

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**NATIONAL TECHNICAL UNIVERSITY
"KHARKIV POLYTECHNIC INSTITUTE"**

**Department of Pedagogy and Psychology of Social System Management named
after Academician I.A. Zyaziun**

«**APPROVED**»

Head of The Department of Pedagogy and Psychology of Social System Management
named after Academician I.A. Zyaziun

Nina Pidbutska

(signature)

« 22 » January 2025 year

**GUIDELINE OF THE EDUCATIONAL DISCIPLINE
PSYCHOLOGY OF ACTIVITY**

level of higher education *first (bachelor)*
first (bachelor) / second (master)

field of knowledge *05 Social and Behavioural Sciences*

branch *053 Psychology*

educational program *053 Psychology*

kind of discipline *professional training*
(general training / professional training; mandatory / optional)

form of education *full-time, distance learning*

Kharkiv – 2025 year

APPROVAL LIST

Guideline for the academic discipline "Psychology of activity"

Developers:

Associated Professor, PhD

(position, academic degree and academic title)

_____ (signature)

Yuliia Chebakova

(initials and surname)

The work program was reviewed and approved at a meeting of the department of Pedagogy and Psychology of Social System Management named after Academician I.A. Zyaziun

Protocol from « 22 » January 2025 year № ?

Head of The Department of Pedagogy and Psychology of Social System Management named after Academician I.A. Zyaziun

Nina Pidbutska

APPROVAL LIST

Code and name of the educational program	Full name of the Educational Program Guarantor	Signature, date
053 PSYCHOLOGY	Victoria Shapolova	20.01.25

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SUMMARY OF THE DISCIPLINE

Name of indicators	Characteristics
Full name of the discipline	Psychology of activity
Teaching Staff	Associated Professor Yuliia Chebakova
Specialty	053 Psychology
Educational program	Psychology
Number of hours	180
ECTS credits	6
Description	<p>The discipline “Psychology of Activity” covers the spectrum of basic elements that support the concept of activity, its components, differential psychological aspects of choosing a professional activity, patterns of the formation of the motivational component of the psychological system of activity.</p> <p>The goal of the discipline is to familiarize the student with the basic concepts of activity that are associated with the characteristics of the operational and technical side of development and professionalism.</p> <p>The learning outcomes are as follows:</p> <ul style="list-style-type: none"> - to evaluate social and psychological processes in the team in the process of solving professional tasks. - to be responsible for professional self-improvement, training and self-development - know, understand and adhere to the ethical principles of the psychologist's professional activity. - demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and social activities. <p>Teaching methods are:</p> <ul style="list-style-type: none"> - verbal (conversation, discussion, lecture, work with a book), - visual (illustration with practical examples), - practical (practical exercises).
Type of discipline	Optional
Final control	Exam in the IV semester

THE PLAN AND STRUCTURE OF THE DISCIPLINE
"Psychology of activity"

Serial №	Types of training sessions (L, Pr, IW ¹)	Number of hours	Semester numbers, names of topics and questions of each lesson. Assignment for independent work of students	Information and methodological support
1	2	3	4	5
Content module № 1, Semester VI (Spring)				
1.	L	2	<p style="text-align: center;">Introduction to psychology of activity Subject, methods, tasks of psychology of activity. Connection of the psychology of activity with some areas of psychology.</p>	<p>1. Torrii Kearns. General Psychology: An Introduction. - GALILEO, University System of Georgia. 2015, p.514</p>
2.	Pr	2	Discussion: Connection of the psychology of activity with some areas of psychology.	
3.	IW	8	Analysis of human activity in a real-life context objective. Write a report (3-5 pages) including the following: description of the observed activity; analysis based on the psychology of activity; reflection on how cognitive, social, and emotional factors influenced the activity.	
4.	L	2	<p style="text-align: center;">Paradigms of activity Types of paradigms: structural-morphological and functional-dynamic paradigms of psychological analysis of activity. Application of paradigms in the psychological analysis of activity.</p>	<p>1. Fiona Patterson, Iain Coyne, John Arnold, Ray Randall. Work Psychology Pearson Education. UK (2020), p.656 2. John Arnold. Work Psychology- Understanding human behavior in the workplace, England (2005), p.718</p>
5.	Pr	2	Structural and functional characteristics of the psychology of activity and its components.	
6.	IW	8	<p>Analyse the selected activity from the perspective of the structural-morphological paradigm. Describe the structure of the activity. Analyse the same activity from the position of the functional-dynamic paradigm: Characterise the dynamics of activity performance. Identify the factors that influence change in the activity. Describe how the subject adapts to changing conditions. Compare the results of the two types of analyses. Prepare a written report (2-3 pages) Conclusions about the specificity of the activity, taking into account both paradigms</p>	

¹ L – lectures, Pr – practices, IW – individual work

7.	L	2	<p style="text-align: center;">Activity processes</p> <p>Forecasting process and its type; the process of self-control according to four main principles: temporal, modal, structural and the principle of the level of productivity</p>	1. Margaret Moore, Erika Jacksonm Bob Thcannen-Moran. Coaching Pchycology Manuel, Waltetr Kliwer, (2016), p.184
8.	Pr	2	Discussion: Correction process	2. Gary P. Latham. Work Motivation: History, Theory, Research, and Practice. SAGE Publications (2011), p.456
9.	IW	8	<p>Select a personal or professional goal that you want to achieve within the next 2 months.</p> <p>Apply the forecasting process use both quantitative and qualitative forecasting methods.</p> <p>Create a detailed action plan that includes the four principles of self-monitoring. Provide a written report (approximately 1000 words)</p>	
10.	L	2	<p style="text-align: center;">Organization of activities.</p> <p>The activity program as a component of the psychological system of activity and the general regularities of its formation. The role of the activity program.</p>	1. Louis Bevoc, Rachael Collinson. Industrial/Organizational Psychology, Personality, Emotionally Intelligent Leadership, and Employee Emotions in Organizations. (2020), p.93
11.	Pr	2	Discussion: Three main levels of activity organization: operation, action and autonomous activity.	2. Frank J. Landy, Jeffrey M. Conte. Work in the 21st Century - An introduction to industrial and organizational psychology, USA (2021), p. 718
12.	IW	8	<p>Analyze a real-life activity you regularly perform (e.g., preparing a presentation, cooking a meal, or exercising).</p> <p>Identify and describe the components of the psychological system of activity involved in this task: motives, goals, conditions, operations, control, and evaluation.</p> <p>Develop a detailed activity program for improving your performance in this task.</p>	
13.	L	2	<p style="text-align: center;">Patterns of the formation of the motivational component of the psychological system of activity.</p> <p>Characteristics of motive, motive of activity, motivation of activity. Functions of motives in activity. Correlation of motives and needs in activity. Sides of motivation: procedural, effective.</p>	1. Carol Sansone, Judith M. Harackiewicz. Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance, USA (2011), p. 516
14.	Pr	2	Game and discussion: Motivational structure of activity	2. Jutta Heckhausen, Heinz Heckhausen Motivation and Action, USA (2018), p.924
15.	IW	6	Essay up to 2-3 pages on the process and performance aspects of your motivation, summarising the results of your analysis.	

