

THE MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION

The State Educational Institution of high professional education

«SAMARA STATE UNIVERSITY»

Psychological Faculty

The department of social psychology

SETTLED

Pro-rector on studyin

work

\_\_\_\_\_ V.P. Garkin

«\_\_\_\_\_» \_\_\_\_\_ 2010 г.

THE STUDYING PROGRAMME OF THE DISCIPLINE

### **The history of psychology**

The educational programme of the direction 030300.62 «Psychology»

The cycle B 3 «Professional cycle», the basic part

### **The profile of preparing**

General

The qualification (degree) of a graduate

Bachelor of psychology

The type of studying

internal

Course 3, term 5

Samara

2011

The working programme is made on the basis of the federal state educational standard of the high professional education of the direction of (speciality) 030300.62 PSYCHOLOGY, degree «Bachelor», settled by the order of the Ministry of education and science of the Russian Federation № 7593 of 21 December 2009 г. Registered in the Ministry of justice of Russia on 3 February 2010 y. № 16231.

**The Authors of the working programme:**

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The working programme is settled at the meeting of the department of social psychology

(report № 5 of «14» December 2010 г.)

The chief of the department

\_\_\_\_\_ (signature)

Berezin S.V.

" \_\_\_\_ " \_\_\_\_\_ 20 \_\_\_\_ y.

**CO-ORDINATED**

The chief of methodical committee of the faculty \_\_\_\_\_

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Dolgopolova A.V.

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The chief of methodical section \_\_\_\_\_

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**1. The aims and the tasks of the discipline, its place in the studying process, demands to the level of knowledge of the discipline's content.**

### 1.1. The aims and the tasks of studying the discipline

The discipline «The History of Psychology» proposes the forming and developing of student's ideas of formation and forming scientific knowledge of psyche and man's psychology, as well as the modern state, actual problems, tasks and perspectives of development of the main directions in psychology, of the meaning of this knowledge for the special psychological culture of a psychologist.

#### The tasks of the discipline:

- to form the idea of the main stages of the origin and development of scientific knowledge of psyche and psychology;
- to form the idea of the main scientific directions of modern psychology, their differences, powerful and weak aspects of their methodological approaches, their records;
- to give the idea of peculiarities of the native psychological science's development;
- to reveal the main tendencies of development of psychology at present stage;
- to show possibilities of usage of the taken knowledge in scientific researches.

### 1.2. Abilities of a student, forming as a result of taking the discipline (module)

As a result of taking the discipline a student must *get to know*:

- native and foreign psychological conceptions of psychologists and philosophers of past and present;
- native and foreign psychologists, philosophers and other scientists, contributed greatly into the development of psychology;
- to know the main tendencies of development of psychology at present;

#### *be capable to:*

- to analyze psychological conceptions as critics;
- understand actual methodological problems of psychology;
- to make historical-psychological revisions while writing research works;

#### *be able to:*

- to analyze psychological conceptions, understand actual methodological problems of psychology;
- to make historical-psychological revisions while writing research works;
- to use the knowledge in scientific research work and practical professional activity;

#### *to get skills:*

The Code of ability	The name of the result of studying
General skill GS-1	Has got the skill and ready to understand the importance of humanists values for keeping and developing the modern civilization; improving and developing the modern society according to humanistic principles, freedom and democracy; has got the culture of thinking, skills to generalization, analysis, perception of information, putting the aims and choosing the ways of reaching results.
GS -2	Has got the skill and ready to understand modern conceptions of the world based on the formed of outlook, uses the results of natural and social sciences, is able to speak and write logically, correctly and vividly.
GS -3	Has got the culture of scientific thinking, generalization, analysis and synthesis of facts and theoretical thesises.
GS -13	Has got the skill and readiness to use the knowledge of a foreign language in the professional activity and professional communication.
GS -18	Is able to understand the moving forces and regularities of historical process, events and processes of economical history.
GS -19	Is ready to respect and keep historical heritage and cultural traditions, to accept social, ethno-national, religious and cultural differences tolerantly, follow them in the professional activity.
Profession	Is ready to give a basic psychological help to a person, group, organization using

al skill PS-4	traditional methods and technologies.
PS -9	Is ready to use the knowledge of psychology as a science about psychological phenomena, categories and methods of studying and describing regularities of psyche's functioning and developing.
PS -20	Is ready to educational activity among people in order to heighten the level of psychological culture of society.

### 1.3. The place of the discipline in the structure of general compulsory subjects (GCS)

The course «The History of psychology» generalizes theoretical information taken from all previous studying psychological disciplines and considers it both in the historical aspect and in the aspect of the modern state of psychological science.

The course «The History of Psychology» is a basic for final theoretical course while studying psychology «Methodological basis of Psychology» and helps to represent the origins of theoretical ideas taken from special courses in a better way. Notions and studied regularities, skills, abilities formed in the course «The History of Psychology» will be used in an obligatory course «Methodological basis of Psychology» and special courses.

## 2. The content of the discipline

### 2.1. The volume of the discipline and kinds of studying activity

*The term – 5, the kind of account – exam*

The kind of studying activity	The number of lessons / test points
<b>Labour-intensiveness of studying of the discipline</b>	<b>144/4</b>
<b>Compulsory auditorium's studying volume (total)</b>	<b>54</b>
including:	
lectures	30
practical lessons	24
<b>Independent work of a student (total)</b>	<b>54</b>
including:	
Preparation for seminars	13
Independent studying of themes	12
Preparing a report, essay, project, glossary, case (to be chosen)	14
Getting individual consultations of a teacher	15
Preparation for the exam and passing it	36

## 2.2. The thematics plan of the educational discipline

The names of Chapters Themes	The content of educational material, laboratory works and practical studies, self-research of a students, the course of work (project)	The volume of hours/ tests of ones	Educational technologies	Forming competences/ The level of mastering*	The forms of current control
1	2	3	4	5	6
<b>Chapter 1. Introduction</b>		<b>18/0,5</b>			
<b>Theme 1.1. The objective area of the history of psychology.</b>	<b>Lectures</b>	1	Lecture		-
	1   The history of psychology, its object, tasks, functions, methods, sources.				
<b>Chapter 2. Psychological idea in the countries of Ancient East</b>					
<b>Theme 2.1. The problem of continuity in the development of psychological knowledge in the countries of Ancient East and West.</b>	<b>Lectures</b>	1	Lecture		
	1   Psychological doctrines of the main philosophical and religious schools of Ancient India and China.				
	<b>Self-research of a student</b> «The practice of silence and active of attention as a means of a self-regulation» ( <i>essay</i> ).	8	Essay	GS-1; 2; 3; 13; PS-9; PS-20	Conversation about a essay
<b>Chapter 3. Psychological idea of Antiquity</b>					
<b>Theme 3.1. Description of conditions of the development and peculiarities of psychological knowledge in antiquity at the stage of protophilosophy.</b>	<b>Lectures</b>	1	Lecture - conversation	GS-1; 2; 3	Oral test
	1   The idea of soul. The doctrine of perception. The problem of feelings and fits of passion. The problem of will and freedom. Putting psychophysical and psychobiological problems.				
<b>Theme 3.2. Development of psychological knowledge in V-IV cc. B.C.</b>	<b>Lectures</b>	1	Lecture		
	1   The idea a soul in Anaxagor's doctrine. Philosophical-psychological conception of Levkipp-Democrit.				

