do not comply with the norms of professional ethics and deontology and are not approved by society.

Topic 9. Psychological technologies of professional development of personality

Methods of work aimed at professional development. Basic methods of training work. Gestalt therapy. Basic concepts and process of therapy. Transactional analysis. Psychodrama. Sociometry. Role theory. Stages of role development. Psychodramatic session. Body-oriented psychotherapy. Neurolinguistic programming. Scientific and practical seminar. Biodynamic therapy. Rolfing. Alexander method. Psychosomatic medicine. F.S. Perls, E.L. Berne, J.L. Moreno, W. Reich, G. Boysen, M. Rosen, A. Lowen.

3.4 Topics of seminars/practical classes

3.4.1. Seminars/practical classes (full-time education)

*Practical/seminar lesson 1.*Introduction to professional psychology personal development

*Practical/seminar session 2.*Psychological foundations of professional personality development

*Practical/seminar session 3.*Basic psychological approaches to research to the development of a professional

*Practical/seminar session 4.*Psychological analysis of professional development sionala

*Practical/seminar session 5.*The process of professionalization of the individual

*Practical/seminar session 6.*Psychological barriers of professional personal development

*Practical/seminar session 7.*Crises of professional development of the individual nost

*Practical/seminar session 8.*Professional deformation of personality *Practical/ seminar session 9.*Psychological technologies of professional- development of personality

3.4.2. Seminars/practical classes (full-time and part-time education) *Practical/ seminar lesson 1.*Introduction to professional psychology personal development

*Practical/seminar session 2.*Psychological foundations of professional personality development

*Practical/seminar session 3.*Basic psychological approaches to research to the development of a professional

*Practical/seminar session 4.*Psychological analysis of professional development sionala

*Practical/seminar session 5.*The process of professionalization of the individual

*Practical/seminar session 6.*Psychological barriers of professional personal development

*Practical/seminar session 7.*Crises of professional development of the individual nost

*Practical/seminar session 8.*Professional deformation of personality *Practical/ seminar session 9.*Psychological technologies of professional- development of personality

3.5 Topics of course projects (course papers)

Not included in the curriculum

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

Constitution of the Russian Federation

Labor Code of the Russian Federation of 30.12.2001 N 197-FZ Federal Law of 29.12.2012 N 273-FZ "On Education in the Russian Federations"

Qualification directory of positions of managers, specialists and other employees: approved by the decree of the Ministry of Labor of Russia dated 21.08.1998 No. 37

4.2 Main literature

1. Zeer, E. F. Psychology of professional development: a textbook for universities / E. F. Zeer, E. E. Symanyuk. — 3rd ed., corrected and additional. — Moscow: Yurait Publishing House, 2023. — 234 p. — (Higher education). — ISBN 978-5-534-14387-4. — Text: electronic // Yurait Educational Platform [website]. — URL:https://urait.ru/bcode/516994 .

2. Diyanova, Z. V. Psychology of personality. Patterns and mechanisms development of personality: a textbook for bachelor's and master's degrees / Z. V. Diyanova, T. M. Shchegoleva. - 2nd ed., corrected. and additional. - Moscow: Publishing house Yurait, 2023. - 154 p. - (Higher education). - ISBN 978-5-534-16263-9. - Text: electronic // Educational platform Yurait [site]. - URL:https://urait.ru/bcode/530704 .

4.3 Further reading

1. Zeer, E. F. Psychology of professional education: a textbook for universities / E. F. Zeer. - 2nd ed., corrected. and additional. - Moscow: Publishing house Yurait, 2023. - 395 p. - (Higher

education). — ISBN 978-5-534-10225-3. — Text: electronic // Educational platform Yurait [site]. — URL:https://urait.ru/bcode/516993 .

2. Social Psychology of Development in 2 Parts. Part 1.: textbook for universities / N. N. Tolstykh [et al.]; edited by N. N. Tolstykh. — Moscow: Yurait Publishing House, 2023. — 216 p. — (Higher education). — ISBN 978-5-9916-7775-2. — Text: electronic // Yurait Educational Platform [website]. — URL:https://urait.ru/bcode/512955 .