16.	L	2	<p>Theories of motivation.</p> <p>Groups of motivation theories: content (A.H. Maslow, F.I. Herzberg, D.K. McClelland, K.P. Alderfer); procedural (D.S. Adams, L. Porter and E. Lawler, S. Ricci and P. Martian, Vroom) Modern theories of motivation in activity psychology.</p>	<p>1. Phil Gorman. Motivation and Emotion, USA (2004), p. 130</p> <p>2. Gary P. Latham. Work Motivation: History, Theory, Research, and Practice. SAGE Publications (2011), p.456</p>
17.	Pr	2	Discussion: Theories of a specific picture of workers (D. McGregor, U. Ouchi, P. Drucker, E. Locke)	
18.	IW	8	Analyze the workplace environment in a company you are familiar with (e.g., your current or previous job, an internship, or a case study).	
19.	L	2	<p>Patterns of the formation of a whole component of the psychological system of activity</p> <p>Types of goals. Association under the goals of actions in the purpose of activity. Aspects of goal formation in the psychological system of activity.</p>	<p>1. Ian Rothmann, Cary Cooper. Organizational and Work Psychology - Topics in Applied Psychology, Great Britain, (2008), p. 292</p>
20.	Pr	2	Factors that affect the process of goal formation	<p>2. Louis Bevoc. Leadership Skills: For New and Aspiring Leaders USA(2022), p.208</p>
21.	IW	8	<p>Essay up to three pages. Choose a personal or academic activity. Identify and classify the types of goals associated with the chosen activity. Develop a structured action plan that demonstrates the association of actions under these goals. Ensure to include: Sequential organization, Functional unity, Adaptive adjustment, Feedback integration.</p> <p>Analyze the cognitive, motivational, emotional, social, and dynamic aspects involved in the goal formation process for the chosen activity.</p>	
22.	L	2	<p>Differential and psychological aspects of the choice of professional activity</p> <p>Definition of professional activity. J. Holland's theory of professional choice. Personality traits according to R. Kettel and career choice</p>	<p>1. Frank J. Landy, Jeffrey M. Conte. Work in the 21st Century - An introduction to industrial and organizational psychology, USA (2021), p. 718</p>
23.	Pr	2	Presentation about peculiarities of the emotional sphere in professional activity	<p>2. Amy C. Edmondas. The fearless of organisation- Creating psychological safety in the work place, USA, (2019), p. 233</p>
24.	IW	8	Write a report (1000-1500 words) on the results of the SDS and your personality profile based on the 16PF and analyse the fit between your personality and potential career paths.	<p>3. Deborah A. Olson. Success of the achievement psychology, USA (2017), p.224</p>
25.	L	2	<p>Differential psychophysiological approach to the study of professional activity.</p> <p>Effectiveness of different types of activities and typological features. Group activity. Stimulation of professional activity. Professional adaptation.</p>	

26.	Pr	2	Discuss: Styles of professional activity. Typological complexes and their detection.	
27.	IW	8	Analyze your typological features based on psychophysiological parameters (e.g., stress tolerance, reaction time, cognitive flexibility). Three strategies to stimulate your professional activity based on your individual psychophysiological characteristics. Suggest ways to improve your adaptation process.	
28.	L	2	Temperament and activity Temperament as the main characteristic of a person. Temperament of the worker as a tool of personnel motivation.	John Arnold. Work Psychology- Understanding human behavior in the workplace, England (2005), p.718
29.	Pr	2	Professional handwriting of every kind of temperament.	
30.	IW	6	Essay up to 3 pages. Choose two different temperament types and develop a short motivation plan for each. Consider the tasks, rewards, and management style that would best suit these temperaments.	
31.	L	2	Gender aspects of professional activity. Gender characteristics in various activities. Gender and professional career. Gender features of adaptation to professional activity.	1. Amy C. Edmondas. The fearless of organisation- Creating psychological safety in the work place, USA, (2019), p. 233
32.	Pr	2	Discuss about women's fear of success.	
33.	IW	8	Choose a specific profession and analyze the gender composition within that field. Identify any existing gender stereotypes associated with the chosen profession. Investigate any policies or initiatives aimed at promoting gender equality in that profession.	
34.	L	2	Important professional qualities and abilities. Definition of important professional qualities of a worker. Functional quality. Efficiency of monotonous activity.	1. Ronald E. Riggio Introduction to industrial/organizational psychology, USA (2013), p. 534 2. Jutta Heckhausen , Heinz Heckhausen Motivation and Action , USA (2018), p.924
35.	Pr	2	Situations	
36.	IW	6	Prepare a one-page report summarizing your reflections and observations. Suggest steps you can take to enhance your professional qualities and efficiency in routine work.	