	2	Psychological ideas of Socrates. Socrates' conversation, its peculiarities and rules. Platon's idealistic doctrine of a soul, perception, feelings. Aristototes's doctrine of a soul and its functions.				
	<b>Self-research of a student</b>		3	Comparative table	GS-1; 2; 3; 13; PS-9; PS-20	Conversation
	Materialistic and idealistic doctrines of a soul ( <i>comparative table</i> ).					
<b>Theme 3.3. Development of psychological knowledge in Hellenistic period (IV c. B.C.-IV c. A.D.).</b>	<b>Lectures</b>		1	Lecture		
	1	Psychological ideas of stoics. Epicur's idea of a soul. Psychological ideas of Lucrecy Kar.				
	2	Psychophysiology of Gallen. The results of development and meaning of the antique psychological school.				
	<b>Practical studies</b>		2	Discussion	GS-1; 2; 3; 19	Watching
	Development of psychological of categories, problems and principles in antique period; meaning of the antique psychology ( <i>discussion</i> ).					
<b>Chapter 4. The problems of the psychology in the Middle Ages and Renaissance</b>			<b>36/1</b>			
<b>Theme 4.1. Psychological knowledge in the Middle Ages and Renaissance.</b>	<b>Lectures</b>		1	Lecture - conversation	GS-1; 2; 3;	Oral test
	1	The general description of psychological ideas in the Middle Ages. The doctrine of soul in neoplatonism. Psychology of Augustin and Foma Akvinskij. The experimental approach in the psychological ideas of Avicenna and Averroes.				
	2	General features of psychology's development during the Renaissance. F. Bacon as a founder of the empirical direction in philosophy and psychology. Psychological ideas of Bacon.				
	<b>Practical studies</b>		2	Discussion	GS-1; 2; 3; PS-9; PS-20	Watching
	Psychological knowledge in the Middle Ages and Renaissance ( <i>discussion</i> ).					
<b>Self-research of a student</b>		4	Comparative	GS-1; 2; 3; 18	Conversation	

	Psychological knowledge in the Middle Ages and Renaissance ( <i>comparative table</i> ).		table			
<b>Chapter 5. The development of psychological knowledge in a philosophical doctrine of consciousness of XVII c.</b>						
<b>Theme 5.1. A new stage in the development of psychology.</b>	<b>Lectures</b>		1	A problematic lecture	GS-1; 2; 3;	
	1	The historical contribution of Decart's doctrine for the subsequent development of psychology. The doctrines of a Man and soul (T. Gobbs, B. Spinoza, G. Lokk, G. Leibnits). Forming of empirical psychology, development of associative ideas.				
	<b>Practical studies</b>		2	A role play	GS-1; 2; 3;	Watching
	The development of psychological knowledge in a philosophical doctrine of consciousness of XVII c. ( <i>a role play</i> ).					
<b>Self-research of a student</b>		8	Glossary	GS-1; 2; 3; 13; PS-9; PS-20	Conversation	
The psychological ideas of a New period ( <i>glossary</i> )						
<b>Chapter 6. The development of philosophical and psychological ideas in XVIII-XIX cc.</b>			<b>54/1,5</b>			
<b>Theme 6.1. Birth and development of associative psychology in England and France.</b>	<b>Lectures</b>		1	A problematic lecture	GS-1; 2; 3;	
	1	Development of associative psychology in England.				
	2	Objective approach in sciences of a soul by French materialists of the XVIII c.				
	<b>Practical studies</b>		2	A role play	GS-1; 2; 3; 18; 19	Watching
	The development of associative psychology in England and France ( <i>a role play</i> ).					
<b>Self-research of a student</b>		3	Comparative table	GS-1; 2; 3; 13; PS-9; PS-20	Conversation	
Psychological discovers of English associanists and French materialists XVIII-XIX cc. ( <i>comparative table</i> ).						
<b>Theme 6.2. Psychological ideas</b>	<b>Lectures</b>		1	Lecture		

of German philosophy and empirical psychology and in Russia in XVIII-XIX cc.	1	The Kant's doctrine of a cognition and anthropology. Psychological ideas of I. Fichte of activity and an active subject. F. Shelling's ideas of development of nature and consciousness. Anthropology and psychology of G.Gegel. Foundation of the German empiric psychology. (I. Gerbart). Psychological doctrines in Russia in XVIII-XIX cc.					
	<b>Practical studies</b>		2	Testing	GS-1; 2; 3; 18		
	Psychological ideas of German and Russian thinkers in XVIII-XIX cc. ( <i>testing</i> ).						
	<b>Self-research of a student</b>		8	Glossary	GS-1; 2; 3; 18	Conversation	
The development of philosophical and psychological ideas in XVIII-XIX cc. ( <i>glossary</i> ).							
<b>Chapter 7. Development and natural science and forming the natural scientific preconditions for singling out psychology as an independent science</b>							
Theme 7.1. Naturalistic-scientific preconditions of foundation of psychology as an science.	<b>Lectures</b>		1	Lecture		-	
	1	The influence of Ch. Darwin and evolutional ideas in biology on psychology. Development of neuro-muscular physiology and the theory of reflex. Success of physical optics, acoustics and sensory physiology. Achievements of anatomy and physiology of the brain and psychological-physiological problem. The role of psychiatry in foundation of psychology as a science.					
<b>Chapter 8. Foundation of psychology as an independent science. The first experimental and practical research</b>			90/2,5				
Theme 8.1. Preconditions of	<b>Lectures</b>		1	A problematic	GS-1; 2; 3;		