3. Ilyin, V. A. Psychology of leadership: textbook for universities / V. A. Ilyin. - Moscow: Publishing house Yurait, 2023. - 311 p. - (Higher education). - ISBN 978-5-534-01559-1. — Text: electronic // Educational platform Yurait [website]. — URL: https://urait.ru/bcode/511051 .

4. Social Psychology of Development in 2 Parts. Part 2: textbook for universities / N. N. Tolstykh [et al.]; edited by N. N. Tolstykh. — Moscow: Yurait Publishing House, 2023. — 395 p. — (Higher education). — ISBN 978-5-9916-7776-9. — Text: electronic // Yurait Educational Platform [website]. — URL:https://urait.ru/bcode/512956 .

4.4 Electronic educational resources

The electronic educational resource for the discipline “Psychology of professional and personal development” is currently under development.

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4.5 Licensed and freely distributed software

1. Operating system, Windows 11 (or lower) - Microsoft Open License
2. Office applications, Microsoft Office 2013 (or lower) - Microsoft Open License

4.6 Modern professional databases and information reference systems

1. Reference and consulting database Consultant Plus (non-commercial version) http://www.consultant.ru/cons/cgi/online.cgi?req=home&utm_csource=online&utm_cmedium=button

5. Logistics

Classrooms equipped with educational furniture and a portable (stationary) multimedia complex (projector, laptop (computer)/SMART board).

6. Methodological recommendations

6.1 Methodological recommendations for teachers on organizing training chings

The discipline “Psychology of professional and personal development” occupies a very important place among the courses taught as part of the training of bachelors in the field 38.03.01 Economics

Lecture requirements:

- scientific and informative (modern scientific level), evidence-based and argumentation, the presence of a sufficient number of vivid, convincing examples, facts, justifications, documents and scientific evidence;

- activating the listeners’ thinking, asking questions for reflection, clear structure and logic of disclosure of consistently presented issues;

- explanation of newly introduced terms and names, formulation of the main thoughts and positions, emphasizing conclusions, repeating them;

- emotionality of the form of presentation, accessible and clear language; - application interactive teaching methods.

In the process of training the student, various types of classes (classroom and extracurricular) are used: lectures, practical classes, consultations. In the first class on a given academic discipline, it is necessary to familiarize the student with the procedure for studying it, to reveal the place and role of the discipline in the system of sciences, its practical significance, to convey to the student the requirements of the department, to answer questions.

During a lecture, the teacher must name the topic, the study questions, and introduce the student to the list of primary and secondary literature on the topic of the lesson. In the introductory part of the lecture, justify the place and role of the topic being studied in the academic discipline and reveal its practical significance. If this is not the first lecture, it is necessary to link its topic with the previous one without violating the logic of the presentation of the educational material. When revealing the content of the study questions, focus the student's attention on the main categories, phenomena and processes, and the peculiarities of their course. Reveal the essence and content of various points of view and scientific approaches to explaining certain phenomena and processes. You should substantiate your own position on controversial theoretical issues. Give examples. Ask questions during the presentation of the lecture material and answer them yourself. This helps to activate the student's thinking, increase their attention and interest in the lecture material and its content. The teacher should guide the student in taking notes on the lecture material, emphasize the need to reflect in the notes the main provisions of the topic being studied, especially highlighting the categorical apparatus. In the final part of the lecture, it is necessary to formulate general conclusions on the topic, revealing the content of all the questions posed in the lecture. Announce the topic of the next lecture, give brief recommendations on preparation.

The art of the lecturer helps to organize the student's work well during the lecture. The content, clarity of the lecture structure, the use of attention-maintaining techniques - all this activates thinking and working capacity, helps to establish pedagogical contact, evokes an emotional response in the student, cultivates diligence skills, and forms interest in the subject.

