

EUROPEAN MEDICAL SCHOOL

APPROVED

Chair of the Admissions Committee

Rector of the European Medical School



Oleh Vovk

PROGRAM

**PROFESSIONAL ENTRANCE EXAMINATION IN PSYCHOLOGY AND
SOCIOLOGY /PEDAGOGY AND PSYCHOLOGY**

for foreign nationals and stateless persons (language of instruction – English)

obtaining – Master's Degree

Specialty: C4 Psychology

INTRODUCTION

The program of the professional entrance examination in Psychology and Sociology / Pedagogy and Psychology is designed to conduct admission testing at the European Medical School for applicants seeking to obtain a Master's degree in Specialty C4 "Psychology", in both full-time and part-time modes of study, for foreign nationals and stateless persons (language of instruction – Ukrainian), in accordance with the Admission Regulations for Higher Education at the European Medical School in 2026.

The program of the professional entrance examination in Psychology and Sociology / Pedagogy and Psychology has been developed in compliance with the Program of the Subject Test in Psychology and Sociology of the Unified Professional Entrance Examination for admission to Master's degree programs (approved by Order of the Ministry of Education and Science of Ukraine dated February 11, 2022, No. 156) and the Program of the Subject Test in Pedagogy and Psychology of the Unified Professional Entrance Examination for admission to Master's degree programs (approved by Order of the Ministry of Education and Science of Ukraine dated April 1, 2024, No. 426).

The entrance examination program includes assessment criteria, grading structure, and procedures for evaluating the applicants' level of preparedness.

Applicants independently choose to take the professional entrance examination either in Psychology and Sociology or in Pedagogy and Psychology when registering for admission examinations.

The professional examination in Psychology and Sociology / Pedagogy and Psychology is conducted in the form of a test to determine the applicant's level of preparation with regard to professional knowledge. It consists of 40 multiple-choice questions (closed format). The applicant is required to select one correct and most complete answer for each question.

Each correct answer is awarded 5 points. Each incorrect answer is awarded 0 points.

The maximum possible score is 200 points.

The minimum score required to consider the entrance examination successfully passed is not less than 100 points.

The time allocated for the professional examination is 60 minutes.

The programme includes the following sections:

| Module 1: Psychology and Sociology | Module 2: Pedagogy and Psychology |
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| 1. Fundamentals of Psychology and Sociology | 1. Fundamentals of Pedagogy and Psychology |
| 2. History and Theory of Psychology and Sociology | 2. History and Theory of Pedagogy and Psychology |
| 3. Methods of Psychology and Sociology | 3. Research Methods in Pedagogy and Psychology |
| 4. Applied Aspects of Psychology and Sociology | 4. Applied Psycho-Pedagogical Principles of Education, Instruction, Upbringing, and Personal Development |
| 5. Psychological and Sociological Dimensions of Society | |

PROGRAM CONTENT

Module 1: Psychology and Sociology

Section 1. Fundamentals of Psychology and Sociology

1.1 Psychology and Sociology within the Structure of Modern Sciences

1.1.1 Object and subject of psychology. The psyche as the object of psychology. Mental phenomena as the subject of psychology.

1.1.2 Object and subject of sociology. Society as the object of sociology. Social interaction as the subject of sociology.

1.1.3 Functions of sociology: theoretical-cognitive and practical-political.

1.1.4 Transformation of ideas about the subject of psychology. Historical formation of the subject of psychology: from the doctrine of the soul to the science of the psyche.

1.1.5 Transformation of ideas about the subject of sociology: from studying society in the individual to studying the individual in society.

1.1.6 Structure and main branches of psychology. Fundamental and applied psychology.

1.1.7 Levels of sociological knowledge: general sociological theories (macrosociology and microsociology), special and sectoral sociological theories (middle-range theories), and knowledge obtained through empirical research.

1.2 Basic Categories of Psychology and Sociology

1.2.1 The concept of “psyche” and its essence. Functions of the psyche: reflective and regulatory.

1.2.2 The relationship between the concepts “social” and “societal.”

1.2.3 The relationship between the concepts “human being,” “individual,” “personality,” and “individuality.”

1.2.4 Biological prerequisites, social conditions, and factors of personality development.

1.2.5 Motives and motivation of personality. Needs, interests, beliefs, ideals. Personality orientation.

1.2.6 Values and value orientations of personality. “Life strategies.”

1.2.7 Self-actualization and self-realization of personality: essence and characteristics.

Section 2. History and Theory of Psychology and Sociology

2.1 Sociological and Psychological Thought of the 19th Century

2.1.1 Positivism of Auguste Comte. The concept of the relationship between society and the individual.

2.1.2 Crowd psychology of Gustave Le Bon. Classification of crowds and characteristics of the crowd.

2.1.3 Theory of imitation by Gabriel Tarde. The psychological mechanism of imitation as a key to explaining social behavior.