<b>foundation of psychology as an independent science.</b>	1	Theoretical programmes of natural scientific rebuilding of psychology by V. Vundt and I.M. Sechenov. Organisation of the world's psychological congresses. Foundation of psychological institutes. The main directions of the first experimental research. Development of branches and practical spheres of psychology in the second half of XI-beginning of XX cc.		lecture		
	<b>Self-research of a student</b>		2	Comparative table	GS-1; 2; 3; 13; 19;	Conversation
	Theoretical programmes of natural scientific rebuilding of psychology by V. Vundt and I.M. Sechenov: likeness and differences ( <i>comparative table</i> ).					
<b>Chapter 9. The first scientific directions in the experimental psychology</b>						
<b>Theme 9.1. The first European and American scientific directions in the experimental psychology of consciousness.</b>	<b>Lectures</b>		1	Lecture		
	1	Foundation of experimental psychology (V. Vundt, E. Teatchener). Psychology of act of F. Brentano, European functionalism, American functionalism (W. James). Practical psychology.				
	<b>Practical studies</b>		2	Testing	GS-1; 2; 3; 18;	
	The first experimental and practical research. The first scientific directions of the experimental psychology ( <i>testing</i> ).					
	<b>Self-research of a student</b>		2	Comparative table	GS-1; 2; 3; 13; PS-9; PS-20	Conversation
The psychological discovers of the first scientific branches of experimental psychology ( <i>comparative table</i> ).						
<b>Chapter 10. Foreign psychology of the first half of XX c.</b>						
<b>Theme 10.1. The general description of the open crisis in psychology (beginning of 10-s-middle 30-s of XX c.).</b>	<b>Lectures</b>		1	A problematic lecture	GS-1; 2; 3;	
	1	«The open crisis» and putting the problem of crisis in psychology (L.S. Vygotskij). The main features of the crisis in the modern psychology.				
<b>Theme 10.2. The deep psychology.</b>	<b>Lectures</b>		1	Lecture		
	1	Freidism and neofreidism: the problem of object of studying and methods.				

	<b>Practical studies</b>	2	Discussion	GS-1; 2; 3; 18; 19; PS-9; PS-20	
	Psychoanalyses: achievements and limination ( <i>discussion</i> ).				
	<b>Self-research of a student</b>	6	Essay	GS-1; 2; 3; 13; PS-9; PS-20	
	The problem of crisis in psychology in the modern stage and in the stage of «The open crisis» ( <i>essay</i> ).				
<b>Theme 10.3. Gestalt- psychology.</b>	<b>Lectures</b>	2	Lecture- conversation	GS-1; 2; 3; 18; 19	Oral test
	1   The main directions of research. The theory of «fields» of K. Levin.				
<b>Theme 10.4. Behaviorism.</b>	<b>Lectures</b>	1	Lecture		
	1   Behaviorism, radical behaviorism, theories of social training, neobehaviorism: the object of studying and methods.				
<b>Theme 10.5. French sociological and psychological school.</b>	<b>Lectures</b>	2	A problematic lecture	GS-1; 2; 3	
	1   The problem of social-historical dependence of the personal psyche in the French sociological school. Genetic psychology of G. Piazze.				
	<b>Practical studies</b>	2	A role play	GS-1; 2; 3; 18; 19; PS-9; PS-20	Watching
	Behaviorism and the French sociological and psychological school. ( <i>a role play</i> ).				
	<b>Self-research of a student</b>	2	Comparative table	GS-1; 2; 3; 13; PS-9; PS-20	Conversation
Behaviorism and the French sociological and psychological school.: the objects, methods, main directions of a research ( <i>comparative table</i> ).					
<b>Theme 10.6. Describing psychology.</b>	<b>Lectures</b>	1	Lecture- conversation	GS-1; 2; 3	Oral test
	1   The problem of object and method of psychology of V. Diltey. Psychology of E. Shpranger.				
	<b>Self-research of a student</b>	8	Glossary	GS-1; 2; 3; 18; 19; PS-9; PS-20	Conversation
	Foreign psychology of the first half of XX c. ( <i>glossary</i> ).				
<b>Chapter 11. Foreign psychology of the second half of XX c.</b>		<b>108/3,5</b>			
<b>Theme 11.1. Humanistic and</b>	<b>Lectures</b>	1	A problematic	GS-1; 2; 3	-

<b>existing psychology.</b>	1	Humanistic psychology. The influence of psychotherapy and psychological practice on each other. Logotherapy of V. Frankle.		lecture		
	2	Existing psychology.				
	<b>Practical studies</b>		2	Discussion	GS-1; 2; 3; 18; 19; PS-9; PS-20	Watching
	The naturally-scientific or the humanistic paradigms in psychology? ( <i>discussion</i> ).					
	<b>Self-research of a student</b>		2	Comparative table	GS-1; 2; 3; 13; 18;	Conversation
The naturally-scientific and the humanistic paradigms in psychology ( <i>comparative table</i> ).						
<b>Theme 11.2. Transpersonal psychology and cognitive psychology.</b>	<b>Lectures</b>		2	A problematic lecture	GS-1; 2; 3; 19	
	1	Transpersonal psychology: the object, methods, main directions.				
	2	Cognitive psychology and psychotherapy.				
	<b>Practical studies</b>		2	Analysis of a case	GS-1; 2; 3; 13; 18; 19; PS-9; PS-20	Conversation
Transpersonal and cognitive psychotherapy ( <i>analysis of a case</i> ).						
<b>Theme 11.3. The modern state of foreign psychology.</b>	<b>Lectures</b>		1	Lecture		
	1	The main tendencies in the development of the modern world psychology. Appearance of integral conceptions in the limits of the newest scientific and social ideas-informing, computing, ideas of the global ecological crisis.				
	2	Other modern directions in foreign psychology. Ontopsychology of A. Menegetti. Psychology of the life way. Historical psychology.				
	<b>Self-research of a student</b>		8	Paper	GS-1; 2; 3; 13; 18; PS-9; PS-20	Conversation about a paper
The modern directions in foreign psychology. Ontopsychology of A. Menegetti. Psychology of the life way. Historical psychology (in choice) ( <i>paper</i> ).						
<b>Chapter 12. The most important tendencies of development of the native psychology</b>			<b>144/4</b>			
<b>Theme 12.1. Foundation of</b>	<b>Lectures</b>		1	Lecture-	GS-1; 2; 3; 18	Oral test