6.2 Methodological guidelines for students on mastering the discipline

Guidelines for working on lecture notes during a lecture. A lecture is a systematic, consistent, monologue presentation of educational material by a teacher, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. During lectures, it is recommended to take notes, which will allow you to subsequently recall the studied educational material, supplement the content when working independently with literature, and prepare for the exam. You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in the working notes in which to make notes from the recommended literature, supplementing the material of the lecture listened to, and also emphasizing the special importance of certain theoretical provisions. Conclusions on the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask the teacher questions on the topic of the lecture.

Methodological instructions for working at a seminar/practical lesson. Seminars/ practical classes are implemented in accordance with the working curriculum with a consistent study of the topics of the discipline. In preparation for them, it is recommended to review lecture notes, study the main and additional literature, familiarize yourself with new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the teacher's recommendations and the requirements of the curriculum. It is also recommended to finalize your lecture notes, making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. It is necessary to prepare theses for presentations on all academic issues brought up at the seminar. Preparation should be completed by drawing up a plan (outline) for the material (issue) being studied. This allows you to create a concentrated, concise idea of the issues being studied. During the seminar, the student can present a pre-prepared report. He should also be active in discussing the presentations and reports of his groupmates. Since the student's activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. It is necessary to analyze the current legislation within the framework of the topic of the seminar/practical class.

Methodological guidelines for students on mastering independent work.

Independent work is mandatory for each student, its volume for the discipline is determined by the subject plan. This time must be devoted to studying the relevant topic, preparing for the seminar/practical lesson (exam), completing assignments given by the teacher. When working independently, the student interacts with the recommended materials with minimal participation of the teacher.

Working with literature.

Independent work with textbooks, teaching aids, scientific, reference and popular literature, materials from periodicals and the Internet, statistical data is the most effective method of obtaining knowledge, allows you to significantly activate the process of mastering information, promotes a deeper assimilation of the material being studied, and forms students' attitudes to a specific problem. When studying material from a textbook (textbook, teaching aid, monograph, etc.), you should move on to the next question only after fully understanding the previous one, recording

conclusions and calculations, including those that are omitted from the textbook or given in the lecture for independent conclusion. The student should pay special attention to the definition of the main concepts of the course. It is necessary to analyze in detail the examples that explain the definitions. It is useful to make supporting notes.

It is recommended that the conclusions obtained as a result of studying the educational literature be highlighted in the notes so that they are better remembered when rereading the material. When independently solving problems, it is necessary to justify each stage of the solution based on the theoretical provisions of the course. Questions that cause difficulties for the student during preparation should be formulated in advance and voiced during classes in the classroom for additional clarification by the teacher.

Methodological recommendations for students to prepare for the test.

Preparation of students for the exam includes three stages:

- independent work during the academic year semester;
- direct preparation in the days preceding the test;
- passing the test.

It is advisable to begin preparation for the test with studying and working through regulatory and legal sources and literature. First of all, you should carefully reread the curriculum and program questions for preparation for the test in order to identify the least familiar ones. This should be followed by a stage of reviewing all the program material. It is advisable to devote most of the time to this work. The next stage is self-monitoring of knowledge of the studied material, which consists of oral answers to program questions submitted for the test. It is advisable to write down theses of the answers to the most difficult questions, since additional motor memory resources are included in the process of writing. The proposed method of direct preparation for the test can be changed. Thus, for students who believe that they have mastered the program material in full and are confident in the strength of their knowledge, a quick review of the educational material is enough. They can devote most of their time to an in-depth study of individual, most complex, controversial issues.

The main source of preparation for the test is the lecture notes. The educational material in the lecture is given in a systematized form, its main provisions are detailed, supported by modern facts and normative information, which, due to their novelty, may not have yet been included in published printed sources. A correctly compiled lecture notes contain the optimal amount of information on the basis of which the student will be able to imagine all the educational material. It is necessary to remember the terms and categories precisely, since their definitions contain features that allow us to understand their essence and distinguish these concepts from others.