2.1.4 Organicism as evolutionism in the theory of Herbert Spencer.

2.2 Sociological and Psychological Thought of the Late 19th – Early 20th Century

2.2.1 Interactionism. Charles Horton Cooley's theory of the "looking-glass self." George Herbert Mead's symbolic interactionism. Analysis of the dynamics of the "self": "I" and "Me."

2.2.2 Psychoanalytic theory of Sigmund Freud. Theory of sexuality: libido, sublimation, repression. Structure of personality: Id, Ego, and Superego. Sociological aspects of psychoanalysis.

2.2.3 Individual psychology of Alfred Adler. Inferiority complex.

2.2.4 Analytical psychology of Carl Gustav Jung. Structure of personality. Archetypes of the collective unconscious.

2.2.5 Interpretive sociology of Max Weber. Theory of social action. Types of social action. Types of legitimate domination.

2.2.6 Émile Durkheim on social norms and values. The concept of anomie. The problem of distinguishing normal and pathological phenomena. Types of suicide.

2.2.7 Theory of social behavior of Vilfredo Pareto. Elite theory. Circulation of elites as a mechanism for maintaining social equilibrium.

2.3 Psychological Thought of the Second Half of the 20th – Early 21st Century

2.3.1 Jacob L. Moreno: sociometric revolution, psychodrama. Neo-Freudianism (Erich Fromm, Erik Erikson). Classical behaviorism (John B. Watson, Ivan Pavlov, B.F. Skinner) and neobehaviorism (Albert Bandura). Humanistic psychology (Abraham Maslow, Carl Rogers, Viktor Frankl, Irvin Yalom). Jean Piaget's genetic psychology.

2.3.2 Structural-functional theory of Talcott Parsons. The concept of social action. Socialization and social control as mechanisms of integrating the individual into the social system. Robert K. Merton's functional analysis. Middle-range theories. Alfred Schütz's phenomenological sociology.

Section 3. Methods of Psychology and Sociology

3.1 Research Planning and Quality Assurance

3.1.1 Scientific research: types (theoretical and empirical; fundamental and applied; exploratory, descriptive, and analytical; field and laboratory research), problem, aim, objectives, object, and subject.

3.1.2 Research programme: document structure, main components, and stages of research. Conceptualization and operationalization of concepts. Hypotheses (theoretical, empirical, statistical).

3.1.3 Sampling method: population, sample, requirements, and sampling techniques.

3.1.4 Quality of information: representativeness, validity, and reliability.

3.2 Methods of Data Collection

3.2.1 Observation.

3.2.2 Experiment.

3.2.3 Survey methods (questionnaires, interviews).

3.2.4 Expert surveys.

3.2.5 Sociometry.

3.2.6 Document analysis. Content analysis.

3.3 Methods of Empirical Data Analysis

3.3.1 Measurement (according to S. Stevens).

3.3.2 Descriptive statistics. Measures of central tendency and measures of variability for different types of scales. Point and interval estimation. Confidence interval.

3.3.3 Analysis of relationships (correlation).

3.3.4 Linear regression.

Section 4. Applied Aspects of Psychology and Sociology

4.1 Personality as an Object and Subject of Social Relations

4.1.1 Socialization of personality. The concept of resocialization.

4.1.2 Deviant behavior. Suicidal and addictive behavior. Bullying. Mobbing. Ageism.

4.1.3 Social statuses and roles. Structure of role according to V. Yadov.

4.1.4 Sex and gender.

4.2 Personality in Life and Professional Contexts

4.2.1 Play, learning, and work as types of activity. Professional activity. Motivation and stimulation of professional activity (according to A. Maslow's hierarchy of needs). Professional burnout. The concept of professional crises.

4.2.2 Communication as a socio-psychological phenomenon.

4.2.3 Conflict and conflict situation.

4.2.4 Social organization as a formal group, leadership and management.

4.2.5 Characteristics and current issues of the modern family. Functions and types of family. Marriage and marital relations. Family crises.

