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**Study of the process of formation of basic psychological concepts of
universities' students**

The article presents the results of the research of forming of the system of basic psychological concepts of the students of the higher educational institutions.

Key words: the psychological concepts, theoretical and empirical research, forming of the system of basic psychological concepts.

**Дослідження процесу формування базових психологічних понять у
студентів вузів**

У статті представлені результати дослідження формування системи основних психологічних понять студентів вищих навчальних закладів.

Ключові слова: психологічні поняття, теоретичні та емпіричні дослідження, формування системи базових психологічних понять.

Socio-economic changes in the modern society make the necessity of improving psychological preparation of the students of higher educational institutions as an important part of their professional competence.

The fact that the most of students are not satisfied with their psychological preparation was found in many studies of formation of psychological knowledge [1, 2, 3, 4, 5]. A significant proportion of students (42.6%) do not imagine or weakly imagine a role of some academic disciplines in their training, including psychological cycle, do not release their contents in a professional context, and do not take these disciplines as a means of training [6].

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Therefore, the aim of our work is to justify theoretically and to identify empirically the particularities of formation of the basic psychological concepts of the students of higher educational institutions, to check experimentally psychological conditions of increasing the efficiency of their formation in the process of learning the psychology.

The study was conducted during 2006-2013. The total number of investigated students was 414.

Some several approaches to the formation of concepts identified on the basis of theoretical analysis of the literature: activity approach (the basic regularities of the formation of concepts are considered, the ways of their development describe, the conditions that activate this process are studied); synthetic and genetic approach (the subject of study is not only the process of concept of formation and a diagnostic of a level of its development); personal-oriented approach (put emphasis on the personal development of those who are learning); metacognitive approach (a complex of cognitive structures that are involved in cognitive activity is considered); reflective approach (attracting the students to self-analysis).

Specific peculiarities of learning psychology are defined: the connection of psychological knowledge with the future professional activity, the orientation of psychological teaching practice to the practical needs of professionals, the psychological training is orientated not only at the transfer of scientific knowledge, skills and also to personal development of professionals, the content of psychology focus on the formation of ability to correctly assess the diagnostic capabilities of

the individual methods and techniques of knowledge of another person and get it with the help of the outcomes.

A dependence of successful mastering of basic psychological concepts on the psychological characteristics of the student, intrinsic motivation and on the construction of educational psychology course is revealed on the basis of theoretical analysis.

The content and level of mastering of the basic psychological concepts of the students during training is proved. Based on the theoretical analysis of the literature, we have concluded that the current system of education is the most used system of basic psychological concepts, defined on the basis of the theory of A.V. Petrovskii and N.G. Yaroshevskii about categorical structure of psychology. Base category: image, style, experience, action, attitude, individual. Metapsihologichnaya category: consciousness, values, feelings, activities, communication, I am [7-8].

7. Петровский А.В., Ярошевский М.Г. Теоретическая психология. М., 2003.

8. <http://psylib.org.ua/books/petya01/txt00.htm#4>

The following levels of formation of concepts are identified:

- Low level (rote, the students cannot explain this concept, give or unordered set of words, or just mechanically repeat the definition from a textbook, and cannot explain or give examples).

- The level below the intermediate (remembering with the primary signs of mastering, students at this level may prevent inaccuracies of the definition, but can catch some semantic meaning).

- Intermediate level (understanding of the meaning of the concept, so, the students can define and reveal its meaning.)

- Upper Intermediate level (understanding the system, which has this notion, disclosure the concept in terms of another concepts, its conclusion in logical connections, genus-species connections and so on.).

- High level (the ability of the students to use psychological concepts in their daily lives, the students at this level can correctly use a psychological concepts to describe the factors and environmental events).

Based on the analysis of the issue we conclude the lack of elaboration, in both the theoretical and the empirical aspect, which gives the reason for studying the features of the formation process of psychological concepts of the students of higher educational institutions.

The analysis of the empirical results of the study allowed us to determine the basic characteristics of the formation of the system of psychological concepts of the students of higher educational institutions. It was revealed that 68.6% of the students had low level of development of psychological concepts, 20.3% - below intermediate, 7.7% - intermediate, 2.2% - upper intermediate level, and only 1.2% - a high level.

We found empirically that the students of a private university have lower rates of formation of psychological concepts. Thus, the comparative analysis showed that the state high school students have a high level - 1.6%, while the private high school students do not have a high level at all.

We found that the students, who study at regional universities, do not have a high level of formation of psychological concepts, and upper intermediate level of 2.7%, while the capital's universities have a high level of - 1.9%.

Concerning the dependence of the level of formation of the basic psychological concepts on education in order, our assumptions were confirmed, second form students have the highest rates, while the students from the first form does not have a high level.

Also, empirical research has shown that the students with a master's level have a high level of 2.0%, bachelors - 1.5%, the experts do not have a high level of formation of psychological concepts.