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes Current control (work in practical/seminar classes):

- oral surveys

Interim control

- credit

7.2 Scale and criteria for assessing learning outcomes

Oral survey

The student's detailed answer should be a coherent, logically consistent message on a given topic, demonstrating his ability to apply definitions and rules in specific cases.

Evaluation indicators:

1) completeness and correctness of the answer;

2) the degree of awareness and understanding of what has been studied; 3) the linguistic design of the answer.

Criteria for assessing the oral survey:

5 pointsis given if the student presents the material fully (answers the question), gives correct definition of basic concepts; demonstrates understanding of the material, can substantiate his/her judgments, apply knowledge in practice, give necessary examples not only from the textbook, but also independently compiled ones; presents the material consistently and correctly from the point of view of the norms of the literary language.

4 pointsis given if the student gives an answer that satisfies the same requirements as and for 5 points, but allows 1-2 mistakes, which he corrects himself, and 1-2 shortcomings in the sequence and language design of the presentation.

3 pointsis given if the student demonstrates knowledge and understanding of the basic provisions topics, but presents the material incompletely and makes inaccuracies in defining concepts or formulating rules; is unable to sufficiently and convincingly substantiate his judgments and give his examples; presents the material inconsistently and makes mistakes in the linguistic design of what is being presented.

2 pointsis given if the student shows ignorance of most of the relevant question, makes mistakes in the formulation of definitions and rules that distort their meaning, and presents the material in a disorderly and uncertain manner.

Credit

Midterm assessment of students in the form of a credit is carried out based on the results of completing all types of academic work stipulated by the curriculum for a given discipline (module), taking into account the results of current monitoring of academic performance during the semester. The assessment of the degree to which students have achieved the planned learning outcomes for a discipline (module) is carried out by the teacher conducting classes in the discipline (module) using the expert assessment method. Based on the results of midterm assessment, a "pass" or "fail" is given.

Scale assess-nia	Description
Passed	All types of academic work provided for by the curriculum have been completed. The student demonstrates the correspondence of knowledge, skills, abilities, to those given in the tables of indicators, operates with the acquired knowledge, skills, abilities, applies them in situations of increased complexity. At the same time, minor errors, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed.

Don't for- read	One or more types of academic work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with those given in the tables of indicators, significant errors are made, a lack of knowledge, skills, and abilities is demonstrated for a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3 Evaluation tools

7.3.1. Current control

Sample questions on topics

Topic 1. Introduction to the Psychology of Professional Personal Development

1. Subject and basic concepts of psychology of professional development;
2. Goals and objectives of psychology of professional development;
3. Formation of psychology of professional development as a science;
4. Methodological foundations of psychology of professional development;
5. Prolegomena to the psychology of professional development;
6. Space for professional development of the individual

Topic 2. Psychological foundations of professional development of personality

1. The concept of professional development of an individual;
2. Research by domestic scientists in the field of professional personality development;
3. Determinants of professional development;
4. Trajectories of professional development;
5. Stages of professional development

Topic 3. Basic psychological approaches to the study of professional development

1. Brief description of analytical studies of formation professional;
2. Analysis of complex studies of professional development in the domestic psychology;
3. Analysis of complex studies of professional development in foreign psychology chology;
4. Psychological research of labor training and education;
5. Psychological research of problems of professional orientation;
6. Psychological research into the content of professional training and education Taniya;
7. Research of psychological problems of professional adaptation;

8. Research into psychological mechanisms of stimulation and enrichment professional activity;

9. Psychological research on issues of professional certification and expertise tizes;

10. Psychological research on issues of activity analysis and professionalization

Topic 4. Psychological analysis of the development of a professional

1. Professional development as a process of socialization and individualization;

2. Analysis of professionalization from the standpoint of the category of development;

3. Professionalization as a system of forms of personal activity;

4. Professionalization and life path of an individual.

Topic 5. The process of professionalization of the individual

1. Brief description of the main foreign theories of professional development;
2. Brief description of the main domestic theories of professional development;
3. Forms of professional growth and career;
4. Ginsberg's theory of development A.;
5. Psychodynamic theory of Maslow A.;
6. Main areas of activity of Derkach A.A.