SECTION 5. Psychological and Sociological Dimensions of Society

5.1 Group as a Structural Element of Society

5.1.1 Concept and main characteristics of a social group. Classification of social groups (large social groups, medium-sized social groups, small social groups).

5.1.2 Concept of a large social group. Classification of large social groups (socio-class, socio-demographic, socio-ethnic, socio-professional, and socio-territorial groups). The crowd as a large spontaneous group. Main characteristics and typology of crowds, socio-psychological features of their different types. Ethnic groups. Forms of ethnic existence and main ethnic processes. Concepts of ethnic identity and consciousness.

5.1.3 Concept of a small group. Classification of small social groups (primary / secondary; formal / informal; reference groups / membership groups; quasi-groups). Structure of a small group. Dynamic processes in small groups. Socio-psychological climate of a group. Conformism, conformist behavior, and conformity. Group cohesion.

5.2 Social and Psychological Characteristics and Forms of Organization of Social Processes and Phenomena

5.2.1 Social consciousness. Mass consciousness. Group consciousness. Individual consciousness. Mechanisms of socio-psychological influence (imitation, suggestion, persuasion, emotional contagion, rumors, fashion).

5.2.2 Concept of a social institution. Main functions and characteristic features. Types of social institutions: economic, political, religious, cultural, and socialization institutions, etc.

5.2.3 Social stratification and social inequalities. Main criteria of social stratification. Types of inequality (economic, political, legal, cultural, digital, mobility-related, etc.).

5.2.4 Social mobility: concept, types (vertical / horizontal), mechanisms, social and psychological factors. Migration as a type of spatial mobility: essence, social and psychological characteristics.

Module 2: Pedagogy and Psychology

Section 1. Fundamentals of Pedagogy and Psychology

1.1 Pedagogy and Psychology within the Structure of Modern Sciences

1.1.1 Pedagogy within the system of human sciences. Object, subject, functions, and tasks of pedagogy.

1.1.2 Object and subject of psychology. The psyche as the object of psychology. Mental phenomena as the subject of psychology.

1.1.3 Main categories of pedagogy: education, instruction, upbringing, formation, development, self-education, self-upbringing, self-development.

1.1.4 Main categories of psychology: psyche, consciousness, personality, activity, communication, image.

1.1.5 Structure and main branches of pedagogy.

1.1.6 Structure and main branches of psychology. Fundamental and applied psychology.

1.2 General Regularities of Personality Development and Socialization

1.2.1 The process of personality development. Biological and social factors and laws of psychological development of personality.

1.2.2 Relationship between the concepts “human being,” “person,” “individual,” “personality,” and “individuality.”

1.2.3 Characteristics of the learner’s personality as a subject of the educational process.

1.2.4 Age-related periodization of psychological development (according to E. Erikson). Age-related and individual-typological characteristics of personality development and their consideration in the educational process.

1.2.5 Motives and motivation of personality. Needs, interests, beliefs, ideals. Personality orientation. Motivation of learning activity.

1.2.6 Play, learning, and work as types of activity. Learner activity in the educational process and its types. Essence and characteristics of student learning activity.

1.2.7 Laws of psychological development and principles of teaching and upbringing as the main mechanisms of socialization and personality development of the learner.

1.2.8 Socialization of personality: essence, stages, mechanisms. Subjects and agents of socialization. The concept of resocialization.

1.2.9 Values and value orientations of personality. Life perspectives. Life goals. Self-actualization and self-realization of personality: essence and characteristics.

Section 2. History and Theory of Pedagogy and Psychology

2.1 Pedagogical and Psychological Thought of the 17th – Early 20th Century

2.1.1 Pedagogical theory of J.-A. Comenius.

2.1.2 Problems of personality development in the pedagogical legacy of H. Skovoroda.

2.1.3 Cordocentrism in the psycho-pedagogical views of P. Yurkevych.

2.1.4 “Free education” in the pedagogical system of M. Montessori.

2.1.5 M. Hrushevsky on the Ukrainian language and Ukrainian school.

2.1.6 Anthropocentrism as a leading idea in the works of K. Ushynsky.

2.1.7 O. Lazursky: theory of inclinations and giftedness of personality.

2.1.8 Psychology as the science of immediate experience: W. Wundt.

2.1.9 H. Ebbinghaus: laws of memory. The Ebbinghaus forgetting curve.

2.1.10 Multiculturalism as the main principle of M. Drahomanov’s pedagogical position.

2.2 Pedagogical and Psychological Thought of the Late 20th – Early 21st Century

2.2.1 Psychoanalytic theory of S. Freud. Structure of personality: Id, Ego, and Superego. Stages of psychosexual development. Defense mechanisms of personality.

