

## Chapter one. HISTORY OF PSYCHOLOGY AS SELF-PROOF SCIENCE

**The subject of the history of psychology** is the study of the formation of the concept of mental reality at different stages of the development of scientific knowledge. The history of psychology has its own, different from the subject of psychology. In the development of the science of the history of psychology, three basic definitions of the subject were singled out: the soul, consciousness, behavior. Psychology as a science of the soul explained it as the cause of everything, that is, the soul was determined as an explanatory principle. Consciousness had a double function: it was an object of study, and an explanatory principle. With the appearance of a new subject of studies - behavior - *the* subjectivism of the psychology of consciousness was overcome, but this led to the disappearance of the object of study - the psyche and consciousnesses. At the present stage of the development of science, there is a close connection between consciousness and behavior or activity:

### **The main tasks of the history of psychology**

1. Dialysis of the emergence and further development of scientific knowledge about the psyche from the point of view of a scientific, and not a religious or religious approach, *and the* study of the evolution of ideas about the human psyche.
2. Analysis and understanding of interdisciplinary links between the history of psychology and other sciences, the disclosure of the bodies of interrelations on which the achievements of psychology depend,
3. Explain the dependence of the origin and perception of knowledge on social, cultural and ideological influences on scientific creativity.
4. Studying the role of the individual, her individual path in the formation of science itself.

Driving forces and reasons for the historical development of psychological ideas:

- 1) the connection of science with the general socio-cultural new era;
- 2) the close interaction of science with the general conditions and laws of scientific knowledge;
- 3) communication with those objective requirements that are imposed on scientific cognition by the very nature of the phenomena being studied at a given stage of their investigation;
- 4) the general situation, historical conditions and temporal features of the period in which science develops;
- 5) the special situation in science as a whole during the period under study, the study of discoveries in other sciences, and the adoption of methodology.

## **2. METHODOLOGICAL FOUNDATIONS OF THE HISTORY OF PSYCHOLOGY. PRINCIPLES OF HISTORICAL-PSYCHOLOGICAL ANALYSIS**

**The principle of historicism** is the examination of an opportune segment of the development of meuka *in the* context of sociocultural conditions, its dependence on the general situation in science in general and in the science under study in particular through comparison with the previous knowledge accumulated in the field under study.

**The determinism** is a natural and necessary dependence of psychic phenomena on the factors that generate them.

### **Methods of the History of Psychology**

**Theoretical reconstruction** (a method borrowed from other sciences) - involves a description and a critical analysis of the scientific systems of the past, specific programs for obtaining, substantiating and systematizing psychological knowledge. The result of this research is a retrospective reproduction of scientific concepts, problems, research methods in their historical sequence in accordance with the logic of the subject.

**The study of scientific schools** is the study of the internal aspects and characteristics of a particular school, the ways of producing scientific knowledge, the nature of scientific communication between the representatives of the school itself, the similarities and differences in their opinions, evaluations, and criticism, developed and used by it.

**The study of archival materials - the** search for scientific papers and their commenting, the supply of footnotes and notes.

Interviewing - the interview of the researcher with a scientist, representative of a particular school in order to obtain materials in accordance with specific research tasks with the help of certain questions.

Biographical and autobiographical methods - recreating the atmosphere of the real life of the scientist-creator of the theory, the sources of his spiritual development, understanding the reasons for the creation of the theory.

ANALYSIS of scientific references is the establishment of the frequency of subsidizing scientific works in order to obtain information about the links between scientific directions, the current state of science and the trends in its development.

Sources of studying the history of psychology are materials in which the entire historical process of psychological knowledge, the work of scientists themselves, philosophers, psychologists, materials of other social sciences is collected.

### **3. REPRESENTATIONS OF PSYCHICS IN FIRST CONSCIOUSNESS AND ANTIQUITY**

Primitive ideas about the psyche arose in primitive religions "and the beliefs of people, in mythology, in artistic folk art. The soul was seen as something unearthly, mysterious and unknowable. The soul determines the life and activity of the animal and man, and death or sleep is explained, respectively, by its permanent or temporary absence. In the primitive world there was a mythological understanding of life, where the bodies are inhabited by souls, and human life is governed by gods, who are endowed with certain styles of behavior: cunning, wisdom, vindictiveness and envy. With the transition to a higher stage of development of

society, the understanding of oneself as part of the surrounding world created by the gods has come.

**Antiquity** marked a new stage in the history of mankind: the cultural flowering, the emergence of numerous philosophical schools, the emergence of outstanding researchers and the first attempts to bring philosophical, and often scientific, under the phenomena of the surrounding world, steps were taken to understand and describe the human psyche. The beginning of the science of psychology was posited precisely in antiquity, and the origins of the formation of this science were the great ancient Greek thinkers and philosophers: Plato, Aristotle, Hippocrates, Democritus.

**Animism** (from Latin - the soul) was one of the first mythological teachings about the soul in ancient philosophy and considered the human psyche from the point of view of mythology and the psychology of the gods. The soul was understood as a special sign that is not visible for specific everyday things and which leaves the human body with its last breath.

The transition from animism to hylozoism marked a revolution in ancient scientific thought. In the Hylozoism, the whole world, the cosmos was considered originally alive; the boundaries between the living, the inanimate and the psychic were not conducted-they were all regarded as the productions of a single living matter. Hylozoism ended animism and first subordinated the soul (psyche) to the general laws of nature.

#### 4. PSYCHOLOGICAL IDEAS OF HERACLITES AND DEMOCRITES

**Heraclitus** (genus, apt 544 - died ok, 483 BC). 1. **The idea of the soul: the soul** ("psyche") is the "spark" of the cosmos, which was defined as> eternally the living Fire. Everything around a person and the person himself are subject to eternal change. The only thing for the soul and for the cosmos is the law, according to which there are no unaccountable phenomena and all of them are the inevitable result of the collision of atoms. Random people call those events, the causes of which do not know. 1. **Theory of the knowledge of Heraclitus**; the process of cognition means the withdrawal into the depths of one's own thoughts and experiences and a complete renunciation of everything external, but presupposes knowing the law of the Logos, according to which the phenomena pass to each other and the small world of the individual soul is identical with the whole of the whole world order; therefore, to comprehend one's soul means to go deeper into the law (Logos),

**Democritus** (born around 460 - died about 471 BC, eh.). 1. **The concept of peace and soul:** everything that exists consists of atoms - the smallest substances that are indivisible and not-accessible to the senses, and also differ in form, magnitude and mobility. The soul is a material substance consisting of the smallest round, smooth, very moving atoms of fire scattered throughout the body. The soul moves the body through the movement of small atoms of fire. After the dissolution of the body, the atoms of the soul come out of it, dissipate in space and disappear, ie, **the soul is also mortal, like the body.** 2 **The doctrine of the psychic processes is** based on the understanding of man as the compounds of certain atoms with each other. Perception is the interaction of atoms of objects that a person perceives, and his sense organs. Certain atoms, copies, "eidoles" emanate from the object, which in appearance are similar to the object itself. From the sense organs are directed counter streams of soul atoms, which capture images, or eidoles, from objects. An imprint is obtained, which is reflected in the moist part of the eye. Visions in a person arise as a result of entering images

into it. Images can be perceived by any parts of the body, only in this case perception will be worse than through the senses.

## 5. PSYCHOLOGICAL IDEAS OF SOCRATES

Socrates was the most famous ancient Greek philosopher (469-399 BC). Plato and Aristotle are also famous for his scholars.

**Teaching about knowledge.** The process of cognition is based on cognition, not through the external, but through the internal, that is, the conversion not to the universal law (the Logos), but to the inner world of the subject, his convictions and values, his ability to act as a rational being. The goal of Socrates's philosophical teachings was to help people find "themselves." Socrates, seeking answers to questions about the nature of man, saw them not in relation to man to nature, but in the presence of an "inner voice", a conscience, which he called a daimonion and which was a guarantee of understanding the true truth.

**The Socratic method.** Socrates was a master of oral communication and analysis, whose goal - with the help of the word to reveal what is hidden behind the veil of consciousness. Picking certain questions, Socrates helped the interlocutor to open these covers. This type of dialogue was subsequently called the Socratic method. This method of conducting the conversation consists in firstly questioning the truth of their knowledge by means of special questions, and then reaching this truth by finding out the contradictions in the statements of the enemy, by colliding them and thus finding a new, more reliable knowledge.

**The significance of Socrates's ideas for the further development of psychology as a science.** Socrates in his method of dialogue denoted such ideas, which later played a major role in the psychological research of thinking. First, the work of thought was initially of a dialogue nature. Secondly, it was made dependent on tasks that create an obstacle in its habitual current. It was precisely these tasks that raised questions, forcing the interlocutor to turn to the work of his own mind. Both signs - dialogism, suggesting that knowledge is initially socially, and the determining tendency created by the task - became in the XX century. the basis of experimental psychology of thinking.

## 6. PSYCHOLOGICAL IDEAS OF PLATON.

The concept of the soul of Plato (427-347 BC) is not inextricably linked with the doctrine of ideas. There is a world of ideas, which is primary, true, unchangeable, eternal and does not depend on sensible things, and the world of things that is non-being, coming and mortal. Every thing has in its beginning an idea, and it is ideas that are samples, and things are their ways, imperfect weak copies. The soul acts as a link between the world of ideas and sensible things, although it is in its primitive state in the realm of ideas and exists before it unites with any body, therefore the nature of the soul is akin to the nature of ideas. The soul is above the body and therefore can rule over it. The soul is an immortal substance. It consists of 3 parts: a lustful soul, an intelligent soul that resists the lustful, and also a violent spirit. Violation of the harmony of parts of the soul leads to suffering, and its restoration to a sense of pleasure. The struggle of the parts of the soul is revealed in dreams.

**Processes of cognition.** Plato did not focus on external dialogue, as was the case with Socrates, but on the inner, presuming that the soul asks in the process of thinking itself, but answers, affirms and denies it. This phenomenon is known to modern psychology as internal

speech, and the process of its origin from speech of the external (social) has received the name of interiorization (from Latin "interior" - internal). All knowledge is the remembrance of the souls of those ideas that she knew while she was in the world of ideas, before she was united with the body, that is, on the basis of associations; Thus, one must study one's own soul, and in it is true knowledge.

Sensual cognition is separated from the rational. Sensual cognition, reflecting the material world, gives a person only a secondary, inessential knowledge, as it reflects not the real world of ideas, but the seeming world of things. It gives an intermediate opinion between knowledge and ignorance and is the lowest kind of knowledge. Therefore, only that cognition that penetrates into the very essence, into the world of ideas, can be true.

## **7. PSYCHOLOGICAL IDEAS OF THE ARISTOTEL TRAKTAT "ABOUT THE SOUL".**

Aristotle (384/383 - 322/321 BC) first systematized all knowledge about the nature of man from the history of the matter to the analysis of the opinions of predecessors and the construction on this basis of his theory. The main function of the soul is the realization of the biological existence of the organism, in which the body and spirit form an integral whole. The soul is not an independent entity, but a form, a way of organizing a living body. After death, the soul returns to the ether of space, that is, it has a divine beginning that comes into the body at the moment of birth. **Abilities of the soul** are considered through its levels.

**1. The vegetative level** is characteristic of plants and contains the ability to move in the sense of nutrition, growth and decline.

**2. The sensual level** prevails in the souls of animals, and its main abilities are feelings and sensations.

**3. The reasonable (higher) level** is inherent only in humans, the main are the ability to think.

The following cognitive abilities of the soul are distinguished.

**1. Perception** is the primary source of knowledge, it knows the individual, the particular, on the basis of which man knows the common.

**2. Touch** is the main sensation necessary for life.

**3. Memory**, which gives the preservation and reproduction of sensations and is divided into three types: the lowest, retaining sensations in the form of representations; the actual memory is the image in conjunction with the time characteristic; higher memory is the process of remembering by establishing any relationship between the present and the desired past, that is, through associations.

4. Imagination is the formation of a representation, which is the energy of the sensory organ without corresponding impact from outside,

5, Thinking as the formulation of judgments, flows in concepts and comprehends the general. There is a lower mind, which does not investigate and does not state this opinion or assumption; and higher thinking that knows the basics of things and can be reasoning

(logical), intuitive, through which one can find premises, and thinking-wisdom, which is the highest kind of thinking.

## **8. THE PROBLEM OF AFFECTS IN ANTIQUE PSYCHOLOGY**

**The concept of emotions in Aristotle .** Feelings co-conduct any activity and are its source. At the same time, feelings of pleasure and displeasure are an indicator of normal development or a delay in the development of mental and bodily functions. Affect is defined as a passive state caused in a person by some action and accompanied by bodily changes, while the affects themselves are neither evil nor virtue, but characterize only the manner of behavior. Typical affects are attraction, anger, fear, that is, everything that accompanies pleasure or suffering.

**The concept of affects in the Stoics .** The Stoic School appeared in the fourth century. BC. e. and got its name from the name of that place in Athens ("standing" - the portico of the temple), where its founder, Zeno (not confused with sophist Zenon), propoved his teaching.

Affects are understood as excessive unreasonable and unnatural movements of the human soul, associated with misconceptions about things. There are 26 kinds of affects. The main are the diversity of affects of pleasure and displeasure, which Stoics considered false judgments about the present, and human desires and fears defined by them as false judgments about the future. Only mind, free from any emotional turmoil, is able to properly guide behavior. The Stoics studied the process of the course of the affect, and they identified three stages of the increase in the affects:

- 1) the first stage involves the growth of physiological changes under the influence of external influences;
- 2) at the second stage there occurs an involuntary appearance of an opinion on the situation and the desired reaction;
- 3) the third stage is characterized by the intervention of the mind, which can lead both to avoiding the affect (with the correct value evaluation of what is happening), and to the falling into the affect itself, ie, it is the mind that is responsible for the occurrence of the affect.

Practical methods of dealing with affects include the ability not to give affect to external expression, nor to exaggerate their imagination and distract themselves from other kinds of memories.

## **9 . THEORY OF THE TEMPERAMENT IN ANTIQUE PSYCHOLOGY**

Hippocrates (born around 460 - died about 377 BC) was a famous ancient Greek physician. The main reason for the differences between a healthy and a sick person Hippocrates considered the proportions in which there are various "juices" in the body (blood, bile, mucus); these proportions he called temperaments. They first theory of temperaments has been developed, containing the four types of temperament, the names of which have survived to the present day; sanguine, wherein the blood predominates; choleric, which is based on yellow bile; melancholic, dominated by black bile; and phlegmatic with a predominance of mucus. Theory temperaments Hippocrates has great historical significance because, firstly, numerous differences between people grouped in several general features of behavior and thereby laid beginning scientific typology underlying the modern teachings of individual differences

between people, and, secondly, the source and cause of differences Hippocrates was looking inside the body, and not relied on divine providence, ie., spiritual qualities was to depend on bodily.

Galen (II century. BC. E.), Roman physician, developed the doctrine of temperaments of Hippocrates. He identified 13 temperaments, of which only one recognized as normal. It is also claimed that the primary at the affects were changes in the body ( "boiling blood") and subjective emotional experiences (e.g., anger) secondary,

Galen conducted using experiments on cutting the nerve to describe the dependence of the whole organism vital functions of the nervous system. He found that the nerves coming from the senses, allow the presence of human cognitive processes such as sensation and perception; the nerves of the muscles that are responsible for voluntary movement, and the remaining nerves innervi-ruyut other (internal) organs. Galen particular importance attached to the spinal cord. In it he distinguished between sensory and motor nerves.

## **10. DIRECTIONS OF ANCIENT PSYCHOLOGY**

In the writings of the ancient Greek thinkers, aimed at explaining the genesis and structure of the soul, we can find three main areas.

The first direction is explained psyche, based on the laws of motion and development of the material world, the idea of defining mental manifestations depending on the total order of things, their physical nature of the understanding of the arbitrariness of life of the soul from the physical world and their inner relationship.

The second trend established by Aristotle, is focused mainly on wildlife; the starting point for it served contrast properties of organic from inorganic bodies. Since the mind is a form of life, mainstreaming psychobiological problems was a major step forward. It is possible to see in the mental does not live in the body of the soul having the spatial parameters and capable (according to both materialists and idealists) to leave the body to which it is connected externally, as a way of organizing the behavior of living systems.

The third area of activity puts the soul of the individual depending on the form that are not created by nature and human culture, namely, concepts, ideas, and ethical values. These forms are really playing a huge role in the structure and dynamics of mental processes were, however, from the Pythagoreans and Plato, alienated from the material world, the real history of culture and society, and the pre-put in the form of special spiritual beings, sensible body.

Ancient scholars have problems for centuries guided the development of the human sciences. It was the first time they have tried to answer the questions of how to relate to the human body and spirit, thinking and communication, personal and social, cultural, motivational and intellectual, rational and irrational, and much more inherent in human nature. The ancient sages and testers raised to unprecedented heights culture hitherto theoretical thought that by converting the data of experience, frustrated covers with appearances common sense and religious and mythological images.

## **11. STAGES OF DEVELOPMENT OF PSYCHOLOGY IN THE PERIOD FROM ANTIQUITY TO MODERN TIMES**

In its development, psychology has gone through several stages. Prescientific period ends about UN-U! c. BC.e., t. e, prior to the objective, scientific study of the psyche, its content and functions. During this period the idea of the soul based on numerous myths and legends, fairy tales and in the original religious beliefs that bind the soul with certain living beings. Second, a research period begins on rubezheU !! - U1 centuries. BC.e when psychology developed in the framework of philosophy, but because he was called philosophical period, shareware and lasted until the first school of psychology (associationism) and define your own psychological terminology, around the end of XVIII -. the beginning of the XIX century ,, when established itself as a unique understanding of the psychology science, which has its own independent subject, is the science of human and natural at the same time, studies and vnut \* early, and external (behavioral) symptoms of the psyche. The time of occurrence of experimental psychology is the creation of the first experimental laboratory of Vundtav 1879.

For a long time the subject of psychology was the soul, but at different times, this concept means different content, in antiquity the soul is understood as a fundamental principle of the body, similar to e fundamental principle of the world, and its main function was considered giving the body the activity and its direction ,, because body weight is inert, ie, soul directs human behavior. Gradually added to the functions of the soul of knowledge, and thus, to the study of the activity increased learning stages of cognition.

In the Middle Ages the soul has been studied in the mainstream theology, which significantly reduces the possibility of its scientific knowledge. Therefore, although formally the subject of psychological science has not changed, in fact in the area of research at the time was to study the kinds of activity of the body and features primarily sensory perception. Regulatory function, volitional behavior, logical thinking is considered the prerogative of the divine will, bogovdohnovlennoy, not the material soul.

## **12. DEVELOPMENT OF PSYCHOLOGY IN EUROPE In the Middle Ages**

Middle period begins falling in V. The Roman Empire and the establishment of Christianity, cultivate rejection of all knowledge based on experience, sin attempts to understand the structure and purpose of the human soul, is different from the biblical understanding of the nature and destiny of man. Natural-scientific study of nature was suspended, science was put to the service of the Church. The end of the "dead" for the psychology of the period considered in the XV., When there was a revival of art, secular science, the discovery of America,

Medieval philosophy was closely associated with the Christian religion, and it is allowed to develop only the scientific thoughts and ideas that are directly reflected and shared religious and secular positions of Christianity. Main views and concepts of understanding of human nature developed ideologues of Christianity and wore the imprint of the tenets of the Christian religion,

The development of psychology in this period was associated with a change in its object, since it became the official theology, the science of the soul. Therefore, psychology was either completely cede theology study of the psyche, or to find a niche for such research, which is not included! would be in contradiction with the official science - theology, in connection e this idea of the soul in psychology were ethical and religious nature during the medieval period, after the initial phase of development of psychology attacked strive to find their place in the study of the soul, to determine the range of questions that it may be given to theology.



This has led in part to the revision of the subject matter of psychology - in the content of the soul was a special category, subject to scientific investigation. VHN-HIP centuries. in psychology emerged direction of deism, which claimed that there are two souls - the spiritual (it studied theology) and the corporeal, that is studying psychology. So this is a subject for scientific study.

### **13. Psychological ideas from philosophers of the medieval Avreliya Avgustina and Fomy Akvinskogo**

Avreliy Avgustin (354-430) was the largest Christian thinkers of the Middle Ages. His philosophy is a fusion of Christian and ancient doctrines, chief among which was the idealistic philosophy of Plato. The subject of knowledge is God, and at the same time it acts, and as a cause of knowledge, helping people to find the truth. The soul is defined as an independent substance which is neither corporeal property of any kind of body. The content of the soul is not something tangible, and it has nothing to do with the biological functions of the organism, and contains in itself a way of thinking, will and memory, as well as close to God and is immortal. Human nature is characterized not by the mind, but the action, as the former has only a passive character, and the second is closely related to the activity and will. Knowledge of the truth of God can only via faith, but not mind, t. E. Faith claimed predominance over reason and volitional irrational factors of rational logic in the learning process.

Foma Akvinsky (1225 / 26-1274) established its philosophy of understanding soul on Aristotle understanding passive and active forms of matter. Soul is immortal, as a substance to be clean and independent from any matter in general, and in particular the shell body. Soul - is shaping principle, which gives the basis of all human life. There are three types of souls (by analogy with Aristotle): vegetative soul, responsible for physiological functions and peculiar plants; sensitive soul inherent in animals and Veda sensory perception, voluntary movements; the rational soul, inherent only man has a mind, that is. e. the intellectual ability and capacity of the previous two inferior souls. The source of knowledge is not considered divine ideas, but the experience and sensory perception of the individual. All the knowledge of the material comes from the senses, and the intellect, the mind processes the material further.

### **14. Development of Psychology in the Renaissance**

The scientists of the Renaissance was considered the main task of the revival of ancient values, cleansing ancient picture of the world from the "medieval barbarians." New philosophers again turn to Aristotle, in particular, to his understanding of the soul in his treatise "On the soul", and here begins disputes. The fundamental difference concerning the question of the immortality of the soul - the main issue in the church's doctrine. The first group (Averroists) shared the mind (intellect) and soul and thought the mind as the highest part of the soul, immortal, and the second group (alexandrists) insisted on the integrity of the Aristotelian doctrine and his thesis that all the faculties of the soul completely disappear with the body. Actively develop the ideas of the Renaissance in Italy and Spain.

Italian Leonardo da Vinci (1452-1519) believed that a person can realize their spiritual forces in the real value and transform the nature of their art, and the highest value is not the divine mind, and strength, and the product creator.

Spanish physician Juan Luis Vives (1492-1540) in his book "On the soul and life," claimed that the main and the only true way of knowledge of human nature are the observation and experience. He also argued that the nature of the child can be influenced, if properly educate him.

Another doctor Juan Huarte (c. 1530-1592), in his book "Study skills for science" for the first time in the history of psychology has set the task to study individual differences between people in order to determine their suitability to different occupations.

In general, the development stage of the psychology of the Renaissance can be characterized on the one hand, as a return to the traditions and values of ancient philosophy and psychology with their anthropocentrism and the definition of the soul as the main object of study, but on the other -and the emergence of fundamentally new and unknown ancient philosophers and thinkers features understanding of human nature, such as the primacy of creativity and the creator of all the other elements of the universe.

## **15 . PSYCHOLOGY AND ITS SUBJECT.**

in modern times, and in the Enlightenment

In the Age of Enlightenment psychology looking for the proper object of study, a specific definition of their field of activity. This area is understood as the study of the ways a person becoming a picture of the world and himself, and the main thing here saw awareness of this process. Going refinement of the subject of psychology as a science of consciousness. Research of the content and functions of consciousness has brought scientists to study its role in human life, therefore, and in human behavior. There is a duality of the subject of psychology of that time: the study of consciousness and ways of its formation and development stages of the world and the image of himself, on the one hand, and the study of the behavior and the driving forces and the regulation of not only domestic but also foreign activity of the individual - on the other.

In connection with the development of the mechanics and physics of Newton established a new view of nature as a gigantic mechanism, the human body was seen as a kind of machine that operates on the basis of any mechanism for the strict laws of physics.

In a study of the cognitive processes we observed two opposing points of view.

Sensationalism defined as the basis of all human knowledge feelings, cognition process was considered as a single, which has several steps -.. From sensation to thinking, ie, the gradual ascent from the particular to the general.

Rationalism gave priority to thinking, singled out in the process of learning two stages: The first stage consisted of several stages, and concludes, as in sensationalism, in the ascent from the particular to the general in the transition from perception to logical thinking, but the concept, which was formed in this way is not and the final objective. Therefore stood out the second stage of cognition - intuitive thinking, which derives from the knowledge of the mind, instantly actualizing in whom the concept of realizing the universal laws and the properties of objects.

Addressing emotions and freedoms based on the position of scholars of antiquity, who believed that emotions reflect the external situation (and often called it), so freedom was associated with the ability to overcome the affect and reasonable regulation of the activity.

## **16. The psychological ideas of Francis Bacon**

Francis Bacon (1561-1626) - English philosopher, founder of the modern English empiricism, stated that it is necessary to abandon the study of general issues relating to the nature of the soul, exclude organic function from its structure and move to the empirical description of its processes.

The concept of the soul. There are two types of souls and their inherent abilities.

1. Rational divine soul (or spirit) has a memory, intellect, intellect, imagination desire (attraction) and will.
2. Sensing, irrational soul has the ability to sense and selection capability, m. E. The desire to favorable and unfavorable circumstances and on the ability to make random movements.

The theory of knowledge. Feelings are allocated as a primary element of knowledge, but they do not give the whole picture of completeness and objectivity of the world. Objective knowledge consists in applying a rational method to sense data. Empirical knowledge has limitations, delusions (idols) deceive a person. Provided 4-idols type restrictions:

- 1) kind of idols, which are incorporated in human nature;
- 2) The idols of the cave - the individual errors of the individual;
- 3) The idols of the area - errors that occur due to the mutual connectedness of people and communities;
- 4) The idols of the theater, to instill into the hearts of people from all dogmas of philosophy.

The value of psychological ideas of Bacon

1. complete the stage of development of psychology, where the object of study is the soul, and gave rise to the development of a new stage, where the main subject of study becomes consciousness.
2. Proposed concrete ways of practical study of the subject: experience, experiment.
3. The proposed unified science of man, which is a part of psychology: Philosophy considers man as such, civil philosophy studies in his interaction with others, the principle of interdisciplinary science.
4. To promote the separation of the human sciences in the doctrine of the person and doctrine of the connection between the soul and the body, the separation of items and tasks that led to the division of the subject of psychology in accordance with the specific objectives.

## **17. THE CONCEPT OF BODY AND SOUL, dualism in Descartes Philosophy**

Rene Dekart (1596-1650) first carried out a very important division of soul and body, making them totally independent of each other substances through the use of mechanistic theory of the human body as a "machine body" and the body's ability to function independently and handle all the psychic material without the help of the soul. the ability of the body is only the movement, but the principle of his work - a reflex that is a reflection of the brain outside influences... The ability of the soul - is thinking and how it works - reflection, ie the process of reflection of your own thoughts, ideas, sensations, which are visible only to her... The object of study of psychology becomes consciousness.

the coexistence of an explanation in the body of the soul and the body as an independent substances is based on the principle of psychophysical interaction: the body affects the soul, awakening in her passion in the form of sensory perceptions, emotions, etc., and soul with the help of thought and will impact on the body, forcing him.. work and change.

Dualism of Descartes. Not only the soul acts on the body, but the body can significantly affect the state of mind, t. E. It is not about the unidirectional impact of the soul to the body, as was the custom before, and the mutual cooperation. Dualism (inconsistency) in the interaction of soul and body means that, on the one hand, the soul independent of the body, but on the other -tesno associated with it. The soul can exist apart from the body, but in reality there is only in connection with it.

Reflector Cartesian scheme. Descartes first introduced the concept of reflex. reflex scheme was as follows; external impulse leads to particle movement, called -zhivotnymi perfume. " Further, by means of this external pulse -zhivotnye spirits "are recorded in the brain on the" tubes \*, which make up the peripheral nervous system, and then automatically transferred to the muscles. Scheme Descartes opened reflex nature behavior without resorting to the co concept of soul, which until reflex theory was attributed to the main reason for the behavior and movements of the human body.

## **18. DEFINITIONS rationalism and THINKING IN PHILOSOPHY Descartes**

The concept of rationalism in Descartes is closely connected with the study of the contents of consciousness, which includes three types of ideas:

1) the ideas generated by the man himself: born of the human sensory experience and generalize the data from the senses. The function of these ideas is to give knowledge about specific objects or phenomena, but they can not help a person to know the objective laws of reality;

2) the idea gained, based on the experience of more than one person, and summarizing the experience and views of different people, but provide knowledge about specific things and areas of life, so useless in an objective knowledge of the world;

3) ideas innate, which can give a person the objective knowledge about the world, as the only available intelligence and do not require additional information from the sense organs. The method of acquiring knowledge is called rational intuition, as such an approach to the knowledge of reality -ratsionalizmom.

The concept of thinking. Thinking - this is the only attribute of the soul that leads the constancy of thought processes taking place in the soul, ie, it is always aware of what is going

on inside of her... This means that there is no unconscious psyche. Soul - is a thinking substance, the nature of which is a mindset. The psyche is understood as man's inner world, accessible to self-observation, which is of particular spiritual being. This self-observation is similar to the so-called "inner vision (later became known as introspection, ie, the ability to tokimag are different in psychiatric facilities -. Imagery, mental acts, acts of will, etc...).

Method of knowledge is a systematic question: should doubt everything, regardless of whether it is natural or supernatural. This method should only isgyulzovat ie if necessary to obtain a scientific truth, as often in life to understand the essence of things and phenomena is sufficient to use plausible or probable knowledge. The desire to know the objective reality it is not necessary to rely on yell "s" uchstv so ks \* they do not always properly reflect it.

## **19. The theory of knowledge and theory of affect Spinoza**

Benedict Spinoza (1632-1677), Dutch philosopher.

The theory of knowledge. There are four ways of cognition: 1) firsthand; 2) by random random experience; 3) from general to specific; 4) immediate perception entity through knowledge of its immediate causes. On the basis of these four modes of knowledge Spinoza displays three types of knowledge:

1) The first kind of knowledge - an opinion and imagination, which exist in the form of images. This knowledge is vague and distorted, and provide only abstract knowledge;

2) knowledge of the second kind - a general idea of the essential properties of things. They constitute the basis for the sciences, but suffer from the separation of specific individual characteristics of the designated object;

3) intuitive knowledge, defined as the knowledge of the nature of things, wherein the specific and individual acts in their true unity.

The theory of affects. Affects are defined as the natural expression of the nature, and must be viewed from two perspectives. From the point of view of thinking affects - it is false, implanted around things idea, alleging an inadequate real body's ability to exist and to act, but in terms of stretching affects - it's state of the body, which due to the impact of other bodies overstated or understated the real possibility of these bodies exist and act.

There are three primary affect; desire (desire), pleasure (joy), displeasure (sadness). All variety of other effects, formed on the basis of the three following principles: by changing our understanding of the subject, through empathy, or by association.

Spinoza defines passion, emotions, affects both the root cause of human bondage, because the absorption of makes it impossible to understand their causes. Only the rejection of emotion makes human freedom, and gives an idea of the true power and possibilities, showing the person that depends on his will, and that - from the prevailing circumstances. In this case, freedom is understood not as an opportunity to follow their affects, as well as the possibility of knowing the need and submission of this necessity. - Freedom is the liberation of man from the influence on him of instincts or passions.

There are three primary affect; desire (desire), pleasure (joy), displeasure (sadness). All variety of other effects, formed on the basis of the three following principles: by changing our understanding of the subject, through empathy, or by association.

Spinoza defines passion, emotions, affects both the root cause of human bondage, because the absorption of makes it impossible to understand their causes. Only the rejection of emotion makes human freedom, and gives an idea of the true power and possibilities, showing the person that depends on his will, and that - from the prevailing circumstances. In this case, freedom is understood not as an opportunity to follow their affects, as well as the possibility of knowing neobhodimhti and submission of this necessity. - Freedom is the liberation of man from the influence on him of instincts or passions.

There are three primary affect; desire (desire), pleasure (joy), displeasure (sadness). All variety of other effects, formed on the basis of the three following principles: by changing our understanding of the subject, through empathy, or by association.

Spinoza defines passion, emotions, affects both the root cause of human bondage, because the absorption of makes it impossible to understand their causes. Only the rejection of emotion makes human freedom, and gives an idea of the true power and possibilities, showing the person that depends on his will, and that - from the prevailing circumstances. In this case, freedom is understood not as an opportunity to follow their affects, as well as the possibility of knowing neobhodimhti and submission of this necessity. - Freedom is the liberation of man from the influence on him of instincts or passions.

## **20. REPRESENTATIONS ABOUT psyche and consciousness Leibniz**

Godfried Vilgelm Leybnits (1646-1716) - German philosopher and mathematician famous; as well as Spinoza, regarded man as an integral being, but it was his understanding of the unity of the bodily and mental, which was called psychophysical parallelism: the soul and the body can not influence one another and make their operations independently and automatically, but they are based unity is a spiritual principle, a kind of divine wisdom, which is manifested in the fact that there is a pre-established harmony between them.