<b>scientific psychology in Russia.</b>	1	I.M. Sechenov and foundation of scientific psychology in Russia. The main directions in the Russian psychology of the second half of XIX-beginning XX cc.		conversation		
<b>Theme 12.2. Variants of methodological rebuilding of psychological science on the base of Marxism.</b>	<b>Lectures</b>		1	Lecture		
	1	Social conditions in Russia after the revolution of 1917 and their influence on the development of psychology. Development of psychology in the 20-50-s. of XX c.				
	2	Dependence of psychology upon ideas. Directions based on behaviour (reflexology, reactology). Development of practical research. Pedology and psychotechnics, their existence.				
<b>Theme 12.3. The problem of unconsciousness and behavioristic direction in the Russian psychology.</b>	<b>Lectures</b>		1	Lecture		
	1	Working out of problem of unconsciousness in the Russian psychology (V.M. Behterev, S. Shpilrein, D.N. Uznadze, F.V. Bassin). Peculiarities of Russian behavioristic direction (I.P. Pavlov, V.M. Behterev, A.A. Uhtomskij).				
	<b>Practical studies</b>		2	Discussion		
	The idea of a personality in the native psychology ( <i>discussion</i> ).				GS-1; 2; 3; 13; 18; 19; PS-9; PS-20	Watching
<b>Theme 12.4. Cultural-historical theory of L.V. Vygotskij and putting the activity approach.</b>	<b>Lectures</b>		1	Lecture-conversation		GS-1; 2; 3; PS-9; PS-20
	1	Peculiarities of putting the problems of social determination of psyche in the Soviet psychology (L.S. Vygotskij, S.L. Rubinshtein, A.N. Leontjev, P.Y. Galperin).				
	2	Neuropsychology of A.R. Lurija. The theory of forming brain's activity and notions of P.Y. Galperin. The theory of setting D.N. Uznadze. Development of psychological theory in the works of B.G. Ananjev.				
<b>Theme 12.5. Development of native psychology in the second</b>	<b>Lectures</b>		2	A problematic lecture		
	1	Development of native psychology in 50-70-s XX c.				

<b>half of XX c.</b>	2	The main psychological schools, the main problems and tendencies of the development of psychology in the USSR in 60-80-s. Tendencies of the development of the psychology in the post-Soviet period: perspectives and aims. The importance of works of such philosophers as M.M. Bahtin, E.V. Iljenkov, M.K. Mamardashvili for the development of psychology.			
	<b>Practical studies</b>		2	Testing	GS-1; 2; 3; 18; 19;
	The main contribution of Soviet psychology ( <i>testing</i> ).				
	<b>Self-research of student</b>		8	Glossary	GS-1; 2; 3; 18; 19; PS-9; PS-20
	Development of Soviet and native psychology ( <i>glossary</i> ).				Conversation
<b>Total:</b>		<b>144/4</b>			

\* In the table is the level of the mastering of studying material (is marked by figures):

1. – reproduction (mastering knowledge, execution of activity for example, instruction or of follow directions);
2. – production (planning and independent execution of activity, decision of problematic tasks; put into new conditions);
3. – creative (independent projecting of the experimental activity; appraisal and self-appraisal of the innovation activity).

## **2.3. The content of the studying course**

### **Chapter 1. Introduction.**

#### **Theme 1.1. The objective area of the history of psychology.**

The history of psychology, its object and aims. Methodological problems of historical-psychological research. Conditions and regularities of development of psychological knowledge. Division into periods of the history of psychological knowledge. Methods and sources of the history of psychology, its meaning and place in the system of modern psychology.

### **Chapter 2. Psychological idea in the countries of Ancient East.**

#### **Theme 2.1. The problem of continuity in the development of psychological knowledge in the countries of Ancient East and West.**

Dependence of psychological idea in countries of Ancient East on the peculiarities of their social development, the level of industrial activity and culture. Elements of natural and scientific images of organism and its functions in the oriental medicine and their meaning for understanding psyche. Psychological doctrines of the main philosophical and religious schools of Ancient India and China. The problem of continuity in the development of psychological knowledge in the countries of Ancient East and West.

### **Chapter 3. Psychological idea of Antiquity.**

#### **Theme 3.1. Description of conditions of the development and peculiarities of psychological knowledge in antiquity at the stage of protophilosophy.**

The general description of conditions of the development and peculiarities of psychological knowledge in antiquity. The idea of soul. Animism, gilosism, neuropsychism and biopsychism as the main directions in the idea of the soul. The doctrine of perception. The problem of feelings and fits of passion. The problem of will and freedom. The idea of a character. Putting psychophysical and psychobiological problems.

The ideas of a soul of the philosophers of Miletskaya school. Understanding of the soul's nature by Heraclit. Natural-scientific ideas of Alkmeon. Psychological ideas of Empedokl.

#### **Theme 3.2. Development of psychological knowledge in V-IV cc. B.C.**

The idea a soul in Anaxagor's doctrine. Hippocrat and his doctrine of temperament. Philosophical-psychological conception of Levkipp-Democrit.

Psychological ideas of Socrates. Socrates' conversation, its peculiarities and rules. Platon's idealistic doctrine of a soul, perception, feelings. Ethic sense of Platon's idea of a soul. Aristotes's doctrine of a soul and its functions. Description of the processes of perception, feelings, fits of passion and will.

#### **Theme 3.3. Development of psychological knowledge in Hellenistic period (IV c. B.C.- IV c. A.D.).**

Psychological ideas of stoics. Epicur's idea of a soul. Psychological ideas of Lucrecy Kar. Psychophysiology of Gallen.

The results of development and meaning of the antique psychological school.

### **Chapter 4. The problems of the psychology in the Middle Ages and Renaissance.**

#### **Theme 4.1. Psychological knowledge in the Middle Ages and Renaissance.**

The doctrine of soul in neoplatonism (Plotin). The problem of inner world in the late antiquity (Augustin).

Regeneration of Aristotel's ideas in the east and the experimental approach in the psychological ideas of Avicenna and Averroes.

The general description of psychological ideas in the Middle Ages. Psychological problems of perception in scholastic philosophy. Psychology of Foma Akvinskij.

Conception of personality and ways of improving of the man in the Middle Ages.

General features of psychology's development during the Renaissance.

F. Bacon as a founder of the empirical direction in philosophy and psychology.  
Psychological ideas of Bacon.

## **Chapter 5. The development of psychological knowledge in a philosophical doctrine of consciousness of XVII c.**

### **Theme 5.1. A new stage in the development of psychology.**

The main tendencies in the development of philosophy and psychology of a New period.

Dualism and rationalism in the philosophic-psychological system of R. Decart. Picking out the consciousness as a criterion of psyche. Conception of a Man in Decart's system. The doctrine of the body and the idea of the reflex in the explanation of the behavior. The historical contribution of Decart's doctrine for the subsequent development of psychology.