2.2.2 Individual psychology of A. Adler. Inferiority complex.

2.2.3 Analytical psychology of C. G. Jung. Structure of personality. Archetypes of the collective unconscious.

2.2.4 Neo-Freudianism (E. Fromm, E. Erikson). Classical behaviorism (J. Watson, I. Pavlov, B. Skinner) and neobehaviorism (A. Bandura). Humanistic psychology (A. Maslow, C. Rogers, V. Frankl, I. Yalom). Genetic psychology of J. Piaget.

2.2.5 Ideas of pedagogical psychology in the works of S. Balei.

2.2.6 H. Kostiuk on the educational process and pupils’ psychological development.

2.2.7 Humanistic pedagogy of V. Sukhomlynsky.

2.2.8 C. Freinet: the school of success and joy.

2.2.9 Waldorf School (R. Steiner): the idea of holistic education.

2.2.10 Concept of socio-personal education by A. Makarenko.

2.2.11 Theory of action (deed) by V. Roments.

2.2.12 Educational ideal of H. Vashchenko.

2.2.13 System of Ukrainian education: principles, types, levels of education, and types of educational institutions (according to the Law of Ukraine “On Education” (current version)).

Section 3. Research Methods in Pedagogy and Psychology

3.1 Research Planning and Quality Assurance

3.1.1 Scientific research in pedagogy and psychology: types, problem, aim, objectives, object, and subject.

3.1.2 Research programme: structure, requirements for its design, and stages of research. Research hypotheses: theoretical, empirical, and statistical.

3.1.3 Sampling method: population, sample, basic requirements for sample formation, and sampling techniques.

3.1.4 Quality of information: representativeness, validity, and reliability.

3.2 Methods of Data Collection

3.2.1 Observation: types, advantages and disadvantages, role of the observer.

3.2.2 Experiment: types (ascertaining, formative, natural, laboratory) and main stages of implementation.

3.2.3 Concept of “testing.” Types of tests: projective tests, personality tests, cognitive development tests, achievement tests, pedagogical testing.

3.2.4 Survey methods. Questionnaires (postal, press, online, expert, individual, group). Questionnaire design: types of questions, methodological requirements for questionnaire composition and question formulation. Interviewing.

3.2.5 Expert surveys (expert evaluation method): identification, selection, and training of experts. Types and procedures of expert surveys.

3.2.6 Sociometry: procedures of application and tools (questionnaire, scales).

3.2.7 Analysis of activity products. Document analysis. Content analysis.

3.3 Methods of Empirical Data Analysis

3.3.1 Measurement: definition, types, and levels.

3.3.2 Descriptive statistics. Quantitative and qualitative data analysis.

3.3.3 Analysis of correlation between two variables. Correlation coefficients.

Section 4. Applied Psycho-Pedagogical Principles of Education, Instruction, Upbringing, and Personality Development

4.1 Education and Instruction of Personality

4.1.1 Didactics as a theory of education and instruction: its essence and main categories. Paradigms of education and instruction (humanistic, learner-centered, competence-based, reflective).

4.1.2 The learning process: essence and content, its two-sided nature, functions (educational, upbringing, developmental), structural elements of instruction (aim, objectives, content, methods, tools, forms of organization, and learning outcomes). Learning, teaching, and instruction.

4.1.3 Basic principles of instruction and their characteristics.

4.1.4 Content of education in the modern school: essence and key concepts. Knowledge, skills, abilities, competencies.

4.1.5 Structure of students' learning-cognitive activity (perception – comprehension – understanding – generalization – consolidation). Cognitive interest and conditions for its development in learning. Stages and levels of knowledge acquisition.

4.1.6 Teaching methods, their characteristics and classifications according to: source of information (verbal, visual, practical); nature of cognitive activity (explanatory-illustrative, reproductive, problem-based, exploratory); logic of cognition (inductive, deductive, transductive). General requirements for selecting teaching methods.

4.1.7 Teaching aids: their features, functions, and characteristics. Technical teaching aids (visual, auditory, audiovisual, multimedia, ICT-based).