In my heart, in addition to the conscious actions, continuously going unnoticed activity "small perceptions" - neoznavaemyh perceptions. Awareness of these "small perceptions" is due to the fact that by the simple perception (perception) joins -appertseptsiya special act, it involves attention and memory.

The soul has three areas - an area of distinct knowledge, and a vague knowledge of the unconscious that are endowed with varying degrees of awareness. The subjectivity of human knowledge is closely related to the cognitive activity of man in the process of learning any subject makes his own idea of it, based on their life experiences, and therefore already in the initial stage of knowledge it is impossible to distinguish the truth, the subject of the objectivity of the subjective understanding of his person. But this does not mean that human knowledge of reality can not be objective, because the perception and understanding of the basic qualities of the object or phenomenon

most people are the same and therefore reflect an objective picture of the world.

Leibniz's ideas about the value of the human psyche is that they have changed and expanded the idea of the mental, to reveal its most important component - the unconscious mind, the idea of which was subsequently widely developed in depth psychology, particularly psychoanalysis 3. Freud.

## **21. empirical psychology of Thomas Hobbes**

Thomas Hobbes (1588-1679), as Spinoza and Leibniz criticized dualism René Descartes. Thus Hobbes built his own, different from the previous criticism of the theory of human nature.

The first thing that distinguishes Hobbes from fellow philosophers, is a denial of its special nature of the soul. Since Hobbes was an ardent follower of Galileo's mechanics, he believed that the world is filled with only material bodies that exist and move by the laws of mechanics. Based on this, Hobbes concludes that all mental phenomena which exist in nature, are material and are subject to these laws.

Creating on the basis of such an understanding of the nature of his theory of knowledge, and Hobbes describes the feeling that, in his opinion, there are only due to the effect on them of external material object. Following sensation occurs representation which, being produced by the law of inertia and being weakened trace of sensations, forms for a thought chain, and they, in turn, follow each other in this order, wherein arose primary images, i.e., . Feel. This process was subsequently called association. The problem of association was seen even in ancient psychology and Aristotle, Hobbes, but first gave the association the status of a universal law of psychology, it has given rise to practical study of this phenomenon.

It is very important for the further development of psychological thought is the critique of Hobbes, the concept of "innate ideas of Descartes, as the leading knowledge, according to Hobbes, is not -rational, or mind, and -empirical, or experience, and the mind is only a product of the Association which, as we know, is the result of the organism's interaction with the material world. And this, according to Hobbes, is experience. Thus, the experience is primary. Such opposition rationalism understanding of the foundations of knowledge later it became known as empiricism, and it was Thomas Hobbes laid the foundations of empirical psychology, received in the nineteenth and twentieth centuries. serious development.

## **22. The concept of consciousness and experience, SOUL AND ASSOCIATION J. In. Locke**

English philosopher, educator and physician John Locke (1632-1704) developed the idea of associationism inherent Thomas Hobbes, and empirical psychology, begun by Francis Bacon.

The concepts of consciousness and experience. The basis of the formation of consciousness is an experience, not innate ideas (as in Descartes), and the source of experience are always sensation and reflection. Ideas arising from the external world, to deliver the feeling of consciousness. Internal ideas (internal feelings) are delivered to consciousness by reflection, introspection or, m. E. The analysis and reflection mind. This process is called introspection and became the main method of practical study of the contents of consciousness in introspective psychology.

The concept of the soul. observing the principle was applied to the study of the soul. The soul, like all in the mind, is a purely sheet, and all the contents of the soul arise during the lifetime

of experience, and are not innate, divine ideas. The soul is seen as passive, but capable of perceiving the environment.

The concept of association. Association - is the wrong connection of ideas which, being originally did not relate to each other, ie the minds of some people join and start to work as a unit, accompanying each other. An example of such a connection, ie. E. The association mechanism may be sympathy and antipathies caused by these or other people. The reason for establishing such a connection can be the power of upbringing and habits, that is, the external source that passed through consciousness, and the way to get rid of association is time.

The theory of ideas. By ideas is meant the element of all knowledge, including sensation (whiteness, firmness, thinking, movement, man, army, etc.). The source of the idea is both external experience, provided by sensations, and internal - produced by reflection. Two types of ideas are distinguished: simple ones that contain only one idea or perception and are acquired through sensation or reflection, and complex ones that represent a combination of simple ideas through the mechanism of association.

### **23. MAIN DIRECTIONS OF DEVELOPMENT OF PSYCHOLOGICAL THOUGHT IN THE ERA OF EDUCATION**

In the XVIII century. in Europe, the Enlightenment era, defined as a period of boundless faith in the human mind and ability, allowing to rebuild society, as the era of the triumph of science over the Middle Ages. Representatives of this movement considered the main task "enlightenment of society" and as a result of its elevation to a higher stage of evolutionary development. They saw the essence of this process in ridding society of ancient superstitions, stereotypes, prejudices and religious fanaticism. Instead of outdated ideas, the educators offered to focus only on the mind, on the original nature of man, on his experience. The ideas of the Enlightenment were revolutionary.

In the psychological thought in the Age of Enlightenment, the following directions existed:

1) empiricism, the ancestor of which the English philosopher J. Locke is considered, determined the experience of capital as a basic factor in human development and studied the mechanisms of its acquisition, as well as the priority of experience over reason;

2) sensualism was a doctrine of the dominance of sensory cognition over the rational.

Both directions denied the existence of innate and unchanging ideas and abilities, proved their experiential origin and the possibility of lifelong development;

3) associative as a direction in the idealistic doctrine of the soul. The unit is recognized as a mechanism for the formation and acquisition of experience. In its development, associationism went through several stages:

- at the first stage, the association was separated as an explanatory principle of individual psychic phenomena, primarily the processes of remembering;

- at the second stage - the stage of classical associationism - integral concepts of the psyche were created and an understanding of the psyche as a source of the formation of mechanical



links or associations between mental elements was formed, which included sensations and representations;

- the third stage included experimental and practical study of concepts and ideas formed at previous stages, as well as an attempt to introduce into the basic concept the activity factor of the subject.

## **24. ASSOCIATE PSYCHOLOGY OF DAVID GARTHLY**

The theory of David Gartley (1705-1757) belongs to the classical period in the development of associationism. The aim of the Hartley theory was to establish the exact laws of human behavior and, on the basis of this knowledge, learn how to manage them by creating solid moral, ethical and religious beliefs in order to create an ideal society.

The doctrine of the psyche is based on the Newtonian understanding of man: the psyche is the product of the activity of the organism as a machine working on the basis of interactions with the vibrations of the external environment. There is a phased scheme of the body, where the key concept is vibration. In the psyche, two circles of vibration are distinguished-large and small.

---

The work of a large circle of vibration: the vibrations in the surrounding environment drive the nerves, which cause vibrations in the brain substance, and they, in turn, are transferred to the muscles. Parallel to this, psychic "satellites" of vibrations arise in the brain, combine and replace each other - from feeling to abstract thinking and arbitrary actions, all of which take place on the basis of the law of associations. The psychic world of a man develops gradually as a result of the complication of primary sensory elements through the formation of associations in The function of a large range of vibration is the regulation of behavior.

There is a close relationship between the vibrations of the big and small circles: vibrations of a large circle cause vibrations in the small, leaving traces of different strength there, and the stronger the trace of vibration, the better a person remembers them. In the psyche there are unknowable ideas and ideas, that is, the boundaries of the sphere of psychic life have expanded and include not only conscious ideas and ideas, but also unconscious tracks and images. The object of explanation is the behavior of the whole organism, and not its separate organs or parts.

The soul life of a person is built through the mechanism of association on the basis of three elementary elements:

- 1) sensations formed on the basis of vibration of the sense organs;
- 2) ideas (ideas of sensations) based on the vibration of the traces of an object in a small circle, occurring in the absence of the object itself;
- 3) feelings that reflect the power of vibration.

## **25. CONCEPT OF ABILITY AT HARTLEY.**

All human abilities are explained through the mechanism of associations.

Thinking does not exist in the system of the human psyche as an independent process, but is conditioned by the mechanism of association, during which a relationship is created between the image of the object and the word. The process of understanding the word was considered as the formation of an association between word and meaning, and this process is established in childhood from experience. The emergence of ideas and opinions is based on the passive reflection of ideas by the consciousness through the mechanism of associations, and new thoughts and ideas are a combination or decomposition of old ideas.

Memory contains two concepts - memory itself, which is the reproduction of sensations by association in the order and attitude in which they were obtained, and the imagination that appears only when this order is violated. The ability of memory to capture and reproduce the traces of previous influences is the basis of learning.

Emotions, will. Emotions are identified with passions and are the driving force of behavior. Reaching a certain threshold, strength, they can be defined as desire or, on the contrary, disgust. Volitional activity occurs if the passion, or emotion, is so strong that it leads to some action. The formation of vopi is based on the associative connection of the word and movement, the connection of sensorimotor reactions with speech; the word (its physical basis is vibration) is joined (by association) to sensory impressions, and then, in itself, without these impressions, begins the same muscular act that once they only called out. The ability to volitional action is laid in a person in childhood, since the connection between the word and the action is first established by adults, and then the child himself performs this act on his own team. But in the body there is a set of certain innate primary automatisms, from which arbitrary motions are generated, stimulated by external stimuli

## **26. THE CONCEPT OF THE ASSOCIATION IN DAVID HUMA.**

David Hume (1711-1776) believed that the source of knowledge is the sense experience formed by associations. All human knowledge is an association of ideas. The only source of knowledge is experience. Reflection does not give true knowledge, because in the process of self-observation a person sees only complexes of perceptions successively replacing each other, and not impressions of the substance or causality of the objects that have arisen. The structure of experience, and consequently of consciousness, is this: experience consists of impressions, which include sensations and emotions (or passions), and from "ideas" that are copies of these impressions.

Within consciousness there are two classes of phenomena. The first class includes impressions and ideas, which, in turn, are divided according to subjective signs - liveliness, strength and other qualities - and information about which consciousness receives only through introspection. The second class contains ideas, or facts of consciousness, which depend on impressions (other facts of consciousness) and follow one another according to certain rules. This flow is due only to stereotypes, habits of the person himself, ie knowledge of causality is not considered as originally given. The mechanism of the formation of this knowledge is the following: two consecutive or parallel appearing objects in the mind of a person may have some connection, for example, satisfying the feeling of hunger with the aid of a loaf and gives the individual the belief that in the future will also help the bread to satisfy his hunger. The formation of the conclusion that the two phenomena are related, it affects the principle of association.

The concept of association in Hume's theory is the key in debunking the popular idea at the time of the soul as a special divine entity responsible for combining individual psychic phenomena. According to Hume, the soul is a screen on which all the ideas and impressions of human existence are consistently reflected.

## **27. CONCEPT OF CONSCIOUSNESS FOR GEORGE BERKLEY**

George Berkeley (1685-1753), like Locke, oriented himself in his works to the Newtonian conceptions, but sought to prove the physical space's derivation from consciousness. Consciousness is what a person perceives. In explaining the fact that different people perceive the same external objects equally, the category of special divine consciousness that all people possess is used, and it gives the same idea of an object to different people.

The source of knowledge is the sensory experience formed by associations, which consists of sensations directly experienced by the subject-visual, motor, muscle, and tactile. For example, a person evaluates the spatial characteristics of things with the help of muscular sensations arising from the rotation of the eyes, from the strain of the eye muscles. Reality, comprehended by sensations, was identified with these sensations themselves. His theory of knowledge, described in the book "The Experience of a New Theory of Vision" (1709), Berkeley called the theory of visual perception of space. According to this theory, Berkeley represented visual perception as a combination of visual and tactile sensations originating from the movements of the eye muscles. Berkeley considered sight to be the language of touch and thereby emphasized his iconic character. In his concrete psychological analysis of visual perception, Berkeley expressed several valuable ideas, indicating, in particular, the participation of tactile sensations in the construction of the image of three-dimensional space (with a two-dimensional image on the retina).

The analysis of the sensory features involved in the construction of the image of a thing, its shape, movement, etc., touched upon the features of perception that had been little studied in previous theories, but this analysis served as the basis for Berkeley's subjective-idealistic doctrine that consciousness is what gets there through perception.

## **28. THE FORMATION OF FRENCH EMPIRICAL PSYCHOLOGY IN THE XVIII CENTURY**

In the era of the Enlightenment, French empirical psychology was actively developing, the distinctive features of which were attention to the problems of the activity of human consciousness and its dependence on social conditions. The French sensationalists opposed any doctrines that regard man and nature as a subject, to which certain forces not influenced by experience and reason can influence. The development of psychological thought and the study of consciousness went in two directions. In the first direction, whose representatives are Condillac, Lamettrie, Cabanis, the psyche was defined as a function of highly organized matter - the brain, which facilitated the experimental study of those phenomena that had previously been defined as the creation of a soul that had a bodiless, divine nature. The second direction, represented by Helvetius theories, J. J. Rousseau, D. Diderot, represented the individual psyche as the result of the influence of social conditions, customs and customs, the spiritual world of people, driven by the own energy of cultural creativity.

The theories of the French materialists of the Enlightenment had a significant influence and prepared the ground for the further development of psychology, physiology, neurophysiology

and other sciences about human nature. In their theories, they affirmed the principle of human integrity, expressed in the indivisibility of the psychic phenomena and the brain that produces them, and also defended the inseparable connection of man with the social and cultural environment. In the teachings of the French materialists for the first time

environment and heredity were considered as the main factors determining the child's mental development and influencing the formation of all his abilities.

French sensualism proclaimed sensory experience the only source of rational knowledge about the world around us and proved that the empirical study of connections within the psyche, and not speculative theorizing on this subject, is the only true source of obtaining scientific knowledge.

## **29. TEACHING ABOUT THE FEELINGS OF E. E. CONDILLAC**

The French philosopher Etienne Bonnet de Condillac (1715-1780) distinguished only one source of experience - sensation, and the primary sensation on which all human perception is based and, therefore, experience, is the sense of smell. There is the following scheme for the formation of all mental abilities through the primacy of the sense of smell:

1) Stage one - there is a sense of smell and, repeatedly repeating, is interpreted as an experience that involves memory. Attention appears at a certain, stronger than in comparison with other sensations. With the advent of memory, two sensations are formed: the past and the present;

2) stage two - there is a judgment, also based on sensation, since attention to the two sensations gives a comparison;

3) stage three - the emergence of need based on the comparison of two sensations - pleasure and displeasure, which are closely interrelated, since without the knowledge of the second it is impossible to understand the first. However, one can understand the difference between them only by comparing them, and the comparison is the result of sensation;

4) further on the basis of need arises imagination, the task of which is reduced to the restoration of the image, the corresponding need;

5) on the basis of need, will and will are created;

6) the interaction of the organism with the environment is also realized through the sensation, which this time is the touch. It is through the force of the organism's influence on the object or, conversely, the object on the body that the inner living of this influence, i.e., the inner sensation, appears first, and then, through the projection of these internal sensations, understanding and understanding of this object appear as part of the environment.

The understanding of Condillac's thinking is based on the positions of materialistic sensationalism, and no distinction is made between thinking and feeling. Moreover, thinking is not only based on sensation, but it is a kind of sensation itself.

## **30. REASONS FOR DIFFERENCE OF MENTAL HUMAN ABILITIES BY K. HELVETCHI.**

K. Helvetii (1715-1771) set as his task the identification of the causes of differences in the minds of people. The theory of Helvetius has the following propositions.

1. The ability to sense and preserve these sensations, that is, to memory, is a person's innate.
2. Sensations are the basis for all other human abilities.
3. Attention is the basis for performing any mental operations, since it causes a comparison of ideas.
4. Attention is based on an effort, which, in turn, results from the person's interest in something.
5. Interest is the driving force and forms a person's desire for happiness, which is defined as physical pleasure.
6. Physical needs determine and determine all human actions, actions and thoughts, as well as certain emotions, such as friendship and love.
7. The quality and perfection of the sense organs, through which the innate ability to sense is realized, does not affect the difference in people's thinking, because people have the same initial level of ability to perceive sensations.
8. Inequality of minds does not lie in the differences between culture, geography, nationalities, food and temperament.
9. The reason for the differences is neither innate phenomena, that is, sensations, nor an objective environment, but something that is subjectively acquired, and it is this which determines these differences.
10. The subjectively acquired phenomenon of the human psyche are passions, which are the driving force of thinking, and random, nonobjective external influences, that is, the case.
11. The passion that drives man to action, that is, the development of his thinking abilities, is the desire for glory. At the same time, passion is the result and result of education, and, moreover, it is the sublimation of physical pleasure.
12. Thus, education and in case there are two reasons for the differences in mental abilities of different people.

### **31. THE CONCEPT OF EDUCATION Zh. Zh. Russo**

Zhan Zhak Russo (1712-1780) - a thinker, philosopher, writer, created the first in the history of psychology, holistic child's education and development system, summarized in his book "Emile" all existing before that views on this issue. Rousseau put forward the following principles for the development and education of the child.

1. Always take into account the individual differences of the child and the adult educator should know the features of the development of each child in order to adequately apply this knowledge in the process of education.

2. In addition to individual differences, there are common features of all children associated with a particular stage of age, and these features must also be well-known educator.

Rousseau created the first periodization, which includes 4 stages,

1. The first stage - from 0 to 2 years, the main task here is the physical development of the child.
2. The second stage - from 2 to 12 years, the problem - the development of sensory abilities of the child, and above all the ability to sensation, since it is the basis for the formation of a sense of the child's thinking.
3. Third period - from 12 to 15 years - should be devoted to child education, as the basis of thought - feeling - has already been formed.
4. The fourth period, lasting from 15 years to adulthood, is the basis for laying the basic values, norms and concepts, as in this period the child begins to actively shape the sensual realm, which is caused by the accumulation of a certain life experience. The most important task is to develop correct, good feelings and judgments, as well as the ability to volitional action.

The historical significance of Rousseau's theory is that it was first attempted to scientifically explain the psychological nature of the child and given first in the history of the psychology of age periodization of mental development. Although the theory of Rousseau does not take into account many factors that affect the formation of the child's personality, it was the basis for further developments in the field of psychology.

### **32. DOMESTIC psychological thought in the Enlightenment .**

Russian psychological thought in the XVIII century. It developed under the influence of the ruling feudal serf system. All thinkers in his writings have been fighting with the state ideology of serfdom and the most important task of becoming a man in humanistic studies, scientific manner, seeking to root out from the depths of society all sorts of superstitions and prejudices.

V. N. Tatischev in his works developed the idea according to the child's mental development of education and training. The source of the individual mind, he considered the experience of other people, which is transmitted through language and writing.

Mikhailov, in his book "The Science of Soul", became the first Russian book on psychology, systematized all the baggage of psychological knowledge, based on the empiricism of Locke and describing specific, measurable experimental study of the phenomena of the human psyche - the feeling, the will, thought as representations of the association.

MV Lomonosov put forward a three-component theory of color vision, explaining the sensation from a materialistic point of view, as a result of the impact on the human senses objects of the environment.

A. N. Radischev University developed the ideas and put forward the following psychological ideas.

1. Man - a coherent body having a plurality of different and sometimes opposite to each other characteristics.
2. The soul is not considered as a set of feelings, thoughts and vitality and performing the function of vital organs - the brain and nerves, can not be independent, since its existence is not possible without these organs.
3. The individual consciousness is formed due to the leading role of language and speech.
4. Development of abilities is due not only education, but also the influence of nature. In addition, each person is unlimited in its perfection.
5. Will due to the attention that is the expression of thought, and helps a person cope with their passions.
6. The soul as such is not endowed with immortality, but its ability to "mind" is indestructible, eternal.

### **33. GERMAN empirical psychology in the XIX V. CONCEPT I. F. Gerbarta**

I. F. Gerbart (1776-1841), founder of the German empirical psychology, puts forward the following points about human nature.

1. The subject of any psychological research are facts of consciousness and methods of their study - observation of others, self-observation, products of activity analysis, but is not an experiment. To obtain reliable evidence requires the use of mathematical methods.
2. The simplest elements of mental representations are defined as occurring under the influence of external objects, images perceptions.
3. There are three levels of consciousness, each of which holds a corresponding to it in the degree of clarity of presentation:
  - a) clear consciousness (apperception), which are presenting content with the maximum degree of clarity;
  - b) mind (perception) accommodating a less clear views and images;
  - c) the unconscious, ie. e. the area of consciousness, which has in its structure representation, suppressed contents of the other two levels.
4. Each, at a certain level of consciousness representation can move from one level to another at different times.
5. Human consciousness is always dynamic, it is not passive, and inside it there is always a more or less conscious submission.
6. There are the following reasons for the intensity of the degree of clarity of presentation and finding it to one of three levels of consciousness:

- the power of impressions due to the level of its importance to the subject;
- absence of obstacles (e.g., a strong impressions);
- previous experience of the subject, his past experiences, which merge with a new consciousness of the impression received by the called -apperceptions ".

7. Emotion and will as separate phenomena are not present in the mind and representations are the result of interaction between a tightness through the mind of one or more of them, and it causes a feeling of displeasure and a sense of pleasure, if there is elimination of this constraint.

### **34. ENGLISH ASSOCIATIONIST PSYCHOLOGY In the XIX in .**

Associationism in the XIX century. developed under the strong influence of the natural sciences, physics, chemistry and biology, and also had a close relationship with the philosophy of positivism. In its development associationist psychology went through three stages.

1. The first stage - the beginning of HC in. - flowering of associationism, when they were created and developed the classical theory of the main provisions of this concept. The main representatives of this period is T. Brown and John. Art. Mill.
2. The second stage - mid-HC in. - the critical period when there was a revision to the views of classical associationism on the subject and methods of research, which contributed to the beginning of its crisis. This was evident in the theories of John. Art. Mill, A. Bam.
3. The third stage - the end of HC in. - the crisis of classical associationism due to have taken place in the previous step changes in attitudes, in the area of psychological research is introduced experimental method. Representatives of the period considered H. Ebbinghaus, Tsigen T., H. E. Spencer.

Associationist merits are:

- introduction to the field of psychological knowledge and the further development of the concept of an experienced, in vivo formation of the contents of consciousness that has stimulated the development of pedagogy and the formation of many training and development laws;
- introduction of the concept and theory of association, which also had a significant impact on the study of the laws of knowledge acquisition and learning;
- "legalization" of self-observation and experiment as a basic research methods in psychology.

In this concept, the following weaknesses and errors:

- recognition of the only experienced, formed in vivo phenomena and contents of consciousness, removing them from the feelings and sensations, denial of innate characteristics of man as having sufficient influence on its development;



- the concept itself descriptive, lack of funds to explain the processes and phenomena of spiritual life;

- the rejection of the study of thinking, abilities, characteristics of individual behavior without tying them to the phenomenon of association or the area of feelings and sensations.

### **35. THE DOCTRINE OF ASSOCIATIONS T. Brown.**

Concept T. Brown belongs to the first period in the development of associationism of the XIX century., It contains the basic ideas assotsianisticheskoy psychology. Brown puts forward the following ideas about associations, consciousness, thought, feelings.

1. At an appearance in the minds of an association affect the physiological characteristics of an individual, such as natural inclinations, his state of health, as well as features produced by an external object impact on the senses (namely, their strength and novelty), which, in turn, produce a feeling .

2. The process of thinking is defined as an extension of the many available subject to experience erratic associations that which best corresponds to the solution of the problem.

3. <sup>TM</sup> psychic phenomena are not subject to the material substance of the body, particularly the brain, and there on its own, internal laws, which only opened in introspection.

4. All mental operations are divided into two types: the first type - unions, or simple suggestion, and their bases are localized in different areas of the brain, the second view - relative suggestion - all other communications.

5. The method of introspection is the only true method of investigation of consciousness.

6. The mechanistic explanation of psychic phenomena: a complex psychic phenomenon always be reduced to the sum of its simpler.

.. 7. biologizing understanding of human needs, ie, the recognition of the primacy of the vital need for sleep, rest, food, and to classify them in the field of sensory processes of consciousness on the basis of the definition of the needs of both the association between the two feelings - a sense of dissatisfaction as a response to hunger or other incentive and the desire to satisfy this feeling by any subject or object. 8 by the interaction of these two senses an association and, therefore, need some kind.

### **36. J. ASSOTSIANISTICHESKAYA CONCEPT. CT. Milli**

J. Art. Mill (1773-1836), English historian and economist, is the representative of classical associationism. They are approved by the following operation of the laws and features of the human psyche.

1. Consideration of consciousness with a mechanistic point of view, as a machine functioning on the basis of the laws of association and has no innate ideas, only ideas and concepts derived empirically and formed from elementary sensations.

2. All ideas and concepts are formed only on the basis of sensations according to the laws of association, which allows ideas and concepts change, communicate and grouped together.

3. Isolation of the three basic laws of formation of associations:

- the process of nucleation and order their ideas through the association with the original sensations depends on the state and about the existence of the originals of these ideas - a sense of themselves;

- the strength and activity of the associated sensations: the more original, the more likely secure him any ideas;

- repetition frequency directly proportional to the sense of the formation of ideas: the more often repeated the same original feeling, the more likely consolidation of appropriate ideas for him.

4. Description of intellectual activity, in particular the memory, as the gradual process of recall through association:

- the first stage - the emergence of some emotional presentation, interpreted by the individual as a task to remember anything;

- the second stage - the production of active associations of various nature and content, follow each other, and the analysis of each of these associations for compliance with the original submission;

- the third stage - to find already existing in the minds of the idea, which corresponds to or is associated with the source, requiring the recall performance, and therefore, remembering that the submission based on the idea found.

### **37. D. Ben associative psychology.**

Alexander Bain (1818-1903) is the third and final stage in the development of associationism. In his theory, there is a number of derogations from the provisions of the previous stage, in particular the understanding of the association as a creative process, the doctrine of accumulation of experience by means of trial and error, and others. A. Ben puts forward the following ideas associative psychology.

1. Consideration of the processes of consciousness through their connection with the bodily organization and the study of the phenomena of life and mental levels, which have a direct and obvious connection with the physiological part of the body and minimally dependent on consciousness. Such phenomena of the human psyche are reflections, skills and instincts. Previously, these phenomena did not attach so much importance and merit of A. Ben that he did these things the subject of in-depth study, thus expanding the area of the study of psychology, which previously was limited solely to the study of the phenomena of consciousness.

2. The method of research - observation and, based on the description of the facts.

3. Arbitrary movements are seen as spontaneous and have the cause of origin in the activity of the nervous system. With the introduction of a field of study of the concept of spontaneity there is the concept of creative activity,

4. Way of habit formation is through the association between any movement, perfect body, and a feeling caused by this movement. The mechanism of formation of skill reduced to the occurrence and its association with the fastening means of selection of sensations, t. e. unsuitable dropout and preservation of all present suitable to experience sensations by trial and error.

5. The doctrine of associations Bene is the main point of his departure from the classical associationism, since the concept of the creative association as the mind's ability to make new combinations, other than those which were formed by experience. Changed the very concept of the association, previously explained as a combination of previous experience.

### **38. Evolution assotsianizm Herbert Spencer**

Herbert Spencer (1820-1903), English philosopher, in his theory brings together psychology and biology, using to explain the processes and phenomena of the psyche and behavior of the doctrine of biological evolution. The subject of the study should be not only the consciousness in psychology, but also the behavior, considered as a connection between consciousness and the environment. The task of psychology - the study of the relationship and association of behavior with consciousness. Spencer's doctrine of the psyche contains the following main points.

1, due to the specific mental Occurrence environmental and living conditions, ie psyche is a mechanism of adaptation to changing environmental conditions, its task -.. Adaptation of internal to external relations.

2. Mind is the highest stage of human mental development, as there is not at once, but gradually, and the mechanism of its occurrence are increasingly complex in the process of evolution of the universe living conditions.

3. The initial stage of mental development is the emergence of sensations caused by irritability, and on its basis is formed by any other, more sophisticated means of mental life.

4, All the money of the individual adaptation to the environment are in the field of two mental entities: a feeling, a memory, the will, the mind, the intellect is conscious and is the highest form attachments and reflexes, instincts and skills - in behavior and understood as automatism, that is. e. the lower forms of adaptation.

5. Association - the mechanisms that contribute to adaptation and the individual adaptation to the environment.

6. Consciousness is not - a clean sheet, "and is composed of both communication formed under the influence of external objects and is the result of accumulated during the life of the individual experience, and connections that are hereditary in nature.

7. Mind, intellect, being the highest form of adaptation is crucial for successful adaptation and survival of the organism in a constantly changing environment.

### **39. INFLUENCE evolutionary theory of Charles Darwin TO DEVELOPMENT OF PSYCHOLOGY**

The evolutionary theory of Charles Darwin shows the following main points.

1, the main factor in the survival of organisms are constantly threatening their survival environment is natural selection, which forces the individual to adapt and at the same time ruthlessly destroys everything that was unable to cope with the difficulties of the environment.

2, in the course of evolution to survive those who could most effectively adapt; while survivors of the struggle for existence pass on their properties to posterity.

3 Because natural selection cuts off all unnecessary life, it destroys and mental functions that are not conducive device, ie. E. The organism is considered as psychic adaptation element to the external environment.

Darwin's theory has had a strong influence on the development of psychology, and was one of the prerequisites for the formation of psychology as an independent science.

1. Change the subject of psychology based on the ratio of the principle of "body - environment- with the study of consciousness of the individual in the study of its behavior in the environment, which is a factor in the determining of his mental life.

2. Introduction variability factor organism under the action of the external environment: the organism is not seen as a passive constant machine with formed physical and psychological functions, both active and constantly changing due to external factors entity.

3. The emergence of animal psychology as a branch of psychology that studies the differences of the human psyche and the animal on the basis of the origin of man and animal.

4. Development psychology, understanding the evolution of the child in terms of the general laws of human evolution and form the general laws of the optimal development of the child, such as knowledge of the so-called sensitive periods in the formation of each mental function when the external influence on it during this period provides the highest degree of .

5. The emergence of differential psychology, the subject of which was the study of individual differences between people and the factors contributing to

these differences.

### **40. DEVELOPMENT AND PSYCHOPHYSICS psychometrics. The Weber-Fechner**

Ernst Weber (1795-1878) was at the forefront of psychophysics and psychometrics. He investigated the dependence of sensations on the cause of their external physical stimuli, using the experimental method and mathematical calculations showed that the individual begins to distinguish the change in the strength sensation in the first place due to the difference between the strength of the first and second stimuli, with each type of stimulus may be a threshold different feeling, and this value is constant for each species.

Later Gustav Fechner (1801-1887) developed the laws of sensations depending on the strength of the stimuli that cause them and put forward the following ideas:

1. The difference between the sensations caused by two identical stimuli depends on the initial values of these stimuli,
2. Introduction of the term "threshold of sensation and the difference threshold" means the minimum difference experienced by the individual in his feelings when changing the strength and quality of the stimulus.
3. Introduction to the Weber-Fechner law, the essence of which lies in the fact that the intensity of the sensation is proportional to the logarithm of the intensity of the stimulus: to realize the increase in the intensity sensations in arithmetical progression, needs increase in the size of the stimulus in geometrical progression.

Due developed in the bowels of psychophysics and psychometrics theories and methods used study psychology begins its journey as an independent science. Used G. Fechner's method of mathematical calculations and derived on the basis of this method is the law of the sensitivity of the individual (the law Weber-Fechner) allowed to carry out the study of psychology, not based on speculation, but having a precise mathematical methods for testing and studying the relationship between mental and physical, including such thing as an experiment number, measure, and in the future to extend these methods and derived from them using the law and other sectors, and the field of psychology, such as the study of Crete riev decision-making, emotional states. Great response Fechner's theory found in psychodiagnostics.

#### **41. IMPACT OF STUDIES AND Helmholtz E. Pfluger TO DEVELOPMENT OF**

**PSYCHOLOGY** German Helmholtz (1821-1894) made a great contribution to the development of the actual physiology and the psychology of perception and feeling, dividing the psyche and consciousness he created the theory of perception and unconscious reasoning, the essence of which is as follows.

1. Perception compound subject to the law in the future matching specific stimulus, t. E. External object, causing a particular sense in the present sopredelennym experience in the past, when it is concluded compliance or non first and second unconscious during inference.

2. Unconscious inferences have a number of distinctive features:

- occur unconsciously, ie, without the participation of consciousness and thinking, and, accordingly, are not controlled by them;..

- are of an experimental origin through repetition;

- from the sensorimotor relationships arise between the visual sensation and sensation of eye movements during perception.

Edward Pfluger (1829-1910) conducted experiments on the frog, which has no anterior part of the brain, the purpose of which was to study the causes and factors that regulate the body's behavior. The results showed that the lack of as such neuromuscular connection between the body and the brain does not alter the specific behavior of the body in space, as if the water frog room she swam and crawled on the table. This meant that the cause of the body's

adaptive action is not in itself neuromuscular communication, and sensory function, which allows to distinguish between conditions and signals from the environment and change the behavior according to them.

