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| Which element or stage of communication uses physical communication routes such as speech, language or expressions through facial and bodily movements? | | |
| a | | Apperception |
| b | * | Reaction |
| c | | Absorption |
| d | | Interpretation |
| e | | None of the above |
| What is the name of the type of communication when behaviors are not predictable or ambiguous and not even completely comprehensible? | | |
| a | | Verbal |
| b | | Non-verbal |
| c | | Direct |
| d | * | Indirect |
| e | | None of the above |
| What types of communication is based on the extent to which the interaction is characterized by formal or informal exchanges? | | |
| a | | Formal communication and informal communication |
| b | | Intrapersonal communication and interpersonal communication |
| c | * | Small group communication and public communication |
| d | | Non-verbal communication |
| e | | None of the above |
| What are the three elements of non-verbal communication? | | |
| a | * | Appearance |
| b | | Body language |
| c | | E-mail, letter, report, memos, ect. |
| d | | Professional settings, corporate meetings, conferences, ect. |
| e | | None of the above |
| Interpretation analysis of information involves using ... | | |
| a | * | Brain mechanisms and analyzing external stimuli |
| b | | Facial and bodily movements |
| c | | Sense organs |
| d | | Physical communication routes (speech, language or expressions) |
| e | | None of the above |
| What do people use when they absorb external information from human environment? | | |
| a | | Anticipation |
| b | | Intention |
| c | | Physical communication routes |
| d | * | Sense organs |
| e | | None of the above |
| Is the interpretation analysis of information as one of the element or stage of communication asubjective process? | | |
| a | * | Yes, it is a subjective process |
| b | | No, it is an objective process |
| c | | It is the result of a subjective and an objective process |
| d | | None of the above |
| e | | All of the above |
| Facial expressions, gestures, postures,eye contacts are ... | | |
| a | | Affection |
| b | * | Body language |
| c | | Signals |
| d | | Appearance |
| e | | None of the above |

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| What is the name of the type of communication which is mediated by language? | | |
| a | * | Verbal |
| b | | Non-verbal |
| c | | Direct |
| d | | Indirect |
| e | | None of the above |
| Which certain distinct categories is communication separated into: | | |
| a | * | Verbal and non-verbal communication |
| b | | Formal and informal |
| c | | Intrapersonal and interpersonal |
| d | | Direct and indirect communication |
| e | | None of the above |
| The least amount of information we receive ... | | |
| a | | When we hear |
| b | | When we see |
| c | | When we see and discuss |
| d | * | When we read |
| e | | None of the above |
| What does the term «communication gap» mean? | | |
| a | | It is a lack of communication |
| b | | It is the structural element of communication |
| c | * | Mutual misunderstanding |
| d | | It is one of the type of communication |
| e | | None of the above |
| Communication is the process using ... | | |
| a | | Reactions and subconsciousness |
| b | | Facial and bodily movements |
| c | * | Symbols and language |
| d | | Reactions and imitation |
| e | | None of the above |
| Informative communication, affective communication and indispensable communication are: | | |
| a | | The types of communication based on the number of participants |
| b | * | The types of communication based on effectiveness and content |
| c | | The types of communication based on purpose and style |
| d | | The types of oral communication |
| e | | None of the above |
| Is the reaction to the information as one of the element or stage of communication an objective process? | | |
| a | | Yes, it is an objective process |
| b | | No, it is a subjective process |
| c | * | Reactions are the result of a subjective and an objective process |
| d | | None of the above |
| e | | All of the above |
| Mutual misunderstanding, lack of understanding between different generations, classes, political groups, and so on called ... | | |
| a | | Communication |
| b | | Anticipation |
| c | | Conclusion |
| d | * | Communication gap |
| e | | None of the above |
| Where do we get most of the information from? | | |
| a | | When we hear and see |
| b | | When we read |

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| c | | When we see and discuss |
| d | * | When we do |
| e | | None of the above |
| What is included into physical communication routes? | | |
| a | | Behavior |
| b | * | Speech, language or expressions through facial and bodily movements |
| c | | Speech, visuals, signals |
| d | | Facial and bodily movements |
| e | | None of the above |
| Small group communication typically involves: | | |
| a | | Only one person |
| b | | 1 to 3 people |
| c | * | 3 to 20 people |
| d | | More than 20 people |
| e | | None of the above |
| Interaction between two people who have an identifiable relationship with each other called ... | | |
| a | * | Interpersonal communication |
| b | | Intrapersonal communication |
| c | | Informative communication |
| d | | Intrapersonal communication |
| e | | None of the above |
| Which of these methods do not refer to studying communication: | | |
| a | | Internet, e-mails, text messages, forums and so on |
| b | | Physical contact |
| c | * | Experiment |
| d | | Written and spoken words |
| e | | None of the above |
| Which of the following types of communication are verbal communication? (There are two right answers)? | | |
| a | * | Oral communication |
| b | | Non-verbal communication |
| c | | Written communication |
| d | | Formal communication |
| e | | None of the above |
| Which of the functions of communication process make sense of the words and images that people get in messages? | | |
| a | | Educational |
| b | | Interactive |
| c | * | Emotional |
| d | | Communicative |
| e | | None of the above |
| How many ethical standards that influence our communication and guide our behavior have principle «communication has ethical implications»? | | |
| a | | Four |
| b | * | Five |
| c | | Six |
| d | | Seven |
| e | | None of the above |
| Communication is: | | |
| a | | The process of correlation, at the least, two persons oriented on mutual cognition, determining and development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | | Reality of human relations is like a specific forms of people's synergy activity |

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| c | * | Multidimensional process including establish and develop contacts between people, that causes drive in synergy activity and including sensation of man by man, information sharing between people and building integrative strategies |
| d | | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | | Human dependence, realized through social action focused on other people wait for a partner's response |
| Interpersonal communication is: | | |
| a | * | The process of correlation, at the least, two persons oriented on mutual cognition, determining and development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | | Reality of human relations is like a specific forms of people's synergy activity |
| c | | Multidimensional process including establish and develop contacts between people, that causes drive in synergy activity and including sensation of man by man, information sharing between people and building integrative strategies |
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| c | | Multidimensional process including establish and develop contacts between people, that causes drive in synergy activity and including sensation of man by man, information sharing between people and building integrative strategies |
| d | * | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | | Human dependence, realized through social action focused on other people wait for a partner's response |
| Social contact is: | | |
| a | | The process of correlation, at the least, two persons oriented on mutual cognition, determining and development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | | Reality of human relations is like a specific forms of people's synergy activity |
| c | | Multidimensional process including establish and develop contacts between people, that causes drive in synergy activity and including sensation of man by man, information sharing between people and building integrative strategies |
| d | | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | * | Human dependence, realized through social action focused on other people wait for a partner's response |
| Social interaction is: | | |
| a | | The process of correlation, at the least, two persons oriented on mutual cognition, determining and development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | * | Systematic, regular partners' actions intended to each other aimed to trigger a reaction intimate partner while response is leading to a new reaction |
| c | | Multidimensional process including establish and develop contacts between people, that causes drive in synergy activity and including sensation of man by man, information sharing between people and building integrative strategies |
| d | | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | | Human dependence, realized through social action focused on other people wait for a partner's response |
| Social relationships is: | | |
| a | | The process of correlation, at the least, two persons oriented on mutual cognition, determining and |

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| | | development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | | Systematic, regular partners' actions intended to each other aimed to trigger a reaction intimate partner while response is leading to a new reaction |
| c | * | Stable system of cooperation between the partner, which has self-renewable character |
| d | | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | | Human dependence, realized through social action focused on other people wait for a partner's response |
| Interpersonal communication is: | | |
| a | | The process of correlation, at the least, two persons oriented on mutual cognition, determining and development of relationship, influence on their outness, sights and behavior, and regulation their synergy activity |
| b | | Systematic, regular partners' actions intended to each other aimed to trigger a reaction intimate partner while response is leading to a new reaction |
| c | | Stable system of cooperation between the partner, which has self-renewable character |
| d | | Invalids' actions intended to each other that aimed at achieving certain objectivity- solving practical tasks and realization of the values |
| e | * | Subjective relationships experienced by people objectively manifested themselves in character and ways to influence people during cooperative activities and communication |
| Affiliation is: | | |
| a | | Sense that you are supported by other people |
| b | * | Need for emotional contacts, friendship, love |
| c | | Set of emotions that have developed as a reaction to deeply felt deficit in quantity and quality of social relations |
| d | | Positive feelings towards other individual and desire to stay with him |
| e | | The type of interpersonal relationship is characterized by selective relations, mutual affections the members of communication, high level of satisfaction with interpersonal contacts, mutual expectations of positive senses |
| Friendship is: | | |
| a | | Sense that you are supported by other people |
| b | | Need for emotional contacts, friendship, love |
| c | | Set of emotions that have developed as a reaction to deeply felt deficit in quantity and quality of social relations |
| d | | Positive feelings towards other individual and desire to stay with him |
| e | * | The type of interpersonal relationship is characterized by selective relations, mutual affections the members of communication, high level of satisfaction with interpersonal contacts, mutual expectations of positive senses |
| Attraction is: | | |
| a | | Sense that you are supported by other people |
| b | | Need for emotional contacts, friendship, love |
| c | | Set of emotions that have developed as a reaction to deeply felt deficit in quantity and quality of social relations |
| d | * | Positive feelings towards other individual and desire to stay with him |
| e | | The type of interpersonal relationship is characterized by selective relations, mutual affections the members of communication, high level of satisfaction with interpersonal contacts, mutual expectations of positive senses |
| Loneliness is: | | |
| a | | Sense that you are supported by other people |
| b | | Need for emotional contacts, friendship, love |
| c | * | Set of emotions that have developed as a reaction to deeply felt deficit in quantity and quality of social relations |
| d | | Positive feelings towards other individual and desire to stay with him |
| e | | The type of interpersonal relationship is characterized by selective relations, mutual affections the |

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| | | members of communication, high level of satisfaction with interpersonal contacts, mutual expectations of positive senses |
| Social support is: | | |
| a | * | Sense that you are supported by other people |
| b | | Need for emotional contacts, friendship, love |
| c | | Set of emotions that have developed as a reaction to deeply felt deficit in quantity and quality of social relations |
| d | | Positive feelings towards other individual and desire to stay with him |
| e | | The type of interpersonal relationship is characterized by selective relations, mutual affections the members of communication, high level of satisfaction with interpersonal contacts, mutual expectations of positive senses |
| What does the macro-level analysis of communication mean? | | |
| a | | Communication is seen as the changing total of targeted, logical conclusions of contacts and situations which are interacted in which people are caught in process of current viability in certain time periods of their lives |
| b | * | Communication acts as a difficult developing system of interaction the individual with other people and social groups |
| c | | Communication is focused on analysis of communication units |
| d | | Communication at this level is on informative components of communication situation |
| e | | Communication is seen as a change of ongoing behavioral acts, following one by f one, partners of communication and their interaction |
| What does the meso-level analysis of communication mean? | | |
| a | * | Communication is seen as the changing total of targeted, logical conclusions of contacts and situations which are interacted in which people are caught in process of current viability in certain time periods of their lives |
| b | | Communication acts as a difficult developing system of interaction the individual with other people and social groups |
| c | | Communication is focused on analysis of communication units |
| d | | Communication at this level is on informative components of communication situation |
| e | | Communication is seen as a change of ongoing behavioral acts, following one by f one, partners of communication and their interaction |
| What does the micro-level analysis of communication mean? | | |
| a | | Communication is seen as the changing total of targeted, logical conclusions of contacts and situations which are interacted in which people are caught in process of current viability in certain time periods of their lives |
| b | | Communication acts as a difficult developing system of interaction the individual with other people and social groups |
| c | * | Communication is focused on analysis of communication units |
| d | | Communication at this level is on informative components of communication situation |
| e | | Individual's communication with other people is seen as the most important side of his life-organization pattern |
| Types of communication are based on a criterion of spatial exist: | | |
| a | | Desired and undesired |
| b | * | Direct and indirect |
| c | | Interindividual, massive, interpersonal and role |
| d | | Short- and long-term |
| e | | Monological, dialogical |
| Types of communication are based on a criterion of motivation to communicate: | | |
| a | * | Desired and undesired |
| b | | Direct and indirect |
| c | | Interindividual, massive, interpersonal and role |
| d | | Short- and long-term |
| e | | Monological, dialogical |

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| Types of communication are based on a criterion of orientation of conversationalist: | |
| a | Desired and undesired |
| b | Direct and indirect |
| c | * Interindividual, massive, interpersonal and role |
| d | Short- and long-term |
| e | Monological, dialogical |
| Types of communication are based on a criterion of a number of partners: | |
| a | Desired and undesired |
| b | Direct and indirect |
| c | Interindividual, massive, interpersonal and role |
| d | Short- and long-term |
| e | * Monological, dialogical |
| Types of communication are based on a criterion of time limit: | |
| a | Desired and undesired |
| b | Direct and indirect |
| c | Interindividual, massive, interpersonal and role |
| d | * Short- and long-term |
| e | Monological, dialogical |
| Types of communication are based on a criterion of resulting quality: | |
| a | * Conflictive and imperative |
| b | Direct and indirect |
| c | Interindividual, massive, interpersonal and role |
| d | Short- and long-term |
| e | Monological, dialogical |
| Imperative communication is: | |
| a | Type of communication that is avoided by person |
| b | Type of communication that is not oriented to a certain individual, but rather on lots of people |
| c | Type of communication in which people feel uncomfortable in relationships until they get communication pleasure both direct and indirect communication |
| d | Type of communication is based on a human treatment of another person with whom communicate |
| e | * Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Face-to-face communication is: | |
| a | * Type of communication in which takes place a direct person to person contacts |
| b | Type of communication that is not oriented to a certain individual, but rather on lots of people |
| c | Type of communication in which people feel uncomfortable in relationships until they get communication pleasure both direct and indirect communication |
| d | Type of communication is based on a human treatment of another person with whom communicate |
| e | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Indirect communication: | |
| a | Type of communication in which takes place a direct person to person contacts |
| b | Type of communication that is not oriented to a certain individual, but rather on lots of people |
| c | Type of communication in which people feel uncomfortable in relationships until they get communication pleasure both direct and indirect communication |
| d | * Type of communication in which actors of communication don't contact with each other, but simultaneously come into communicative contacts |
| e | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Interpersonal communication is: | |
| a | Type of communication in which takes place a direct person to person contacts |
| b | * The partners of communication are individuals who have specific individual qualities which open up |

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| | | during the communication and organization of joint actions |
| c | | Type of communication in which people feel uncomfortable in relationships until they get communication pleasure both direct and indirect communication |
| d | | Type of communication in which actors of communication don't contact with each other, but simultaneously come into communicative contacts |
| e | | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Massive communication is: | | |
| a | | Type of communication in which takes place a direct person to person contacts |
| b | * | Type of communication which is not focused on certain individual, but rather on lots of people |
| c | | Type of communication in which people feel uncomfortable in relationships until they get communication pleasure both direct and indirect communication |
| d | | Type of communication in which actors of communication don't contact with each other, but simultaneously come into communicative contacts |
| e | | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Manipulative communication is: | | |
| a | | Type of communication in which takes place a direct person to person contacts |
| b | | Type of communication which is not focused on certain individual, but rather on lots of people |
| c | * | Type of communication, where one of communicants(the participants' communication) wants to prevail, has a dominant position, suppressing the other participant's interests, desires and needs in order to achieve own hidden intentions |
| d | | Type of communication in which actors of communication don't contact with each other, but simultaneously come into communicative contacts |
| e | | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Humanistic communication is: | | |
| a | | Type of communication in which takes place a direct person to person contacts |
| b | | Type of communication which is not focused on certain individual, but rather on lots of people |
| c | | Type of communication, where one of communicants (the participants' communication) wants to prevail, has a dominant position, suppressing the other participant's interests, desires and needs in order to achieve own hidden intentions |
| d | * | Personal communication, allowing to satisfy such human needs as understanding, sympathy, empathy |
| e | | Authoritarian, directive type of interaction on conversationalist in order to achieve of control over his behavior and human factors, coactions to certain actions and decisions |
| Language behavior is: | | |
| a | | Everyday use language that includes dialectic and slang expressions which are used in a particular area by certain categories of professions or type of activity |
| b | | Something that is pronounced by one person in addressing to another one |
| c | | Something that hears other people |
| d | * | The system of auditory signals, graphic signs and symbols for processing, storage and transfer of information |
| e | | The language is in keeping with certain rules, that is a rate of language culture |
| Graphic language is: | | |
| a | | Everyday use language that includes dialectic and slang expressions which are used in a particular area by certain categories of professions or type of activity |
| b | | Something that is pronounced by one person in addressing to another one |
| c | * | Speaking that involves absence of communication with communicant, hasn't additional resources of impact on him, besides the words, their order and punctuation marks, forming a proposal |
| d | | The system of auditory signals, graphic signs and symbols for processing, storage and transfer of information |
| e | | The language is in keeping with certain rules, that is a rate of language culture |
| Communicative side of communication includes: | | |

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| a | | The process of sensation and cognitive between the communicants and establishment of a certain level of mutual understanding on this basis |
| b | * | The exchange of information |
| c | | Organization of correlation among the individuals' communication |
| d | | Exchange of knowledge and ideas |
| e | | The process of contacting during the communication |
| The interactive side of communication includes: | | |
| a | | The process of sensation and cognitive between the communicants and establishment of a certain level of mutual understanding on this basis |
| b | | The exchange of information |
| c | * | Organization of correlation among the individuals' communication |
| d | | Exchange of knowledge and ideas only |
| e | | The process of contacting during the communication |
| Perceptual side of communication includes: | | |
| a | * | The process of sensation and cognitive between the communicants and establishment of a certain level of mutual understanding on this basis |
| b | | The exchange of information |
| c | | Organization of correlation among the individuals' communication |
| d | | Exchange of knowledge and ideas only |
| e | | The process of contacting during the communication |
| Information and communication function of communicating consists in: | | |
| a | | The process of regulation and direct people's organization of cooperative activity in process of their interaction |
| b | * | The exchange of information between interacting individuals |
| c | | The person's regulation of emotional sphere |
| d | | Exchange of knowledge and ideas only |
| e | | The process of contacting during the communication |
| Affection and communication function of communicating consists in: | | |
| a | | The process of regulation and direct people's organization of cooperative activity in process of their interaction |
| b | | The exchange of information between interacting individuals |
| c | * | The person's regulation of emotional sphere |
| d | | Exchange of knowledge and ideas only |
| e | | The process of contacting during the communication |
| Regulation and communication function of communicating consists in: | | |
| a | * | The process of regulation and direct people's organization of cooperative activity in process of their interaction |
| b | | The exchange of information between interacting individuals |
| c | | The person's regulation of emotional sphere |
| d | | Exchange of knowledge and ideas only |
| e | | The process of contacting during the communication |
| A culture of communication may be determined by next rates and characteristics: | | |
| a | | A level of excellence in learning communicative system of knowledge |
| b | | Lots of conditions, providing a high communicative competence and the level of communication training |
| c | | Communicative installation on communication with another person as the highest value |
| d | | The set of moral requirements that become the part of human's habits, skills and appear in his daily manner of speaking |
| e | * | All of the above |
| What categories are included in social values? | | |
| a | | Justice |
| b | | Good |

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| c | * | Justice, good, beauty and truth |
| d | | Beauty |
| e | | Truth |
| Communication is: | | |
| a | | Interactivity and exchange of information among people |
| b | | The simultaneous process of communicants' contacting and their impact on each other |
| c | | The actions of individual which are oriented to each other and used by human for achieving goals-solving practical tasks and realization of the values |
| d | * | The specific form of people's correlation in process of their cognitive and working activity |
| e | | The multifaceted process including the establishment and development of contacts among people is caused by requirement of mutual activity and include an acceptance of man by a man, the exchange of information between people and strategy formulation of cooperation. |
| Interpersonal communication is: | | |
| a | | Interactivity and exchange of information among people |
| b | * | The simultaneous process of communicants' contacting and their impact on each other |
| c | | The actions of individual which are oriented to each other and used by human for achieving goals-solving practical tasks and realization of the values |
| d | | The specific form of people's correlation in process of their cognitive and working activity |
| e | | The multifaceted process including the establishment and development of contacts among people is caused by requirement of mutual activity and include an acceptance of man by a man, the exchange of information between people and strategy formulation of cooperation. |
| A crucial role in the development and implementation of clinical teaching in Western Europe include: | | |
| a | * | Leiden University |
| b | | University of Paris |
| c | | Rome University |
| d | | None of above mentioned |
| e | | All of the above |
| Burgaw Herman (1668-1738): | | |
| a | * | Started the introduction of clinical teaching in western Europe |
| b | | Contributed to the development of anatomy |
| c | | Opened a percussion |
| d | | Developed a deep methodical sliding palpation of organs of the abdominal cavity |
| e | | None of the above |
| One of the founders of the Vienna School of Clinical (18-th c.) Was: | | |
| a | * | G. Van Sviten |
| b | | A. Porri |
| c | | G. Burhav |
| d | | M. Bidloo |
| e | | None of the above |
| Work L. Auyenbruhhera "new discovery allowing for" basis for percussion of the chest to detect human hidden in the depths of December disease " was published in: | | |
| a | * | 1761 |
| b | | 1561 |
| c | | 1661 |
| d | | 1861 |
| e | | None of the above |
| L. Auyenbruhher: | | |
| a | * | Opened direct percussion |
| b | | Proposed indirect auscultation |
| c | | Offered direct auscultation |
| d | | Opened indirect percussion |
| e | | None of above mentioned |

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| Work R. Layenneka "On or about indirect auscultation or recognition lung disease and heart in this new way study "was published in: | | |
| a | * | 1819 |
| b | | 1519 |
| c | | 1619 |
| d | | 1719 |
| e | | None of the above |
| R. Layennek: | | |
| a | * | Suggested indirectly (indirect) auscultation |
| b | | Opened direct percussion |
| c | | Offered direct (direct) auscultation |
| d | | Opened indirect percussion |
| e | | None of the above |
| G. Landeck: | | |
| a | * | Suggested indirect (indirect) auscultation |
| b | | Opened direct percussion |
| c | | Offered direct (immediate) auscultation |
| d | | Opened indirect percussion |
| e | | None of the above |
| F. Pinel: | | |
| a | * | Reformer in the treatment of the mentally ill |
| b | | First to use chloroform as an anesthetic substance |
| c | | Developed methods of surgical treatment of thyroid cancer |
| d | | For the first time in the world removed part of the stomach |
| e | | None of above mentioned |
| The first operation under ether anesthesia was made: | | |
| a | * | October 16, 1846 |
| b | | 16 Oct 1726 |
| c | | 16 Oct 1746 |
| d | | 16 Oct 1826 |
| e | | None of the above |
| M. Billroth: | | |
| a | * | Developed the technique of operations on the gastrointestinal tract |
| b | | Suggested the use of the asepsis and antiseptics in surgery |
| c | | Invented forceps |
| d | | Developed methods of surgical treatment of the thyroid gland |
| e | | None of the above |
| L. Auyenbruhher was a student: | | |
| a | * | G. Van Svitena |
| b | | Z.N. Korvizara |
| c | | G. Burhava |
| d | | R. Layenneka |
| e | | None of the above |
| A. Porri revealed: | | |
| a | * | Indirect percussion |
| b | | Direct percussion |
| c | | Direct auscultation |
| d | | Indirect auscultation |
| e | | None of the above |
| Direct auscultation appeared in: | | |
| a | * | Ancient Mediterranean countries |
| b | | The early and developed middle ages |

| | | |
|--|---|-----------------------------------|
| c | | The late middle ages |
| d | | A new time period |
| e | | None of the above |
| G. Burhava apprentice was: | | |
| a | * | H.Van-Sviten |
| b | | L. Auyenbruhher |
| c | | A. Porri |
| d | | Z.N. Korvizar |
| e | | None of the above |
| Direct percussion received wide recognition after works: | | |
| a | * | Z. N. Korvizara |
| b | | M. Burhava |
| c | | M. Van Svitena |
| d | | R. Layenneka |
| e | | None of the above |
| One of the first to apply thermometer determine the body temperature of the patient: | | |
| a | * | G. Burhav |
| b | | R. Layennek |
| c | | J. Damage |
| d | | A. Porri |
| e | | None of the above |
| Percussion method was described in: | | |
| a | * | 1826 |
| b | | 1726 |
| c | | 1862 |
| d | | 1762 |
| e | | None of the above |
| In clinical practice the thermometry was applied to: | | |
| a | * | Early 18th century |
| b | | The beginning of the 19th century |
| c | | The beginning of the 17th century |
| d | | The beginning of the 16th century |
| e | | None of the above |
| R. Layennek was a student: | | |
| a | * | Z.N. Korvizara |
| b | | M. Van-Svitena |
| c | | J. Damage |
| d | | L. Auyenbruhhera |
| e | | None of the above |
| A. Porri was a student: | | |
| a | * | A. Layenneka |
| b | | J. Damage |
| c | | L. Auyenbruhhera |
| d | | M. Van-Svitena |
| e | | None of the above |
| S.P. Botkin lived in: | | |
| a | * | 19-th century |
| b | | 18-th century |
| c | | 17-th century |
| d | | 16-th century |
| e | | None of the above |
| Creator of clinical and experimental directions in Russian medical science: | | |

| | | |
|--|---|--|
| a | * | S.P. Botkin |
| b | | M.Y. Mudrov |
| c | | V.P. Obratsov |
| d | | I.E. Gadkowski |
| e | | None of the above |
| V.P. Obratsov lived in: | | |
| a | * | 19-20-th century |
| b | | 18-19-th century |
| c | | 17-18-th century |
| d | | 16-17-th century |
| e | | None of the above |
| The founder of Kyiv therapeutic school was: | | |
| a | * | V.P. Obratsov |
| b | | S.P. Botkin |
| c | | M.Y. Mudrov |
| d | | I.E. Gadkowski |
| e | | None of the above |
| V.P. Obratsov: | | |
| a | * | Developed a deep methodical sliding palpation of organs abdomen |
| b | | For the first time in the Russian Empire organized when he led the clinic laboratory: clinical, chemical |
| c | | Bacteriological and physiological |
| d | | Laid the Foundation for clinical pharmacology |
| e | | None of the above |
| Pupil of S. P. Botkin was: | | |
| a | * | V.P. Obratsov |
| b | | M.Y. Mudrov |
| c | | I.E. Gadkowski |
| d | | D.S. Samoylovych |
| e | | None of the above |
| A founder of domestic science of Pediatrics was: | | |
| a | * | S.F. Khotovitsky |
| b | | D.S. Samoylovych |
| c | | V.P. Obratsov |
| d | | S.P. Botkin |
| e | | None of the above |
| S.F. Khotovitsky lived in: | | |
| a | * | 18-19-th century |
| b | | 19-20-th century |
| c | | 17-18-th century |
| d | | 16-17-th century |
| e | | None of the above |
| S.F. Khotovitsky: | | |
| a | * | The author of the first original russian manual on childhood diseases "pediatric" |
| b | | Opened early signs of measles |
| c | | Developed a deep methodical sliding palpation of organs abdomen |
| d | | Laid the foundation for clinical pharmacology |
| e | | None of the above |
| S.F. Khotovitsky was born: | | |
| a | * | Volyn province |
| b | | Smolensk province |
| c | | Kursk province |
| d | | The Minsk province |

| | | |
|--|---|--|
| e | | None of the above |
| N.V. Sklifosovsky lived in: | | |
| a | * | 18-19-th century |
| b | | 19-20-th century |
| c | | 17-18-th century |
| d | | 16-17-th century |
| e | | None of the above |
| F. Pinel lived in: | | |
| a | * | 18-19-th century |
| b | | 19-20-th century |
| c | | 17-18-th century |
| d | | 16-17-th century |
| e | | None of the above |
| Discovered the blood group system ABO: | | |
| a | * | K. Landsteiner |
| b | | J. Lister |
| c | | T. Billroth |
| d | | K. Long |
| e | | None of the above |
| Blood group system ABO was opened in: | | |
| a | * | 1900 |
| b | | 1850 |
| c | | 1800 |
| d | | 1750 |
| e | | None of the above |
| M.I. Pyrohov lived in: | | |
| a | * | 19-th century |
| b | | 18-th century |
| c | | 17-th century |
| d | | 16-th century |
| e | | None of the above |
| M.I. Pirogov: | | |
| a | * | One of the founders of topographical anatomy |
| b | | Discovered the blood group system ABO |
| c | | Developed a method of asepsis |
| d | | Proposed a method of artificial scrollevent |
| e | | None of the above |
| F. Esmarch: | | |
| a | * | Proposed a method of artificial scrollevent |
| b | | One of the founders of topographical anatomy |
| c | | First to use ether during surgery |
| d | | Developed a method of asepsis |
| e | | None of the above |
| Studied thyroid function and developed methods surgical treatment of its diseases: | | |
| a | * | T. Kocher |
| b | | T. Billroth |
| c | | J. Pan |
| d | | F. Esmarch |
| e | | None of the above |
| The founder of surgery of the gastrointestinal tract: | | |
| a | * | T. Billroth |
| b | | D. Palin |

| | | |
|---|---|-------------------------------|
| c | | F. Pinel |
| d | | D. Lister |
| e | | None of the above |
| In the broad practice of the obstetric forceps went through: | | |
| a | * | D. Palnu |
| b | | T. Blato |
| c | | F. Palu |
| d | | The City Of Burgaw |
| e | | None of the above |
| In the broad practice of the obstetric forceps became after: | | |
| a | * | 1723 |
| b | | 1823 |
| c | | 1793 |
| d | | 1893 |
| e | | None of the above |
| The idea of the state organization of medical Affairs substantiated and scientifically developed: | | |
| a | * | I.P. Frank |
| b | | D. Palin |
| c | | F. Pinel |
| d | | T. Billroth |
| e | | None of the above |
| I.P. Frank lived in: | | |
| a | * | 18-19-th century |
| b | | 19-20-th century |
| c | | 17-18-th century |
| d | | 16-17-th century |
| e | | None of the above |
| The founder of experimental hygiene: | | |
| a | * | M. Pettenkofer |
| b | | I.P. Frank |
| c | | F. Pinel |
| d | | J. Lister |
| e | | None of the above |
| Experimental method in hygiene appeared in: | | |
| a | * | 19-th century |
| b | | 20-th century |
| c | | 18-th century |
| d | | 17-th century |
| e | | None of the above |
| In 1908 for his work on immunology, Nobel prize received: | | |
| a | * | I.I. Mechnikov and P. Ehrlich |
| b | | I.P. Pavlov |
| c | | K. Golgi and S. Ramon-Cajal |
| d | | T. Kocher |
| e | | None of the above |
| What kind of interaction is characterized by inadequate understanding of the position and actions of the other participant in the interaction, but a clear manifestation of their own intentions and actions: | | |
| a | * | Intersecting interaction |
| b | | Additional interaction |
| c | | Hidden interaction |
| d | | Social interaction |
| e | | Active interaction |

| | | |
|---|---|---|
| What kind of interaction involves simultaneously two levels: explicit (expressed verbally) and hidden (implied): | | |
| a | | Intersecting interaction |
| b | | Additional interaction |
| c | * | Hidden interaction |
| d | | Social interaction |
| e | | Active interaction |
| A person's striving to achieve satisfaction of his own interests by any means, even to the detriment of another, is called: | | |
| a | | Avoidance |
| b | | Adjustion |
| c | | Cooperation |
| d | | Compromise |
| e | * | Rivalry |
| The aspiration of the subjects of interaction to make reciprocal concessions and to realize their interests taking into account the interests of the other party is called: | | |
| a | | Avoidance |
| b | | Adjustion |
| c | | Cooperation |
| d | * | Compromise |
| e | | Rivalry |
| A strategy that allows partners to come to an alternative fully satisfying the interests of both parties is called: | | |
| a | | Avoidance |
| b | | Adjustion |
| c | * | Cooperation |
| d | | Compromise |
| e | | Rivalry |
| Sacrifice own interests for the sake of the partner's interests, is called: | | |
| a | | Avoidance |
| b | * | Adjustion |
| c | | Cooperation |
| d | | Compromise |
| e | | Rivalry |
| The desire to avoid interaction, because there is no confidence either in oneself or in the need for interaction itself, is called: | | |
| a | * | Avoidance |
| b | | Adjustion |
| c | | Cooperation |
| d | | Compromise |
| e | | Rivalry |
| The way of psychological influence "persuasion": | | |
| a | | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | | The impact through evidence of logical ordering facts and conclusions |
| c | * | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the formation of new views, approaches and attitudes |
| d | | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | | Unconscious and involuntary susceptibility of people to certain mental states |
| The method of psychological influence "infection": | | |
| a | | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | | The impact through evidence of logical ordering facts and conclusions |
| c | | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the |

| | | |
|---|---|---|
| | | formation of new views, approaches and attitudes |
| d | | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | * | Unconscious and involuntary susceptibility of people to certain mental states |
| Method of psychological influence "suggestion": | | |
| a | | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | | The impact through evidence of logical ordering facts and conclusions |
| c | | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the formation of new views, approaches and attitudes |
| d | * | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | | Unconscious and involuntary susceptibility of people to certain mental states |
| The way of psychological influence "persuasion": | | |
| a | | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | * | The impact through evidence of logical ordering facts and conclusions |
| c | | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the formation of new views, approaches and attitudes |
| d | | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | | Unconscious and involuntary susceptibility of people to certain mental states |
| The method of psychological influence "coercion": | | |
| a | * | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | | The impact through evidence of logical ordering facts and conclusions |
| c | | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the formation of new views, approaches and attitudes |
| d | | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | | Unconscious and involuntary susceptibility of people to certain mental states |
| The way of psychological influence "imitation": | | |
| a | | The most violent method of influencing people, involving the desire to force a person to behave contrary to his / her will and beliefs |
| b | | The impact through evidence of logical ordering facts and conclusions |
| c | * | Assessment of views, opinions, stereotypes, value orientations of an object is manifested in the formation of new views, approaches and attitudes |
| d | | A purposeful, unreasonable impact, based on non-critical perception of information |
| e | | Unconscious and involuntary susceptibility of people to certain mental states |
| What is the name of the exercise in which copying of body movements, poses, gestures, facial expressions, tone of voice, pronunciation of words and sentences occurs in the partner: | | |
| a | | Procedure of adaptation |
| b | * | Procedure of "mirroring" |
| c | | NLP |
| d | | "Synchronization" effect |
| e | | Procedure of imitation |
| What is manifested in the difficult-to-observe connection between the interrelated rhythms of the listener and the speaker, when the communicants are in a state of agreement or dialogue between themselves: | | |
| a | | Procedure of adaptation |
| b | | Procedure of "mirroring" |
| c | | NLP |
| d | * | "Synchronization" effect |
| e | | Procedure of imitation |
| The interference that occurs on the path of a person's purposeful action in achieving a goal is called: | | |
| a | | Installation |
| b | | Avoidance |