4.1.8 Types of instruction (explanatory-illustrative, problem-based, programmed, individual, integrated, differentiated, distance learning). Competence-based approach in education.

4.1.9 Forms of organizing students' learning activity: frontal, group, cooperative, collective, pair, and individual work.

4.1.10 The lesson as a form of instruction. Types and structure of lessons according to didactic objectives. Requirements for teacher lesson preparation.

4.1.11 Active (socio-psychological) forms of organizing the educational process: training sessions, debates, business games, round tables, Olympiads, competitions, exhibitions of student creativity.

4.1.12 Extracurricular forms of instruction: elective classes, proseminars, practical sessions, sections, educational excursions, subject clubs, additional group and individual classes, students' homework.

4.1.13 Concept of assessment in learning and its functions. Types, forms, and methods of assessment. Levels of students' academic achievement and their characteristics. Criteria and standards for evaluating student performance. Ongoing, thematic, and final assessment.

4.1.14 Concept and types of pedagogical technologies (developmental, project-based, problem-based, game-based, interactive).

4.1.15 Pedagogy of partnership: pedagogically appropriate (subject–subject) interaction, conceptual foundations, and principles. Levels and forms of organizing partnership-based interaction.

4.2 Personality Upbringing (Education in Values and Behavior Formation)

4.2.1 Essence and structure of the upbringing process, its aim and objectives. The concept of educational influence and mutual influence.

4.2.2 Principles of the upbringing process. Characteristics of the main principles of upbringing.

4.2.3 Content of the upbringing process. A systemic approach to structuring the content of national upbringing. Main directions of national upbringing (moral, civic-patriotic, intellectual, aesthetic, physical, health-oriented, labor, environmental, sex and gender, legal, and economic education).

4.2.4 Self-education: essence, methods, and techniques. Pedagogical guidance of students' self-education. The concept of personality-centered upbringing.

4.2.5 Methods of upbringing. Groups of methods: formation of personality consciousness; organization of activity and formation of social behavior experience; stimulation of behavior and activity; control, self-control, and self-assessment in upbringing.

4.2.6 Forms of organizing the upbringing process: curricular, extracurricular, and out-of-school educational work. Mass, group, and individual forms of educational work. Collective creative activities.

4.2.7 Educational interaction “teacher–student.” Partnership between school and family in student upbringing. The family as a socio-pedagogical environment. Forms and methods of school cooperation with parents.

4.2.8 Student self-government and its types. Bodies of student self-government. Democratic management and leadership in student self-government. Formal and informal student groups.

4.3 Personality in Life and Professional Contexts

4.3.1 Socio-psychological structure of personality. Social statuses: concept and types (official and unofficial, ascribed and achieved). Social roles: concept and types (active and passive, manifest and latent). Social position of personality.

4.3.2 Sex and gender. Masculinity. Femininity. Androgyny. Gender identity. Gender identity crises. Gender stereotypes: concept and types (traditional and egalitarian). Gender equality and discrimination. Sexism. Feminism.

4.3.3 Professional activity: concept and stages of professionalization (professional self-determination, professional training, professional adaptation, professional development, professional realization, termination of professional activity). The teacher as a subject of professional activity.

4.3.4 Teacher's personality and pedagogical mastery. Motivation and stimulation of professional activity (according to A. Maslow's hierarchy of needs). Teacher's professional (emotional) burnout.

4.3.5 Communication in pedagogical activity. Components of communication (communicative, perceptual, and interactive). Barriers to pedagogical communication.

4.3.6 Conflict and conflict situation. Types of conflicts (intrapersonal, interpersonal, intragroup, intergroup). Conflicts in the educational environment. Conflict behavior styles (competition, avoidance, compromise, collaboration, accommodation).

4.3.7 Prevention (psychological education, prevention of discrimination, material and moral encouragement, adherence to corporate culture) and resolution (achieving compromise or cooperation) of pedagogical conflicts. Mediation as a form of conflict resolution.

4.3.8 Deviant behavior of personality. Concept and types (positive and negative) of deviations. Suicidal and addictive behavior. Bullying. Mobbing. Ageism. Levels of deviant behavior. Prevention of deviant behavior: education, social advertising, corrective programs, creation of success situations.

4.3.9 Management in the education system. Managerial activity. Leadership, administration, and support. Typology of leadership. Leadership styles (authoritarian, democratic, liberal). Corporate (organizational) culture.