IVAN FRANKO STATE PEDAGOGICAL UNIVERSITY

APPROVED

Dean of the Faculty of History, Pedagogy and Psychology
_____ Orest GUK

_____ _____ 2026

SYLLABUS

PSYCHOLOGICAL COMMUNICATION PROBLEMS

Higher education degree: First (bachelor's)
Discipline status: Elective
Faculty: History, Pedagogy and Psychology
Department of Psychology
Language of Instruction: English

Information on the Study of the Discipline

Mode of study	Total scope of the discipline: hours / ECTS credits	Number of hours						Type of semester control
		Auditory classes					Individual work	
		Total	Lectures	Laboratory work	Practical training	Seminars		
Full-time (day)	120/4	40	20	–	20	–	80	Credit
Part-time	120/4	12	6	–	6	–	108	Credit

Author:
_____ Roman KHAVULA, Candidate of Psychological Sciences, Associate Professor

Approved at the meeting of the Department of Psychology
Protocol of ___ _____ 2026 № ____
Head of the Department of Psychology _____ Myroslav SAVCHYN

Approved at the meeting of the Scientific and Methodological Council of the Faculty of History, Pedagogy and Psychology
Protocol of ___ _____ 2026 № _____

Approved by the Academic Council of the Faculty of History, Pedagogy and Psychology
Protocol of ___ _____ 2026 № _____

1. THE PURPOSE AND OBJECTIVES OF STUDYING THE EDUCATIONAL DISCIPLINE

The purpose of the course is to familiarize students with the current level of development of science with ideas about the theoretical aspects of communication, its main characteristics and main problems, and to form in them the skills of conflict-free communication and the communicative culture of future specialists. The students' mastery of the main theoretical approaches to the study of communication problems and the formation of communicative competence is the subject of the discipline "Psychological Problems of Communication".

Students will have the opportunity to learn:

– master modern knowledge, work in a team;

– search for information from various sources to solve professional tasks, including using information and communication technologies;

– analyze and systematize the results obtained, formulate reasoned conclusions and recommendations;

– ability to personal and professional self-improvement, learning and self-development;

– formulate an opinion logically, accessible, discuss, defend one's own position, modify statements in accordance with the cultural characteristics of the interlocutor;

– interact, communicate, be understandable, and be tolerant of people with different cultural or gender-age characteristics.

2. PREREQUISITES FOR STUDYING THE DISCIPLINE

The study of the discipline "Psychological Problems of Communication" is based on the competencies formed during the study of the disciplines "Introduction to the Specialty", "General Psychology" and "Psychology of Self-Development".

3. EXPECTED LEARNING OUTCOMES

As a result of studying the academic discipline, students should:

Know:

• basic theoretical and methodological approaches and modern scientific achievements of domestic and foreign psychology in the field of research of psychological problems of communication;

• communication strategies and tactics, as well as various aspects of cognitive psychology of communication;

• psychological factors of emergence of communicative barriers and scientifically based methods of overcoming them;

• features and types of Internet communication;

• basic professional styles and techniques of the art of listening;

• theoretical principles of formation of communicative competence of the individual;

• modern scientific approaches to analysis and development of socio-communicative competence of the individual.

Be able to:

• carry out theoretical and methodological analysis of modern concepts of communication;

• optimize the functioning of the individual by means of communication;

• identify communicative barriers (micro- and macro-level) and apply the knowledge gained to overcome them;

• identify the psychological features of Internet communication and predict its impact on personal changes and interpersonal understanding;

• perform various roles in a team in the process of solving professional tasks, including demonstrating leadership qualities;

• diagnose communication abilities and the development of communicative competence of pedagogical workers;

• analyze and systematize the results obtained, formulate reasoned conclusions, and provide practical recommendations in the field of communication psychology.

4. CRITERIA FOR ASSESSMENT OF LEARNING RESULTS

Assessment is carried out according to the following assessment scales: 100-point, national ECTS.

A (90 – 100) – "passed" (excellent performance with only a small number of errors): the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the main concepts of the academic discipline, communication strategies and tactics. Is able to analyze the features of cognitively oriented communication; knows how to diagnose communication abilities; the student is able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; form and develop the communicative competence of teaching staff; completed and defended all types of educational work on time. Is able to transfer theoretical knowledge to the practical level at the required level and creatively. Makes correct inductive and deductive conclusions.