| | | |
|---|---|---|
| c | * | Frustration |
| d | | Rivalry |
| e | | Aggression |
| An installation that prevents adequate perception messages or actions, enhances destructive interaction, is called: | | |
| a | * | Prejudice |
| b | | Avoidance |
| c | | Frustration |
| d | | Rivalry |
| e | | Aggression |
| What is the category that is characterized by conscious attempts by a person to create a partner's mistaken, false, imaginary idea of the subject of discussion: | | |
| a | | Lie |
| b | | Hypocrisy |
| c | | Frustration |
| d | * | Deception |
| e | | Aggression |
| What concept is interpreted in social psychology, firstly, as the motive of giving someone help; secondly, as an act, aimed at the benefit of another person; thirdly, as help to another person, not requiring compensation: | | |
| a | | Egoism |
| b | * | Altruism |
| c | | Social responsibility |
| d | | Influence |
| e | | Partnership |
| Norms that motivate altruism: | | |
| a | | Reciprocity, social responsibility |
| b | | Justice, reciprocity |
| c | * | Justice, reciprocity, social responsibility |
| d | | Reciprocity, social responsibility |
| e | | Equity, social responsibility |
| Interpersonal influence is: | | |
| a | | Process, in which the subject openly presents to the object the effects of his / her claim |
| b | | Process, directed not at the object, but on its environment |
| c | | Process that is determined by the presence of a goal |
| d | * | Process and the result of one person's changing behavior of another person, his attitudes, intentions, perceptions, evaluations, etc. |
| e | | Process that is determined by the absence of a goal |
| Direct interpersonal influence is: | | |
| a | * | Process, in which the subject openly presents to the object the effects of his / her claim |
| b | | Process, directed not at the object, but on its environment |
| c | | Process that is determined by the presence of a goal |
| d | | Process and the result of one person's changing behavior of another person, his attitudes, intentions, perceptions, evaluations, etc. |
| e | | Process that is determined by the absence of a goal |
| Intrinsic interpersonal influence is: | | |
| a | | Process, in which the subject openly presents to the object the effects of his / her claim |
| b | | Process, directed not at the object, but on its environment |
| c | * | Process that is determined by the presence of a goal |
| d | | Process and the result of one person's changing behavior of another person, his attitudes, intentions, perceptions, evaluations, etc. |
| e | | Process that is determined by the absence of a goal |
| Indirect interpersonal influence is: | | |

| | | |
|---|---|---|
| a | | Process, in which the subject openly presents to the object the effects of his / her claim |
| b | * | Process, directed not at the object, but on its environment |
| c | | Process that is determined by the presence of a goal |
| d | | Process and the result of one person's changing behavior of another person, his attitudes, intentions, perceptions, evaluations, etc. |
| e | | Process that is determined by the absence of a goal |
| Intrinsic interpersonal influence is: | | |
| a | | Process, in which the subject openly presents to the object the effects of his / her claim |
| b | | Process, directed not at the object, but on its environment |
| c | | Process that is determined by the presence of a goal |
| d | | Process and the result of one person's changing behavior of another person, his attitudes, intentions, perceptions, evaluations, etc. |
| e | * | Process that is determined by the absence of a goal |
| The imperative strategy of psychological impact presupposes: | | |
| a | | Absolute knowledge and consideration of the psychological conditions of the object of influence |
| b | * | The ability to control an individual, in which he, for whatever reason, will be forced to perceive the impact |
| c | | Co-orientation of subjects of interpersonal interaction to equitable and open relationships in the process of achieving a specific goal |
| d | | Resistance to the actions of another person through psychological measures of influence |
| e | | Ability to change a person's opinion, to get from him the right actions |
| The manipulative strategy of psychological impact presupposes: | | |
| a | * | Absolute knowledge and consideration of the psychological conditions of the object of influence |
| b | | The ability to control an individual, in which he, for whatever reason, will be forced to perceive the impact |
| c | | Co-orientation of subjects of interpersonal interaction to equitable and open relationships in the process of achieving a specific goal |
| d | | Resistance to the actions of another person through psychological measures of influence |
| e | | Ability to change a person's opinion, to get from him the right actions |
| A development strategy for psychological impact presupposes: | | |
| a | | Absolute knowledge and consideration of the psychological conditions of the object of influence |
| b | | The ability to control an individual, in which he, for whatever reason, will be forced to perceive the impact |
| c | * | Co-orientation of subjects of interpersonal interaction to equitable and open relationships in the process of achieving a specific goal |
| d | | Resistance to the actions of another person through psychological measures of influence |
| e | | Ability to change a person's opinion, to get from him the right actions |
| Many types of personal influence are singled out by V.M. Pogolsh: | | |
| a | | 4 |
| b | | 3 |
| c | | 2 |
| d | * | 7 |
| e | | 5 |
| What type of personal influence unites people with high adequate self-esteem, who easily communicate, adapt well to any situation of interaction, are able to make decisions, have good convincing abilities: | | |
| a | | Personal magnetism |
| b | * | Social intellect |
| c | | Frustration effect |
| d | | Responsibility and competence |
| e | | Manipulative adaptability |
| What type of personal influence has a more pronounced social intelligence, high impact indicators, communication skills, adaptability and self-confidence; For members of this type, there is a tendency to self-improvement: | | |

| | | |
|--|---|--|
| a | * | Personal magnetism |
| b | | Social intellect |
| c | | Frustration effect |
| d | | Responsibility and competence |
| e | | Manipulative adaptability |
| To what type of personal influence are people who are sociable, easily coming into contact, impulsive, but not distinguished by high self-esteem, stability, reflectivity and satisfaction with communication: | | |
| a | | Personal magnetism |
| b | | Social intellect |
| c | * | Frustration effect |
| d | | Responsibility and competence |
| e | | Manipulative adaptability |
| What kind of personal influence are people who are scrupulous, attentive, who "understand everything" and attract interlocutors; They have an unusually developed reflection, sensitivity, the need for trusting, altruistic, partner communication: | | |
| a | | Personal magnetism |
| b | * | Partnership and trust |
| c | | Frustration effect |
| d | | Responsibility and competence |
| e | | Manipulative adaptability |
| In what type of personal influence is the presence of good communication skills, adaptability, manipulative abilities, stability, sensitivity, caution: | | |
| a | | Personal magnetism |
| b | | Partnership and trust |
| c | | Frustration effect |
| d | | Responsibility and competence |
| e | * | Manipulative adaptability |
| To what type of personal influence do people who have a low indicator of influence, who do not like to take risks, so they are cautious belong? Their main features - the desire for stability, compliance, competence, responsibility, ability to work: | | |
| a | | Personal magnetism |
| b | | Partnership and trust |
| c | | Frustration effect |
| d | * | Responsibility and competence |
| e | | Manipulative adaptability |
| What kind of personal influence do people who have with high moral standards, with observance of all rules and norms of morality, behavior, but not always their own, belong: | | |
| a | * | "Warlike virtue" |
| b | | Partnership and trust |
| c | | Detrimental effect |
| d | | Responsibility and competence |
| e | | Manipulative adaptability |
| What is the basis for the psychological reception of the "proper name": | | |
| a | | Ability of a person to conduct a conversation in the vein of the expressed interest of your interlocutor, which will lead to his increased verbal activity, accompanied by positive emotions |
| b | | Words, which contain a slight exaggeration of the dignity, which the interlocutor wants to see |
| c | * | Pronunciation of the name (or name-patronymic) of the person with whom there is a conversation |
| d | | Process of reflecting, showing kindness and affection to people with facial expression, an easy and sincere smile |
| e | | Ability not to interrupt the interlocutor, to listen till the end, to be attentive to him |
| What is the basis for the psychological reception of the "mirror of the relationship": | | |
| a | | Ability of a person to conduct a conversation in the vein of the expressed interest of your interlocutor, |

| | | |
|--|---|--|
| | | which will lead to his increased verbal activity, accompanied by positive emotions |
| b | | Words, which contain a slight exaggeration of the dignity, which the interlocutor wants to see |
| c | | Pronunciation of the name (or name-patronymic) of the person with whom there is a conversation |
| d | * | Process of reflecting, showing kindness and affection to people with facial expression, an easy and sincere smile |
| e | | Ability not to interrupt the interlocutor, to listen till the end, to be attentive to him |
| What is the basis for the psychological reception "compliments": | | |
| a | | Ability of a person to conduct a conversation in the vein of the expressed interest of your interlocutor, which will lead to his increased verbal activity, accompanied by positive emotions |
| b | * | Words, which contain a slight exaggeration of the dignity, which the interlocutor wants to see |
| c | | Pronunciation of the name (or name-patronymic) of the person with whom there is a conversation |
| d | | Process of reflecting, showing kindness and affection to people with facial expression, an easy and sincere smile |
| e | | Ability not to interrupt the interlocutor, to listen till the end, to be attentive to him |
| What is the basis for the psychological reception of the "patient listener": | | |
| a | | Ability of a person to conduct a conversation in the vein of the expressed interest of your interlocutor, which will lead to his increased verbal activity, accompanied y positive emotions |
| b | | Words, which contain a slight exaggeration of the dignity, which the interlocutor wants to see |
| c | | Pronunciation of the name (or name-patronymic) of the person with whom there is a conversation |
| d | | Process of reflecting, showing kindness and affection to people with facial expression, an easy and sincere smile |
| e | * | Ability not to interrupt the interlocutor, to listen till the end, to be attentive to him |
| What is the basis for the psychological method of "personal life": | | |
| a | * | Ability of a person to conduct a conversation in the vein of the expressed interest of your interlocutor, which will lead to his increased verbal activity, accompanied by positive emotions |
| b | | Words, which contain a slight exaggeration of the dignity, which the interlocutor wants to see |
| c | | Pronunciation of the name (or name-patronymic) of the person with whom there is a conversation |
| d | | Process of reflecting, showing kindness and affection to people with facial expression, an easy and sincere smile |
| e | | Ability not to interrupt the interlocutor, to listen till the end, to be attentive to him |
| What is the essence of the technique of voltage equalization-giving the opportunity to speak: | | |
| a | | Emphasizing the importance of the partner and showing respect for him |
| b | | Replacement of non-constructive techniques of remarks |
| c | | Understanding of the communication partner and the correct interpretation of his thoughts |
| d | * | Opportunity to speak out, verbalize all your views without restrictions |
| e | | Organization of the communicative space |
| What is the essence of the voltage equalization technique? Active listening: | | |
| a | | Emphasizing the importance of the partner and showing respect for him |
| b | | Replacement of non-constructive techniques of remarks |
| c | * | Understanding of the communication partner and the correct interpretation of his thoughts |
| d | | Opportunity to speak out, verbalize all your views without restrictions |
| e | | Organization of the communicative space |
| What is the essence of the voltage equalization technique - the "on equal" position: | | |
| a | * | Emphasizing the importance of the partner and showing respect for him |
| b | | Replacement of non-constructive techniques of remarks |
| c | | Understanding of the communication partner and the correct interpretation of his thoughts |
| d | | Opportunity to speak out, verbalize all your views without restrictions |
| e | | Organization of the communicative space |
| What is the essence of the technique of voltage equalization - the verbalization of the emotional state: | | |
| a | | Emphasizing the importance of the partner and showing respect for him |
| b | * | Replacement of non-constructive techniques of remarks |
| c | | Understanding of the communication partner and the correct interpretation of his thoughts |

| | | |
|---|---|---|
| d | | Opportunity to speak out, verbalize all your views without restrictions |
| e | | Organization of the communicative space |
| What is the characteristic feature of authoritarian communication: | | |
| a | | Position "on an equal footing" |
| b | | Communicator is located with the group |
| c | | Controversial nature of the content of the conversation |
| d | * | The "top-down" position |
| e | | Accounting for the individual personality traits of the listener |
| What is the characteristic feature of dialogical communication: | | |
| a | * | Public presentation of their own opinion |
| b | | The top-down position |
| c | | Concealment of feelings |
| d | | Communicator is in front of the group |
| e | | Without taking into account the individual personal characteristics of the listener |
| For what level of active listening is characteristic that the interlocutor inserts some affirmative interjections ("yes", "aha", etc.) and it simply shows that he follows the development of the partner's thought: | | |
| a | | Verbalization, level B |
| b | * | Verbalization, level A |
| c | | Verbalization, level C |
| d | | Verbalization, level B |
| e | | Verbalization, level D |
| For what level of active listening is characterized by the fact that in the course of communication the partner not only resorts to repetition, but can also draw a line under what has been heard, to make a resume: | | |
| a | | Verbalization, level B |
| b | | Verbalization, level A |
| c | | Verbalization, level C |
| d | * | Verbalization, level B |
| e | | Verbalization, level D |
| For what level of active listening is characteristic that in the process of communication, the interlocutor not only confirms and summarizes the partner's ideas, but also develops them further: | | |
| a | | Verbalization, level B |
| b | | Verbalization, level A |
| c | * | Verbalization, level C |
| d | | Verbalization, level B |
| e | | Verbalization, level D |
| What kind of questions need to be applied when it is necessary to quickly obtain agreement or confirmation of an earlier agreement or to complete a conversation: | | |
| a | | Mirror questions |
| b | | Relay questions |
| c | | Questions for deliberation |
| d | | Rhetorical questions |
| e | * | Closed questions |
| What kind of questions are asked for the purpose of obtaining additional information, clarifying the motives and positions of the interlocutors: | | |
| a | | Mirror questions |
| b | * | Open questions |
| c | | Questions for deliberation |
| d | | Rhetorical questions |
| e | | Closed questions |
| What kind of questions are asked to activate information that can interest and group different opinions around itself: | | |
| a | | Mirror questions |

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| b | | Open questions |
| c | | Questions for deliberation |
| d | * | Rhetorical questions |
| e | | Closed questions |
| What type of questions does not involve a direct answer, since their goal is to raise new questions and point to unsolved problems: | | |
| a | * | Rhetoric questions |
| b | | Open questions |
| c | | Questions for deliberation |
| d | | Information questions |
| e | | Closed questions |
| What kind of questions keeps the conversation in a strictly defined direction or raise a whole range of new problems: | | |
| a | | Rhetoric questions |
| b | | Open questions |
| c | | Questions for deliberation |
| d | * | Tipping points |
| e | | Closed questions |
| What kind of questions compels the interlocutor to reflect, carefully think over and comment on what has been said: | | |
| a | | Rhetoric questions |
| b | | Open questions |
| c | * | Questions for deliberation |
| d | | Tipping points |
| e | | Closed questions |
| What kind of questions is the repetition, with interrogative intonation, of the part of the statement just made by the interlocutor in order to make him see his statement as if from the side: | | |
| a | | Rhetoric questions |
| b | * | Mirror questions |
| c | | Questions for deliberation |
| d | | Tipping points |
| e | | Closed questions |
| What kind of questions is the desire to stay ahead of the partner's statements without interrupting, and helping him: | | |
| a | | Rhetoric questions |
| b | | Open questions |
| c | | Questions for deliberation |
| d | | Tipping points |
| e | * | Relay questions |
| Dialogue is: | | |
| a | | The process of interaction of at least two persons aimed at mutual knowledge, the establishment and development of relationships, the provision of mutual influence on their condition, views and behavior, as well as on the regulation of their joint activities |
| b | | Reality of human relations, which is a specific form of joint activity of people |
| c | | Actions of individuals directed to each other, used by a person to achieve certain goals - solving practical problems or realizing values |
| d | * | A complex psychological phenomenon that describes an equal subject-subject communication, which aims at mutual knowledge, self-knowledge and self-development of partners in communication |
| e | | A multi-faceted process, including the establishment and development of contacts between people, generated by the need for joint activities and including the perception of a person by a person, the exchange of information between people and the development of an interaction strategy |
| Dialogue-imitation: | | |
| a | * | Is focused on the external, question-answer format, where one of the partners is assigned the role of the |

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| | | facilitator |
| b | | Covers complex interrelations and relations of the subject of cognition with the world, with surrounding people, with himself |
| c | | Facilitates the possibility of finding out the knowledge that is available to the interlocutor, and also provides him with the necessary information |
| d | | Is realized when the interlocutors are positively attuned to each other |
| e | | Provides communication with equal subjects |
| Dialogue-discussion: | | |
| a | | Is focused on the external, question-answer format, where one of the partners is assigned the role of the facilitator |
| b | | Covers complex interrelations and relations of the subject of cognition with the world, with surrounding people, with himself |
| c | | Facilitates the possibility of finding out the knowledge that is available to the interlocutor, and also provides him with the necessary information |
| d | | Is realized when the interlocutors are positively attuned to each other |
| e | * | Provides communication with equal subjects |
| Dialogue-cognition: | | |
| a | | Is focused on the external, question-answer format, where one of the partners is assigned the role of the facilitator |
| b | * | Covers complex interrelations and relations of the subject of cognition with the world, with surrounding people, with himself |
| c | | Facilitates the possibility of finding out the knowledge that is available to the interlocutor, and also provides him with the necessary information |
| d | | Is realized when the interlocutors are positively attuned to each other |
| e | | Provides communication with equal subjects |
| What is characteristic of such a relationship rule, as the "principle of trust": | | |
| a | | Perception of the partner as an equal, having the right to own opinion and own decision |
| b | | Conversation on its own behalf, links to opinions and authorities, the presentation of their true feelings and desires |
| c | | The content of communication should not lie in written truths and dogmas, but problems and outstanding issues |
| d | * | Evaluation-free perception of the partner's personality, a priori confidence in his intentions |
| e | | Communication on the principle of "here and now", taking into account those feelings, desires and physical condition that partners are experiencing at the moment |
| What is typical for such a rule of relationships, as "the principle of personification of communication": | | |
| a | | Perception of the partner as an equal, having the right to own opinion and own decision |
| b | * | Conversation on its own behalf, links to opinions and authorities, the presentation of their true feelings and desires |
| c | | The content of communication should not lie in written truths and dogmas, but problems and outstanding issues |
| d | | Evaluation-free perception of the partner's personality, a priori confidence in his intentions |
| e | | Communication on the principle of "here and now", taking into account those feelings, desires and physical condition that partners are experiencing at the moment |
| What is characteristic of such a relationship rule, as the "principle of parity": | | |
| a | * | Perception of the partner as an equal, having the right to own opinion and own decision |
| b | | Conversation on its own behalf, links to opinions and authorities, the presentation of their true feelings and desires |
| c | | The content of communication should not lie in written truths and dogmas, but problems and outstanding issues |
| d | | Evaluation-free perception of the partner's personality, a priori confidence in his intentions |
| e | | Communication on the principle of "here and now", taking into account those feelings, desires and physical condition that partners are experiencing at the moment |
| What is typical for such a rule of relationships, as "the principle of problematization of the content of | | |

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| communication": | | |
| a | | Perception of the partner as an equal, having the right to own opinion and own decision |
| b | | Conversation on its own behalf, links to opinions and authorities, the presentation of their true feelings and desires |
| c | * | The content of communication should not lie in written truths and dogmas, but problems and outstanding issues |
| d | | Evaluation-free perception of the partner's personality, a priori confidence in his intentions |
| e | | Communication on the principle of "here and now", taking into account those feelings, desires and physical condition that partners are experiencing at the moment |
| What is typical for such a rule of relationships, as "the principle of the psychological attitude to the current state of the interlocutor and your own actual psychological state": | | |
| a | | Perception of the partner as an equal, having the right to own opinion and own decision |
| b | | Conversation on its own behalf, links to opinions and authorities, the presentation of their true feelings and desires |
| c | | The content of communication should not lie in written truths and dogmas, but problems and outstanding issues |
| d | | Evaluation-free perception of the partner's personality, a priori confidence in his intentions |
| e | * | Communication on the principle of "here and now", taking into account those feelings, desires and physical condition that partners are experiencing at the moment |
| An individual suffering from damage to Wernicke's area would most likely exhibit which of the following behaviors? | | |
| a | * | Impaired comprehension of language |
| b | | An inability to determine what is socially acceptable behavior |
| c | | An explosive temper with even slight provocation |
| d | | An inability to form new memories |
| e | | An uncontrollable tremor of the hands |
| Young children form rudimentary sentences that resemble telegrams even though they have never heard anyone make such utterances before. This is evidence of: | | |
| a | | Reinforcement theory |
| b | * | A universal grammar |
| c | | Pragmatics |
| d | | Semantics |
| e | | Morphology |
| A fixed action pattern is defined as a response to a: | | |
| a | | Secondary reinforce |
| b | | Generalization gradient |
| c | | Conditioned stimulus |
| d | | Dropinreticular activity |
| e | * | Sign stimulus |
| Based on research by Mary Ainsworth, which of the following best describes how an infant who has formed a secure maternal attachment would be expected to respond to the mother's leaving and/or returning? | | |
| a | * | Upon the mother's return, the infant will be pleased to see her and will go to her to be held |
| b | | Upon the mother's return, the infant will cry and will cling to her |
| c | | Upon the mother's return, the infant will actively avoid her |
| d | | The infant will not be upset by the mother's leaving and will not go to the mother upon her return |
| e | | The infant will cry and cling to the mothers she leaves and will continue to cry throughout the mother's absence |
| Damaging the supra chiasmatic nucleus of the hypothalamus in rats will: | | |
| a | | Impair the ability to acquire spatial in formation |
| b | | Reduce the threshold for pain resulting from injury to the limbs |
| c | | Promote the development of maternal behavior in males |
| d | * | Interfere with the biological clock that is synchronized with light |

| | | |
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| e | | Decrease aggressive behavior directed at rats of the same sex |
| Aunt Sybil paid her first visit to her niece Angela when the baby was 3 months old. Aunt Sybil enjoyed holding and playing with the baby. Aunt Sybil visited again when Angela was 9 months old. She was dismayed when the little girl looks one look at her and burst into tears. Angela was exhibiting a normal emotional reaction called: | | |
| a | | Separation anxiety |
| b | | Avoidant attachment |
| c | | Ambivalent attachment |
| d | | Emotional regulation |
| e | * | Stranger anxiety |
| Which of the following therapeutic techniques can be explained by classical conditioning principles? | | |
| a | | Modeling and implosion |
| b | | Modeling and systematic desensitization |
| c | | Modeling and token economies |
| d | * | Systematic desensitization and flooding |
| e | | Systematic desensitization and token economies |
| Joe's therapist frequently exhibits genuineness and empathy toward Joe. These elements are defining features of which of the following therapeutic approaches? | | |
| a | | Existential |
| b | | Psychoanalytic |
| c | | Behavioral |
| d | | Cognitive |
| e | * | Client-centered |
| According to evolutionary psychologists, which of the following is the primary reason that men tend to prefer as mates younger and more attractive women? | | |
| a | * | These characteristics signal good health and ability to bear children |
| b | | Modern societies all evolved from a single ancient culture in which the importance of these characteristics was noted |
| c | | The belief that younger and attractive women tend to be especially attentive mothers is characteristic of many cultures |
| d | | Young, attractive women arouse parental or caretaking impulses |
| e | | Men's preferences have been heavily shaped by images in the mass media |
| Georgia sees a sign in the bathroom stall that says, "Do not write on the walls under any circumstances!" Georgia takes out her pen and begins to write all over the walls. According to social psychologists, Georgia is experiencing: | | |
| a | | Selective avoidance |
| b | | Trivialization |
| c | * | Reactance |
| d | | Symbolic self-awareness |
| e | | Jeer pressure |
| Free will plays the greatest role in which of the following? | | |
| a | | Sigmund Freud's psychoanalytic theory |
| b | | B.F. Skinner's behaviorism |
| c | * | Carl Rogers' humanistic psychology |
| d | | Hans Eysenck's trait model |
| e | | William Sheldon's theory of somatotypes and temperament |
| When studying moral development, Lawrence Kohlberg used moral dilemmas such as the Heinz dilemma, in which a husband must decide whether to steal a drug to prolong his wife's life because they cannot afford the drug. A child who is in the conventional level of Kohlberg's theory will use which reasoning when faced with the Heinz dilemma? | | |
| a | | It is against the law to steal, so the husband should not steal the drug |
| b | | It is up to the husband to decide what he wants to do. If it is worth risking his life, he will steal the drug |
| c | * | The husband should not steal the drug because then he will have to go to jail |

| | | |
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| d | | The husband should steal the drug because the value of human life outweighs the economic cost of the drug |
| e | | The husband should steal the drug to avoid feeling bad |
| What term is best used to describe the smallest meaningful unit of a language? | | |
| a | * | Phone |
| b | | Phoneme |
| c | | Morpheme |
| d | | Syntax |
| e | | Semantic |
| According to Johnston and Heinz's multimode theory of attention, why is it dangerous to drive an automobile while talking on a cell phone? | | |
| a | | Driving is an automatic task, but talking requires attention resources |
| b | | Talking on the phone results in the filtering of all other stimuli, including those relevant to driving |
| c | * | People can both talk and drive effectively, but they will not be able to remember anything about either the phone conversation or events related to driving |
| d | | Both talking and driving require attention resources, and adequate attention resources may not be allocated to driving |
| e | | Talking is an automatic task, but attention resources need to be allocated to driving |
| The transformation of energy into electrical impulses is: | | |
| a | | Neural processing |
| b | | Transduction |
| c | | Sensation |
| d | * | A difference threshold |
| e | | An energy current |
| As a color blindness test, Hector and his friends are asked to judge whether or not a red jelly bean is similar to the blue and green jelly beans in a jar. Hector's friends all state that the red jelly bean is similar to the blue and green ones. Hector knows this is not true, but he gives the same answer. Hector's behavior here is an example of which of the following concepts? | | |
| a | | Private conformity |
| b | * | Private self-consciousness |
| c | | Public conformity |
| d | | Public self-consciousness |
| e | | Public goods dilemma |
| The action potential is triggered at which of the following parts of a neuron? | | |
| a | | Dendrite |
| b | | Soma |
| c | * | Terminal button |
| d | | Axon hillock |
| e | | Spine |
| What function is served by the white myelin sheath that may cover an axon? | | |
| a | | It protects the axon from overheating |
| b | | It protects the axon from microorganisms |
| c | | It increases the speed of the electrical impulses |
| d | * | It provides the axon with nutrients |
| e | | It prohibits the axon from carrying impulses |
| Which of the following is the name given to the process of differentiating oneself from others by emphasizing one's uniqueness? | | |
| a | | Personality |
| b | | Impression formation |
| c | * | Deindividuation |
| d | | Individuation |
| e | | Social categorization |

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| Gonadal hormones can act early in life to irreversibly determine a rat's mate selection through effects referred to as: | | |
| a | | Activational |
| b | | Distributional |
| c | | Initiating |
| d | * | Organizational |
| e | | Triggering |
| Which of the following theories places the greatest emphasis on the effects of early childhood experiences on personality? | | |
| a | | Psychodynamic |
| b | | Humanistic |
| c | | Trait |
| d | * | Social cognitive |
| e | | Behavioral |
| A neuron that receives excitation from other neurons and conducts impulses from its soma in the spinal cord to muscle or gland cells is called a: | | |
| a | * | Sensory neuron |
| b | | Motor neuron |
| c | | Neuroglia |
| d | | Oligodendrocyte |
| e | | Schwann cell |
| The inability to recognize a once-familiar face, while still being able to accurately describe elements of the face, is a characteristic symptom of: | | |
| a | | Amnesia |
| b | * | Blind sight |
| c | | Prosopagnosia |
| d | | Sensory neglect |
| e | | Transcortical aphasia |
| When Latoya was younger, she decided which ice cream cone was bigger by always picking the taller one. Now that she's eight years old, she makes more-accurate choices by considering the width and depth of the cone as well as its height. Latoya has learned to: | | |
| a | | Assimilate |
| b | | Use seriation |
| c | * | Show formal operations |
| d | | Display class inclusion |
| e | | Decanter |
| Of the following, which is the most plausible source of deficits such as inability to recognize faces, tendency to ignore the left half of the body, and difficulty perceiving visual motion? | | |
| a | | Different kinds of dietary deficiencies |
| b | | Inadequate development through different Piagetian stages |
| c | | Fixation at different Freudian stages |
| d | | Damage to different areas of the brain |
| e | * | Deficit of different neurotransmitters |
| Ability derived directly from previous experience is known as: | | |
| a | | Crystallized intelligence |
| b | | Fluid intelligence |
| c | | Formal operations |
| d | * | Concrete operations |
| e | | Prospective memory |
| Cohorts born in different decades have been found to differ in their personality characteristics during adolescence. Such findings most directly suggest that personality development: | | |
| a | * | Follows a different course for males and for females during late childhood |

| | | |
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| b | | Is influenced primarily by hormonal factors |
| c | | Is based on experience during a critical period in early childhood |
| d | | Is influenced by the historical context in which it occurs |
| e | | Is influenced more by peers than by parents during adolescence |
| <p>“Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation . . . ; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections with that situation weakened.” The statement above was written by:</p> | | |
| a | | Albert Bandura |
| b | | Edwin Guthrie |
| c | | Ivan Pavlov |
| d | * | B. Skinner |
| e | | Edward Thomdike |
| <p>Which of the following approaches to assessment of intelligence is most consistent with the theories of both Howard Gardner and Robert Sternberg?</p> | | |
| a | | Using biological indexes of intelligence instead of the Stanford-Binet IQ test |
| b | | Narrowing the definition of intelligence to include fewer key skill areas |
| c | | Increasing the reliability of IQ tests |
| d | | Increasing the emphasis on measuring rather than specific abilities |
| e | * | Increasing the emphasis on measuring specific abilities rather thing |
| <p>Personality disorders are characterized by which specific symptoms:</p> | | |
| a | | Permanent severe deficits of cognitive functioning |
| b | | Loss of contact with reality |
| c | * | Long-term maladaptive traits and behavior patterns |
| d | | Unexplained physical symptoms |
| e | | Extreme alternations in mood |
| <p>Which of the following are two competing theories of color vision that describe events that take place at different levels of the nervous system?</p> | | |
| a | | Frequen cyversus place |
| b | * | Trichromatic versus opponent-process |
| c | | Specific ityversus pattern |
| d | | Frequen cyversus pattern |
| e | | Trichromatic versus specificity |
| <p>Smokers were randomly assigned to one of two groups. Those in the experimental group were told that they would be listening to tapes with subliminal messages urging them to quit smoking. Those in the control group did not listen to the tapes, nor were they told about them. A week after listening to the tapes, members of the experimental group had decreased their smoking significantly more than members of the control group. The investigator concluded that listening to the subliminal messages reduces smoking. Which of the following, if true, casts the greatest doubt on the investigator’s conclusion?</p> | | |
| a | | During the week, some participants in the control group read articles on the hazards of smoking |
| b | | During the week, only a few of the experimental participants reduced their smoking appreciably |
| c | * | Participants in the experimental group were influenced by their expectations of the tapes’ effects |
| d | | The two groups had similar initial (baseline) smoking rates |
| e | | The two groups were both quite large, but unequal in size |
| <p>In order to determine whether gender, as a specific variable, had an effect on perceived credibility of the eyewitness, which of the following must besignificant?</p> | | |
| a | * | The main effect of gender |
| b | | A post hoc analysis of gender |
| c | | The main effect of status |
| d | | A post hoc analysis of status |
| e | | The interaction between gender and status |
| <p>Correlations of IQ scores are highest for which of the following pairs?</p> | | |

| | | |
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| a | | Mother and child, when the child is reared by both birth parents |
| b | | Father and child, when the child is reared by both birth parents |
| c | | Siblings reared together in a birth family |
| d | * | Monozygotic twins reared apart in adoptive families |
| e | | Dizygotic twins reared together in a birth family |
| Melody exclaims, "I got a C- on the statistics exam, and I was miserable until I thought how terrible it must be for those who got F's." Melody's attitude is an example of which of the following? | | |
| a | | Social facilitation |
| b | * | Social comparison |
| c | | Social anxiety |
| d | | Social learning |
| e | | Social validation |
| Damage to which area of the brain leads to a decrease in physically aggressive behavior and social rank? | | |
| a | | Lateral hypothalamus |
| b | | Hippocampus |
| c | * | Amygdala |
| d | | Basal ganglia |
| e | | Medial geniculate |
| Researchers using a variety of methods, peoples, and cultures have concluded that five major personality traits exist. The trait are: | | |
| a | | Sociability, suspiciousness, practicality, dependency, and shyness |
| b | | Enthusiasm, calmness, adventure, docility, and hypochondria |
| c | * | Extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience |
| d | | Obedience, self-control, astuteness, tension, and self-criticism |
| e | | Emotional stability, apprehension, social awareness, independence, and avoidance |
| Mel is doing very well academically in college, but feels academically incompetent. His therapist has instructed him to explain in writing how his hard work and personal abilities contributed to each of the good grades he received during the previous semester. This activity is characteristic of which of the following therapeutic approaches? | | |
| a | | Psychoanalytic |
| b | * | Cognitive |
| c | | Biomedical |
| d | | Behavioral |
| e | | Gestalt |
| In which of the following cognitive tasks do the performances of older adults show the greatest difference compared to the scores of young adults? | | |
| a | * | Divided attention task |
| b | | Recognition memory of narrative |
| c | | Recognition memory of word list |
| d | | Semantic memory test |
| e | | Implicit memory test |
| According to current conceptions, working memory is characterized by: | | |
| a | | Stress on episodic rather than semantic memory |
| b | | It sanitary nature |
| c | * | Maintenance of information in current use |
| d | | Greater importance for procedural than for declarative memory |
| e | | Required use of mnemonics |
| Before taking an exam, Sinead imagines that she will get the worst grade in the class, even though she usually performs very well. Imagining the worst seems to help her deal with the anxiety associated with the exam. What term best describes Sinead's strategy? | | |
| a | | Intrinsic motivation |
| b | * | Defensive pessimism |

| | | |
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| c | | Self-handicapping |
| d | | Self-monitoring |
| e | | Self-regulation |
| Some students were informed by their teacher that they had scored high on their aptitude tests and had strong potential for academic achievement. Consequently, those students started participating more in class and studying longer hours to achieve high grades. This is an example of what social construct? | | |
| a | | Fundamental attribution error |
| b | | Elaboration like lihood model |
| c | | Cognitive dissonance |
| d | | Norm crystallization |
| e | * | Self-fulfilling prophecy |
| Between eight and ten months of age, babies will watch a parent's face in a new situation before responding to the situation themselves. This monitoring of adults' emotional reaction sis called: | | |
| a | | Temperament |
| b | | Behavioral inhibition |
| c | * | Social referencing |
| d | | Synchrony |
| e | | Emotional display |
| Which of the following techniques of studying the brain involves the use of X-Rays? | | |
| a | | Magnetic resonant reimaging (MRI) |
| b | * | Computed tomography (CT) |
| c | | Electroencephalography (EEG) |
| d | | Immunohistochemistry |
| e | | Microiontophoresis |
| Damage to the lateral hypothalamus of rats is known to produce deficits in regulation of: | | |
| a | | Respiration |
| b | | Papillary reflexes |
| c | | Sleep |
| d | * | Eating and drinking |
| e | | Oxytocin levels |
| According to a current model, learned helplessness in humans is determined by causal explanations of prior uncontrollable events. These causal explanations are referred to as: | | |
| a | | Aggregation |
| b | * | Attributions |
| c | | Circular reasoning |
| d | | Personal constructs |
| e | | Valuations |
| Participants in an experiment are asked to look at a display and to find the one straight line among a number of circles. The participants are able to find the line just as quickly among twenty circles as they are among five circles. These results suggest that finding the straight line depends on: | | |
| a | * | A preattentive process |
| b | | Serial processing |
| c | | Shape constancy |
| d | | Size constancy |
| e | | Habituation |
| When asked to name all of the states in the United States, Steven mentally pictures a map and starts naming states from west to east. Steven's strategy is useful during the process of: | | |
| a | * | Retrieval |
| b | | Encoding |
| c | | Storage |
| d | | Flashbulb memory |
| e | | Selective attention |