3. Experiments Pfluger opened a special reason -psihicheskuyu. The distinction between what is happening in the external environment, and responding to what is happening in it, and is the fundamental purpose of the psyche, its chief meaning of life. Experiments researcher undermined the accepted notion that the psyche and consciousness -One same, and proved that, along with the knowledge has a huge area of unconscious mental (unconscious), which can not be reduced to the nervous system, or the system of consciousness.

#### **42. NATURAL SCIENCE BACKGROUND formation of psychology as an independent science.**

There are the following natural science prerequisites of formation of psychology as an independent science in the middle of the XIX century.

1. The gradual separation of psychology from philosophy, as there is a need for the separation of objects and methods of psychology, in particular, focus on empirical methods of cognition, whereas the philosophy of being more than a theoretical science, rather than practical, could not provide the necessary tools of psychology.

2. Introduction to psychology based on the historical need to find their own, different from the philosophical method of knowledge of new methods of research, in particular, borrowed from the natural sciences experimental method and mathematical method of calculating the results of experiments.

3. Active development of physiology at the beginning of the XIX century, which, having a specific subject of study -human body and studying the structure of its bodies, put psychological functions depending on the features of its anatomy and explain the causes and mechanisms of its functioning not as a consequence of the effect of a particular organization and the soul which is a certain incorporeal and divine substance, but as entirely dependent on the characteristics of human anatomy and physiology. Not at the level of theoretical research, but directly in the experiment proved the dependence of certain aspects of human behavior on the physiological, t. E. The material, factors.

4. The emergence of an evolutionary approach to understanding human nature [the theory of evolution of Darwin, evolutionary essotsianizm D, Spencer) resulted in a change of views on the understanding of the human psyche and the resulting psychological problem.

This state of affairs in science could not but have an effect on the underlying psychology views and ideas, particularly on the received notion of the soul as a substance that controls the body, or at least having some imperishable nature.

#### **43. The trend in the development psychology as an independent science in the late XIX - early XX century.**

The formation of psychology as an independent science was made possible thanks to its gradual transformation from a descriptive science to an experimental science. The year of birth of psychology is considered to be 1879, the birthplace - psychological laboratory at the

University of Leipzig, and -ottsom "- German psychologist Vilgelma Vundta, who introduced the method of psychological science experiments and created his experimental psychology. Development of scientific psychological knowledge 8 this period can be divided into three areas.

1. Experimental Psychology Wundt, the subject of which was the study of consciousness by expanding its content into simple elements and their subsequent analysis. In Germany, Wundt's experimental methods developed in H. Ebbinghaus experiments on memory research. In Europe, there is the Würzburg school of Professor O. Yuolpe, the subject of its study becomes a way of thinking. In America there is structuralism 3. Titchi Nera understanding the concept of consciousness.

2. The development of other branches of psychology, using the experiment as a basic research tool:

- differential psychology F. Galton in England, studying the specifics of the differences between people;

- test method developed by British researchers A. Binet and Spearman, American scientists R. Cattell and Art. Hall, who on the basis of these methods creates the science of child development - pedology;

- the formation of psychology as an independent field of scientific knowledge;

- new nauo psychotechnics or industrial psychology, which were pioneered by Phil Taylor and Mr. Myung-sterberg.

3. The development of functionalism F. Brentano as the enemy of experimental psychology V. Bukdga and all assotsianisticheskogo trends in psychology as a whole. Further development in this direction is carried out America pupil Franz Brentano V. James.

#### **44. experimental psychology Wundt**

B. Vuidt in his experimental psychology concept has developed the concept of the object, method and tasks of psychology as a science.

1. Subject of psychology - not the behavior and activities, and the man himself, his inner being, ie, consciousness and its contents -.. Simple elements (feelings and emotions), resulting in the immediate experience of the individual.

2. The task of psychology - with the help of an experiment to study the simplest elements of consciousness and relationships between them through their selection using the method of introspection, the nature of the establishment of laws and finding this connection.

3. Methods of psychology - introspection as a special procedure that requires specialized training and ability to get away from everything external and focus on the very essence of consciousness, and the experiment as a way to clarify the data obtained in the course of self-observation.

4. Experimental Psychology is divided into two branches, with different methods and objects of study:

1) Psychology of individual consciousness, where the object of study through the method of introspection are the simplest elements of consciousness;

2) . where the object of the study are higher mental functions and mental development of different peoples, and methods of their study are ethnological observation and analysis of the products culture, language, myths, mores.

Understanding of consciousness and associations in Wundt is as follows:

a) Consciousness is active, has a different degree of clarity and different amounts.

b) The main objective of the study of consciousness is to study its contents by expanding the consciousness itself in the course of introspection to the smallest, further indivisible particles, and hence the understanding of the mind as a set of simple mental elements.

c) Any association is a passive process that takes place without the participation of the subject and its consciousness, but his product is new, is not reducible to the sum of its elementary particles phenomenon.

d) In contrast to the association, there are so-called apperceptive communications that take place with the active participation of consciousness and is its specific function, outwardly expressed in the attention.

#### **45. HISTORICAL ROLE OF THE CONCEPT Wundt in developmental psychology as an independent science**

1. Released in 1874 the main work of Wundt the bases of physiological psychology- marked the official beginning of the period of development of psychology as an independent science, as in this book, Wundt creates the concept of psychology, paying more attention to the subject, methods and objectives of this science.

2. In 1879, Leipzig University's first scientific psychological laboratory was founded .....

, and it is this year is usually considered the year of birth of psychology as an independent science.

3. Wundt created the world's first own psychological school, developed to the world scale, which for other scientists and researchers served as an incentive to create their own schools, subsequently enriched psychology and expanded the areas of its application.

4. With the participation of Wundt, the first Institute of Experimental Psychology, having its own training course for the profession, as well as the first psychological journal "Psychological Research" is being created. Psychology gets its own scientific means of propagation and implementation of developed ideas and concepts.

5. Bush officially introduced the experiment into psychology, applying it as the main method of investigation.



6. Wundt, using the concepts of experiment and experience, introduced into psychology exact criteria for the scientific and reliability of the obtained psychological fact - objectivity, repeatability and verifiability of the experiment by any other researcher, and it is on the basis of these criteria that any psychological research is constructed to this day.

7. The introspective orientation and orientation towards the elementaryism of Wundt's concept gave rise to many discussions in the scientific community and stimulated various experiments and studies refuting some of his teachings, and these debates and discussions served the development of other concepts and theories that later enriched psychology as a science and expanded its boundaries.

8. Scientific and organizational activities of Wundt played a decisive role in the development of psychology as an independent discipline.

#### **46. RESEARCH G. ABBINGHOUSE AND THEIR IMPORTANCE FOR PSYCHOLOGY.**

Hermann Ebbinghaus (1850-1909) was the first to apply the method of experiment to the study of higher mental functions, in particular memory. Ebbinghaus' experiment consisted in using meaningless syllables to study the volume of memorization. The following laws of memory were formulated.

1. The amount of memorization that a person can easily reproduce after a single reading of the material is 6-8 meaningless syllables.

2. The more number of units in the list, the more time it takes to remember it.

3. The quality and specificity of remembering information is affected by the effect of the stimuli at the beginning and at the end of the total material are remembered more easily because they experience the inhibitory effect of other syllables only on one side.

4. There is a curve of forgetting information: most of the learned material is forgotten in the first time after memorization, and the more time after that passes, the less information is forgotten, the non-recurring material is forgotten more quickly. Memorizing and memorizing meaningful material occurs 9 times faster than unrelated syllables.

6. With an increase in the memory load, the workability decreases, so it is optimal to divide the time required for learning by several short steps.

7. Training in memorizing one material raises the memory quality of the other.

Ebbinghaus' experience in the study of memory expanded the subject of studying psychology, since it was previously thought that memory is a complex function of consciousness, and therefore it is impossible to apply experiment to its study. The experiment began to be used as the main method of investigation. Conclusions and laws of memorization of material, formulated by Ebbinghaus, had applied value for many branches of psychology; in pedagogy effective methods of teaching, tests of intellectual development on the principle of unfinished sentences were created. The task of the experimenter is now not to study the introspective statements of the subject, but to observe and analyze his behavior.

## **47. EXPERIMENTAL PSYCHOLOGY V. WUNDTA IN WYURZBURG SCHOOL.**

The founder of the Würzburg School, Oswald Külpe (1862-1915), was a student and assistant to W. Wundt and used in his studies a method of introspection to study the phenomena of human thought. The Würzburg School has put forward the following statements and ideas on the understanding of the phenomena of thinking, which in many respects differ from the classical views of Wundt and thereby cause serious criticism on his part.

1. The use of the method of "systematic introspection" for the study of higher mental processes: the identification and study of individual phases in the process of thinking, in which the subject, in addition to recognizing and expressing a certain judgment (as an answer to the task posed), describes the processes he understands, preceding the final act of thinking, that is, a judgment.

2. Introduction of the concept of "determinative tendency", or "the installation of consciousness," which means that the result of the task is largely due to the pre-emergence of the individual's performance, his condition before starting work.

3. Description of thinking as a process of solving a problem based on a special psychological mechanism that contains a number of variables:

- motivational setting for the commission of an action, caused by the emergence of the need to solve the problem;

- target, i.e. determining deterministic tendencies;

- procedural, determined change in the search for operations necessary to solve the task and sometimes having an affective character;

- non-sensory, having in its composition not sensual, but mental components.

4. Mental action is regarded as an act that has its own determination (motive and purpose), operational-affective dynamics and composition.

5. In the process of thinking, feelings and sensations do not play a significant role, since there are such contents of consciousness that do not depend on visualization, that is, visual images are not necessary for understanding.

6. The activity of consciousness, its processuality, understanding of thinking as acts of a different type came to the fore: awareness, judgment, establishment of relations, grasping of meaning, etc.

## **48. DEVELOPMENT OF EXPERIMENTAL PSYCHOLOGY IN THE STRUCTURALISM OF E. TITCHINER.**

E. Titchener (1867-1927) developed the Wundt traditions in America and his understanding of psychology as a science of direct experience. He called his science structuralism and insisted on contrasting its actively developing at that time in America, the functionalism of

Brentano and James. Titchiner advanced the following ideas regarding the research apparatus of psychology (subject, methods, tasks, goals).

1. The subject of structural psychology is the structure of consciousness, understood as an aggregate of individual elements that have an elementary nature and which can not be further analyzed.

2, The goal of structural psychology is to study the structure of consciousness through the study of these elementary particles, that is, to study the ways of structuring them and compiled as a result of various combinations, when the researcher needs to answer the question of why such a combination is being created.

3, The following tasks of psychology as a science are proposed:

- decompose the state of mind into the simplest constituent parts;
- to find the laws of the connection of these parts;
- bring these laws into connection with the physiological organization.

4. The method of investigation should be introspection, but its essence in Titchiner is that the subject must reach the "pure content of consciousness" without interfering with the physical characteristics of the stimulus ("stimulus error"), substituting the phenomenon itself and those immediate sensations that the subject feels This method is called analytic introspection, and Titchiner's structure contains the following ideas.

1. Sensations, images and feelings are the primary elements of consciousness and the basis for constructing any complex combination.

2. Sensations and feelings are of quality, intensity, clarity and duration.

3. Images appear in consciousness as traces of previous sensations and have more or less distinctness.

4. Attention and thinking have a sensory nature and do not contain a new elementary process, that is, a third "extra-sensory" unit, which determines the character of the course of the thought process.

#### **49. F. GALTON'S DIFFERENTIAL PSYCHOLOGY**

The basis for the emergence of differential psychology and its further development as a separate independent branch was experimental psychology, in which the problems of studying the general laws of consciousness and the psyche were solved, and the individual differences acted as a side effect of the experiment. The pioneer in the study of individual differences was the pupil of Charles Darwin, the English biologist and anthropologist F. Galton (1822-1911). Galton's differential psychology contains the following basic ideas:

---

1. Mental abilities, as well as physical attributes, are inherited and can not be the same for all people.
2. The distribution of abilities in society occurs from the point of view of deviation from the average value, and this deviation is determined by hereditary factors: in the general number of people, a large part usually has an average level of abilities, and a smaller part is high.
3. The development of individual human abilities is not affected by the environment, education, culture and society as a whole. There is only an innate desire for science, endurance, perseverance, strength of mind, individual health, birth independence in judgments, etc.
4. Using various methods of experimental research: questioning (interviewing outstanding people in England), biographical method (studying their biographies), measuring the physical data of the subject and his sensorimotor qualities, statistical methods for accurate calculation of results, tests for assessing the mind.

The historical significance of Galton's theory:

1. The problem of genetic preconditions for mental development and statistical methods of their investigation was posed.
2. Introduction of methods of variational statistics (the method of calculating correlation through variables), which led to the further creation of many valuable mathematical techniques and the emergence of the method of factor analysis.
3. The use of tests marked the beginning of the science of psychotechnics and the widespread use of testing methods in other areas of psychological knowledge.

## **50. DEVELOPMENT OF TEST METHODS IN PSYCHOLOGY**

By the beginning of the 20th century, test methods of research continue to develop actively, and their use in differential and age psychology begins with the aim of studying the individual mental characteristics of children.

Charles Spearman {1863-1945} developed a method of statistical calculation of experimental data through correlation analysis, subsequently called factor analysis. A general, common for all abilities factor was identified, called the g factor, which determines the differences in the abilities of the subjects. This gave the ground for further development of the direction, and after it emerged theories of multifactorial analysis, which were developed by Guilford, Thurston, etc., as well as factor models of intelligence.

Henri Wiene (1857-1911), a French psychologist, developed a test scheme called "Metric scale of intellectual development", whose goal is to differentiate mentally retarded children from the inherent nature of the defect from simply lazy but intellectually preserved through the diagnosis of attention, memory, thought and their components - spatial orientation, general awareness, vocabulary, accounts. Therefore, the first tests for the study of intelligence, introduced the concept of chronological age, ie, the biological age of the subject at the time of the test decision, and the mental age - the value (score) showing the result of passing the test,

and later the notion of an intelligence coefficient that is equal to the ratio of biological age to chronological in percent.

J. Kettel (1860-1944), an American psychologist, developed about 50 tests measuring various characteristics of the intellect: the amount of attention, sensitivity of various kinds, the speed and reaction time spent on the name of colors, the number of sounds reproduced after a single listening, reading skills. The volume of attention was studied with the help of a tachytoscope, which determines the time of perception and naming of various objects - forms, letters, words, while the amount of attention fluctuated within five objects.

## **51. DEVELOPMENT OF THE SCIENCE OF PSYCHOTECHNICALS IN THE BEGINNING OF XX V**

In the early XX century. in connection with the serious growth of industrial production and the economy, on the basis of experimental psychology its applied field, psychotechnics, or industrial psychology, whose main task is the study of the psychological foundations and mechanisms of labor in production, begins to develop. The term "psychotechnics" was introduced by the psychologist of the Würzburg School V. Stern, and the separation of this direction into an independent field of knowledge is due to the works of the German psychologist G. Munsterberg.

Psychotechnics studied the following problems, which are also its tasks: the problem of fatigue in the work process, the determination of the optimal duration of working time, the study of the characteristics of the impact (the psychology of influence), the problem of competent management of subordinates from a psychological point of view, the questions and organization of industrial training, adaptation of technology to psychological the possibilities of man, the study of methods for the analysis of professions, the definition of proficiency, the professional selection of personnel for the enterprise, ration.

In the solution of the problems of psychotechnics, the following tests were widely used.

1. Studying of various abilities of the candidate at professional selection and vocational guidance: level of development of memory, thinking, attention, general intelligence and other functions.
2. Analysis of the requirements of the profession to the neuro-psychological functions of the employee: the speed of response, the time spent solving the problem, and an overall assessment of the suitability or unfitness of the employee for the work that he performs.

The use of test methods in psychotechnics had an impact on the development of psychology in general, since the results of introspection now faded into the background and were not interpreted as the main result of the study, but were only an indicator of how much the internal state of the subject, when performing the experimental task, corresponds to his state in real conditions labor process. The prerequisites for an open "crisis" begin to form in which psychology entered the 1920s and 1930s. the past, the twentieth century.

## **52. REGISTRATION OF AGE PSYCHOLOGY IN THEIR SELF-DIRECTION**

For many centuries, the study of the child's mental development and the creation of concepts of upbringing was carried out along the lines of philosophy (Ya. A. A. Kamensky, J. Zh.

Rousseau, J. Locke A. Ben eid.) And natural sciences that studied the child from the point of view of physiology, biology and medicine (the work of Charles Darwin). At the end of XIX century. began to be preconditions for the formation of age psychology as an independent branch of psychological science.

1. Development of ideas of development in biology, in the evolutionary theory of Charles Darwin.
2. The active development of psychology as an independent science, the development of experimental, differential psychology, the laboratory experiments of W. Wundt, the study of the memory of H. Ebbinghaus, the study of the individual differences of F. Galton.
3. The appearance in the channel of experimental psychology of objective scientific methods of research, experiment, the use of mathematical methods to verify and analyze the results.
4. The transition of psychology from theoretical science to practice and the practical application of accumulated knowledge, in particular the application of this knowledge in the field of pedagogy and education, that is, the emergence of a close connection between psychology and pedagogy, conditioned by the requirements of time and the development of society.

Age psychology as an independent science appeared at the intersection of two other sciences - psychology and pedagogy. The goal of child psychology is the development of objective general recommendations on the methods and methods of instruction at each age. In accordance with this goal, child psychology was faced with the task of studying the mechanisms and stages of mental development common to all children.

The book of V. Preyer "The Soul of the Child" (1882), based on the evolutionary approach, is the first systematic work in the field of age psychology and contains a complete description of the stages and stages of the child's development from birth to 3 years, and also studies the causes of individual differences in children, the main of which is biological heredity.

### **53. PSYCHOLOGICAL CONCEPT OF INTENSITIVE ACTS F. BRENTANO**

The Austrian philosopher and psychologist Franz Brentano (1838-1917), while opposing both the structural structural theory of Wundt and associative psychology, created his psychological theory and program for the development of psychology as an independent science, called functionalism. It contains the following key ideas.

1. Superior quality consciousness - intenziokalnost, or a special kind of activity, as a result of which it always interacts with any object, and is directed at him. Contents of consciousness are .- \*; sensation and perception, and intentional acts, containing the object with which they interact.
2. The subject of psychology - not the content, and the acts of consciousness.
3. The task of psychology as a science - the study of intentional acts of consciousness and a description of how the mind works, not what it consists of.
4. There are three main forms of intentional acts (or acts of the activity of consciousness):

- acts of submission - they are leading and are defined as the process of presentation of the consciousness of the subject. This perception, imagination, notion;
- acts judgment process which assesses object truth or falsity;
- acts of the senses, which are the emotional value of the object in terms of its desirability or otvergaemosti subject.

#### 5. The method of investigation of intentional acts -

not an experiment, but a thorough impartial and direct internal observation of the occurrence of such acts.

At some idealistic theory intentsiokal™-governmental acts of consciousness of merit F. Brentano is. that he introduced into psychology the study of consciousness is not in its content and in its procedural aspect, and also pointed to the activity and the objectivity of consciousness, which gave impetus to the development of this aspect of the study of the subject. His ideas influenced the Würzburg school, set itself the task of studying the procedural™ thinking, led to the development of new experimental methods for the study of consciousness, in particular, the phenomenological method.

#### **54. psychological ideas JAMES B.**

Vilyam Dzheymys (1842-1910), an American psychologist, founder of the first American laboratory, founder of the American direction in functionalism, created by Austrian psychologist Franz Brentano and competing with structuralism E. Titchinera.

Theory of emotions. The main idea of the theory is an indication of the link between emotions and physiological manifestations, but from the back side, ie. E. No physiological change occurs under the influence of emotion, and emotion is born from the corresponding physiological activities, such as sadness born of the physiological process of mourning.

The theory of consciousness. The subject of psychology is consciousness, but not from the point of view of studying its structure and mechanisms of connection of its elements, as postulated school Wundt, and studying his work, the study of the laws and mechanisms that explain the specifics of its functioning. Consciousness has a number of characteristics:

- integrity, ie, the absence of any ligaments within the consciousness..
- continuity, constant movement, called "stream of consciousness, when there is more or less accurate awareness of any external (objects, things) and internal events {thoughts, feelings, sensations);
- the dynamism, the constant variability of awareness even familiar things;
- different intensity and clarity of awareness of the phenomena and objects;
- selectivity, selectivity in the awareness of both external and internal images and decrees, and what kind of image will come to the fore, that gives rise to the wishes and interests of the individual.

A method for studying the function of consciousness - only direct self-observation, introspection, in which the individual elements are not open, and the whole specific state of mind, changeable at any given time.

The ideas of James caused the formation of approach to the study of consciousness not as a structure as well as the most important functions of the body - consciousness is interpreted in a new way, in terms of its adaptive function.

## **55. Theories of Personality JAMES B.**

B. James is known in psychology as the creator of one of the first theories of personality. Key aspects of this theory are as follows.

1. Personality of James, has two sides: "empirical self", ie, the known and defined as a person, and the "pure I" that knows the world and ourselves...

2. Structure -empiricheskogo I ":

- physical person, which includes its own bodily organization, clothing, as well as home, family, materialnoesostoyanie;

- social personality, understood as the recognition of the other people in our personality as well as his social roles. This means that a person has many social personalities, how many social groups it psychologically included;

.. - a spiritual person, representing the unity of all spiritual qualities and conditions of the person: mind, emotions, desires, etc., and the core component of this is a sense of activity Ya

3. Isolation of the individual in the structure of such an important phenomenon as the self-esteem, which, according to James, consists of self identity, its claims and external influence, namely the success in implementing the claims.

4. The self-confidence level can be calculated by the formula:

The historical significance of understanding James W. personality is that, firstly, it was the first in the history of psychology and the theory of personality, and secondly, it looks at the person as a spiritual entity that develops itself, have had a major impact views on existentialism adherents and thus to create their existential personality theories.

## **56. "Open crisis" in psychology 20-30th. XX CENTURY**

In the early XX century.in various sectors of the psychology of the mass was performed studies that a new answer to the main question of this science. Psychology as a science of consciousness begins to undergo changes in its object, which resulted in the emergence of the crisis in its development. Prerequisites contributing to the crisis-open ":

1) understanding of the practical and theoretical scientists insolvency older, attitudes and methods of investigation of phenomena and the phenomena of science;



2) intensive development of the differential, psychology, animal psychology has provided the emergence of new trends, concepts and views on the subject of psychology;

3) development of new biology, which changes the perception of consciousness as a closed subject, thereby expanding the scope of the unknowable by the classical method of introspection phenomena - the behavior of animals, children, mentally ill people.

The psychology of consciousness was divided into 5 major areas, each of which acted as a reviewer for one of the points of the old psychology of consciousness, pushing their subject and their research methods.

1. Gestalt - a holistic rather than an atomistic approach to the study of consciousness.
2. Behaviorism - replacement of consciousness on behavior as a subject of study, with the exception of the field of study of methods of introspection they do not have the objective characteristics.
3. Depth psychology - the unconscious psyche phenomena as a subject of study.
4. French sociological school - understanding of man in terms of interaction with society as a factor in its development.
5. Narrative psychology - the study of the spiritual and the scientific man's dependence on society.

Due to the outbreak of the crisis psychology received a number of new independent branches, each of which is then actively expanded and gave science a lot of interesting views and concepts, further development of these psychological schools went in the direction of the interaction with each other, and it is to expand and enrich the psychology as a science.

### **57. J. behaviorism. Watson**

Founder behaviorism (from the English. Behavior) is J. American psychologist. Watson (1878-1958). Also outstanding researchers in this direction were DPKO, Hull, Skinner, Psychological basis of behaviorism was the work of Pavlov, spondylitis, as well as studies by E. Thorndike (1874-1949), who studied animal intelligence as the laws of learning by trial and error and accidental success.

The main provisions of behaviorism:

1. As an article of psychology protrude behavior and behavioral responses, since these phenomena can be objectively examined empirically through observation;
2. Behavior includes all the psychological and physiological aspects of human life;
3. Behavior and animal and human considered as a set of motor responses (K) in response to external stimuli - stimuli (S) acts diagram stimulus - reaction of (S > R);

4. The task of behaviorism - to be able to correctly predict human behavior, focusing on the environment stimuli: knowing the nature of the stimulus. possible to predict the response or behavior;
5. All human reactions are either purchased, the external nature and are called conditioned reflex, or internal origin, ie, hereditary, and is called unconditional reflexes..;
6. The behavior is the result of learning when successful reaction by multiple repetition automated and fixed in the future tend to be reproduced, ie formation occurs through formation of skills of the conditioned reflex..;
7. Higher mental functions, such as speech and thinking, are also skills;
8. The mechanism of retention of skills is a memory;
9. mental development occurs in vivo and is dependent on the environment and its incentives - social environment, living conditions, etc .;
10. There is no age of periodization: no common to all the laws that determine the development of the child at every stage;
11. Expressions is the result of reaction to the negative or positive environmental stimuli.

### **58. The theory of "operant behaviorism" Skinner.**

Skinner (1904-1990) is a representative neobiheviorizm.

The main provisions of the theory of "operant behaviorism":

1. The object of the study is the behavior of the organism in its motor component.
  1. Behavior - is what makes the body and that can be seen, and therefore consciousness and its phenomena - the will, creativity, intellect, emotions, personality - can not be the subject of study, since they are not observed objectively.
3. Man is not free, as he never runs his grayng, which is determined by the external environment;
4. The person is understood as a set of behavioral patterns "situation - a reaction-; the latter is dependent on previous experience and genetic history.
5. The behavior can be divided into three types; unconditioned reflex and conditional reflex that are simple response to a stimulus, and operant arising spontaneously and defined as conditioning; this type of behavior plays a crucial role in the body's adaptation to external conditions.
6. The main characteristic of operant behavior is its reliance on past experience, or the last stimulus, called for reinforcements. Behavior is amplified or attenuated depending on reinforcements which can be negative or positive.

7. The process of positive or negative reinforcement for a perfect action is called conditioning.

8. you can build all the child's education system on the basis of reinforcements, so-called programmed instruction, when all the material is broken up into small pieces, and in the case of successful completion and adoption of each of the student receives positive reinforcement, and in case of failure - is negative.

9. On the same basis, and built the system of education and human management - socialization occurs through positive reinforcement necessary for society norms, values and rules of conduct, while antisocial behavior should have negative reinforcement from society.

## **59. CHARACTERISTICS AND HISTORICAL ROLE behaviorism**

Behaviorism as a trend in psychology was a protest against the psychology of consciousness, against strukturalizma Titchinera and at the same time against functionalism B. James. Remaining until the mid 60s. leading to psychological trend in America, behaviorism psychology gave many useful ideas and techniques, and had a strong influence on both the American psychological and psychotherapeutic schools, and the whole science of psychology as a whole. It was created the science of behavior, whose research contributed to the statement of an objective approach in psychology.

**Advantages and disadvantages of behaviorism:** 1. We need to expand the historical understanding of the subject of study in psychology, and brought into the circle of the phenomena studied human behavior by making it the subject of his research, but need to expand the study of the subject has been reflected one-sided and inadequate, as was ignored consciousness their objective essence;

2. The study of the behavior and the urgent formulation of the problem of objective approach to psychology, but the understanding of the behavior is reduced only to outward appearances, and ignored unobserved physiological and mental processes;

3. Designation of human behavior management tasks focus of scientific research on the connection with practical problems, but because of the mechanistic interpretation of the behavior of a person deprived of their activity-active nature and acts as a reactive substance;

4. Strengthening the method of laboratory experiment as a primary in psychological research, introduction to the practice of animal testing that allows us to solve many practical problems of psychology, but these results are transferred without any cuts and restrictions on human, not taking into account the qualitative differences in human behavior and animals;

5. The establishment of many skills development laws were ignored by the major components of action - the motivation and the mental image acts as a tentative basis for its implementation, it was completely ruled out the social factor.

## **60. Gestalt**

Geshtaltsihologii founders (from it. Gestalt is the image of the structure), e merged as a confrontation with structuralism his atomistic understanding of consciousness, considered

German psychologists M. Wertheimer (1880-1943), B. Koehler (1887-1967) and Koffka (1886- 1941), Lewin (1890-1947).

The basic ideas of Gestalt psychology:

1. Subject of the study of psychology - mind, but his understanding should be based on the principle of integrity.
2. Consciousness is a dynamic whole, "the field, each point of which interacts with all the others.
3. The unit of the analysis of this field (.. Ie consciousness) protrudes Gestalt - shaped integral structure, can not be reduced to the sum of its experiences.
4. The method of investigation gestalt - an unbiased, objective and direct observation and description of their perception of the contents.
5. Perception can not be derived from sensations, since the latter is a fiction, t. E. There is not real.
6. Visual perception is the leading mental process of determining the level of development of the mind, and has its own laws:
  - apperception (perception of dependence on past experience, um total human mental activity);
  - the interaction of figure and background (any visual field is divided into a shape that is different brightness and clarity, and that's what we perceive as the main content of the field, and the background, which is not so bright, but precisely because of the background of the figure and is perceived with such clarity);
  - the integrity and structural perception, ie, a person perceives objects in the visible field, not individually but collectively as a whole...
7. Thinking can not be regarded as formed by trial and error, skill set, and is the process of solving the problem, carried out through the structuring of the field: the elements of the field, which previously had no connection with each other, begin to unite to solve the problem, and it happens by awareness, t. e. through insight in the present situation in the "here and now". Past experience has no value for the task.

### **61. Kurt Lewin Field Theory.**

German psychologist Gestaltist Lewin (1890-1947) studied the personality and its phenomena: needs, will, emotional-affective sphere through the application he developed field theory.

The main theses of field theory:

1. At the heart of any behavior lie forces that shape a human strain that requires discharge. These forces - biological, social or kvazipotrebnosti and discharge voltage leads to the satisfaction of needs.
2. The structure of the individual there is a hierarchical relationship to each other needs and their active cooperation, which gives a person the opportunity to build a competent communication, making their behavior more flexible, compromise, and solve conflicts.
3. On the behavior is valid only what is happening here and now: past and future events can affect behavior, but only in a situation of actual present action (recall).
4. Driving meet requirements as follows: an individual field in the psychological need arises to warrant voltage that requires discharging. Arising from the environmental protection field phenomena contribute or do not contribute to discharge, depending on whether they have a charge in relation to the needs. If the phenomenon has a positive charge, then discharge occurs, a negative charge discharge voltage does not occur, the requirement is not satisfied, the corresponding search field phenomenon continues.
5. Completion of the (t. E. Gestalt) is not retained in the consciousness and moves e background, while the actions are pending in the field of consciousness and remembers up to their completion.
7. The Group, as well as an individual, has its psychological field and its dynamic laws: a change in one part of the group leads to changes in the other parts of it. group and the individual interaction is of the same law: change in group provokes changes in behavior and the internal structure of the individual, and, conversely, internal changes occurring individual cause similar processes in a group.

## **62. French sociological school.**

French philosopher Emile Durkheim (1858-1917) and his pupil L. Levy-Bruhl (1857-1939) created a sociological concept and developed on the basis of its socio-historical and approach to the human psyche.

The main provisions of the French school of sociology:

- .. 1. Man biosotsialen, ie, has a dual nature - biological, which includes the totality of sensations, sensory experiences and activities, and social, including the assimilation of social experience, and it distinguishes man from an animal that does not have the social psyche.
2. Biological individual part has its roots in the body and formed through a social community, culture, education, and so on. N., Vol. E. Due to social consciousness.
3. Collective representations, as the structure of society, are fixed in the tongue, and thus passed on from generation to generation in the individual consciousness, and they do not have a high degree of awareness and understanding, and often can wear affective character.
4. Formation of thinking occurs not through action, and through mechanical interaction of individual and societal consciousness and appears unconscious. This is the fundamental error of this school in the understanding of consciousness.

5. Consciousness changed with the development of society. When new requirements necessitated by the individual to choose their place appeared a division of labor began to be brought to the consciousness of the new system, which resulted in the individualization of consciousness. Primitive consciousness includes only collective representations, and later they were joined by the individual presentation.

6. human mental activity, as well as his mind, bipolar - it has both rational side, which is expressed in a common logical laws of thought and irrational, which are part of the religion, the concept of the soul and other beliefs that are present in the mind of modern man, and to this day.

### **63. The descriptive psychology Dilthey**

Wilhelm Dilthey (1833-1911) - the founder of descriptive psychology - another direction resulting from "open crisis \*.

The basic ideas of narrative psychology:

1. Failure to explain the nature of man through the search for the causes, the explanation and the construction of hypotheses. The main tasks of psychology is the comprehension and understanding of the meaning of spiritual life.

2. The method of descriptive psychology is *pony manna*, which is fundamentally different from introspection. To understand the nature of a holistic approach to the person, the researcher needs to abandon the construction of various types of hypotheses to explain the reasons and focus on the simple understanding of the phenomena of psychic life.

3. The semantic content of the psychic life of the individual is understandable if the person is perceived direction (that is valuable for him). personal development is considered from the standpoint of the development of its values at every age level, which implies a qualitative change in the values and the transition from elementary to more complex.