37.	L	2	Educational activity. Psychological factors that determine the success of educational activities. The concept of self-organization and the connection with the concepts of self-regulation and self-management. Structural and functional models of the self-organization process.	Torrii Kearness. General Psychology: An Introduction. - GALILEO, University System of Georgia. 2015, p.514
38.	Pr	2	Speed of learning and adaptation.	
39.	IW	8	Plan: Formation of a psychological system of educational activity.	
40.	L	2	Gaming activity. Concept of game and game activity. Game features. Game types. The genesis of game activity.	1. Margaret Moore, Erika Jacksonm Bob Thcannen-Moran. Coaching Pchycology Manuel, Waltetr Kliwer, (2016), p.184 2. Torrii Kearness. General Psychology: An Introduction. - GALILEO, University System of Georgia. 2015, p.514 3. Frank J. Landy, Jeffrey M. Conte. Work in the 21st Century - An introduction to industrial and organizational psychology, USA (2021), p. 718
41.	Pr	2	The role of play in psychological development.	
42.	IW	6	Presentation: The relationship between the game and abilities.	
43.	L	2	Speech activity. Characteristics of speech. The needs of speech activity. Functions, types and means of communication. Factors affecting the effectiveness of communication in the process of activity.	
44.	Pr	2	Discuss: Personality traits that influence the effectiveness of communication: empathy, authority, conflict, aggressiveness, tolerance, ability to predict the development of the communication situation, rigidity - mobility, contact.	
45.	IW	6	Essay: Conflict resolution through language.	
46.	L	2	Forms of influence on partners during joint activities and manipulation. Non-imperative direct forms of influence: request, offer, support, persuasion, praise and consolation. Imperative direct forms of influence: orders, demands, prohibitions, coercion.	
47.	Pr	2	Disciplinary measures of influence. Characteristics of manipulative communication. Techniques of manipulative influence.	
48.	IW	6	Machiavellian personality type.	
In total		180		

DESCRIPTION OF THE EDUCATIONAL DISCIPLINE
(distribution of study time by semester and type of study)

Semester	Total amount (hours) / credits ECTS	Among them		By type of classroom activities (hours)			Individual student assignments	Current control	Semester control	
		Classroom lessons (hours)	Independent work (hours)	Lectures	Laboratory classes	Practical classes, seminars		Control works (number of works)	Test	Exam
1	2	3	4	5	6	7	8	9	10	11
VI	180/6	64	116	32	-	32	Individual task	1	-	1

The ratio of the number of classroom lessons' hours to the total amount is 40 %.

MAIN LECTURES' POINTS

Topic 1. Introduction to the Psychology of Activity

The psychology of activity is a field within psychology that studies the processes, mechanisms, and patterns of human activity, focusing on how individuals interact with their environment to achieve specific goals. It examines how actions, behaviors, and mental processes contribute to purposeful activity. This area of psychology investigates both external (observable) activities and internal (cognitive and emotional) processes that underlie human behavior.

Research in the psychology of activity employs various methods to understand human behavior and mental processes, including: Observation (Systematic watching of behavior in natural or controlled settings); Experiment (Controlled studies to establish cause-and-effect relationships); Self-report techniques (Surveys, interviews, and questionnaires to gather subjective data); Task analysis (Breaking down tasks to understand cognitive and motor processes); Case studies (In-depth examination of individual or group behavior); Psychophysiological methods (Measuring biological responses to understand the connection between physiological processes and behavior).

The primary tasks of the psychology of activity are:

- To identify the structure and dynamics of human activity.
- To analyze the relationship between mental processes and physical actions.
- To study the development and formation of skills and abilities.
- To explore motivation, goals, and the regulation of activity.
- To develop methods to enhance efficiency and productivity in various domains.
- To apply findings to improve education, work performance, and other practical fields.

The psychology of activity is closely connected with several other branches of psychology: cognitive psychology - it examines the mental processes involved in perception, memory, decision-making, and problem-solving that underlie activity; developmental psychology - it explores how activity and behavior evolve over different stages of life; occupational psychology - it applies principles of activity to improve work efficiency, safety, and employee well-being; educational psychology - it focuses on the role of activity in learning processes and skill acquisition; social psychology - it investigates how social factors and group dynamics influence individual activities.

Topic 2. Paradigms of activity

The activity paradigm is a system of theoretical and methodological principles that define approaches to the study and analysis of human activity. In psychology, activity is considered as a purposeful system of subject's actions aimed at achieving significant results.

There are two main types of paradigms for analysing activity: structural-morphological and functional-dynamic.

Structural-morphological paradigm is based on analysing the structure of activity, identifying its components and establishing their interrelationships. The focus is on the static aspects of activity, its elements and their organisation.

Main characteristics: analysing the structure of activity; allocation of components: motive, purpose, actions, operations; taking into account the conditions of activity fulfilment; approach to activity as an integral system with fixed elements.

Functional-dynamic paradigm emphasises the processes of activity unfolding in time, variability of actions and adaptation to external conditions. An important role is played by adaptation, correction of actions and active interaction of the subject with the external environment.

Main characteristics: analysing the processes of activity execution; study of the dynamics of actions and operations; taking into account the influence of external and internal factors; approach to activity as a flexible, adaptive system.

Comparative analysis of paradigms.

The structural-morphological paradigm allows for a deeper understanding of the structure of activity, its components and the links between them. However, it does not sufficiently take into account the variability of activity and the influence of external conditions. The functional-dynamic paradigm, on the contrary, reveals the processes of adaptation and change of activity, but may underestimate the stable structural elements.

Each of the paradigms has its own practical implications. The structural-morphological approach is used in activity design, instructional design, and error analysis. Functional-dynamic approach is used in the study of professional activity, stressful situations, psychology of work and sport.

Both paradigms are complementary. The integrated use of structural-morphological and functional-dynamic paradigms allows us to obtain a holistic view of human activity, to take into account both its stable elements and dynamic processes of adaptation.

Topic 3. Activity processes

Activity processes encompass the various procedures and mechanisms through which individuals or organizations plan, execute, and evaluate their actions to achieve

desired outcomes. This lecture will explore two critical components of activity processes: the forecasting process and its types, and the process of self-control based on four main principles.

Forecasting process and its types forecasting is the process of predicting future events or conditions based on past and present information. It is a fundamental aspect of decision-making and planning in various domains such as business, education, and personal development. Forecasting allows individuals and organizations to anticipate changes, minimize uncertainties, and prepare for potential challenges.

Types of forecasting: Quantitative forecasting (This method uses statistical data and mathematical models to predict future outcomes. Examples include time-series analysis, regression analysis, and econometric models); Qualitative forecasting (This approach relies on expert opinions, judgment, and intuition. Examples include the Delphi method, market research, and scenario planning); Short-term forecasting (Focuses on predicting events in the near future, typically ranging from a few days to a few months); Long-term forecasting (Involves projections over an extended period, often several years or decades, and is commonly used for strategic planning).