B (82 – 89) – "passed" (above average level with several errors): the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the basic concepts of the academic discipline, communication strategies and tactics. Is able to analyze the features of cognitively oriented communication; in general, knows how to diagnose communication abilities; the student is able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; form and develop the communicative competence of teaching staff; completed and defended all types of educational work on time, but minor errors are made.

C (75 – 81) – "passed" (generally correct performance with a certain number of significant errors): the student at a sufficient level the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the basic concepts of the academic discipline, communication strategies and tactics. In most cases, the student is able to analyze the features of cognitively oriented communication; in general, he knows how to diagnose communication abilities; the student is able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; to form and develop the communicative competence of teaching staff; completed and defended all types of educational work on time, but some minor errors and inaccuracies are allowed.

D (67 – 74) – "passed" (not bad, but with a significant number of shortcomings): the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the basic concepts of the academic discipline, communication strategies and tactics at a sufficient level. In most cases, the student is able to analyze the features of cognitively oriented communication; in general, he knows how to diagnose communication abilities; the student is able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; is not sufficiently able to form and develop the communicative competence of pedagogical workers; the defense of the prescribed types of educational work took place with a significant number of shortcomings, possesses educational material at the reproductive level, but experiences difficulties in solving practically-oriented tasks.

E (60 – 66) – "passed" (performance meets the minimum criteria): the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the basic concepts of the academic discipline, communication strategies and tactics at a satisfactory level. In most cases, is able to analyze the features of cognitively-oriented communication; in general, knows how to diagnose communication abilities; the student is generally able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; is not sufficiently able to form and develop the communicative competence of pedagogical workers; experiences some difficulties in solving practically-oriented tasks; completed most of the proposed types of educational work while adhering to the basic requirements.

FX (35 – 59) – "ungraded" (with the possibility of retaking): the student knows the main scientific achievements of domestic and foreign psychology on the problems of psychological communication at a satisfactory level, as well as the basic concepts of the academic discipline,

communication strategies and tactics. Is not sufficiently able to analyze the features of cognitively oriented communication; generally knows how to diagnose communication abilities; the student is not sufficiently able to apply the knowledge gained to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; is not sufficiently able to form and develop the communicative competence of pedagogical workers; experiences some difficulties when solving practice-oriented tasks; has not completed most of the proposed types of educational work.

F (0 – 34) – "ungraded" (with the possibility of retaking): the student has a low level of knowledge of the main scientific achievements of domestic and foreign psychology on the problems of psychological communication, as well as the basic concepts of the academic discipline, communication strategies and tactics. Is not sufficiently able to analyze the features of cognitively oriented communication; does not fully know how to diagnose communication abilities; the student does not demonstrate the ability to apply the acquired knowledge to organize cognitive communication in the context of psychological counseling and to overcome communication barriers; is not sufficiently able to form and develop the communicative competence of teaching staff; has not completed all types of educational work.

5. MEANS OF DIAGNOSIS OF LEARNING OUTCOMES

The means of assessing the learning outcomes of this academic discipline are the same for full-time and part-time study:

– knowledge testing in practical classes;
– individual tasks;
– final test;
– credit.

6. CONTENT OF THE EDUCATIONAL DISCIPLINE

Topic 1. Psychological features of communication in modern psychological science

Communication as a phenomenon of psychology. The problem of the psychology of communication in the scientific works of psychologists. Categorical apparatus of the psychology of communication. Main characteristics of communication. Factors that influence people in the process of communication.

Topic 2. Psychological aspects of cognitive psychology of communication

Theoretical and methodological foundations of cognitive psychology of communication. Research on cognitive communication in applied tasks of psychology. Psychological and sociocultural context of cognitive communication. Cognitive communication as a means of providing feedback in the organization of cognitive activity and the development of creative dialogue.

Topic 3. Organization of cognitive communication in the context of psychological counseling

Goals of psychological counseling in the light of modern ideas about the optimal functioning of the personality. Communication as a space for the development of the process of self-development of the personality. Tasks and conditions for optimizing the functioning of the personality by means of communication. Principles of creating a sanogenic communicative space for personality development in psychological counseling.