| | | |
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| Albert recently noticed that he has difficulty hearing people at crowded parties even though his hearing seems fine in quiet surroundings. He most likely has damage to his: | | |
| a | | Pinna |
| b | | Eardrum |
| c | | Stapes |
| d | | Oval window |
| e | * | Hair cells |
| John recently moved to a large city and experienced an increase in the level of noise. His new home was located adjacent to a railroad track. The rail service was frequent and maintained a consistent schedule. John was awakened frequently each night as trains passed his home. However, after several months he was not awakened and he became less aware of the trains passing by his home. What mechanism accounts for John's adaptation to his environment? | | |
| a | | Orienting response |
| b | | Sensitization |
| c | * | Habituation |
| d | | Conditioned response |
| e | | Conditioned stimulus |
| Which of the following is a chronic condition that can cause intergraded amnesia in some people? | | |
| a | * | Alcoholism |
| b | | Fibromyalgia |
| c | | Muscular dystrophy |
| d | | Panic disorder |
| e | | Bipolar disorder |
| Lo is an advocate of personal construct theory. Which of the following processes does Lo believe are most important in the study of personality? | | |
| a | | Biological |
| b | | Unconscious |
| c | | Cultural |
| d | | Emotional |
| e | * | Cognitive |
| According to Albert Bandura's approach to observational learning, which of the following is the best example of vicarious punishment? | | |
| a | * | A child stops throwing pencils after watching a teacher scold another child for throwing a pencil across the room |
| b | | A child watches a teacher say to another child, "You did so well on that homework that you do not need to take the test tomorrow" |
| c | | A child acquires a schema about the difference between socially punished behavior and socially rewarded behavior |
| d | | A child escapes punishment by cleaning up a mess before anyone notices it |
| e | | A child is punished on a variable ratio schedule, rather than being punished every time a mistake is made |
| A psychologist who studies aggression from a social-cognitive theoretical perspective would be most interested in: | | |
| a | | Differences in aggressive and nonaggressive children's attributions of hostile motives to other people's behavior |
| b | * | The adaptive value of the aggression |
| c | | The relation between children's level of aggression and parents' negative reinforcement of children's coercive behaviors |
| d | | The link between testosterone levels and frequencies of aggressive episodes in adolescent males |
| e | | Changes over time in the incidence of diagnoses of conduct disorders |
| Cephalocaudal development refers to development that proceeds from: | | |
| a | | The run kout ward |
| b | * | Head total |

| | | |
|---|---|---|
| c | | Bottom to top |
| d | | The perimeter toward the center |
| e | | The general to the specific |
| Which of the following best states the major shortcomings of the place and the frequency- matching (volley) theories of audition? | | |
| a | | Neither theory can be studied empirically |
| b | | Initial evidence in support of these theories cannot be replicated |
| c | | Neither theory can account for auditory disorders that are caused by structural defects in the temporal lobe |
| d | | Place theory applies primarily to loud sounds, whereas frequency-matching theory applies primarily to barely audible sounds |
| e | * | Place theory does not explain the coding of very low frequencies, whereas frequency- matching theory does not explain the coding of very high frequencies |
| What is a limitation of Elisabeth Kubler-Ross's stages of coping with death (denial, anger, bargaining, depression, and acceptance)? | | |
| a | | The stages are not relevant to terminally ill patients |
| b | | The stages are based on a study with fewer than twenty individuals |
| c | | Not all people experience every stage |
| d | * | Few people in Western cultures experience the depression stage |
| e | | The stages are not relevant to younger adults |
| According to Carl Jung, there are tendencies that shape human behavior and can be represented by terms such as "the hero" or "the shadow." Such tendencies are known as: | | |
| a | * | Personas |
| b | | Traits |
| c | | Schemas |
| d | | Archetypes |
| e | | Complexes |
| If a student hears a list of words such as night, bed, pillow, blanket, dream, and snore, she is likely to later remember the word sleep even though it was never presented. This can best be explained by: | | |
| a | | The activation of schematic knowledge |
| b | * | High sensitivity in a signal detection model |
| c | | Appropriate use of rote recall |
| d | | A failure of the encoding specificity mechanism |
| e | | Too much retro active interference |
| Which of the following statements about subliminal messages is most accurate? | | |
| a | * | Visual messages are more effective than auditory messages in influencing attitude and behavior change |
| b | | There is evidence they can influence short term attitude change |
| c | | They are one of the most common techniques used by advertisers to influence attitude and behavior change |
| d | | They are more effective than personal testimonial advertising campaigns in influencing attitude and behavior change |
| e | | They are consciously perceived by participants nearly 100% of the time |
| Brain imaging techniques have shown that compared to unaffected individuals, individuals diagnosed with schizophrenia have: | | |
| a | * | Enlarged ventricles and a reduction of the prefrontal cortex |
| b | | Reduced ventricles and a reduction of the parietal cortex |
| c | | An enlarged parietal cortex and a reduction of the hypothalamus |
| d | | Lesions in the parietal lobe and increased cells in the orbital frontal cortex |
| e | | Lesions in the temporal lobe and increased cells in the prefrontal cortex |
| According to Edward Tolman, behavior is best understood as: | | |
| a | | Molar and purposive |
| b | * | A collection of S-R connections |

| | | |
|---|---|---|
| c | | A series of associated muscle twitches |
| d | | A consequence of trial-and-error learning |
| e | | The expression of underlying psychodynamic conflicts |
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| e | * | The expression of underlying psychodynamic conflicts |
| Which of the following is most commonly associated with creative thinking? | | |
| a | | Convergent thinking |
| b | | Divergent thinking |
| c | * | Representativeness heuristic |
| d | | Availability heuristic |
| e | | Functional fixedness |
| In which of Erik Erikson’s psychosocial stages of development is the central task to develop and exercise self-control and independence? | | |
| a | | Trust versus mistrust |
| b | * | Autonomy versus shame and doubt |
| c | | Initiative versus guilt |
| d | | Industry versus inferiority |
| e | | Generativity versus stagnation |
| A recent article in an educational journal described a university at which the average age is 26. This article also | | |

| | | |
|---|---|--|
| mentioned that 38 percent of the students are over 25 years of age. What can be concluded from this information? | | |
| a | | The median age must be greater than the mean age |
| b | | The standard deviation must be relatively small |
| c | | The mode must be either 25 or 26 |
| d | | The distribution must be skewed |
| e | * | The distribution must be bimodal |
| When people first sense a new stimulus, only temporary changes in neurons take place, but eventually more permanent changes occur. This is called: | | |
| a | | Consolidation |
| b | | Transduction |
| c | | A reverberating circuit |
| d | * | Confabulation |
| e | | Rehearsal |
| If adjacent lights flash on and off in sequence, individuals will often perceive apparent motion even though there is no motion. This experience is referred to as: | | |
| a | | Linear perspective |
| b | | Texture gradient |
| c | | Motion parallax |
| d | * | The phi phenomenon |
| e | | The ponzo illusion |
| An experimenter predicts that bright colors enhance creativity. She provides brightly colored crayons to the first 15 children who show up for an experiment and muted colored crayons for the remaining 15. She then examines their drawings and judges the brightly colored drawings to be more creative. The study is flawed because it lacks: | | |
| a | | A double-blind procedure and an independent variable |
| b | | An independent variable and demand characteristics |
| c | | Demand characteristics and a dependent variable |
| d | * | A dependent variable and random assignment |
| e | | Random assignment and a double-blind procedure |
| A behavioral approach to personality would argue that the root of pathology lies in: | | |
| a | * | Unrealistic beliefs |
| b | | Maladaptive learned-response patterns |
| c | | Disordered functioning of construct systems |
| d | | Fixation and regression |
| e | | Incongruence |
| Five randomly selected groups of participants are shown a list of words, one word at a time. Each group of participants is assigned a different task to perform on each word on the list. After completing the list, the participants are given a surprise test for recall of the words. Which of the following assigned tasks is most likely to result in the best recall? | | |
| a | | Counting the number of vowels in each of the words |
| b | | Indicating whether each of the words contains the letter "t" |
| c | | Producing a rhyme for each of the words |
| d | * | Saying each of the words three times in rapid succession |
| e | | Producing a synonym for each of the words |
| Participants are asked to look at a picnic scene and to indicate several ways that the people in the scene might deal with a sudden rainstorm. One of the objects in the scene is a picnic basket. However, most of the participants fail to notice that the basket could be used as a protection from the rain. This failure is most likely a manifestation of: | | |
| a | | The Proustian effect |
| b | * | The availability heuristic |
| c | | The law of common fate |

| | | |
|--|---|--|
| d | | Functional fixedness |
| e | | Illusory correlation |
| In a lexical decision task, two groups of participants are instructed to make a fast decision on whether each item is or is not an English word. The first group of participants is presented with the word “robin,” followed by the word “bird.” The second group is presented with the word “chair,” followed by the word “bird.” The first group’s responses to “bird” will most likely be: | | |
| a | | Slower because of Stroop-like interference |
| b | * | Slower because of lateral inhibition |
| c | | Slower because of a sequence effect |
| d | | Faster because of semantic priming |
| e | | Faster because of response bias |
| The anti-anxiety effects of benzodiazepines such as diazepam result from their binding with the receptor for which of the following neurotransmitters found in the amygdala? | | |
| a | | Serotonin |
| b | * | Acetylcholine |
| c | | Substance P |
| d | | Gamma-aminobutyric acid (GABA) |
| e | | Norepinephrine |
| The fact that Laura still knows how to ride a bicycle even though she has not ridden one in ten years best exemplifies which of the following types of memory? | | |
| a | | Procedural |
| b | | Propositional |
| c | | Semantic |
| d | * | Episodic |
| e | | Iconic |
| A persistent, unreasonable, and unwanted thought is known as: | | |
| a | | A negative symptom |
| b | * | A hallucination |
| c | | A compulsion |
| d | | An obsession |
| e | | A fugue |
| Which of the following distinguishes experts from novices in many fields of endeavor? | | |
| a | * | More social connections |
| b | | Speed in recognizing relevant complex patterns |
| c | | Innate talent for performing in the particular field |
| d | | Greater short-term memory capacity |
| e | | Shorter reaction times to simple stimuli |
| Randy is exceptionally organized. For example, he color codes all his bills and alphabetizes the groceries in his cupboards. According to Freud’s theory, Randy is most likely fixated at which stage of psychosexual development? | | |
| a | * | Oral |
| b | | Anal |
| c | | Phallic |
| d | | Latent |
| e | | Genital |
| Which of the following psychological schools of thought was heavily influenced by pragmatism? | | |
| a | | Structuralism |
| b | | Functionalism |
| c | * | Gestalt |
| d | | Evolutionary |
| e | | Humanistic |
| Consider the diagram above in which the outcomes for two people (Joanne and Malik) are represented as a | | |

| | | |
|--|---|------------------------------|
| series of numbers, depending on their own behavior and the behavior of the other person. A scientist uses these outcomes to predict the likely behavior of each of the individuals. The scientist is most likely studying which of the following? | | |
| a | * | Self-perception |
| b | | Cognitive heuristics |
| c | | The self-fulfilling prophecy |
| d | | Attribution theory |
| e | | Social exchange |
| Who is reported to be the first researcher to utilize a twin studies methodology in attempting to resolve the nature-nurture controversy? | | |
| a | * | Sigmund Freud |
| b | | Francis Galton |
| c | | Carl Jung |
| d | | James Watson |
| e | | Wilhelm Wundt |
| Eliciting sympathy in order to create a positive impression is consistent with which of the following self-presentation strategies? | | |
| a | * | Modesty |
| b | | Intimidation |
| c | | Exemplification |
| d | | Supplication |
| e | | Conformity |
| A group of researchers was interested in learning whether a newly developed exam would be useful in determining whether a student will be successful in college. The researchers designed a study in which students took the new exam prior to entering college. At the conclusion of the first year of college, the students took another exam, which was designed to measure how much information they had learned during their first year. The score on this exam was then correlated with the student's score on the newly developed exam. What type of validity was being evaluated in the study? | | |
| a | | Concurrent |
| b | * | Predictive |
| c | | Face |
| d | | Discriminated |
| e | | Content |
| Which of the following hormones is responsible for preparing the uterus for the implantation of an ovum that has been fertilized? | | |
| a | | Progesterone |
| b | * | Melatonin |
| c | | Oxytocin |
| d | | Vasopressin |
| e | | Aldosterone |
| An adolescent who says, "I won't become ill from smoking; I never get sick," is most likely operating under which aspect of egocentrism? | | |
| a | | Personal fable |
| b | | Imaginary audience |
| c | | Deductive reasoning |
| d | | Immanent justice |
| e | * | Hypothetical reasoning |
| Which school of psychology rejected the concept of consciousness and defined psychology as an objective natural science? | | |
| a | | Structuralism |
| b | | Functionalism |
| c | | Behaviorism |
| d | | Humanistic psychology |

| | | |
|---|---|--|
| e | * | Gestalt psychology |
| Which of the following is a memory store that is highly sensitive to masking stimuli presented within 200-300 milliseconds of the presentation of an array of letters? | | |
| a | | Sensory memory |
| b | * | Short-term memory |
| c | | Working memory |
| d | | Implicit memory |
| e | | Semantic memory |
| The neural hub of the central executive portion of working memory is thought to be located in the: | | |
| a | | Prefrontal cortex |
| b | * | Somatosensory cortex |
| c | | Brainstem |
| d | | Temporal lobe |
| e | | Occipital lobe |
| In an experimental procedure, an animal receives a half second of foot shock, then a half second of no stimulus, and then a tone. In a later presentation of the tone, the animal displays a fear response. This result most likely indicates the occurrence of: | | |
| a | | Backward conditioning |
| b | | Forward conditioning |
| c | | Delayed conditioning |
| d | | Simultaneous conditioning |
| e | * | Operant conditioning |
| In what way does delirium differ from dementia? | | |
| a | | Delirium is a permanent state, whereas dementia is a temporary state |
| b | * | Delirium is a temporary state, whereas dementia is a permanent state |
| c | | Delirium can result from the use of substances, whereas dementia cannot result from the use of substances |
| d | | Delirium is sometimes associated with Alzheimer's disease, whereas dementia is never associated with Alzheimer's disease |
| e | | Delirium affects younger people, whereas dementia affects older people |
| When newborn baby Yasmin's cheek is stroked, she turns her head in the direction of the stimulus. Which reflex is Yasmin demonstrating? | | |
| a | | Moro |
| b | | Babinski |
| c | | Palmar |
| d | * | Tonicneck |
| e | | Rooting |
| Which of the following philosophers insisted that the mind at birth is like a blank slate devoid of character or ideas? | | |
| a | * | Francois-Marie Arouet de Voltaire |
| b | | James Mill |
| c | | John Stuart Mill |
| d | | David Hume |
| e | | John Locke |
| On his first date with Sue, Bill walks into a party, trips coming through the doorway, and falls flat on the floor. Bill thinks that the floor must have been uneven, thus making him trip, while Sue thinks Bill is probably clumsy. Their different attributions represent: | | |
| a | | The discount in principle |
| b | * | The actor-observer bias |
| c | | Self-handicapping |
| d | | The foot-in-the-door technique |
| e | | The co variation principle |

| | | |
|--|---|--|
| The belief that differences among spoken languages cause differences in the thinking and problem-solving styles of speakers is called: | | |
| a | * | Taxonomic bias |
| b | | Whole-object bias |
| c | | The tip-of-the-tongue phenomenon |
| d | | The typicality effect |
| e | | The Sapir-Whorf hypothesis |
| Which of the following is the correct sequence of stages of prenatal development? | | |
| a | | Embryo, gestation, neonate |
| b | * | Gestation, embryo, fertilized ovum |
| c | | Embryo, fertilized ovum, fetus |
| d | | Fertilized ovum, embryo, fetus |
| e | | Fetus, embryo, fertilized ovum |
| Participants in a social psychological experiment observe through a one-way glass as two students take an oral quiz. The situation is arranged such that both Arthur and Sheri get 15 of the 25 questions correct, but Arthur gets each of the first 5 questions correct, while Sheri gets none of the first 5 correct. Most participant observers would likely conclude that: | | |
| a | * | Arthur is a better student than Sheri |
| b | | Sheri is a better student than Arthur |
| c | | Arthur and Sheri are approximately equally able students |
| d | | The experiment does not provide any information about the ability of Arthur or Sheri |
| e | | Arthur and Sheri are confederates in the experiment |
| Which of the following is a characteristic of the authoritarian personality? | | |
| a | | Liberal religious attitude |
| b | * | Hostility toward out groups |
| c | | Challenge of rules |
| d | | A high need for cognition |
| e | | A firm but warm parental style |
| Dr. Wang is a theorist who is interested in how a given behavior increases an organism's chance of reproductive success and perpetuates the species. Dr. Wang is most likely: | | |
| a | | An evolutionary psychologist |
| b | * | A neuropsychologist |
| c | | A cognitive theorist |
| d | | A sociologist |
| e | | A learning theorist |
| In his study of schizophrenia, Dr. Perez collects data on the number of new cases of this diagnosis in the United States in the past year. This statistic is known as the: | | |
| a | * | Prevalence |
| b | | Incidence |
| c | | Base rate |
| d | | Correlation |
| e | | Sample |
| A security screener in an airport checks by hand everything that seems suspicious. It is critical that she never let any potentially dangerous item through her security checkpoint. In terms of signal detection theory, this screener is likely to make: | | |
| a | | A large number of misses and a small number of hits |
| b | | A large number of hits and a large number of false alarms |
| c | * | A large number of misses and a large number of false alarms |
| d | | A small number of hits and a small number of false alarms |
| e | | A large number of correct rejections and a large number of false alarms |
| Melvin has a set of Von Frey hairs of different diameters. He starts by pressing a thin hair against a participant's toe and continues with increasingly thicker hairs until the participant feels pressure. Melvin then | | |

| | | |
|---|---|----------------------------|
| starts with a thick hair and uses increasingly thinner hairs until the participant does not feel pressure. Melvin is using the method of: | | |
| a | | Limits |
| b | * | Adjustment |
| c | | Constant stimuli |
| d | | Magnitude estimation |
| e | | Loci |
| Long-term potentiation is widely assumed to be the physiological mechanism of: | | |
| a | * | Attention |
| b | | Learning |
| c | | Epilepsy |
| d | | Emotion |
| e | | Sexuality |
| We process information relevant to the self more efficiently than we process other types of information. This phenomenon is called the: | | |
| a | | Perseverance effect |
| b | | Self-reference effect |
| c | | Slime effect |
| d | | Halo effect |
| e | * | Mood-congruence effect |
| Among the theories of language development, one can single out the theory: | | |
| a | | Recapitulation |
| b | | Convergence of two factors |
| c | * | Relativistic |
| d | | Functional systems |
| e | | Social interaction |
| The main attention is paid to the role of imitation in the process of forming a speech in theory: | | |
| a | * | Learning |
| b | | Constructivist |
| c | | Relativistic |
| d | | Pre-form |
| e | | Social interaction |
| The basic structures of human languages are innate according to theory: | | |
| a | | Learning |
| b | | Constructivist |
| c | | Relativistic |
| d | * | Pre-form |
| e | | Social interaction |
| Each culture has its own linguistic system, peculiar to this culture, according to the proponents of the theory: | | |
| a | | Learning |
| b | | Constructivist |
| c | * | Relativistic |
| d | | Pre-form |
| e | | Social interaction |
| Constructivists believe that speech does not develop in the same way as: | | |
| a | | Perception |
| b | | Memory |
| c | | Thinking |
| d | * | Emotion |
| e | | Sensation |
| Languages differ mainly in their surface structure in accordance with the theory: | | |
| a | | Learning |

| | | |
|---|---|---|
| b | | Constructivist |
| c | * | Relativistic |
| d | | Pre-form |
| e | | Social interaction |
| Written and spoken speech is distinguished: | | |
| a | | By means of communication |
| b | | On how to communicate |
| c | * | For the function to be performed |
| d | | By the terms of communication |
| e | | In terms of communication |
| Each language is only a characteristic of the given culture of one model of communication, one for all people, according to the theory: | | |
| a | | Learning |
| b | | Constructivist |
| c | * | Relativistic |
| d | | Pre-form |
| e | | Social interaction |
| Communication as an aspect of joint activity and as an independent phenomenon, distinct from activity, was considered by: | | |
| a | | A.A. Bodalev |
| b | | M.S. Kagan |
| c | * | M.I. Lisin |
| d | | L.P. Buyeva |
| e | | S.D. Smirnov |
| The problems of social perception were studied by: | | |
| a | | V.N. Myasishchev, B.G. Ananiev |
| b | * | A.A. Bodalev, V.A. Labunskaya |
| c | | S.D. Smirnov, G.A. Berulava |
| d | | L.M. Mitin, A.K. Markov |
| e | | L.P. Bueva, M.I. Lisin |
| According to A.N. Leontyev, communication and activities are correlated as: | | |
| a | * | Gender |
| b | | The ruled |
| c | | Independent phenomena |
| d | | Functional relations |
| e | | Part-whole |
| According to B.F. Lomov, communication and activities are correlated as: | | |
| a | | A kind genus |
| b | * | Part-whole |
| c | | Independent phenomena |
| d | | Functional relations |
| e | | Ruled |
| Speech is considered as one of the most important conditions for the formation of mental phenomena in theory: | | |
| a | * | Step-by-step formation of mental actions and concepts by P.Ya. Halperin |
| b | | Communicative acts |
| c | | Implicit theory of personality |
| d | | Social learning |
| e | | Social interaction |
| The human sub modalities are most taken into account in the approach to communication: | | |
| a | | Socio-psychological |
| b | * | Neurolinguistic |
| c | | Psycholinguistic |

| | | |
|---|---|--|
| d | | Psychoedagogical |
| e | | Psycho-physiological |
| Communicative, interactive and perceptual aspects of communication are considered in the approach to communication: | | |
| a | | Pathopsychological |
| b | * | Socio-psychological |
| c | | With neurolinguistic |
| d | | Psychophysiological |
| e | | Neurophysiological |
| Mutual orientation and coordination of actions in the organization of joint training activity corresponds to the purpose of communication: | | |
| a | | Information |
| b | * | Coordination |
| c | | Emotive |
| d | | Incentive |
| e | | Scientific |
| The function of communication facilitation is highlighted by: | | |
| a | | A.B. Orlov |
| b | | A.K. Markova |
| c | | A. Maslow |
| d | * | K. Rogers |
| e | | B.F. Lomov |
| Communication within a meaningful topic, one-time or multiple-use communication is defined as: | | |
| a | | Micro-level of communication |
| b | * | Meso-level of communication |
| c | | Macro-level of communication |
| d | | Meta-level of communication |
| e | | Mega-level of communication |
| Private and non-systematized awareness of the phenomena of communication characterized such a level of communicative skills as: | | |
| a | | Intuitive |
| b | * | Worldly |
| c | | Conscious |
| d | | Scientific |
| e | | Practical |
| Understanding the emotional state of another person refers to the skills: | | |
| a | | Of interpersonal communication |
| b | * | Perception and understanding of each other |
| c | | Interpersonal interaction |
| d | | Group interaction |
| e | | Group communication |
| The interests and inclinations of a person are indicators of the plan for education: | | |
| a | | Communicative |
| b | * | Individual-personal |
| c | | General socio-psychological |
| d | | Moral |
| e | | Political |
| One of the basic mechanisms of interpersonal perception in communication, characterized by the understanding and interpretation of another person by identifying oneself with him/her, is interpreted as: | | |
| a | | Socio-psychological reflection |
| b | | Stereotyping |
| c | | Empathy |

| | | |
|---|---|---|
| d | * | Identification |
| e | | Frustration |
| Gestures, facial expressions and pantomime are means of communication: | | |
| a | * | Optical-kinetic |
| b | | Paralinguistic |
| c | | Extralinguistic |
| d | | Spatial |
| e | | Temporary |
| Pronunciation, timbre, height and loudness of the voice refer to the means of communication: | | |
| a | | Optico-kinetic |
| b | * | Paralinguistic |
| c | | Extralinguistic |
| d | | Spatial |
| e | | Temporary |
| The tendency to preserve the once created notion of another person is the essence of the effect: | | |
| a | | Halo |
| b | | Sequences |
| c | * | Inertia |
| d | | Stereotyping |
| e | | Novelties |
| In that, having seen in a person some main (in our opinion) quality, we are inclined to see another person and other properties that are in harmony with this quality, the effect is: | | |
| a | | Primary |
| b | * | Halo |
| c | | Pygmalion |
| d | | Social facilitation |
| e | | Novelties |
| The wrong attitude in the process of communication to each other refers to the barriers of communication: | | |
| a | | Physical |
| b | | Socio-psychological |
| c | * | Incorrect installation of consciousness |
| d | | Organizational |
| e | | Psychological |
| Another person is regarded as an equal partner in communication as a colleague in the joint search for knowledge in the style of activity: | | |
| a | * | Democratic |
| b | | Authoritarian |
| c | | Liberal |
| d | | Permissive |
| e | | Organizational |
| Communication by phone is: | | |
| a | | Direct verbal |
| b | | Direct nonverbal |
| c | * | Mediated verbal |
| d | | Mediated by non-verbal |
| e | | Formal communication |
| Expressive movements of the face: a smile, a sorrowful look, frown or raised eyebrows, etc., are: | | |
| a | | Pantomime |
| b | * | Facial expressions |
| c | | Mood |
| d | | Vocal facial expressions |
| e | | Gestures |

| | | |
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| In the process of communication, a person: | | |
| a | | Changes him/herself |
| b | | Changes the interlocutor |
| c | * | All members of the conversation change |
| d | | All answers are incorrect |
| e | | All answers are correct |
| What function characterizes communication as a social mechanism of control and transmission of information necessary for the execution of an action: | | |
| a | * | Instrumental |
| b | | Integrative |
| c | | Translational |
| d | | Function of self-expression |
| e | | Interactive function |
| A function that reveals communication as a means of uniting people is: | | |
| a | | Tool function |
| b | * | Integrative function |
| c | | Translation function |
| d | | Function of self-expression |
| e | | Interactive function |
| The component of communication, the essence of which is the exchange of actions, that is, the organization of interpersonal interaction, allowing communicants to realize for them some general activity: | | |
| a | | Communicative |
| b | | Perceptual |
| c | * | Interactive |
| d | | No correct answer |
| e | | All answers are correct |
| Communication necessary for the maintenance, preservation and development of the organism, connected with the satisfaction of the basic organic needs, is: | | |
| a | * | Biological communication |
| b | | Social communication |
| c | | Interpersonal communication |
| d | | Mass communication |
| e | | Formal communication |
| Communication, which is carried out with the help of natural organs given to a living being by nature: hands, head, body, voice, etc., is: | | |
| a | | Direct communication |
| b | | Indirect communication |
| c | * | Direct |
| d | | Mediated |
| e | | Formal communication |
| Communication, which is concentrated mainly around psychological problems of an internal character, those interests and needs that deeply and intimately affect a person's personality, are: | | |
| a | | Business communication |
| b | * | Personal communication |
| c | | Targeted communication |
| d | | Instrumental communication |
| e | | Formal communication |
| The content of communication, represented as the exchange of products and objects of activity, is called: | | |
| a | * | Material |
| b | | Cognitive |
| c | | Active |
| d | | Standard |

| | | |
|--|---|---|
| e | | Formal |
| The content of communication, represented as the exchange of actions, operations, is called: | | |
| a | * | Active |
| b | | Tangible |
| c | | Motivational |
| d | | Standard |
| e | | Formal |
| The content of communication, represented as the exchange of motivations, goals, interests, motives, needs, is called: | | |
| a | * | Motivational |
| b | | Cognitive |
| c | | Conditional |
| d | | Material |
| e | | Formal |
| An authoritative, non-veiled, directive form of response to a communication partner in order to achieve control over his / her behavior and internal attitudes, coercion to certain actions or decisions is: | | |
| a | * | Imperative |
| b | | Manipulation |
| c | | Dialogue |
| d | | Communication |
| e | | Conversation |
| The type of communication that allows you to move from an egocentric, fixed to yourself setup to the installation of an interlocutor, the real partner in communication, is: | | |
| a | | Imperative |
| b | | Manipulation |
| c | * | Dialogue |
| d | | Conversation |
| e | | Communication |
| Obstacles, barriers to communication, which contribute to reducing the results of communication and are associated with emotions, are: | | |
| a | * | Emotional barriers |
| b | | Communication barriers |
| c | | Substitution-distorting barriers |
| d | | All answers are correct |
| e | | No correct answer |
| Which of the above factors affect the communication process: | | |
| a | | Personality of the communicator |
| b | | Group characteristics of participants |
| c | | Spatio-temporal characteristics of the situation |
| d | * | All answers are correct |
| e | | No correct answer |
| Intonation and loudness - refer to ... means of generation: | | |
| a | * | Verbal |
| b | | Non-verbal |
| c | | Direct |
| d | | Mediated |
| e | | Formal |
| Empathy includes: | | |
| a | | Sympathy - the unity of emotional states of people |
| b | | Understanding of the feelings and emotions of another |
| c | | A positive attitude towards another person |
| d | * | All answers are correct |

| | | |
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| e | | No correct answer |
| Groups on which people are guided in evaluating their actions, choosing a strategy of behavior are called: | | |
| a | | Formal |
| b | | Informal |
| c | * | Reference |
| d | | Non-referential |
| e | | No correct answer |
| The experience of satisfaction from a real or mental contact with another person is: | | |
| a | | Attraction |
| b | * | Sympathy |
| c | | Affection |
| d | | Attractiveness |
| e | | Empathy |
| The specific form of human interaction with other people as members of society is: | | |
| a | * | Communication |
| b | | Speech |
| c | | Facial expressions |
| d | | Gestures |
| e | | No correct answer |
| Communication using gestures is: | | |
| a | | Direct verbal |
| b | * | Direct nonverbal |
| c | | Mediated verbal |
| d | | Mediated by non-verbal |
| e | | Business |
| Communication through letters is: | | |
| a | | Direct verbal |
| b | | Direct nonverbal |
| c | | Mediated verbal |
| d | * | Mediated nonverbal |
| e | | Business |
| Expressing emotions in intonation and voice timbre is: | | |
| a | | Pantomime |
| b | | Facial expressions |
| c | | Emotions |
| d | * | Vocal mimicry |
| e | | Gestures |
| Relationships that arise between people in the process of their formation, joint practical and spiritual activity, are defined as: | | |
| a | | Personal relationship |
| b | * | Social relations |
| c | | Group relations |
| d | | Civil relations |
| e | | Business relations |
| The function that acts as a function of the transmission of specific modes of activity, evaluations, etc., is: | | |
| a | | Tool |
| b | | Integrative |
| c | * | Translational |
| d | | Function of self-expression |
| e | | Perceptual |
| Communication, which means natural contact "face to face" with the help of verbal and non-verbal means (gestures, facial expressions, pantomime), when information is personally transmitted by one of its participants | | |

| | | |
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| to another, is: | | |
| a | * | Direct |
| b | | Indirect |
| c | | Direct |
| d | | Mediated |
| e | | Target |
| Obstacles, barriers to communication, which contribute to a decrease in the results of communication, are: | | |
| a | | Communication difficulty |
| b | * | Communication barriers |
| c | | Interference |
| d | | Lack of understanding |
| e | | No correct answer |
| Communication, usually included as a private moment in any joint productive activity of people and serves as a means of improving the quality of this activity, is: | | |
| a | * | Business communication |
| b | | Personal communication |
| c | | Targeted communication |
| d | | Instrumental communication |
| e | | Conflict communication |
| Communication, which is not an end in itself, is not stimulated by an independent need, but pursues some other goal, besides receiving satisfaction from the very act of communication, is: | | |
| a | | Business communication |
| b | | Personal communication |
| c | | Targeted communication |
| d | * | Instrumental communication |
| e | | Conflict communication |
| The content of communication, represented as the exchange of mental and physiological states, is called: | | |
| a | | Motivational |
| b | | Cognitive |
| c | * | Conditional |
| d | | Material |
| e | | Emotional |
| A person who knows how to influence the team in a system of interpersonal relations based on feelings of sympathy or antipathy, acceptance or rejection, is: | | |
| a | * | Leader |
| b | | Supervisor |
| c | | Partner |
| d | | Authority |
| e | | No correct answer |
| Multiple, direct contacts of strangers, as well as communication mediated by various types of media, are: | | |
| a | * | Mass communication |
| b | | Interpersonal communication |
| c | | Imperative communication |
| d | | Manipulative communication |
| e | | Conflict communication |
| The types of interpersonal communication allocated in national psychology include: | | |
| a | | Direct, indirect, manipulation |
| b | | Mass, imperative, dialogue |
| c | | Imperative, manipulation, dictate |
| d | * | Imperative, manipulation and dialogue |
| e | | Manipulation, dialogue |
| The latent psychological impact with the use of the emotions (feelings) of the partner in communication, for the | | |

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| purpose of obtaining benefits, is: | | |
| a | | Imperative |
| b | * | Manipulation |
| c | | Dialogue |
| d | | Communication |
| e | | Decoding |
| Communicative interference can be: | | |
| a | | Mechanical interruption of information |
| b | | Ambiguity of transmitted information |
| c | * | Uncertainty of transmitted information and mechanical information interruption |
| d | | Lack of understanding |
| e | | No correct answer |
| The psychological obstacle to the adequate transfer of information between communication partners is: | | |
| a | | Conflict |
| b | * | Communication barrier |
| c | | Lack of understanding |
| d | | Decoding |
| e | | Manipulation |
| In the process of communication, oral information is perceived with precision: | | |
| a | | 10% |
| b | | 40% |
| c | * | 50% |
| d | | 90% |
| e | | 100% |
| Social stereotypes: | | |
| a | | Positively affect social perception and interaction |
| b | | Negatively affect social interaction |
| c | * | Have both positive and negative effects |
| d | | Are peculiar only to those people who do not know how to analyze the behavior of others |
| e | | No correct answer |
| Subject - subjective relations are: | | |
| a | | Relations of a person with other people |
| b | | A person's attitude to himself |
| c | * | The attitude of a person to other people and himself |
| d | | Relations of a person to the environment |
| e | | No correct answer |
| What is the most important for the formation of a cohesive collective: | | |
| a | | Homogeneity by sex and age |
| b | * | Value-orientation unity |
| c | | Homogeneity according to national and social grounds |
| d | | Homogeneity in terms of experience and qualifications |
| e | | All answers are correct |
| Changes of the meaning of information: | | |
| a | * | Is directly proportional to the number of links through which it passes |
| b | | Is inversely proportional to the number of links through which it passes |
| c | | Does not depend on the number of links through which it passes |
| d | | Does not occur when verbal information is transmitted |
| e | | All answers are correct |
| In the course of management communication occurs: | | |
| a | * | Its participants get an opportunity for self-realization and success |
| b | | The manager gets the opportunity for self-realization and success |
| c | | Subordinates get the opportunity for self-realization and success |