Self-control is the ability to regulate and direct one's behavior towards achieving specific goals. Effective self-control involves continuous monitoring, assessment, and adjustment of actions based on feedback. It is guided by four main principles:

The temporal principle emphasizes the importance of timing in self-control. Individuals must align their actions with appropriate timeframes to maximize productivity. Effective time management, setting deadlines, and prioritizing tasks are crucial aspects of this principle.

The modal principle focuses on the variety and flexibility of approaches used to achieve goals. Individuals should adapt their methods based on changing circumstances and choose the most suitable strategies for different tasks. Developing multiple problem-solving techniques and being open to alternative solutions enhance self-control under this principle.

The structural principle highlights the organization and coherence of actions. Individuals should break down complex tasks into manageable steps, create structured plans, and maintain a logical sequence of activities. Proper structuring helps reduce errors, improve efficiency, and facilitate progress tracking.

This principle emphasizes maintaining an optimal level of performance. Individuals should balance their efforts to avoid burnout or underperformance. Monitoring energy levels, taking breaks, and adjusting work intensity according to capacity are essential practices under this principle.

Understanding and applying the forecasting process and the principles of self-control enhance individuals' ability to plan, execute, and evaluate their actions

effectively. These concepts contribute to improved decision-making, increased productivity, and successful goal attainment.

Topic 4. Organization of activities.

Understanding the organization of activities is crucial in various fields, including psychology, education, and management. This lecture focuses on the concept of the activity program as a key component of the psychological system of activity and the general regularities governing its formation.

The psychological system of activity: The psychological system of activity encompasses the dynamic and structured process by which individuals perform tasks and achieve goals. It involves several interconnected elements: motives (The driving forces behind an activity); goals (the desired outcomes); conditions (the external and internal factors influencing activity); operations (the methods and techniques applied to achieve goals) control and evaluation (the processes ensuring alignment with goals).

The activity program represents the cognitive and procedural blueprint guiding an individual through task execution. It functions as a mental model that integrates all components of the psychological system of activity, ensuring coordinated and efficient performance.

General regularities of the formation of the activity program: the formation of an activity program follows several general principles:

- Developmental regularity: The program evolves from simple to complex forms as individuals gain experience and knowledge.
- Adaptation regularity: Programs adjust to environmental changes and individual conditions.
- Structuring regularity: Programs are hierarchically organized, dividing activities into sub-tasks and operations.
- Automatization regularity: Repeated performance leads to the automation of certain parts of the program, enhancing efficiency.
- Feedback regularity: Continuous feedback refines the program, ensuring its relevance and effectiveness.

Understanding the formation and functioning of activity programs aids in optimizing work processes, enhancing learning strategies, and improving task performance.

The activity program is a fundamental component of the psychological system of activity. Its formation is governed by developmental, adaptation, structuring, automatization, and feedback regularities. Recognizing these principles can significantly improve the organization and execution of various activities.

Topic 5. Patterns of the formation of the motivational component of the psychological system of activity.

The motivational component is a crucial element of the psychological system of activity. It defines the inner driving forces that stimulate individuals to initiate, sustain, and direct their actions toward specific goals. Understanding the patterns of its formation is essential for comprehending human behavior in various domains.

Characteristics of Motive. A motive is an internal psychological factor that propels an individual toward achieving a specific outcome. It is characterized by the following features: directionality (Determines the goal or objective the individual seeks to achieve); intensity (Reflects the strength or power of the drive to achieve the goal); stability (Represents the persistence and consistency of the motive over time); consciousness (Indicates the extent to which the individual is aware of the motive); motive of activity. The motive of activity represents the underlying reason for engaging in a particular activity. It answers the question, "Why is the individual performing this activity?" Motives of activity can be intrinsic (stemming from personal satisfaction) or extrinsic (influenced by external rewards or pressures).

Motivation of activity motivation of activity encompasses the entire process of initiating, sustaining, and regulating behavior to achieve a goal. It is a dynamic and multifaceted concept that includes: activation, persistence, intensity, regulation.

Motives serve several essential functions in the psychological system of activity: energizing function, orienting function, regulating function, evaluative function.

Motives and needs are closely related, yet distinct concepts. Needs represent a state of deficiency or desire, prompting the search for satisfaction. Motives, on the other hand, are the psychological mechanisms that transform needs into specific goals and actions. The relationship between motives and needs can be summarized as follows:

- Needs create the foundation for motive formation.
- Motives channel needs into goal-directed behavior.
- Satisfaction of needs reinforces the motives driving the activity.

Procedural and effective motivation has two primary sides: Procedural side: Concerns the process of developing, sustaining, and regulating motivation throughout the activity. It involves goal-setting, planning, effort allocation, and adapting to challenges; Effective side: Relates to the outcome or result of motivation. It evaluates the effectiveness of the motivational component in achieving the desired goals and fulfilling needs.

The motivational component is a dynamic and integrative aspect of the psychological system of activity. It emerges from the interaction of motives, needs,

and the processes of goal-setting and regulation. Understanding the patterns of its formation enables individuals and professionals to enhance performance, well-being, and personal development.

Topic 6. Theories of motivation

Motivation is a fundamental concept in understanding human behavior, especially in organizational and work settings. Various theories have been developed to explain what motivates individuals. These theories can be grouped into two main categories: content theories and process (procedural) theories.

Content theories focus on what motivates individuals. They emphasize the specific factors that drive people to act in certain ways. Key theorists in this group include: Abraham H. Maslow “Hierarchy of Needs Maslow proposed that human needs are arranged in a hierarchical order”; Frederick I. Herzberg “Two-Factor Theory Herzberg distinguished between”; David C. McClelland “Theory of Needs McClelland identified three primary motivators”; Clayton P. Alderfer “ERG Theory Alderfer refined Maslow's hierarchy into three categories”.