Topic 4. Cognitive communication in conditions of difficult interaction and overcoming communication barriers

Psychological analysis of micro and macro barriers to communication. Analysis of the causes of communication barriers. Psychological content of cognitive barriers to interaction. Psychological features of overcoming interaction barriers. Cognitively oriented communication as overcoming interaction barriers.

Topic 5. Psychological features of Internet communication

Varieties and psychological features of Internet communication. The concept of Internet communication as a factor of personal change. Research on communication mediated by the Internet. Online activity of the individual and media culture. Conceptual model of the conditions of interpersonal understanding in communication on the Internet.

Topic 6. Psychotechnology of creating trusting relationships

The art of listening - basic professional styles and techniques. Technique of professional listening. Basic recommendations for mastering the art of listening. Mechanism of avoiding conflictogens. Recommendations for creating trusting relationships.

Topic 7. Communication strategies and tactics

Communication strategies in the structure of communicative competence. Communicative competence training. Perspective interaction strategy. The art of compliment in communication. Psychological analysis of communication tactics.

Topic 8. Theoretical and methodological principles of forming communicative competence of pedagogical workers

Communicative competence is an integral characteristic of pedagogical communication. Theoretical and methodological principles of forming communicative competence. Features of diagnosing the level of formation and manifestations of communicative competence of an individual. Psychotechnical exercises for the development of communicative competence.

Topic 9. Diagnostics of communication abilities

Main categories of the psychology of abilities. Communication abilities and the development of communicative qualities of an individual. Diagnostic tools for identifying communicative qualities of the individual. Socio-psychological concepts of health development through communication.

Topic 10. Development of social and communicative competence of teachers

Basic approaches to studying the problem of social and communicative competence of the individual. Model of development of social and communicative competence. Psychodiagnostic principles of research of social and communicative competence. Psychological support for the development of social and communicative competence of teachers.

TOPICS OF PRACTICAL CLASSES

1. Psychological features of communication as a socio-psychological mechanism of interaction in professional activity
2. Theoretical and applied principles of cognitive psychology of communication
3. Features of cognitive communication in the context of psychological counseling
4. The concept of interaction in the context of the psychology of cognitive communication
5. Socio-psychological means of increasing mutual understanding in online communication
6. Psychological analysis of psychotechnology for creating trusting relationships
7. Analysis of basic strategies and tactics of communication
8. Psychotechnical exercises for the development of communicative competence
9. Diagnostics and development of communication abilities
10. Psychological features of the development of socio-communicative competence of teachers

7. TEACHING METHODS

I. Organization, self-organization and implementation of educational and cognitive activities:

– by the source of transmission and perception of educational information: verbal (story, explanation, lecture, conversation) and practical (exercises, laboratory work, practical tasks);

– by the degree of independence of students' thinking: reproductive and creative methods;

– by the logic of transmission and perception of educational information: inductive (generalization), deductive (concretization), analytical, synthetic (comparative analysis, synthesis, establishment of cause-and-effect relationships);

– by the degree of management of students' educational work:

– independent work of students, work with scientific sources.

II. Stimulation and motivation of educational and cognitive activities: didactic (business, situational-role, etc.) games, educational discussions, interactive teaching methods.

III. Control and self-control, analysis and evaluation of learning outcomes: individual and frontal survey, practical work.

IV. Distance learning methods: video conferences in the format of lectures or seminars, online discussions.

8. POLICY FOR RE-ENTRY OF CREDITS AND RECOGNITION OF LEARNING OUTCOMES IN NON-FORMAL / INFORMAL EDUCATION

Within the framework of academic mobility and development of individual educational trajectory, re-entries of ECTS credits obtained in other higher education institutions are allowed. (Regulations on the organization of the educational process at the Ivan Franko Drohobych State Pedagogical University). Re-entries of credits are possible if the content of the discipline, the number of credits and the level of learning outcomes correspond to or are commensurate with the relevant discipline of the educational program; the discipline was completed within the framework of internal or international academic mobility (for example, Erasmus+, double diploma, etc.). Learning outcomes obtained by higher education applicants through non-formal and/or informal education are recognized in the formal education system of the University in accordance with the procedure established by the legislation and regulatory documents of the University (Regulations on the procedure for recognizing learning outcomes obtained through non-formal and/or informal education at the Ivan Franko Drohobych State Pedagogical University). During the stages of recognition of outcomes obtained in non-formal and/or informal education, all participants are required to adhere to the Code of Academic Integrity.