4. Personality - an integral structure which includes a intelligent simultaneously, motivational, emotional and volitional very finely interacting.

5. The emotional life of man is not seen in the organic and historical way, the human form of life is defined as the incarnation of experiences in the works of culture.

6. The central point of human nature in terms of its development is hysterical experiences, which acts as a kind of active force that connects all the states of the soul and guide its activities in the desired channel, and causes feelings of activity are individual values,

The historical value of Dilthey's concept:

- expanding understanding of the nature of the human heart, can not be reduced in an organic or biologic component;

- the introduction of the principle of historical examination of human nature;

- introduction to the concept of psychological turnover value as a motivational and developmental forces.

## **64. Depth Psychology**

Depth psychology has become the third school of psychology that emerged as a result of an open crisis, and its ideas have received considerable attention in the public and scientific circles.

The idea of depth psychology as an independent branch:

1. The independence of the psyche of the mind, a clear division of the phenomena of human nature;
2. An understanding of the human psyche is opposite to the traditional empirical psychology of consciousness in the mind but of consciousness, there are deep-seated, unconscious layers - the unconscious, and that it is the foundation of all mental life, manages the human psyche and behavior, and is the main subject of study depth psychology;
3. The main task of depth psychology as a scientific school - to prove the existence of the phenomenon of the unconscious in the human psyche through the practical study of its specificity and mechanisms of the human psyche;
4. Consciousness is regarded as a psychic phenomenon, peculiar to each person, but it is not central and governing in the mental life of the individual, and how the whole psyche, subordinated to the unconscious;
5. Formation and personal development depends on the unconscious as the lead in the human psyche.

Depth psychology as a scientific discipline, which arose as a result of the crisis-open "has produced the largest number of branches and various theoretical concepts, created on the basis of the theory of the unconscious, and each of them has enriched the science of psychological powerful set of concepts, experiments, research, ideas and methodological aids. To schools of depth psychology are: psychoanalysis S. Freud, which largely determined the further development of depth psychology and the birth of new theoretical concepts; analytical psychology of CG Jung; individual psychology of A. Adler; neofreйдизма theory - for, which included the concept by Karen Horney disciples of Freud, E. Fromm, G. Sullivan; sotsiogizirovanny psychoanalysis W. Reich who combined mind and body, egopsiho-pogiya Anna Freud and E. Erikson.

## **65. Psychoanalysis S. Freud.**

Psychoanalysis (from the Greek ψυχή - soul and πάσις - decision) - medical research method, originated in the early 90-ies of the XIX century in Vienna, Austria, in the works of Jean Charcot and Bernheim I.,... used hypnosis in the treatment of many nervous diseases and developed S. Freud (1856-1939). S. work Freud - Tolkovanie snovideniy- (1900) is considered the first work and start psychoanalytic psychoanalysis.

The main provisions and principles of psychoanalysis

1. Biological determinism: the human body (his sexual and physiological components) is the sole source of all his mental energy.

2. Psychic determinism: every thought and behavior of matter or occasion, and every phenomenon is caused by conscious or unconscious intentions and is determined by the events that preceded it.

3. There are three levels of mental life:

- consciousness, which contains a non-blocking, perceived and experienced by the individual events, thoughts, feelings and other phenomena;

- preconscious - latent (hidden) part of the psyche that does not contain a clearly conscious ideas and thoughts, but the memory effort can reproduce the necessary information;

- unconscious - the most important part of the psyche, has a decisive significance on human behavior and personality, containing the unconscious phenomena them, repressed by the censor of consciousness: instincts, memories, feelings, events, and whole chunks of life. unconscious content affects the person, penetrating into the consciousness through dreams, reservations, forgetful and m, n., and in pathological cases through various neurotic symptoms (both somatic and mental at levels).

The study of the unconscious components of the psyche and translating them into the sphere of consciousness is the core of psychotherapy Freud's method and can be performed by analysis of dreams, everyday life issues (forgetting names, events, dates), neurotic symptoms, through the method of analysis of free associations that are linked in a patient with traumatic event or feeling.

## **66. STRUCTURE OF THE PERSON IN PSYCHOANALYSIS 3. Freud**

3. Freud imagined personality structure in the form of three-component model.

1. Id (Ono) - source of energy for the whole person, has a biological nature. Content Id - thoughts, feelings, memories, events in the life - unconscious as never realized or were rejected as inadmissible, but the impact on human behavior and without the control of consciousness. Id - the keeper of all congenital instincts of man, chief among them - the life instinct (Eros) and the death instinct (Thanatos) - protivostoyat each other. Id lives and operated by the pleasure principle, tending to his satisfaction, without being subject to the principle of reality. Id is irrational and possesses unlimited power and Id requirements are satisfied ego instance (I). Id is on the unconscious level of the psyche.

2. Ego (I) - of the person who is in touch with reality, it is a kind of human consciousness is localized at the conscious level of the psyche. Ego follows the principle of reality, producing a number of mechanisms to adapt to the environment, to cope with its requirements. Its task is to adjust the voltage between the inner (drives or instincts) and external stimuli (coming from the environment), control requirements instincts emanating from Id.

3. Superego (superego) - the source of the moral and religious sentiments, shaped the existence of conscience includes the traditional norms as they were understood by Rodi Teli, acts as a censor actions and thoughts, the unconscious uses mechanisms to restrict,



condemnation and prohibition. Place localization Supereto may vary depending on the ^ aware of its content.

All three components of personality are in confrontation with each other, which results in major inner conflicts of personality: the id, seeking to satisfy their desires, ignoring any rules and regulations, is faced with the superego, which is fighting with all that is contrary to the generally accepted standards of morality, and the Ego. It is a field of battle and confrontation Id and Superego.

## **67. PERSONAL DEVELOPMENT IN PSYCHOANALYSIS**

Freud identifies 4 source of personality development: the physiological processes of growth, frustration, conflicts and threats. Because of them, there is tension, which leads to the fact that a person takes possession of all the new ways to reduce this stress, and this is a process of personal development. Development of the person ends up to 5 years, and all the subsequent growth is the development of the basic structure. Periodization of the development of the child's personality is made up of 5 stages, which are called psychosexual, because at each stage of development of the energy controls libido, which has its own characteristics, and fixation on a certain stage leads to the formation of a certain type of character.

Stages of psychosexual development

1. Oral stage (0-1 years) - to satisfy their sexual instincts, the child uses the mother as an external object, and craving satisfaction is through the mouth. In the case of fixation in this step is human nature predominate dependence and infantilism.
2. Anal stage (1-3 years) - the child learns self-control, and he has a sense of ownership.
3. The vaginal stage (3-5 years) - shows interest in their genitals and the awareness of boys and girls of their differences from each other, begins to form a sexual identity, which occurs as a result of a successful solution of the Oedipus complex in boys and the Electra in girls. The essence of these complexes is the emergence of sexual attraction to the parent of the opposite sex and hatred and jealousy for the parent of his gender.
4. Latent (latent) stage (6 years - before puberty) - the power of sexual instincts weakens under the influence of socio-social factors-teaching, school, active physical and intellectual development of the child.
5. The genital stage (from 10-11 to 18 years old) -the external object and methods for satisfying the libido are the person of the opposite sex with normal development and the person of his sex with some deviation and problems related to gender identity.

## **68. CHARACTERISTICS AND HISTORICAL IMPORTANCE OF PSYCHOANALYSIS 3. FREEDA HISTORICAL VALUE OF THE THEORY 3. FREYDA**

1. Almost all theories of the unconscious were created on the basis of psychoanalysis, and an impetus was given to the development of antagonistic psychoanalysis of theories: humanistic psychology, existential psychology, Gestalt therapy by F. Perls and many others. Freud is one

of the founders of modern psychology as a science not only about the human psyche - consciousness and the unconscious mental, but also about the person, their carrier.

2. Introduction to the field of study of such phenomena of the human psyche, which were ignored before psychoanalysis: a study of the nature and causes of the emergence of neuroses, the inner world of the "I" and those structures that did not fit into the actually "conscious" in man.

3. The empirical value of psychoanalysis: the subject of psychoanalysis - the unconscious - was studied not in the laboratory, but in practice, which gives psychoanalysis great advantages over many other theoretically oriented schools.

4. The relevance of some of Freud's ideas: an examination of the development of the human psyche from the point of view of its adaptation to the environment and emphasizing the age-old confrontation between the environment and the organism (although both are not originally and always conflictual with respect to each other); consideration of the driving forces of the development of the psyche as having an innate and unconscious nature; the view that the person's own basis is formed in early childhood and the mechanisms of its development are congenital.

Directions of criticism of Freud's theory:

1) the mythological explanation of "sexual complexes," an antihistorical approach to the analysis of the cultural and social processes of society;

2) misappropriation of conclusions drawn on the basis of private observation, on the more general laws governing the development of nature and society;

3) biologization, the absence of a social factor that influences personal development, and the pandexuality of Freud's concept.

4) criticism and reconstruction of the ideas of psychoanalysis on the part of his followers, aimed at introducing social determinants of personal development.

### **FREUD DENIED SLIDE-PROTECTING MECHANISMS:**

1) **repression of desires** - involuntary removal of unpleasant or unauthorized desires, thoughts, feelings, experiences in those or other situations from consciousness to the area of the unconscious psyche "IT"; suppression is not final, repressed thoughts do not lose their activity in the unconscious and to prevent their breakthrough into consciousness requires a constant waste of psychic energy, as a result of which energy may be lacking to support the activities and health of the person, as a result, displacement is often the source of bodily diseases of psychogenic nature (headaches, arthritis, ulcer, asthma, heart disease, hypertension, etc.). The psychic energy of repressed desires is present in the body of a person, regardless of his consciousness, finds his painful bodily expression. The result of repression is demonstrative indifference to this sphere, reality. Allocate full pressure-when painful experiences are so overwhelmed that a person completely forgets them, and does not know that they were in his life, but they indirectly affect his health and behavior. Repression is a partial suppression of

the person "restrains" the experience, tries not to think about them, but can not completely forget them, and the repressed experiences "break through" in the form of unexpected turbulent affects, inexplicable acts, etc .;

2) negation - withdrawal into fantasy, denial of any event as "untruth." "It can not be" - a man shows a vivid indifference to logic, does not notice contradictions in his judgments; 3) **rationalization** is an unconscious attempt to justify, explain their wrong or absurd behavior, construct acceptable moral, logical justifications, arguments for explaining and justifying unacceptable forms of behavior, thoughts, deeds, desires, and, as a rule, these justifications and explanations do not correspond to the true cause of the perfect deed, and the true reason can not be realized by man; 4) **inversion or counteraction** - sub-mena of action, thought, feelings, meeting the true desire, on diametrically opposite behavior, thoughts, feelings (for example, the child initially wants to get love for his mother, but without getting this love, he starts to experience the exact opposite desire to annoy the mother, to anger her, to provoke a quarrel and hatred of the mother to herself); 5) **projection** - an unconscious attempt to escape from obsession, idea, attributing it to another person, attributing to another person their own qualities, thoughts, feelings - that is, "alienation of the threat from oneself." When something is condemned in others, this is not what the person takes in himself, but can not recognize it, does not want to understand that these same qualities are inherent in him. For example, a person claims that "some Jews are deceivers", although in fact this may mean: "I sometimes deceive"; Thus, the projection allows a person to blame someone for their shortcomings and misses. The project also explains social prejudices and the phenomenon of the "scapegoat", because ethnic and racial stereotypes are a convenient target for attributing someone else their negative personal characteristics;

6) **Substitution** - the manifestation of an emotional impulse is redirected from a more threatening object or person to a less threatening one. For example, a child, after being punished by his parents, pushes his younger sister, breaks her toys, kicks the dog, ie, the sister and the dog replace the parents on whom the child is angry. Less common is a form of substitution, when it is directed against itself: hostile impulses, addressed to others, are redirected to themselves, which causes a feeling of depression or self-condemnation;

7) **isolation** - separating the threatening part of the situation from the rest of the psychic sphere, which can lead to division, split personality, incomplete "I";

8) regression - return to an earlier, primitive way of responding, stable regressions are manifested in the fact that a person justifies his actions from the point of view of the child's thinking, does not recognize logic, defends his point of view, despite the rightness of the interlocutor, a person does not develop mentally and sometimes children's habits come back (biting their nails, etc.). In severe cases, when "the present situation is unbearable for a person," the psyche defends itself, returning to an earlier and safe period of its life, for example, in early childhood, and regression leads to a loss of memory of later peri-ododes of life. The softer manifestations of regression in adults include incontinence, discontent (pout and not talk to others), opposition to authority, child stubbornness, or driving in a car with a recklessly high speed.

All people to some extent use protective mechanisms, and this becomes undesirable if people rely excessively on them when they distort the picture of the needs, fears, aspirations of a person. All protective mechanisms have common properties:

\* they act on an unconscious level and therefore are means of self-deception;

\* they distort, deny, or falsify the perception of reality in order to make anxiety less threatening to man.

Anxiety, or a sense of impending danger, can be of the following types:

\* realistic anxiety - an emotional response to the threat of real dangers of the outside world, helps to ensure self-preservation;

\* neurotic anxiety is an emotional response to the danger that unacceptable impulses from "IT" will become realized, it is the fear that the EGO will be unable to control sexual or aggressive desires, and you will do something terrible that will entail severe adverse effects;

\* Moral anxiety - when the EGO is facing the threat of being punished by the SUPER-I when "IT" is striving for

active expression of immoral thoughts or actions, and SUPER-I respond to this with a sense of guilt, shame and self-blame;

\* social anxiety arises in connection with the threat of exclusion from the group of peers due to unacceptable actions. Later, Freud showed that anxiety originating in the SUP-I, eventually grows into a fear of death and the expectation of retribution in the afterlife for past or present sins.

Anxiety in neurotics is a consequence of inadequate discharge of libido energy, it is a means of warning a person of impending danger. When an organism is threatened, anxiety arises. With a real alarm, the threat comes from a particular external source, with a neurotic alarm, its source is unknown. In infancy and childhood, anxiety arises as a result of excessive instinct instincts - later it appears in anticipation of danger, and not as a reaction to danger. An alarm signal mobilizes protection measures, mechanisms aimed at avoiding a real or imagined external threat, or psychological defense that neutralizes the increased excitement of instincts. Instinctive drives that were once unsuitable in some situations, and therefore were expelled from consciousness, suppressed, hidden in the unconscious part of the psyche, are preserved as hidden foci of excitement and gradually shatter the defense system. Thus, neuroses develop due to a partial failure of the defense system. A more serious disorder of the mechanisms of protection leads to mental illnesses (for example, schizophrenia), for which there is a significant deformation of EGO and perception of reality.

## **69. STRUCTURE OF THE PERSON AND CONCEPT OF UNCONSCIOUS IN ANALYTICAL PSYCHOLOGY KG YUNGA.**

KG Jung, for a long time being a disciple of Freud, subsequently departs from the concept of psychoanalysis and creates his theory, which he called analytical psychology. The central content of analytical psychology is the doctrine of the unconscious and the development of the personality. The unconscious has two aspects-personal (individual) and collective, and between them a clear differentiation is made.

The personality structure has three parts.

1. The ego, or consciousness, includes the conscious mind (memories, thoughts, feelings), acts as the center of the personality, which determines its orientation and adaptation in space, and is formed in life.

2. The personal unconscious is the upper layer of the psyche, although unconscious, but not congenital, but formed from the individual's experience of man. In the personal unconscious are forgotten memories, repressed impulses and desires that were once recognized, but lost their conscious character due to oblivion or suppression. These contents can be manifested in dreams and fantasies. The content of the personal unconscious is available to the consciousness.

3. The collective unconscious - the most influential psychic system, is almost completely separated from the personal unconscious in the life of the individual, contains memories inherited from the ancestors in the form of hidden traces of the memory of the human past: racial and national history, and pre-animal animal existence. This is a universal experience, characteristic of all races and nationalities. The collective unconscious contains all the "archetypes".

The Jungian personality structure differs from the Freudian differentiation of the Id by the cultivation of the "personal" and "collective" unconscious, not by contrasting them, but by the provision of different qualities and mechanisms of formation. In Freud, "Id" is biological, natural data, and in Jung the unconscious includes social moments. However, the "archetypes" that fill the collective unconscious are hereditary.

## **70. CONCEPT OF ARCHETYPE IN KG YUNGA.**

Archetypes are a structural unit of the collective unconscious, inherent in the whole human race, are inherent in every human being and are transmitted from generation to generation. These are formal patterns of behavior or symbolic images on the basis of which concrete images filled with content that correspond to real life stereotypes of conscious human activity are formed. According to Jung, there are a number of archetypes universal for all cultures, times and peoples that have certain characteristics and are a structure of personality.

---

1. Person - the role assigned to a person by society or internal needs, is a public mask of personality, put on in response to social demands, and it is opposite to its true essence.

2. Anima and Animus are archetypes that determine female or male gender identity, respectively. Both archetypes are present in one person: the archetype of their sex forms sexual identity and orientates the understanding of the other sex through its animus or anime, and the archetype of the opposite sex in the same person determines the presence of those character traits, behavior, etc., that are characteristic of this sex.

3. The shadow is the dark side of the personality, its animal instincts, inherited by people from the lower forms of life in the course of evolution. It forms unpleasant and socially disapproved thoughts, feelings and actions that can appear in a latent form, because under the mask "Persons" they are forced into the individual unconscious.

4. The self is the center of the personality around which the other systems are formed. It keeps these systems and archetypes together, it provides personal unity, balance and stability, while not opposing consciousness to the unconscious. The realization of the self is the goal of life.

The motivational system of personality is formed on archetypes as the main motivations of activity, directing the organism in a certain direction through the predominance of one or another archetype in the structure of the personality.

### The typological **model of K. Jung**

The well-known psychologist K. Jung, as already noted, singled out two types of people: extroverts and introverts. In addition, people differ in the predominance of a function: mental, or emotionally-feeling, either sensible, or intuitive. Typical differentiation begins very early, so you can talk about it as a congenital.

***Extraverted type.*** "Extraversion is characterized by interest in the outside world and events, the desire to have friends and acquaintances, not choosing them very carefully, by demonstrating oneself: all of his psychic life is played out from the outside, directly, as a reaction to the environment. The earliest sign of ecstasy in a child is its quick adaptation to the environment, increased interest in objects, all the unknown and risky it attracts. Thoughts, stereotypes of extrovert behavior are really determined by external objective conditions, and inner life takes second place after external necessity. " The most common form of neurosis in the extrovert type - hysteria -

this constant desire to make yourself interesting and pay attention to yourself, achieving your goal at any cost.

As long as the extrovert installation dominates, the most developed function will manifest itself in an extravert way, while the subordinate function is more or less introverted. For example, an extraverted emotionally-sensual type normally gets pleasure from close contact with people, but sometimes behaves extremely tactlessly, for example, offers a toast to the repose at the wedding - such "bloopers" come from subordinate thinking, the fourth function, which in this type is poorly developed, is beyond conscious control.

To determine the leading human function req-Dimo see which function largely locat-ditsya under conscious control, and which have basis-dark, random.

***Extraverted thinking type.*** When a person's life is governed on the basis of intellectual osmys-represented motifs, we are talking about the thinking type. Mouse-Lenie can be introverted or extraverted - in line with where it is focused: on the subject or the subject itself,

Extraverted thinking type any judgment on the Build-IT criteria is the external conditions: objects-tive data and tradition of education. At best thinkers ekstraverty become state Worker-lyami, lawyers, academics, practitioners, they are excellent in the organization of any business; possessing a good sense of re-almosti, they bring clarity in emotional situations. The worst for this type of fan is a religious-tick, bison, strict teacher brooked no disagreement person aspiring to subordinate themselves and others a system of rules and principles. To the extent that the mouse-Lenie extraverted, emotional and sensory function remains infantile and repressed, resulting in the devil-conscious feelings can manifest itself in pettiness,

aggressiveness, distrust, neglecting the interests of the family and loved ones, coldness and fanaticism, when the end justifies any means.

***Extroverted feeling type*** tends to find Xia under the influence of common values, for example, this person can not admire a painting of subjective-term evaluation, and because it is in agreement with a general stvennoj situation. Estravertnye sentient types of usual-but good-natured and easy to make friends, able to sacrifice themselves for others. Thinking, logic Zack for prison these people subordinate feelings to thinking-feeling started up as a servant. Depressed at the thought, it leads to the appearance of dark thoughts that life is not worth much "that he nothingness, etc. When such fools nye thoughts begin to come to mind, the usual rea-tion for him -.. Turn the TV on or off a meeting with a friend, but would not be left alone with them-its thoughts.

***Estravertny sensing type*** is guided by their feelings, it seeks out those objects - and people and situations - that excite the strongest feelings. He is for the sword-and remember all the details, punctual, pays Atte-tion on the external side of life (for example, watching mo-doy), is focused on a particular delight in real life, often becomes rough seeker of pleasure and thrill. Inside of this man-subordinated nennaya intuition manifests itself in the apprehension of suspicious thoughts, unhappiness opportunities suspect-niyah, jealousy, phobias.

***Extraverted intuitive type***- he Inta-tion oriented toward things and other people, he understands the aspects of the world that does not understand or grasps the other functions intuitively prozrevaya-a soul of others. Extraverted intuition is constantly looking out for new opportunities, new areas, such a person has a subtle flair for everything that is born and has a future, it manifested the ability to diagnose poten-cially the possibility of other people discover talents. Such people can be found among the directors of the ent-rd, stockbrokers, analysts, inventive funds, observers, experts in government and so on. N. Often these people spend their time and energy on the WHO-Moznosti other people, but few realized themselves, rarely brought the case to the end. People of this type is the most subordinated nennaya-feature - this feeling, so they pay little attention to their physical needs, not replaced, are fabricated, they are tired or hungry, can not help Naru-sew their health - as a result can later emerged-nut exaggerated attention to your body, a special diet and imaginary illnesses, and so on. P.

***Introverted type.*** A distinctive feature of these is introver-focus on internal personality factor-tori, on the inner world. All it based on their own decisions, their own thoughts and feelings, and it is important for an introvert than other people or external case may-yatelstva. Such a person prefers to stay away from external events, does not like crowds, talking as needed. Introversion as normal as extraversion, although both are relatively normal. If you see an introvert extrovert antisocial, selfish nym, unable to adapt to the real world, the introvert extrovert condemns as empty, devoid of inner depth. Early signs of introversion of the child are thoughtful, shyness, fear of ne-ed unfamiliar objects, the child tends to do all in their own way devalues things and other people.

***The introverted thinking type*** is aimed at those-theoreti- cal understanding of the world, on the development and justification of subjective ideas and theories. People of this type of indifference to us, the opinions of others, can not be influenced, but they themselves do not seek to influence others. They only represent his assessment of reality and did not care about how it will be perceived. These people in the suppression on-hodyatsya emotions, so they do not know how to express their feelings, secretive, outwardly look uncaring and arrogant,

themselves often do not understand what they are feeling-out; sometimes the feeling is manifested in the form of "sticky bound-ness."

***Emotionally introverted feeling type*** labor den to understand, because there is little seen on its surface. Outwardly, people of this type seem to be demon-sensual, but the depth of their feelings is great, they carry the standards of ethical and moral values; it Chuv-exist surrounding and involuntarily forced to behave in their presence. They carry a mysterious atmosphere of independence and self-reliance, peace and tact, do not seek to impress or to alter, modify others, but do not show kind-ness, attentiveness to others, kept on-roub. Depressed at the thought of this type can lead to under-hostile thoughts that others are plotting evil plots against him, and the man himself starts beneath-zrevat, eavesdropping, intrigue, using in his fight by any means.

***Introverted sensing type*** experiences intense subjective sensations caused by the objective stimulus; every detail is acutely perceives Xia in their own interpretation, although the external reaction was observed. Subordinate to the intuition of people of this type tends to manifest itself in the form of apprehension about what might happen in the outside world - with their family or with humanity - in the form of intrusive gloomy ideas.

***The introverted intuitive type-*** introverted intuition directed to the content of the unconscious, it accepts everything that happens in the background, with knowledge. These people are able to feel more does not appear-lennye opportunities and situations (such people were shamans us prophets, mystical dreamers), but have a lack of clear understanding of themselves and others, with true-house to bring the case to the end, it often turns out that the realities -nost to them as they do not exist - they are lost in their fantasies, do not notice its effects on the Dru-GIH (rarely come in time, lose things, with difficulty under-refrain order and cleanliness, and their behavior is irritating Dru-GIH people but they remain unconcerned and indifferent to it), having by a vague idea about the details of the re-cial world. Suppressed feelings function can occur as a function of sensory impressions, hypersensitivity of the senses, feeling obsessive-tion, obsessive attachment to certain persons.

## **71. HISTORICAL SIGNIFICANCE AND CRITICISM OF IDEAS CG Jung.**

Jung tried to create a universal theory to explain the nature of man, which is open to new experiences and possible changes and non-dogmatically. His ideas have had a major influence on the development of psychology in the XX century, enriching and expanding its conceptual apparatus. The historical significance of Jung's ideas

1. To increase understanding of the human psyche through the introduction of the concept of the collective unconscious and archetypes, differentiating the concept of the unconscious itself, deepening it and depriving exclusively sexual nature.
2. Dedicated psychological types of extrovert and introvert, as well as accompanying them four types of character - an intuitive, thinking, sensing and feeling - formed the basis for later developed typologies and personality tests to identify an individual's belonging to a particular type.
3. The idea of the decisive importance of the process of individuation (ie. E. Acquisition of its self) in the development and formation of personality and desire for its integrity influenced "and many modern therapeutic concepts (geshtaltpodhodF. Perls, humanistic psychology



Maslow, Carl Rogers, G. Allport), where the main objective is to create the whole person, the return of man to his self and its integration.

4. The concept of the archetype of the common hook developed for the whole character of the human psyche in different schools of psychotherapy (simvolodrama, tale therapy, the use of symbols and imagery in psychological counseling).

Directions criticism of analytical psychology:

1. Introducing the concept of "collective unconscious and archetypes, to consider the nature of the unconscious is not a biological terms, but in terms of the symbolic designation of the human psyche, Jung is still far failed to" withdraw "from the biological function of human nature. As the" archetypes ", as and "collective unconscious" in the long run turn out to be domestic product of the human psyche, representing the hereditary forms and ideas of the human race, and have a biological origin in nature.

2. psychologization cultural and social processes, which is typical for all the neo-Freudians that time.

## **72. The individual psychology of A. Adler.**

A. Adler (1870-1937), being a disciple of Freud, later moved away from psychoanalysis and created his theory called individual psychology.

1. A sense of inferiority, not sexy, is a factor in the development of personality, forcing to overcome perceived or real shortcoming. It has the following characteristics: different from an inferiority complex; innate and unconscious nature, individually for each person; It can be organic (physical disability) or psychological (emotional inferiority, communicative sphere).

2. The pursuit of excellence, innate, unconscious - it is experienced by the payment of inferiority, balancing it. Individually each is the driving force behind the development of the individual, so as to overcome the disadvantage of forcing, generates the desire to be the best.

3. Fictitious finalism, or setting the goal of life, due to the nature of the disability, such as physical disabilities the aim is to overcome it, and life is built on the plan. The ultimate ideal goal of human development is "the pursuit of sovershenstvu-, to achieve its self.

4. Lifestyle - is a set of features and habitual ways of functioning of the individual in the environment, which is produced by individual payment candy inferiority and method achieve life goals. The style is different and unique for each person.

5. Social interest - innate unconscious element, determines the direction of development of the individual, setting life goals and the formation of individual style. Understood as a sense of community with others, the ability to work with them and can have different degrees of development, which will be determining features of adaptation and life style.

6. Creative "I" - an energy that helps the individual set goals and implement their own unique lifestyle. The man himself creates his life, using the facts of heredity and experience and giving them the desired color.

### **73. DESCRIPTION OF PSYCHOLOGICAL IDEAS A. Adler.**

Individual psychology of A. Adler is one of the most interesting theories of personality of XX century. It raises important questions about the nature of man, who has not previously had such a broad study in psychology.

1. The concept of the creative "I", which is contrary to the understanding of the psyche as a once and for all determined by biological and hereditary instincts, extends understanding of human nature. Adler idea creativity and personality had a strong influence on the development of psychology, and subsequently developed by many scientists of humanistic orientation, in particular, Maslow, Rogers, led to the development of new approaches and theories of personality.
2. Introduction of the term social interest or social feeling, makes the understanding of man as a social being, that extends the understanding of human nature.
3. Lead society an important role in the formation and development of personality gives reason to believe Adler founder of social psychoanalysis. Adler, one of the first to recognize that not only inherent in man and inheritable elements are the source of formation of the person, but society has a significant impact on this process.

#### **Criticism of individual psychology.**

Consideration of the individual as a product of her own creativity paved the way to an understanding of the active part of the subject, which is not passively accept

world, but creates it. However, ignoring the relationship between the individual and society, Adler merely states that man by nature is a social being. Of course, this alone is not enough to understand the real connections and relationships in public life. Since the disclosure of the social determinants of human behavior conducted by Adler at an unconscious motivational level of the human psyche development, the results of this review are suffering psychological limitations.

### **74. CHARACTERISTICS AND TRENDS neofreydizma**

In the late 30s, there was a neo-Freudianism, combining Freud's psychoanalysis from sociological theories, and a harbinger of this phenomenon was the individual psychology of A. Adler. Criticizing a number of provisions in the interpretation of classical psychoanalysis vnutripsihi-agency process, but leaving its most important concepts (the irrational motives of human activity, the inherent to each individual), representatives neofreydizma shifted the center of gravity to the study of interpersonal relations. Society is seen as a source of universal alienation and recognizes fundamentally hostile tendencies of development of the individual and the transformation of its social values and ideals. Through the healing of an individual can and should happen healing of the whole society.

In the context of neo-Freudianism developed the following theory.

1. The theory of basal anxiety Karen Horney; the cause of neurosis is anxiety, emerging even a child in a collision with an initially hostile world and aggravated by lack of love and attention.

2. Humanistic psychoanalysis E. Fromm: neurosis and problems of adaptation to the environment are the result of the inability of the individual to achieve harmony with the social structure of modern society, which creates a human feeling of loneliness, isolation from others, alienation.

3. Anna Freud ego psychology and E. Erikson: the denial of the need to study the unconscious level of mind and consideration of "ego" as equally important in the development of the individual and independent of unconscious impulses "It" structure.

4. The theory of Wilhelm Reich: the recognition of the need to complete sexual liberation of man, which would facilitate the establishment of a truly human (natural) relations in love, work and knowledge.

Ideas neofreudizma, despite some limitations of their own psychological theories had a huge impact on the social life, ethics, culture, and subsequently gave many interesting branches and concepts

## **75. CHARACTERISTICS AND CRITICISM cognitive psychology**

Cognitive psychology is a modern trend in foreign psychology. It originated under the influence of neobehaviorism E. Tolman and information approach in science, based on the use of computers.

Cognitive psychology makes the following ideas.

1. The main objects of study - cognitive processes: memory, language and its psychological aspects, perception, attention, thinking and imagination, as well as emotional and volitional personality.

2. Methods - chronometric techniques based on accurate time registration response to the challenge or the response signal. Rejected introspective methods because they do not have the precision required for the study of these objects.

3. All forms of human cognition and cognitive activity are similar to computer operations and have the following characteristics:

- strict consistency in the collection and processing of information;

- hierarchical organization in the processing, storage and use of information blocks;

- selectivity, defined by the experience of the knowing subject;

- Depending on the environment - from the objects of the physical world, cultural and social environment;

- Activity and flexible, expressed in constant adjustment of images in the interaction with the environment.

Directions critique of cognitive psychology

1. Lack of a unified theory of personality and a single scheme of explanation of cognitive processes, the ideas put forward have a strong resemblance to the understanding of the nature and specificity of cognitive processes in introspective psychology.
2. Low ecological validity, ie. E. Line looks to the future projections.
3. Culture is not considered as a factor of influence on the development of cognitive abilities of an individual.

At present, the mainstream of cognitive psychology, underwent crisis, developing new research program that studies the language as a central symbolic system used by the individual in solving various problems.

## **76. CHARACTERISTICS AND CONCEPTS humanistic psychology .**

For the first time the term -gumanisticheskaya psychology "was used by G. Allport in the 30-ies. XX century. As the flow of humanistic psychology was formed in the 60-ies. efforts R. May, A. Maslow, Carl Rogers. Originating as oppose to traditional psychoanalysis and behaviorism and experiencing strong influence of existential philosophy, humanistic psychology put forward their ideas in the understanding of human nature.

1. A holistic approach to the individual, which can not be decomposed into separate elements (reflexes cognitive processes, and fixing projection and t, d.), Attention to the individual characteristics of each individual.
2. The most important characteristics of personality is freedom in decision-making, self-reliance and support the independence of the external factors - instincts, stimuli, unconscious desires or prescribed roles.
3. The individual does not seek to homeostasis (balance), and his goals in life - is self-realization, the decision value and semantic issues of moral choice.
4. Focus on learning not cognitive abilities and human qualities: the ability to love, friendship, creativity, understanding of themselves and the actualization of its potential, spontaneity, play, humor.
5. The subject of research in psychology should be a healthy creative person.
6. The use of phenomenological and existential methods of personality research, the study did not cause-effect relationships and the answer to the question Why ?,

a description of the state of the phenomenon and the answer to the question "how?".