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| d | | No correct answer |
| e | | All answers are correct |
| The structure of the team, arising on the basis of actual functions performed by each person and representing a network of established relationships between members of the team, is: | | |
| a | | Formal structure |
| b | * | Informal structure |
| c | | Optimal structure |
| d | | Social structure |
| e | | All answers are correct |
| What is the reason for forming an informal organizational structure in the team: | | |
| a | | Level of claims of members of the team |
| b | | Orientation of the members of the team |
| c | * | Social needs of team members |
| d | | Characters and temperaments of the members of the team |
| e | | All answers are correct |
| To ensure the socio-psychological compatibility of people, it is not necessary: | | |
| a | | Unity of views |
| b | | Successful combination of types of behavior of people in a group |
| c | * | Homogeneity by sex and age |
| d | | The unity of value orientations |
| e | | Unity of goals |
| The subject of labor, the technology of production, the organization of work are objects of ... communication: | | |
| a | | Personal |
| b | | Group |
| c | * | Formal |
| d | | Informal |
| e | | Business |
| What kind of communication can be mainly observed during employment, with dismissal, with delegation, with control, etc.: | | |
| a | * | Individual |
| b | | Group |
| c | | Informal |
| d | | Formal |
| e | | Business |
| Type of management communication, based on mutual interest, a certain level of understanding, consent, psychological affinity - is: | | |
| a | | Formal communication |
| b | * | Informal communication |
| c | | Individual communication |
| d | | Group communication |
| e | | Business communication |
| Communication of company employees at a friendly party is mainly: | | |
| a | | Individual formal communication |
| b | | Individual informal communication |
| c | | Group formal communication |
| d | * | Group informal communication |
| e | | No correct answer |
| Is management communication, in which only managerial tasks are being handled, effective: | | |
| a | | Yes |
| b | * | No |
| c | | Is effective for successful managers |
| d | | Is effective in formal management |

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| e | | No correct answer |
| The ability of a person to interact effectively with others is: | | |
| a | * | Socio-psychological competence |
| b | | Social status |
| c | | Value-orientation unity |
| d | | Psychological compatibility |
| e | | No correct answer |
| The type of communication that prevails at the corporate event, during the lunch break, is: | | |
| a | | Formal |
| b | * | Informal |
| c | | Business |
| d | | Individual |
| e | | Group |
| A public speech by a company director to his subordinates will be: | | |
| a | | Individual formal communication |
| b | | Individual informal communication |
| c | * | Group formal communication |
| d | | Group informal communication |
| e | | No correct answer |
| The speech of one person addressed to listeners or to himself is: | | |
| a | | Dialogue |
| b | | Monologue |
| c | * | Polylog |
| d | | Conversation |
| e | | All answers are correct |
| The speech in which more than two people take part is called: | | |
| a | | Dialogue |
| b | | Monologue |
| c | * | Polylog |
| d | | Conversation |
| e | | All answers are correct all answers are correct |
| The function of speech, through which information and messages are transmitted, is: | | |
| a | * | Information function |
| b | | Stimulus function |
| c | | Emotionally expressive function |
| d | | Generalization function |
| e | | Communicative function |
| The function of speech, which consists in the fact that speech acts as a means of expressing thoughts, of their formation and development, is: | | |
| a | | Significative or semantic |
| b | | Stimulus function |
| c | * | Emotionally expressive function |
| d | | Generalization function |
| e | | Communicative function |
| Speech addressed to the absent reader, who does not see or hear the writer, will read the writing only after a while, is: | | |
| a | * | Oral speech |
| b | | Written language |
| c | | Monologue |
| d | | Polylog |
| e | | Inner speech |
| The kind of speech that, as a rule, does not make great demands on the construction of a coherent and detailed | | |

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| statement, does not require preliminary preparation, is: | | |
| a | | Written speech |
| b | | Oral speech |
| c | * | Monologic speech |
| d | | Dialogical speech |
| e | | Inner speech |
| A speech in which two persons take part is called: | | |
| a | * | Dialog |
| b | | Monologue |
| c | | Polylog |
| d | | Conversation |
| e | | All answers are correct |
| The function of speech, which consists in the process of communication between people, is: | | |
| a | | Significative function |
| b | | Generalization function |
| c | * | Semantic function |
| d | | Communicative function |
| e | | Incentive function |
| The function of speech, aimed at inducing the partner to certain actions, actions, and also to evoke in him certain thoughts, feelings, desires, is: | | |
| a | | Information function |
| b | | Stimulus function |
| c | * | Emotionally expressive function |
| d | | Generalization function |
| e | | Significative or semantic |
| The function of speech, allowing it to act as a means of analysis, synthesis, comparison and generalization of objects and phenomena of reality, is: | | |
| a | * | Significative or semantic |
| b | | Stimulus function |
| c | | Emotionally expressive function |
| d | | Generalization function |
| e | | Information function |
| Speech, which serves to communicate, is accessible to perception through the auditory or visual channels of other people, is: | | |
| a | * | Internal and external speech |
| b | | Inner speech |
| c | | External speech |
| d | | Monologic speech |
| e | | Dialogical speech |
| The type of oral speech, which has a detailed character, requires a related presentation of thoughts, preliminary preparation and planning, is: | | |
| a | | Monologue |
| b | * | Dialogue |
| c | | Polylog |
| d | | Conversation |
| e | | No correct answer |
| Tears and laughter are: | | |
| a | | Optical-kinetic system of signs |
| b | | Paralinguistic system of signs |
| c | * | Extralinguistic sign system |
| d | | No correct answer |
| e | | All answers are correct |

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| The sign of a small group is: | | |
| a | | Presence of group norms |
| b | * | Direct contact |
| c | | Existence of common goals |
| d | | Presence of a leader |
| e | | All answers are correct |
| Communication should be understood as: | | |
| a | | Way of life |
| b | * | Communication process |
| c | | Spontaneous process |
| d | | Systematic process |
| e | | Organized process |
| Communication is carried out through: | | |
| a | | Speech |
| b | | Mimicry |
| c | | Gestures |
| d | * | All answers are correct |
| e | | All answers are incorrect |
| The formation of informal groups is: | | |
| a | | Way of life |
| b | | Communication process |
| c | * | Spontaneous process |
| d | | Systematic process |
| e | | Organized process |
| The reason for the generation conflict is: | | |
| a | | Age difference |
| b | * | Differences in outlook |
| c | | Income differences |
| d | | Communication |
| e | | Way of life |
| The conflict of generations is: | | |
| a | * | Household |
| b | | Social |
| c | | Professional |
| d | | Emotional |
| e | | The moral |
| The study session, during which questions are asked mainly by students, is: | | |
| a | | Discussion |
| b | | Survey |
| c | | Discussion |
| d | | Dialogue |
| e | * | Consultation |
| Communication is: | | |
| a | | Interaction of people who do not have common or interchangeable interests, or needs |
| b | * | Interaction of people with common or interchangeable interests or needs |
| c | | Relation to incoming information |
| d | | The paralinguistic system of signs |
| e | | Dialogue |
| Communication styles are: | | |
| a | * | Ritual |
| b | | Conflict |
| c | | Ironic |

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| d | | Emotional |
| e | | Cognitive |
| From how many actions is the structure of the act of communication organized: | | |
| a | * | 12 |
| b | | 13 |
| c | | 15 |
| d | | 14 |
| e | | 16 |
| Content of communication is: | | |
| a | | Transfer of information from person to person |
| b | | Perception of each other by partners |
| c | | Orientation in a communicative situation |
| d | | Mutuality of partners in communicating each other |
| e | * | Interaction of partners with each other |
| Communication functions: | | |
| a | | Tool |
| b | * | Intragrative |
| c | | Business |
| d | | Translational |
| e | | Emotional |
| Types of communication: | | |
| a | | Formal |
| b | | Business |
| c | | Spiritual |
| d | | Secular |
| e | * | All answers are correct |
| The structure of business communication consists of: | | |
| a | | Communicative side |
| b | | Interactive side |
| c | | Perceptive side |
| d | * | Subjective side |
| e | | Objective side |
| The style of communication is: | | |
| a | * | Individual psychological features of interaction between people |
| b | | Individual-typological features between people |
| c | | Individual-subjective features between people |
| d | | Individual-objective features between people |
| e | | All answers are correct |
| The communication mechanism includes: | | |
| a | | Memory |
| b | | Suggestion |
| c | * | Belief |
| d | | Emotions |
| e | | Copying |
| Barriers of perception in communication are: | | |
| a | | Emotional barrier |
| b | * | Age barrier |
| c | | State of health |
| d | | Incompetence |
| e | | Distance |
| Non-verbal means of communication are: | | |
| a | | Interactive side of communication |

| | | |
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| b | * | Perceptual side of communication |
| c | | Communicative side of communication |
| d | | Emotional side of communication |
| e | | Cognitive side of communication |
| Nonverbal behavior is: | | |
| a | | Open socio-psychological and individual psychological characteristics of the individual |
| b | * | Socially-psychological and individual psychological characteristics of personality hidden for the direct observer |
| c | | Open socio-psychological characteristics of personality |
| d | | Individual psychological characteristics of the individual |
| e | | All answers are correct |
| Nonverbal means of communication: | | |
| a | * | Kinesics |
| b | | Distance |
| c | | Neglect |
| d | | Praxes |
| e | | Handshake |
| The interpretation of "looking aside" means: | | |
| a | | Fear |
| b | | Did not understand, repeat |
| c | * | Disregard |
| d | | Want to dominate |
| e | | Desire to talk |
| Gestures and protection poses: | | |
| a | | Tingling of the nose |
| b | | Ting the ear |
| c | * | Arms crossed on the chest |
| d | | Gripping fingers into a fist |
| e | | Lip biting |
| Prosodic is: | | |
| a | | Dynamic touch in the form of a handshake, patting, kissing |
| b | * | The name of such rhythmic intonational aspects of speech as height, volume of the voice tone, timbre of the voice, stress strength |
| c | | Visually perceived movements of another person, performed expressive-regulatory function |
| d | | Desire to talk |
| e | | Neglect |
| Interpretation of the dominant handshake: | | |
| a | | Hand from below, palm upwards |
| b | | The partners' hands in the same position |
| c | * | Hand on top, palm down |
| d | | All answers are correct |
| e | | All answers are incorrect |
| One of the first scientists who studied the spatial structure of communication: | | |
| a | | A.R. Expline |
| b | | L. Vinteres |
| c | | E. Hall |
| d | | A. Sheflein |
| e | * | E. Krechmer |
| The social distance of communication varies at a distance from: | | |
| a | * | 45-120 cm. |
| b | | 400-750 cm. |
| c | | 120-400 cm. |

| | | |
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| d | | All answers are correct |
| e | | All answers are incorrect |
| Nonverbal behavior of a person: | | |
| a | | Creates an image of the referee in communication |
| b | * | Expresses the relationship of partners in communication |
| c | | Is an indicator of the actual mental states of the personality |
| d | | Acts in the role of clarification, changes in the understanding of verbal communication, strengthens the emotional saturation of what has been said |
| e | | Acts as an indicator of status relations |
| Verbal means of communication include: | | |
| a | * | Words |
| b | | Poses |
| c | | Gestures |
| d | | Facial expressions |
| e | | Movements |
| The amount of loss of information is determined by: | | |
| a | | General imperfection of human speech |
| b | * | Inability to fully and accurately translate thoughts into verbal forms |
| c | | Presence or lack of trust in the interlocutor |
| d | | Emotions |
| e | | Coincidence or inconsistency of the vocabulary, etc. |
| Final perception of information: | | |
| a | * | 80% |
| b | | 70% |
| c | | 30-40% |
| d | | 10-20% |
| e | | 10% |
| Oratory requires: | | |
| a | | The ability to formulate your thoughts accurately |
| b | | Communicate them |
| c | * | To orient oneself in society to the reaction of the interlocutor |
| d | | Dialogue |
| e | | Monologue |
| Speech in business communication is directed to: | | |
| a | * | Convince the interlocutor in his point of view and to persuade him to cooperate |
| b | | Let the interlocutor understand that his point of view is not relevant in this case |
| c | | Make them available to the interlocutor |
| d | | Orient in society on the reaction of the interlocutor |
| e | | Accurately formulate your thoughts |
| Persuasiveness is determined by: | | |
| a | * | Psychological factors |
| b | | The very atmosphere of the conversation, which can be favorable and inappropriate |
| c | | Benevolent or spiteful |
| d | | Culture of words |
| e | | The ability to accurately formulate your thoughts |
| What is the structure of the speech structure: | | |
| a | | Lexicon |
| b | | Accurate transmission of thought by word |
| c | | Vernacular |
| d | | Purity of speech |
| e | * | Correct pronunciation of words |
| Types of hearing: | | |

| | | |
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| a | | Nonreflective passive |
| b | * | Reflexive active |
| c | | Productive |
| d | | Translational |
| e | | Emotional |
| Components of the language: | | |
| a | | Literary language |
| b | | Jargon |
| c | * | Vocabulary |
| d | | Normative vocabulary |
| e | | Slang |
| The main stages of a business conversation: | | |
| a | * | Conversation planning |
| b | | Informing partners |
| c | | Notification of partners |
| d | | Making decisions |
| e | | End the conversation |
| Tasks solved at the initial stage of the conversation: | | |
| a | * | Contact with the interlocutor |
| b | | Creating a favorable atmosphere for conversation |
| c | | Attraction of attention to the purpose and topic of conversation |
| d | | Awakening of interest of the interlocutor |
| e | | End the conversation |
| Principles of business conversation: | | |
| a | | Rationality |
| b | * | Awakening of interest of the interlocutor |
| c | | Understanding |
| d | | Attention |
| e | | Contact with the interlocutor |
| Communicative skills in business conversation include: | | |
| a | * | Active listening |
| b | | Passive hearing |
| c | | Formulating |
| d | | Statement of a question |
| e | | Hearing |
| The basis of internal dialogue is: | | |
| a | | Active listening |
| b | | Passive hearing |
| c | | Formulating |
| d | * | Statement of a question |
| e | | Formulation of the problem |
| The basis of internal dialogue is: | | |
| a | | Answer |
| b | * | Discussion |
| c | | Question |
| d | | Speculation |
| e | | Attention |
| Issues of external dialogue are: | | |
| a | | Information |
| b | | Mirrored |
| c | | Relay |
| d | * | Rhetorical |

| | | |
|---|---|---|
| e | | Correct |
| What contacts should be established with the audience during the public speeches: | | |
| a | * | Personal |
| b | | Information |
| c | | Reasoned |
| d | | Cognitive |
| e | | Classroom |
| What is argumentation: | | |
| a | | A way to convince someone through meaningful logical arguments |
| b | | A way of perceiving meaningful logical arguments |
| c | | An opportunity to bring to the interlocutor significant logical arguments |
| d | * | An ability to convey meaningful logical arguments to the interlocutor |
| e | | A way of communication |
| What are the correct ways to start a conversation: | | |
| a | | Method of stress relieving |
| b | | Method of engagement |
| c | * | Method of rhetorical questions |
| d | | Method of open questions |
| e | | Method of adaptation |
| Choose the correct behavior in the conflict situation: | | |
| a | | Fixture |
| b | * | Compromise |
| c | | Cooperation |
| d | | Release of voltage |
| e | | Escape |
| How can you influence a partner during negotiations: | | |
| a | | Not sit down against each other, and use the angular arrangement |
| b | | Do not use the angular arrangement, but sit opposite each other |
| c | * | Copy the gestures of the interlocutor and take a pose of imitation |
| d | | Use a way to attract the attention of the interlocutor |
| e | | All answers are correct |
| Basic principles of competent telephone communication: | | |
| a | | Positive emotions |
| b | | Good mood of the interlocutor |
| c | | Lingo |
| d | * | The clarity and correctness of the pronunciation of words |
| e | | Obscene communication |
| The most common errors in telephone communication: | | |
| a | | Goal is not specified |
| b | | Wrong time is selected for conversation |
| c | * | Excessive emotional saturation |
| d | | Length of telephone conversations |
| e | | Use of gestures |
| The most common form of communication in business correspondence: | | |
| a | | Comrade |
| b | * | Dear |
| c | | Citizen |
| d | | Beloved |
| e | | Friend |
| What can be the methods of the teacher aimed at organizing order and discipline in the classroom: | | |
| a | * | Belief |
| b | | Requirement |

| | | |
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| c | | View |
| d | | Query |
| e | | Suggestion |
| What elements does the structure of communication include: | | |
| a | | Communicative |
| b | | Interactive |
| c | | Perceptual |
| d | * | Answers a, b, c |
| e | | All answers are incorrect |
| What is the most important means of human communication: | | |
| a | | Signs |
| b | * | Language |
| c | | Gestures |
| d | | Facial expressions |
| e | | Movement |
| Type of communication: | | |
| a | * | Verbal |
| b | | Rational |
| c | | Trustworthy |
| d | | Emotional |
| e | | Indirect |
| What is the main mechanism in human cognition: | | |
| a | | Identification |
| b | * | Empathy |
| c | | Introversion |
| d | | Inversion |
| e | | Metonymy |
| Ways to influence partners on each other: | | |
| a | | Inversion |
| b | * | Suggestion |
| c | | Conviction |
| d | | Empathy |
| e | | Metonymy |
| What are the types of counter-suggestion that stand in the way of communication: | | |
| a | | Avoidance |
| b | | Credibility |
| c | * | Belief |
| d | | Lack of understanding |
| e | | Halo effect |
| What elements of non-verbal communication can be distinguished: | | |
| a | * | Postures, gestures, facial expressions |
| b | | Paralinguistics |
| c | | Handshake |
| d | | Voice timbre |
| e | | Empathy |
| What includes paralinguistics or prosody: | | |
| a | | Features of pronunciation |
| b | * | Voice timbre |
| c | | Postures, gestures, facial expressions |
| d | | Words |
| e | | Pauses between words |
| What can nonverbal communication mean: | | |

| | | |
|--|---|---|
| a | | Indicate the interlocutor on especially important moments of the message |
| b | | Indicate the attitude towards the interlocutor |
| c | * | Give an opportunity to judge a person, about his condition at the moment, about his psychological qualities |
| d | | On the nature of the human nervous system |
| e | | On the nature of speech |
| What systems of special characters-symbols are worked out by people in the framework of non-verbal communication: | | |
| a | | Traffic signs |
| b | * | Uniform |
| c | | Attention signs |
| d | | Sound speech |
| e | | Awards |
| The ability of a postsynaptic neuron to respond to the presence of a particular neurotransmitter that is released from a neighboring presynaptic neuron is dependent on which of the following conditions? | | |
| a | | The storage of the neurotransmitter in the presynaptic neuron |
| b | | The ability of the neurotransmitter to penetrate the membrane of the postsynaptic neuron |
| c | * | The presence of receptors on the postsynaptic neuron that have an affinity for that particular neurotransmitter |
| d | | Whether or not the neurotransmitter is excitatory or inhibitory |
| e | | Whether or not the postsynaptic neuron has an axon that is myelinated |
| Critics have argued that projective tests are too: | | |
| a | | Brief |
| b | | Concrete |
| c | | Quantitative |
| d | | Objective |
| e | * | Subjective |
| Organizing the string of letters B-F-J-T-A-V-K-C into JFK-TV-CAB is an example of: | | |
| a | | Simplifying |
| b | | Clustering |
| c | | Seriating |
| d | * | Chunking |
| e | | Paraphrasing |
| When persuasive communications follow the peripheral route, they focus on which of the following? | | |
| a | | Beliefs |
| b | | Facts |
| c | | Values |
| d | * | Emotions |
| e | | Cognitions |
| Consider the sentence "The dishwasher is running." Which of the following is true? | | |
| a | | It can have more than one surface structure |
| b | * | It can have more than one deep structure |
| c | | It is grammatically incorrect |
| d | | It can have more than one syntax |
| e | | It violates the rules of bottom-up processing |
| Patients with bilateral damage to the hippocampal formation are tested on motor learning tasks such as the Tower of Hanoi. Studies show that the patients improve their performance with repeated exposures. When asked whether they have ever seen the task, even after numerous test sessions with it, they typically report not having seen it before. Such results have led to which of the following conclusions? | | |
| a | * | Patients with hippocampal injury suffer from confabulation similar to Korsakoff's patients |
| b | | The inability to remember the Tower of Hanoi reflects a fundamental lesion-induced inability to name objects |

| | | |
|---|---|---|
| c | | Although procedural memory may not rely on normal hippocampal functioning, declarative memory does |
| d | | Hippocampal injury enhances the acquisition of tasks relying on motor learning |
| e | | Whereas procedural memory is severely impaired after hippocampal injury, reference memory is intact |
| Which of the following is chemically similar to opiates, has the ability to reduce pain, and is blocked by the action of naloxone? | | |
| a | | Norepinephrine |
| b | | Acetylcholine |
| c | * | Serotonin |
| d | | Endorphin |
| e | | Dopamine |
| When stress is prolonged, the most likely result is: | | |
| a | | Generalized weakening of the immune system |
| b | | Damage to brain areas within the Pons and medulla |
| c | | An increase in the level of naturally produced endorphins |
| d | * | Intensification of the effects of natural killer cells |
| e | | An increase in the number of T-cells |
| The bradykinesia, cogwheel rigidity, and tremors that characterize Parkinson's disease are a result of the degeneration of dopaminergic cells in the: | | |
| a | * | Association cortex |
| b | | Cerebellum |
| c | | Hippocampus |
| d | | Reticular formation |
| e | | Substantia nigra |
| Which of the following best characterizes an infant's object concept at six months of age? | | |
| a | | The infant's visual system is too immature to enable focusing on an object in the visual field |
| b | | The infant is unable to track moving objects in the visual field |
| c | | The infant is not surprised when two objects are seen to occupy the same space at the same time |
| d | | The infant's understanding of object mechanics is as sophisticated as the adult's understanding |
| e | * | The infant understands objects to be solid bounded entities that take up space and move on continuous paths |
| A 40-item vocabulary test was administered to a group of students. A second, similar test of vocabulary terms was administered to this same group of students approximately one week later. The researcher reported that the correlation between these two tests was $r = .90$. What type of reliability is represented in this example? | | |
| a | | Test-retest |
| b | | Internal consistency |
| c | | Alternate forms |
| d | | Split-half |
| e | * | Inter-rater |
| The researcher concludes from her study that jazz music positively changes men's moods and operatic music positively changes women's moods. Which of the following invalidates that conclusion? | | |
| a | | The participants were college students who were not music majors |
| b | | Only one scale was used to measure mood |
| c | * | Men and women were randomly assigned to groups |
| d | | Previous studies have shown that men are less emotional than women |
| e | | Men's and women's moods were not measured before exposure to the two types of music |
| The preference for a loosely knit social framework in which individuals are responsible only for the care of their children and themselves is known as: | | |
| a | | Collectivism |
| b | * | Individualism |
| c | | Ethnocentrism |
| d | | Egocentrism |

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| e | | Interactionism |
| Over many trials a puff of air aimed at JoAnne's eyes is paired with a loud noise and a subtle smell. Afterward, it is very likely that JoAnne's conditioned eye blink will be under the control of the loud noise and not the subtle smell. This phenomenon is an example of: | | |
| a | * | Overshadowing |
| b | | Conditioned suppression |
| c | | Generalization |
| d | | Counter conditioning |
| e | | Reinstatement |
| The idea that people cope with stress by moving toward people, away from people, or against people is most consistent with the views of: | | |
| a | | Aaron Beck |
| b | | Carl Rogers |
| c | * | Karen Horney |
| d | | Erik Erikson |
| e | | Erich Fromm |
| Which of the following is the best example of the categorical perception of human speech? | | |
| a | | Listeners are able to categorize speech samples in terms of the gender of the speaker |
| b | | Listeners are able to categorize a stream of words into a series of distinct words, because they can identify the brief pauses that appear between words |
| c | * | When a sound is presented that is intermediate between the phonemes /b/ and /p/, listeners report that they heard either a distinct /b/ or a distinct /p/ |
| d | | During speech perception, listeners automatically place phonemes into one of two categories, vowels or consonants |
| e | | After hearing a sentence, people process each word and make decisions about the word's function within that sentence |
| Alexander Thomas and Stella Chess described three categories of infants: easy, difficult, and slow to warm up. These are categories of: | | |
| a | | Play |
| b | | Emotions |
| c | | Toilet training |
| d | * | Temperament |
| e | | Smiles |
| Which of the following types of cognitive abilities is least likely to show a decline in late life? | | |
| a | | Working memory |
| b | | Processing speed |
| c | | Fluid intelligence |
| d | * | Semantic memory |
| e | | Episodic memory |
| Charles Scott Sherrington proposed that rapid stimulation of a specific synapse is likely to produce a cumulative effect in the postsynaptic cell because of: | | |
| a | | Spatial summation |
| b | * | Temporal summation |
| c | | Saltatory conduction |
| d | | Neuromodulation |
| e | | Spreading depression |
| Which of the following is an atypical developmental pattern characterized by stereotyped motor responses and poor communication skills? | | |
| a | | Tardive dyskinesia |
| b | * | Autism spectrum disorder |
| c | | Down syndrome |
| d | | Williams syndrome |

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| e | | Attention-deficit/hyperactivity disorder |
| The sharing of information about oneself is referred to as: | | |
| a | | Social exchange |
| b | | Experience sampling |
| c | | Communal sharing |
| d | * | Self-disclosure |
| e | | Authority ranking |
| Research on children's social behavior shows that relative to young adolescent boys, young adolescent girls exhibit more of which type of aggression? | | |
| a | | Hostile |
| b | | Instrumental |
| c | | Physical |
| d | * | Relational |
| e | | Displaced |
| "I runned to the car" is an example of: | | |
| a | | Telegraphic speech |
| b | | Fast mapping |
| c | * | Over regularization |
| d | | Overextension |
| e | | Holophrasing |
| The visual pathway that tells us what we are looking at is called the: | | |
| a | | Corticospinal tract |
| b | | Solitary tract |
| c | | Spinothalamic tract |
| d | | Dorsal stream |
| e | * | Ventral stream |
| Which theorist revised Sigmund Freud's stages of development, replacing Freud's psychosexual stages with psychosocial stages? | | |
| a | | Karen Horney |
| b | * | Erik Erikson |
| c | | Alfred Adler |
| d | | Viktor Frankl |
| e | | Abraham Maslow |
| Using a pendulum apparatus, a participant attempts to derive the physical laws that determine the rate at which a pendulum swings. The participant's approach to solving this problem is to hold a relevant factor (X) constant and to vary a second relevant factor (Y), and then to reverse this procedure by holding Y constant and varying X. According to Jean Piaget, the participant's level of cognitive functioning is most likely: | | |
| a | | Preoperational |
| b | | Concrete operational |
| c | * | Formal operational |
| d | | Sensor motor |
| e | | Conventional |
| A child has just developed the ability to lie with the intention of deceiving another person. This new ability is probably based most directly on a change in the child's: | | |
| a | * | Know ledge about mental representations |
| b | | Skill in making transitive inferences |
| c | | Formal operational thinking |
| d | | Social referencing |
| e | | Temperament |
| The standard deviation of a sample of test scores is a measure of the: | | |
| a | * | Central tendency of scores |
| b | | Variability of individual scores |

| | | |
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| c | | Concurrent validity of the test |
| d | | Line of best fit |
| e | | Normality of the distribution |
| Rapid eye movements are most closely associated with which of the following? | | |
| a | | Alpha waves |
| b | * | Delta waves |
| c | | Dreaming |
| d | | Apnea |
| e | | Stage II sleep |
| An investigator interested in the development of children's attitudes toward the police assessed and compared the attitudes of 250 eight year olds, 240 twelve year olds, and 245 sixteen year olds. She matched the three groups with regard to gender and socioeconomic background. The investigator's research design is best characterized as which of the following? | | |
| a | | A case study |
| b | | A controlled experiment |
| c | * | Sequential |
| d | | Cross-sectional |
| e | | Longitudinal |
| If a psychological disorder has a genetic basis, one would expect to find the highest concordance rate for the illness between which of the following? | | |
| a | | Mother and child |
| b | | Father and child |
| c | * | Identical twins |
| d | | Fraternal twins |
| e | | Non twin siblings |
| According to Sigmund Freud, a child who grabs food from another child because of hunger is driven by: | | |
| a | * | The id |
| b | | The ego |
| c | | Environmental reinforces |
| d | | The superego |
| e | | Cognitive schemas |
| All of the following statements about psychodynamic theorists are correct except: | | |
| a | | Karen Horney stressed the importance of social relationships between children and their parents |
| b | | Alfred Adler claimed that childhood feelings of inferiority lead to striving for superiority |
| c | * | Carl Jung identified two components of the unconscious: the preconscious and the formal unconscious |
| d | | Erik Erikson described conflicts at different stages of development |
| e | | Sigmund Freud stressed the interaction of the id, the ego, and the superego |
| Juanita's classmates enjoy being with her because she is always sociable, easygoing, and lively. On Eysenck's basic personality dimensions, she would be classified as: | | |
| a | | Unstable introverted |
| b | * | Extroverted stable |
| c | | Passive-aggressive |
| d | | Intrinsically motivated |
| e | | Cyclothymic-dysthymic |
| Annette is looking for a psychotherapist whose clinical work is rooted in object relations theory. The best match for Annette would be a therapist who emphasizes: | | |
| a | | The use of medication |
| b | | The here and now |
| c | | Cognitive distortions |
| d | * | Early life relationships |
| e | | Counter conditioning |
| A client sleeps sixteen hours a day. According to the Diagnostic and Statistical Manual of Mental Disorders, | | |

| | |
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| Fifth Edition (DSM-5™), the client most likely has which of the following sleep disorders? | |
| a | Circadian rhythm sleep-wake |
| b | Insomnia |
| c | * Hypersomnolence |
| d | Sleep arousal |
| e | Nightmare |
| Kyle mixes his blue paint with Jamie's yellow paint. The resulting green color occurs because: | |
| a | Equal stimulation of the blue receptors and the yellow receptors in the eyes produces the sensation of green |
| b | Blue wavelengths and yellow wavelengths add together to make green wavelengths |
| c | * The blue and the yellow absorb all the other wavelengths except green |
| d | Paints involve additive rather than subtractive mixing |
| e | Blue wavelengths and yellow wavelengths subtracted wavelengths to make green |
| Suppose that the results were consistent with the hypothesis that sleeplessness does not lead to depression. Of the following, which would be the most serious criticism of the study and its conclusion? | |
| a | Although the questionnaire to measure depression was known to be valid, it may not have been reliable |
| b | The study failed to examine other factors that might also contribute to depression |
| c | The yoked-control group was unnecessary |
| d | * One week of sleep deprivation may have been inadequate to produce depression |
| e | The normal sleep-control group was unnecessary |
| Which of the following predictions is reasonable based on Baddeley and Hitch's theory of working memory? | |
| a | If two tasks using the same component are done concurrently, performance will be improved on one or both |
| b | * If two tasks using the same component are done concurrently, performance will be impaired on one or both |
| c | If two tasks that do not use the same component are done concurrently, performance will be improved on one or both |
| d | If two tasks that do not use the same component are done concurrently, performance will be impaired on one or both |
| e | If two tasks are done concurrently, whether or not they use the same component, performance will be unchanged |
| Which of the following was the first to systematically and empirically study memory by developing an innovative approach based on consonant-vowel-consonant combinations: | |
| a | * Hermann Ebbinghaus |
| b | James Mill |
| c | John B. Watson |
| d | Max Wertheimer |
| e | Christian von Ehrenfels |
| Marc recently moved to an area that experienced a large number of tornadoes, which frightened him greatly. Every time a storm containing high winds emerged, the lights in his home flickered. When the lights in his home flickered on a clear day, he became quite fearful and searched for a safe place to hide. What is the conditioned stimulus in this scenario? | |
| a | High winds |
| b | * Lights flickering |
| c | Hiding place |
| d | Storms |
| e | Fear |
| Which of the following learning theorists first demonstrated that a neutral stimulus could acquire the ability to evoke a response originally attributed to another stimulus? | |
| a | Michael Domjan |
| b | * Ivan Pavlov |
| c | Albert Bandura |
| d | B.F. Skinner |

| | | |
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| e | | E.L. Thorndike |
| Which memory store is believed to have the largest capacity? | | |
| a | | The sensory store |
| b | | The short-term store |
| c | * | The long-term store |
| d | | The phonological loop |
| E | | The visuospatial sketch pad |
| The use of polite words such as “please” and “thank you” in everyday speech is called: | | |
| a | | Morphology |
| b | | Syntax |
| c | | Semantics |
| d | * | Pragmatics |
| e | | Phonetics |
| Which of the following factors would best explain why monozygotic twins, raised together, nevertheless develop different personalities: | | |
| a | | Shared genetic material |
| b | | Non-shared genetic material |
| c | | Shared environments |
| d | * | Non-shared environments |
| e | | Shared histories |
| Which of the following visual experiences most attracts a newborn’s gaze? | | |
| a | | The color beige |
| b | | The color black |
| c | | The color white |
| d | * | A black-and-white pattern |
| e | | A beige-and-white pattern |
| Edmundo got into an argument with the grocery clerk. When he returned to his car after shopping, he discovered that he received a parking ticket. Edmundo furiously crumpled up the ticket and threw it on the ground. When his friend Terri told him to calm down, he screamed at her to mind her own business. Which of the following theories best accounts for Edmundo’s behavior? | | |
| a | * | Excitation transfer |
| b | | Social identity |
| c | | Correspondent inference |
| d | | Distraction-conflict |
| e | | Normative focus |
| Cleotha finds out that her roommate Leontyne is a better pool player than she is. However, Cleotha reminds herself that she can play poker better than Leontyne. Cleotha is engaging in which of the following? | | |
| a | | Self-verification |
| b | | Self-efficacy |
| c | * | Self-affirmation |
| d | | Self-monitoring |
| e | | Self-awareness |
| According to the theory of cognitive development proposed by Lev Vygotsky, children learn best by working: | | |
| a | | Independently |
| b | | With adults and advanced peers |
| c | * | With less advanced peers |
| d | | With visually simple objects |
| e | | With visually complex objects |
| According to Jean Piaget, young infants are in which stage of development? | | |
| a | | Proximal |
| b | | Psychosocial |
| c | | Attachment |