Materialistic approach to understanding the nature of psyche in T. Gobbs's doctrine. B. Spinoza and his deterministic doctrine of psyche. Solving of psyche-physical problem. The problem of perception, fits of passion and the man's will. G. Lökk as a founder of empirical psychology of perception. G. Leibnits as a founder of the idealistic tradition in the German philosophy and psychology.

## **Chapter 6. The development of philosophical and psychological ideas in XVIII-XIX cc.**

### **Theme 6.1. Birth and development of associative psychology in England and France.**

Birth and development of associative psychology in England. Materialistic (D. Gartley and D. Priestley) and subjectivistic (G. Berkley and D. Jum) understanding of associative conception. Developmnt of the conception of association of ideas in studying of G. Mill and G.St. Mill.

Physiological aspect of associative conversation by A. Ben. Evolutional associanism of G. Spencer.

Objective approach in sciences of a soul by French materialists of the XVIII c. Development of G. Lökk's doctrine of consciousness in doctrines of E. Kondiljak, G. Lametri, K. Gelvecij, D. Didro. Putting the problem of the social dependence of the man's consciousness. Naturalistic-scientific approach to the consciousness (G. Lametri, P. Kabanis).

### **Theme 6.2. Psychological ideas of German philosophy and empirical psychology and in Russia in XVIII-XIX cc.**

Psychological ideas of German classical philosophy in XVIII-XIX cc. E. Kant's criticism of psychological ideas of H. Volf. Kant's ideas of impossibility of psychology as a science. Kant's anthropology. Apriorism in the studying of perception and its influence on psychology. The studying of upperception and schemes of imagination. Psychological ideas of I. Fichte of activity and an active subject. F. Shelling's ideas of development of nature and consciousness. Anthropology and psychology of G.Gegel.

Foundation of the German empiric psychology. I. Gerbart's psychological conception. Gerbart's ideas of usage of mathematics in psychology. The doctrine of consciousness.

Psychological doctrines in Russia in XVIII-XIX cc. The contribution of M.V. Lomonosov's work for foundation of the Russian psychological doctrine. Psychological ideas of A.N. Radischev. Discussions about the specific character of the psychological and naturalistic-scientific approaches as they are to the studying of the psychological facts (A.I. Gertsen, N.G. Chernyshevskij, P.D. Jurkevich, M.A. Antonovich, K.D. Kavelin). Forming of empiric direction (M.M. Troitskij). Development of psychology within the limits of philosophy and natural science. Pedagogical idea in Russia and foundation of pedagogical psychology. Development of psychological knowledge in different spheres of social life-industry, military work, medicine etc. A.A. Potebnya's doctrine of the language and thinking.

## **Chapter 7. Development and natural science and forming the natural scientific preconditions for singling out psychology as an independent science.**

### **Theme 7.1. Naturalistic-scientific preconditions of foundation of psychology as an science.**

Naturalistic-scientific preconditions of foundation of psychology as an science. The «Personal equation» in astronomy. The influence of Ch. Darwin and evolutionary ideas in biology on psychology. Development of neuro-muscular physiology and the theory of reflex. Success of physical optics, acoustics and sensory physiology. Achievements of anatomy and physiology of the brain and psychological-physiological problem. The role of psychiatry in foundation of psychology as a science.

Creation of psyche-physics of G. Fekhner, experimental psyche-physiology of G. Gelmgolts and psychometry of F. Donders. Their importance for foundation of experimental psychology.

### **Chapter 8. Foundation of psychology as an independent science. The first experimental and practical research.**

#### **Theme 8.1. Preconditions of foundation of psychology as an independent science.**

Theoretical programmes of natural scientific rebuilding of psychology by V. Vundt and I.M. Sechenov. Organising the first psychological laboratories in different countries of the world. Forming national psychological societies. Foundation of special magazines. Organisation of the world's psychological congresses. Foundation of psychological institutes.

The main directions of the first experimental research. Development of branches and practical spheres of psychology in the second half of XI-beginning of XX cc.

### **Chapter 9. The first scientific directions in the experimental psychology.**

#### **Theme 9.1. The first European and American scientific directions in the experimental psychology of consciousness.**

V. Vundt and foundation of experimental psychology.

Structuralism of E. Teatchener. The criticism of structuralism and its contribution into psychology.

Psychology of act of F. Brentano and its development in the European functionalism. Psychology of W. James. American functionalism. Practical psychology as the result of functionalism

### **Chapter 10. Foreign psychology of the first half of XX c.**

#### **Theme 10.1. The general description of the open crisis in psychology (beginning of 10-s-middle 30-s of XX c.).**

The general description of the open crisis in psychology: conditions, the main reasons, the main results. «The open crisis» and putting the problem of crisis in psychology (L.S. Vygotskij). The main features of the crisis in the modern psychology.

#### **Theme 10.2. The deep psychology.**

The deep psychology. Psychoanalyses of Z. Freid. The problem of unconsciousness in psychology. The personal psychology of A. Adler. The Analitical psychology of K.G. Young. The humanistic psychoanalyses of K. Horney. The interpersonal theory of psychiatry of G.S. Salliven. The humanistic psychoanalyses of E. Fromm. Ego-psychology of E. Ericksson. The body-oriented therapy of V. Reih.

Postfreidists. The structural psychoanalyses of G. Lakan.

#### **Theme 10.3. Geshtalt-psychology.**

Geshtalt-psychology. The works of M. Vertgamer, V. Keler, K. Koffka. The main directions of research. The theory of «fields» of K. Levin. Discoveries in K. Levin's school.

#### **Theme 10.4. Behaviorism.**

Behaviorism of J. Watson. Beforecomers of behaviorism. The object of studying and methods of behaviorism/



Neobehaviorism of E. Tallman and K. Hall. Radical behaviorism of B. Skinner. Theories of social training of A. Bandura and G. Rotter.

#### **Theme 10.5. French sociological and psychological school.**

The problem of social-historical dependence of the personal psyche in the French sociological school. Conception of two types of thinking of L. Levi-Brule. The problem of social dependence of psyche in conception of P. Zhane. Genetic psychology of G. Piazzze.

#### **Theme 10.6. Describing psychology.**

Describing psychology. The problem of object and method of psychology of V. Diltey. Psychology of E. Shpranger.

### **Chapter 11. Foreign psychology of the second half of XX c.**

#### **Theme 11.1. Humanistic and existing psychology.**

Conditions, the reasons of birth, philosophical and social preconditions of birth of humanistic psychology. Humanistic psychology: the object, methods, main directions of the research. The differences between the natural-scientific theory and humanistic one in psychology. Psychology of individuality of G. Allport. The theory of self-acting personality of A. Maslow. Client-centred therapy of K. Rodgers. The influence of psychotherapy and psychological practice on each other. Logotherapy of V. Frankle.