Trends in the development of humanistic psychology. Within the framework of humanistic psychology have developed two different approaches: the first developed by R. May and was very close to existential psychology, as did the emphasis on the problems and difficulties of personal choice and responsibility in the definition of the meaning of existence, etc. The representatives of the second approach - Maslow and Rogers - postulated original constructive and positive human psyche.

## 77. Humanistic psychology Maslow.

Abraham Maslow (1908-1970) developed his own theory, which he called humanistic psychology, in the middle of the last century. He postulated the idea that absolutization of any, even the most successful theory is unacceptable, and all theories must complement each other. The principle of studying healthy individual was used in the study of personal qualities of the best representatives of humanity in order to understand the true capabilities of man. Based on the results of the theory it was established requirements, which includes the following provisions.

1. Human needs are hierarchical, and the person is developing in accordance with the actual needs for him.
2. Meeting the needs of standing on a higher level, it is impossible without addressing the lower demand, the need may not arise until lower needs are not met at least the minimum, that for each individual person.
3. There are the following needs in this hierarchy:
  - physiological needs (food, water, sleep, etc...);
  - security needs (stability, order);
  - the need for love and belonging (family, friendship, love);
  - the need to respect (self-esteem, recognition);
  - the need for self-actualization (skills development).
4. Self-actualization means the ability to understand himself, his nature, and this is not once and for all accomplished action, but an ongoing process that goes throughout life, has its stages, ups and downs. This process is both personal growth aimed at developing their potential at the highest level, this is self-actualization personality
- 5, by achieving self-actualization for the person as a social being, and therefore tempting to fit the stereotype of the problem put forward by the company, is to find the optimal and harmonious interaction, when there is no alienation from nature, and the Self "and at the same time, the person at the right level interacts with society.

### Maslow's theory

**Maslow** (1908-1970) is considered to be the "spiritual father. humanistic psychology. That they have been developed, the most relevant theoretical principles of this direction - of self-actualization, the kinds of needs and the development of mechanisms of private! His brilliant lectures and books, he also contributes to the spread of the ideas of this school, although the degree of popularity in the United States, they are inferior to behaviorism and psychoanalysis.

Maslow graduated from the University of Wisconsin and received a Doctor of Psychology step in 1934. His interest in a

and the development of his concept had a huge impact with the sign-European philosophers, particularly with scientists, emigrated to the United States. His dealings with M. Wertheimer already upomina-. It was this scholar, his personality, lifestyle and creativity Maslow the idea of "samoaktualizirovavsheysya personality." the second man, served as a model for this concept,

known anthropologist R. Benedict,

Maslow's theory of its own, which the scientist has developed a 50-m g odes, set out in his book "On the Psychology of Being" (1968), "Mo gyvatsiya and Personality" (1970) and others. She appeared on the basis of detailed feet of familiarity with basic psychological concepts that existed at that time, as well as the very idea of Maslow's need to form a third way, psychologists third-thrusts, and psychoanalyze alternative bihevio-ism.

In 1951, Maslow was invited to Brendensky University, where he served as chairman of the Psychological Department until 1968, ie, almost until his death. The last years of his life he was also president of the American Psychological Association.

Speaking about the need for a new approach to the pony-mania mentality, Maslow emphasized that he did not antibiheviorist not antipsihoanalitik, does not reject the old approaches and old SQA-ly, but opposes the absolutism of their experience, against everything that limits the development of man, narrows it down capabilities.

One of the biggest drawbacks of psychoanalysis, in his opinion, is not so much the desire to diminish the role of human consciousness as a tendency to view mental development from the point of view of adaptation to the environment. At the same time one of the main ideas of Maslow was the idea that, unlike animals, man does not seek to balance with CPE Doi, but, on the contrary, wants to blow up this balance, as it is NE-wish to set up death for the individual. Balance, adaptation, rooted in the medium-awn reduce or completely destroy the desire for oaktualizatsii \*\*, which makes the human personality. Therefore, UTolko striving for development, personal growth, ie, to self "oaktualizatsii, is the basis of human and social development. No less active Maslow spoke out against the trend svede- \* I have the whole mental life to the behavior that has been are inherent<sup>1</sup> behaviorism. He believed that the most valuable thing in mind - its Ca ° \* nce, the desire for self-development - can not be described and po- ° from the standpoint of behavioral psychology, and psychology because Zeal should not be excluded, but supplemented by *psychology*, which would be examined " I-concept "Self lich-

° its psychological research Maslow hardly pro-<sup>litij</sup> i global, large-scale experiments, which are accepted in American psychology, particularly behaviorism It is characterized by small, aerobic study, which is not so much groping for new ways, as confirmed something that he came in his theoretical arguments. This approach was characteristic Maslow from the beginning, that's what it is reached to the study of self-actualization, one of the central ideas of his concept of humanistic psychology.

In contrast, analysts who have examined mainly deviant behavior, Maslow believed that explores the vat of human nature must be "studied her best before. tives, rather than cataloging the difficulties and mistakes medium or neurotic individuals. " Only by studying the best people, pi-sal it, we can explore the boundaries of human capabilities, and at the same

time to understand the true nature of man, not fully and accurately represented in other, less gifted people.

His chosen group consisted of 18 people, with 9 of them were his contemporaries, and 9 - historical figures, in Num-lo which included Abraham Lincoln, Albert Einstein, V.Dzhems, B.Spi-Noz and other famous scientists and political figures. These dovaniya The investigations, led him to believe that there is a hierarchy of human needs, which looks like this

way:

-to physiological requirements of food, water, sleep, etc .;

the need for security - stability and order;

the need for love and belonging - to family, friendship;

need for respect - self-esteem, recognition;

the need for self-actualization -development capabilities.

One of the weaknesses in the theory of Maslow is its position that these needs are just on-always given a rigid hierarchy and "higher" needs (eg, self-esteem or self-actualization) occur only once met a elementary, on-example of the need for security and love. Not only the critical-ki, but followers of Maslow showed that very often potreo Property in the self-actualization or self-esteem dominated and objectified ° wish to set up a person's behavior, despite the fact that his physiological needs remain unmet, and sometimes even Fru<sup>with</sup> ingly satisfy higher level needs -

However, in spite of the divergence on the issue of the hierarchy of D<sup>and</sup> GOVERNMENTAL needs, the majority of gumanistiches

pdiYaY "

psychology adopted the term self **-actualization**, ENTER NO<sup>en</sup> h . Maslow, as well as a description *samoaktualiziruyuschay*<sup>camping</sup> **Nost.** and p.

Subsequently, Maslow himself has refused so hard Jer

a

hii, combining all the existing two-class trebnosti needs (deficit) and the development needs of needs (self<sup>o</sup> and

1 tszatsii). Thus, he highlighted two levels of human existence - the existential, focused on personal growth and self ^ oaktualizatsiyu and defitsientny focused on satisfying the needs- renie frustrated. Later he identified Mr. Rupp and defitsientnyh existential needs, values in the knowledge of terms denoting B and D (for example, B-love and D<sub>L</sub> (wallpaper and continuing), and coined the term **Metamotivatsiya** to refer to the actual existential motivation, leading to personal growth.

Describing the self-actualizing personality, Maslow said that such people inherent acceptance of self and of the world, including others. It is, as a rule, natural persons, adequately and effectively perceived situation, focusing on the problem, not on yourself. At the same time these people is not confined to the adoption of other, openness and sociability, but also eager of solitude, autonomy and independence from their environment and culture.

So the theory of Maslow includes the concept of *identification* and *alienated-dependence*, although fully the mechanisms of mental development they have not been disclosed. However, the general direction of his reasoning and experimental research allows to understand his approach to the mental development of the individual, his understanding of the relationship between the individual and society.

Scientists believe that every person is born with a certain set of qualities, abilities, which make up the essence of his "I," his Self, and that person must understand and apply in your life and work. Therefore, it is grasped these aspirations and motivations, rather than unconscious instincts composition lay out the very essence of the human person, distinguishes man from animals. However, the desire for self-actualization comes up against various difficulties and obstacles on the misunderstanding surrounding and their own weakness and uncertainty. to be realized. Such a refusal does not pass without a trace of personality, it stops its growth, leads to neuroses. The studies of Maslow showed that neurotics are people with un-

[Or the unconscious need for self-actualization.

In this way, the society, the environment, on the one hand, is necessary for a person, as it is self-actualizing, to prove himself, he

Ke is only among other people, only in society. With another

Hb 1, society by its very nature can not but

self-actualization, since any society, Maslow believes,

It is possible to make a person a template representative of the environment, it

Koyt Eet personality o t its essence, its individuality, makes it a

I am alienating, retaining the Self, the individuality of the mind, putting it in opposition to the environment and also depriving it of the opportunity to self-actualize. Therefore, in his development, it is necessary for man to maintain a balance between these two mechanisms, which, like Scylla and Charybdis, guard him in the process of development in order to destroy the person. Optimal, believes Maslow, is identification in the outer plane, in communication between man and the outside world and alienation in the inner plane, in terms of his personal development, the development of his self-consciousness. This approach allows you to effectively communicate with others and at the same time remain yourself. This position of Maslow, his thoughts about the need to confront, but not the hostility of the individual and society, the need for alienation from the environment that seeks to stereotype man, to incline



him to conformism, made Maslow popular among intellectuals, since this position largely reflected not only the concept of Maslow himself, but also the concept of the relationship between the individual and society adopted in this social group.

Maslow's thesis was also acknowledged that the goal of personal development is a desire for growth, self-actualization, while stopping personal growth is death for the person, Self-identity. At the same time, spiritual growth is hampered not only by physiological needs, fear of death, bad habits, but also by the pressure of the group, by social propaganda that reduces the autonomy and independence of the individual. It must be emphasized that, in contrast to psychoanalysts who viewed psychological protection as a benefit to the individual, as a way to avoid neurosis. Maslow considered psychological defense evil, which stops personal growth. To some extent, the reason for this contradiction will become clear if one remembers that for psychoanalysis, development is an adaptation to the environment, finding a certain ecological niche in which a person can escape from the pressure of the environment. From the point of view of Maslow, psychological defense helps adaptation to the environment and, therefore, hinders personal growth. Thus, opposing views on the very process of personality development give rise to opposing views on the role of psychological defense in this development.

Self-actualization is associated with the ability to understand oneself, one's inner nature, to learn to "attune" in accordance with this nature, to build one's behavior based on it. At the same time, self-actualization is not a momentary act, but a process that does not have an end is a way of "living, working and dealing with the world, and not a single achievement," Maslow wrote. He singled out in this process the most significant moments that change the attitude of man to himself and the world, stimulate personal growth and the desire for self-actualization. This could be an instantaneous experience that Maslow called "peak-pe-regime," or a long "plateau-experience." Anyway

these are the moments of the greatest fullness of life, the realization of the existential, rather than the deficit needs, and therefore they are so important in the development of self-actualization, primarily the self-actualization of the transcendent type that is formed in people for whom the most significant is the transcendental experience.

It should be noted that Maslow was practically the first psychologist who drew attention not only to the deviations, difficulties and negative aspects of the personality, but also to the positive aspects of personal development. He was one of the first to study the positive achievements of personal experience, to discover ways of self-development and self-improvement for any person.

## **78. PHENOMENOLOGICAL PSYCHOLOGY OF K. ROGERS.**

Carl Rogers (1902-1987), as well as A. Maslow, is one of the founders of the concept of humanistic psychology. The theory he developed, called phenomenological, and the psychotherapeutic method based on it-center-centered therapy, are very popular and influential in the scientific community.

The main ideas of the phenomenological concept of Rogers.

1. Recognition of the value and uniqueness of the human personality and its experience arising in the course of all life and united into the concept of "phenomenal field"

2. The introduction of the concept of congruence, that is, the degree of coincidence or inconsistency in the vision of the subject of one's inner world with the actual reality surrounding it, respectively, high congruence leads to positive personal development, and low to internal conflicts, anxiety, neurotic development.

3. Self-actualization, contact with one's own individuality, which is possible only in the situation of life in the present, -the main need and driving force of human development, the rejection of self-actualization also leads to personality and neuroticization.

4. Understanding of self-esteem as the most important component of personality, in which the essence of a person is expressed and which has the quality of adequacy and flexibility, i.e., the ability to vary depending on the situation.

5. Self-evaluation is formed under the influence of a person's personal experience, while openness to new experiences is an important factor in its formation.

The concept of personality created by Rogers is very popular, and the client-centered psychotherapy method developed by him is actively used both in psychological counseling and I of peiha therapy. Also based on this method was a group psychotherapy and correction based on visits to so-called " groups of meetings ". At present, this method of group work is one of the leading, not only in psychology, but also in medicine and pedagogy.

## **79. DIRECTIONS IN DEVELOPMENT OF DOMESTIC PSYCHOLOGY IN THE XIX CENTURY .**

The main prerequisite for the development of psychology as an independent science in the XIX century. became global social changes of this period - the abolition of serfdom, economic reforms and, as a consequence, the beginning of awareness of the nation's uniqueness and identity. Psychology faced the task of studying the Russian character and mentality from a psychological, rather than a historical or sociological point of view.

In the second half of the XIX century. in connection with the active development of science in science and the interest in national culture and character in society, domestic psychology is gradually emerging as an independent scientific discipline in which two parallel approaches develop.

1. Anthropological and natural scientific approach N. Chernyshevsky, in which the understanding of human nature occurs through the principle of the unity of the organism and its mental and physical components and uses natural scientific methods of studying human nature and achieving physiology.

2. The religious-philosophical approach of P. Yurkevich and V. Solovyov, where human nature is known in two ways - through the external (corporeal) and inner (psychic phenomena) feeling, the mental and physical aspects should be separated from each other, and they must be studied by appropriate empirical methods, and behavior must be studied from the point of view of the reflex arc proposed by R. Descartes.

By the end of the XIX century. domestic psychology had its own distinctive features.

1. Anthropocentrism and consideration, historical and social changes from the point of view of man and his practical use.
2. Orientation of science for practical application.
3. Emphasis on moral and ethical problems in the study of human nature and the construction of psychological concepts.
4. Studying of historical aspects of ethical problems of a person.
5. Supernal elements of consciousness were understood in the key of their moral component.

#### **84. DEVELOPMENT OF PSYCHOTECHNICS IN THE USSR IN THE 20-30TH OF THE YEAR. XX V.**

In the 20-30-ies. in the USSR, as well as in the West, the science of psychotechnics is actively developing, the task of which was the implementation of practical goals by psychological means and the use of the laws of human behavior in production for its expedient regulation and influence on man. In the USSR, the principles of psychotechnics were expressed in the so-called "platform seventeen", which included such Soviet psychologists as Kerzhentsev, Kaplun, Shchil'rein, Stopani, and others. Let us examine the main points put forth by these researchers.

- 1, Focusing on the socialist political orientation of labor research in Russia, the main issue was the rationalization of technology and production, and not the study of labor movements,
- 2, the following tasks of psychotechnics were proposed:
  - development of the basis for professional selection and professional counseling;
  - study of fatigue and fatigue in the labor process;
  - determination of patterns of formation of skills in exercise, training of mental functions in the preparation of labor.
- 3, Characteristic feature of psychotechnics of the 30s. - transferring the center of gravity of research from the problem of vocational selection to the rationalization of methods of vocational training and retraining of personnel, the organization of the labor process, and so on.

In the 20s - early 30s, psychotechnics experienced rapid development in our country; 200 psychotechnical laboratories were created, from 1923 to 1932 the All-Union Psychotechnical Society operated. However, like pedology, psychotechnics was unclaimed during the period of Stalinism and the totalitarian state that was formed, and in 1936 all psychotechnical laboratories were closed.

#### **85. STAGES OF SCIENTIFIC CREATIVITY BY LS Vygotsky.**

Lev Semenovich Vygotsky (1896-1934) is one of the most outstanding personalities of Russian psychology of the 20th century. All his scientific work is divided into 2 periods: Gomel and Moscow.

Gomel period. In 1917 - research work, the organization of a psychological cabinet. The main ideas: 1) denial of introspection as a method of reflexology; 2) the fusion of reflexology and psychology on the basis of the phenomenon of speech reflex, since it is also a bodily act, that is, reflects the behavior of a person, and the subjective experience of consciousness; 3) reliance on the vigilant-reflex principle of explaining behavior.

The Moscow period is divided into three stages:

The first stage (1924-1927). Features of this phase are:

- work "Psychology of Art", the central idea of which was the concept of a special form of reaction - aesthetic;
- the derivation of two factors determining the mental will - social and cultural. The cultural factor is manifested in the image of speech reactions, which include both the real behavior of the organism and the meaning of the word.

The second stage (1927-1931) is called instrumental psychology and has the following features.

- development of the scheme-stimulus-stimulus-reaction \* instead of the old "stimulus-reaction", as a mediator between the stimulus and the response, a special stimulus-sign acted;
- a sign is an instrument that transforms the psyche through the change of the primary natural processes (memory, attention, etc.) from the natural (biological) to the cultural (historical). This process of consciousness development is called interiorization of information, and primary natural processes are called higher mental functions.

Stage 3 (1931-1934) book - "Thinking and Speech," where the signs are viewed from the point of view of their evolutionary significance. The following problems are studied;

- the relationship between motivation and cognitive processes;
- the ratio of education and upbringing, the introduction into this sphere of the concept-the zone of the nearest development: only that training is effective, which "runs ahead" of development.

## **86. ACTIVE APPROACH IN PATRIOTIC PSYCHOLOGY IN SL. RUBINSTEIN'S WORKS.**

In the Soviet period of development of domestic psychology, the activity approach was the central concept. Within the framework of this approach, the theory of personality, understanding of subjects and tasks of psychology as a science, pedagogical concepts were developed. The central idea was the postulate of the unity of consciousness and activity, which was considered from the Marxist point of view, preaching work as the basic form of the

relationship between man and the environment. The principles of the active approach were actively developed in the writings of Soviet scientists SL Rubinstein and AN Leontiev.

Sergei Leonidovich Rubinstein (1889-1960) developed the following ideas of the activity approach.

1. Every action of a person proceeds from motives and is directed to the goal.
2. Activity and consciousness form a unity. The very fact of awareness of its activity changes the nature of its course and, thus, ceases to be a simple set of responses to external stimuli.
3. Awareness of action depends on the attitude that develops in the course of the activity itself. Conscious action is not an action that is accompanied by consciousness.
4. Human behavior is not reduced to a simple set of reactions, it includes a system of conscious actions that differ from the reaction by a different attitude to the object.
5. Action is a conscious act of activity that is directed toward the object, and it becomes an act as its relation to the subject has become a conscious attitude.
6. Activity is understood as the interaction of the subject with the surrounding world; this is the process through which the relationship of man to the world around him is realized and through which his psyche becomes cognizable to others.

In Rubinshtein's work "Fundamentals of General Psychology" - almost all the theoretical and empirical achievements of Soviet psychology of the 1930s. Here the mind, consciousness and personality are considered in the context of their development.

## **87. CONCEPT OF ACTIVITIES IN THE WORKS OF AN LEONTIEV.**

Alexei Nikolaevich Leontiev (1903-1979) in his works developed a general concept of activity. He developed a general psychological theory of activity, which became fundamental for the domestic science. The main work, revealing the essence of the activity approach, was the work of Leontyev-Activity. Consciousness. Personality. " In his theory of activity, Leontiev advanced the following scientific ideas.

1. Activity is a process that realizes the life of the subject, and its purpose is to satisfy the subject's subject needs.
2. Subject needs are defined as internal states of the organism.
3. The development of activity leads to the emergence of a mental reflection of reality in the course of evolution, that is, activity generates a psychic life.
4. Activity, in addition to the objective reflection of reality, translates the image into an objective-objective form, which can be real or ideal (that is, intangible). Language is a form of reflection of the image in the individual consciousness.
5. There are several stages of development of the psyche in ontogenesis:

- Elementary sensory mind;

- Perceptual psyche (ie, the formation of the image);

- stage of the intellect (ie, ensuring orientation and adaptation of the organism in the environment).

6. At each age, a person has a leading activity. (This provision served as the basis for the periodization of the child's mental development created by D. B. Elkrnin).

7. (Zoe the totality of human experience can be divided into three types: individual, species and social, which are present in every person.

AI Leontiev's ideas had a strong influence and development of most branches of Russian psychology-social, child, pedagogical, engineering, pathopsychology, zoopsychology, and ergonomics. Moreover, his ideas laid the foundation for the development of these branches of psychology in the USSR. Like S. L. Rubinstein, Leontiev is one of the founders of Russian psychology.

## **88. DOMESTIC PSYCHOLOGY IN THE POST-SOVIET PERIOD .**

Along with the general historical crisis in Russia in the mid-90's. XX century. there was also an internal scientific crisis in the development of psychology.

1. The rejection of Marxist orientation in scientific cognition, a serious criticism of domestic theories developed in the Soviet era, in particular the theory of activity and its principle of the inseparable connection between consciousness and activity. Today, this theory, having revised certain provisions that do not meet modern reality, enjoys authority both in our country and in the West.

2. Analysis and adjustment of those theories that were created in the Soviet period, and the adaptation of these theories to modern life and the demands it puts forward.

3. Distribution of authentic concepts of Soviet psychologists who underwent persecution and bans, establishing communication with the global psychological community lost during the years of the Iron Curtain, the integration of Western scientific approaches and concepts.

4. Psychological development in many areas: the study of cognitive processes in general psychology, the creation of new areas and the development meets the modern ideas in the theory of personality and social psychology.

---

5. Creation in 1995 of the Russian Psychological Society at the presidium of the Russian Academy of Sciences and the beginning of the release of the magazine \* Psychological Review. January 31, 1996, Moscow hosted the first All-Russian Conference on Psychology, "Psychology Today."

6. The convergence of science and practice is, taking into account the development of modern society, the emergence of new fields of Applied Psychology: psychology of management,

advertising, active use of psychological knowledge in the field of management and development of human resources in the business.

7 Development of counseling and psychotherapy, psychological service at school, where the main task - to work with individual human difficulties.

Psychology of academic science is transformed into a practical discipline, having a broad range of applications and allows you to use your knowledge and achievements in most areas of modern life - politics, economics, law, medicine, the military, education, management and others.

### 34. transpersonal psychology S. Grof

**Grof** identified 4 areas of the psyche that lie beyond the pre-deeds of our ordinary experience of consciousness: **1) touch the barrier; 2) individual unconscious; 3) the level of birth and death (perinatal matrix); 4) trans-personal area . The human psyche is essentially commensurate with the entire universe and are all-around existing , people at a time and mate-ble object, and a wide field of consciousness.** People must realize themselves by two different modes of experience: 1) **holotropic consciousness** ( implies knowledge of himself as a real physical being with clear boundaries and a limited range of time-of-touch or in the world of material objects); 2) **holotropic consciousness** ( sub-field of consciousness understands, without defined borders, that one has experienced unlimited access to different aspects of reality without the mediation of the senses). Grof detected, that when a person's level of consciousness begins to penetrate into the pre-region of his unconscious psyche, then corresponds with the following levels:

- 1) touch barrier;
- 2) individual unconscious;
- 3) the level of birth and death (perinatal matrix);
- 4) transpersonal domain.

All-kai appliances initially activate the senses: the physical sensations in the body (physical barrier), previously often pent-up emotions (emotional barrier), updating behold-ing images (colored spots, geometric formy-- shaped barrier), etc. - sensor barriers that must be overcome, prezh de than to begin the journey to the unconscious sphere of psycho-Hickey **individuals-tion of the unconscious (biographical level)** . Perinatal matrix - this underlying structure devil-conscious psyche, which contain information about the experiences and sensations of the body from the moment she conceived-ment until the completion of the birth. Biologicheskai foundation 1 **perinatal matrix** (BMP-1) - the experience of the original symbiotic unity of the fetus from the mother's body during intrauterine life. In-yatnye unpleasant memories and stay inside the uterus may occur in a particular biological vor IU. It may be experiencing comfort, security, unity with the mother, peace, satisfaction and Spock-quences.

**2 perinatal matrix** is laid in the early course of birth, when the fetus is periodically shrinks uterine spasms, but the cervix is closed and the output yet. This biological situation during sa-moissledovaniya can relive quite realistic nym way or on the emotional and symbolic urs-not:

there is a feeling of increasing anxiety and Nadwi-gayuscheysya mortal danger, images of terrible octopus or python can occur that compress, untrammled-out whole body images or underground, from which is impossible, can be found out, and so on. n. The situation appears non-wearable hopeless. Among the standard components of the matrix - the painful sensation of loneliness, demon-powerful, hopelessness, despair and guilt.

3 **perinatal matrix** reflects the stage of biological birth, when the uterine contractions continue, but the cervix is already open and is in the fetus allows one to gradually move along the birth canal-lu.Pod this lies a desperate struggle for survival, the strongest mechanical compression, and sometimes suffocation. During sessions of self-examination, in addition to the true real sensations of different aspects of the struggle in the birth canal, the four-Lovek can experience and symbolic-emotional experience: the elements of a titanic struggle, images STI-natural calamities, wars, battles with wild animals, collision with fire, blood sacrifices , strong-ing sexual excitement, aggression, and so forth. 4 **perinatal matrix** associated with the direct appearance in the human world, where mu-considerably the process of fighting for the birth of coming to an end, the promotion of the birth canal culminates and the peak of pain, stress and sexual excitation-tion follows the sudden relief and relaxation. A symbolic expression of the last stage of labor is the experience of death - rebirth: the passage from 3 to 4 matrix entails a sense of total destruction - physical destruction, emotional collapse, intellectual defeat, instant destruction of all previous reference points in a person's life. For a complete destruction should be the vision of wasps lepitelnogo white or gold color supernatural-term brightness and beauty; Chuv of spiritual liberation, salvation and of its Chuv-Boda from anxiety, depression, guilt, and it is accompanied by positive emotions.

### 35. Categories of motives in the history of psychology

It is essential in the psychology and the category of *motive*. Already in the first psychological theories, scientists have considered the source of the activity, trying to find a cause that Bug-giving person to move, that is, sought to understand the motives, koto-rye form the basis of our behavior. There have been attempts to find and the Ma-ter explanation of these motives, and motives-valis connection with moving atoms, and with the "animal spirits"; there were theories that spoke of their immateriality. So, Pla-tone spoke of the passionate and lustful souls, which serve as carriers of the motif, and Leibniz believed that the activity of enticing-to-action is a property of the soul-monads. However, inde-ently of the interpretation of nature motive he, as a rule, connection-valsya with emotion and was one of the main problems for all psycho-hologov. It is therefore natural that in modern psychology, the concept of motive (need, desire, aspirations) was the leading category almost all schools of psychology.

### 36. CATEGORY personalities in the history of psycho-I.

Category *personality* appeared in psychol-ogy relatively recently, although the question of the essence of man, the development of his ideas about themselves and evaluate themselves staged in antiquity. However, while the concept of *the person* and *the person* dis-regarded as identical, and there was no modern concepts of *identity*, *the individual* and *individuality*. For a long time, as already noted, the leading subject of psychology was the knowledge and category image and internal mind-nomic activity were leading. No wonder the famous scientist W. Wundt spoke of the dictates of "intellectualism" in the psycho-ogy, contrasting his former voluntarist psychology, studying mainly "a man knowing" rather than feelings. Only with the appearance of the school of depth psychology is the personality has become one of the top categories and is it in modern psychological science, although now different schools



(humanistic, deep, domestic psycho-logy) consider the structure, genesis and driving forces development of the person on in different ways.

### **37. The categories form.**

One of the first appeared in the psychology category *image*, co-Thoraya became leading in the study of cognition. Already in antiquity, the scientists studied how the image is formed in the human world, vposled-Corollary focus psychologists proved self-image, self-consciousness of man, its content and structure. If the first psy-hologicheskikh theories of *self-image* was considered primarily as one of the areas of consciousness, in modern science "self-image" has become one of the leading concepts of personality psychology.

The image of the subject many scientists considered as a signal from which originates and starts to operate ref-Lex, human behavior. The image sensor as the basis of thought-schi talsya unshakable postulate scientists who viewed the psyche as a sensory mosaic, consisting of sensations and pre-representations. Ugly way of thinking began in the early XX century. one of the most important discoveries of the Würzburg school. Image as the basis of perception, its holistic and systemic nature has become the leading category in Gestalt psychology.

Considering the way of development, psychologists came to the conclusion about the relationship of sensory and mental images. The study of this connection, as well as a combination of mental images and words, was and remains one of the major problems for psychology. Sufficient, but to say that such great scientists as LS You-Gothic, Piaget, D.Bruner and others, have dedicated their most significant works of the study of this problem.

Sensory and mental images are the content of consciousness, so a set of images can be seen as ODA-analogue of this philosophical category. For psychology is very important and the question increasingly aware-ness of images, t. To. Overconscious unconscious and do not play a less important role than consciousness.

### **31. neobiheviorizm: Hunter and Lashley**

Support for the main provisions of behaviorism and, most importantly, its commitment to the objective study of the psyche does not exclude differences arising in the solution of specific scientific samples-lens. But doubts about the validity of some of the principles of the WHO-Watson already drooped when analyzing the results of the first experiments, CHECK dennyh W. Hunter and Karl Lashley.

**U.Hanter** (1886-1954) began in 1914. study delayed reaction. In these experiments, monkey given example, it is possible-ness to see which of the two was placed banana boxes. Then, between her and drawers set a screen retracts MULTI-to seconds, after which the monkey was given an opportunity to make you-boron. Animal successfully found the right box. This decision has proven that animals are capable of not only A direct-tion, but also to the delayed reaction to the stimulus. Experiments showed Hunter setup role preceding the appearance of the observed responses and expressing the orientation of the body in the defined-tion stimulus. Ignoring this installation, mediating link between stimulus and response, it deprived the opportunity to explain the psychology of many phenomena of conduct.

Doubts about the validity of the formula  $S \rightarrow R$  caused and results of the experiments one of the pupils Watson **K. Lashley** (1890-1958). Materials his studies of brain mechanisms of behavior would, if published in the book "Brain Mechanisms and Intelligence" (1929). Lashley came from the fact that the complex behavior correspond to more complex brain connection.

In his experiments, the animal worked out some kind of a skill, and then removed the various parts of the brain to find out whether on them this skill depends. It was found that the destruction of defined-hydrochloric cortex of experimental animals its function took over another zone. To explain this fact, you Lashley moved the concept of equipotentiality (equivalence) parts of the brain, giving the ability to retain parts of the cortex compensated-loss. mass action concept explained by the fact that the quality of the job is reduced in proportion to the volume and optionally the destruction depends on the location of damage. Works Lashley argued that the different areas of the brain are responsible for different HN function, but localized, according to his observation, denyam, the less significant the more complicated mental process.

These studies have shown the importance of the study "mystery box" (as he called the brain Watson), as well as the futility of all exceptions, inaccessible to direct observation of the pre-meta-psychology.

**Hippocrates: the doctrine of temperaments. School of Hippocrates (c. 460-377 BC.), We know the so-called "Hippocratic Collection", regarded as the life changing process. Among its explanatory principles we find the air as a force that supports the body's inextricable link with the world, it brings the external mind and the brain performs mental functions. A single material principle as a basis of organic life rejected. If man were one, it would not when I was sick, and if sick, the healing agent would have to be united. But that does not exist.**

The doctrine of a single element, the underlying diversity of things, Hippocrates replaced the doctrine of the four body fluids (blood, phlegm, yellow bile and black bile). Hence, depending on whether liquid prevails - the version of the four temperaments, called hereinafter: sanguine (where predominates the blood), phlegmatic (phlegm), choleric (yellow bile), and melancholy (black bile).

For the future of scientific psychology the explanatory principle, for all his naivete, was very important (no wonder the Hippocratic terminology is preserved to this day). Firstly, the fore hypothesized whereby innumerable differences between individuals can be grouped into several general features of behavior; thus laid the beginning of a scientific typology underlying the modern teachings of individual differences between people. Second, the source and reason for searching Hippocratic differences within the organism; spiritual qualities was to depend on bodily. On the role of the nervous system is not yet known at that time, so the typology was saying the current language, the humoral (from the Latin "humors." - liquid).

## **§1. Arabic-speaking SCIENCE**

Ancient Greek civilization in the conditions of Nara became socio-economic degradation of the society was destroyed. Gradually lost much of the knowledge obtained. Severe blow to the disintegrating ancient culture inflicted Christian church, created an atmosphere of militant intolerance to all "pagan". In the IV century it was destroyed Science Center in Alexandria. At

the beginning of the VI century, Emperor Justinian of wings existed for about a thousand years, the School of Athens - the last center of ancient philosophy. Natural science research natural halt. He was replaced by religious speculation.

The reorientation of philosophical thinking of rapprochement with the positive knowledge of the nature committed in this period in the depths of a different culture - Arabic-language, which flourished in the VIII-XII century.