| | | |
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| d | * | Sensorimotor |
| e | | Preoperational |
| Which of the following predictions is the best example of context-dependent memory? | | |
| a | | Concrete words are easier to recall than abstract words |
| b | | Auditory encoding is superior to visual encoding |
| c | * | Information is better recalled when learning and testing occur in the same room |
| d | | Information is better recalled when it is deeply encoded |
| e | | In a list of words, those in bold are easier to recall |
| Fred was keenly interested in a new science fiction film and therefore was surprised when he arrived at the theater on opening night and found only a few people there. Fred's mistaken judgment of the popularity of the film illustrates: | | |
| a | | The self-serving bias |
| b | | Self-handicapping |
| c | | Pluralistic ignorance |
| d | | The actor-observer effect |
| e | * | The false consensus effect |
| According to the evolutionary principle of kin selection, people are more likely to help someone who: | | |
| a | | Is physically attractive |
| b | * | Shares their genes |
| c | | Will return the favor |
| d | | Is a potential mate |
| e | | Is of higher status |
| Manic episodes are a defining feature of which of the following disorders? | | |
| a | | Major depressive |
| b | | Autism spectrum |
| c | | Posttraumatic stress |
| d | * | Bipolar |
| e | | Schizophrenia spectrum |
| Newlyweds Layla and Keith both have normal color vision, but Layla carries a recessive gene for color deficiency. Which of the following best describes the probabilities of color deficiency in their children? | | |
| a | | Half of their daughters will be color-deficient, but none of their sons will |
| b | * | Half of their sons will be color-deficient, but none of their daughters will |
| c | | All of their sons and half of their daughters will be color-deficient |
| d | | All of their daughters and half of their sons will be color-deficient |
| e | | None of their children will be color-deficient |
| One of the most popular approaches in the field of human psychology in Russian psychology was proposed: | | |
| a | | K. Linnaeus |
| b | * | B.G. Ananiev |
| c | | I.P. Pavlov |
| d | | V.I. Vernadsky |
| e | | I.A. Stankevich |
| What basic concepts distinguish in the system of human science: | | |
| a | | Individual |
| b | | Subject of activity |
| c | * | Individual, subject of activity, personality, individuality |
| d | | Subject of activity, personality |
| e | | Individual, individuality |
| Individ - is: | | |
| a | | Man as a single natural being |
| b | | Representative of the species Homo sapiens |
| c | | A separate representative of the human community |
| d | | A social being that uses tools of labor |

| | | |
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| e | * | All the answers are correct |
| This refers to the secondary properties of the individual: | | |
| a | | Sexual dimorphism |
| b | | Constitutional features |
| c | * | Dynamics of psychophysiological functions |
| d | | Neurodynamic properties of the brain |
| e | | Functional asymmetry of the brain |
| The main feature of man as a subject that distinguishes him from other living beings is: | | |
| a | * | Consciousness |
| b | | The psyche |
| c | | Memory |
| d | | Thinking |
| e | | Emotion |
| The subject of activity is: | | |
| a | | Subject of social relations and conscious activity |
| b | | System property of the individual |
| c | | The object or phenomenon of the real world, existing independently of our consciousness, acting in the form of a goal to which human activity is directed |
| d | * | An individual as a carrier of consciousness, possessing the capacity for activity |
| e | | A set of mental, physiological and social characteristics of a particular person in terms of its uniqueness, identity and uniqueness |
| A person can be considered as: | | |
| a | | Representative of wildlife |
| b | | Biological object |
| c | | The subject of conscious activity |
| d | | A social being |
| e | * | A biosocial being endowed with consciousness and ability to work |
| Individuality is: | | |
| a | | Subject of social relations and conscious activity |
| b | | System property of the individual |
| c | | The object or phenomenon of the real world, existing independently of our consciousness, acting in the form of a goal to which human activity is directed |
| d | | An individual as a carrier of consciousness, possessing the capacity for activity |
| e | * | A set of mental, physiological and social characteristics of a particular person in terms of its uniqueness, identity and uniqueness |
| What is characteristic of everyday psychological knowledge: | | |
| a | | Knowledge is rational and conscious |
| b | * | The intuitive nature of knowledge |
| c | | Source of knowledge - experiment |
| d | | Knowledge is constantly expanding |
| e | | Knowledge is generalized |
| What is characteristic of scientific psychological knowledge: | | |
| a | | Knowledge transfer is difficult |
| b | | The intuitive nature of knowledge |
| c | * | Source of knowledge - experiment |
| d | | Knowledge is specific |
| e | | Knowledge is limited |
| The word "psychology" in translation from ancient Greek means: | | |
| a | | Soul |
| b | * | The science of the soul |
| c | | The science of perception of the world |
| d | | The science of the psyche |

| | | |
|--|---|---|
| e | | The science of consciousness |
| In scientific usage, the term "psychology" appeared for the first time in: | | |
| a | * | XVI century |
| b | | XVII century |
| c | | XIX century |
| d | | XV century |
| e | | XX century |
| Psychology is: | | |
| a | | Soul |
| b | | The science of the soul |
| c | * | The science of the psyche and mental phenomena |
| d | | The science of the psyche |
| e | | The science of consciousness |
| What are the main classes that are divided into psychic phenomena: | | |
| a | | Mental processes |
| b | | Mental processes and mental states |
| c | | Mental states and mental properties of the personality |
| d | * | Mental processes, mental states, mental properties of the personality |
| e | | Mental processes and mental properties of the individual |
| Which major groups are divided into mental processes: | | |
| a | | Cognitive |
| b | | Emotional and strong-willed |
| c | | Cognitive and strong-willed |
| d | | Cognitive and emotional |
| e | * | Cognitive, emotional and strong-willed |
| What is included in cognitive mental processes: | | |
| a | | Excitation |
| b | | The struggle of motives |
| c | * | Memory |
| d | | Temperament |
| e | | Behavior |
| What is involved in emotional mental processes: | | |
| a | * | Excitation |
| b | | Struggle of motives |
| c | | Memory |
| d | | Temperament |
| e | | Behavior |
| What is included in volitional mental processes: | | |
| a | | Excitation |
| b | * | The struggle of motives |
| c | | Memory |
| d | | Temperament |
| e | | Behavior |
| What concerns the mental state: | | |
| a | | Excitation |
| b | * | Fear |
| c | | Memory |
| d | | Temperament |
| e | | Excitation |
| What is related to the psychic property: | | |
| a | | Excitation |
| b | | Fear |

| | | |
|--|---|-----------------------|
| c | | Memory |
| d | * | Temperament |
| e | | Behavior |
| What concerns objective tests: | | |
| a | * | Projective |
| b | | Introspection |
| c | | Interview |
| d | | Questioning |
| e | | Interview |
| Which survey is used in cases when it is necessary to observe the reactions and behavior of the subject: | | |
| a | | Writing |
| b | * | Oral |
| c | | Free |
| d | | Standard |
| e | | Test questionnaire |
| Which survey allows you to reach more people in a comparatively small time: | | |
| a | * | Writing |
| b | | Oral |
| c | | Free |
| d | | Standard |
| e | | Test questionnaire |
| Variety of written or oral questioning, at which the list of questions asked is not determined in advance: | | |
| a | | Writing |
| b | | Oral |
| c | * | Free |
| d | | Standard |
| e | | Test questionnaire |
| What method is based on the analysis of the answers of subjects to questions that provide reliable and reliable information about the presence or severity of a particular psychological characteristic? | | |
| a | | Oral |
| b | | Free |
| c | | Standard |
| d | | Test questionnaire |
| e | * | Writing |
| Which method assumes obtaining information about the psychological characteristics of a person on the basis of an analysis of the success of certain tasks: | | |
| a | | Writing |
| b | * | Test-task |
| c | | Free |
| d | | Standard |
| e | | Test questionnaire |
| Which method involves creating an artificial situation in which the studied property can best be evaluated: | | |
| a | * | Laboratory experiment |
| b | | Test-task |
| c | | Natural experiment |
| d | | Modeling |
| e | | Test questionnaire |
| What method is based on certain information about a particular psychic phenomenon, in which the participation of the test subjects or the factual situation is not required: | | |
| a | | Laboratory experiment |
| b | | Test-task |
| c | | Natural experiment |

| | | |
|--|---|------------------------------|
| d | * | Modeling |
| e | | Test questionnaire |
| Who owns the words: "psychology has a huge back story and a very short story": | | |
| a | * | G. Ebbinghaus |
| b | | B.G. Ananyev |
| c | | I.P. Pavlov |
| d | | V.M. Bekhterev |
| e | | A.N. Leontief |
| How many stages can be distinguished in the history of the development of psychology: | | |
| a | | 2 |
| b | | 3 |
| c | * | 4 |
| d | | 5 |
| e | | 6 |
| For what stage is characterized by the following that by the presence of the soul they tried to explain all the incomprehensible phenomena in human life, the beginning of the stage - more than two thousand years ago: | | |
| a | | The science of consciousness |
| b | * | The science of the soul |
| c | | The science of behavior |
| d | | The science of observation |
| e | | The science of the psyche |
| Which stage begins with the XVII century. And is characterized by the ability to feel, think and guide a person by watching himself: | | |
| a | * | The science of consciousness |
| b | | The science of the soul |
| c | | The science of behavior |
| d | | The science of observation |
| e | | The science of the psyche |
| Which phase begins with the XX century. And is characterized by the fact that you can monitor the actions of a person: | | |
| a | | The science of consciousness |
| b | | The science of the soul |
| c | * | The science of behavior |
| d | | The science of observation |
| e | | The science of the psyche |
| Which stage begins in the second half of the 12th century? And is characterized by the study of factors, regularities and mechanisms of the psyche: | | |
| a | | The science of consciousness |
| b | | The science of the soul |
| c | | The science of behavior |
| d | | The science of observation |
| e | * | The science of the psyche |
| Who was the creator of the first experimental psychological laboratory: | | |
| a | * | W. Wundt |
| b | | J. Watson |
| c | | E. Tolman |
| d | | Z. Freud |
| e | | W. James |
| Who is the founder of behaviorism? | | |
| a | | W. Wundt |
| b | * | J. Watson |
| c | | E. Tolman |

| | | |
|--|---|---|
| d | | Z. Freud |
| e | | W. James |
| What branch of psychology studies the patterns of the stages of psychic development and the formation of personality from birth to old age: | | |
| a | | Differential psychology |
| b | * | Age-related psychology |
| c | | Medical psychology |
| d | | Comparative psychology |
| e | | Pedagogical psychology |
| What branch of psychology studies the differences between individuals and between groups, as well as the causes and consequences of these differences: | | |
| a | * | Differential psychology |
| b | | Age-related psychology |
| c | | Medical psychology |
| d | | Comparative psychology |
| e | | Pedagogical psychology |
| Which branch of psychology studies the psychological aspects of hygiene, prevention, diagnosis, treatment, examination and rehabilitation of patients: | | |
| a | | Differential psychology |
| b | | Age-related psychology |
| c | * | Medical psychology |
| d | | Comparative psychology |
| e | | Pedagogical psychology. |
| Which branch of psychology studies the psychological aspects of hygiene, prevention, diagnosis, treatment, examination and rehabilitation of patients? | | |
| a | | Age-related psychology |
| b | | Medical psychology |
| c | * | Comparative psychology |
| d | | Pedagogical psychology |
| e | | Differential psychology |
| Psychic is: | | |
| a | | Property of highly organized living matter |
| b | | Property of regulation of the internal environment of a living organism and the formation of its behavior |
| c | | The property of living matter only |
| d | * | The property of highly organized living matter, which consists in the active reflection of the objective world by the subject, in the construction by the subject of the picture of this world inalienable from him and the regulation on this basis of behavior and activity |
| e | | Regulation of behavior and activities |
| Behavior is: | | |
| a | | Property of highly organized living matter |
| b | | Property of regulation of the internal environment of a living organism and the formation of its behavior |
| c | * | A complex of reactions of a living organism to the effects of the external environment |
| d | | The property of highly organized living matter, which consists in the active reflection of the objective world by the subject, in the construction by the subject of the picture of this world inalienable from him and the regulation on this basis of behavior and activity |
| e | | Regulation of activities |
| Consciousness is: | | |
| a | | Property of highly organized matter |
| b | | Regulating property of the internal environment of a living organism and its behavior forming |
| c | | Complex set of responses to a living organism to the external environment |
| d | | The property of highly organized living matter, which consists in the active reflection of the objective world by the subject, in the construction by the subject of the picture of this world inalienable from him |

| | | |
|--|---|---|
| | | and the regulation on this basis of behavior and activity |
| e | * | The highest level of mental reflection and regulation, inherent only to man as a socio-historical being |
| How many stages of development of the psyche was allocated by A.N. Leontief: | | |
| a | * | 3 |
| b | | 4 |
| c | | 5 |
| d | | 6 |
| e | | 7 |
| At what stage of psychic development does the child begin to operate with objects and his perception is formed: | | |
| a | | Newborn (up to 2 months) |
| b | * | Early infancy (2 to 6 months) |
| c | | Late infancy (6 to 12-14 months) |
| d | | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| At what stage of psychic development does the child learn new actions, which is associated with a change in his attitude toward the world around him: | | |
| a | | Newborn (up to 2 months) |
| b | | Early infancy (2 to 6 months) |
| c | * | Late infancy (6 to 12-14 months) |
| d | | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| At what stage of the psychic development of the child, the system of relations with the surrounding world is determined not only by relationships with adults but by relationships with peers: | | |
| a | | Newborn (up to 2 months) |
| b | | Early infancy (2 to 6 months) |
| c | | Late infancy (6 to 12-14 months) |
| d | | Preschool age (from 3 to 7 years) |
| e | * | Junior school age (from 7 to 12 years) |
| At what stage of mental development does the child want to do not what he can but what he sees or hears: | | |
| a | | Newborn (up to 2 months) |
| b | | Early infancy (2 to 6 months) |
| c | | Late infancy (6 to 12-14 months) |
| d | * | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| At what stage of mental development is the completion of the orientation of the child, depending on sex, on "male" and "female" activities: | | |
| a | * | Adolescence and the beginning of adolescence (from 13-14 to 17-18 years) |
| b | | Early infancy (2 to 6 months) |
| c | | Late infancy (6 to 12-14 months) |
| d | | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| At what stage of mental development is it customary to identify the period of maturity as the most productive, creative period of a person's life: | | |
| a | | Adolescence and the beginning of adolescence (from 13-14 to 17-18 years) |
| b | * | Acmeological (18-60 years) |
| c | | Late infancy (6 to 12-14 months) |
| d | | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| What is the name of the late period of human life: | | |
| a | | Adolescence and the beginning of adolescence (from 13-14 to 17-18 years) |
| b | | Acmeological (18-60 years) |
| c | | Late infancy (6 to 12-14 months) |

| | | |
|---|---|---|
| d | * | Preschool age (from 3 to 7 years) |
| e | | Junior school age (from 7 to 12 years) |
| From which sections does the human nervous system consist: | | |
| a | | Thalamus and hypothalamus |
| b | | Anterior, middle and posterior brain |
| c | | Cerebellum and medulla oblongata |
| d | * | Central and peripheral |
| e | | Brain and spinal cord |
| The central nervous system (CNS) consists of: | | |
| a | | Thalamus and hypothalamus |
| b | | Anterior, middle and posterior brain |
| c | | Cerebellum and medulla oblongata |
| d | | Central and peripheral |
| e | * | Brain and spinal cord |
| The brain consists of: | | |
| a | | Thalamus and hypothalamus |
| b | * | Anterior, middle and posterior brain |
| c | | Cerebellum and medulla oblongata |
| d | | Central and peripheral |
| e | | Brain and spinal cord |
| Which structures in the central nervous system are directly related to the functioning of the human psyche: | | |
| a | * | Thalamus, hypothalamus, bridge, cerebellum and medulla oblongata |
| b | | Anterior, middle and posterior brain |
| c | | Cerebellum and medulla oblongata |
| d | | Central and peripheral |
| e | | Head and spinal cord |
| The activation of the brain is carried out, first of all: | | |
| a | * | Reticular formation |
| b | | A new bark |
| c | | The cerebellum |
| d | | The spinal cord |
| e | | All listed |
| Personality is: | | |
| a | | Specific individual |
| b | | Subject of activity |
| c | | Representative of the species Homo sapiens |
| d | * | This is a concrete person, taken in the system of his stable socially conditioned psychological characteristics |
| e | | Public relations and relations, determine its moral |
| The personality structure includes: | | |
| a | | Abilities |
| b | | Temperament and character |
| c | | Motivation |
| d | | Social attitudes |
| e | * | Abilities, temperament, character, motivation and social attitudes |
| Activities are: | | |
| a | * | Dynamic system of interaction of the subject with the world |
| b | | The subject's realization of his relations with the surrounding reality |
| c | | Form of the activity of the subject |
| d | | A set of external and internal conditions that cause the subject's activity |
| e | | All is true |
| The theory of activity was most fully described in the works: | | |

| | | |
|---|---|--|
| a | | S.L. Rubinstein |
| b | | A.R. Luria |
| c | * | A.N. Leontief |
| d | | P.Ya. Halperin |
| e | | L.S. Vygotsky |
| What is the most important principle of the psychological theory of activity: | | |
| a | | Consciousness can not be regarded as closed in itself, it must manifest itself in activity |
| b | | Behavior can not be viewed in isolation from the person's consciousness |
| c | | Activity is an active, purposeful process |
| d | | Human actions are objective, their goals are of a social nature |
| e | * | All is true |
| The motivation for human activity is: | | |
| a | | Target |
| b | * | Motive |
| c | | A task |
| d | | Directivity |
| e | | Mood |
| A conscious image of the anticipated result, to which the human action is directed, is: | | |
| a | * | Motive |
| b | | A task |
| c | | Directivity |
| d | | Mood |
| e | | Motive |
| The goal of the activity set in certain conditions, which must be achieved by transforming these conditions according to a certain procedure, is called: | | |
| a | | Target |
| b | | Motive |
| c | * | A task |
| d | | Directivity |
| e | | Mood |
| A special type of activity, the result of which does not become the production of any material or ideal product, is called: | | |
| a | | Act |
| b | | Teaching |
| c | | Operation |
| d | * | A game |
| e | | Work |
| What is the name of the activity whose purpose is to acquire knowledge, skills and skills: | | |
| a | | Act |
| b | * | Teaching |
| c | | Operation |
| d | | A game |
| e | | Work |
| Thanks to what kind of activity a person built a modern society, he created objects of material and spiritual culture, transformed the conditions of his life in such a way that he discovered the prospects for a far, almost unlimited development: | | |
| a | | Act |
| b | | Teaching |
| c | | Operation |
| d | | A game |
| e | * | Work |
| What occupies the central place in the hierarchical structure of activity: | | |

| | | |
|---|---|---|
| a | * | Act |
| b | | Psychophysiological functions |
| c | | Operations |
| d | | Motive |
| e | | Target |
| What are the fundamental principles of the psychological theory of activity: | | |
| a | | Consciousness can not be regarded as closed in itself: it must be manifested in activity (the principle of "eroding" the circle of consciousness) |
| b | | Behavior can not be viewed in isolation from human consciousness (the principle of the unity of consciousness and behavior) |
| c | | Activity is an active, purposeful process (the principle of activity) |
| d | | Their goals are of a social nature (the principle of objective human activity and the principle of its social disinclination) |
| e | * | All principles are important |
| The method of performing the action is called: | | |
| a | | Act |
| b | | Teaching |
| c | * | Operation |
| d | | A game |
| e | | Work |
| What level is the level of automatic actions and skills: | | |
| a | | Level of action |
| b | | Level of psychophysiological functions |
| c | * | Level of operations |
| d | | Level of special activities |
| e | | Each level |
| What level is the level of automatic actions and skills: | | |
| a | | Level of action |
| b | | Level of psychophysiological functions |
| c | * | Level of operations |
| d | | Level of special activities |
| e | | Each level |
| The state of the objective need of the organism in something that lies outside it and constitutes a necessary condition for its normal functioning is called: | | |
| a | | Target |
| b | | Need |
| c | | Directivity |
| d | * | Motive |
| e | | Work |
| What a process Sechenov called a psychomotor: | | |
| a | | Elementary conscious movement |
| b | * | The connection of various mental phenomena with the movements and activities of the person |
| c | | The application of efforts |
| d | | Training, exercise and repetition |
| e | | The presence of mechanisms for processing sensory information and the formation of a motor act |
| The sensomotor process is: | | |
| a | | Elementary conscious movement |
| b | | The connection of various mental phenomena with the movements and activities of the person |
| c | | The application of efforts |
| d | * | Communication of perception and response |
| e | | The presence of mechanisms for processing sensory information and the formation of a motor act |
| Who discovered conditioned reflexes: | | |

| | | |
|---|---|---|
| a | | S.L. Rubinstein |
| b | | A.R. Luria |
| c | | A.N. Leontief |
| d | | I.M. Sechenov |
| e | * | I.P. Pavlov |
| The relationship between perception and response is called: | | |
| a | * | Sensorimotor process |
| b | | Simple sensorimotor reaction |
| c | | Complex sensorimotor reaction |
| d | | Sensorimotor coordination |
| e | | An arbitrary psychomotor action |
| What is the name of the process in which a quick response occurs in advance of a known simple single-player motion to a suddenly-heard signal, and a well-known signal: | | |
| a | | Sensorimotor process |
| b | * | Simple sensorimotor reaction |
| c | | Complex sensorimotor reaction |
| d | | Sensorimotor coordination |
| e | | An arbitrary psychomotor action |
| What is the process of forming the response action when choosing the appropriate answer from a number of possible ones: | | |
| a | | Sensorimotor process |
| b | | Simple sensorimotor reaction |
| c | * | Complex sensorimotor reaction |
| d | | Sensorimotor coordination |
| e | | An arbitrary psychomotor action |
| What is the name of the process, in which not only the sensory field is dynamic (for example, in response to a moving object), but also the realization of the motor act: | | |
| a | | Sensorimotor process |
| b | | Simple sensorimotor reaction |
| c | | Complex sensorimotor reaction |
| d | * | Sensorimotor coordination |
| e | | An arbitrary psychomotor action |
| What is the name of the process in which perception is associated with a verbal response to the perceived: | | |
| a | | Sensorimotor process |
| b | | Simple sensorimotor reaction |
| c | | Complex sensorimotor reaction |
| d | | Sensorimotor coordination |
| e | * | Sensor reaction |
| What is the process of forming automatisms and skills in the course of mastering professional activity: | | |
| a | * | Ideomotor process |
| b | | Simple sensorimotor reaction |
| c | | Complex sensorimotor reaction |
| d | | Sensorimotor coordination |
| e | | Sensor reaction |
| The source of human activity and activity are: | | |
| a | | Conditions of external environment |
| b | | The human psyche |
| c | | Needs |
| d | | Motives |
| e | * | The human psyche, its needs and motives |
| Who formulated the idea of a "reflector ring": | | |
| a | * | N.A. Bernshtein |

| | | |
|--|---|---|
| b | | A.R. Luria |
| c | | A.N. Leontief |
| d | | I.M. Sechenov |
| e | | I.P. Pavlov |
| What factors influence the course of the movement: | | |
| a | | The phenomenon of reactive forces |
| b | | The phenomenon of inertia |
| c | | External forces that influence the progress of the movement |
| d | | The initial state of the muscles |
| e | * | All listed factors |
| What is included in the scheme of the reflex ring: | | |
| a | | Motor "exits" (effector), sensory "inputs" (receptor) |
| b | | Work point or object |
| c | | Block of re-encryption |
| d | | Program, regulator, prescribing device, comparator |
| e | * | All of the above |
| How many levels are involved in the construction of movements: | | |
| a | | 3 |
| b | * | 5 |
| c | | 6 |
| d | | 2 |
| e | | 7 |
| What is the highest level - the level of intellectual motor acts: | | |
| a | | Level A |
| b | | Level B |
| c | | Level C |
| d | | Level D |
| e | * | Level E |
| What level is the lowest and phylogenetically the most ancient: | | |
| a | * | Level A |
| b | | Level B |
| c | | Level C |
| d | | Level D |
| e | | Level E |
| What level of substantive actions, responsible for organizing actions with objects: | | |
| a | | Level A |
| b | | Level B |
| c | | Level C |
| d | * | Level D |
| e | | Level E |
| At what level are signals processed mainly from the musculo-articular receptors that report the mutual position and movement of parts of the body (synergy): | | |
| a | | Level A |
| b | * | Level B |
| c | | Level C |
| d | | Level D |
| e | | Level E |
| At what level are signals from sight, hearing, touch, ie, all information about the external space (spatial field): | | |
| a | | Level A |
| b | | Level B |
| c | * | Level C |
| d | | Level D |

| | | |
|---|---|---|
| e | | Level E |
| What is included in the unconscious mechanisms of conscious action according to Yu.B. Gippenreiter: | | |
| a | | Integral products of long-term conscious activity |
| b | | Erroneous actions |
| c | * | Unconscious automatisms |
| d | | Neurotic symptoms |
| e | | Dreaming |
| What is included in the "supraconscious processes": | | |
| a | * | Integral products of long-term conscious activity |
| b | | Dreaming |
| c | | Unconscious automatisms |
| d | | Unconscious installations |
| e | | Unconscious escorts of conscious actions |
| Who is the founder of the direction that develops the installation problem: | | |
| a | | N.A. Bernshtein |
| b | * | D.N. Uznadze |
| c | | A.N. Leontiev |
| d | | I.M. Sechenov |
| e | | I.P. Pavlov |
| According to D.N. Uznadze, the installation is: | | |
| a | | The speed and accuracy of a person's response to a certain stimulus |
| b | | Readiness for action |
| c | * | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | | Willingness to cause a pre-planned action |
| e | | Readiness for reaction |
| The motor installation is: | | |
| a | * | Readiness to perform a specific action |
| b | | Readiness for action |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | | Willingness to cause a pre-planned action |
| e | | Readiness for reaction |
| Mental installation is: | | |
| a | | Readiness to perform a specific action |
| b | | Readiness for action |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | * | The ability to solve intellectual problems using known and accessible methods |
| e | | Readiness for reaction |
| Perceptual installation is: | | |
| a | * | Readiness to perform a specific action |
| b | | Readiness for action |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | | The ability to solve intellectual problems using known and accessible methods |
| e | | Readiness to perceive the expected phenomenon |
| What, according to his theory, Freud referred to the category of consciousness: | | |
| a | | Readiness to perform a specific action |
| b | * | All that is realized and controlled by man |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | | The ability to solve intellectual problems using known and accessible methods |
| e | | Readiness to perceive the expected phenomenon |
| What, according to his theory, Freud referred to the category of preconsciousness: | | |
| a | * | Latent (latent) knowledge, which the person disposes, but which at the moment are absent in consciousness |

| | | |
|--|---|---|
| b | | All that is realized and controlled by man |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | | The ability to solve intellectual problems using known and accessible methods |
| e | | Readiness to perceive the expected phenomenon |
| What, according to his theory, Freud attributed to the category of the unconscious: | | |
| a | | Latent (latent) knowledge, which the person disposes, but which at the moment are absent in consciousness |
| b | | All that is realized and controlled by man |
| c | | Readiness of an organism or a subject to perform a certain action or reaction in a certain direction |
| d | * | The ability to solve intellectual problems using known and accessible methods |
| e | | Readiness to perceive the expected phenomenon |
| One of the first psychologists who drew attention to the supraconscious processes was: | | |
| a | | N.A. Bernshtein |
| b | | D.N. Uznadze |
| c | | A.N. Leontiev |
| d | * | W. James |
| e | | I.P. Pavlov |
| What is the sensuous display of objective reality: | | |
| a | | Feeling |
| b | | Emotion |
| c | * | Sensation |
| d | | Perception |
| e | | Performance |
| The physiological basis of sensations is: | | |
| a | | Peripheral part - receptor |
| b | | Conductive neural pathways |
| c | | Cortical parts of the analyzer |
| d | * | Complex of anatomical structures - analyzer |
| e | | Reflex arc |
| The analyzer consists of the following parts: | | |
| a | | Peripheral part - receptor |
| b | | Conductive neural pathways |
| c | | Cortical departments |
| d | * | All the above parts |
| e | | Reflex arc |
| Which departments are called the central departments of the analyzers: | | |
| a | | Peripheral part - receptor |
| b | | Conductive neural pathways |
| c | * | Cortical departments |
| d | | All the above parts |
| e | | Reflex arc |
| Which department is the perceiving part of the analyzer: | | |
| a | * | Peripheral part - receptor |
| b | | Conductive neural pathways |
| c | | Cortical departments |
| d | | All the above parts |
| e | | Reflex arc |
| Who tried to reject the proposition that the sensations of a person connect him with the outside world, and argued the opposite, paradoxical situation, consisting in the fact that sensations by an insurmountable wall separate a person from the outside world: | | |
| a | | Philosophers |
| b | | Representatives of the materialistic direction |

| | | |
|---|---|---|
| c | * | Representatives of subjective idealism |
| d | | Representatives of the dualistic trend |
| e | | Representatives of the theory of solipsism |
| What theory says that a person can only know himself and has no evidence of the existence of anything other than himself: | | |
| a | | Philosophical theory |
| b | | The theory of materialistic direction |
| c | | The theory of subjective idealism |
| d | | The theory of the "specific energy of the sense organs" |
| e | * | Theory of solipsism |
| Representatives of what direction felt the sensation as an objective reflection of the external world: | | |
| a | | Philosophers |
| b | * | Representatives of the materialistic direction |
| c | | Representatives of subjective idealism |
| d | | Representatives of the dualistic trend |
| e | | Representatives of the theory of solipsism |
| Who classified the receptors for exteroceptors, proprioceptors and interoceptors: | | |
| a | * | C. Sherrington |
| b | | D.N. Uznadze |
| c | | A.N. Leontiev |
| d | | I.M. Sechenov |
| e | | I.P. Pavlov |
| Interoceptors: | | |
| a | | Provide a signal from the outside world and create the basis for our conscious behavior |
| b | | The effect of a certain physical stimulus on the corresponding receptor |
| c | | Transmit information about the position of the body in space and the position of the musculoskeletal system, ensure the regulation of our movements |
| d | | Sensitivity to vibrations caused by a moving body |
| e | * | Unite signals that reach us from the internal environment of the body |
| Exteroceptors: | | |
| a | * | Provide a signal from the outside world and create the basis for our conscious behavior |
| b | | The effect of a certain physical stimulus on the corresponding receptor |
| c | | Transmit information about the position of the body in space and the position of the musculoskeletal system, ensure the regulation of our movements |
| d | | Sensitivity to vibrations caused by a moving body |
| e | | Unite signals that reach us from the internal environment of the body |
| Proprioceptors: | | |
| a | | Provide a signal from the outside world and create the basis for our conscious behavior |
| b | | The effect of a certain physical stimulus on the corresponding receptor |
| c | * | Transmit information about the position of the body in space and the position of the musculoskeletal system, ensure the regulation of our movements |
| d | | Sensitivity to vibrations caused by a moving body |
| e | | Unite signals that reach us from the internal environment of the body |
| What receptors are called organic? | | |
| a | | Proprioceptors |
| b | | Exteroceptors |
| c | * | Interoceptors |
| d | | The Paccini body |
| e | | External receptors |
| What feelings are attributed to exteroceptive: | | |
| a | | Sensations of pain |
| b | | Sense of balance |

| | | |
|---|---|----------------------------------|
| c | | Sensations of movement |
| d | * | Auditory sensations |
| e | | Organic sensations |
| What feelings are referred to as distant: | | |
| a | * | Visual sensations |
| b | | Sensations of pain |
| c | | Sense of balance |
| d | | The Paccini body |
| e | | External receptors |
| What are the feelings of interoceptive: | | |
| a | | Visual sensations |
| b | * | Sensations of pain |
| c | | Sense of balance |
| d | | The Paccini body |
| e | | External receptors |
| What are the feelings of contact: | | |
| a | | Visual sensations |
| b | | Sensations of pain |
| c | * | Taste sensations |
| d | | The Paccini body |
| e | | External receptors |
| What feelings are attributed to proprioceptive: | | |
| a | | Visual sensations |
| b | | Sensations of pain |
| c | * | Sense of balance |
| d | | Olfactory sensations |
| e | | Temperature sensations |
| What sensation is an intermediate, transitional form between tactile and auditory sensibility: | | |
| a | | Visual sensations |
| b | | Sensations of pain |
| c | | Sense of balance |
| d | * | Olfactory sensations |
| e | | Temperature sensations |
| What a scientist, proprioceptive sensations, considered as internal sensations: | | |
| a | | C. Sherrington |
| b | * | B.M. Teplov |
| c | | A.N. Leontiev |
| d | | I.M. Sechenov |
| e | | I.P. Pavlov |
| What property characterizes the basic information displayed by this sensation, distinguishes it from other types of sensations and varies within this type of sensations: | | |
| a | | Relative threshold of sensations |
| b | | Spatial localization |
| c | * | Quality |
| d | | Intensity |
| e | | Duration |
| Which property of sensations is its quantitative characteristic and depends on the strength of the acting stimulus and the functional state of the receptor determining the degree of readiness of the receptor to perform its functions: | | |
| a | | Relative threshold of sensations |
| b | | Spatial localization |
| c | | Quality |

| | | |
|---|---|---|
| d | * | Intensity |
| e | | Duration |
| What property of sensations is its time characteristic: | | |
| a | | Relative threshold of sensations |
| b | | Spatial localization |
| c | | Quality |
| d | | Intensity |
| e | * | Duration |
| What property of sensations is its time characteristic: | | |
| a | | Relative threshold of sensations |
| b | | Spatial localization |
| c | | Quality |
| d | | Intensity |
| e | * | Duration |
| What property of sensations gives us information about the localization of the stimulus in space: | | |
| a | | Relative threshold of sensations |
| b | * | Spatial localization |
| c | | Quality |
| d | | Intensity |
| e | | Duration |
| Absolute sensitivity is: | | |
| a | | The minimum value of the stimulus |
| b | | The magnitude of the stimulus |
| c | | The ability to sense weak differences between stimuli |
| d | | Electrical brain activity |
| e | * | The ability to sense weak stimuli |
| Sensitivity to differentiation is: | | |
| a | | The minimum value of the stimulus |
| b | | The magnitude of the stimulus |
| c | * | The ability to sense weak differences between stimuli |
| d | | Electrical brain activity |
| e | | The ability to sense weak stimuli |
| Absolute threshold of sensation is called: | | |
| a | * | The minimum value of the stimulus |
| b | | The magnitude of the stimulus |
| c | | The ability to sense weak differences between stimuli |
| d | | Electrical brain activity |
| e | | The ability to sense weak stimuli |
| Who first began to study the thresholds of sensations: | | |
| a | | C. Sherrington |
| b | | B.M. Teplov |
| c | | A.N. Leontiev |
| d | | I.M. Sechenov |
| e | * | G.T. Fechner |
| The relative threshold of sensation is called: | | |
| a | | The minimum value of the stimulus. At which the sensation first appears |
| b | * | The minimal difference between the stimuli, which gives a subtle difference in sensations |
| c | | The ability to sense weak differences between stimuli |
| d | | Electrical brain activity |
| e | | The ability to sense weak stimuli |
| Sensory adaptation is called: | | |
| a | | The minimum value of the stimulus. At which the sensation first appears |