List of topics for completing an individual assignment

Completing an assignment involves thorough coverage of theoretical and practical provisions and a sufficient level of depth of disclosure of the content of the topic. The student works on individual assignments throughout the semester and submits them for testing at the end of the semester within the period previously determined by the teacher. The total score for completing the assignment is 30 points. The assignment number is selected according to the number in the journal list.

The number of points awarded for an individual task takes into account: the appropriateness and correct use of scientific equipment, the degree of disclosure of the issue, the validity of the choice of sources, the independence and logic of the conclusions, compliance with the requirements for design.

Requirements for the design of individual tasks: volume of 7 - 10 pages of printed text. A4 format in Word text editors, margins: top and bottom - 2.0 cm, left - 2.5 cm, right -1.5 cm; Times New Roman font, font size - 14, spacing - 1.5. The presentation is made in Power Point (10-15 slides).

Mandatory elements of an individual assignment:

1. Title page (Department of Psychology; individual assignment in the discipline "Psychological Problems of Communication", topic of the assignment, performed by: student of the PIP group, checked by: Associate Professor Roman Mykhailovych HAVULA, Drohobych 2026).
2. Table of contents (titles of all sections, paragraphs with page numbers).
3. Introduction (relevance, purpose and main tasks).
4. Main part (analysis of scientific literature; disclosure of the tasks set with mandatory references to relevant sources given in the list of sources used).
5. Conclusion (systematization and summary of the main part, proposals and recommendations for further work on the issue).
6. List of sources used: at least 5 sources (with reference to each source), modern literature for the last 5–10 years; The list cannot contain Russian-language sources and must be drawn up in accordance with established requirements. URL: https://www.dkpp.com.ua/wp-content/uploads/2023/11/bibliohrafichnyi_opys_stu_83022015.pdf

LIST OF INDIVIDUAL TASKS

Knowledge tasks and competence tasks

1. Give an answer from the point of view of psychology, what is communication, its role in human life. Illustrate with examples from the history of mankind, what is the importance of understanding the process of communication for the life of society.
2. Write an essay "Communication as a need for life".
3. Observing your own life and the lives of others, determine the possible influence of the ability to communicate on the development of a person as a person and a specialist. Illustrate with examples this dependence (correlation).
4. Choose a person with whom you often communicate, and try to reveal the features of his communicative sphere. Write a short essay about it.
5. Describe how communication occurs at social levels: "individual-individual", "individual-group", "group-society". Illustrate with examples.

6. Confirm or refute the statement that an individual is transformed into a personality through communication with his or her peers.

7. How would you explain the phenomenon of Mowgli or Robinson Crusoe from the point of view of the communication process?

8. Reveal and describe the main functions of communication, their mutual influence and interdependence. Illustrate with examples.

9. Most domestic researchers distinguish between the concepts of “communication” and “speech”. What meaning do you put into these concepts, and are they identical for you?

10. Explain the similarities and differences between human speech and the “speech” of animals. Provide strong evidence that speech activity is characteristic only of humans.

11. Is communication of particular importance in the ontogenetic development of a child? Does this statement indicate that the need for communication is not innate?

12. How can you explain from the point of view of the communication process the emergence of despair, boredom and even depression in people?

13. Explain how you understand the philosophical meaning of the statements: “Think figuratively”, “It is better to see once than to hear a hundred times” (Leonardo da Vinci), “Say something so that I can see you” (Socrates).

14. It is known that at the stage of initial language acquisition, a child, trying to satisfy his own needs, utters certain words, but there are not enough words. What comes to his aid? Illustrate with examples.

15. Let us give a situation: “Reading any book, we communicate with the author of this book, without even knowing him, without seeing him, without contacting him, we receive information”. Does the communication process take place in this case? What type of communication is manifested in this?

16. Explain from the perspective of proxemics the behavior of people in the situation: “You enter public transport at rush hour, there are many people, it is crowded, people stand close to each other, keep a small distance between each other. Some deviate, turn away, constantly look out the window, another reads a newspaper, a book, someone listens to music - all this in order to avoid direct unwanted contact.”