The enrollees have low rates at all levels of mastering of psychological concepts and they haven't the fifth level (high) at all. As well as the students and

the graduates have the following results: 1.4% of the students have a high level and the graduates do not have the high level.

Concerning the gender of the students, the women have a high level of mastering of the system of basic psychological concepts - 1.5%, while the men do not have a high level.

A statistically significant connection is between the levels of formation of the system of basic psychological concepts and individual psychological characteristics of the student: intellect, expressivity, parma (courage, risk tolerance, activity, emotionality, impulsivity) and reverse trend of a level of knowledge of psychological concepts and autiya (reach imagination, high creative potential, moody, easily moving away from common sense, unbalanced, easily enthralled), protensiya (suspicion, inner tension, arrogance, holds their attention on the failure, irritability, caution).

Concerning a certain intellect structure as for the following components: a logical choice (inductive thinking, feeling of the language - an ability to consistently express their opinion, to prove certain provisions), the identification of common features (the ability to abstracting, verbal manipulation of concepts - a student understands the abstract information well, mentally sets a bunch between the concepts, masters quickly the difficult learning material), analogies (combinatorial capacity - the ability to understand the connections, to move certain regularities of one situation to another, the lability of thinking.), classification (the ability to make judgments - a high level of verbal and logical thinking in general, the ability to form a system of concepts, the presence of integrity of the vision of a person, which includes new knowledge, high gumption), statistically significant differences were not found.

We ascertained that the level of mastering of the system of basic psychological concepts of students in traditional learning of psychology is low. It proves the necessity to develop and implement a program of formation of a system of basic psychological concepts of students of higher educational institutions.

After analyzing the applied methods of developing the technology of the formation of basic psychological concepts of students and after acquainting with the actual experiences of their implementation at higher educational institutions, we made the conclusion that the most constructive form of implementation of the program which we have developed is a specially designed card of independent work as an addition to an existing course " Practical work of general psychology" and developed training which is used the interactive techniques, which is directed to developing the ability for forming a system of basic psychological concepts with the help of increasing the intrinsic motivation of students to the studying of psychology.

In the experimental group, the studying was a systematical, holistic, in accordance with our program of formation of the system of basic psychological concepts of the students of higher educational institutions. In the control group, the studying of future specialists was traditional.

In the result of forming influence in the experimental group, we fixed significant differences between the results of the initial and the final test. If, before the beginning of the experiment only 3.1% of the students showed an upper intermediate level, and the high level of formation of psychological concepts was absent at all, and after the experiment, the students with upper intermediate level was 9.4%, and high level- 15.6% while the number of students with a low level of mastering of psychological concepts decreased from 68.8% to 9.4%.

The results in the control group before and after the experiment did not change significantly, this group has a low and below intermediate level of mastering of psychological concepts. A large number of students have a low level of mastering of psychological concepts - 72.2% and a few students have below intermediate level - 22.2%. After the final test almost nothing has changed 77.8% - a low level and 22.2% - below intermediate. The differences are not statistically significant.

In the experimental group, we see a significant changes: the low level of mastering of the system of basic psychological concepts of the students has

decreased to 59.4%, below intermediate level increased to 35.7%, the intermediate level rose to 28.1%, upper intermediate level increased to 63%, and also there was a high level - 15.6%.

As for the results of the training of mastering of the ability to form the basic psychological concepts with the help of increasing the intrinsic motivation of the students to the study of psychology, there have been the following. The results of the control group before and after the experiment did not change: the initial test - 38.9% of the students had mainly intrinsic motivation and 61.1% of the students have mostly extrinsic motivation. And after the final test in accordance with the mentioned levels before are - 44.4 and 55.6%.

In the experimental group before the forming experiment 37.5% of the students had mainly intrinsic motivation, 62.5% of students are mainly extrinsic motivation. As a result of the formative influence the level of intrinsic motivation increased to 37.5%. And 75.0% of students are predominantly intrinsic motivation to study the psychology and 25.0% of the students are predominantly extrinsic motivation.

The analysis of the results of the implementation of developed program of formation of a system of basic psychological concepts of the students proved its effectiveness. So the students of the experimental group had the increasing importance of using of psychological concepts in everyday life and they had a greater desire to study psychology as an academic discipline. In the control group, statistically significant changes in these criteria have not been observed.

As a result of the formative experiment, the level of formation of the basic psychological concepts and the level of intrinsic motivation to study psychology has increased. All these results show an overall efficiency of forming procedures.

During the implementation of the formative experiment, the practicability of implementation the program of the formation of the basic psychological concepts which is aimed to improving the level of formation of psychological concepts of the students into a psycho-pedagogical practice of the process of training of future

specialists was confirmed. Implementation of this program in the formative experiment has shown its effectiveness.