| | | |
|---|---|---|
| b | | The minimal difference between the stimuli, which gives a subtle difference in sensations |
| c | | The ability to sense weak differences between stimuli |
| d | * | Change in sensitivity, which occurs due to the adaptation of the sense organ to the stimuli acting on it |
| e | | The ability to sense weak stimuli |
| Sensitization is called: | | |
| a | | The minimum value of the stimulus. At which the sensation first appears |
| b | | The minimal difference between the stimuli, which gives a subtle difference in sensations |
| c | | The ability to sense weak differences between stimuli |
| d | | Change in sensitivity, which occurs due to the adaptation of the sense organ to the stimuli acting on it |
| e | * | Increased sensitivity as a result of interaction between analyzers |
| Synergy is called: | | |
| a | | The minimum value of the stimulus. At which the sensation first appears |
| b | | The minimal difference between the stimuli, which gives a subtle difference in sensations |
| c | * | The ability to sense weak differences between stimuli |
| d | | Change in sensitivity, which occurs due to the adaptation of the sense organ to the stimuli acting on it |
| e | | Increased sensitivity as a result of interaction between analyzers |
| Synesthesia Is called: | | |
| a | | Visual sensations |
| b | | Sensations of pain |
| c | | Sense of balance |
| d | | Sensations of vibration |
| e | * | Skin sensations |
| For what is the circular aesthetic: | | |
| a | * | To determine the spatial threshold of tactile sensations |
| b | | To determine the sensation of pain |
| c | | To determine the sense of balance |
| d | | To determine the sensation of vibration |
| e | | To determine visual perception |
| The receptors of taste sensations are: | | |
| a | | Receptors located in the inner ear |
| b | | Cones and sticks |
| c | | Longitudinal vibration of air particles, spreading in all directions from the vibrating body, which serves as a source of sound |
| d | | Olfactory cells immersed in the mucous membrane |
| e | * | Gustatory bulbs, consisting of sensitive taste cells, combined with nerve fibers |
| Receptors of auditory sensations are: | | |
| a | | Receptors located in the inner ear |
| b | | Cones and sticks |
| c | * | Longitudinal vibration of air particles, spreading in all directions from the vibrating body, which serves as a source of sound |
| d | | Olfactory cells immersed in the mucous membrane |
| e | | Gustatory bulbs, consisting of sensitive taste cells, combined with nerve fibers |
| Receptors of proprioceptive sensations are: | | |
| a | * | Receptors located in the inner ear |
| b | | Cones and sticks |
| c | | Longitudinal vibration of air particles, spreading in all directions from the vibrating body, which serves as a source of sound |
| d | | Olfactory cells immersed in the mucous membrane |
| e | | Gustatory bulbs, consisting of sensitive taste cells, combined with nerve fibers |
| Perception is: | | |
| a | * | A holistic reflection of objects, situations, phenomena arising from |
| b | | Direct impact of physical stimuli on |

| | | |
|--|---|--|
| c | | Receptor surfaces of the sensory organs |
| d | | Reflection of the real world |
| e | | Synthesis of individual sensations in complex systems |
| A person's perceptual system is called: | | |
| a | | Sensation |
| b | | Attention |
| c | * | Perception |
| d | | Performance |
| e | | All the answers are correct |
| The main difference between perception and sensation is: | | |
| a | * | Objectivity |
| b | | Reality |
| c | | Relativity |
| d | | Performance |
| e | | All the answers are correct |
| The physiological basis of perception is: | | |
| a | | Processes of synthesis of individual sensations in complex systems |
| b | | Nervous excitement |
| c | | Conditioned reflexes |
| d | | Processes of sensitivity increase as a result of interaction between analyzers |
| e | * | Processes occurring in the sensory organs, nerve fibers and the central nervous system |
| The reflexive basis of perception was revealed: | | |
| a | | C. Sherrington |
| b | | B.M. Teplov |
| c | | A.N. Leontiev |
| d | | I.M. Sechenov |
| e | * | I.P. Pavlov |
| What property of perception is characterized by the ability to reflect the objects and phenomena of the real world, not in the form of a set of unrelated sensations, but in the form of separate objects: | | |
| a | | Integrity |
| b | | Structure |
| c | | Constancy |
| d | * | Objectivity |
| e | | Meaningfulness |
| What is the property of perception characterized by the ability to add one image information about the individual properties and qualities of the object: | | |
| a | * | Integrity |
| b | | Structure |
| c | | Constancy |
| d | | Objectivity |
| e | | Meaningfulness |
| What property of perception is characterized by the ability to perceive a generalized structure, abstracted from sensations, which is formed for some time: | | |
| a | | Integrity |
| b | * | Structure |
| c | | Constancy |
| d | | Objectivity |
| e | | Meaningfulness |
| What is the relative stability of certain properties of objects when the conditions of their perception are changed: | | |
| a | | Integrity |
| b | | Structure |

| | | |
|---|---|---|
| c | * | Constancy |
| d | | Objectivity |
| e | | Meaningfulness |
| The dependence of perception on the general content of our mental life is called: | | |
| a | | Perception |
| b | * | Apperception |
| c | | Illusion |
| d | | Hallucination |
| e | | Transformation |
| The phenomenon of an erroneous (false) or distorted perception is called: | | |
| a | | Perception |
| b | | Apperception |
| c | * | Illusion |
| d | | Hallucination |
| e | | Transformation |
| What property of perception is characterized by the fact that perceptual images always have a certain semantic meaning: | | |
| a | | Integrity |
| b | | Structure |
| c | | Constancy |
| d | | Objectivity |
| e | * | Meaningfulness |
| What property of perception is characterized by the fact that at any time we perceive only one object or a specific group of objects, while the other objects of the real world are the background of our perception, that is, they are not reflected in our consciousness: | | |
| a | | Integrity |
| b | * | Structure |
| c | | Constancy |
| d | | Objectivity |
| e | | Meaningfulness |
| The main modality of perception is: | | |
| a | | Perception of space |
| b | | Perception of movement |
| c | * | Taste perception |
| d | | Perception of time |
| e | | All the answers are correct |
| In the form of existence of matter: | | |
| a | | Visual perception |
| b | | Auditory perception |
| c | | Taste perception |
| d | * | Perception of time |
| e | | Olfactory perception |
| Synthetic type of perception is characterized by: | | |
| a | | The actual side of the perceived phenomenon |
| b | * | General impression of the subject |
| c | | Clear allocation of details and details |
| d | | A strict correspondence of what is actually happening |
| e | | Subjective attitude to what is perceived |
| The analytical type of perception is characterized by: | | |
| a | | The actual side of the perceived phenomenon |
| b | | General impression of the subject |
| c | * | Clear allocation of details and details |

| | | |
|---|---|---|
| d | | A strict correspondence of what is actually happening |
| e | | Subjective attitude to what is perceived |
| A descriptive type of perception is characterized by: | | |
| a | * | The actual side of the perceived phenomenon |
| b | | General impression of the subject |
| c | | Clear allocation of details and details |
| d | | A strict correspondence of what is actually happening |
| e | | Subjective attitude to what is perceived |
| The objective type of perception is characterized by: | | |
| a | | The actual side of the perceived phenomenon |
| b | | General impression of the subject |
| c | | Clear allocation of details and details |
| d | * | A strict correspondence of what is actually happening |
| e | | Subjective attitude to what is perceived |
| The subjective type of perception is characterized by: | | |
| a | | The actual side of the perceived phenomenon |
| b | | General impression of the subject |
| c | | Clear allocation of details and details |
| d | | A strict correspondence of what is actually happening |
| e | * | Subjective attitude to what is perceived |
| The presentation is: | | |
| a | | A holistic reflection of objects, situations, phenomena arising from |
| b | * | Direct impact of physical stimuli on |
| c | | Receptor surfaces of the sensory organs |
| d | | The mental process of reflecting objects or phenomena that are not perceived at the moment, but are reconstructed on the basis of our previous experience |
| e | | Reflection of individual properties of objects and phenomena of the world around us |
| The memory view is: | | |
| a | * | Representations that have arisen on the basis of our direct perception in the past of an object or phenomenon |
| b | | The formation of new images based on information received in past perceptions |
| c | | Synthesis of individual sensations in complex systems |
| d | | Reflection of individual properties of objects and phenomena of the world around us |
| e | | Sensual representation of reality |
| Imagination is: | | |
| a | | Representations that have arisen on the basis of our direct perception in the past of an object or phenomenon |
| b | * | The formation of new images based on information received in past perceptions |
| c | | Synthesis of individual sensations in complex systems |
| d | | Reflection of individual properties of objects and phenomena of the world around us |
| e | | Sensual representation of reality |
| What characteristic of the representation is based on the distinct reproduction of only certain features on which we fixed attention, while the remaining details only slightly protrude against the background of an indefinite image: | | |
| a | | Generalized images |
| b | | Impermanence |
| c | | Instability |
| d | * | Fragmentariness |
| e | | Visibility |
| What characteristic of the view is based on the fact that the evoked image or object disappears from the field of consciousness and one has to make another effort to call it again: | | |
| a | | Generalized images |

| | | |
|--|---|-----------------|
| b | | Impermanence |
| c | * | Instability |
| d | | Fragmentariness |
| e | | Visibility |
| The essence of what function of representations consists in reflecting in each concrete case not only the image of an object that previously influenced our senses, but also a variety of information about this subject that, under the influence of concrete influences, is transformed into a system of signals controlling behavior: | | |
| a | * | Signaling |
| b | | Emotional |
| c | | Unstable |
| d | | Regulating |
| e | | Tuning |
| The essence of what function of representations is manifested in the orientation of human activity, depending on the nature of the environmental impact: | | |
| a | | Signaling |
| b | | Emotional |
| c | | Unstable |
| d | | Regulating |
| e | * | Tuning |
| The essence of what function of representations consists in selecting the necessary information about an object or phenomenon that previously influenced our senses: | | |
| a | | Signaling |
| b | | Emotional |
| c | | Unstable |
| d | * | Regulating |
| e | | Tuning |
| Types of analyzers represent: | | |
| a | | Single |
| b | | Are common |
| c | * | Visual |
| d | | Involuntary |
| e | | Arbitrary |
| According to the degree of generalization of representation there are: | | |
| a | * | Single |
| b | | Tactile |
| c | | Visual |
| d | | Involuntary |
| e | | Arbitrary |
| According to the degree of strong-willed efforts, the views are: | | |
| a | | Single |
| b | | Tactile |
| c | | Visual |
| d | * | Involuntary |
| e | | Are common |
| What ideas are always connected with actual sensations: | | |
| a | | Single |
| b | | Tactile |
| c | * | Motor |
| d | | Involuntary |
| e | | Are common |
| In which representations are clearly represented the spatial form and placement of objects, but the objects themselves may appear very vague: | | |

| | | |
|--|---|---|
| a | | Single |
| b | | Tactile |
| c | | Motor |
| d | | Involuntary |
| e | * | Spatial |
| Which representations are based on the observation of one subject: | | |
| a | * | Single |
| b | | Tactile |
| c | | Motor |
| d | | Involuntary |
| e | | Are common |
| Which representations in general reflect the properties of a number of similar objects: | | |
| a | | Single |
| b | | Tactile |
| c | | Motor |
| d | | Involuntary |
| e | * | Are common |
| What ideas arise spontaneously, without activating the will and memory of a person: | | |
| a | | Single |
| b | | Tactile |
| c | | Motor |
| d | * | Involuntary |
| e | | Are common |
| What ideas arise from a person as a result of volitional effort, in the interests of the goal: | | |
| a | | Single |
| b | * | Tactile |
| c | | Motor |
| d | | Involuntary |
| e | | Are common |
| What are called images that directly follow the perception of the object and are kept very small time interval, measured in seconds: | | |
| a | * | Primary memory images |
| b | | Arbitrary images |
| c | | Motor images |
| d | | Involuntary images |
| e | | General images |
| What are called images that quickly emerge in consciousness after a long perception of homogeneous objects or after such perception of an object that has had a strong emotional impact: | | |
| a | | Primary memory images |
| b | | Arbitrary images |
| c | | Motor images |
| d | | Involuntary images |
| e | * | Persevering images |
| Memory is: | | |
| a | | Capturing information |
| b | | Preservation of information |
| c | | Recognition and reproduction of information |
| d | | Remembering information |
| e | * | Capture, preservation, subsequent recognition and reproduction of traces of past experience |
| Who discovered the law of forgetting: | | |
| a | | E. Krepelin |
| b | | G.E. Müller |

| | | |
|---|---|--|
| c | | E. Thorndike |
| d | * | G. Ebbinghaus |
| e | | W. Wundt |
| Mnemonic activity is: | | |
| a | * | Activities aimed at memorization and reproduction |
| b | | Retained material |
| c | | Activities aimed at memorizing the material |
| d | | Activities aimed at preserving material in memory |
| e | | Activities aimed at understanding the memorized material |
| By the nature of mental activity, memory is: | | |
| a | | Arbitrary |
| b | * | Emotional |
| c | | Operational |
| d | | Short-term |
| e | | Long-term |
| The amount of short-term memory is: | | |
| a | | 5±2 |
| b | * | 7±2 |
| c | | 3±2 |
| d | | 6±2 |
| e | | 4±2 |
| Who first introduced the principles of associations: | | |
| a | | Pythagoras |
| b | | Hippocrates |
| c | * | Aristotle |
| d | | E. Krepelin |
| e | | G. Ebbinghaus |
| When images of perception or any representations evoke those representations that in the past were experienced simultaneously with them or immediately after them - this is the principle of association: | | |
| a | | Identification |
| b | * | Contiguity |
| c | | Similarities |
| d | | Contrast |
| e | | Stereotyping |
| When images of perception or certain representations evoke in our consciousness representations that are similar to them on some grounds: | | |
| a | | Identification |
| b | | Contiguity |
| c | * | Similarities |
| d | | Contrast |
| e | | Stereotyping |
| In what theory of memory, the role of reinforcement in memorizing the material was emphasized: | | |
| a | | Associative theory |
| b | | Gestalt theory |
| c | * | The theory of behaviorism |
| d | | Psychoanalysis |
| e | | Semantic theory of memory |
| In what theory of memory, the role of emotions, motives and needs in remembering and forgetting was emphasized: | | |
| a | | Associative theory |
| b | | Gestalt theory |
| c | | The theory of behaviorism |

| | | |
|--|---|---------------------------|
| d | * | Psychoanalysis |
| e | | Semantic theory of memory |
| In what theory of memory, it was emphasized that the work of the corresponding processes is directly dependent on the presence or absence of semantic links that unite the memorized material into more or less extensive semantic structures: | | |
| a | | Associative theory |
| b | | Gestalt theory |
| c | | The theory of behaviorism |
| d | | Psychoanalysis |
| e | * | Semantic theory of memory |
| By the nature of the goals of activity, memory is: | | |
| a | * | Arbitrary |
| b | | Emotional |
| c | | Operational |
| d | | Short-term |
| e | | Long-term |
| By the duration and preservation of the material, memory is: | | |
| a | | Arbitrary |
| b | | Involuntary |
| c | * | Operational |
| d | | Motor |
| e | | Shaped |
| Classification of types of memory by the nature of mental activity was first proposed: | | |
| a | | E. Krepelin |
| b | | G.E. Müller |
| c | * | P.P. Blonsky |
| d | | G. Ebbinghaus |
| e | | W. Wundt |
| Memorization, preservation and reproduction of various movements, is called: | | |
| a | | Emotional |
| b | | Shaped |
| c | | Verbal and logical |
| d | * | Motor |
| e | | Operative |
| Memory for the presentation, pictures of nature and life, as well as sounds, smells, tastes, is called: | | |
| a | | Emotional |
| b | * | Shaped |
| c | | Verbal and logical |
| d | | Motor |
| e | | Operative |
| What memory is expressed in remembering and reproducing our thoughts: | | |
| a | | Emotional |
| b | | Shaped |
| c | * | Verbal and logical |
| d | | Motor |
| e | | Operative |
| Memorization and reproduction, which is carried out automatically, without the strong-willed efforts of man, without control from the side of consciousness, is called: | | |
| a | * | Involuntary |
| b | | Shaped |
| c | | Verbal-logical |
| d | | Motor |

| | | |
|---|---|---|
| e | | Operative |
| Memorization and reproduction, which is carried out with the help of strong-willed efforts of a person, is called: | | |
| a | | Involuntary |
| b | | Shaped |
| c | | Verbal-logical |
| d | | Motor |
| e | * | Arbitrary |
| The type of memory, characterized by a very brief preservation of perceived information, is called: | | |
| a | | Shaped |
| b | * | Short-term |
| c | | Verbal and logical |
| d | | Motor |
| e | | Long-term |
| What memory designates the mnemonic processes that serve the immediate actions of a person, operations, is called: | | |
| a | | Shaped |
| b | | Short-term |
| c | | Verbal and logical |
| d | * | Operational |
| e | | Long-term |
| The increase in the total amount of memorized material occurs in memory: | | |
| a | | Shaped |
| b | | Short-term |
| c | | Verbal and logical |
| d | | Operational |
| e | * | Long-term |
| A mnemonic device is best described as a: | | |
| a | | Strategy for remembering something |
| b | | Teaching machine |
| c | * | Therapeutic technique for uncovering repressed memories |
| d | | Form of classroom instruction |
| e | | Test for specifying sentence meaning |
| In a psychoanalytic case study, Gus is described as being “angry with his father, but taking it out on his little brother.” According to psychoanalytic theory, Gus is most likely displaying which of the following defense mechanisms? | | |
| a | | Projection |
| b | | Reaction formation |
| c | * | Displacement |
| d | | Compensation |
| e | | Rationalization |
| Gender comparisons of children show that the greatest differences between boys and girls of preschool-age can be found in which of the following? | | |
| a | * | Preoperational thinking |
| b | | Cognitive perspective-taking |
| c | | Play patterns |
| d | | Arithmetic test scores |
| e | | None of the above |
| Capacity of working memory An observer looks directly at an object under a low level of illumination and the object is not seen. However, when the observer’s eyes are shifted slightly so that the object is in peripheral vision, the object becomes visible because: | | |
| a | * | The rods are more sensitive to light than are the cones |
| b | | The cones are more sensitive to light than are the rods |

| | | |
|--|---|--|
| c | | The cones enable greater acuity than do the rods |
| d | | Visual acuity is better in fovea vision |
| e | | Visual acuity is better in peripheral vision |
| Social psychologists usually define an attitude as which of the following? | | |
| a | * | A positive, neutral, or negative evaluation of a person, issue, or object |
| b | | A belief that is held by most members of the individual's reference group |
| c | | An idiosyncratic response to a person, topic, or issue |
| d | | An uninformed opinion regarding a controversial issue |
| e | | An opinion well grounded in behavioral science |
| Self-esteem is most likely to be enhanced when one attributes one's success to: | | |
| a | | Unstable causes |
| b | | Indirect causes |
| c | | Random causes |
| d | | External causes |
| e | * | Internal causes |
| Paul Ekman and several other psychologists have argued that humans have six basic emotions: happiness, sadness, fear, anger, surprise, and disgust. One line of evidence they cite in favor of this view is that: | | |
| a | * | People throughout the world are reasonably accurate in matching these labels to photos of six different facial expressions |
| b | | Each of these emotions emerges at a different age |
| c | | Each of these emotions depends on a different neurotransmitter |
| d | | Every human language has a word for each of these six emotions, and many languages have no additional emotion terms |
| e | | Archaeological evidence indicates that early humans exhibited precisely six emotions |
| A theorist who agrees with Jean Piaget's basic assumptions regarding cognitive stages would most likely claim that each stage: | | |
| a | | Is universally attained by all individuals at the same age |
| b | | Is fully determined by innate factors |
| c | * | Is qualitatively distinct from the other stages |
| d | | Could be the most advanced stage in the sequence, depending on cultural factors |
| e | | Differs from the other stages on a single quantitative dimension |
| Two-year-old children may use the word "doggie" to refer to dogs, cows, cats, and sheep. This use of the word "doggie" most likely indicates that, in general, two year olds: | | |
| a | | Have not yet differentiated any aspect of the world into adult like categories |
| b | | Believe that dogs, cows, cats, and sheep are identical |
| c | | Tend to resist adult conventions regarding word usage |
| d | * | Give an overly broad meaning to the word "doggie" |
| e | | Understand the features that identify dogs as a separate class |
| Personality measurement can be strengthened by applying traditional psychometric principles. For example, Seymour Epstein has shown that which of the following procedures provides support for the existence of certain personality traits? | | |
| a | | Using different measures for each person |
| b | * | Aggregating observations across situations and occasion |
| c | | Eliminating recording errors in personality measurement |
| d | | Establishing trait definitions by means of dynamic theory |
| e | | Providing trait labels derived from known biological constructs |
| In studying personality and social development, learning theorists have given attention to each of the following except: | | |
| a | * | Positive reinforcement the |
| b | | Equilibration of cognitive structures |
| c | | Observational learning |
| d | | Imitation and modeling |

| | | |
|--|---|--|
| e | | Discrimination learning |
| According to psychoanalytic theory, which of the following would be a correct, though incomplete, sequencing of the psychosexual stages? | | |
| a | | Oral, anal, phallic |
| b | | Oral, phallic, anal |
| c | | Anal, genital, phallic |
| d | | Anal, oral, phallic |
| e | * | Latency, phallic, genital |
| Studies of laterality have revealed that for most people the right hemisphere of the brain is more active than the left in: | | |
| a | * | Writing tasks |
| b | | The ability to maintain |
| c | | Speech production |
| d | | Language comprehension |
| e | | Perception of complex geometric patterns |
| The ascending system of the reticular formation of the brain is most responsible for which of the following? | | |
| a | | Sleep and waking |
| b | * | Olfaction and gustation |
| c | | Voluntary motor responses |
| d | | Vision and reading |
| e | | Homeostatic drives |
| Which of the following most clearly illustrates the ethological concept of “sign-stimulus”? | | |
| a | | A digger wasp returning to her nest |
| b | | A stickleback attacking a piece of red cardboard |
| c | | An ant orienting itself by the location of the Sun |
| d | * | A honeybee killing a stranger in the hive |
| e | | A dog salivating at the sound of a bell |
| The theory that refers to the beliefs people hold about the inputs they bring to their work and the outcomes they receive is: | | |
| a | | Expectancy theory |
| b | * | Balance theory |
| c | | Social comparison theory |
| d | | Equity theory |
| e | | Drive theory |
| Many speakers of the English language are taught the rule, “Never end a sentence with a preposition.” This sort of rule is called: | | |
| a | * | Descriptive |
| b | | Prescriptive |
| c | | Orthographic |
| d | | Pragmatic |
| e | | Semantic |
| One day a woman visits her old school. As she walks down the hall, she remembers events that she had not thought about for years. This situation best exemplifies the: | | |
| a | * | Effects of contextual retrieval cues on recall |
| b | | Effects of retroactive interference on recall |
| c | | Effects of trace decay on recall |
| d | | Distinction between unlearned and learned materials |
| e | | Distinction between motivated forgetting and trace decay |
| Which of the following best describes Erikson’s concept of the primary developmental task of adolescence in the United States? | | |
| a | | Achievement of a sense of identity |
| b | | Achievement of intimacy |

| | | |
|---|---|--|
| c | | Development of a superego |
| d | * | Sex-role identification |
| e | | Reestablishment of a sense of trust |
| Robert plans to drive cross-country, but he does not want to spend much money on a new suitcase. He needs something that will be fairly large, sturdy, and waterproof, and he then decides to buy a plastic garbage can with a lid. In solving this problem, Robert managed to overcome: | | |
| a | | An ill-defined problem |
| b | * | Systematic random search |
| c | | Confirmation bias |
| d | | Functional fixedness |
| e | | The framing effect |
| In an experiment with animals, a tone is paired with food on several occasions. Eventually the tone comes to elicit a salivation response that is similar to that produced by the food. Subsequent to the tone-and-food pairings, a light is repeatedly paired with the tone in the absence of food. The light now elicits a salivation response that it did not produce before. This sequence best illustrates the principle of: | | |
| a | | Automatization |
| b | * | Second-order conditioning |
| c | | Sensory preconditioning |
| d | | Chaining |
| e | | Auto shaping |
| When a crowd in a public setting witnessed an accident, nobody acted to help the victim. According to research on the bystander effect, the people in the crowd failed to act because of: | | |
| a | | Character weaknesses |
| b | * | Diffusion of responsibility |
| c | | Cognitive dissonance |
| d | | Repression |
| e | | Group anomie |
| When an individual is memorizing new material, memory is improved by the process of elaboration. Which of the following least explains this effect? | | |
| a | | Elaboration improves the organization of the material |
| b | | Elaboration encourages thinking about the meaning of the material |
| c | | Elaboration increases attention to the phonological aspects of the material |
| d | * | Elaboration increases the connections among the elements in the material |
| e | | Elaboration increases the number of connections between the material memorized and prior knowledge |
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| d | | Elaboration increases the connections among the elements in the material |
| e | | Elaboration increases the number of connections between the material memorized and prior knowledge |
| According to Piaget, the major cognitive attainment of the sensorimotor period is: | | |
| a | | Speech perception |
| b | | Shape constancy |
| c | * | Mental representation |
| d | | Nonegocentric thought |
| e | | Recognition memory |
| Of the following, which play(s) an important role for both social learning theory and psychoanalytic theory of personality? | | |
| a | * | Precise measurements of overt behavior |
| b | | Diagnosis of underlying conflicts |
| c | | Childhood experiences as personality influences |

| | | |
|---|---|--|
| d | | Defense mechanisms in coping with threat |
| e | | Biological factors in personality development |
| An important difference between the cognitive- developmental theories of Piaget and of Vygotsky is that Vygotsky placed greater emphasis on which of the following? | | |
| a | | The causal role of social factors |
| b | | The causal role of maturational factors |
| c | * | Infant development |
| d | | Development during early adolescence |
| e | | Individual differences during late adulthood |
| Research indicates that a measure of attitude best predicts individual differences in behavior under which of the following conditions? | | |
| a | | The measured behavior is strongly influenced by situational factors |
| b | | The measured attitude is neutral rather than positive or negative |
| c | * | The measured attitude is specific to the behavior observed |
| d | | The individuals vary in attitude but not in behavior |
| e | | The individuals are unaware of the extent to which the attitude varies in the general population |
| From 1930 to 1960, learning psychologists in the United States were especially interested in formulating: | | |
| a | | Neurophysiologic theories |
| b | * | Behavioral theories |
| c | | Structural theories |
| d | | Ethological theories |
| e | | Gestalt theory |
| The notions of “the looking-glass self” and “reflected appraisals” suggest that self-concept arises from the individual’s: | | |
| a | | Self-awareness aroused by looking in a mirror |
| b | * | Perceptions of the opinions of others |
| c | | Identification with prototypes |
| d | | Honest self-evaluation |
| e | | Repressed impulses |
| Decreased intergenerational conflict during the late teen years is most likely explained by which of the following changes in adolescent behavior? | | |
| a | | Less emphasis on relativistic thinking |
| b | | Decreased levels of autonomy |
| c | | Improved academic performance |
| d | * | Enhanced perspective-taking ability |
| e | | Greater responsibilities at home |
| Size constancy refers to the fact that we perceive: | | |
| a | | The proximal stimulus as unchanging in size despite changes in our viewing position |
| b | * | The distal stimulus as unchanging in size despite changes in our viewing position |
| c | | The distal stimulus as being the same size as the proximal stimuli |
| d | | All proximal stimuli as being equal in size |
| e | | All distal stimuli as being equal in size |
| Memory for which of the following is most probably an example of episodic memory? | | |
| a | | When Columbus reached the Western Hemisphere |
| b | * | What clothes you wore yesterday |
| c | | A mathematical rule |
| d | | How to tie your shoes |
| e | | The practice of stopping at a red light when driving |
| Which of the following best expresses George Kelly’s view of personality? | | |
| a | | People are subject to pushes and pulls |
| b | * | People construe the world and act accordingly |
| c | | People incorporate the world into their ongoing activity |

| | | |
|--|---|---|
| d | | People are controlled by external forces |
| e | | People follow genetic blueprints for behavior |
| Research indicates that ratings of personality traits tend to intercorrelate in consistent ways, even when persons rate others whom they scarcely know. This finding provides direct evidence for: | | |
| a | * | Implicit theories of personality |
| b | | The five-factor theory of personality structure |
| c | | Social facilitation |
| d | | The longitudinal stability of personality traits |
| e | | Delayed impression formation |
| The test item "Getting what I want has little or nothing to do with luck" is most likely to be from a measure of: | | |
| a | | Authoritarianism |
| b | | Manifest anxiety |
| c | | Social loafing |
| d | | Addictive personality |
| e | * | Locus of control |
| Suppose that a kind of contrast effect were to occur when a stimulus is presented to one eye and a different stimulus is presented simultaneously to the other eye. Such a phenomenon would best support which of the following conclusions? | | |
| a | | Sensory information processing occurs at the retina |
| b | | Sensory information processing occurs in the central nervous system |
| c | | Loss from sensory information storage is the result of decay over time |
| d | * | Loss from sensory information storage is the result of a summation of retinal luminance |
| e | | Information in sensory information storage is unavailable to consciousness |
| An experimental setup with a dog includes the following sequence of events: a bell sounds, the dog approaches the bell salivating, the dog receives food. Which of the following questions is most relevant for determining whether the experimenter was studying classical conditioning or instrumental conditioning? | | |
| a | | How far was the bell from the place where the food was presented? |
| b | | Did the dog learn the response suddenly or gradually? |
| c | * | Did the dog respond this way consistently or on certain trials only? |
| d | | Did the presentation of food depend on the dog's behavior? |
| e | | Which occurred first — the dog's approach to the bell or the salivation? |
| Which of the following developed a formal model based on the idea that behavior is a joint function of the person and the environment? | | |
| a | | Eugen Bleuler |
| b | * | Charles Darwin |
| c | | Kurt Lewin |
| d | | B.F. Skinner |
| e | | John B. Watson |
| Research on gender comparisons in nonverbal communication typically shows that: | | |
| a | | Gender differences in facial expressions are minimal |
| b | * | Women are more skilled than men in decoding facial expressions |
| c | | Men have smaller personal-space zones than women do |
| d | | During conversations, men gaze more at their conversational partners than women do |
| e | | During conversations, both men and women gaze more at men than at women |
| Some psychologists claim that any natural language is an indefinitely large set of possible well-formed sentences. It follows from this argument that the learning of language must involve learning: | | |
| a | * | Productive rules for generating and understanding utterances |
| b | | Combinations of words that make up independent phrases |
| c | | Sentence types such as questions and declaratives |
| d | | Specific sequences of allowable grammatical classes of words |
| e | | Transitions from one state to another in a Markov grammar |
| Which of the following personality theorists most strongly argued that behavior is largely determined by forces | | |

| | | |
|---|---|--|
| beyond the individual's personal choice and control? | | |
| a | | Rollo May |
| b | | Kurt Lewin |
| c | * | Sigmund Freud |
| d | | Abraham Maslow |
| e | | Carl Rogers |
| According to psychoanalytic theory, the saying "What you don't know can't hurt you" best illustrates which of the following defense mechanisms? | | |
| a | | Sublimation |
| b | | Regression |
| c | | Reaction formation |
| d | | Projection |
| e | * | Repression |
| Which of the following statements is most consistent with the theoretical position of John B. Watson? | | |
| a | | Overt behavior should be the focus of investigation in psychology |
| b | | Psychologists should identify the basic sensory components of human experiences |
| c | | Psychology should strive to explain mental functioning in everyday settings |
| d | * | Functionalists such as James and Dewey underestimated the importance of conscious experience in guiding human behavior |
| e | | Human motivation arises from the unconscious |
| Which of the following provided the most detailed evidence concerning the course of moral development after childhood? | | |
| a | * | Sigmund Freud |
| b | | Eleanor Gibson |
| c | | Jean Piaget |
| d | | Lawrence Kohlberg |
| e | | Erik Erikson |
| A person who is seated in front of a mirror engages in a short phone conversation. According to research on the actor-observer effect, what kind of attribution is that person most likely to make for his or her own behavior? | | |
| a | | Declarative |
| b | | Situational |
| c | | Counterfactual |
| d | | Procedural |
| e | * | Dispositional |
| The radial maze, Morris search task, and delayed nonmatching-to-sample task are methods of testing what characteristic of nonhuman animals? | | |
| a | | Sexual motivation |
| b | | Motor coordination |
| c | | Hearing |
| d | * | Memory |
| e | | Social communication |
| The aspect of memory most affected after the onset of anterograde amnesia is: | | |
| a | | Sensory memory |
| b | | Retention of old experiences |
| c | | Recall of word meanings |
| d | | Memory of events that occurred prior to the onset of amnesia |
| e | * | Memory of events that occur after the onset of amnesia |
| Which of the following features of the learning process would be LEAST likely to enhance long-term retention of the material? | | |
| a | | Encoding the material in several different contexts |
| b | | Making mental images of the important words and word combinations in the material |
| c | | Organizing the important words into coherent categories |

| | | |
|--|---|---|
| d | | Encoding items in the presence of the same cues that will be present at the time of retrieval |
| e | * | Repeating each key word in the material separately three or four times |
| Several abilities are measured repeatedly in the same participants at 55, 65, and 75 years of age. For which of the following measures would the observed decline with age be expected to be most obvious? | | |
| a | | Recall of factual knowledge |
| b | | Sensory memory capacity |
| c | | Reproduction of a simple abstract design from memory |
| d | * | Motor performance under time press |
| e | | Comparative judgments of line lengths |
| Adults whose first language is English automatically place adjectives before nouns in most sentences they utter. This fact best supports which of the following inferences? | | |
| a | | It is easier for these speakers to generate correct syntax than to recognize it |
| b | * | These speakers have acquired rules of English syntax |
| c | | The parents of these speakers always corrected them when they made a mistake |
| d | | The order of spoken words is biologically programmed |
| e | | All languages require this adjective-noun ordering, controlling for individual differences in visual acuity |
| Psychology as an independent science took shape: | | |
| a | | In the 40-ies. XIX century |
| b | | In the 60's. XIX century |
| c | | In the 80's. XIX century |
| d | * | In the 90's. XIX century |
| e | | In the beginning of XX century |
| The idea of the inseparability of the soul and the living body and the consideration of psychology: | | |
| a | | As a complete knowledge system was first proposed |
| b | | Epicurus |
| c | | Democritus |
| d | * | Aristotle |
| e | | Platon |
| The recognition of psychology as an independent science was associated: | | |
| a | * | With the creation of special research institutions |
| b | | With the development of the method of introspection |
| c | | With the development of the method of observation |
| d | | With the publication of the treatise "On the Soul" by Aristotle |
| e | | With the development of the experiment |
| The term "psychology" introduced into scientific circulation: | | |
| a | | R. Descartes |
| b | | G. Leibniz |
| c | * | X. Wolf |
| d | | Aristotle |
| e | | Plato |
| Psychology as a science of consciousness arose: | | |
| a | | In XI |
| b | | In the XV century |
| c | | In the XVI century |
| d | * | In the XVII century |
| e | | In the XVIII century |
| Psychology as a science of behavior arose: | | |
| a | | In the XV century |
| b | | In the XVII century |
| c | | In the XVIII century |
| d | | In the XIX century |
| e | * | In the XX century |

