

№ ЛД-21-АНГЛ  
ЛД-22-АНГЛ

Federal state budgetary educational institution of higher education  
"NORTH - OSSETIAN STATE MEDICAL ACADEMY"  
of the Ministry of healthcare of Russia

Department of Healthcare Organization with Psychology and Pedagogy

**TEST QUESTIONS FOR CREDIT ON SUBJECT**  
**"PSYCHOLOGY AND PEDAGOGY"**  
for students speciality "31.05.01 General Medicine"

**Approved** 30.03.2022

1. What phenomena does psychology study? What is the subject and object of psychology?
2. Science as one of the types of human activity, its purpose, product, methods.
3. The relationship of psychology and philosophy?
4. The relationship of psychology and physiology?
5. The relationship of psychology and medicine?
6. The relationship of psychology and cultural studies?
7. The relationship of psychology and pedagogy.
8. Psychology methods: observation, experiment, quasi-experiment, testing?
9. Validity and reliability of methods of psychology?
10. Ethics of psychological research?
11. What are the main categories and concepts of pedagogy?
12. What are the goals of higher medical education at the present stage?
13. What does the terms “education”, “training”, “development” mean to you? How does your own understanding of these concepts correlate with their scientific interpretation?
14. Where do you find the similarities and differences between the learning and treatment processes as the oldest forms of humanitarian practice?
15. What training models are optimal at the preclinical and clinical stages of medical education?
16. What forms and methods of training can be most rationally used at different stages of training at a medical university and when training various categories of trainees (medical personnel, patients, their relatives)?
17. Indicate the similarities and differences in the forms and methods of control in different models of education. Which of them contribute to the development of self-control in professional activities?
18. What ideas about personal and practice-oriented learning do you use to understand your own educational process?
19. How should the communication between the doctor and the patient change in this case? What qualities should a doctor have?
20. Name and describe the possible circumstances of medical practice in which the need arises for the pedagogical actions of the doctor. Who is this action for? What tasks are solved with its help?
21. What means of building a meeting space and communication with the patient doctor? Which of them did you observe in action: when addressing you as a patient, in the work of doctors - teachers, in an artistic image (in books, movies)?
22. What are the conditions for effective communication? What contributes, and what prevents the interlocutors to understand each other.
23. What are the individual characteristics of patients that need to be considered for the organization of therapeutic cooperation?
24. What traits and behaviors that contributes to the emergence of conflict, psychologists distinguish?
25. Give a definition of sensations and indicate which components of the nervous system are involved in the sensory information space?
26. List the main characteristics of sensations?

27. What are the main characteristics that distinguish perception from sensations?
28. Give a detailed definition of memory. What does memory mean in a person's life?
29. What are the grounds for classifying types and types of memory?
30. What is the relationship and interaction of short-term and long-term memory?
31. How does the semantic organization of the material affect the memorization?
32. Formulate a definition of attention. List its main functions of attention.
33. How is attention classified according to its forms and levels?
34. What parameters describe the quality characteristics (properties) of attention?
35. What is the difference between secondary involuntary attention from post-voluntary attention?
36. What is the difference between the exhaustion of attention and absent-mindedness and the narrowing of the scope of attention?
37. Give a definition of thinking. Types of thinking and forms of thinking?
38. What are the integrated characteristics describing the individual characteristics of thinking?
39. What is the difference between productive imagination and reproductive imagination?
40. What are iatrogenic diseases? How is iatrophly prevention done?
41. Give a definition of speech. How do speech and language relate to each other?
42. What is inner speech? How is it formed in ontogeny, what functions does it perform?
43. What is the difference between expressive and impressive speech?
44. What is the difference between calculating speech and spoken gestural speech of deaf-and-dumb people?
45. What is meant by the concepts of left-brain and right-brain thinking?
46. How is the assessment of the pathology of childhood lies?
47. What are some of the phenomena of children's fantasy should alarming in terms of the possibility of a child of mental illness?
48. Give the main characteristic of emotions.
49. What do you know about the basic theory of emotions? The authors' classifications of emotions.
50. What do you know about the functions of emotions? What is the regulatory function of emotions?
51. List the main components of emotions.
52. What refers to the internal manifestations of emotions?
53. What is the difference of emotional state and emotional reaction?
54. Kinds of feelings. What manifestations of emotional properties do you know?
55. Give the definition of "empathy". What is its role in the health worker?
56. What are some ways to relieve emotional stress?
57. Give a definition of the concepts of the individual, personality and individuality.
58. List of domestic authors addressing issues of personality structure?
59. List of foreign authors considering the issues of personality structure?