After the unification in the VII century Arab tribes emerged the state, which had their ideological bulwark of the new religion - Islam. Under the aegis of that religion it began aggressive movement of Arabs, culminating in the formation of the Caliphate, which lived on the territory of peoples with ancient cultural traditions.

The official language of the Caliphate became Arabic, although the culture of this vast state accepted the achievement of many of its peoples, as well as the Greeks and the peoples of India. The cultural centers of the Caliphate came camel caravans on vyuchennyh books on almost all of the then known languages.

At a time when Western Europe, disintegrated into closed feudal Mirko been completely forgotten achievements of European science and Alexandria, the Arab East seething intellectual life. Writings of Plato and Aristotle and other ancient thinkers were translated into Arabic, were copied and distributed throughout the vast Arab powers - from Central Asia to the Iberian Peninsula and Africa.

That is what has stimulated the development of science, especially physics and mathematics, and medical. Astronomy, mathematics, chemists, geography, botany, doctors created powerful scientific cultural layer from which allocate large minds. They enriched the achievements of their ancient predecessors and created the preconditions for the subsequent rise of philosophical and scientific thought in the West, including the psychological. Among them should be made first of all Central Asian scientist Ibn Sina (XI century) (Avicenna in Latin transcription).

From the point of view of the development of scientific knowledge about the soul, of particular interest is medical psychology Ibn Sina. It an important place was given to the role of affect in the regulation and development of the behavior of the organism. Created Ibn Sina "Canon of medical science" provided it "absolute authority in all medical schools in the Middle Ages."

Ibn Sina was also one of the first researchers in the field of psychology. He studied the relationship between the physical development of the organism and its psychological features in different age periods, giving at the same time the importance of education. It is through education carried out by Ibn Sina, the impact on the mental structure of the body stable. Feelings that change within the physiological processes occur in a child as a result of exposure to the people around them; causing the child or that affects adults form his nature.

Physiological Psychology Ibn Sina included, so the assumption that the ability to manage processes in the body, and even to give the body a certain stable storage by acting on his sensual, affective life, which depends on the behavior of other people. The idea of the relationship of mental and physiological (not only dependent on the physical state of the psyche, but also its ability - with affections, mental herbs swing, activity of imagination - a

deep influence on them), Ibn Sina was developed on the basis of his extensive medical experience.

There is information that is not limited to the observations he has made an attempt to study this question experimentally. Two sheep were given the same food; wherein one fed under normal conditions, and next to another tied wolf. As a result, the second ram, in spite of a normal diet, began to lose weight and die quickly. It is not known what the explanation of Ibn Sina gave this experience, but the scheme it says about the opening of the role opposite emotional systems in the event of profound physical changes. All this gives grounds to see in studies of Ibn Sina's rudiments of experimental psychophysiology of emotional states.

Of particular interest is the Arab naturalists and mathematicians, Ibn Sina, including exhibited to the organ of vision. Among the studies in this area stand out the opening of the Ibn al-Haytham (XI century) (Alhazen in Latin transcription). Each visual act he distinguished, on the one hand, the immediate effect of imprinting external influence, on the other - to join this effect work of mind, thanks to which is established the similarities and differences of visible objects.

Ibn al-Haytham studied such important phenomena as binocular vision, color mixing, contrast, etc. He pointed out that the full perception of the objects must be eye movement - moving behold-negative axis. Ibn al-Haytham analyzed the relationship of visual perception on its duration. Noticing that the short presentation can be correctly interpreted only familiar objects, he concluded: condition for the emergence of a vision are not only the direct effects of light stimuli, but also lingering in the nervous system, traces of former experiences.

Driving Ibn al-Haytham not only destroys the theory of inherited from the classical authors, but also introduces a new explanatory principle. The initial structure of the visual sensor has been viewed as a derivative of laws of optics having experienced and the mathematical basis and the properties of the nervous system.

The study of the eye functions involved and other scientists have found, in particular, that the sense of the body part of the lens is not as previously thought, and the retina. The author of this discovery is considered a philosopher and physician Ibn Roshdy (XII century) (Averroes in Latin transcription). His teachings about the person and his soul had the greatest impact on the Western philosophical and psychological thought. It brutally persecuted both Muslim and Christian religion. This is not surprising, since Ibn Roshdy denied the immortality of the individual soul. He commented on his own Aristotle, emphasizing the separation of soul and mind.

Under the function of the soul went without saying, are inseparable from the body (primarily - sensuality). They are necessary (such was the opinion of Aristotle) for the activity of the mind, are inseparably connected with the body and disappear with him. The very same reason is divine and is included in the individual soul from the outside, just as the sun sends rays of the body. "Footprints" With the disappearance of the body and the individual soul, left divine reason in the soul, separated from the missing of the individual mortal and continue to exist as a moment of universal reason, inherent in the entire human race.

Recognition of higher intellectual equality of people (with all the diversity of their individual differences) and likeness human was incompatible with the ideology of contemporary society, based on a strict social hierarchy of its members. Apology divine mind turned around at the

Ibn Roshdy (received in the West honorable name Commentator) the protection of Earth's human dignity

**Gottfried Wilhelm Leibniz: the problem of the unconscious. Father G.-V. Leibniz (1646-1716) was a professor of philosophy at the University of Leipzig. Even at school, Leibniz decided that his life will be dedicated to science. Leibniz had an encyclopedic knowledge. Along with E mathematically studies (he discovered the differential and integral calculus), he participated in efforts to improve the mining industry, was interested in the theory of money and the monetary system as well as the history of the Brunswick dynasty. He organized the Academy of Sciences in Berlin. It turned to him Peter 1 to chair the Russian Academy of Sciences. Significant place in the interests of science Leibniz occupied and philosophical questions, especially the theory of knowledge.,**

Like Spinoza, he advocated a holistic approach to the person. However, he had a different opinion about the unity of the bodily and mental.

The basis of this unity of Leibniz's view, is spirituality. World consists of innumerable monads (from the Greek "monos." - one). Each of these "is psychic," and has the ability to perceive everything that happens in the universe.

This assumption is crossed out the Cartesian idea of equality of mind and consciousness. According to Leibniz, "the belief that the soul has such a perception that it is aware of, is the source of the greatest delusions." The soul continuously is transparent activity "small perceptions," or unconscious perceptions. In those cases when they are realized, this is possible thanks to a special mental act - apperception, including attention and memory.

Thus, Leibniz distinguishes in the soul of a few areas, which differ in the degree of awareness of the knowledge that they are located. This is a distinct area of expertise, domain knowledge and troubled region of the unconscious. Rational intuition opens the substance of the ideas that are in apperception, so this knowledge are clear and generalized. Proving the existence of unconscious images, Leibniz nevertheless did not disclose their role in human activities, because I thought that it is associated primarily with conscious ideas. When, he drew attention to the subjectivity of human knowledge, linking it to the cognitive activity. Leibniz argued that there is no primary or secondary qualities of objects, as even at the initial stage of knowledge one can not passively accept the signals of reality. He definitely brings their own ideas, their experience in the images of the new items, and therefore can not be just bordering the properties that are in the object itself, from those who introduced the subject. However, this does not contradict the subjectivity of the knowability of the world, as all our ideas though different from each other, nevertheless essentially coincide with each other, reflecting the main features of the world.

On the question of the relation between spiritual and physical phenomena, Leibniz said formula, known psychophysical parallelism: the dependence of the mind on physical WHO Action - an illusion. The soul and the body make its operations independently and automatically. However, there are over predefined harmony therebetween; they are like a couple of hours, which always show the same time as running with the greatest accuracy.

The doctrine of psychophysical parallelism found many supporters in the formative years of psychology as an independent science. Leibniz's ideas have changed and expanded the idea of

the mental. His ideas about the unconscious mind, "small perceptions" and apperception have become part of the contents of the subject of psychology.

#### **§4. functionalism**

At the root of this direction, which became the beginning of XX century, one of the mainstream in American psychology was the Austrian psychologist **Franz Brentano** .

F.Brentano (1838-1917) began his work as a Catholic priest, leaving it because they disagree with the dogma of the infallibility of the pope, and going to the University of Vienna, where he became a professor of philosophy. Brentano first work was dedicated to the psychology of Aristotle, as well as its interpretation of medieval Catholic theology, was working on the concept of intention as a special line of thought. The unfinished work "Psychology from an empirical point of view" (1874) Brentano proposed a new program for the development of psychology as an independent discipline, contrasting it prevailed at the time of Wundt's program.

The main thing for the new psychology he considered the problem of consciousness. What distinguishes consciousness from all the other phenomena of life? Only by answering this question, we can determine the field of psychology. While under the influence of Wundt's opinion prevailed that with the knowledge consists of sensations, perceptions, ideas like the special, successive processes. With the help of the experiment can be identified, to analyze, to find those elements or yarns from which interweaves this special "fabric" domestic entity. This view, Brentano claimed, quite falsely, because it ignores the activity of knowledge, its constant focus on the object. To refer to this indispensable attribute of knowledge Brentano proposed the term "intention". It is immanent in every psychic phenomenon, and because of that allows you to distinguish psychic phenomena from the physical.

Intention - not just activity. It, together with the act of consciousness always coexists any object. Psychology uses, in particular, the word "representation", meaning by restoring them in memory of prints he had seen or heard. According to the same Brentano should speak not about representation but about predstavlivaniy, that is, the special spiritual activity, which is realized through the previous image. The same applies to other psychic phenomena. Talking about, say, perception, forget that in this case, not only is a "floating" sensory image, and an act of perceiving this content. It is necessary to clearly define the act and content, do not mix them, and then it becomes quite clear that psychology is the science of acts of consciousness. No other science, except for her, studying these special intentional acts are not engaged.

Classifying and describing these forms acts Brentano came to the conclusion that there are three major forms: acts predstavlivaniya anything judgment acts as a true or false and acts emotional evaluation anything as desired or discarded. Beyond the act of an object does not exist, but also to act, in turn, occurs only when the orientation of the object. When a person hears the word, then his mind rushes through the sound, the shell material to the subject in question. Understanding the meaning of the word is an act, and because it is a mental phenomenon. It is destroyed, if we take apart an acoustic stimulus (sound) and designated it a physical thing. Stimulus and the thing itself to the field of psychology are not relevant.

Brentano decisively rejected adopted in experimental psychology laboratory analysis procedure. He considered that it distorts the real mental processes and phenomena that should be studied carefully by the internal monitoring of their natural course.

Of specifically psychological works Brentano known "Studies on the psychology of the senses" and "On the classification of psychic phenomena." His other works are devoted to philosophy and axiology. Of course, he thought only apparent psychic phenomena, the data in the inner experience, while knowledge of the external world is probabilistic in nature.

Lessons Brentano, set the task to describe how the mind works, had an impact on various areas of Western psychological thought. By adopting the principle of activity, Brentano became a pioneer of European functionalism. It was a trend that opposed the so-called structuralism in psychology, the leader of which was made by Wundt, who considered the task of the new science of psychology to identify those elements that make up the mind, as well as determination of the laws, which are psychological structures are formed. Against this view of consciousness as a unit "of the bricks and mortar" and were functionalists and their followers. In Brentano studied and under the direct influence of his ideas were many psychologists.

Brentano's ideas influenced Külpe and the Würzburg school. The number of students of philosophy in Vienna in Brentano was Freud. In his teaching about the concept Brentano intentions transformed into a version of "chained" psychic energy to external objects (including proper body of the individual).

The ideas of activity and objectivity of consciousness, although in an idealistic interpretation, were established thanks to Brentano in Western European psychology.

An important role in the development of functionalism in his Western European version was played by the German psychologist **Karl Stumpf**.

K. Stumpf (1848-1936) was a professor at the Department of Philosophy in Prague, Halle and Munich. Since 1894, he worked at the University of Berlin, where he organized a psychological laboratory. Under the influence of Brentano, he considered the subject of psychology the study of psychological functions, or acts (perception, understanding, desire), distinguishing them from phenomena (sensory or represented in the form of forms, values, concepts and similar content of consciousness). Studying phenomena Stumpf referred to a special subject area - phenomenology, linking it with philosophy, and not with psychology.

Stumpf considered functions (or acts) as his own subject of psychology. Thus, the study is not the red color of the object (which is, according to Stumpf, a phenomenon, rather than a function of consciousness), but an act (or action) of the subject, through which a person realizes this color in its difference from others. Among the functions Stumpf distinguished two categories: intellectual and emotive (or affective). Emotional functions consist of opposite pairs: joy and sorrow, desire and rejection, aspiration and avoidance.

Emotional shade can acquire and some phenomena that were called "sensory sensations."

Since childhood, fascinated by music, Stumpf in most of his experimental work focused on studying the perception of musical themes. These works were summarized in his two-volume work "Psychology of Tones", which made the largest contribution to the study of psychological acoustics after Helmholtz. In a polemic with Wundt, Stumpf considered unnatural the dismemberment of introspection indications into individual elements. The results of those experiments that were conducted on psychologists of the Wundt school,

trained in introspective analysis, were opposed by Stumpf as credible expert musicians as credible.

Stumpf regarded music as a phenomenon of culture. He created an archive of phonograms, where there were 10,000 phonographic records of primitive music of different peoples. Stumpf took part in research on child psychology, organizing the German Society of Child Psychology, and also on zoopsychology (proving in particular when discussing the sensational phenomenon of "clever Hans" - a horse who was tapping the "solution" of mathematical problems - that the animal reacted to the barely noticeable movements of the trainer). Stumpf facilitated the trip of his pupil W. Keler to Africa to study the behavior of anthropoid apes. He had many other students, who later became famous psychologists.

With all interest in the works of Brentano and Stumpf, the most widespread functionalism was found in the United States, where he became one of the leading psychological trends. His program, as opposed to structuralism with its sterile analysis of consciousness, set out to study how the individual, through mental functions, adapts to a volatile environment.

The development of functionalism in America is closely connected with the name of **William James** .

V. Jams (1842-1910) graduated from Harvard University, receiving medical and artistic education. In his psychological work, not so much an integral system of views is set forth, but rather a set of concepts that served as the basis for various approaches in modern psychology - from behaviorism to humanistic psychology. James made psychology one of the most popular sciences in America. He was the first professor of psychology at Harvard University, the creator of the first American psychological laboratory (1875), president of the American Psychological Association (1894-1895).

James dealt with many problems - from studying the brain and developing cognitive processes and emotions to personality problems and psychedelic research. One of the main questions for it was the study of consciousness. James has the idea of a "flow of consciousness", i.e. on the continuity of the work of human consciousness, despite the external discreteness caused by partially unconscious mental processes. The continuity of thought explains the possibility of self-identification despite constant breaks in consciousness. Therefore, for example, waking up, a person instantly realizes himself and he "does not need to run to the mirror in order to make sure it's him." James emphasizes not only continuity, but also dynamism, the constant variability of consciousness, saying that awareness of even the usual things is constantly changing and, paraphrasing Heraclitus, who said that you can not enter twice into the same river, he wrote, that we can not have exactly the same thought twice.

Consciousness is not only continuous and changeable, but also selectively, selectively, it always accepts and rejects, selects certain items or their parameters and rejects others. From the point of view of James, the study of the laws by which the consciousness operates, according to which the choice or rejection proceeds, is the main task of psychology. In this issue was the main reason for the disagreement between the school of functionalism of James and the American psychologist Titchener, who represented the school of structuralism. Unlike Titchener, for James, the primary was not a separate element of consciousness, but its flow as a dynamic integrity. At the same time, Jeme stressed the priority of studying precisely the work of consciousness, and not its structure. Studying the work of consciousness, he comes to the discovery of two of its main determinants - attention and habit.



Speaking about human activity, the scientist stressed that the psyche helps in its practical activities, optimizes the process of social adaptation, increases the chances of success in any activity.

James's psychological views are closely intertwined with his philosophical theory of functionalism, which is centered on pragmatism. Therefore, James paid much attention to applied psychology, proving that its importance is no less than theoretical psychology. Especially important, from his point of view, is the connection between psychology and pedagogy. He even published a special book for teachers "Conversations with teachers about psychology", in which he demonstrated the enormous opportunities for upbringing and self-education, the importance of forming correct habits for children.

James paid considerable attention to the problem of personality, understanding it as an integrative whole, which was fundamentally new at that time. He singled out the cognizable and cognitive elements in the personality, believing that the cognizable element is our empirical self, which we are conscious of as our personality, while the cognizing element is our pure I. Of great importance was the allocation of several parts in the structure of the empirical personality - physical, social and spiritual personality. Describing them, James said that our empirical self is broader than purely physical, because a person identifies himself and with his social roles, and with his loved ones, expanding his physical self. At the same time, the empirical self may be already physical, when a person is identified only with certain needs or abilities, fencing off other aspects of one's personality.

Of great importance was the description by James of those feelings and emotions that the various structures and parts of the personality evoke, first of all the description of self-esteem (self-satisfaction and dissatisfaction with oneself), about whose role he first spoke. James derived the formula for self-esteem, which is a fraction, in the numerator of which is success, and in the denominator - claims.

Self-esteem = success / claims

This formula underlies the hierarchy of individuals, their aspirations for self-improvement and success, their diseases and neuroses, their evaluation of themselves and the emotions they experience.

James developed one of the most famous theories of emotion (along with the Danish psychologist K. Lange). This theory points to the relationship between emotions and physiological changes. James said that "we are saddened because we cry, are furious, because we beat the other, we are afraid because we are trembling," that is, he argued that the physiological changes in the organism are primary in relation to emotions. Despite the external paradoxical nature of this view, the James-Lange theory has become widespread due to both the sequence and logic of the exposition, and the connection with physiological correlates. The views of James on the nature of emotions are partially confirmed by modern research in the field of psychopharmacology and psychocorrection.

James's attempt to go beyond the limits of phenomena with knowledge and to include in the range of scientific and psychological objects irreducible to these phenomena a real objective, directed to the external environment, failed. It failed because of incompatibility with the principles of scientific knowledge of philosophical attitudes - indeterminism and subjectivism. Nevertheless, in the psychological theory introduced to foreign structuralists the problem of

adaptive motor act, in connection with which James comes to a new approach to the problem of consciousness.

Remaining within the psychology of consciousness with its subjective method. James gave the interpretation of consciousness a new orientation, correlating it with bodily action as an instrument of adaptation to the environment and with the characteristics of the personality as a system irreducible to the totality of sensations, concepts, and so on.

James's desire to interpret the personality as a spiritual totality, creating itself "out of nothing", turned out to be in the future consonant with the mentality of the adherents of existentialism. "It was James who was what we today call an existentialist," says one American author.

James did a lot for the development of psychology as an independent science, independent of medicine and philosophy. Although he is not the founder of the psychological school or system, he has developed many trends in the productive development of psychological science, outlined a broad plan for the necessary transformations and directions in this development. He is still considered to be the most significant and outstanding American scientist who exerted enormous influence not only on psychological science, but also on philosophy and pedagogy.

Along with James, the forerunner of the functional direction is considered to be **John Dewey** (1859-1952). Having acquired great fame as a philosopher and teacher in the 19th century, Dewey began his career as a psychologist. His book "Psychology" (1886) was the first American textbook on this subject. But he did not define his influence on psychological circles, but a small article "The concept of a reflex act in psychology" (1896), where he sharply opposed the notion that the main units of behavior are reflex arcs.

Nobody in the psychology of this idea and did not defend. Nevertheless, Dewey demanded a transition to a new understanding of the subject of psychology, to recognize as such a whole organism in its restless, adaptive in relation to the medium of activity. Consciousness is one of the moments in this continuum. It occurs when coordination between the body and environment is disrupted, and the body, in order to survive, tends to adapt to new circumstances.

In 1894, Dewey was invited to the University of Chicago, where under his influence formed a group of psychologists who soon declared themselves in opposition to the followers of Wundt and Titchener functionalists. Their theoretical creed was expressed by James Angell (1869-1949) in the presidential address to the American Psychological Association - "Area of Functional Psychology" (1906). Here, functional psychology was defined as the doctrine of mental operations as opposed to the structuralist doctrine of mental elements. Operations perform the role of intermediaries between the needs of the organism and the environment. The main purpose of consciousness is "accommodation to the new." The organism acts as a psychophysical whole, and therefore psychology can not confine itself to the domain of consciousness. It should strive in various directions to the whole diversity of the individual's connections with the real world and possibly more closely approach other sciences - neurology, sociology, anthropology, pedagogy.

These general considerations did not represent a new theory (Angell did not pretend to create it), nor a new research program. Nevertheless, they attracted a large number of students in

Chicago who wanted to specialize in psychology. There was a so-called Chicago school, from which dozens of American psychologists came out. At the head of it after Angell was Harvey Kerr (1873-1954). The position of the school is embodied in his book Psychology (1925), where this science was defined as the study of mental activity (mental activity). This term, according to Kerr, is "a common name for activities such as perception, memory, imagination, thinking, feeling, will." Psychological activity consists in acquiring, capturing, preserving, organizing and evaluating experience and its subsequent use to guide behavior. "

As for the methods, it was considered advisable in the Chicago school to apply both introspection and objective observation (the experiment was treated as a controlled observation), and analysis of the products of activity. The Chicago school of Angell-Carr was scientific and educational in the sense that a large number of researchers were trained in it. She did not put forward essentially new theoretical ideas and methods, did not become famous for her discoveries. Her ideas went back to James, who did not experiment with experiments and, according to his own admission, hated laboratory labors.

Functional psychology considered the problem of action from the point of view of its biologically-adaptive sense, its focus on solving vital problems for an individual. But in general, functionalism (both in the "Chicago" version, and in the "Colombian") was theoretically untenable. The concept of "function" in psychology (unlike physiology, where it had a strong real basis) was not productive. It was neither theoretically thought out nor experimentally justified and rightly rejected. After all, the function was understood as the act (perception, thinking, etc.) emanating from the subject, initially aimed at the goal or problem situation. Determination of the mental act, its relation to the nervous system, its ability to regulate external behavior - all this remained mysterious.

In the atmosphere of growing weakness of functionalism, a new psychological trend is emerging. Behaviorism is replaced by behaviorism.

## **Chapter 2. History of Psychology**

### **1. History of psychology as a science - its subject, method, tasks and functions**

Psychology as a science studies the facts, mechanisms and patterns of mental life. The history of psychology describes and explains how these facts and laws were revealed to the human mind.

Tasks of the history of psychology:

To study the patterns of development of knowledge about the psyche

To reveal the relationship of psychology with other sciences on which its achievements depend.

To determine the dependence of the origin and perception of knowledge on the socio-cultural context

To study the role of the individual, her individual path in the formation of science itself.

In its development, psychology has gone through several stages. The pre-scientific period ends approximately in VII-VI centuries. BC, i.e. before the beginning of objective, scientific research of the psyche, its content and functions. During this period, the ideas about the soul were based on numerous myths and legends, on fairy tales and the initial religious beliefs that connect the soul with certain living beings (totems). The second, scientific period begins at the turn of the 7th-6th centuries. BC. Psychology in this period developed within the framework of philosophy, and therefore he received the conditional name of the philosophical period. Also, the duration of the psychological school (associationism) and the definition of the psychological terminology proper, which differs from that adopted in philosophy or natural science, is also set somewhat arbitrarily.

In connection with the conditionality of the periodization of the development of psychology, which is natural for almost any historical study, some discrepancies arise in establishing the time boundaries of individual stages. Sometimes the emergence of an independent psychological science is associated with the school of W. Wundt, ie, with the beginning of the development of experimental psychology. However, psychological science was defined as independent much earlier, with the recognition of the independence of its subject, the uniqueness of its position in the system of sciences - both science and the humanities and natural at the same time, studying both internal and external (behavioral) manifestations of the psyche. Such an independent position of psychology was also fixed with the appearance of it as a subject of study in universities as early as the end of the 18th and beginning of the 19th century. Thus, it is more correct to talk about the emergence of psychology as an independent science precisely from this period, referring to the middle of the 19th century. the formation of experimental psychology.

The time of the existence of psychology as an independent science is much less than the period of its development in the mainstream of philosophy. Naturally, this period is not homogeneous, and for more than 20 centuries the psychological science has undergone significant changes. The subject of psychology, the content of psychological research, and the relationship of psychology with other sciences have also changed.

## **2. The main historical stages of the development of psychology. Development of ideas about the subject and methods of psychological research**

Psychology has gone a long way of development, there has been a change in the understanding of the object, object and purpose of psychology. We note the main stages of its development.

I stage - psychology as a science about the soul. This definition of psychology was given more than two thousand years ago. The presence of souls tried to explain all the incomprehensible phenomena in human life.

II stage - psychology as a science of consciousness. Occurs in the XVII century in connection with the development of natural sciences. The ability to think, feel, desire was called consciousness. The main method of studying was the observation of a person for himself and a description of the facts.

III stage - psychology as a science of behavior. Occurs in the XX century. The task of psychology is to experiment and observe what can be seen directly, namely: behavior, actions, human reactions (motives that evoke actions were not taken into account).

IV stage - psychology as a science that studies objective laws, manifestations and mechanisms of the psyche.

Psychology is at the same time one of the most ancient, and one of the youngest sciences. Already in the V century BC. e. Greek thinkers were interested in many problems over which psychology is still working today - memory, learning, motivation, perception, dreams, pathology of behavior. But, although the forerunner of psychology was the science of antiquity, it is believed that the modern approach began to be formed in 1879.

First of all, the methods of research distinguish modern psychology from the "old" philosophy. Until the last quarter of the 19th century, philosophers studied human nature, based on their own limited experience, through reflection, intuition, generalization, and then began to use carefully controlled observation and experimentation, honing the research methods to achieve greater objectivity.

Interpret the development of psychology can be different. On the one hand, from the standpoint of a "personalistic" approach, the history of psychology can be seen as a chain of achievements of individuals: all the changes in science are due to the influence of unique people who are able to single-handedly determine and change the course of history. On the other hand, from the standpoint of a "naturalistic" approach, the "spirit of the times" determines the possibility or impossibility of self-realization of one or another genius; science exists in the context of a spiritual environment.

Until now, psychology is developing as a kind of system of psychological schools. Psychological school - a group of scientists who share theoretical orientation and working on common problems on the basis of a certain system of ideas. Thus, psychology is still in the pre-paradigmatic stage of development: for the present, none of the points of view has been able to unite all existing platforms.

Each new school arose initially as a protest movement against the prevailing system of views. The heyday and dominance of most doctrines were temporary, but they all played an important role in the development of psychology.

### **3. History of the development of psychological thought in the era of antiquity and the Middle Ages**

The first ideas about the psyche were related to animism (from the Latin anima - spirit, soul) - the oldest views, according to which everything that exists in the world has a soul. The soul was understood as an entity independent of the body, controlling all living and non-living things.

Later, the philosophical teachings of antiquity touched on the psychological aspects that were solved in terms of idealism or in terms of materialism. Thus, the materialistic philosophers of antiquity Democritus, Lucretius, Epicurus understood the human soul as a kind of matter, as a bodily formation consisting of spherical, small and most mobile atoms.

According to the ancient Greek idealist philosopher Plato (427-347 BC), who was a disciple and follower of Socrates, the soul is something divine, different from the body, and the soul exists before the person enters in connection with the body. It is the image and the outflow of the world soul. The soul is the beginning of the invisible, the sublime, the divine, the eternal. The soul and the body are in a complex relationship with each other. According to its divine origin, the soul is called to rule the body, direct the life of man. However, sometimes the body takes the soul into its fetters.

The great philosopher Aristotle in the treatise *On the Soul* singled out psychology as a kind of knowledge area and first put forward the idea of the inseparability of the soul and the living body. Aristotle denied the view of the soul as a substance. At the same time, he did not consider it possible to view the soul in isolation from matter (living bodies). The soul, according to Aristotle, is incorporeal, it is the form of the living body, the cause and purpose of all its vital functions. Aristotle put forward the concept of the soul as a function of the body, and not of any external phenomenon in relation to it. The soul, or "psyche", is the engine that allows a living creature to realize itself.

Thus, the soul manifests itself in various abilities for activity: nourishing, sensible, intelligent. Higher abilities arise from the lower and on their basis. The primary cognitive ability of a person is sensation, it takes the forms of sensible objects without their matter, just as "the wax takes an impression of a seal without iron." Sensations leave a trace in the form of representations - images of those objects that previously acted on the senses. Aristotle showed that these images are united in three directions: by similarity, by contiguity and contrast, thereby indicating the main types of connections - associations of psychic phenomena. Aristotle believed that the knowledge of man is possible only through the knowledge of the universe and the existing order in it. Thus, at the first stage, psychology acted as a science of the soul.

In the Middle Ages, the idea was established that the soul is a divine, supernatural beginning, and therefore the study of psychic life must be subordinated to the tasks of theology. Human judgment can be surrendered only to the outer side of the soul, which is directed towards the material world. The greatest sacraments of the soul are available only in religious (mystical) experience Stolyarenko LD *Fundamentals of Psychology*. - Rostov-on-Don: Phoenix, 2005. - p.-47 ..

#### **4. History of the development of psychological thought in the Renaissance and Modern Times (XVII century).**

Since the XVII century, a new era begins in the development of psychological knowledge. In connection with the development of natural sciences with the help of experimental and experimental methods, the laws of human consciousness began to be studied. The ability to think and feel was called consciousness. Psychology began to develop as a science of consciousness. It is characterized by attempts to comprehend the inner peace of man primarily from philosophical, speculative positions, without the necessary experimental base. R. Descartes (1596--1650) comes to the conclusion that there is a difference between the human soul and his body: "the body is always divisible by nature, whereas the spirit is indivisible." However, the soul is capable of producing in the body of movement. This contradictory dualistic teaching gave rise to a problem called psychophysical: how are the physical (physiological) and mental (psychic) processes in a person related to each other? Descartes created a theory explaining behavior based on a mechanistic model. According to this model,

the information delivered by the senses is directed along the sensitive nerves to the "holes in the brain that these nerves expand, which allows the" animal souls "in the brain to flow out through the thinnest tubes - the motor nerves - into the muscles that inflated, which leads to withdrawal of the extremity, subjected to irritation, or forces to perform this or that action. Thus, there is no need to resort to the soul to explain how simple behavioral acts arise. Descartes laid the foundations of the deterministic (causal) concept of behavior with its central idea of the reflex as a natural motor response of the organism to external physical irritation. This Cartesian dualism is a body acting mechanically, and the "intelligent soul" that controls it, localized in the brain. Thus, the concept of "Soul" began to turn into the concept of "Reason", and later - the concept of "Consciousness". The famous Cartesian phrase "I think, therefore I exist" became the basis of the postulate that the first thing that a person discovers in himself is his own consciousness. The existence of consciousness is the main and unconditional fact, and the main task of psychology is to analyze the state and content of consciousness. On the basis of this postulate, psychology began to develop - it made consciousness its subject.

The attempt to reconnect the body and soul of man, separated by the teachings of Descartes, was undertaken by the Dutch philosopher Spinoza (1632--1677). There is no special spiritual principle, it is always one of the manifestations of an extended substance (matter).

The soul and the body are determined by the same material causes. Spinoza believed that this approach makes it possible to treat psychic phenomena with the same accuracy and objectivity as the lines and surfaces in geometry are considered. Thinking is the eternal property of substance (matter, nature), therefore, to a certain extent, thinking is inherent in both stone and animal, and is to a large extent inherent in man, manifested in the form of intellect and will at the level of man.

The German philosopher G. Leibniz (1646--1716), rejecting the equality of the mind and consciousness established by Descartes, introduced the concept of an unconscious psyche. In the human soul, the latent work of the psychic forces-countless "small perceptions" (perceptions) -continues steadily. From them arise conscious desires and passions.

## **5. The development of psychological thought in the Age of Enlightenment (XVIII century.) And the first half of the XIX century. The natural scientific prerequisites for the development of psychology as a science**

The term "empirical psychology was introduced by the German philosopher of the 18th century by H. Wolff to designate a direction in psychological science, the basic principle of which is to observe specific psychic phenomena, to classify them, and to establish a legitimate connection between them that is verified experimentally. The English philosopher J. Locke (1632-1704) regards the human soul as passive, but capable of perception of the environment, comparing it to a clean board on which nothing is written. Under the influence of sensual impressions, the human soul, awakening, is filled with simple ideas, begins to think, t. form complex ideas. In the language of psychology Locke introduced the concept of "association" - the connection between mental phenomena, in which the actualization of one of them entails the appearance of another. Thus, psychology began to study how people understand the world around by association of ideas. The study of the relationship of the soul and body at this conclusively gives way to the study of mental activity and consciousness.

Locke believed that there are two sources of all human knowledge: the first source is the objects of the external world, the second is the activity of one's own mind. The activity of the mind, of thinking is cognized with the help of a special inner feeling-reflexion. Reflection - according to Locke - is "the observation to which the mind exerts its activities," this is the direction of the person's attention to the activity of his own soul. Mental activity can proceed as if on two levels: the processes of the first level - perceptions, thoughts, desires (they are for every person and child); processes of the second level - observation or "contemplation" of these perceptions, thoughts, desires (this is only for mature people who reflect on themselves, they will know their emotional experiences and states). This method of introspection becomes an important means of studying mental activity and people's consciousness.