Existential psychology.

#### **Theme 11.2. Transpersonal psychology and cognitive psychology.**

Transpersonal psychology, its main directions. The works of S. Srof and K. Wilber.

Cognitive psychology. The works of G. Miller and W. Niccer. The theory of personal features of G. Kelly. Cognitive-affective theory of a personality of W. Michael. Cognitive psychotherapy.

#### **Theme 11.3. The modern state of foreign psychology.**

Other modern directions in foreign psychology. Onto-psychology of A. Menegetti. Psychology of the life way. Historical psychology.

The modern state of foreign psychology. The main tendencies in the development of the modern world psychology. Appearance of integral conceptions in the limits of the newest scientific and social ideas-informing, computering, ideas of the global ecological crisis.

### **Chapter 12. The most important tendencies of development of the native psychology.**

#### **Theme 12.1. Foundation of scientific psychology in Russia.**

The programme of I.M. Sechenov: the reflexing conception of a psyche explanation of experienced, objective, the psyche's activity in the limits of physiology.

The peculiar features of experimental approach in Russian psychology.

Three main directions in the Russian psychology of the beginning of XX c.: experimental objective psychology, empirical introspective psychology, philosophical-religious psychology.

#### **Theme 12.2. Variants of methodological rebuilding of psychological science on the base of Marxism.**

Social conditions in Russia after the revolution of 1917 and their influence on the development of psychology.

Dependence of psychology upon ideas. Variants of methodological rebuilding of psychological science on the base of Marxism. Directions based on behaviour (reflexology, reactology). Development of practical research. Pedology and psychotechnics, their existence.

Development of psychology in the 20-30-s. of XX c.

#### **Theme 12.3. The problem of unconsciousness and behavioristic direction in the Russian psychology.**

Working out of problem of unconsciousness in the Russian psychology (V.M. Behterev, S. Shpilrein, D.N. Uznadze, F.V. Bassin). Peculiarities of Russian behavioristic direction (I.P. Pavlov, V.M. Behterev, A.A. Uhtomskij).

### **Theme 12.4. Cultural-historical theory of L.V. Vygotskij and putting the activity approach.**

Peculiarities of putting the problems of social determination of psyche in the Soviet psychology (L.S. Vygotskij, S.L. Rubinshtein, A.N. Leontjev, P.Y. Galperin). Philosophical-psychological conception of S.L. Rubinshtein. The work about activity of A.N. Leontjev.

Neuropsychology of A.R. Lurija. The theory of forming brain's activity and notions of P.Y. Galperin. The theory of setting D.N. Uznadze. Development of psychological theory in the works of B.G. Ananjev.

### **Theme 12.5. Development of native psychology in the second half of XX c.**

The importance of works psychologists during the Great Patriotic War. Development of native psychology in 50-70-s XX c.

Development of theoretical and practical psychology, building of new branches psychologists. Development of practical psychology in 80-90-s.

Research of B.M. Teplov and V.D. Nebylitsin in the sphere of differential psychophysiology. Psychology of relationship of V.M. Myasishev. The theory of integral individuality of V.S. Merlin.

Contribution of N.A. Bernshtein, S.V. Kravkov, A.A. Uhtomskij, A.A. Smirnov, B.V. Zeigarnik, B.F. Lomov, L.I. Bozhovich, M.I. Lisina, D.B. Elkonin, V.V. Davydov and others into native psychology.

The importance of works of such philosophers as M.M. Bahtin, E.V. Iljenkov, M.K. Mamardashvili for the development of psychology.

The main psychological schools, the main problems and tendencies of the development of psychology in the USSR in 60-80-s.

Russian and Soviet psychology – common and different. Tendencies of the development of the psychology in the post-Soviet period: perspectives and aims.

### **3. Organisation of entry, current and interblocked control of studying.**

#### **3.1. Organisation of control:**

- Current control – using of the mark-rating system.
- Interblocked result is put on the base of the mark-rating system.

#### **3.2. The lists of topics of reports, projects, creative works, essays.**

«Contribution (of the author, scientific school, religious-philosophical direction) into the development of psychological knowledge»

1. Heraclit.
2. Alkmeon.
3. Empedokl.
4. Anaxagor.
5. Hippocrates.
6. Democrit.
7. Platon.
8. Aristotel.
9. Stoics.
10. Epicur.
11. Lucrecij Kar.
12. Alexandria's doctors.
13. Galen.
14. Plotin and Augustin.
15. Avicenna.
16. Late Middle Ages.
17. Renaissance.
18. Christian anthropology.
19. Joga and Indian tradition.

20. Dzen and Buddhism traditions.
21. Chan-Buddism and psychology.
22. Sufism and Islam tradition.
23. F. Bacon.
24. R. Dekart.
25. T. Gobbs.
26. B. Spinoza.
27. Г. Лейбниц.
28. G. Lokk.
29. D. Gartley.
30. D. Prestley.
31. D. Berkley and D. Jum.
32. A. Ben.
33. G. Spencer.
34. French materialists of XVIII c.
35. Russian materialists of XVII-the first half of XIX c.
36. German idealistic philosophy of XVIII c.
37. Ch. Darwin (for psychology).
38. M. Veber and G. Fehner.
39. G. Gelmgolts.
40. Development of neuro-muscular physiology and reflexing theory.
41. Development of physical optics, acoustics and sensory physiology.
42. Achievements of anatomy and physiology of brain.
43. The role of psychiatry in setting of psychology.
44. Main directions of the first experimental research.
45. A. Bine.
46. P. Zhane.
47. Theosophical tradition.
48. V. Vundt and experimental physiological psychology.
49. E. Teatchener and structuralism.
50. F. Galton and psychology of undividual differences.
51. W. James and psychology of consciousness.
52. Functionalism (European and American).
53. G. Watson and behaviorism.
54. Neobehaviorism of E. Tallman.
55. Neobehaviorism of K. Hall.
56. B. Skinner and radical behaviorism.
57. Geshtalt-psychology.
58. K. Levin and theory of «field».
59. Zh. Piazze and genetic psychology.
60. French psychological school.
61. Z. Freid and psychoanalysis.
62. K.G. Young and analytical psychology.
63. A. Adler and individual psychology.
64. K. Horney and humanistic psychoanalysis.
65. E. Fromm and humanistic psychoanalysis.
66. G.S. Salliven and interpersonal theory of psychiatry.
67. E. Ericksson and ego-psychology.
68. V. Reich and body-oriented therapy.
69. Geshtalt-therapy of F. Pearls.
70. Humanistic psychology.
71. G. Allport and psychology of individuality.