17. What is the percentage ratio between verbal and non-verbal means of communication, if we take the entire communication process as 100%? Explain this from the perspective of conscious and unconscious manifestations of communication.

18. What will the manifestation of his verbal or non-verbal means say more informatively about a person? Explain the expressions: “He trembles like an aspen leaf”, “He gritted his teeth”, “He looks like a cat at sour cream”, “They live like a dog with a cat”, “Hides his eyes”. What emotions does “body language” convey?

19. How can these gestures be interpreted – as open or closed: a person during a business conversation – jacket unbuttoned, legs straightened, arms not crossed in front of him, sitting freely on a chair, looking forward, eye contact available?

20. What behavior can be expected from a person whose intimate zone has been abruptly invaded by another person without his permission? Can you give examples of professions whose representatives are allowed to intervene in another person’s intimate zone? And professions that use unauthorized methods of intervention in another person’s intimate zone for a specific purpose?

21. What kind of questions should you ask during a conversation with another person to provoke new questions and point out unresolved problems or to provide support for your position through tacit approval?

22. Watching political speeches of modern politicians on TV, determine how they differ from other forms of communication in their emotionality, clarity, richness, and effectiveness. Illustrate with examples the difference between one political speech and another. What, in your opinion, is the secret of the success or failure of a speech?

23. Give an interpretation of a person's nonverbal behavior in such an example. A person sits during a conversation, arms crossed on his chest, with one leg crossed over the other. The palms were almost completely invisible. The gaze meets the interlocutor 1/3 of the time. Answers are accompanied by rubbing the eyelids and touching the nose.

24. What strategies of behavior in a conflict do you know? Determine the strategy of behavior that impresses you the most, and justify your answer.

25. Give an example of a conflict, indicating all its main elements and phases. Determine the phase of development of the conflict you describe, the type of conflict, and the variants of its typology.

26. Deduce the main psychological causes and types of conflicts. List the most typical conflictogens of communication for you and the conflictogens to which you react most painfully. Observe whether there is a connection between them, and if so, what kind.

27. Describe any conflict that has occurred in your life, identify the elements of the conflict formula in it, and draw a map of the conflict. Try to analyze what behavioral tactics are used by the participants in the conflict, and accordingly, whether such a conflict can be resolved. What methods for a constructive solution do you propose?

28. Write an essay “My conflictogens of communication.

29. What are the specifics of the pedagogical activity of a higher education institution teacher compared to the activity of a school teacher?

30. What psychological conditions determine the effectiveness of the activity of a higher education teacher?

31. Prove that the pedagogical activity of a teacher is creative in nature. Features of pedagogical creativity.

32. What do you think is the problem of criteria for assessing the effectiveness of a higher education teacher?

33. What is the essence of the subject-object relationship between a teacher and a student? Why is the impersonal attitude of a teacher to a student very harmful?

34. Define and illustrate with examples the teacher's position towards a student: understanding, recognition, acceptance.

35. What styles of pedagogical communication are the most optimal for solving the task of his professional training? Prove your opinion.

36. What psychological means, methods and techniques increase the effectiveness of pedagogical communication with a student audience during lectures, seminars and exams?

37. Recall three cases when you helped someone solve a problem through communication.

38. How would you explain the following proverbs and sayings from the perspective of communication: “What you have to say - think in advance.” “It is better to urinate than to lie.” “A wise man does not say everything he knows, and a fool does not know everything he says.” “A word is not a sparrow, if it flies away - you will not catch it.” “A saber wounds the body, but a word - the soul.” “A word is older than money.” “Sweet words can be bitter.” “Do not throw words like a dog's tail.” “Word for word - speech will be formed.”

39. Write a short speech on one of the suggested topics: “A word is a weapon. Like any weapon, it must be cleaned and cared for” (M. Rylsky.) “A wonderful thought loses all its value if it is poorly expressed” (Voltaire). “Say anything, so that I may see you” (Socrates). “Oh, the cruel and sweet power of words!” (B. Oliynyk). "I dream of unlocking the human heart with words..." (L. Zabashta).

