FACULTY
OF EDUCATION

Psychology topics for state final exam (NMgr. study)

1. **Psychology as the science.** The main approaches to the study of psychology: i.e. biological (physiological), behaviorist, psychodynamic, phenomenological, humanistic approach, Gestalt psychology, cognitive science approach.
2. **The objectives of psychology as the science.** Basic and applied disciplines of psychology. Psychology and other social sciences. The biological, social and personal determinants of personality. Theories of the psychological development.
3. **Basic methods of psychology**: a) research methods: experiment (experiment characteristics, natural and laboratory experiment), quasi-experiment, ex post facto research, longitudinal research and transverse research, the correlation method; b) data acquisition methods: observation, interview, analysis of the products. Standardized psychological tests. Questionnaires.
4. **Personality** psychology. The theories of personality. The concept of consciousness in psychology. Self, self-system, self-esteem, self-image.
5. **Cognitive processes**. Perception. Imagination. Attention (definition, types, characteristics, disorders).
6. **Thinking and speech**. Thought operations. Reasoning. Decision-making. Understanding concepts and problem solving. Convergent and divergent thinking. The development of thought and speech. Cognitive style. Speech disorders (i.e. disorders of pronunciation, articulation, social use of language).
7. **Aptitudes** (classification, skills, talents and abilities). Creativity. Intelligence (definition, theory, second, its stimulation). Disorders of development of intellectual functions (intellectual deterioration, reduced intellectual performance in the context of mental retardation).
8. **Learning and memory**. Types of learning (habituation, sensitization, classical conditioning, instrumental conditioning, imprinting, exploratory behavior, social learning). Learning theories. The laws of learning. Transfer and interference. Types of memory.
9. **Emotions and temperament**. Aspects of emotional processes and states. Theories of emotions. Classification of emotions. The theories of temperament.
10. **Motivation and needs** (theory, classification), interests (classification). Values, ideals. Aspiration, aspiration level. Character. Will. Moral development.
11. **Frustration**, frustration tolerance. Psychological deprivation. Stress. Coping with difficult life situations.
12. General characteristics of the **developmental stage of childhood** and pre-school stage of childhood. Cognitive processes, development of personality (self-concept and self-esteem, emotionality, moral development). Socialization in childhood.
13. General characteristics of **pubescence and adolescence**. Physical, mental and social development. Socialization during puberty and adolescence. Occupational choice.

Masaryk University, Faculty of Education

Poříčí 7/9, 603 00 Brno, Czech Republic
T: +420 549 49 1610, E: info@ped.muni.cz, www.ped.muni.cz
Bank account: KB Brno, Ref. No.: 85636621/0100, ID: 00216224, Tax ID: CZ00216224
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14. General characteristics of the period of **young adulthood**. The development of cognitive processes. Socialization in period of young adulthood (relation to standards, moral reasoning, acceptance of male and female roles). The partnership, marriage, parenthood.
15. **External conditions as determinants of the development** of children and adolescents (influence of family atmosphere and parenting styles, peer relationships , school functioning)
16. **Psychology of the teacher and psychology of the students**. Categories of health, illness and disease. Burnout syndrome.
17. **Cognitive psychology and the teacher assessment role in the classroom**. Psychological anamnesis. Pedagogical-psychological characteristics of the student.
18. **Teaching, learning and cognitive development** (creating habits, knowledge acquisition and skills acquisition, "intellectual" learning); establishing a system of ideas and concepts; learning of the problem solving; sensorimotor learning and skills; psychological issues of curriculum, teaching and learning strategies.
19. **Psychological perspective of education**. Education selected aspects of personality: forming interests, self-esteem and self-concept. Moral reasoning. Personality changes facilitation and re-education.
20. **Psychological perspective of education and training**. Reward and punishment. Persuasion, examples in education, self-management. Personality of the teacher and its influence in teaching practice. Teaching and parenting styles.
21. **The child and the social environment**. Socialization. Social learning.
22. **Social group** (structure and dynamics). Classification of groups. Group standards, structure, positions and relationships within the group (classification of positions in the group and group - team roles). Group climate. The possibility of exploring the structure of group relations and group climate-possibilities for use in teaching practice. School climate and classroom climate.
23. **Social cognition**. Patterns of perceptual processes. Characteristics of social perception. Social cognition and stereotypes.
24. **Social communication**. Social communication content. Types of communication. Options cultivation of the communication skills. Methods of communication analysis.
25. **Social behavior**. Social intelligence and social skills. Social competence. Attitudes. Interactions. Teaching styles. Challenging social situations. Social support.
26. **Cognitive skills and academic performance**. Assessment of cognitive skills. Laterality types and their impact on school performance. Laterality. Personality factors and other individual characteristics determining the school performance.
27. **Psychological view to non-adaptive behavior** in children and adolescents. Problem behavior. Aggression and bullying. Delinquency.
28. **Learning disabilities**: Dyslexia, dysortografia, dysgraphia, dyscalculia etc. Symptoms, causes, impact on school performance. Interventions and specific approach of teachers and parents in this area.
29. **Neurotic disorders** among children, adolescents and adults. Symptoms, causes. Psychological and pedagogical corrective interventions.
30. **ADD and ADHD**. Causes, symptoms, development, impact on school performance, specific approach teachers and parents to a child with ADD and ADHD.

Literature ***(see also literature from psychological courses)***

Branstetter, R. (2012). *The school psychologist's survival guide*. San Francisco: Jossey-Bass.

Friedman, H. S., & Schustack, M. W. (2012). *Personality: Classic theories and modern research*. Boston: Pearson Allyn & Bacon.

Kosslyn, S.M.., & Rosenberg, R.S. (2006). *Fundamentals of psychology in context*. Boston: Pearson Allyn and Bacon.

Myers, D. G. (2010). *Social psychology*. New York: McGraw-Hill.

Nolen-Hoeksema, S. et al. (2009). *Atkinson and Hilgard's Introduction to Psychology*. Boston: Cengage Learning.

Santrock, J. W. (2005). *Psychology*. Boston: McGraw-Hill.

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Seifert, K. & Sutton, R. (2009) *Educational Psychology*. Global Text Project. Retrieved from http://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf

Sternberg, R. J., & Williams, W. M. (2010). *Educational psychology*. Upper Saddle River, NJ: Merrill.