Process theories focus on how motivation occurs and the processes through which individuals decide on actions. Key theorists in this group include: John S. Adams “Equity Theory”. Adams suggested that individuals compare their input-output ratio (efforts vs. rewards) with others. Perceived inequity can lead to decreased motivation and performance; Lyman Porter & Edward Lawler “Expectancy Model”. This model suggests that motivation is a function of: expectancy (belief that effort will lead to performance); instrumentality (belief that performance will lead to outcomes); valence (value of the outcomes to the individual) Employees are motivated when they believe their efforts will result in desired outcomes; Stacey Ricci & Paul Martian “Goal-Setting Theory”. They emphasized the importance of setting specific and challenging goals. Clear goals increase motivation and performance, especially when individuals receive feedback and feel committed to the goals; Victor Vroom “Expectancy Theory”. Vroom's theory aligns with Porter and Lawler's model. He emphasized that individuals are motivated when they believe their effort will lead to good performance, which will result in desirable rewards.

Both content and process theories contribute to understanding what motivates individuals and how managers can foster a motivating work environment. While content theories identify the factors that motivate, process theories explain the decision-making processes behind motivation.

Modern theories of motivation in activity psychology. Motivation is a key concept in activity psychology, playing a crucial role in understanding human behavior and performance. Over the past few decades, several modern theories of motivation have emerged, offering new insights into what drives individuals to act

and how their engagement in activities can be optimized. Here are some of the most influential contemporary theories of motivation that are widely applied in the psychology of activity:

Self-determination theory (SDT) developed by Deci and Ryan, SDT emphasizes the importance of intrinsic motivation and the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When individuals experience these needs as satisfied, their motivation tends to be more self-directed and sustainable, leading to higher engagement and performance in various activities.

Expectancy-value theory. This theory suggests that motivation is determined by the individual's expectation of success and the value they place on the outcome. If people believe they can succeed and perceive the goal as valuable, they are more likely to engage in the activity with determination and effort.

Goal-Setting theory. Proposed by Locke and Latham, this theory emphasizes the role of specific, challenging goals in enhancing motivation and performance. Clear and attainable goals, coupled with feedback and commitment, can significantly improve task persistence and efficiency.

Achievement motivation theory. Developed by McClelland, this theory focuses on the need for achievement, power, and affiliation as primary drivers of behavior. Individuals with a high need for achievement are often motivated to excel in challenging tasks and seek personal accomplishment.

Self-Efficacy theory introduced by Bandura, this theory highlights the role of an individual's belief in their own capabilities to perform specific tasks. High self-efficacy enhances motivation by increasing effort, persistence, and resilience in the face of obstacles.

Flow theory proposed by Csikszentmihalyi, this concept describes a state of deep immersion and enjoyment in an activity, where individuals experience optimal performance and satisfaction. Achieving flow requires a balance between skill level and task challenge.

Temporal motivation theory combines elements of expectancy, value, and time sensitivity. It suggests that motivation is influenced by the proximity of deadlines, emphasizing that individuals are more likely to act as the deadline approaches due to the increasing urgency.

These modern theories collectively provide a comprehensive framework for understanding and enhancing motivation in the context of activity psychology. They emphasize the complex interplay between internal drives, goals, individual perceptions, and external factors, offering valuable tools for optimizing performance and well-being in various domains.

Topic 7. Patterns of the formation of a whole component of the psychological system of activity.

The psychological system of activity is a complex and dynamic structure that integrates various cognitive, emotional, and behavioral elements. A main component within this system is the goal, which serves as a guiding factor that organizes and directs human actions. Understanding the patterns of the formation of a whole component in this system requires an examination of the types of goals, the association of actions under these goals, and the aspects of goal formation.

Goals in the psychological system of activity can be classified into several types based on their characteristics and influence on human behavior: Immediate goals (Short-term objectives aimed at resolving specific tasks); Intermediate goals (Milestones that guide progress toward a final goal); Final goals (Long-term achievements representing the ultimate purpose of activity); Personal goals (Individual aspirations driven by personal values and interests); Social goals (Objectives influenced by societal norms and collective expectations).

Actions within an activity system are not isolated; they are interconnected and unified under the umbrella of a common goal. This association manifests through the following patterns:

- Sequential organization: Actions are arranged in a logical order, where the completion of one step leads to the next.
- Functional unity: Each action serves a specific function contributing to the overall goal.
- Adaptive adjustment: Actions are flexible and adapted according to situational demands to ensure goal attainment.
- Feedback integration: Outcomes of actions are evaluated, leading to modifications in subsequent actions.
- The formation of goals involves multiple psychological processes and contextual factors: Cognitive aspect involves perception, analysis, and evaluation of the situation to set realistic and achievable goals; Motivational aspect is driven by personal needs, desires, and external incentives, motivating individuals to pursue specific goals; Emotional aspect where emotions play a significant role in goal formation, influencing commitment and perseverance; Social aspect. Social interactions and cultural influences shape goal-setting behaviors and preferences; Dynamic aspect. Goals are not static; they evolve as individuals gain new experiences and as environmental conditions change.

The formation of a whole component in the psychological system of activity is a structured yet flexible process. Goals serve as the central component that binds actions together, ensuring coherence and direction. Understanding the types of goals,

the association of actions, and the aspects of goal formation enables individuals to optimize their performance and achieve desired outcomes

Topic 8. Differential and psychological aspects of the choice of professional activity

Professional activity refers to a system of purposeful actions carried out by an individual within a specific field of labor. It involves the application of knowledge, skills, and personal qualities to solve tasks and achieve goals. Professional activity is a key domain in human life, as it contributes to self-realization, social recognition, and personal development. The choice of a profession is a complex process influenced by various psychological, social, and economic factors.

John L. Holland's theory of career choice is one of the most influential models in vocational psychology. It suggests that individuals select careers that match their personality types. Holland identified six personality types, each corresponding to certain work environments: Realistic - practical, physical, hands-on, tool-oriented individuals; Investigative - analytical, intellectual, and scientific individuals; artistic - creative, original, and expressive individuals; Social - helping, instructing, and caring individuals; Enterprising - persuasive, leadership-oriented, and ambitious individuals; Conventional - detail-oriented, organized, and structured individuals.

According to Holland, job satisfaction and success are highest when there is congruence between an individual's personality type and their work environment. The Self-Directed Search (SDS) is a widely-used assessment tool based on this theory.