40. Write the text of an advertisement for courses that teach speech communication (indicate what exactly will be studied here and what benefits it can bring in life). Choose the most successful version of the advertisement.

41. Which non-verbal signals from the following should be considered conflict-generating, and which ones should be considered syntonic: looking at the clock; sorting through papers on the table; moving closer to the interlocutor; taking in air to refute; looking into the eyes?

42. Compose a speech on the topic: "Modern marriage and its prospects" based on the following theses: - love as the basis of marriage; - church and secular views on marriage; - the problem of divorce: causes and moral aspects; - changing attitudes towards free upbringing in modern society; - non-traditional forms of marital relations and society's attitude towards them.

43. Try to deliver an impromptu speech on one of the suggested topics: – The problem of modern education. – Human health in wartime. – What is happiness? – Christianity is two thousand years old. – Algorithm of actions after a nuclear explosion.

44. Imagine that you are speaking to an audience of children for the first time. You have carefully prepared your lesson, having written a detailed outline, and are reading it as a lecture. But the class is not listening to you at all: the noise is increasing, the children have completely lost interest in what you are reading. What is better to do – “put things in order” and continue reading your beautifully written outline or try to switch to the living word?

9. ASSIGNMENTS FOR INDEPENDENT WORK

The independent work of a higher education student in the academic discipline includes: preparation for classroom lessons, study of theoretical material, performance of tasks according to the list of competencies that are formed within each topic of the curriculum and preparation for the test.

1. Compile a dictionary of terms from the discipline.

2. Get acquainted with scientific Internet sources dedicated to the study of psychological communication problems, and compile a list of such sources (indicate the name, Internet address, provide a brief description of the resource).

3. Study periodicals in accordance with the topic of the practical lesson and prepare an abstract review of 2–3 articles on psychological communication problems (write out the main definitions; identify and analyze the sections of the article; draw conclusions).

10. FORMS OF CURRENT AND FINAL CONTROL

Students' assimilation of theoretical material in the discipline is checked by means of an oral interview, assessment of students' abilities to analyze and generalize information about socio-psychological reality, formulate conclusions and recommendations. Students accumulate points during the study of the discipline on the basis of the teacher conducting the main types of control: current (checking the level of students' assimilation of educational material in the scope of a certain topic or a separate section), completion of individual tasks and final (credit control work, which involves checking the level of students' assimilation of educational material upon completion of the course).

The semester final grade (credit) is determined as the sum of points from all types of educational work. Distribution of 100 points between types of work:

Practical classes	Individual work	Test work	Sum
35 (7 answers, 5 points each)	30	35	100

The test according to the coupon No. 2 and before the commission is carried out orally with an assessment on a 100-point scale.

The assessment of students' knowledge, skills and abilities in practical classes is carried out on a five-point scale (0–5 points) taking into account the level of preparedness, activity, independence of thinking and the quality of task performance.

5 points - the student demonstrates deep, systematic and solid knowledge of the educational material; fully and logically reveals the issue; freely operates with professional terminology; argues his own position; gives relevant examples; is active in the discussion.

4 points - the student has sufficient knowledge; generally fully reveals the issue, allowing minor inaccuracies; uses professional terminology; the argumentation is mostly convincing; participates in the discussion.

3 points - the student reproduces the main content of the educational material; the answer is partially structured; the terminology is used limitedly or with inaccuracies; the argumentation is not complete enough; participation in the class is episodic.

2 points – the student has fragmentary knowledge; the answer is superficial or incomplete; there are significant errors in the content or terminology; does not demonstrate independence of judgments; passive participation in the seminar.

1 point – the student demonstrates a minimal level of preparation; the answer is fragmentary, unsystematic; significant errors in the presentation of the material; no argumentation.

0 points – the student did not prepare for the lesson or refuses to answer; the answer is missing or does not correspond to the content of the academic discipline.

The test covers the educational material that was considered in lectures, practical, and was also submitted for independent study. The test is carried out at the end of the semester and involves the completion of both test tasks and short answers to theoretical ones from the academic discipline. The criteria for evaluating the test are indicated in the work itself: the task of the first level of complexity is 10 points. (10 test tasks with the choice of one correct answer - 1 point for each correct answer); second level tasks 20 points - theoretical (2 questions requiring a thorough answer, 10 points for each answer).