| | | |
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| The study of the relation of the psyche to its bodily substratum reflects the essence Such a problem of psychology, as: | | |
| a | | Psycho physiological |
| b | * | Psychosocial |
| c | | Psychopraxic |
| d | | Psychogenic |
| e | | Psychoprophylactic |
| According to idealistic ideas, the psyche is: | | |
| a | | Inherent property of matter |
| b | * | Property of the brain, reflection of objective reality |
| c | | Brain function |
| d | | The image of an incorporeal entity |
| e | | All answers are correct |
| Psychic in relation to its carrier does not perform the function: | | |
| a | | Reflecting objects of extra psychic reality |
| b | | Accumulation of life experience |
| c | | Transformation and prediction of external influences |
| d | * | Regulation of vegetative changes |
| e | | All answers are correct |
| The most radical attempt to put psychology on a natural-scientific basis is: | | |
| a | | Psychoanalysis |
| b | | Gestalt psychology |
| c | | Behaviorism |
| d | * | Humanistic psychology |
| e | | Cognitive psychology |
| The presence of the soul accounted for all the incomprehensible phenomena in human life from point of view: | | |
| a | | Psychology of the soul |
| b | | Psychology of consciousness |
| c | * | Behavioral psychology |
| d | | Psychology as a reflective activity of the brain |
| e | | Psychology of Gestalt |
| Psychology is the science of the functions of consciousness according to: | | |
| a | * | Functionalism |
| b | | Structuralism |
| c | | Behaviorism |
| d | | Psychoanalysis |
| e | | Dualism |
| A psychic phenomenon is: | | |
| a | | Nerve impulse |
| b | * | Receptor |
| c | | Interest |
| d | | Palpitation |
| e | | Reflex |
| Mental processes as an orientation activity of the subject in Problem situations considered: | | |
| a | * | S.L. Rubinstein |
| b | | A.R. Luria |
| c | | P.Ya. Halperin |
| d | | A.N. Leontiev |
| e | | P.I. Pavlov |
| The mental process of creating something new in the form of an image, presentation or idea is called: | | |
| a | | Sensation |
| b | | Perceptions |

| | | |
|--|---|--|
| c | * | Thinking |
| d | | By imagination |
| e | | Presentation |
| One of the most ancient concepts of psychology is the concept: | | |
| a | | Motive |
| b | | Personality |
| c | | Temperament |
| d | * | Abilities |
| e | | Of focus |
| Peculiarities of the ontogenetic development of the psyche are studied by psychology: | | |
| a | | Medical |
| b | | Social |
| c | * | Age |
| d | | Total |
| e | | Comparative |
| Socio-psychological manifestations of the individual, her relationships with people are studied by psychology: | | |
| a | | Differential |
| b | * | Social |
| c | | Pedagogical |
| d | | Total |
| e | | Medical |
| The founder of foreign pedology is: | | |
| a | | S. Hall |
| b | | J. Dewey |
| c | | J. Watson |
| d | * | W. James |
| e | | K. Horney |
| Pedology was declared a pseudoscience and ceased to exist in the Country: | | |
| a | | In 1920 |
| b | * | In 1928 |
| c | | In 1932 |
| d | | In 1936 |
| e | | In 1939 |
| V. Frankl is known as the founder: | | |
| a | | Of individual psychotherapy |
| b | | Rational psychotherapy |
| c | * | Logotherapy |
| d | | Social therapy |
| e | | Gestalt therapy |
| The author of psychodrama is: | | |
| a | | J. Moreno |
| b | | V. Frankl |
| c | * | C. Horney |
| d | | F. Perls |
| e | | J. Watson |
| Methodology: | | |
| a | | Is the result of the process of cognition |
| b | * | Defines how to achieve and build knowledge |
| c | | Is the substantive support of training activities |
| d | | Is a process in the course of which new forms of behavior and activity arise |
| e | | All answers are correct |
| The criterion of a scientific theory in psychology is not: | | |

| | | |
|---|---|--|
| a | | Relatively complete logical structure |
| b | | Principles and grounds for constructing psychological theories |
| c | | Provisions, proofs connecting theoretical constructs with available facts, other theories |
| d | * | Material purposeful activity of people in the transformation of natural and social objects |
| e | | All answers are correct |
| For scientific psychological and spontaneously-empirical research, the general (s) are (are): | | |
| a | | Means of cognition |
| b | | Nature of goal-setting |
| c | | Requirements for the accuracy of the terminology system |
| d | * | Statement of goals and objectives of the study |
| e | | Setting only tasks |
| In the pre-paradigm period of the development of psychology as an explanatory principle was formed: | | |
| a | | Development |
| b | | Determinism |
| c | | Integrity |
| d | * | System |
| e | | Dualism |
| The mental process depends on the factors that make it according to the principle: | | |
| a | | Of indeterminism |
| b | | Development |
| c | * | Determinism |
| d | | Of systemic |
| e | | Of materialism |
| The sydalistic point of view of the property of the human psyche was not considered: | | |
| a | | Plato |
| b | | Plotinus |
| c | | Augustine |
| d | * | Aristotle |
| e | | Democritus |
| From a materialistic point of view, psychic phenomena considered: | | |
| a | | R. Descartes |
| b | | B. Spinoza |
| c | * | T. Hobbes |
| d | | Plato |
| e | | Aristotle |
| The principle demanding to consider mental phenomena in a constant change, movement, is called the principle: | | |
| a | | Determinism |
| b | * | Development |
| c | | Transition of quantitative changes to qualitative |
| d | | Objectivity |
| e | | Of materialism |
| The philosophical current, accentuating the role of reason in the acquisition of knowledge, is called: | | |
| a | | Personalism |
| b | | Existentialism |
| c | * | Rationalism |
| d | | Irrationalism |
| e | | Materialism |
| The idea of the psyche as a necessary function for the survival of man has been established by virtue of determinism: | | |
| a | | Mechanical |
| b | * | Biological |

| | | |
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| c | | Of psychological |
| d | | Of social |
| e | | Pedagogical |
| Analysis of the general forms of scientific thinking refers to the level: | | |
| a | * | Philosophical methodology |
| b | | Of general scientific methodology |
| c | | Specially-scientific methodology |
| d | | Methods and techniques of research |
| e | | Of biological methodology |
| A distinctive feature of domestic psychology is the use of the category: | | |
| a | * | Activities |
| b | | Unconscious |
| c | | Reinforcements |
| d | | Introspection |
| e | | Projections |
| In determining the activity as an object of psychological research, such an "aspect of the study of the psyche was singled out as: | | |
| a | * | Procedural |
| b | | Genetic |
| c | | Philosophical |
| d | | Evolutionary |
| e | | Activity |
| The mental process depends on the factors that produce it, according to Principle of: | | |
| a | | Management |
| b | | Development |
| c | * | Determinism |
| d | | Of systemic |
| e | | Dualism |
| Conditionality of psychic phenomena by the action of those who produce them Factors is the essence of the principle: | | |
| a | * | Determinism |
| b | | Systemic |
| c | | Development |
| d | | Controls |
| e | | Dualism |
| As an explanatory in behaviorism, the following principle was explicitly used: | | |
| a | * | Determinism |
| b | | Development |
| c | | Activity |
| d | | Of systemic |
| e | | Management |
| The methodological basis of behaviorism is: | | |
| a | | Pantheism |
| b | * | Positivism |
| c | | Neotomism |
| d | | Reductionism |
| e | | Negativism |
| The methodology of behaviorism is closely related: | | |
| a | | With irrationalism |
| b | * | With a mechanistic understanding of behavior |
| c | | With futurism |
| d | | With evolutionism |

| | | |
|---|---|--|
| e | | With determinism |
| Psychoanalysis in its developed form was aimed at studying the personality And was formed in accordance with the principle: | | |
| a | | Systematic |
| b | * | Development |
| c | | Management |
| d | | Of indeterminism |
| e | | Of irrationalism |
| The concrete study of the personality in psychoanalysis is not conditioned by such Ideological orientation, as: | | |
| a | | Irrationalism |
| b | | Contrast between the personal meaning of life and its dependence on the social conditions of human development |
| c | | Hypertrophy of the role of sexuality |
| d | * | Rationalism |
| e | | Development |
| The philosophical basis of humanistic psychology is: | | |
| a | | Positivism |
| b | * | Existentialism |
| c | | Pragmatism |
| d | | Neotomism |
| e | | Reductionism |
| In the most general form, the measurement scales are represented by a scale: | | |
| a | * | Titles |
| b | | Order |
| c | | Intervals |
| d | | Relations |
| e | | Values |
| You can not perform any arithmetic in the scale: | | |
| a | * | Titles |
| b | | Order |
| c | | Intervals |
| d | | Relations |
| e | | Values |
| The concept of "self-observation" is synonymous with the term: | | |
| a | | Introversion |
| b | | Introjection |
| c | * | Introspection |
| d | | Introscopy |
| e | | Introvision |
| The systematic application of modeling is most characteristic: | | |
| a | | For humanistic psychology |
| b | * | For gestalt psychology |
| c | | For psychoanalysis |
| d | | For the psychology of consciousness |
| e | | For psychology of behavior |
| Obtaining by a subject data on one's own mental processes and states at the time of their flow or after it is: | | |
| a | | Surveillance |
| b | | Experiment |
| c | | Testing |
| d | * | Self-observation |
| e | | Design |
| Active intervention of the researcher in the activity of the subject with the purpose of creating conditions for the | | |

| | | |
|---|---|---|
| establishment of a psychological fact is called: | | |
| a | | Content analysis |
| b | | Analysis of products of activities |
| c | | With conversation |
| d | * | Experiment |
| e | | Survey |
| The main for modern psychogenetic studies is not the method: | | |
| a | | Twin |
| b | | Adopted children |
| c | | Family |
| d | * | Introspection |
| e | | Genetic |
| Depending on the situation, one can distinguish observation: | | |
| a | * | Field |
| b | | Solid |
| c | | Systematic |
| d | | Discrete |
| e | | Laboratory |
| A way of investigating the structure and character of interpersonal relationships People on the basis of measuring their interpersonal choices is called: | | |
| a | | Content analysis |
| b | | By comparison method |
| c | | Method of social units |
| d | * | Sociometry |
| e | | Social experiment |
| The first experimental psychological laboratory was opened: | | |
| a | | U. James |
| b | | G. Ebbinghaus |
| c | * | W. Wundt |
| d | | X. Wolff |
| e | | B. Spinoza |
| The world's first experimental laboratory began its work: | | |
| a | | In 1850 |
| b | | In 1868 |
| c | * | In 1879 |
| d | | In 1885 |
| e | | In 1900 |
| The ability of the researcher to evoke a psychic process or property is the main virtue: | | |
| a | | Observation |
| b | * | Experiment |
| c | | Content analysis |
| d | | Analysis of product activities |
| e | | Questionnaires |
| With the help of an experimental method, the hypotheses of identity are tested: | | |
| a | | Phenomenon |
| b | | Relationships between phenomena |
| c | * | The causal relationship between phenomena |
| d | | Correlations between phenomena |
| e | | Interactions between phenomena |
| An associative experiment for the study of unconscious affective formations was developed and proposed: | | |
| a | | P. Jane |
| b | | Z. Freud |

| | | |
|--|---|------------------------|
| c | | J. Breyer |
| d | * | K. Jung |
| e | | W. Wundt |
| The author of the natural experiment is: | | |
| a | | R. Gottsdanker |
| b | * | A.F. Lazursky |
| c | | D. Campbell |
| d | | B. Wundt |
| e | | I.P. Pavlov |
| The intermediate between the natural methods of conducting research and methods where strict control of variables is applied is: | | |
| a | | Thought experiment |
| b | * | Quasi-experiment |
| c | | Laboratory experiment |
| d | | Method of conversation |
| e | | Questionnaire |
| An associative experiment for the study of unconscious affective formations was developed and proposed: | | |
| a | | P. Jane |
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| c | | J. Breyer |
| d | * | K. Jung |
| e | | W. Wundt |
| The author of the natural experiment is: | | |
| a | | R. Gottsdanker |
| b | * | A.F. Lazursky |
| c | | D. Campbell |
| d | | B. Wundt |
| e | | I.P. Pavlov |
| Revolution was introduced: | | |
| a | * | R. Gottsdanker |
| b | | A.F. Lazursky |
| c | | D. Campbell |
| d | | B. Wundt |
| e | | I.P. Pavlov |
| The intermediate between the natural methods of conducting research and methods where strict control of variables is applied is: | | |
| a | | Thought experiment |
| b | * | Quasi-experiment |
| c | | Laboratory experiment |
| d | | Method of conversation |
| e | | Questionnaire |
| The measure of the conformity of the experimental procedure of objective reality is characterized by validity: | | |
| a | | Internal |
| b | * | External |
| c | | Operational |
| d | | Constructive |
| e | | Independent |
| In the laboratory experiment, the most critical is the variability: | | |
| a | | Internal |
| b | * | External |
| c | | Operational |
| d | | Constructive |

| | | |
|--|---|--|
| e | | Independent |
| The concept of "environmental validity" is often used as a synonym for the term "validity": | | |
| a | | Internal |
| b | * | External |
| c | | Operational |
| d | | Constructive |
| e | | Independent |
| Eight main factors that violate the internal validity, and four factors that violate the external, identified: | | |
| a | | R. Gottsdanker |
| b | | A.F. Lazursky |
| c | * | D. Campbell |
| d | | B. Wundt |
| e | | R. Gottsdanker |
| The factor of nonequivalence of groups by composition, which reduces the internal validity of the study, D. Campbell called: | | |
| a | * | Selection |
| b | | Statistical regression |
| c | | With experimental screening |
| d | | Natural development |
| e | | Experimental development |
| The placebo effect was discovered: | | |
| a | | Psychologist |
| b | | Teachers |
| c | * | Doctors |
| d | | Physiologists |
| e | | Neurologists |
| The factor of the presence of any external observer in the experiment is called the effect: | | |
| a | | Placebo |
| b | | Hot torn |
| c | * | Social facilitation |
| d | | Halo |
| e | | Priority |
| The influence of the experimenter on the results is most significant in research: | | |
| a | | Psycho physiological |
| b | | Global" individual processes (intellect, motivation, decision making, etc. |
| c | * | Psychology of personality and social psychology |
| d | | Of psychogenetic |
| e | | Differential |
| Psychological techniques designed on the training material and designed to assess the level of mastery of educational knowledge and skills are known as tests: | | |
| a | * | Achievements |
| b | | Of intellect |
| c | | Person |
| d | | Projective |
| e | | Abilities |
| Evaluation of the consistency of the indicators obtained by repeated testing of the same subjects and the same test or its equivalent form, characterizes the test from the point of view of it: | | |
| a | | Validity |
| b | | Authenticity |
| c | * | Reliability |
| d | | Representativeness |
| e | | Of constructiveness |

| | | |
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| At which scheme formation of the first impression is the perception of partner as an extremely attractive appearance: | | |
| a | | Factor of excellence (inequality) |
| b | | Factor of depreciation |
| c | | Factor of systematic distortion |
| d | * | Factor of partner attractiveness |
| e | | Factor of similarities of perceived person with the Observer (relation to US) |
| At what scheme formation of the first impression is perception of partner started with his similarity with the observed? | | |
| a | | Factor of excellence (inequality) |
| b | | Factor of depreciation |
| c | | Factor of systematic distortion |
| d | | Factor of partner attractiveness |
| e | * | Factor of similarities of perceived person with the Observer (relation to US) |
| At what phenomenon of social psychology people, not knowing or not knowing enough about real reasons of behavior of another individual, in a conditions of deficit of information begin to ascribe to each other as the causes of conduct. | | |
| a | | Edge effect |
| b | | Casual attribution |
| c | | effect of novelty |
| d | * | The halo effect |
| e | | Effect of primacy |
| Who was one of the first formulated basic theoretical visions of casual attribution? | | |
| a | | F. Hyder |
| b | | G. Kelly |
| c | | K. Davis |
| d | | L. Strickland |
| e | * | F. Guider |
| What principle of causal scheme points to the causes events underestimated due to re-evaluation of other reasons: | | |
| a | | The principle of conformity |
| b | * | Depreciation principle |
| c | | The principle of the difference |
| d | | The principle of systematic distortion |
| e | | The principle of amplification |
| What principle of causal scheme points on existing of permanent deviations from the rules of formal logic in explaining the causes of human behavior: | | |
| a | | The principle of conformity |
| b | | Depreciation principle |
| c | | The principle of the difference |
| d | * | The principle of systematic distortion |
| e | | The principle of amplification |
| What principle of the causal scheme indicates when the role of a particular cause in an event is exaggerated: | | |
| a | | The principle of conformity |
| b | | Depreciation principle |
| c | | The principle of the difference |
| d | | The principle of systematic distortion |
| e | * | The principle of amplification |
| What type of attribution is attributed to the fact that the reason is attributed personally to the person who commits the act: | | |
| a | * | Personal attribution |
| b | | Attribution of depreciation |

| | | |
|--|---|--|
| c | | Attribution connected to circumstances |
| d | | Objective attribution |
| e | | amplification attribution |
| What type of attribution is attributed to the fact that the reason is attributed to the object to which the action is directed: | | |
| a | | Personal attribution |
| b | | Attribution of depreciation |
| c | | Attribution connected to circumstances |
| d | * | Object attribution |
| e | | Amplification attribution |
| What type of attribution is attributed to the fact that the cause of what is happening is attributed to the circumstances? | | |
| a | | Personal attribution |
| b | | Attribution of depreciation |
| c | * | Attribution connected to circumstances |
| d | | Object attribution |
| e | | Amplification attribution |
| What are the names of attribution errors, which include a different kind of "protection" (addiction, asymmetry of positive and negative results, i.e. success for oneself, failure for circumstances)? | | |
| a | | Fundamental errors |
| b | | Errors of "false consent" |
| c | | Errors of "unequal opportunities" |
| d | | Errors of "greater confidence in concrete facts than in general judgments" |
| e | * | Motivational errors |
| How are called attribution errors, including cases of reassessment of personal factors and underestimation of situational ones: | | |
| a | * | Fundamental errors |
| b | | Errors of "false consent" |
| c | | Errors of "unequal opportunities" |
| d | | Errors of "greater confidence in concrete facts than in general judgments" |
| e | | Motivational errors |
| What are the attribution errors called when the "normal" interpretation is one that coincides with "my" opinion and is adjusted to it: | | |
| a | | Fundamental errors |
| b | * | Errors of "false consent" |
| c | | Errors of "unequal opportunities" |
| d | | Errors of "greater confidence in concrete facts than in general judgments" |
| e | | Motivational errors |
| What are the name of attribution error, when in certain roles "easier" to show their own positive qualities, the interpretation in this case is carried out by means of an appeal to them? | | |
| a | | Fundamental errors |
| b | | Errors of "false consent" |
| c | * | Errors of "unequal opportunities" |
| d | | Errors of "greater confidence in concrete facts than in general judgments" |
| e | | Motivational errors |
| What is the essence of the principle of correlation? | | |
| a | | When the factors of the situation are underestimated and, on the contrary, the factors of personal characteristics are overestimated |
| b | * | When the effect is attributed to the reason with which it is covariant in time (coincides in time) |
| c | | When priority is given to the cause that encounters an obstacle: it is "amplified" in the consciousness of the perceiving by the fact of the existence of such an obstacle |
| d | | When it is necessary to analyze the schemes of causality that a person has |

| | | |
|---|---|--|
| e | | When, in the presence of competing causes, one of them is disavowed (refuted) by the very fact of the availability of alternatives |
| What is the essence of the principle of amplification? | | |
| a | | When the factors of the situation are underestimated and, on the contrary, the factors of personal characteristics are overestimated |
| b | | When the effect is attributed to the reason with which it is covariant in time (coincides in time) |
| c | * | When priority is given to the cause that encounters an obstacle: it is "amplified" in the consciousness of the perceiving by the fact of the existence of such an obstacle |
| d | | When it is necessary to analyze the schemes of causality that a person has |
| e | | When, in the presence of competing causes, one of them is disavowed (refuted) by the very fact of the availability of alternatives |
| What is the essence of the principle of systematic distortion? | | |
| a | * | When the factors of the situation are underestimated and, on the contrary, the factors of personal characteristics are overestimated |
| b | | When the effect is attributed to the reason with which it is covariant in time (coincides in time) |
| c | | When priority is given to the cause that encounters an obstacle: it is "amplified" in the consciousness of the perceiving by the fact of the existence of such an obstacle |
| d | | When it is necessary to analyze the schemes of causality that a person has |
| e | | When, in the presence of competing causes, one of them is disavowed (refuted) by the very fact of the availability of alternatives |
| What is the essence of the principle of depreciation? | | |
| a | | When the factors of the situation are underestimated and, on the contrary, the factors of personal characteristics are overestimated |
| b | | When the effect is attributed to the reason with which it is covariant in time (coincides in time) |
| c | | When priority is given to the cause that encounters an obstacle: it is "amplified" in the consciousness of the perceiving by the fact of the existence of such an obstacle |
| d | | When it is necessary to analyze the schemes of causality that a person has |
| e | * | When, in the presence of competing causes, one of them is disavowed (refuted) by the very fact of the availability of alternatives |
| Who introduced the term "social stereotype"? | | |
| a | * | Walter Lippmann |
| b | | George Alexander Kelly |
| c | | Kelvin Geoffrey Davis |
| d | | L. Srickland |
| e | | Fritz Heider |
| What is the function of the stereotype? | | |
| a | | Selection of social information |
| b | | Creation and support of a positive "I-image" |
| c | | Formation and support of group ideology, which explains and justifies the behavior of the group |
| d | | Creation and maintenance of a positive "We-image" |
| e | * | All functions |
| What kind of stereotypes is manifested in the case when the evaluation of the psychological qualities of a person, his personality depends on anthropological signs, that is, on the characteristics of the physical appearance? | | |
| a | | Ethno national |
| b | * | Anthropological |
| c | | Socio-status |
| d | | Expressive-aesthetic |
| e | | Socially-role |
| What kind of stereotypes is determined by the dependence of the evaluation of personality on the external attractiveness of a person (the more attractive is the appearance of a person, the more positive personality traits are given): | | |
| a | | Ethno national |

| | | |
|--|---|----------------------|
| b | | Anthropological |
| c | | Socio-status |
| d | * | Expressive-aesthetic |
| e | | Socially-role |
| What kind of stereotypes is manifested when a person's psychological assessment is mediated by her belonging to a particular nation, race, ethnic group? | | |
| a | * | Ethno national |
| b | | Anthropological |
| c | | Socio-status |
| d | | Expressive-aesthetic |
| e | | Socially-role |
| What kind of stereotypes is manifested in the subordination of the evaluation of the individual's personal qualities of his social role, role functions? | | |
| a | | Ethno national |
| b | | Anthropological |
| c | | Socio-status |
| d | | Expressive-aesthetic |
| e | * | Socially-role |
| What kind of stereotypes lies in the dependence of the evaluation of personal qualities of an individual on his social status? | | |
| a | | Ethno national |
| b | | Anthropological |
| c | * | Socio-status |
| d | | Expressive-aesthetic |
| e | | Socially-role |
| What kind of stereotypes are associated with the dependence of the evaluation of the personality from outside features - language, facial expressions, pantomimics, etc .? | | |
| a | | Ethno national |
| b | * | Verbal-behavioral |
| c | | Socio-status |
| d | | Expressive-aesthetic |
| e | | Socially-role |
| What kind of stereotypes does the personalized image of the profession, that is, the generalized image of a typical professional, stand out? | | |
| a | | Ethno national |
| b | | Verbal-behavioral |
| c | | Socio-status |
| d | * | Professional |
| e | | Socially-role |
| What kind of stereotypes in which, based on the connection of the features of appearance and personality? | | |
| a | | Ethno national |
| b | | Verbal-behavioral |
| c | | Socio-status |
| d | | Professional |
| e | * | Physiognomic |
| What kind of stereotypes in which, based on the connection of the features of appearance and personality? | | |
| a | | Ethno national |
| b | | Verbal-behavioral |
| c | | Socio-status |
| d | | Professional |
| e | * | Physiognomic |
| What concerns to the macro barriers of communication? | | |

| | | |
|---|---|---|
| a | | Features of the intellect of those who communicate |
| b | | Unequal knowledge of the subject of conversation |
| c | | Lack of common understanding of the situation of communication |
| d | * | Overloading with information, which leads to a devaluation of its content |
| e | | Social, political, professional, religious differences |
| What concerns to the macro barriers of communication? | | |
| a | | Ability to use information |
| b | | Variety of carriers (newspapers, television) |
| c | * | Lack of common understanding of the situation of communication |
| d | | Overloading with information, which leads to a devaluation of its content |
| e | | Access to sources of limited information |
| What kind of communication barrier arises when partners do not find a common language, because each person sees the world, the situation, the problem that is being discussed, from his point of view, which may not coincide with the position of the partner? | | |
| a | | Stylistic |
| b | * | Logical |
| c | | Phonetic |
| d | | Semantic |
| e | | Emotional |
| What kind of communication barrier arises from the absence of coincidences in the systems of values of communication partners - thesaurus, a linguistic dictionary of the language that has full semantic information? | | |
| a | | Stylistic |
| b | | Logical |
| c | | Phonetic |
| d | * | Semantic |
| e | | Emotional |
| What kind of communication barrier is created by the peculiarities of the language of the speaker; It occurs when participants in the communicative process speak different languages and dialects, have significant defects in speech and diction, distorted grammatical construction of utterances? | | |
| a | | Stylistic |
| b | | Logical |
| c | * | Phonetic |
| d | | Semantic |
| e | | Emotional |
| What kind of communication barrier is characterized by avoidance of contacts with the partner due to inattention, lack of hearing, missing information "by the ears"? | | |
| a | | The action of authority |
| b | | Estrangement |
| c | | Disagreements |
| d | * | Avoidance |
| e | | Misunderstandings |
| What kind of barrier of communication is realized through the trust of an individual by authoritative people and distrust by an unauthorized one? | | |
| a | * | The action of authority |
| b | | Estrangement |
| c | | Disagreements |
| d | | Avoidance |
| e | | Misunderstandings |
| What kind of communication barrier is associated with the difficulty in determining the source of information as dangerous, or vice versa as not carrying any threat? | | |
| a | | The action of authority |
| b | | Estrangement |

| | | |
|--|---|-----------------------------|
| c | | Disagreements |
| d | | Avoidance |
| e | * | Misunderstandings |
| The interaction of two or more people with mutually exclusive goals (at least, perceived by them as such) and realizing them alone to the detriment of another, is called: | | |
| a | | Incident |
| b | * | Conflict |
| c | | Conflict situation |
| d | | Conflictogen |
| e | | Misunderstandings |
| What is included in the structure of the conflict? | | |
| a | | Opponents |
| b | | An object |
| c | | Subjective motives |
| d | | Cause |
| e | * | All above |
| Words, actions (or inaction) that can lead to conflict are called: | | |
| a | | Incident |
| b | | Conflict |
| c | | Conflict situation |
| d | * | Conflictogen |
| e | | Misunderstandings |
| The case when a person tries to respond to a conflictogen with an even more violent conflictogen (the strongest among all possible) is called: | | |
| a | | Incident |
| b | | Conflict |
| c | | Conflict situation |
| d | * | Escalation of conflictogens |
| e | | Misunderstandings |
| The accumulated contradictions, containing the true cause of the conflict, are called: | | |
| a | | Incident |
| b | | Conflict |
| c | * | Conflict situation |
| d | | Escalation of conflictogens |
| e | | Misunderstandings |
| The confluence of circumstances, which is the reason for the conflict, is called: | | |
| a | * | Incident |
| b | | Conflict |
| c | | Conflict situation |
| d | | Escalation of conflictogens |
| e | | Misunderstandings |
| Conflicts based solely on feelings of antipathy and hostility of the parties to the conflict in relation to each other, are called: | | |
| a | * | Emotional |
| b | | Dyadic |
| c | | Local |
| d | | Universal |
| e | | Business |
| Conflicts, in which all interacting people are involved, are called: | | |
| a | | Emotional |
| b | | Dyadic |
| c | | Local |

| | | |
|--|---|---------------------------------------|
| d | * | Universal |
| e | | Business |
| Conflicts that occur due to specific objects are called: | | |
| a | | Emotional |
| b | | Dyadic |
| c | | Local |
| d | | Universal |
| e | * | Business |
| The state of dissatisfaction with the individual by any circumstances of his life, caused by various psychological factors of the inner world, is called: | | |
| a | | Interpersonal conflict |
| b | | Conflict between a person and a group |
| c | | Intergroup conflict |
| d | * | Intrapersonal conflict |
| e | | Destructive conflict |
| The difficult-to-resolve contradiction that arises between people and is caused by the incompatibility of their views, positions, interests, goals and needs, is called: | | |
| a | * | Interpersonal conflict |
| b | | Conflict between a person and a group |
| c | | Intergroup conflict |
| d | | Intrapersonal conflict |
| e | | Destructive conflict |
| The conflict that occurs between different (formal and informal) groups in the organization, between higher and lower levels of government, is called: | | |
| a | | Interpersonal conflict |
| b | | Conflict between a person and a group |
| c | * | Intergroup conflict |
| d | | Intrapersonal conflict |
| e | | Destructive conflict |
| Conflict, leading to a deepening of the problem, is called: | | |
| a | | Interpersonal conflict |
| b | | Conflict between a person and a group |
| c | | Intergroup conflict |
| d | | Intrapersonal conflict |
| e | * | Destructive conflict |
| Conflict, conducive to the development of the group, is called: | | |
| a | | Interpersonal conflict |
| b | * | Constructive conflict |
| c | | Intergroup conflict |
| d | | Intrapersonal conflict |
| e | | Destructive conflict |
| Under what type of behavior in the conflict is the slogan "The best defense- attack"; Has a need to transform the external environment, change the position of other people, which can lead to a variety of clashes and tensions in relations: | | |
| a | | "Businessman" |
| b | | "Interlocutor" |
| c | | "Pragmatist" |
| d | * | "Practitioner" |
| e | | "Thinker" |
| For what type of behavior in a conflict acts slogan "A bad peace is better than a good war ', is not capable of a long confrontation in the conflict, but open to the adoption of another opinion, and does not seek to change it prefers cooperation: | | |

| | | |
|--|---|--|
| a | | "Businessman" |
| b | * | "Interlocutor" |
| c | | "Pragmatist" |
| d | | "Practitioner" |
| e | | "Thinker" |
| For what type of behavior in a conflict acts slogan "Let thinks he's won!"; Is focused on the knowledge of himself and the world around him: | | |
| a | | "Businessman" |
| b | | "Interlocutor" |
| c | | "Pragmatist" |
| d | | "Practitioner" |
| e | * | "thinker" |
| What is the name of the communication strategy and the type of human behavior in which the problem is resolved through mutual concessions: | | |
| a | | Competition, rivalry or confrontation between parties of communication |
| b | | Avoidance, evasion, or flight |
| c | | Adjustment or strategy to reduce inconsistencies |
| d | | Cooperation |
| e | * | Compromise |
| What is the name of the strategy of behavior when the outcome of the matter is extremely important for another person and not very significant for him? | | |
| a | | Competition, rivalry or confrontation between parties of communication |
| b | | Avoidance, evasion, or flight |
| c | * | Adjustment or strategy to reduce inconsistencies |
| d | | Cooperation |
| e | | Compromise |
| What is the name of the strategy of behavior aimed at finding a solution that would satisfy the interests of all parties? | | |
| a | | Competition, rivalry or confrontation between parties of communication |
| b | | Avoidance, evasion, or flight |
| c | | Adjustment or strategy to reduce inconsistencies |
| d | * | Cooperation |
| e | | Compromise |
| What is the name of the strategy of behavior, accompanied by an open struggle for one's interests and necessarily assuming the one who won and the one who lost? | | |
| a | * | Competition, rivalry or confrontation between parties of communication |
| b | | Avoidance, evasion, or flight |
| c | | Adjustment or strategy to reduce inconsistencies |
| d | | Cooperation |
| e | | Compromise |
| What is the name of the strategy of behavior that affects a problem that is not very important for a person when he does not want to spend energy on solving it or when he feels that he is in a hopeless situation? | | |
| a | | Competition, rivalry or confrontation between parties of communication |
| b | * | Avoidance, evasion, or flight |
| c | | Adjustment or strategy to reduce inconsistencies |
| d | | Cooperation |
| e | | Compromise |
| What is characteristic of an authoritarian style of leadership? | | |
| a | | Collegiality, encouragement of initiative |
| b | | Avoidance of failure |
| c | | Smoothing of contradictions |
| d | * | Strict control methods |

| | | |
|---|---|---|
| e | | Refusal of management, removal from leadership |
| What is characteristic of the liberal style of leadership? | | |
| a | | Collegiality, encouragement of initiative |
| b | | Avoidance of failure |
| c | | Smoothing of contradictions |
| d | | Strict control methods |
| e | * | Refusal of management, removal from leadership |
| What is characteristic of a democratic leadership style? | | |
| a | * | Collegiality, encouragement of initiative |
| b | | Avoidance of failure |
| c | | Smoothing of contradictions |
| d | | Strict control methods |
| e | | Refusal of management, removal from leadership |
| What distortion of perception in a situation of manipulative conflict can be represented in the fact that the truth and justice are entirely on our side, while the moral standards are violated only by the other side? | | |
| a | | "All clear" |
| b | * | "Illusion of own nobility" |
| c | | "Finding a speck of dust in the eye of another" |
| d | | "Double Ethics" |
| e | | "Pink glasses" |
| What distortion of perception in a situation of manipulative conflict can be represented in an exaggerated representation of another person's inaccuracy and lack of understanding of the shortcomings in himself? | | |
| a | | "All clear" |
| b | | "Illusion of own nobility" |
| c | * | "Finding a speck of dust in the eye of another" |
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| d | | "Double Ethics" |
| e | | "Pink glasses" |
| What distortion of perception in a situation of manipulative conflict can be represented, when in the implementation and even in the recognition of the same interactions, one's own actions are perceived as permissible, and the actions of the opponent - as unresolved and dishonest? | | |
| a | | "All clear" |
| b | | "Illusion of own nobility" |
| c | | "Finding a speck of dust in the eye of another" |
| d | * | "Double Ethics" |
| e | | "Pink glasses" |
| What is name of the motivation, hidden from the other person, the experience of a certain state, the change in attitude to something that the manipulator needs to achieve his goals? | | |
| a | | Empathy |
| b | | Reflection |
| c | * | Manipulation |
| d | | Stereotyping |
| e | | Identification |
| For what type of manipulator is characterized by exaggeration of their forces, domination, management of their victims: | | |
| a | | Bully |

| | | |
|---|---|----------|
| b | | Good guy |
| c | | Judge |
| d | * | Dictator |
| e | | Defender |
| For what type of manipulator is characteristic of the complete opposite and the victim of the Dictator: | | |
| a | * | Dweeb |
| b | | Good guy |
| c | | Judge |
| d | | Dictator |
| e | | Defender |
| For what type of manipulator is characterized by exaggeration of their control, deceit, lie, cunning and checking of other people: | | |
| a | | Dweeb |
| b | | Good guy |
| c | | Judge |
| d | * | Detector |
| e | | Defender |
| For what type of manipulator is characterized by an exaggeration of its criticality, full of accusations, indignation, hardly forgives: | | |
| a | | Dweeb |
| b | | Good guy |
| c | * | Judge |
| d | | Detector |
| e | | Defender |
| For what type of manipulator is characterized by the complete opposite of the Calculator, he exaggerates his dependence, wants to be led, be the object of concern: | | |
| a | * | Adhered |
| b | | Good guy |
| c | | Judge |
| d | | Detector |
| e | | Defender |
| For what type of manipulator is characterized by an exaggeration of his caring, love, he just kills with his kindness: | | |
| a | | Adhered |
| b | * | Good guy |
| c | | Judge |
| d | | Detector |
| e | | Defender |
| For what type of manipulator is the exact opposite of the Judge, overly emphasizes his support and condescension to mistakes, sympathizing with them beyond measure and not allowing his clients to stand up and grow on their own, harms others: | | |
| a | | Adhered |
| b | | Good guy |
| c | | Judge |
| d | | Detector |
| e | * | Defender |
| For what type of manipulator is characterized by an exaggeration of their aggressiveness, cruelty and ill will: | | |
| a | | Adhered |
| b | * | Bully |
| c | | Judge |
| d | | Detector |
| e | | Defender |