Topic 6. Psychological barriers to professional development of the individual

1. General concept of crises;

2. Crises in human life according to the concepts of different authors;

3. Crises of professional development of the individual;

4. Typology of personality crises;

5. Factors determining crises of professional development; 6. Psychological characteristics of crises of professional development.

Topic 7. Crises of professional development of personality

1. Crises of birth and development;

2. Stages of psychosocial development;

3. Typology of crises;

4. Styles of professional development of personality;

5. Crises of professional development of the individual; 6. Provide definitions of the main concepts of the topic.

Topic 8. Professional deformation of personality

1. Approaches to the problem of studying professional deformation;

2. Division of labor as a general factor of professional deformation;

3. Specificity of work as a particular factor of professional deformation;

4. Signs of professional deformation in some mass branches of labor; 5. Classification of signs of professional deformation; 6. Causes of professional deformation of personality.

Topic 9. Psychological technologies of professional development of personality

1. Model of constructive change in employee behavior;
2. Methods of working with employees focused on professional development;
3. Basic methods of training work;
4. Scientific and practical seminar;
5. Technologies for maintaining and developing creative activity;
6. Training seminar;
7. Training for the development of professional self-awareness.

7.3.2. Interim assessment

When conducting midterm assessment by answering examination tickets. Each ticket must contain 2 questions.

List of questions to prepare for the test.

1. Subject and basic concepts of psychology of professional development. Goals and objectives of psychology of professional development;
2. Formation of psychology of professional development as a science;
3. Methodological foundations of psychology of professional development; 4. Patterns of personality development;

5. The concept of professional development of personality. Research domestic scientists in the field of professional development of the individual;

6. Determinants of professional development;

7. Trajectories of professional development;

8. Stages of professional development;

9. Psychological components of professionally oriented activities;

10. Factors determining the formation of personality, determination personality development;

11. Styles of professional development of personality;

12. Brief description of analytical studies of formation professional;

13. Analysis of complex studies of professional development in domestic psychology;

14. Analysis of complex studies of professional development in foreign psychology;

15. Psychological research of problems of professional orientation;

16. Psychological research of the content of vocational training and education;

17. Research of psychological problems of professional adaptation;

18. Research into the psychological mechanisms of stimulation and enrichment professional activity;

19. Psychological research on issues of professional certification and expertise;

20. Psychological research on issues of activity analysis and professionalization;

21. Professional development as a process of socialization and individualization;

22. Professionalization as a system of forms of personal activity;

23. Brief description of the main foreign theories of professional development;

24. Brief characteristic main domestic theories professional development;

25. Ginsberg's development theory;

26. Psychodynamic theory Maslow A.;

27. Main areas of activity of Derkach A.A.;

28. The main areas of activity of Nechaev N.N.;

29. General concept of crises;

30. Crises in human life according to the concepts of different authors;

31. Crises of professional development of the individual;

32. Typology of personality crises;

33. Factors determining crises of professional development; 34. Psychological characteristics of crises of professional development.

35. Typology of crises;

36. Styles of professional development of personality;

37. Crises of professional development of the individual;

38. Approaches to the problem of studying professional deformation;

39. Signs of professional deformation in some mass branches of labor;

40. Classification of signs of professional deformation; 41. Causes of professional deformation of personality.

42. Professional deformations;

43. Professional stress and its consequences

44. Causes of professional stress

45. Psychological stress and burnout syndrome

46. Burnout models

47. Psychological defenses of the individual;

48. Factors influencing burnout;

49. Raising the level of self-awareness as a fundamental condition professional development of employees;

50. Professional and educational space for personal development