Individual task evaluation criteria:

25–29 points - the task is completed at a high level; minor flaws in the design are possible; the student is free to navigate the content of the work, shows independence during the execution and defense.

15–24 points - the task is not fully disclosed; during the defense, the student generally has mastered the material, but makes individual errors in answering the questions.

5–14 points - the task contains significant inaccuracies; the main aspects of the problem are not disclosed; the student does not have sufficient mastery of the material, does not adhere to the proposed presentation algorithm.

0–4 points - the task is completed in violation of the requirements; the essence of the questions is not disclosed; the student is not oriented in the topic.

11. TOOLS, HARDWARE AND SOFTWARE

Technical learning tools. ZOOM platform.

12. RECOMMENDED SOURCES OF INFORMATION

Basic Literature

1. Abramovich S.D., Chikarkova M.Yu. Verbal communication: Textbook. K.: Publishing house of Dmitry Burago, 2013. 464 p.
2. Bohdan, Zh., Solodovnyk T., Sereda N. Gender differences in personal characteristics of virtual communication of student-age youth. Theory and practice of social systems management: philosophy, psychology, pedagogy, sociology. 2019. No. 3. P. 110–121.
3. Vasylenko L. Social psychology. Communication as interaction: interactive training of students: teaching and methodical manual. Drohobych: Editorial and publishing department of the Ivan Franko Drohobych State Pedagogical University, 2011. 46 p.
4. Johnson, David V. Social psychology: interpersonal communication training / Trans. from English. V. Khomyka. K.: Publishing house "KM Academy", 2003. 288 p.
5. Ethics of business communication: [textbook] / T. B. Hrytsenko, T. D. Ishchenko, T. F. Melnychuk . K.: Center for Educational Literature, 2007. 344 p.
6. Zavinychenko N. B. Peculiarities of development of communicative competence of the future practical psychologist of the education system: dissertation of candidate of psychological sciences: 19.00.07; Institute of Psychology named after G. S. Kostyuk APN of Ukraine. K., 2003. 229 p.
7. Principles of cognitive psychology of communication: [monograph] / [V.P. Kaz-mirenko, V.M. Dukhnevych, O.Yu. Osadko et al.]; under the scientific editorship of V.P. Kazmienko; National Academy of Pedagogical Sciences of Ukraine, Institute of Social and Political Psychology. Kirovograd: Imeks-LTD, 2013. 390 p.
8. Kalmykova L. O. Psychological features of sound pronunciation of individuals in different emotional and mental states: dissertation ... candidate of psychological sciences: 19.00.07. Lutsk: Lesya Ukrainka Eastern European National University, 2017. 276 p.
9. Kalmykova L. O. Speech psychology and psycholinguistics. K.: Pereyaslav-Khmelnytskyi Pedagogical Institute, “Feniks” publishing house, 2008. 245 p.
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11. Korniyaka O. M. Psychology of communicative culture of a schoolchild. K.: Millennium, 2006. 336 p.
12. Pavlenko T.V. Personal factors in the development of communicative properties of adolescents: dissertation … candidate of psychological sciences: 19.00.07 . Kyiv: G. S. Kostyuk Institute of Psychology, 2020. 236 p.
13. Pedagogical communication: scientific and practical problems: monograph / Rozdobudko V. M., Savchyn M. V., Skotna N. V. Drohobych, 1993. 103 p.
14. Popil M.I. Psychological problems of communication. Lecture texts / M.I. Popil. Drohobych: Editorial and publishing department of the Drohobych State Pedagogical University named after Ivan Franko, 2010. 240 p.

15. Filonenko M. Psychology of communication. Kyiv: Center for educational literature, 2008. 224 p.
16. Khavula R.M., Hrynyk I.Ya. Social psychology: lecture texts. Part 1. Drohobych: Editorial and publishing department of the Drohobych State Pedagogical University named after Ivan Franko, Drohobych, 2015. 120 p.
17. Tsymbalenko O.O. Psychological features of the formation of the ability to communicative interaction in children with communication disorders: dissertation ... candidate of psychological sciences: 19.00.07 . Kyiv: G. S. Kostyuk Institute of Psychology, 2021. 301 p.
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Auxiliary

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