6. Development of psychology as an independent science in the second half of the XIX beginning of the XX century. The development of experimental psychology and the branches of psychology.

The separation of psychology into an independent science occurred in the 60s of the XIX century. It was associated with the creation of special research institutions - psychological laboratories and institutes, departments in higher educational institutions, as well as with the introduction of an experiment to study mental phenomena. The first variant of experimental psychology as an independent scientific discipline was the physiological psychology of the German scientist W. Wundt (1832-1920). In 1879 in Leipzig Wundt opened the world's first experimental psychological laboratory.

Soon, in 1885, VM Bekhterev organized a similar laboratory in Russia.

In the field of consciousness, Wundt believed, there is a special psychic causality that is subject to scientific objective research. Consciousness was divided into mental structures, the simplest elements: sensations, images and feelings. The role of psychology, according to Wundt, is to give as detailed a description of these elements as possible. "Psychology is the science of the structures of consciousness" - this direction was called the structuralist approach. We used the method of introspection, introspection.

One psychologist compared the picture of consciousness with a flowering meadow: visual images, auditory impressions, emotional states and thoughts, memories, desires - all this can be in the mind at the same time. In the field of consciousness, a particularly clear and distinct area stands out - the "field of attention", the "focus of consciousness"; outside of it there is an area, the contents of which are indistinct, vague, undivided - this is the "periphery of consciousness". The contents of consciousness that fill the two described areas of consciousness are in continuous motion. Wundt's experiments with a metronome shown that monotonous metronome clicks in human perception spontaneously ritmizuyutsya, t. E. The consciousness of nature rhythmically, the rhythm of the organization can be both arbitrary and non-arbitrary. Wundt tried to study this characteristic of consciousness as its volume. The experiment showed that a number of the eight double metronome (or 16 individual sounds) is a measure of the scope of consciousness. Wundt believed that psychology is to find the elements of consciousness, to decompose a complex dynamic picture of consciousness into simple, further indivisible part. Simple elements of consciousness Wundt announced individual impressions or feelings. Sensations are objective elements of consciousness. There I also subjective elements of consciousness or feelings. Wundt offered 3 pairs of subjective elements: the pleasure - displeasure, excitation - sedation, voltage - discharging. From the



combination of subjective elements are formed all the human senses, e.g., joy - is fun and excitement, hope - pleasure and tension, fear - displeasure and tension.

But the idea of the expansion of the psyche into its simplest elements was false, it was impossible to collect from the simple elements of the complex state of consciousness. Therefore, the 20-th years of XX century. This psychology of consciousness practically ceased to exist.

## **7. Structuralism and functionalism**

Founder of structuralism - E. Titchener (1867-1928). Titchener believed that the content of psychology should be the content of consciousness, ordered in a specific structure. The main tasks of psychology - an extremely precise determination of the content of the psyche, the allocation of the original elements and the laws by which they are combined into the structure.

Titchener psyche identified with consciousness, and everything outside of consciousness is referred to the physiology. The "mind" in the concept of Titchener and customary human introspection - not the same thing. Man is inclined to make "stimulus error" - to mix the object of perception and the perception of an object: describing his psychic experience, to talk about the object.

Titchener rejected concept, according to which selected elements Wundt consciousness should attach special formations in the form of mental image or values deprived sensory character. This position contrary structuralism grounds, as sensor elements (sensations, images) can not create a non-touch purely intelligent structure.

Titchener says psychologist fundamental rather than applied science. He contrasted his school other areas not included in the American Psychological Association and created the group "Eksperimentalistov" publishing "Journal of Experimental Psychology."

Rejecting the view of mind as a device "from the bricks and mortar", scientists are developing a new direction in psychology - functionalism, we came to the conclusion about the need to study the dynamics of mental processes and the factors contributing to their orientation to a specific purpose.

Almost simultaneously with the provisions of Wundt, the idea that every mental act has a certain focus on objects of the external world was expressed by the Austrian scientist F. Brentano (1838-1917). Starting his career as a Catholic priest, he left it because of disagreement with the dogma of the infallibility of the pope and moved to the University of Vienna, where he became professor of philosophy (1873). Brentano proposed his concept of psychology, contrasting it with the then dominant Wundt program ("Studies in the psychology of the senses" (1907) and "On the classification of mental phenomena" (1911)).

He considered the main for the new psychology the problem of consciousness, the need to determine what is different from all other phenomena of being. He argued that Wundt's position ignores the activity of consciousness, its constant focus on the object. To denote this indispensable sign of consciousness, Brentano proposed the term intention. It is inherent in every psychic phenomenon and thanks to this it makes it possible to separate psychic phenomena from physical phenomena.

Considering that in the usual self-observation, as well as in using the types of experiment that Wundt suggested, one can study only the result, but not the mental act itself, Brentano strongly rejected the procedure of analysis adopted in the laboratories of experimental psychology, believing that it distorts the real psychic processes and phenomena that should be studied through careful internal observation of their natural course. He was also skeptical about the possibility of objective observation, only allowing this method to be limited to psychology, and, of course, only the psychic phenomena given in the internal experience were considered obvious. He stressed that knowledge about the outside world is likely to be of a nature. Modern psychological theories of personality. - L.: Science, 1990 ..

## **8. French sociological school and descriptive psychology**

Its explanatory construction of mental development was suggested by researchers who believed that the main determinant of human development was society, society, culture. The foundations of the construction were laid by the French sociological school; A significant contribution to its development was made by the American school of cultural anthropology.

The founder of the sociological trend in psychology is considered to be E. Durkheim. His work had a serious impact on the development of psychological research on the relationship between the individual and society. The decisive role in the development of the child was assigned to the social factor, which is based on the collective representations of large communities of people. Collective representations are an integral system of ideas, customs, religious beliefs, moral institutions, public institutions, writing, and so on. They are independent of the individual, imperative towards him, total (universal) Durkheim E. Sociology of Education. - Moscow: Education, 1996. - p.55-56 ..

The development of the child occurs in the process of assimilating the traditions, customs, beliefs, perceptions and feelings of other people. The thoughts and emotions perceived by the child from outside determine the character of his mental activity and the particular perception of the world around him. The assimilation of social experience is due to imitation, which in social life has the same significance as heredity in biology. With the ability to imitate the child is born. In the French sociological school, the mechanism of the inner world of the child was revealed - interiorization as a transition from the external to the internal.

A prominent representative of the French sociological school is P. Jane. He believed that the human psyche is socially conditioned and that its development consists in the formation of a system of diverse connections with nature and society. Under the connections, P. Jane understood actions as a form of man's relationship to the world. Among them, the most significant are social actions, expressed in the relations of cooperation. Social relationships between people are the basis for the development of each person. Characteristic for the French psychological school is the allocation of levels of development of the child. P. Jane singles out four such levels. The first level is characterized by the development of motor reactions (approximation and removal), where not the reactions themselves are significant, but their social conditioning. The second level is the development of perceptual actions, on which images of perception and representation of memory are formed. These psychological formations are also oriented toward interactions with others. The third level - social and personal - is characterized by the child's ability to coordinate his actions with the actions of another person. The fourth level is intellectual-elementary behavior. At this level, the child's speech develops as a means of communicating with others and managing their actions. Mastering speech creates conditions for intensive development of the child's thinking.

**9. The development of psychology in the period of the open crisis (10-30-ies of XX century). Basic psychological schools (general characteristic)**

The focus of psychologists was mainly cognitive processes, but different schools differed in understanding the place of these processes in the general picture of mental life, and the main differences were related to the definition of the content of consciousness and the boundaries of its experimental study.

Basic Psychological Schools

Schools	Psychologists	The subject and tasks of psychology	Content of the mind
Structuralism	E. Titchener	Study of the structure of consciousness.	Elements of the psyche.
Würzburg	O. Külpe, K. Buhler, O. Selz	Studying the dynamics of the course of cognitive processes and the factors affecting it.	Elements of the psyche, mental images and their meanings, installation.
Functionalism	Europe - F. Brentano, C. Stumpf USA- V. Jams, D. Dewey, D. Angell, R. Woodworths	The study of mental acts aimed at an object or action and performing a specific function.	Intentional acts. The flow of thoughts and experiences, in which the activities relating to the external world and to themselves are distinguished, the flow of activity that unites the subject and the object.
French	T. Ribot, P. Janet, E. Durkheim, L. Levy-Bruhl, G. Tard	The study of the facts and patterns of mental life. The main target are sick people (or people with borderline mental states), as well as social communities of different levels.	Conscious and unconscious levels of the psyche, the content of which is knowledge about the world and about oneself, as well as human actions.
Descriptive psychology	V. Dilthey, E. Spranger	Description and analysis of mental phenomena as separate processes of the life of the whole, embodied in spiritual, cultural values.	Holistic and purposeful mental processes.

**10. The classical behaviorism of J. Watson**

"Behaviorism" (from English - "behavior") - the current that emerged in the early twentieth century, asserting as a subject of psychology behavior. The founder of behaviorism is the American psychologist John Watson (1878-1958). From the point of view of behaviorism, the subject of psychology as a science can only be that which is accessible to external observation, that is, facts of behavior. As a principle of the scientific approach, behaviorism recognizes the principle of determinism - the causal explanation of events and phenomena. Behaviorists define behavior as a set of body reactions caused by the action of the external environment. D. Watson develops a scheme of behavior S - R, where S - "stimulus", which characterizes all environmental impacts; R - "reaction" (or "effect"), i.e., those changes in the body that could be fixed by objective methods.

Scheme S-R means that the stimulus generates some behavior of the organism. Drawing on this conclusion, D. Watson presented a scientific program whose purpose is to learn how to control behavior. In the laboratories, a large number of experiments were performed on animals, mainly on white rats. As experimental devices, various types of labyrinths and "problem boxes" were invented, in which the ability of rats to form certain skills was explored. The topic of learning skills through trial and error has become central. Scientists have collected and processed a huge experimental material on the factors that determine the modification of behavior.

Watson denied the existence of instincts: what seems instinctive, there are social conditioned reflexes. He did not recognize the existence of hereditary talents; believed that everything in man determines only upbringing, learning.

Emotion behaviourism considers as the reaction of the body to specific stimuli (internal - heartbeat, increased pressure, etc., - and external). Fear, anger and love are the only things that do not arise in the process of learning. Infants by nature are able to experience these emotions: fear - from loud sound and loss of support; anger - from being shackled; love - with a touch, motion sickness.

Watson argued that thinking is an implicit motor behavior (speech reaction or movement), and confirmed this by experiments on measuring the states of the "voice box".

The practical outcome of Watson's behaviorism was the development of a program for "improving the society", building experimental ethics on the principles of behaviorism. To create a perfect society, Watson asked for "a dozen healthy babies" and the opportunity to educate them in his special world.

Behaviorism acquired extraordinary popularity in America. His material acquainted with the psychology of the "broad masses." There were a lot of periodicals, popular programs ("Psychologist's advice", "How to keep mental health", etc.), a network of psychological support offices ("Psychologist - reception by day and night"). Since 1912, Watson began to engage in advertising, implementing in practice his ideas of programming behavior.

## **11. Nonclassical behaviorism: the theory of "operant behaviorism" Skinner and "intermediate variables" E. Tolman**

By the early 30's. it became obvious that neither animal behavior nor human behavior can be explained by a single combination of available stimuli. Experiments have shown that in

response to the same stimulus, different reactions may follow, the same reaction is awakened by different stimuli.

There was an assumption that there is something defining the reaction in addition to the stimulus, or rather, in interaction with it, the doctrine of neo-Associationism arose. A striking representative of associationism was Danish scientist Edward Tolman (1886-1959). Developing D. Watson's ideas, E. Tolman proposed to introduce into the discussion one more instance, denoted by the term "intermediate variable (V)", which meant internal processes that mediate the actions of the stimulus, ie, affect the external behavior. These include such entities as "intentions," "goals," etc. Thus, the updated scheme began to look like this: S - V - R.

Behavioral conception considers the personality as a system of reactions to various stimuli (B. Skinner, J. Homans, etc.). A separate line in the development of behaviorism is the system of views of B. Skinner. Skinner advanced the theory of operant behaviorism. His mechanistic concept of behavior and the behavioral technique developed on the basis of it, used as a tool for managing people's behavior, have become widespread in the US and influence in other countries, particularly in Latin America, as an instrument of ideology and politics.

Skinner formulates a provision on three types of behavior: unconditioned reflex, conditioned reflex and operant. The latter is the specific nature of the teachings of B. Skinner.

Unconditioned reflex and conditioned reflex behavior are caused by stimuli and are called respondent, responding behavior. It is a reaction of type S. They form a certain part of the behavior repertoire, but only they do not provide adaptation to the real habitat. Really the process of adaptation is based on active samples - the effects of the animal on the surrounding world. Some of them can accidentally lead to a useful result, which, by virtue of this, is fixed. Such reactions (R), which are not caused by the stimulus, but are released ("emitted") by the body, some of which turn out to be correct and reinforced, Skinner called operant. These are reactions of the type R. According to Skinner, it is these reactions that are predominant in the adaptive behavior of the animal: they are a form of arbitrary behavior.

Based on the analysis of behavior Skinner formulates his theory of learning. The main means of forming new behavior is reinforcement. The whole procedure of learning in animals was called "sequential guidance on the desired reaction."

The data obtained in the study of animal behavior Skinner transfers to human behavior, which leads to a highly biologic interpretation of man. So, on the basis of learning results in animals, Skinner's version of programmed learning arose.

Skinner formulated the principle of operant conditioning - "the behavior of living beings is completely determined by the consequences to which it leads. Depending on whether these effects are pleasant, indifferent or unpleasant - the living organism will tend to repeat this behavioral act, do not attach any importance to it, or avoid repeating it in the future." A person is able to foresee the possible consequences of his behavior and avoid those actions and situations that can lead to negative consequences for him.

## **12. Social behaviorism of J. Meade, D. Dollard, A. Bandura and others**

Leading theorist of social learning A. Bandura believed that awards and punishments are not enough to teach new behavior: children acquire new forms of behavior through imitation of

the behavior of adults and peers. Learning through observation, imitation and identification is a form of social learning. A. Bandura focused on the phenomenon of learning through imitation. In his opinion, to acquire new reactions based on imitation, it is not necessary to reinforce the actions of the observer or the actions of the model; but reinforcement is necessary in order to strengthen and preserve the behavior formed by imitation. Learning through observation is important because it can help regulate and guide the behavior of the child, giving him the opportunity to imitate authoritative patterns. People learn not only from the experience of the consequences of their behavior, but also by observing the behavior of others and the consequences of their behavior. One of the manifestations of imitation - identification is a process in which a person reproduces the thoughts, feelings or actions of another, acting as a model. Identification leads to the fact that the child learns to represent himself in the place of another, to experience empathy, complicity, empathy for this person.

Theories of social doctrine are characterized by the study of the conditions for the socialization of children. The acquisition of children to the norms and values of society is carried out, first of all, in the family. Models of behavior for children are parents, expressing approval and tenderness, imposing prohibitions and authorizing, punishing for unacceptable behavior. At the same time, observation becomes one of the means of socialization. However, this does not mean that it is worthwhile for children to see how others behave and they will learn certain norms of behavior. In many cases, one observation, without additional signs of approval or reproach from the parents, is not enough.

Observation is most effective when behavior is constant. For example, if parents periodically use gross physical punishment, the child is unlikely to restrain his aggression and is likely to consider such a method an effective means of controlling others. But if children do not see the manifestations of aggression in their family, they learn the ability to restrain anger as the most optimal form of behavior.

The basis of socialization is the appearance in the infant of a feeling of attachment. The strongest attachment develops in those children whose parents are benevolent and attentive to the needs of the child. A positive assessment of the parents' qualities of their children is especially important in the initial period of self-consciousness formation. If children feel that they are loved by their parents, their self-esteem will be positive, and they will be confident of their capabilities.

The family forms the personality of the child, defining for him moral standards, value orientations and standards of behavior. Parents use those methods and means of education that help the child to master a certain system of norms, to attach it to certain values. To achieve this goal, they encourage or punish him, they aspire to be a model for imitation Slobodchikov VI, Isaev EN Fundamentals of psychological anthropology. - Moscow: School Press, 2000. - pp.-62-63. .

### **13. Classical psychoanalysis 3. Freud**

No one direction has become so famous outside of psychology as psychoanalysis. His ideas influenced art, literature, medicine and other fields of science related to man. This concept of "Freudianism" is named after its founder Sigmund Freud (1856-1939).

The term "psychoanalysis" has three meanings. 1 - theory of personality and psychopathology; 2 - method of therapy of personality disorders; 3 - a method of studying the unconscious thoughts and feelings of a person.

Freud used a topographic model, according to which in the psychic life three levels can be distinguished: consciousness, preconsciousness, unconsciousness. The level of consciousness consists of the sensations and experiences that you are aware of at a given moment in time. Consciousness covers only a small percentage of all information stored in the brain, and certain information is realized only for a short period of time, and then quickly plunges to the level of the preconscious or unconscious, as human attention moves to other signals.

Freud developed a new psychological technique - the method of free association: the patient says everything that comes to mind, no matter how stupid, insignificant or indecent it seems. The task of this method was to bring to the screen the consciousness of those repressed experiences that could be the cause of abnormal behavior of a person. In this case, according to Freud, associations were not "free", but guided by a hidden motive. They developed to a certain point, when the patient showed "resistance" - the refusal to disclose too painful memories. The discovery of the phenomenon of resistance led Freud to formulate an important principle of psychoanalysis - "suppression."

Another new method of Freud is the analysis of dreams, their interpretation with the goal of uncovering unconscious hidden conflicts ("Interpretation of Dreams", 1900). Dreams are a disguised form of satisfying suppressed desires.

Regarding instincts as the driving forces of the personality, Freud divided them into two groups: the instincts of life (aimed at the self-preservation of the individual and the survival of the species) and the instincts of death (masochism, suicide, hatred, aggression).

Freud believed that the psychic life of man proceeds in the interaction of the three components - the id, the ego and the superego (it, I, the super-I).

In psychoanalysis (according to Freud) there is a task: 1) to reconstruct from the data of specific manifestations a group of forces that cause painful pathological symptoms, undesirable inadequate human behavior; 2) to reconstruct the past traumatic event, to release the suppressed energy and use it for constructive purposes (sublimation), to give this energy a new direction (for example, with the help of the transfer analysis, to release the initially suppressed children's sexual aspirations - to turn them into the sexuality of an adult person and thereby give the opportunity to participate in the development of personality).

The disadvantage of Freudianism is the exaggeration of the role of the sexual sphere in the life and psyche of a person, a person is understood mainly as a biological sexual being that is in a state of continuous secret struggle with a society that forces to suppress sexual drives. Therefore even his followers, neo-Freudians, starting from the basic postulates of Freud about unconsciousness, went along the line of limiting the role of sexual drives in explaining the human psyche.

#### **14. Analytical psychology of K. Jung**

Jung pays special attention to the description of the method of proof, verification of the existence of archetypes. Since it is assumed that archetypes evoke certain mental forms, it is

necessary to determine how and where one can obtain a material demonstration of these forms. The main source is, in this case, dreams that have the advantage that they are involuntary, spontaneous products of the unconscious psyche. In this way they are "pure works of nature that are not falsified by any conscious purpose". Asking the individual, it is possible to establish which of the motives that appear in the dreams are known to the individual himself. Of those that are unfamiliar to him, it is necessary to exclude all those motives that might be known to him.

Another source of necessary material is the "active imagination". Jung is referring to the sequence of fantasies taking place at an arbitrary concentration of attention. He found that the existence of unrealized, unconscious fantasies increases the intensity of dreams, and in the event that fantasies become conscious, dreams change their character, become weaker, less rare.

The resulting chain of fantasies uncovers the unconscious and gives material rich in archetypal images and associations. This method is unsafe, because it can lead the patient too far from reality

Finally, a very interesting source of archetypal material is the illusions of paranoia, fantasies observed in the trance possessions, dreams of early childhood (from three to five years). Such material is abundant, but it is devoid of any value until one can draw convincing mythological parallels. To make a meaningful parallel, it is necessary to know the functional meaning of the individual symbol, and then to find out whether this symbol is clearly parallel to the mythological one in a similar context, and therefore whether it does not have the same functional meaning. The establishment of such facts not only requires a lengthy and time-consuming investigation, but is also an ungrateful subject for evidence.

Until the neurosis is rooted solely in personal reasons, the archetypes do not play any role. But if it is a question of general incompatibility, if there are neuroses in a relatively large number of people, then it is necessary to assume the presence of archetypes. Since neuroses are in most cases a social phenomenon, it must be assumed that archetypes are also connected in these cases. There are as many archetypes as there are typical life situations. Therefore, the therapist needs in his analysis to rely not only on the personal aspect, but also on the role of the collective unconscious in the neurosis of the patient.

Jung insists that instincts are impersonal, universally encountered hereditary factors. They are often so far removed from the consciousness that modern psychotherapy is confronted with the task of helping the patient realize them. Moreover, instincts are by nature not indeterminate. Jung believes that they are in relation to a very close analogy with archetypes so close that there is sufficient reason to assume that archetypes are unconscious images of instincts themselves. In other words, they are examples of instinctive behavior.

Jung believes that the analyst does not attempt to impose on the patient that he can not admit freely, why psychoanalysis is the ultimate tool for people Jung KG Analytical Psychology. - M.: Education, 2001 ..

## **15. Individual psychology A. Adler**

A. Adler in contrast to Freud rejected the idea of partition of identity into three .....



("It", "I", "Super-I") and was guided by the principle of unity of personality and the primacy of social factors in human behavior. Adler considered social motives, social feelings as the basis of human existence, and the individual as an originally social being. He stressed that an individual can not be considered independently of society, because certain qualities of him or her appear in the process of interaction with the social environment. From this Adler concluded that the personality is social in its formation and that it exists only in the context of social relations.

As spiritual characteristics of a person, Adler considered, on the one hand, his biological inferiority, on the other - his correlation as a being social with all mankind. Individual psychosociology is focused on deciphering the connection of the unconscious beginning in a person and his attributive solidarity with other people. The main criterion is an effective indicator of "phenomena of mental life," a "social feeling" that expresses the connection between people in the human community as a whole. It is sociality, collectivity, that are the meaning of life. Social interest, according to Adler, is innate in the same way as the desire to overcome inferiority. The most important categories of the individual psychosociology of Adler are the "inferiority complex" and "the principle of compensation and overcompensation". Adler believed that due to various kinds of unfavorable conditions for the development of personality, many individuals develop or form in their childhood an "inferiority complex" that exerts an exclusively influence on their future life.

The feeling of inferiority causes the individual to unconscious desire to overcome it. This desire is generated by a "social feeling", in turn due to a person's inability to live outside of society. From the "social feeling" depends and feelings of excellence, and the unity of the individual, and her mental health. In all human failures, in the disobedience of children, in crime, suicide, alcoholism, and sexual perversions, in fact, in all nervous manifestations Adler found the insufficiency of the necessary level of social feeling.

The main area of A.Adler's research is the sociality and social feelings of the individual.

According to Adler's theory, an individual experiences inferiority or inferiority because of bodily defects (imperfections of human nature). Seeking to overcome this feeling and assert itself among others, he actualizes his creative potencies. Adler, using the conceptual apparatus of psychoanalysis, calls this actualization compensation or overcompensation.

The specificity of Adler's psychoanalytic teaching is that only the psychological significance of the external world is taken into account. All other components are not a matter of comprehension, they do not enter into the framework of psychoanalytic teaching. Another of its peculiarities is that Adler's main object of study is a specific form of reality. It is not just the inner world of a person that is being studied, but that sphere of the psychic within which the processes and changes that affect human life are significant and affect the organization of the whole human being. Alfred Adler // Psychology of Development. - M.: The school press, 2000. - From - 120 - 156 ..

## **16. Neo-Freudianism (General Characteristics)**

The disadvantage of Freudianism is the exaggeration of the role of the sexual sphere in the life and psyche of a person, a person is understood mainly as a biological sexual being that is in a state of continuous secret struggle with a society that forces to suppress sexual drives. Therefore even his followers, neo-Freudians, starting from the basic postulates of Freud about

unconsciousness, went along the line of limiting the role of sexual drives in explaining the human psyche.

The unconscious only filled with new content:

place of unrealizable sexual attraction took the desire for power due to feelings of inferiority (Adler),

collective unconscious ("archetypes"), expressed in mythology, religious symbolism, art and transmitted by inheritance (K. Jung),

the inability to achieve harmony with the social structure of society and the resulting sense of loneliness (E. Fromm)

and other psychoanalytic mechanisms of rejection of the individual from society.

Thus, a person from the standpoint of psychoanalysis is a contradictory, tormented, suffering being whose behavior is predominantly determined by unconscious factors, despite opposition and control of consciousness, and therefore a person is often a neurotic and conflicting being. Freud's merit is that he drew the attention of scientists to a serious study of the unconscious in the psyche, first identified and began to study the internal conflicts of the person's personality.

---

Freud's psychoanalytic theory is an example of a psychodynamic approach to the study of human behavior: in this approach, it is believed that unconscious psychological conflicts control human behavior.

Psychoanalysis, as it developed, was enriched with new ideas and approaches, the following psychoanalytic concepts arose:

1. The individual psychology of A. Adler
2. Analytical psychology of K. Jung
3. The Ego-psychology of E. Erickson
4. Sociocultural theory of K. Horney
5. The Fromm theory
6. The theory of Reich et al.

### **17. The theory of basal anxiety K. Horney**

Horney's clinical observations of the patients she treated in Europe and the US showed striking differences in their personality dynamics, which was a confirmation of the influence of cultural factors. These observations led her to the conclusion that the basis for disrupting the functioning of the individual is the unique styles of interpersonal relationships.

Horney argued that the decisive factor in the development of the child is the social relationship between the child and the parents. For childhood, two needs are typical: needs and satisfaction and the need for security. Satisfaction covers all basic biological needs: in food, sleep, etc. The main thing in the development of the child is the need for security - the desire to be loved, desired and protected from danger or a hostile world. In meeting this need, the child is completely dependent on the parents. If the parents show true love and warmth in relation to the child, thereby satisfying his need for safety, and most likely a healthy person will be formed. If many moments in the behavior of parents hurt the child's need for safety (unsustainable, erratic behavior, ridicule, failure to fulfill promises, excessive care, giving explicit preference to the brothers and sisters of the child), then the pathological development of the personality is very likely. The main result of such a bad treatment of parents with a child is the development of basal hostility. In this case, the child depends on the parents, and feels a feeling of resentment and resentment towards them. This conflict triggers a protective mechanism such as repression. As a result, the behavior of a child who does not feel secure in the parent family is guided by feelings of helplessness, fear, love and guilt, acting as a psychological defense, whose goal is to suppress hostile feelings toward parents in order to survive. These repressed feelings of hostility manifest themselves involuntarily in all the child's relationships with other people, both in the present and in the future. Thus, the child manifests a basal anxiety, a sense of loneliness and helplessness in the face of a potentially dangerous world. The cause of neurotic behavior will be the broken relationship between the child and the parents. Horney's eyes, expressed basal anxiety in the child leads to the formation of neurosis in an adult.

Subsequently, Horney united neurotic needs in three basic strategies of interpersonal behavior: the orientation "from people", "against people", "to people." A neurotic person usually has one of them. Accordingly, the types of personality are distinguished: 1) the "compliant type" focuses on people, shows dependence, indecision, helplessness, thinks; "If I yield, they will not touch me"; 2) a separate type - is oriented from people, thinks: "If I move away, everything will be fine with me," says: "I do not care", nothing and not getting carried away by anyone; 3) the hostile type - is oriented against people, it is characterized by domination, hostility, exploitation, he thinks: "I have power, no one will touch me," one should fight against all and assess any situation from the position: "What will I have From this?". The hostile type is able to act tactfully and friendly, but his behavior is always aimed at gaining control and power over others, to meet personal desires and ambitions.

All these strategies are among themselves in a state of conflict, both in a healthy and a neurotic personality, but in healthy people this conflict does not carry such a strong emotional charge as in patients with neuroses. A healthy person has a lot of flexibility, he is able to change strategies according to circumstances. A neurotic uses only one of three strategies, regardless of whether it is suitable in this case or not.

## **18. "Humanistic psychoanalysis" E. Fromm**

In the work of Erich Fromm (1900--1980), the desire to analyze the influence of social and cultural factors on the personality was expressed most strongly. Fromm put forward five basic existential (from Latin - "existence") needs:

the need to establish links (to take care of someone, take part and be responsible for someone);

the need to overcome (its animal passive nature);

the need for roots - the foundations, a sense of stability and strength (to feel themselves an integral part of the world);

the need for identity, identity with oneself, through which a person feels different to others and realizes who and what is really;

the need for a system of views and devotion, that is, beliefs that allow us to orient ourselves in the world, to perceive and comprehend reality, and also to devote ourselves to something or someone, what would be the meaning of life. Psychology and pedagogy. - Moscow: Prospekt, 2005. - p. -15 ..

Fromm distinguishes the following types of interpersonal relationships: symbiotic union, detachment - destructiveness, love.

In a symbiotic union, a person is connected to others, but loses his independence; he escapes from loneliness, becoming a part of another person, "being absorbed" by this person or "absorbing" himself. The tendency to be "absorbed" by others is an attempt by a person to get rid of individuality, to escape from freedom and to gain security, tying himself to another person (through duty, love, sacrifice). The desire to absorb others, the active form of a symbiotic union, is a kind of manifestation of sadism, directed, but the acquisition of complete dominance over another person. Even a benevolent domination of another person under the guise of love and care is also a manifestation of sadism.

Fromm notes that a sense of individual impotence can be overcome by detachment from other people perceived as a threat. The emotional equivalent of detachment is a sense of indifference to others, often in combination with great conceit. Detachment and indifference do not always manifest themselves openly, consciously in the conditions of European culture, they often hide behind superficial interest and sociability. Destructiveness is an active form of detachment, when energy is directed to the destruction of life, the impulse to destroy others stems from the fear of being destroyed by them.

Love is a fruitful form of relationship to others and to oneself. It involves care, responsibility, respect and knowledge, as well as the desire for another person to grow and develop.

There is no person whose orientation is completely fruitful, and there is no person completely devoid of fruitfulness.

Certain qualities of unfruitful orientation also occur in a character where the fruitful orientation is dominant. Unfavorable orientations are combined in various combinations, depending on the specific gravity of each of them; each of them qualitatively varies according to the level of the existing fruitfulness, different orientations can act with different strengths in the material, emotional or intellectual spheres of activity.

## **19. Erickson's Egopsychology**

One of the most consistent disciples of Freud was Eric Erickson (1902-1994). Erickson divided human life into eight stages. Each psychosocial stage is accompanied by a crisis, a turning point in the life of the individual. If Freud emphasizes the unconscious, then Erickson,

on the contrary, sees his task as drawing attention to a person's ability to overcome life difficulties of a psychosocial nature. His theory puts at the heart of the quality of the "I", i.e., its dignity, unfolding in different periods of development.

Treating the structure of the individual, as well as Z. Freud, E. Erikson deviated significantly from the positions of classical psychoanalysis in understanding the nature of the personality and the determinants of its development. He accepted the idea of unconscious motivation, but devoted his research mainly to the processes of socialization, believing that the foundations of the human self are rooted in the social organization of society. He created a psychoanalytic concept about the relationship between self and society.

The key in Erickson's theory is the concept of "identity", defined as "subjective ... a sense of identity and integrity". Erickson E. Identity: youth and crisis. - M.: Progress, 1996. - c.-28 .. Identity - this is the identity of a person to himself, which includes an acquired and subjectively accepted image of himself, a sense of adequacy and a stable possession of his own self, the individual's ability to constructively solve problems, arising before it at each stage of its development. Identity is a subjective sense of continuous self-identity, a condition in which a person feels himself unchanged (in his essential manifestations), acting in a variety of life circumstances. In self-identity, the individual experiences the feeling that he remains the same, that he has a continuity of goals, intentions and notions.

The periodization of development in ontogeny, developed by E. Erikson, is called epigenetic. He believed that the periodization scheme should not be like a chain of formal time intervals following one another; periodization is an epigenetic ensemble in which all ages are simultaneously present. No age lived by man does not end in the sense that no crisis age contradiction can be finally resolved in vivo.

One stage of development does not replace the other, but adapts to it. The onset of age is a very conventional concept: that general ability, which will be key at a new age, has already found itself in a more primitive form in earlier ages. No age ends, is not exhausted at the beginning of the next age. Many problems, complications, deviations of development are a consequence of the unresolved crisis contradictions of previous periods of development.

## **20. Transactional analysis of E. Bern**

When using transaction analysis, people achieve both emotional and intellectual insight, but this method is more focused on the latter. According to Dr. Berne, his theory arose when he observed changes in behavior, the focus of his attention was stimuli, such as: words, gesture, sound. These changes included facial expression, voice intonation, speech structure, body movements, facial expressions, posture and manner of behaving. It happened as if there were several different people inside the person. At times, this or that of these inner personalities, apparently, controlled the entire personality of the patient. He noticed that these various internal "I" interact differently with other people and that these interactions (transactions) can be analyzed. Dr. Berne realized that some transactions have ulterior motives, and the person uses them as a way of manipulating others in psychological games and in extortion.