72. A. Maslow and the theory of self-acting personality.
73. K. Rodgers and client-centred therapy.
74. V. Frankl and logotherapy.
75. G. Kelly and the theory of personal constructors.
76. A. Bandura and social-cognitive theory.
77. G. Rotter.
78. G. Eisenk and Factorial theory of types.
79. R. Ketell and Factorial theory of personality.
80. Cognitive psychology.
81. Transpersonal psychology.
82. Existential psychology.
83. R. May and existential psychology.
84. Phenomenological psychology.
85. A. Mennegetti and onto-psychology.
86. R. Assajioli and psychosynthesis.
87. B.G. Ananjev.
88. N.A. Bernshtein
89. V.M. Behterev.
90. L.I. Bozhovich.
91. L.S. Vygotskij.
92. P.Y. Galperin.
93. V.V. Davydov.
94. B.V. Zeigarnik.
95. E.V. Iljenkov.
96. S.V. Kravkov.
97. A.N. Leontjev.
98. M.I. Lisina.
99. B.F. Lomov.
100. A.R. Lurija.
101. V.S. Merlin.
102. V.M. Myasishev.
103. V.D. Nebylitsin.
104. A.P.Nechaev.
105. I.P. Pavlov.
106. V.A. Petrovskij.
107. S.L. Rubinshtein.
108. I.M. Sechenov.
109. Смирнов А.А.
110. В.М. Теплов.
111. D.N. Uznadze.
112. A.A. Uhtomskij.
113. G.I. Chrlpanov.
114. D.B. Elkonin.

### **3.3. The Course work**

The course work of the course is not mentioned.

### **3.4. The mark-rating system**

The maximum amount of marks taken by the student on the discipline «The history of psychology», which is closed by the term's (final) exam, is 100.

According to the taken amount of marks the progress of students for a term is defined by the next marks: «excellent», «good», «satisfactory», «unsatisfactory».

- «Excellent» – from 86 to 100 marks – theoretical content of the course is studied fully, without lacks, all the necessary skills of working with the given material are formed, all studying tasks mentioned by the studying programme are done, the quality of the work is appreciated by the amount of marks near to maximum.

- «Good» – from 74 to 85 marks – theoretical content of the course is studied fully, without lacks, some practical skills of working with the given material are formed insufficiently, all studying tasks mentioned by the studying programme are done, the quality of none of them is appreciated by the minimum amount of marks, some types of task are done with mistakes.

- «Satisfactory» – from 61 to 73 marks – theoretical content of the course is studied partly, but the lacks are not principal, necessary practical skills of working with the given material are formed is general, the major of the studying tasks mentioned by the programme are done, some of them possibly contain mistakes.

- «Unsatisfactory» – 60 and less marks marks – theoretical content of the course is not studied, necessary practical skills of working are not formed, studying tasks made in the limits of the course contain bad mistakes, additional selfish work over the material of the course will not improve the quality of fulfilling the studying tasks.

Marks that show the progress of the student over the discipline, are collected by him/her during the whole period of studying for learning particular themes and making particular kinds of work.

**The picture of marks showing the work of the student over studying the discipline «The history of psychology» during 18 weeks 7 term:**

1.	Attendance of lessons (1 mark a week)	<b>up to 18 marks</b>
2.	Testing lessons	<b>up to 18 marks</b>
	<i>Testing -I</i>	<i>up to 4 marks</i>
	<i>Testing -II</i>	<i>up to 4 marks</i>
	<i>Testing -III</i>	<i>up to 5 marks</i>
	<i>Testing -IV</i>	<i>up to 5 marks</i>
	<i>Report on a seminar</i>	<i>1 report – 1 mark (total up to 9 marks)</i>
3.	Making tasks on the discipline during the term	<b>up to 24 marks</b>
	<i>Writing an essay</i>	<i>up to 8 marks</i>
	<i>Analysis of a case</i>	<i>up to 8 marks</i>
	<i>Making a glossary</i>	<i>up to 8 marks</i>
4.	Making additional practical tasks	<b>up to 40 marks</b>
	<i>Research project</i>	<i>up to 12 marks</i>
	<i>Participating in a student's scientific conference</i>	<i>up to 10 marks</i>
	<i>Glossary, essay (to be chosen)</i>	<i>up to 8 marks</i>
	<i>Paper</i>	<i>up to 10 marks</i>
	<i>Answer on the exam</i>	<b>up to 30 marks</b>
	<b>Total:</b>	100 + 30 marks.

**4. Information of material-technical supplying discipline**

№	Names of equipped studying rooms, laboratories	The list of equipment and technical means of studying
1	Lecture room	Multimedia equipment
2	Computer room	Multimedia equipment

**5. Literature**

## 5.1. General

1. Zdan A.N. The history of psychology. From antiquity up to nowadays. The Coursebook for High schools. - M.: Academic Project, 2003 (*Stamp of the Ministry*).
2. Martsinkovskaya T.D. The history of psychology: the coursebook for psychol. and pedagog. high schools. / T.D. Martsinkovskaya - M.: Academia, 2007 - 544 p. ISBN 5-7695-3711-6 (*Recom. SMD*).

## 5.2. Additional

### *Studying literature*

1. The history of foreign psychology. Texts / Edited by P.Y. Galperin, A.N. Zdan. M., 1997.
2. Lihi T. The history of psychology. SPb., 2003.
3. Martsinkovskaya T.D. The history of psychology. – M.: Academia, 2001, 2004.
4. Petrovskij A.V., Yaroshevskij M.G. The history of psychology. M., 1994.
5. Psychological science in Russia of XX century: problems of theory and history / Edited by A.V. Brushlinskiy. M., 1997.
6. Smith N. Modern systems of psychology: History, postulates, practice. SPb., 2003.
7. Shults D., Shults S.E. The history of modern psychology. SPb., 2001.
8. Yakunin V.A. The history of psychology. SPb., 1998.
9. Yaroshevskij M.G. The history of psychology. M., 1985; 1998.