According to R. Cattell and Career Choice Raymond Cattell's trait theory emphasizes the role of personality in shaping career preferences and performance. Cattell identified 16 primary personality factors, assessed using the 16PF questionnaire. Key traits relevant to career choice include: warmth, reasoning, emotional stability, dominance, liveliness, rule-consciousness, social boldness, sensitivity, vigilance, abstractedness, privateness, apprehension, openness to change, self-reliance, perfectionism, tension.

These personality factors influence career preferences and suitability. For instance, individuals with high dominance may thrive in leadership roles, while those high in sensitivity may excel in counseling or artistic professions.

Topic 9. Differential psychophysiological approach to the study of professional activity

The differential psychophysiological approach is a scientific method used to study individual differences in the psychophysiological characteristics of professionals and their impact on work performance. This approach highlights the significance of individual typological features, group activity dynamics, professional adaptation, and the stimulation of professional activities. It seeks to understand how these factors contribute to the effectiveness of various types of professional activities.

Individuals exhibit different psychophysiological traits that influence their performance in specific types of professional activities. Typological features include personality traits, cognitive abilities, emotional stability, and sensorimotor characteristics.

The differential psychophysiological approach recognizes the importance of teamwork and group interactions. Group dynamics can significantly influence individual performance. Psychophysiological compatibility among team members fosters cooperation and reduces conflicts. Effective teams often comprise individuals with complementary typological features.

Sustaining professional motivation and activity requires appropriate stimulation. Psychophysiological factors influence an individual's responsiveness to external stimuli such as rewards, challenges, or feedback. Main strategies for stimulating professional activity include: setting achievable goals tailored to individual capabilities; providing positive reinforcement to reinforce desirable behaviors; offering varied tasks to prevent monotony and mental fatigue. Understanding these psychophysiological reactions allows employers to optimize work environments and enhance employee motivation.

Professional adaptation refers to an individual's ability to adjust to work conditions and demands over time. Psychophysiological factors play a crucial role in this process. Successful adaptation involves: coping with work-related stress, developing resilience and emotional stability, adjusting cognitive and physical responses to new tasks. Monitoring psychophysiological responses during the adaptation period helps identify individuals who may require additional support.

The differential psychophysiological approach offers a comprehensive framework for understanding the relationship between individual psychophysiological characteristics and professional activity. By considering typological features, group dynamics, professional stimulation, and adaptation, this approach enables organizations to optimize employee performance and well-being.

Topic 10. Temperament and activity

Temperament is one of the fundamental characteristics that define an individual's personality. It represents the innate traits that determine how a person reacts to the environment, processes emotions, and engages in activities. Temperament is biologically based and remains relatively stable throughout a person's life. Psychologists often classify temperament into four traditional types based on the work of Hippocrates and Galen: sanguine, choleric, melancholic, and phlegmatic.

Understanding temperament is crucial as it influences how individuals interact with others, handle stress, and approach tasks. In professional settings, recognizing

employees' temperaments can lead to better team dynamics and improved productivity.

Temperament of the Worker as a Tool of Personnel Motivation

Workplace motivation is closely linked to an individual's temperament. Managers and leaders can use knowledge of employees' temperamental traits to design more effective motivation strategies. Tailoring motivational approaches to suit different temperaments can enhance job satisfaction and performance.

Sanguine workers: Prefer dynamic and interactive tasks; Motivated by social recognition and positive reinforcement; Thrive in environments with variety and teamwork.

Choleric workers: Driven by goals and challenges; Respond well to leadership roles and opportunities for advancement; Prefer tasks that require initiative and problem-solving.

Melancholic workers: Value precision and quality; Motivated by clear instructions and structured environments; Prefer tasks that involve analysis and attention to detail.

Phlegmatic workers: Seek stability and security; Motivated by a supportive and harmonious workplace; Prefer tasks that are consistent and methodical.

By aligning tasks and incentives with employees' temperaments, managers can foster a positive work environment. This approach not only improves individual performance but also strengthens overall team cohesion

Topic 11. Gender aspects of professional activity

Gender characteristics play a significant role in shaping professional activities across different sectors. Traditionally, certain professions have been associated with specific genders due to cultural and social norms. For instance, nursing and teaching have been predominantly female-dominated, while engineering and construction fields have been male-dominated. However, in the modern workforce, these boundaries are increasingly being challenged.

Research suggests that men and women often bring different strengths and approaches to their work. Women are frequently perceived as having strong communication and interpersonal skills, which are valuable in collaborative environments. Men, on the other hand, are often viewed as being more risk-tolerant and assertive, which can be advantageous in decision-making roles. Nevertheless, it is important to emphasize that these are general trends and not rigid rules; individuals possess unique capabilities regardless of gender.

Gender influences professional career development in various ways. Historically, women have faced more obstacles in reaching top leadership positions, often referred to as the 'glass ceiling.' Despite having equal qualifications, women are

sometimes overlooked for promotions or higher responsibilities due to biases or stereotypes.

Men, conversely, may experience pressure to conform to traditional notions of masculinity, leading them to pursue career paths that align with societal expectations. This can limit their willingness to explore professions in caregiving or education, which are often perceived as feminine.

Contemporary efforts to promote gender equality in the workplace include implementing policies such as equal pay, parental leave, and anti-discrimination laws. Organizations are also increasingly focusing on diversity and inclusion, recognizing that a diverse workforce can enhance creativity and performance.

Adaptation to professional activity can also differ based on gender. Women may encounter challenges in male-dominated fields, such as experiencing isolation or needing to prove their competence repeatedly. They may also face difficulties balancing work and family responsibilities, given societal expectations regarding caregiving roles.

Men entering female-dominated professions might face skepticism from colleagues or clients, as well as feelings of being an outsider. Additionally, they may struggle with societal perceptions questioning their choice of profession.

Both men and women benefit from supportive work environments that foster respect and provide opportunities for professional growth. Mentorship programs, flexible working conditions, and platforms for open dialogue about gender issues can facilitate smoother adaptation and enhance job satisfaction.

Topic 12. Important professional qualities and abilities

Competitive job market, possessing essential professional qualities and abilities is crucial for achieving success. Employers seek individuals who not only have the necessary technical skills but also demonstrate qualities that contribute to a positive and productive work environment. This lecture will define important professional qualities, discuss functional quality, and explain the significance of efficiency in monotonous tasks.