He also discovered that people behave in a pre-determined manner, acting as if they were reading a theatrical script. These observations led Berne to develop his theory, called transactional analysis.

Another hypothesis put forward by E. Berne is psychological games played by people.

All games have a beginning, given a series of rules and an introductory fee. Psychological games, besides this, also have a hidden goal, and they are not played for pleasure. Although I must say, some poker players do not play for fun either. Bern defines psychological game as a frequently repeated sequence of transactions with a hidden motive, having an external reasonable justification, or more briefly, as a series of tricky transactions. In order for the sequence of transactions to form a pair, three aspects are necessary:

Continuous sequence of additional transactions, plausible at the social level;

A hidden transaction, which is the message, the source of the game;

Expected payout, which completes the game and is its real purpose.

Games hinder honest, frank and open relationships between players. Despite this, people play psychological games because they fill their time, attract attention, support the former opinion of themselves and others and, finally, turn into their destiny.

The advantage of the concept of E. Berne is also in the fact that it aims at the formation of a sincere, honest, benevolent person.

According to Berne, the personality structure is also three-component, like Freud's. By the term "I" he means a person. Each "I" can manifest at every moment in one of three states that E. Berne called: "Child", "Adult", "Parent". "Child" is the source of spontaneous, archaic, uncontrollable impulses. "Parent" is a pedant who knows how to behave and is prone to teachings. "Adult" is a kind of calculating machine, weighing the balance "I want" and "I must". In each person these "three" live at the same time, although they are manifested at each moment by themselves.

We can say that the concept of E. Berne is close in its structure to the position of Z. Freud, but also has its own distinctive features, which Bern, thanks to his practice proves.

## **21. Gestalt psychology, its development and turn to gestalt therapy**

"Gestalt psychology" originated in Germany thanks to the efforts of T. Wertheimer, V. Kehler and K. Levin, who put forward a program of studying the psyche from the point of view of holistic structures (gestalt). Gestalt psychology opposed the associative psychology of W. Wundt and E. Titchener, who interpreted complex psychic phenomena as constructed from simple associations.

The notion of a gestalt (from a "firm") originated in the study of sensory formations, when the "primacy" of their structure was revealed in relation to the components (sensations) that enter into these formations. For example, although the melody when it is played in different keys and causes different sensations, it is recognized as one and the same. Similarly, thinking is treated: it consists in discretion, awareness of the structural requirements of the elements of the problem situation, and in the activities that meet these requirements (V. Kehler). The construction of a complex mental image occurs in the insight - a special mental act of instantaneous grasp of the relationship (structure) in the perceived will. Gestalt psychology also opposed its behavior to behaviorism, which explained the behavior of the organism in a

problem situation by the search for "blind" motor tests, which only accidentally led to success. The merits of gestalt psychology consist in the development of the concept of a psychological image, in the confirmation of a systematic approach to mental phenomena.

Formally, the gestalt psychology movement began with the publication of the results of a single study by Max Wertheimer. In 1910, he analyzed the experience with a stroboscope (a device that illuminates successive phases of the position of the object for a moment), while observing the apparent motion. The impression of motion also arose in the experiment with a tachistoscope, which showed alternately a vertical and inclined at an angle of  $30^\circ$  about the line. With an interval between flashes of 60 milliseconds, it seemed that the luminous vertical was swinging. "Phi-phenomenon" - the illusion of moving from place to place two alternately switched on light sources. In the experience, the whole-the movement-was different from the sum of its components.

Gestalt psychologists studied the constancy of perception by comparing the results of the perception of the object at different positions relative to the observer (for example, we perceive the opening of the window as a rectangle, regardless of the angle). Perceptual experience has integrity and completeness, it is "gestalt" - integrity, and any attempt to decompose it into components leads to a violation of perception. The elements of perception are thus a product of reflection, the result of abstraction, which is not relevant to immediate experience. Therefore, the method of Gestalt psychology is a phenomenological description, a direct and natural observation of the content of one's experience, the identification of figurative structures in the consciousness, of wholes.

## **22. Dynamic theory of personality and the group of K. Levine**

The "field theory" of Kurt Lewin adjoins Gestalt psychology. He applied the theory of physical fields to the study of problems of motivation, analyzing the behavior of a person in the context of the state of his physical and social environment. Psychic activity of a person occurs under the influence of a psychological field (the so-called "hodological space", from the Greek "hodos" - the path). The state of the field reflects all the events of the past, present and possible future that can affect a person's life. The hodological space is individual, its complexity depends on the amount of experience accumulated. To describe the hodological space, Levin used topological maps, which depicted vectors indicating the direction of the person's movement toward the target, for which "positive" and "negative" valencies were found.

Levin suggested that there is a state of equilibrium between the individual and his psychological environment. When it is broken, there is a tension of the relationship, leading to changes in the restoration of the balance. Behavior according to Levin - alternation of cycles of tension (the emergence of the need) and actions for its removal. The verification of the provisions of the "field theory" was carried out in the experiments of Blumy Zeigarnik (experience with unresolved problems and the so-called "Zeigarnik effect").

In the 1930s, Levin worked in the field of social psychology, introduced the concept of "group dynamics": group behavior at any time is a function of the general state of the social field. He conducted experiments on the study of the "leadership style" - authoritarian, democratic, based on non-interference; was interested in the possibilities of reducing intergroup conflicts; organized groups of socio-psychological training.

### **23. The current state of foreign psychology (the main development trends). Intercultural research in psychology**

M.Mid developed the concept of intergenerational relationships, based on the idea of three types of cultures: post-figural, in which children learn mainly from their ancestors; configurable, in which both children and adults learn, above all, from peers, peers; Prefigurative, in which adults also learn from their children. According to M.Mid, postfigurative culture prevails in a traditional, patriarchal society, which focuses mainly on the experience of previous generations, i. on the tradition and its living carriers - the elderly. The interrelationships of the age groups are strictly regulated here, everyone knows his place, and there are no disputes on this score.

D. Bruner undertook an investigation of the development of the cognitive activity of children in different cultures. The development of cognitive activity, according to D. Bruner, is carried out by the formation of three main methods (means): objective actions, images of perceptions and symbols. These means of knowing reality arise at the appropriate age. "Stratification" of each new way of knowing the previous one is the central line of the child's intellectual development.

The source of mental development is the possibility of only a partial translation of the content of any one method of cognition into the language of others. The discrepancy between the contents of different ways leads to the fact that the child is forced to move, for example, from expressing his knowledge through images to their expression in symbols. D. Bruner and his colleagues investigated the psychological patterns of transitions from one way of knowing the child of reality to another.

The essence of the position of D. Bruner is that the mental development of an individual occurs in the process of assimilating the means of culture. The assimilation of a set of these tools strengthens certain natural motor, sensory and mental modes of cognition. In particular, the strengthening of intelligence is associated with the assimilation and use of complex ways of symbolization, the level of development of which is different in different epochs and among different peoples. From the point of view of D. Bruner, the study of the laws of the development of the cognitive activity of the child should be carried out on the basis of disclosing the nature of the specific means of culture that it assimilates, especially the means of symbolizing experience.

D. Bruner notes that the sources of human development differ fundamentally from the conditions for the development of animals. Unlike an animal, adaptation of a person to the surrounding conditions does not occur on the basis of biological changes, but through the use of various "technical" means of cognition, having a social nature. The different nature and composition of these agents in different cultures leads to a difference in the development of the cognitive activity of children growing up in the conditions of these cultures. The child's mental development is determined not by biological factors, but, above all, by the cultural conditions of his life.

### **24. Humanistic psychology. Theoretical and psychotherapeutic concepts A. Maslow and C. Rogers**

Originated in the 60's. XX century. in the United States as a psychotherapeutic practice, humanistic psychology has received wide recognition in various spheres of social life -



medicine, education, politics, etc. There is an opinion that humanistic psychology is not a separate direction or trend in psychology, but a new paradigm of psychology, a new stage its development. On the ideas of humanistic psychology, a special pedagogical practice took shape.

Basic principles of humanistic psychology:

the role of conscious experience is emphasized;

affirms the integral nature of human nature;

emphasis on free will, the creative power of the individual;

all factors and circumstances of an individual's life are taken into account.

Humanistic psychology rejected the idea of man as a being whose behavior was completely determined by the stimuli of the environment (behaviorism), and criticized the elements of rigid determinism in Freud's psychoanalysis (exaggeration of the role of the unconscious, ignoring the conscious, preferential interest in neurotics). Humanistic psychology was aimed at researching mental health, positive personality traits.

Abraham Maslow was interested in problems of the highest achievements of man. He believed that each person has an innate desire for self-actualization - the fullest disclosure of abilities, realizing the potential of man.

In order for this need to manifest itself, a person must first satisfy all the needs of a more "low" level Maslow builds a hierarchy of needs, drawing their "pyramid".

A prominent representative of humanistic psychology is K. Rogers. In his works, a new concept of man was formulated, radically different from psychoanalytic and behavioral concepts. The fundamental premise of the theoretical developments of K. Rogers is the assumption that in their self-determination people rely on their own experience. Each person has a unique field of experience, or "phenomenal field", which includes events, perceptions, impacts, etc. The inner world of a person can correspond or not correspond to an objective reality, can be realized by him or not realized. The field of experience is limited psychologically and biologically. We usually direct our attention to an immediate danger or to a safe and enjoyable experience, rather than perceiving all the stimuli of the world around us.

An important concept in the theoretical constructions of K. Rogers is congruence. Congruence is defined as the degree of correspondence between what a person says and what he experiences. It characterizes the differences between experience and consciousness. A high degree of congruence means that communication, experience and consciousness are the same. Non-congruence occurs when there is a difference between consciousness, experience, and a message of experience.

There is a fundamental aspect of human nature that encourages a person to move toward greater congruence and to a more realistic functioning. K. Rogers believed that in every person there is a desire to become competent, complete, complete - the tendency to self-actualization. The foundation of his psychological representations is the statement that development is possible and that the tendency to self-actualization is fundamental for man.

## 25. Logopathy of V. Frankl

Victor Frankl is an Austrian psychiatrist and psychologist. The author of the concept of logotherapy, according to which the driving force of human behavior is the desire to find and realize the meaning of life existing in the external world. A person does not ask this question, but answers it with his real actions. The role of meaning is fulfilled by values - the semantic universals that generalize the experience of mankind. Frankl describes three classes of values that make a person's life meaningful:

values of creativity (primarily work),

values of experience (in particular, love),

the value of the relationship (deliberately produced police in critical life circumstances that can not be changed).

Realizing the meaning, a person thereby realizes himself: self-actualization is only a by-product of the realization of meaning. Conscience is an organ that helps a person to determine which of the potential senses inherent in the situation is true for him. Frankl distinguished three ontological dimensions (the level of existence) of man:

biological,

psychological,

poetic, or spiritual.

It is in the latter that meanings and values are localized that play a determining role in the determination of behavior in relation to the underlying levels. The embodiment of self-determination of a person is ability: to self-transcendence. directivity outside itself; to self-alienation; to the adoption of a position with respect to external situations and to oneself. Freedom of will in the understanding of Frankl is inextricably linked with the responsibility for the elections, without which it degenerates into arbitrariness. Logotherapy is based on the patient's awareness of the responsibility for finding and realizing the meaning of his life in any, even critical life circumstances.

There is no such thing as the universal meaning of life, there are only unique meanings of individual situations. However, we must not forget that among them there are also those who have something in common, and therefore there are meanings that are inherent in people of a certain society, and even more so - the meanings that are shared by many people throughout history. These meanings refer to the human condition in general, rather than to unique situations. These meanings are what is meant by values. Thus, values can be defined as universals of meaning that crystallize in typical situations that society or even all of humanity faces.

The possession of values makes it easier for a person to search for meaning, because, at least in typical situations, he is free from making decisions. But, unfortunately, he has to pay for this relief, because unlike unique meanings that pervade unique situations, it may turn out that the two values are in contradiction with each other. And the contradictions of values are

reflected in the human soul in the form of value conflicts, playing an important role in the formation of noogenic neuroses Frankl V. Logotherapy. - SPb .: Speech, 2002 ..

## **26. Cognitive psychology. The concept of personal constructs D. Kelly**

Cognitive theories of personality come from the understanding of man as "understanding, analyzing", because a person is in the world of information that must be understood, evaluated, used. The human act includes three components: 1) the action itself, 2) the thought, 3) the feelings experienced in the performance of a particular action. Externally, similar actions can be different, since thoughts and feelings were different.

Once in a real situation, a person does not have the possibility of a comprehensive analysis of the circumstances (little time, lack of knowledge), he needs to decide, the person makes a choice and commits an act (behaviourists here complete the behavior analysis), but the cognitive and emotional part of the action is not yet complete, because the act itself is the source of information that allows you to formulate or change your opinion about yourself or about others. Thus, after the reaction, a person to some extent carries out a subjective analysis of his behavior, the degree of his success, on the basis of which he carries out the necessary correction or draws some conclusions for the future.

The cognitive direction emphasizes the influence of intellectual or thought processes on human behavior. George Kelly, one of the founders of this trend, believed that any person is a kind of researcher who wants to stink, interpret, anticipate and control the world of his personal experiences, drawing conclusions based on his past experience and building assumptions about the future. And although objective reality exists, different people realize it differently, because any event can be viewed from different sides, and people are given a large set of opportunities in interpreting the inner world of experiences or the external world of practical events.

Kelly believed that people perceive their world with the help of rosary systems or models, called constructs. A personal construct is an idea or thought that a person uses to understand or interpret, explain or predict a swap experience; it is a stable way that a person comprehends certain aspects of reality in terms of similarity and contrast. It is the cognitive process of observing similarities and differences between objects and events that leads to the formation of personal constructs. To form a construct three elements (phenomena or objects) are necessary: two of them must be similar to each other, and the third element must be different from the two. Therefore, all personal constructs are bipolar and dichotomous, human thinking is aware of life experience in terms of black and white, rather than shades of gray. All constructs have two opposite poles: the similarity pole reflects what the two objects are like, and the contrast pole shows what these objects are opposite to the third element. Examples of personal constructs can be "smart - stupid", "good - bad", "male - female", "friendly - hostile", etc. The construct reminds the theory that it affects a certain range of phenomena, has Its range of applicability, which includes all events under which the construct is relevant and applicable.

Kelly saw the task of psychotherapy to help people change their constructive system, improve its predictive effectiveness, help the patient develop and test new hypotheses, new constructs, make available facts on which the patient can test his hypotheses, form or reorganize the constructive system, more prognostically effective. As a result, he realizes and interprets situations and himself differently, becomes a new, more effective person.

## **27. Transpersonal psychology**

Transpersonal psychology views the human being as globally as a cosmic being connected at the level of the unconscious psyche with the whole of mankind and the whole universe, with the possibility of access to global space information, to the information of mankind (the collective unconscious).

Although until the end of the 1960s, transpersonal psychology did not take shape as a separate discipline, transpersonal tendencies in psychology had existed for several decades. The original founders of transpersonal tendencies were K. Jung, R. Assagioli, A. Maslow, because their ideas about the collective unconscious, the "higher self," the unconscious mutual influence of people on each other, the role of "peak experiences" in the development of personality served as the basis for the formation of transpersonal psychology.

Another interesting and important transpersonal system - psychosynthesis - developed by the Italian psychiatrist R. Assagioli. Its conceptual system is based on the assumption that a person is in a constant process of growth, actualizing his unmanifested potential.

The true distinctive feature of transpersonal psychology is the model of the human soul, in which the significance of spiritual and cosmic dimensions and possibilities for the evolution of consciousness is recognized.

Almost in all transpersonal worldviews the following main levels are distinguished:

physical level of inanimate matter, energy;

the biological level of living, feeling matter / energy;

psychological level of mind, EGO, logic;

a subtle level of parapsychological and archetypal phenomena;

a causal level characterized by perfect transcendence;

absolute consciousness.

The universe is an integral and unified network of these interconnected, interpenetrating worlds, so it is possible that under certain circumstances a person can restore his identity with the cosmic network and consciously survive any aspect of its existence (telepathy, psychodiagnostics, distance vision, foresight of the future, etc.).

Transpersonal psychology considers man as a spiritual cosmic being, inseparably connected with the whole universe, the cosmos, humanity, which has the opportunity to access the global information space share. Through the unconscious psyche the person is connected with the unconscious psyche of other persons, with the "collective unconscious of humanity", with the space information, with the "world mind".

## **28. Development of national psychology (general characteristic). Ideology and psychology**

The development of psychology in Russia since the beginning of the 20th century. firmly established on a scientific basis; Its status was confirmed as an independent branch of psychology, which has important theoretical and practical significance. Studies of development problems took the leading place in Russian psychological and pedagogical science. This ensured the authority of age psychology not only in the scientific sphere, but also in solving the practical problems of education and upbringing. Both in science and in the opinion of the pedagogical community the point of view according to which the knowledge of the laws of child development is the basis for the correct construction of the education system, for the education of future citizens of the country was affirmed.

In the development of problems of age psychology, scientists from related disciplines, outstanding theoreticians and organizers of Russian science - VM Bekhterev, PF Lesgaft, IP Pavlov, and others - joined. A community of Russian psychologists was formed that worked out the issues of studying children's development and building the scientific foundations of education and training: PP Blonsky, PF Kapterev, AF Lazursky, NN Lange, AP Nechaev, M. M. Rubinshtein, N.E. Rumyantsev, I.A. Sikorsky, G.I. Chelpanov and others. Thanks to the efforts of these scientists, intensive theoretical and scientific-organizational activities were developed aimed at deepening and expanding the problem field of research, and in propagating psychological and pedagogical knowledge.

Early XX century. in the development of Russian psychology characterized by increased interest in the humanistic and democratic ideas of the 60's. the last century, the creativity of NI Pirogov and KD Ushinsky, the desire to put in the center of theoretical discussions of a highly moral personality. A detailed analysis in psychological research was given to questions of the essence of the personality, the factors of its formation, the possibilities and limits of education, and its comprehensive and harmonious development.

After 1917, Russia entered a new, Soviet stage of its historical development. This period of development of social and humanitarian thought is characterized by a strong dependence of scientific research on the political realities of life and on party-ideological attitudes. The only correct world view was recognized Marxism, on its foundation was built the building of Soviet science.

The process of creating Marxist psychology took place in the sharp struggle of its founding ideologues with representatives of traditional psychology. Prominent Russian psychologist G.I. Chelpanov defended the idea of independence of psychology from any kind of ideology and philosophy. According to his views, Marxist psychology is possible only as a social psychology, studying the genesis of social forms of consciousness and behavior of people. GI Chelpanov believed that scientific psychology can not be Marxist, as there can not be a Marxist physicist, chemistry, etc.

His disciple KN Kornilov joined the struggle against GI Chelpanov. He proceeded from opposing convictions and actively introduced Marxism into psychology. One of the first versions of Marxist psychology was developed by KN Kornilov's reaktological doctrine. The key concept of this doctrine - reaction - denoted behavior similar in mechanism with reflex. The psychological reality of man was reduced to a bunch of reactions; The main thing in the reaktology was the study of the speed and strength of human reactions. In the categories of behavior, the subject of Marxist psychology was defined by PP Blonsky and M. Ya. Bassov. He did not escape the hobby of behavioral psychology at the initial stage of his scientific activity and LS Vygotsky.

By the mid-20's. Two main methodological principles of Marxist psychology are distinguished: materialism (the psyche is the product of the activity of material structures and processes) and determinism (external causation of psychic phenomena). As the main method, a dialectical method has emerged that focuses on the study of qualitative transformations of the psyche in the course of evolution, history, ontogeny.

### **29. Behavioral direction in domestic psychology. The contribution of Sechenov and Pavlov**

Formation of scientific psychology in our country occurs in the second half of the XIX - early XX century. One of the founders of scientific psychology in Russia is Ivan Mikhailovich Sechenov (1829-1905). In his work "Reflexes of the brain" (1863), he laid the foundations of the doctrine of the reflex nature of the psyche. Sechenov did not identify the mental act with the reflex, but only pointed to the similarity in their structure. He was able to correlate the reflex with the psyche, thanks to the fact that he radically transformed the very concept of "reflex". In the classical physiology of higher nervous activity, for a pulse that triggers a reflex, a physical stimulus is adopted. According to Sechenov, the initial link of the reflex is not the highest mechanical stimulus, but the stimulus is the signal. The physiological basis of mental activity, according to Sechenov, is self-regulation of the organism's behavior by means of signals. IM Sechenov showed that along with excitation in the brain, inhibition is carried out. Disclosure of the central inhibition mechanism, which allows to delay reflexes, allowed to show how external actions can be transformed into internal ones, and thus lay the foundations for investigating the mechanism of internalization.

Sechenov's ideas influenced world science, but they developed most in Russia in the teachings of Ivan Petrovich Pavlov (1859-1963) and Vladimir Mikhailovich Bekhterev (1857-1927). The works of IP Pavlov and VM Bekhterev in Russia formed an original psychological school - reflexology. As the initial concept of psychological science, a reflex acted. Reflexology, striving to be an objective science, widely used physiological principles to explain psychic phenomena.

IP Pavlov developed the theory of reflex. If previously there was a rigidly fixed stereotyped reaction under the reflex, Pavlov introduced the concept of conditionality into this concept. He introduced the concept of "conditioned reflex." This meant that the body acquires and changes the program of its actions depending on the conditions - external and internal. External stimuli become for him a signal orienting in the environment, and the reaction is fixed only if it is sanctioned by an internal factor - the body's need. Sechenov's doctrine of the signal function of the stimulus Pavlov supplemented with the teaching of two signal systems. The second signal system, according to the teachings of Pavlov, is the speech of IA Romanov. Psychology and pedagogy. - M.: Examination, 2006. - p.-18 ..

Similar to Pavlov's ideas, VM Bekhterev develops the book "Objective Psychology" (1907), who created the first experimental psychology laboratory in Russia (1885) and the Psychoneurological Institute (1908), in which complex psychophysiological studies were carried out.

### **30. Cultural and Historical School L.S. Vygotsky and its development**

Lev Semenovich Vygotsky (1896-1934) created a cultural and historical theory of the human psyche, with the help of which he sought to determine the qualitative specificity of the human

mental world, to solve the problem of the genesis of human consciousness and the mechanisms of its formation.

Marxist philosophy proceeds from the notion that material production plays a decisive role in the whole of social life. If the animal adapts itself to the environment, then man, through the use of tools, modifies nature, "imposes a stamp on his nature on the nature of his will." From this fundamental position of Marxist philosophy, from the point of view of Vygotsky, important consequences follow for psychology. One of them - the ability to master their nature - has not passed without a trace to a person in one very important respect: he has also learned to master his own psyche, arbitrary forms of activity have emerged as higher mental functions.

Vygotsky distinguishes two levels of the human psyche: the lower natural and higher social mental functions. Natural functions are given to man as a natural being. They are psychophysiological in nature - sensory, motor, pneumatic (involuntary memorization) function. Higher mental functions are of a social nature. This is arbitrary attention, logical remembering, thinking, creative imagination, etc. The most important characteristic of these functions, along with arbitrariness, is their mediation, that is, the availability of the means by which they are organized.

The theory of Vygotsky proceeded from the thought that the basic structure of social life must determine the structure of the human psyche. Since the life of society is based on work, and human labor is characterized by the use of tools of labor, the characteristic difference of the human psyche from the psyche of the animal also consists in the use of peculiar "tools" of mental activity. Such an instrument, through which human consciousness is built, according to Vygotsky's thought, is a sign. The scientist explains this position using the example of random memory. A person, according to Vygotsky, remembers differently than an animal. The animal remembers directly and involuntarily, in humans, remembering is a specially organized action, for example knotting a knot for memory, cutting on a tree of various forms, etc. Such means - signs - by the fact of their appearance give birth to a new memory structure as a mental process. "Notches for memory" are like psychological tools, with the help of which a person takes possession of the processes of his memory.

The transformation of the interpsychological relationship into intrapsychological Vygotsky called the process of internalization (from Latin - "from the outside to the inside"). The doctrine of interiorization is one of the key in Vygotsky's cultural-historical theory. With the help of this teaching he showed how the phylogeny and ontogeny of the human psyche occur. The central point in this process is the emergence of symbolic activity, the mastery of a word, a sign. During the process of internalization, the transformation of the external means ("notch", pronounced word) occurs in the inner psyche of the person, consciousness (image, element of inner speech).

On the basis of Vygotsky's ideas, the largest and most influential school in Soviet psychology was formed, whose representatives were AN Leontiev, P. Ya. Galperin, and AR Luria.

### **31. Development of the activity approach in the domestic psychology**

S.L. Rubinstein is a prominent theoretician of Russian psychology. The problems of the nature of the mental, being and consciousness, activity, subjectivity of man and his relationship with the world were for him determinant and main throughout his life; he made a decisive contribution to the study of these problems. SLRubinshtein deserves credit for the analysis, systematization and generalization of contemporary achievements in psychological science, the results of which were expounded in the fundamental work "Foundations of General Psychology" (1940).

In his works, SL Rubinshtein touched upon the problems of man's mental development. The principle of unity of consciousness and activity formulated by him was the basis of the activity approach in psychology. He affirmed the unity of learning and mental development and on this basis formulated the methodological principle of studying the mental development of children in the process of education and upbringing. The basic law of mental development is that the child develops, educated and trained, mastering the content of human culture under the guidance of adults. Hereditary processes of maturation open up wide opportunities for mental development, realized in the child's activity. In education and upbringing, the child is not only an object, but also a subject of activity.

A prominent representative of LS Vygotsky's school, which had a significant influence on the development of age-related psychology, is AN Leontiev. He proceeded from the fundamental position that the mental achievements of the human race are not fixed in hereditarily fixed changes in the organism, but are embodied in the products of material and spiritual culture. Individuals attaining the human race are not given in its nature, but are given in the surrounding social life; the child must "appropriate" them, master them. Mastering them, he reproduces the historically developed human abilities, thereby becoming a man. Assignment of ancestral abilities is possible only in the child's own activity, which is adequate to the nature of the acquired ability. This activity is carried out under the guidance of adults, in the communication of the child and the adult.

AN Leontiev developed a general psychological theory of activity, introduced the category of leading activity into psychology, on the basis of which at that time each age period was characterized in detail, its place and role in the general course of the person's mental development was determined. AN Leontiev carried out research of the game as a leading activity in the preschool age. He owns research on educational psychology.

### **32. Integrated and systemic approaches in domestic psychology**

The system approach is a special direction in the methodology of scientific knowledge, which is based on the idea of the object as a system. As the system objects are considered objects of nature (inorganic or organic), man, society, material and ideal phenomena. Methodologist EG Yudin noted that the specificity of system research is determined by the nomination of new principles of approach to the object of study, a new orientation of the entire study. In the most general form, this orientation is expressed in the desire to construct an integral picture of the object. The systemic approach is characterized by the following features:

The description of the elements of an integrated system does not have an independent value; each element is described not as such, but taking into account its place in the structure of the whole.



The same object appears in system research as having simultaneously different characteristics, parameters, functions and even different principles of structure.

The study of the system object is inseparable from the study of the conditions of its existence.

Specific for the system approach is the problem of generating properties of the whole of the properties of elements and, conversely, generating properties of elements from the characteristics of the whole.

In the system study, only causal explanations for the functioning of the object are insufficient; A large class of systems is characterized by expediency as an integral feature of their behavior.

The source of transformations of the system or its functions is usually in the system itself; it is a self-organizing system Yudin EG System approach and principle of activity. - Moscow: Education, 1978. - pp. 102-103 ..

Possibilities for implementing a systemic approach in psychology were discussed by BF Lomov. He formulated general requirements for a systematic analysis of mental phenomena:

Psychic phenomena are multidimensional and should be considered in different measurement systems.

The system of psychic phenomena should be investigated as a multilevel, hierarchical.

When describing the psychic properties of a person, one must bear in mind the multiplicity of those relations in which it exists, i.e. to represent the diversity of its properties.

The multidimensionality and multilevelness of psychic phenomena necessarily require a system of their determinants.

Mental phenomena should be studied in development; in the course of development, its determinant changes, the systemic bases change Lomov BF About the system approach in psychology // Questions of psychology. - 1975. - №2. - P.41--44 ..

### **33. Psychology of installation**

A person perceives either direct influence from the processes of reality itself, or the influence of verbal symbols representing these processes in a specific form. If the behavior of an animal is determined only by the impact of actual reality, then man does not always obey directly this reality; for the most part he reacts to its phenomena only after he broke them in his mind, only after that. How he comprehended them. Needless to say, this is a very significant feature of a person, on which, perhaps, is based all his advantage over other living beings.

According to all that we already know about man, the idea of the role that his setting can play in this case naturally comes to mind.

If it is true that the basis of our behavior, which develops in the conditions of the immediate impact of our environment, is the installation, then a question may arise. What happens to it in

another plan - a verbal plan, represented in the words of reality? Does our institution play any role here, or is this sphere of our activity built on completely different grounds?

---

When you repeat that or similar task, there is no more need for objectification and it is resolved on the basis of the corresponding installation. Once the found installation can be awakened to life and directly, in addition to the first objectifying it, objectification. This is how the volume of the human states of adjustment grows and develops: it includes not only directly arising installations, but also those that were once mediated by acts of objectification.

The circle of man's attitudes is not confined to such types of attitudes-installations mediated by cases of objectification and arising on its basis by own acts of thought and will. These include settings that for the first time were once built on the basis of the objectification of others, for example, creatively established subjects, but then they passed into the heritage of people in the form of ready-made formulas that do not require more direct participation of the processes of objectification. Experience and education, for example, are further sources of the same kind of formulas. They are dedicated to a special period in the life of a person - the school period, which captures an increasingly significant period of time in our lives. But the enrichment of the same kind by complex attitudes continues in the future - the experience and knowledge of a person are continuously growing and expanding DN Uznadze. Installation in humans. Problems of objectification. // Reader in Psychology. - Moscow: Education, 1997 ..

### **34. Theory of the planned formation of mental actions**

The theory of step-by-step formation of mental actions - P.Ya. Galperin, D.B. El'konin, N.F. Talyzin, etc. The following provisions are based on it. Knowledge, skills and habits can not be assimilated without human activity.

In the course of practical activities, the person forms an indicative framework as a system of ideas about the goal, the plan, the means of the performed or forthcoming actions. Moreover, in order to unerringly perform these actions, it is necessary for him to focus his attention on the most important in the activity, so that the desired does not get out of control. Consequently, training should be built in accordance with the indicative framework for the performance of the action, which must be learned by the trainee. The assimilation cycle should consist of the following stages:

At the first stage, the attitude of the trainees to the goals and the task of the forthcoming action, to the content of the material, as well as the system of guidelines and instructions, which are necessary to account for, are singled out.

At the second stage, the trainees produce the required actions based on externally presented patterns of actions, in particular, on the outline of the indicative basis of the action.

At the next stage, as a result of repeated reinforcement of the composition of the action, the need to use an indicative scheme is eliminated systematically by the solution of various tasks. Its generalized and abbreviated content is expressed in speech (pronouncing the actions performed aloud).

At the fifth stage, the sound side of speech gradually disappears - actions are formed in the external speech "about oneself."

Further actions are performed in a hidden mental plane, they do not require external support. Trainees automatically perform the worked out actions.

This theory allows you to reduce the time of formation of skills and abilities due to the demonstration of exemplary performance of actions; to achieve high automation of the performed actions; ensure quality control as the whole action and its individual operations. However, the creation of concrete patterns of action (detailed schemes of the indicative bases for their implementation) is not always simple, and the formation of stereotyped thought and motor actions among the trainees sometimes takes place at the expense of their creative development.

### **Bibliography**

1. Adler A. Developmental psychology. - Moscow: School Press, 2000.
2. Durkheim E. Sociology of Education. - Moscow: Education, 1996.
3. Lomov B.F. About the system approach in psychology // Questions of psychology. - 1975. - №2. - P.41--44.
4. Peters V.A. Psychology and pedagogy. - Moscow: Prospekt, 2005.
5. Romanova I.A. Psychology and pedagogy. - M.: Examination, 2006.
6. Slobodchikov VI, Isaev E.N. Fundamentals of psychological anthropology. - Moscow: School Press, 2000.
7. Stolyarenko L.D. Fundamentals of Psychology. - Rostov-on-Don: Phoenix, 2005.
8. Trusov V.P. Modern psychological theories of personality. - L.: Science, 1990.
9. Uznadze D.N. Installation in humans. Problems of objectification. // Reader in Psychology. - Moscow: Education, 1997.
10. Frankl V. Logotherapy. - SPb.: Speech, 2002.
11. Erickson E. Identity: youth and crisis. - Moscow: Progress, 1996.
12. Yudin E.G. System approach and principle of activity. - Moscow: Education, 1978.
13. Jung K.G. Analytical psychology. - M.: Pedagogy, 2001.

.....