60. Give a definition of need, motive and purpose. How do they relate to each other?
61. Addictions are a prerequisite for the development of abilities. Do inclinations always coincide with the presence of appropriate abilities?
62. Give the definition of the orientation of the individual as a personal structure.
63. Give the definition of "I" - the concept. How do the "I" - the concept of self-esteem? What are the main functions of the "I"?
64. What classes of needs are described in A. Maslow's "pyramid of needs"? How are primary and secondary needs related here?
65. Give the definition of temperament. What is the type of temperament?
66. How do temperament, activity and communication interact? What is the ratio of temperament and personality?
67. Give a definition of character. How do temperament and character interact?
68. What is the relationship between personality and character? What is included in the structure of character? What is a harmonious character?
69. What are the typologies of characters?
70. What are accentual theories of character? What personality traits are proposed within their framework?
71. The specifics and characteristics of social thinking.
72. Features of the phenomenon of social influence.
73. The essence of social relations.
74. The neobehaviorist approach to the study of social phenomena (N. Miller, D. Dollard, A. Bandura, D. Thibault, G. Kelly, D. Homans).
75. Psychoanalytic approach to the study of social phenomena (S. Freud, V. Schutz).
76. A cognitive approach to the study of social phenomena (F. Heider, T. Newcomb, J. Festinger, C. Osgood, P. Tannenbaum).
77. Interactionist approach to the study of social phenomena (J. Mead, I. Hoffman).
78. Activity approach to the study of social phenomena (A. N. Leontiev, S.L. Rubinshtein, A. V. Petrovsky, G. M. Andreeva).
79. Sociometric method of studying intragroup relations J. Moreno.
80. Engineering model of doctor-patient relationship.
81. The paternalistic model of the doctor-patient relationship.
82. A collegial model of the relationship between a doctor and a patient.
83. Contract model of doctor-patient relationship.
84. Principles and rules of attitude of the doctor to the patient.
85. What is the positive definition of health given by WHO? What components does it consist of?
86. What is the concept of "mental health"? How do the concepts of "mental health" and "spiritual health" relate to each other?
87. What are the main qualities of a mature personality?
88. What is a holistic approach to health psychology?
89. What are the main mental health criteria?
90. What are the main methods of personal development?
91. List the levels of "psychological health" of children?

92. What are the criteria for mental health?
93. What is self-awareness? List and characterize the forms of self-consciousness.
94. What periods does consciousness go through in ontogenesis? At what age does the child begin to develop self-awareness?
95. What period marks the final formation of consciousness and self-consciousness?
96. What are psychological defense mechanisms? Who introduced the concept of "mechanisms of psychological protection"?
97. What reasons lead to the activation of psychological defense mechanisms? What are the consequences of psychological defenses if you do not solve the psychological problem?
98. List and give a brief description of the protective mechanisms of the psyche.
99. The definition of the concepts of "stress", "eustress", "distress", "stress resistance".
100. Who is the founder of the concept of stress?
101. What is a "stressor"? What are stressors?
102. Triad reaction to anxiety? The physiological component of stress.
103. The three-phase nature of stress (the concept of H. Selye):
104. Describe Stages of the Stress.
105. Types of stress. Characteristics of the concept of "stress resistance".
106. The effect of stress on the development of psychosomatic diseases.
107. Basic stress tolerance factors. Physiological background stress resistance.
108. Individual personality traits and resistance to stress.
109. How and in what way does stress manifest itself? Target stress organs.
110. Methods of dealing with stress.
111. What are the stages of continuing education you can plan for yourself already in the course of study at the university? What are the steps that could be taken to implement this plan (choose a scientific circle and become a member of the student's scientific Society; do an internship in a clinic of interest to the profile, etc.).
112. List the forms and methods of training and control of its results in the system of continuous education.
113. Is it possible, in your opinion, to combine training in a medical university with self-education in another field, far from medicine?
114. What are the factors of possible influence on the formation of a person's attitude to their health.
115. How a doctor can influence the attitude of his patients to their own health? Formulate the tasks of the educational work of the doctor. What are the main methods and tools used in this work?
116. What questions need to be addressed, talking with the patient about lifestyle and its impact on the development and course of the disease? What determines the range of possible questions? In what cases such conversations are extremely necessary and obligatory? It is possible to use the materials of the standardized test "Typology of Attitude to Disease" (TOBOL), developed at the Saint- Petersburg Research Psychoneurological Institute named by V.M. Bekhterev.

117. Remember whether you participated in a program or a separate lesson on health issues, and in what capacity? Who, where and when conducted this activity? What are the goals and objectives set by a leading? Assess the success of its implementation and effectiveness, name the successful moments and those actions that you think were wrong.

118. List the points, the planning of which is necessary when preparing a lesson on the issues of preserving and promoting health. What additional funds may be needed during its implementation?