Professional qualities refer to the personal and behavioral attributes that enhance an individual's performance in the workplace. These qualities are often as important as technical skills. Key professional qualities include: reliability, communication skills, adaptability, teamwork, problem-solving ability, initiative, time management, attention to detail, professional ethics.

Functional quality refers to the ability of a worker to perform their assigned duties competently and efficiently. It involves: mastery of job-specific skills and knowledge; consistent delivery of accurate and high-quality outputs; compliance with

company standards and procedures; effective use of tools, technologies, and resources.

Monotonous tasks can be repetitive and may lead to decreased focus and motivation. However, efficiency in performing such tasks is vital for productivity. Strategies to maintain efficiency include: Developing a routine to increase speed and accuracy. Taking short breaks to reduce fatigue. Setting goals to maintain motivation. Using checklists to ensure consistency. Maintaining a positive attitude toward routine tasks.

A successful professional combines essential quality, functional competence, and the ability to handle monotonous tasks efficiently. Cultivating these attributes leads to personal growth, career advancement, and organizational success.

Topic 13. Educational Activity

Educational activity is a structured process that facilitates learning, skill acquisition, and the development of competencies. The success of educational activities depends on a range of psychological factors. These are: motivation (Intrinsic and extrinsic motivation drives students to engage in learning processes. When students are interested in a subject and see its relevance to their personal and professional goals, they are more likely to succeed); cognitive abilities (Individual differences in cognitive functions, such as memory, attention, and problem-solving skills, significantly impact educational outcomes); emotional state (Anxiety, stress, and other emotional factors can either enhance or inhibit learning. A positive emotional environment fosters better academic performance); self-efficacy (Students' belief in their ability to achieve academic goals is crucial. High self-efficacy leads to greater persistence and resilience in the face of challenges); learning styles: (Understanding individual learning styles (visual, auditory, kinesthetic) allows educators to tailor their teaching methods, promoting better comprehension and retention).

Self-organization refers to an individual's ability to independently structure and control their learning processes and behavior to achieve educational goals. It involves setting objectives, planning, prioritizing tasks, and managing time effectively.

Self-Regulation is closely related to self-organization and involves the monitoring and adjustment of thoughts, behaviors, and emotions in the learning process. It includes goal-setting, self-monitoring, and self-reflection.

Self-Management encompasses broader life management skills, including balancing academic, personal, and professional responsibilities. Effective self-management supports self-organization and self-regulation, ensuring sustained academic success.

Structural models of self-organization emphasize the components that constitute the process, including: goal setting, planning, resource allocation, time management. Organizing study schedules to optimize productivity.

Functional models focus on how these components operate dynamically to promote self-directed learning. These models highlight the cyclical nature of self-organization: Preparation phase – setting goals and planning activities; Execution phase – Implementing the plan and managing time effectively; Monitoring phase - tracking progress and making adjustments as needed; Evaluation phase - reflecting on the outcomes and refining future strategies.

Topic 14. Game Activity

Concept of Game and Games have been an integral part of human culture and development for centuries. A game is a structured form of play, usually undertaken for entertainment, education, or competition. It often involves rules, goals, and interactions between players. Game activity refers to the process of participating in games, including the cognitive, emotional, and physical engagement involved. It serves as a means of exploring, learning, and socializing.

Game Features Games possess several distinguishing features that set them apart from other activities: rules, goals, competition, challenge, uncertainty, voluntary participation, feedback (Players receive feedback on their performance, helping them adjust their strategies and improve).

Games can be categorized into various types based on their characteristics and objectives. **The Genesis of Game Activity** The origins of game activity can be traced back to ancient civilizations. Archaeological evidence suggests that games were played as early as 3000 BCE. Early games often had cultural, religious, or educational significance. For example, the ancient Egyptian game Senet was believed to represent the journey to the afterlife. Similarly, the game of Go, originating in China, was used to teach strategic thinking.

The development of game activity evolved alongside human society. Traditional games were passed down through generations, reflecting cultural values and social norms. With technological advancements, games have diversified, giving rise to modern video games and online multiplayer platforms.

Today, game activity is recognized as a powerful tool for education, skill development, and social interaction. It fosters creativity, teamwork, and critical thinking, making it a valuable aspect of human life.

Topic 15. Speech activity

Speech activity is a fundamental component of human cognitive and social functioning. It is closely intertwined with various forms of activity and serves as a

key mechanism through which individuals interact with their environment and others. In the psychology of activity, speech is not merely a means of communication but also a tool for cognitive development, self-regulation, and problem-solving.

Speech is characterized by several distinctive features: verbal nature, structured system, purposeful (Speech is goal-oriented and context-dependent), interactive, dynamic (Speech evolves based on situational and cultural contexts).

Speech activity arises from various needs, including: communicative need, cognitive need, social need, self-expression need.

Several factors influence the success of communication during activities: clarity and accuracy, context and environment, interpersonal relationships, cultural differences, psychological state, active listening and responses from recipients.

Speech activity is a vital element in the psychology of activity, enabling individuals to communicate, collaborate, and achieve their goals. Understanding its characteristics, needs, functions, types, and the factors influencing communication effectiveness is crucial for enhancing both personal and professional interactions.

Topic 16. Forms of influence on partners during joint activities and manipulation

During joint activities, individuals often need to influence their partners to achieve common goals. This influence can be exercised in various forms, ranging from gentle persuasion to strict commands. Understanding these forms is essential for fostering healthy cooperation and avoiding manipulation.

Non-Imperative Direct Forms of Influence Non-imperative forms rely on voluntary compliance and positive communication. They aim to guide or encourage partners without exerting pressure.

Imperative Direct Forms of Influence Imperative forms involve exerting authority to ensure compliance. They often reduce the partner's freedom of choice and may create tension.

Manipulation is a covert form of influence aimed at controlling the partner for personal gain. It often involves deception, guilt-tripping, or exploiting weaknesses. Unlike direct influence, manipulation undermines trust and can harm partnerships.

Recognizing different forms of influence helps individuals navigate joint activities effectively. Favoring non-imperative methods fosters collaboration, while imperative forms should be used sparingly. Avoiding manipulation ensures relationships are built on trust and respect.