### *Additional literature*

1. Abajev N.V. Chan-buddism and cultural-psychological traditions in the Middle Age in China. Novosibirsk, 1989.
2. Abulhanova-Slavskaja K.A., Brushlinskiy A.V. Philosophical-psychological conception of S.L. Rubinshtein. M., 1989.
3. Adler A. Theory and practice of individual psychology. M., 1995.
4. Aristotel. About the soul. SPb., 2002.
5. Boring E. The history of introspecting // Vestnik MSU. Ser.14. Psychology. 1991. № 2, 3.
6. Budilova E.A. Social-psychological problems in the Russian science. M., 1983.
7. Vygotskij L.S. Historical sense of psychological crisis // Coll. works. V.1. 1982.
8. Vygotskij L.S. Psychology. M., 2000.
9. Grof S. Beyond the brain: birth, death and transcendency in psychoterapy. M., 1994.
10. Dessuar M. Essay on the history of psychology. M.: ACT, МН.: Harvest, 2002.
11. The history of settling and development of experimental-psychological research in Russia. M., 1990.
12. Leontjev A.A. A.N. Leontjev. M., 2003.
13. Lurija A.R. Stages of the overcome. M., 2001.
14. MaMardashvili M. Consciousness and civilization. Texts and conversations. – M.: «Logos», 2004.
15. Martsinkovskaya T.D. The history of children's psychology. M., 1998.
16. Nikolskaja A.A. Age and pedagogical psychology of beforevolutionary Russia. Dubna, 1995.
17. Pervin L., John O. Psychology of personality: Theory and researches. M., 2000.
18. Petrovskij A.V., Yaroshevskij M.G. Fundamentals of theoretical psychology. M., 2002.
19. Psychology of personality: dictionary-guide / Edited by P.P. Gornostai, T.M. Titarenko. Kiev, 2001.
20. Psychological dictionary. Encyclopedic dictionary. History of psychology in persons. Personalities // Edited by Petrovskij A.V., Karpenko L.A. M., ИЕП СЭ. 2005.

21. Psychology with a human face: humanistic perspective in postsoviet psychology / Edited by D.A. Leontjev. M., 1997.
22. Sechenov I.M. Elements of a thought. SPb., 2001.
23. Stepanov S.S. The century of psychology: names and fortunes. M.: Edition Eksmo, 2002.
24. Freud Z. Introduction into psychoanalysis. M., 1991.
25. Freidger R., Feidiman G. Personality: theories, experiments, exercises. SPb., 2001.
26. Fromm E. Running from the freedom. M., 1989.
27. Hall K.S., Lindsey G. Theories of personality. M., 1997.
28. Hwell L., Zigler D. Theories of personality. SPb., 1997.
29. Existential psychology. M., 2001.
30. Yung K.G. Structure of psyche and process of individuation. M., 1996.
31. Yaroshevskij M.G. Vygotskij L.S. In the seach of new psychology. SPb., 1993.
32. Articles on the historical-psychological themes in the magazines: «Questions of psychology», «Psychological magazine», «Vestnik MSU», «Methodology and History of psychology», «Foreign psychology» and other are recommended by lectures.

**5.3. Studying methodical and information supplying of the discipline for organization of self-working of students** (contains the list of the main literature, additional literature, programme supplying and Internet-sources).

1. Agafonov A.Y. Cognitive psychomechanism of consciousness or how consciousness takes a decision about conscious unconsciously.  
<http://media.samsu.ru/lectures/psychology/agafonov511/index.html>,  
<http://www.psycheya.ru/lib/Agafonov.pdf>
2. Zotkin N.V. History of psychology. Electronic course.  
<http://dls.ssu.samara.ru/moodle/course/view.php?id=298>
3. History of psychology. Programme, methodical instruction, question to seminars. Samara, 2006. Writ. Мышкина М.С.
4. History of psychology: studying-methodical complex for the speciality 030301.65 Psychology. Samara: Edition «Univers group», 2007.
5. Myshkina M.S. Self working students on the history of psychology. A set of testing tasks. Samara: Edition «Univers group», 2007.
6. Myshkina M.S. Historical psychology. Electronic course.  
<http://dls.ssu.samara.ru/moodle/course/view.php?id=128>
7. Myshkina M.S. History of psychology. Studying-methodical complex.  
[http://media.samsu.ru/lectures/psychology/hist\\_psyh/index.html](http://media.samsu.ru/lectures/psychology/hist_psyh/index.html),  
<http://www.psycheya.ru/lib/740.pdf>
8. Myshkina M.S. History of psychology: A set of testing tasks.  
[http://media.samsu.ru/lectures/psychology/hist\\_psyh/mishkina493a/index.html](http://media.samsu.ru/lectures/psychology/hist_psyh/mishkina493a/index.html)
9. Myshkina M.S. History of psychology: Programme of the course and plans of practical lessons. [http://media.samsu.ru/lectures/psychology/hist\\_psyh/misnkina505a/index.html](http://media.samsu.ru/lectures/psychology/hist_psyh/misnkina505a/index.html)
10. Polyakova I.Y. History of psychology: Practicum. M., Russian National Academy of management and inter-system forecasting, 2004.
11. Psychological researching. A set of scientific works. Publication 1. Edited by Agafonov A.Y., Shpuntova V.V. <http://media.samsu.ru/lectures/psychology/agafshpunt/agafshpunt-otis/index.html>
12. Psychological researching. A set of scientific works. Publication 2. Edited by Agafonov A.Y., Shpuntova V.V.  
<http://media.samsu.ru/lectures/psychology/agafshpunt/vipusk2/index.html>

13. Psychological researching. A set of scientific works. Publication 3. Edited by Agafonov A.Y., Shpuntova V.V. <http://media.samsu.ru/lectures/psychology/agafonova500/index.html>
14. Psychological researching. A set of scientific works. Publication 4. Edited by Agafonov A.Y., Shpuntova V.V. <http://media.samsu.ru/lectures/psychology/agafshpunt/vipusk4/index.html>
15. Psychological researching. A set of scientific works. Publication 5. Edited by Agafonov A.Y., Shpuntova V.V. [http://www.psycheya.ru/lib/ps\\_is\\_5.pdf](http://www.psycheya.ru/lib/ps_is_5.pdf)
16. Psychological researching. A set of scientific works. Publication 6. Edited by Agafonov A.Y., Shpuntova V.V. [http://www.psycheya.ru/lib/ps\\_is\\_6.pdf](http://www.psycheya.ru/lib/ps_is_6.pdf)
17. Psychological researching. A set of scientific works. Publication 7. Edited by Agafonov A.Y., Shpuntova V.V. [http://www.psycheya.ru/lib/ps\\_is\\_7.pdf](http://www.psycheya.ru/lib/ps_is_7.pdf)
18. Psychological researching. A set of scientific works. Publication 8. Edited by Agafonov A.Y., Shpuntova V.V.. [http://www.psycheya.ru/lib/psihologicheskie\\_issledovaniya.pdf](http://www.psycheya.ru/lib/psihologicheskie_issledovaniya.pdf)