METHODS OF CONTROL

The system of assessing the knowledge, abilities and skills of students provides for the assignment of marks for all forms of conducting classes. Testing and assessment of students' knowledge can be carried out in such forms:

1. Assessment of students' work in the course of laboratory studies.
2. Conducting intermediate control.
3. Carrying out modular control.

The overall modular assessment consists of the current assessment that the student receives during laboratory studies and the assessment of the implementation of the modular test.

The overall grade for the discipline is defined as the arithmetic mean of the unit grades.

The order of the current assessment of students' knowledge

The current assessment is carried out during laboratory studies and has the goal of checking the level of the student's readiness to perform a specific work. The objects of current control are:

- 1) the activity and efficiency of the student's work during the semester on the study of the program material of the discipline;
- 2) attending classes;
- 3) implementation of intermediate control;
- 4) execution of a modular test task.

Control of the systematic implementation of independent work and activity in practical classes

The assessment is carried out on a 5-point scale according to the following criteria:

- 1) understanding, the degree of assimilation of the theory and methodology of the problems being considered;
- 2) the degree of mastering the material of the discipline;
- 3) familiarization with the recommended literature, as well as with modern literature on the issues that are being considered;
- 4) the ability to combine theory with practice when considering production situations, solving problems, performing calculations when performing tasks submitted for independent work, and tasks submitted for consideration in the classroom;
- 5) logic, structure, style of presentation of material in written works and when speaking in an audience, the ability to substantiate one's position, generalize information and draw conclusions.

The mark "excellent" is given if the student's completed assignment or his oral answer meets all five specified criteria.

The absence of one or another component lowers the mark by the corresponding number of points.

When evaluating practical tasks, attention is also paid to their quality and independence, the timeliness of the delivery of completed tasks to the teacher (according to the schedule of the educational process). If any of the requirements are not met, the score will be lowered.

Intermediate control

Intermediate control of the level of knowledge involves the identification of the student's mastering of the material of the lecture material and the ability to apply it to solve a practical situation and is carried out in the form of control work.

Modular control

Modular control is carried out and assessed by means of control test on all topics of the discipline.

The final grade for the discipline is calculated as the average of several components, taking into account the assessments of each type of control (two assessments based on the results of the current modular control, an assessment for the course project and the final test).

PSYCHOLOGY OF ACTIVITY EXAM QUESTIONS

1. The concept of activity includes goal-setting, motives, and means.
2. Human activity is determined by internal and external factors.
3. Consciousness plays a key role in regulating human activity.
4. Motivation is the driving force behind all types of human activity.
5. The structure of activity consists of actions, operations, and conditions.
6. The goal of activity determines the nature and direction of human behavior.
7. Needs form the basis for the emergence of motives in activity.
8. Cognitive processes influence the effectiveness of professional activity.
9. Emotions affect the success and productivity of human activity.
10. Memory is essential for mastering new skills and solving tasks.
11. Thinking is involved in the planning and regulation of activity.
12. Perception ensures the adequacy of interaction with the environment.
13. Attention determines the concentration and stability of activity.
14. Skills and habits increase efficiency and reduce energy consumption in activity.
15. Decision-making is a key stage in the regulation of professional activity.
16. Experience improves the quality and speed of activity performance.
17. Learning influences the development of abilities necessary for activity.
18. Personality traits affect the style and success of activity.
19. Self-regulation helps a person achieve goals in activity.
20. Stress resistance contributes to maintaining efficiency in difficult conditions.
21. Willpower helps overcome obstacles in activity.
22. Professional deformation can reduce the quality of work.
23. Emotional burnout negatively affects the productivity of activity.
24. Professional adaptation facilitates entry into new work conditions.
25. Conflict situations require special skills to maintain the effectiveness of activity.
26. Cooperation and teamwork improve the results of joint activity.
27. Leadership qualities influence the organization and success of collective activity.
28. Communication skills are important for coordinating actions in activity.
29. Responsibility enhances the quality and reliability of professional activity.
30. Creativity contributes to finding new approaches in solving tasks.
31. Motivation for success promotes high performance in activity.
32. Anxiety can interfere with the effective performance of tasks.
33. Frustration reduces motivation and leads to a decline in activity.
34. Satisfaction with activity affects a person's mental state.
35. Time management improves the efficiency of professional activity.
36. Role behavior is determined by expectations within a specific activity.
37. Professional identity forms through mastering a profession.
38. Cognitive dissonance influences a person's behavior in activity.
39. Adaptability helps cope with changes in work processes.
40. Mistakes in activity provide opportunities for personal and professional growth.
41. Reflexivity promotes self-analysis and improvement in activity.
42. Goal-setting skills contribute to achieving long-term success.
43. External incentives can enhance work productivity.
44. Personal autonomy allows for independent problem-solving in activity.

Individual Tasks on Psychology of activity

1. Methods of studying the psychology of activity.
2. Structural and morphological paradigm.
3. The process of correction and its types.
4. Motive, need, goal.
5. Characteristics of modern theories of motivation.
6. Formation of goals.
7. Methods of choosing a profession.
8. Professional adaptation.
9. The influence of different types of temperament on professional activity.
10. Sexual characteristics in the choice of activity.
11. Characteristics of all types of professions.
12. The role of educational activity in an adult.
13. The relationship between game and abilities.
14. Gender peculiarities of communication.
15. Modern methods of manipulation.
16. Features of business communication.

Instruction for Individual task's writing

Individual task consists of title page, introduction, main body, conclusions and references (marked in the main body).

Total page quantity (min) – 15; Times New Roman, 14, 1,5 int, standard Word page.

**EDUCATIONAL AND METHODOLOGICAL SUPPORT OF THE
EDUCATIONAL DISCIPLINE
RECOMMENDED LITERATURE**

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1. Deborah A. Olson. Success of the achievement psychology, USA (2017), p.224
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5. Louis Bevoc. Leadership Skills: For New and Aspiring Leaders USA(2022), p.208
6. Phil Gorman. Motivation and Emotion, USA (2004), p. 130
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Guideline

Yuliia Chebakova

PSYCHOLOGY OF ACTIVITY

Methodical guidelines and course program

*field of knowledge 05 Social and Behavioural Sciences
branch 053 Psychology*

Signed for printing _____.

Independent electronic edition