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| What characterizes such a manipulation system, in which the manipulator tries to control other by means of active methods. He avoids demonstrating his weakness in relationships, posing as a man full of strength. Usually, he attracts his social environment (parent, elder brother, teacher, boss). Performs the role of trampling and achieves satisfaction, gaining control over other people, but depend on their impotence. Applies the technique of establishing rights and duties, ranking cards, etc., controlling people as puppets? | |
| a | System of indifferent manipulation |
| b | Competing manipulator |
| c | Passive manipulator |
| d | * Active manipulator |
| e | System of manipulating the philosophy of life |
| Which is typical for such manipulation of the system, in which the manipulator acts indifferent, nothing on hoping, trying to escape, to withdraw from contact with a partner. His key phrase: "I do not care". He treats another person as a doll. His methods are either passive or active, sometimes he plays Bored, sometimes Warm, Martyr or Helpless? | |
| a | * System of indifferent manipulation |
| b | Competing manipulator |
| c | Passive manipulator |
| d | Active manipulator |
| e | System of manipulating the philosophy of life |
| What is characteristic of such a system of manipulation in which the manipulator considers life as a contest that requires constant vigilance, because here you can either win or lose, there is no option. For him, life - a battle in which everyone else - opponents or enemies, real or potential? | |
| a | System of indifferent manipulation |
| b | * Competing manipulator |
| c | Passive manipulator |
| d | Active manipulator |
| e | System of manipulating the philosophy of life |
| What is characteristic for such a system of manipulation, in which the manipulator can not control life, refuses all efforts to do this and allows you to dispose of an active manipulator. He pretends to be helpless and stupid and plays out of himself a trampled one. At the same time, he wins through defeat? | |
| a | System of indifferent manipulation |
| b | Competing manipulator |
| c | * Passive manipulator |
| d | Active manipulator |
| e | System of manipulating the philosophy of life |
| What is typical for the actualizer? | |
| a | Lie |
| b | Control |
| c | Cynicism |
| d | * Honesty |
| e | Unconsciousness |
| For reception of manipulation in business communication is characterized by the imposition of a person's own views on the situation and their psycho-emotional state. It is realized due to non-verbal means of communication - gestures, facial expressions, rhythm and pace of speech: | |
| a | Ignoring |
| b | * Infection |
| c | Motivation |
| d | Depreciation |
| e | Trust |
| For what method of manipulation in business communication is characterized by the creation of positive motives for the person to fulfill the goals of the manipulator, building logical reasoning in his favor: | |
| a | Ignoring |
| b | Infection |

| | | |
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| c | * | Motivation |
| d | | Depreciation |
| e | | Trust |
| For what reception of manipulation in business communication is characteristic, when the manipulator intentionally tries to lower the self-esteem of the interlocutor, disdainfully concerns his ideas and thoughts. In this case, the manipulator does not specially notice the speech and judgments of the partner, avoids eye contact, which causes a feeling of uncertainty and anxiety in the partner: | | |
| a | * | Ignoring |
| b | | Infection |
| c | | Motivation |
| d | | Depreciation |
| e | | Trust |
| For what method of manipulation in business communication is characterized by psychological pressure on the interlocutor. The manipulator publicly ridicules the partner's thoughts and suggestions, calls into question the competency of the interlocutor in the topic under discussion, tries to lower his self-esteem and cause a feeling of insecurity in himself: | | |
| a | | Ignoring |
| b | | Infection |
| c | | Motivation |
| d | * | Depreciation |
| e | | Trust |
| For what reception of neutralization of manipulation in dialogue it is characteristic to choose one basic phrase and to repeat it many times without changing intonation: | | |
| a | | Departure from the discussion |
| b | | Place the dots above the "i" |
| c | | Response manipulation |
| d | * | Technique of "worn out plate" |
| e | | Technique of "infinite refinement" |
| For what method of neutralizing manipulation in communication, the character of the insanity with the interpreter, telling him directly about his actions and telling about his true motive: "Why are you trying to impose this on me? Do you want to piss me off? " | | |
| a | | Departure from the discussion |
| b | * | Place the dots above the "i" |
| c | | Response manipulation |
| d | | Technique of "worn out plate" |
| e | | Technique of "infinite refinement" |
| For reception of neutralization of manipulation in communication it allows accidentally skip an attack manipulator on deaf ears. To do this, it is enough to simulate a phone call, something "accidentally" drop. This will help confuse the manipulator and gain time: | | |
| a | * | Departure from the discussion |
| b | | Place the dots above the "i" |
| c | | Response manipulation |
| d | | Technique of "worn out plate" |
| e | | Technique of "infinite refinement" |
| For what reception of neutralization of manipulation in dialogue response means of manipulation is characteristic. This method requires an open confrontation with the manipulator: | | |
| a | | Departure from the discussion |
| b | | Place the dots above the "i" |
| c | * | Response manipulation |
| d | | Technique of "worn out plate" |
| e | | Technique of "infinite refinement" |
| For reception of neutralization of manipulation in communication characterized by detailed and precise clarification of that is the target of the manipulator: | | |

| | | |
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| a | | Technique of the "English professor" |
| b | | Place the dots above the "i" |
| c | | Response manipulation |
| d | | Technique of "worn out plate" |
| e | * | Technique of "infinite refinement" |
| For what reception of neutralization of manipulation in dialogue the correct expression of doubt about the fact that the fulfillment of someone's demands does not really violate the rights of the addressee ("Could you speak more slowly"): | | |
| a | * | Technique of the "English professor" |
| b | | Place the dots above the "i" |
| c | | Response manipulation |
| d | | Technique of "worn out plate" |
| e | | Technique of "infinite refinement" |
| The kind of psychological opposition to influence, which is characterized by the expression of its disagreement to fulfill someone's request: | | |
| a | * | Refusal |
| b | | Mental self-defense |
| c | | Ignoring |
| d | | Creativity |
| e | | Counter-argumentation |
| Type of psychological opposition to influence, for which is characterized by deliberate ignoring of words, actions: | | |
| a | | Refusal |
| b | | Mental self-defense |
| c | * | Ignoring |
| d | | Creativity |
| e | | Counter-argumentation |
| Type of psychological opposition to influence, which is characterized by a reasoned response to the belief: | | |
| a | | Refusal |
| b | | Mental self-defense |
| c | | Ignoring |
| d | | Creativity |
| e | * | Counter-argumentation |
| The kind of psychological opposition to influence, for which a discussion is supported, supported by facts: | | |
| a | | Refusal |
| b | | Mental self-defense |
| c | | Ignoring |
| d | * | Constructive criticism |
| e | | Counter-argumentation |
| Type of psychological opposition to influence, which is characterized by the use of speech tools to gain time and think about further actions: | | |
| a | | Refusal |
| b | * | Mental self-defense |
| c | | Ignoring |
| d | | Constructive criticism |
| e | | Counter-argumentation |
| The kind of psychological opposition to influence, for which an open confrontation of one's position is characteristic: | | |
| a | | Refusal |
| b | | Mental self-defense |
| c | * | Confrontation |
| d | | Constructive criticism |

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| e | | Counter-argumentation |
| Communicative competence is: | | |
| a | | The ability to establish and maintain the necessary contacts with people |
| b | | Mutual understanding between communication partners |
| c | | Better understanding of the situation and the subject of communication between medical workers and the patient |
| d | | Professionally significant characteristics of a doctor and a nurse |
| e | * | All above |
| What is the main criterion for the patient's confidence in the doctor: | | |
| a | | Qualification of medical worker |
| b | | Appearance |
| c | * | Dynamic positive ratio of the patient to the doctor, expressing Previous experience conditioned expectation that the doctor has Abilities, means and desire to help the patient in the best way |
| d | | Experience and art of a doctor |
| e | | Patience of the doctor and the ability to control oneself |
| On what is the "empathic" psychological type of the doctor based: | | |
| a | | On the authoritarian-directive position of the doctor who is for the patient Competent leader, who takes an active position |
| b | * | On the presence of empathy, the ability to empathize, to share Psychological problems of the patient |
| c | | At a distance from the patient's deep feelings, is focused on Symptoms of the disease and a technocratic approach to the treatment of the patient |
| d | | On the principle of partnership |
| e | | On the ability to solve difficult and atypical cases |
| At what type of communication the doctor considers the problems of the patient with Position of own knowledge and directly makes decisions without Coordination with another participant in the communication and the interested person: | | |
| a | | Contact of masks |
| b | | Primitive communication |
| c | | Formally-role communication |
| d | * | Business conversation |
| e | | Manipulative communication |
| The "ideal doctor" for the patient is: | | |
| a | | A doctor who can communicate with the patient |
| b | | Empathic physician |
| c | | A doctor with a high professional status |
| d | | Doctor with one religion with patient |
| e | * | The doctor is older than him by age, with one sex and one sexual orientation |
| The conflict of inconsistency in medical practice is based on the: | | |
| a | | Value-semantic aspects of interaction |
| b | | Rules of interaction, which are associated with any violation of accepted norms |
| c | | Realization of means of achieving the goal |
| d | * | The potential of participants in the interaction and their compliance with the requirements for them |
| e | | Striving for the same thing, with interests that contradict each other |
| Which of the basic principles of biomedical ethics concerns the aspect of 'patient involvement in the process of medical attention ("therapeutic partnership")? | | |
| a | * | Autonomy |
| b | | Not causing harm |
| c | | Benefaction |
| d | | Justice |
| e | | Truthfulness |
| What is the name of that ethical error of the doctor when he assumes the role of the person dictating the patient, as it should be done in life: | | |

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| a | | “Reconstruction of personality” in psychotherapy |
| b | * | Paternalism |
| c | | Treatment without consent |
| d | | Competence |
| e | | Extrasensory medicine |
| Medical secret is: | | |
| a | | The doctor must keep in secret all the information entrusted to him by patient |
| b | | The doctor should not disclose to the third party any information concerning the patient, without his consent |
| c | * | Medical, legal, social and ethical concept, which is a prohibition to the medical worker to inform the third parties about the patient's health status, diagnosis, survey results, the very fact of applying for medical care and personal information obtained from examination and treatment |
| d | | Prohibition of information about the fact of seeking medical help, about the patient's medical condition, diagnosis, means and methods of treatment and possible prognosis |
| e | | Preservation of information on mental, venereal diseases in patients and HIV infection. |
| Iatrogenia is: | | |
| a | | The results of mistaken choice of medicines, their overdose, untimely detection of intolerance and allergic predisposition to medicinal products with the development of a medicinal disease |
| b | * | Adverse, including pathological, changes in the patient's psyche due to the traumatic influence of the doctor's statements, his tactless behavior |
| c | | Trauma of the child with improper obstetrics, consequences of an unsuccessfully performed surgical operation, spinal puncture, anesthesia, injection, etc. |
| d | | The consequences of the application of serums and vaccines (vaccinal encephalitis and other complications), as well as all those medical violations of the epidemiological regime that lead to the onset of the disease, through the fault of the doctor |
| e | | Arise due to improper organization of examination, treatment and care of the patient |
| To the principles of effective communication with the patient with the aim of preventing iatrogenesis concerns: | | |
| a | | Attempts to find out the causes of the patient's subconscious anxiety and help to understand them, transferring the problem to the level of consciousness |
| b | | Give the patient specific instructions on what to do, what to strive for, how to behave |
| c | | Conversing with older people, not to remind them of their age |
| d | | Explain the need to limit, if possible, contact with the factors destroying the psyche (excessive information load, stress, etc.) |
| e | * | All above |
| Medical error is: | | |
| a | | The doctor's mistake in his professional activity, due to a conscientious error in the absence of negligence, negligence or ignorance |
| b | | The mistake of the doctor in the performance of his professional duties, which are the result of a good faith error and do not contain a crime or signs of misconduct |
| c | | Incorrect definition of the disease by a doctor (diagnostic error) or an incorrect medical measure (surgery, prescribing, etc.), caused by a conscientious delusion of the doctor |
| d | | The wrong action (or inaction) of the doctor, which is fundamentally based on the imperfection of modern science, ignorance or inability to use existing knowledge in practice |
| e | * | All is correct |
| Causes of medical errors: | | |
| a | | Emotional tension |
| b | | Decreased attention |
| c | | Unsatisfactory mental state |
| d | * | Human factor |
| e | | Insufficiency of information support |
| What concerns the observance of the rules of the internal culture of the physician? | | |
| a | * | Rules for attitudes towards work, discipline, respect for the public domain, friendliness and a sense of collegiality |

| | | |
|---|---|---|
| b | | When the subjects seek to interact and make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | When the subjects sacrifice their own interests for the sake of the interests of the partner |
| d | | When a person defends and defends his interests, achieving his goals and not harming others |
| e | | All of the above |
| What is called communicative tolerance? | | |
| a | | Tolerance of a different kind of views, customs, habits |
| b | | It is a sign of self-confidence and the consciousness of the reliability of one's own positions, a sign of an open ideological trend |
| c | | It shows the extent to which the physician transfers subjectively undesirable, unacceptable individual characteristics of patients, negative qualities, condemned acts, habits, alien behavior styles and stereotypes of thinking |
| d | * | None of the above |
| e | | All of the above |
| The principles of effective communication with the patient for the prevention of iatrogenic include: | | |
| a | | Attempts to find out the causes of the patient's subconscious anxiety and help to understand them, transferring the problem to the level of consciousness |
| b | | Give the patient specific instructions on what to do, what to strive for, how to behave |
| c | | Conversing with older people, not to remind them of their age |
| d | * | Explain the need to limit, if possible, contact with the factors destroying the psyche (excessive information load, stress, etc.) |
| e | | All above |
| Placebo is: | | |
| a | * | Pacifier that does not contain medicinal substance, but which can have a therapeutic effect |
| b | | The degree of awareness of the existing difficulties by participants in the interaction |
| c | | With the possibility of combining in one and the same person of positive and negative qualities and properties |
| d | | Attempt to independently overcome social-perceptive, communicative, interactive difficulties |
| e | | All listed above |
| In the process of forming positive interpersonal relations with the patient, the doctor should pay attention to such factors: | | |
| a | | Confident behavior of the medical worker |
| b | | Appearance of the doctor, features of his speech |
| c | | Characteristics of non-verbal behavior |
| d | | None of the above |
| e | * | All listed above |
| Communication is: | | |
| a | * | Interpersonal or group process, consisting in the exchange of certain results of mental activity between people - the assimilation of information, opinions, judgments, assessments, feelings, attitudes |
| b | | Clinical interviewing |
| c | | Neuropsychological study |
| d | | Testing of individual psychological characteristics |
| e | | Interaction between people |
| Common forms of communication include: | | |
| a | | Anonymous |
| b | | Functionally-role |
| c | | Informal |
| d | | None of the above |
| e | * | All of the above |
| Barriers in communication create: | | |
| a | | Temperament |
| b | | Character |

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| c | | Negative emotions |
| d | | Bad mood |
| e | * | All above |
| Aspects of communication by R.S. Nemov: | | |
| a | | Content of communication |
| b | | Purpose of communication |
| c | | Means of communication |
| d | | None of the above |
| e | * | All of the above |
| Interaction has two types: | | |
| a | * | Competition and cooperation |
| b | | Affiliation and Orientation |
| c | | Attraction and Affiliation |
| d | | Competition and attraction |
| e | | Cooperation and Affiliation |
| Interaction is: | | |
| a | * | The actions of individuals directed towards each other |
| b | | A set of methods used by a person to achieve certain goals - solving practical problems or realizing values |
| c | | The dependence of people, realized through social action, carried out with the orientation on other people, with the expectation of the corresponding action of the partner |
| d | | The process of interaction, at least two people, aimed at mutual knowledge, the establishment and development of relationships, the provision of mutual influence on their condition, views and behavior, as well as on the regulation of their joint activities |
| e | | Means of encoding, transmitting, processing and deciphering information transmitted in the process of communication from one being to another |
| In social communication, we can distinguish: | | |
| a | | Subjects of communication |
| b | | The connection object |
| c | | Mechanism for regulating relationships |
| d | | None of the above |
| e | * | All of the above |
| Social interaction is: | | |
| a | * | Systematic, regular actions of partners aimed at each other are aimed at provoking a quite definite reaction from the partner, and the response generates a new reaction in the one who influences |
| b | | Information, in interindividual contacts is transferred from one person to another. It can be information about the internal (emotional) and other state of the subject and the state of the external environment |
| c | | Emotion, is born of a violation of ethical and moral standards. This is a sense of mistaken attitude towards someone or yourself |
| d | | A sense of self-confidence that has variations from activity to contemplation. Strengthens resistance to frustration and the ability to self-confidence and courage, interacts with other emotions and perceptions, knowledge of reality. Develops intuition and creativity |
| e | | Occurs in communication between people with different types of nervous system, as well as in the presence of accentuation of the nature of one of the partners |
| What is cooperation? | | |
| a | | Such types of interaction, which contribute to the organization of joint activities |
| b | | The psychological mechanism of activity is based on mutual assistance of people, on their cooperation |
| c | | Can competition as an interaction, but it has no antagonistic character and even absorbs an element of mutual assistance |
| d | | None of the above |
| e | * | All of the above |
| Define competition: | | |
| a | * | The type of behavior that also includes interaction, focuses on joint activities, but with a predominance |

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| | | of self-interest |
| b | | Means of encoding, transmitting, processing and deciphering information transmitted in the process of communication from one being to another |
| c | | Answers the question "Why does an individual enter into an act of communication?" |
| d | | Information, in interindividual contacts is transferred from one person to another |
| e | | Emotion, is born of a violation of ethical and moral standards |
| Reaction is the revitalization is: | | |
| a | | The primary form of manifestation of the need of a small child in an adult who cares for her |
| b | | Direct emotional communication with a partner |
| c | | In such communication, expressing their attitude to the partner, children use various expressive-mimic means (look, smile, expressive movements, vocalization) |
| d | | None of the above |
| e | * | All of the above |
| The main stages of mastering the process of communication in the ontogeny of a child are: | | |
| a | | Pre-linguistic stage |
| b | | The stage of primary language acquisition |
| c | | The stage of mastering the grammatical structure of the language |
| d | | None of the above |
| e | * | All of the above |
| What concerns social needs: | | |
| a | | Affiliation |
| b | | Social support |
| c | | Attraction |
| d | | Friendship and love |
| e | * | All of the above |
| The attraction is: | | |
| a | * | Positive feelings towards another individual, the desire to be in his company |
| b | | The set of emotions that arose in response to a felt deficiency in the quantity and quality of social ties |
| c | | The feeling that you are supported by others |
| d | | The need for emotional contact, friendship, love |
| e | | None of the above |
| Indicate the types of communication: | | |
| a | | By the criterion of spatial existence |
| b | | By the criterion of motivation to communicate |
| c | | By the criterion of orientation to the interlocutor |
| d | | By the criterion of time limitation |
| e | * | All of the above |
| The criterion of the effectiveness of communication is: | | |
| a | * | Conflicting and imperative |
| b | | Monologic and dialogical |
| c | | Short-term and long-term |
| d | | Interpersonal and mass |
| e | | None of the above |
| By the criterion of orientation to the interlocutor, the communication happens: | | |
| a | * | Interpersonal, mass, interpersonal, role-playing |
| b | | It is desirable, undesirable |
| c | | Direct, mediated |
| d | | None of the above |
| e | | All of the above |
| The characteristics of conflict communication are: | | |
| a | * | This is a special kind of communication, which is characterized by a clash of views of people, their interests and actions. Such communication is negative, as it is accompanied by negative emotions, |

| | | |
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| | | stresses, feelings, disappointments |
| b | | Occurs in communication between people with different types of nervous system, and also in the presence of an accentuation of the nature of one of the partners |
| c | | Is born of a violation of ethical and moral standards. This sense of mistakenness towards someone or yourself |
| d | | Strengthens resistance to frustration and the ability to self-confidence and courage, interacts with other emotions and perceptions, knowledge of reality. Develops intuition and creativity |
| e | | None of the above |
| Which of these statements relates to imperative communication? | | |
| a | | Is an authoritarian, directive form of influence on a communication partner in order to achieve control over his behavior and internal attitudes, coercion to certain actions or decisions |
| b | | The ultimate goal of communication - forcing a partner - is not veiled |
| c | | The order, instructions, and requirements are used |
| d | | In the professional activity of a doctor, this type of communication takes place when the doctor, taking into account the paternalistic model of interaction with the patient (unequal relations with the main role of the doctor), directs (not counting the patient's point of view) prescribes medications and treatment |
| e | * | All of the above |
| Give the definition of manipulative communication: | | |
| a | | Is a kind of communication in which one of the communicants wants to prevail, have a dominant position, suppressing the interests, desires and needs of another participant in the communicative process with the goal of achieving their hidden intentions |
| b | | The partner is not informed about the true aims of communication; They either simply hide from it, or are replaced by others |
| c | | The partner in communication is perceived not as an integral unique personality, but as a carrier of certain "necessary" properties and qualities |
| d | | None of the above |
| e | * | All of the above |
| Speech is: | | |
| a | | The general system of values accepted by all members of the group |
| b | | Direct emotional communication with a partner |
| c | * | The system of human sounds, written signs and symbols used to represent, process, store and transmit information |
| d | | None of the above |
| e | | All of the above |
| Monological speech: | | |
| a | * | Is pronounced by one person when referring to the second |
| b | | The stage of primary language acquisition |
| c | | The stage of mastering the grammatical structure of the language |
| d | | None of the above |
| e | | All of the above |
| What is related to the forms of communication: | | |
| a | | Individual and group conversations |
| b | | Talking on the phone |
| c | | Meetings, negotiations, conferences, meetings, rallies, discussions, etc. |
| d | | None of the above |
| e | * | All of the above |
| There are conversations: | | |
| a | | Ritual, personal, business |
| b | | Individual |
| c | | Group |
| d | | None of the above |
| e | * | All of the above |
| The main tasks that need to be set when planning a business conversation are: | | |

| | | |
|---|---|---|
| a | | Carefully consider the purpose of this promotion |
| b | * | To work out the logic of its implementation |
| c | | To select special techniques (tools) to stimulate communicative activity and neutralize negative behavior of the opponent |
| d | | None of the above |
| e | | All of the above |
| Communication functions include: | | |
| a | | Informational |
| b | | Interactive |
| c | | Perceptual |
| d | * | All of the above |
| e | | None of the above |
| Define the notion of "culture": | | |
| a | | All that is inherent in a person, acquired by education, everything that forms it and whereby it becomes a socially active, integral personality |
| b | | Socially sanctioned ways of activity and behavior of individuals |
| c | | The totality of the results of human activity, the process and result of the person's separation from nature, the creation of a new reality and the way of its existence |
| d | | None of the above |
| e | * | All of the above |
| The culture of communication can be determined by the following indicators and Characteristics: | | |
| a | | The degree of perfection in mastering the communicative system of knowledge |
| b | | A set of conditions that ensure high communicative competence, as well as the level of communication training of a person |
| c | | Language and other auxiliary means of communication (gestures, art, and at the highest stage of development of culture - a letter), the degree of correspondence of language to literary norms |
| d | | Set of moral requirements, which become for a person a composite of his habits, skills, and manifest in his daily manner of communication |
| e | * | All of the above |
| Ethnocentrism is: | | |
| a | * | Psychological propensity to perceive all life events from the standpoint of their ethnic group, which is regarded as a standard |
| b | | The ultimate goal of communication - forcing a partner - is not veiled |
| c | | The order, instructions, and requirements are used |
| d | | In the professional activity of a doctor, this type of communication takes place when the doctor, taking into account the paternalistic model of interaction with the patient (unequal relations with the main role of the doctor), directs (not counting the patient's point of view) prescribes medications and treatment |
| e | | All of the above |
| Rituals are: | | |
| a | * | A set of ceremonies, ceremonies, customs, which are used in communication |
| b | | The partner is not informed about the true aims of communication; They either simply hide from it, or are replaced by others |
| c | | The partner in communication is perceived not as an integral unique personality, but as a carrier of certain "necessary" properties and qualities |
| d | | None of the above |
| e | | All of the above |
| Nonverbal communication is carried out with the help of: | | |
| a | * | Kinesics, haptics, prosodics, extralinguistics, ocluses, olfacts, ghosts, proxemics |
| b | | Libresiki, statics, wheels, Pivasiki, nonsense |
| c | | Emblems, illustrators, regulators, adapters, expressive signs |
| d | | None of the above |
| e | | All of the above |
| The space of a group is: | | |

| | | |
|---|---|--|
| a | * | The space in which only members of their group are "admitted" |
| b | | The space around the person, limited by a mental line, for which the second people should not go |
| c | | Distance between communication partners |
| d | | None of the above |
| e | | All of the above |
| The optical-kinetic system of signs uses: | | |
| a | * | Gestures, facial expressions, pantomime |
| b | | Voice, its range, tonality, expressing feelings and states of a person |
| c | | Meetings, negotiations, conferences, meetings, rallies, discussions, etc. |
| d | | None of the above |
| e | | All of the above |
| Types of non-verbal communication are: | | |
| a | * | Domination - submission, positive - negative attitude, communication activity |
| b | | Domination - subordination, positive - negative attitude |
| c | | Group |
| d | | None of the above |
| e | | All of the above |
| Types of non-verbal means of communication: | | |
| a | | Visual |
| b | | Acoustic |
| c | | Tactile and olfactory |
| d | | None of the above |
| e | * | All of the above |
| The mechanisms for decoding non-verbal messages include: | | |
| a | * | Categorization and imitation |
| b | | Interaction and perception |
| c | | Olfaction and diction |
| d | | None of the above |
| e | | All of the above |
| What are two types of identification of emotional state are: | | |
| a | * | Generalized and differentiated |
| b | | Perceptual and socially sanctioned |
| c | | Mimic and reference |
| d | | None of the above |
| e | | All of the above |
| Emotion called "joy" of mimic expressions is expressed as follows: | | |
| a | | Eyebrows and forehead practically do not participate in the formation of the expression of joy |
| b | | Eyes often taper and shine |
| c | | The mouth stretches, the corners of the lips rise upward |
| d | | None of the above |
| e | * | All of the above |
| Emotion called "repulsion" of mimic expressions is expressed as follows: | | |
| a | | Eyebrows lowered, no wrinkles on forehead, nose wrinkles |
| b | | Eyes narrowed, almost closed |
| c | | The corners of the lips are omitted |
| d | | None of the above |
| e | * | All of the above |
| Emotion called "sadness (grief, grief)" of mimic expressions is expressed as follows: | | |
| a | | The eyebrows are pushed together, the outer ends are lowered |
| b | | In the middle of the forehead, short wrinkles |
| c | | The eyes are slightly covered, the corners of the mouth are lowered |
| d | | None of the above |

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| e | * | All of the above |
| Verbal communication uses as a sign system: | | |
| a | | Kinesika, haptics, prosody, extralinguistics, oculist, olfaction, gastology, proxyemics |
| b | * | Human speech, natural sound language, ie, the system of phonetic signs, which includes two principles: lexical and syntactic |
| c | | Emblems, illustrators, regulators, adapters, expressive signs |
| d | | None of the above |
| e | | All of the above |
| Forms of Verbal Communication: | | |
| a | * | Written and oral |
| b | | Speaking and listening |
| c | | Monologic and dialogical |
| d | | None of the above |
| e | | All of the above |
| The main purpose of verbal communication: | | |
| a | * | Establishment, maintenance, development of meaningful information contact |
| b | | Encoding information |
| c | | Meetings, negotiations, conferences, meetings, rallies, discussions, etc. |
| d | | None of the above |
| e | | All of the above |
| Any natural language has a complex structure, the constituent parts of which are: | | |
| a | | The literary language in which the language norm is expressed |
| b | | Professional vocabulary |
| c | | Vernacular, non-normative vocabulary |
| d | | None of the above |
| e | * | All of the above |
| Errors associated with "self-orientation", which do not allow you to convey your thoughts to the interlocutor: | | |
| a | | A person does not organize his thoughts before expressing them, but speaks spontaneously, hoping, more accurately Demanding that others "ripen" after him |
| b | | Speaks too long, so that the listener does not remember at the end of his statement what was at the beginning |
| c | | Continues to speak, without even noticing whether the listener is responding or not |
| d | | None of the above |
| e | * | All of the above |
| Listening is an active process for a number of reasons: | | |
| a | | The hearing presupposes the desire to hear the interlocutor |
| b | | Listening requires attention to the interlocutor |
| c | | The hearing presupposes mutual responsibility of the partners in communication |
| d | * | All of the above |
| e | | None of the above |
| What types of hearing do allocated? | | |
| a | | Bad, lack of hearing |
| b | | Nonreflective, reflexive |
| c | | The empathic |
| d | | None of the above |
| e | * | All of the above |
| Non-reflexive listening is: | | |
| a | * | Attentive silence, when NOT interfering with the speaker's speech with comments |
| b | | The process of deciphering the meaning of messages, assumes objective feedback |
| c | | A rather intimate kind of communication with high emotional stress |
| d | | None of the above |
| e | | All of the above |

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| Reflective listening is: | | |
| a | | Attentive silence, when DO NOT interfere with the speaker's speech with comments |
| b | * | The process of deciphering the meaning of messages, assumes objective feedback |
| c | | A rather intimate kind of communication with high emotional stress |
| d | | None of the above |
| e | | All of the above |
| An empathic hearing is: | | |
| a | | Attentive silence, when do not interfere with the speaker's speech with comments |
| b | | The process of deciphering the meaning of messages, assumes objective feedback |
| c | * | A rather intimate kind of communication with high emotional stress |
| d | | None of the above |
| e | | All of the above |
| Regulatory and communicative (interactive) function of communication is: | | |
| a | * | In the regulation of behavior and the direct organization of joint activities of people in the process of their interaction |
| b | | In the desire of the subjects of interaction to make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | In sacrificing one's own interests for the sake of the interests of the partner |
| d | | In a person's ability to defend and defend his interests, achieving his goals and not harming others |
| e | | All of the above |
| Interaction is: | | |
| a | * | The process of direct or indirect influence of subjects on each other, as well as the organization of their joint activities |
| b | | The most violent method of influencing people. It presupposes the desire to force a person to behave contrary to his will and convictions, using the threat of punishment or other influence that could lead to undesirable consequences for the individual |
| c | | Purposeful, unreasonable impact, based on uncritical perception of information |
| d | | Installation, which prevents an adequate perception of the message or action and increases the destructive interaction |
| e | | All of the above |
| Transaction is: | | |
| a | | Establishment, maintenance, development of meaningful information contact |
| b | * | The interaction of two ego states of individuals, where by the ego-state is meant the actual way of existence of the "I" of the subject |
| c | | Direct or indirect contact between individuals |
| d | | None of the above |
| e | | All of the above |
| The main types of psychological impact strategy: | | |
| a | * | Cooperation and competition |
| b | | Attraction and suggestion |
| c | | Cooperation and affiliation |
| d | | None of the above |
| e | | All of the above |
| By the ratio of the orientation of the behavior to himself and to the partner, Thomas identified five main strategies of interaction: | | |
| a | * | Rivalry, compromise, cooperation, adaptation, avoidance |
| b | | Individualism, competition, altruism, aggression, equality |
| c | | Cooperation, competition, interaction, transaction, activity |
| d | | None of the above |
| e | | All of the above |
| The meaning of persuasion: | | |
| a | | Knowledge that is part of the worldview |

| | | |
|---|---|--|
| b | | The main method of psychological influence on the consciousness of personality |
| c | | The process of exposure |
| d | * | None of the above |
| e | | All of the above |
| The destructive interpersonal interaction includes: | | |
| a | | Poor hearing, lack of hearing |
| b | * | Such forms of contacts that hamper or destroy relationships and adversely affect a person or both partners |
| c | | Borrowing and copying in the process of training exercises with a partner in communication of body movements, poses, gestures, facial expressions, voice, pronunciation of words and sentences |
| d | | None of the above |
| e | | All of the above |
| In Aggression theory of instincts was involved: | | |
| a | | W. McDougall |
| b | | Z. Freud |
| c | | K. Lorenz |
| d | | None of the above |
| e | * | All of the above |
| Frustration: | | |
| a | | Interference that occurs on the path of a person's purposeful action or an individual's achievement of a target state |
| b | | Emotionally difficult experience of a man of his failure, which is accompanied by a feeling of hopelessness, a collapse of hopes in achieving a certain desired goal |
| c | | Is experienced as tension, anxiety, anger, despair that embrace a person |
| d | | None of the above |
| e | * | All of the above |
| Factors provoking the appearance of aggressive behavior: | | |
| a | | The norm of retribution |
| b | | Effect of weapons |
| c | | Fear of punishment |
| d | | Self-affirmation |
| e | * | All of the above |
| Give a definition of social perception: | | |
| a | * | Is the perception, understanding and evaluation of social objects by people, first of all themselves, other people, social groups |
| b | | This is when the subjects seek to interact and make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | This is when the subjects sacrifice their own interests for the sake of the interests of the partner |
| d | | This is when a person defends and defends his interests, achieving his goals and not harming others |
| e | | All of the above |
| When an individual acts as the subject of perception, he can perceive: | | |
| a | | Another individual not belonging to any group |
| b | | Another individual belonging to his group |
| c | | Another individual belonging to a foreign group |
| d | | His own group and someone else's group |
| e | * | All of the above |
| When the group acts as the subject of perception, then it can perceive: | | |
| a | | His own member |
| b | | His own group |
| c | | Another individual belonging to a foreign group or not belonging to any group |
| d | | Someone else's group |
| e | * | All of the above |

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| Identification: | | |
| a | | A way of understanding another person through conscious or unconscious likening to himself or himself to him |
| b | | He establishment of the similarity of one person with another, aimed at his remembering and the development of the person identified with him |
| c | | Is realized in two directions: rational - through reasoning and emotional - through the ability to empathize, sympathize, empathize |
| d | * | All of the above |
| e | | None of the above |
| Empathy: | | |
| a | | The desire to respond emotionally to the problems of another person, empathize, sympathize, understand his inner state |
| b | | Comprehension of emotional states of another person |
| c | | The mental process, which gives an opportunity to understand other people's experiences |
| d | | The property of the individual, his ability to penetrate into the mental state of another person with whom they come in contact |
| e | * | All of the above |
| Characteristics of an individual capable of empathy: | | |
| a | | Shows tolerance for expressions of emotions by another person |
| b | | Able to delve deeply into the subjective inner world of his interlocutor without revealing his own mood and peace |
| c | | Is ready to adapt his perception to the perception of another person in order to achieve an even greater understanding of what is happening to him |
| d | * | All of the above |
| e | | None of the above |
| Empathy is: | | |
| a | * | Emotional, cognitive, predicative |
| b | | Kinesthetic, parasthetic, synaesthetic |
| c | | Emotional, parasthetic, predicative |
| d | | None of the above |
| e | | All of the above |
| What is the essence of egocentrism: | | |
| a | * | Concentration of consciousness and attention of the individual exclusively on himself, his own interests and experiences, which leads to the inability of the individual to understand another person as a subject and a person different from her |
| b | | Experiencing the failures of another without regard to one's own state |
| c | | Experiencing by individual the same emotional states, feelings, emotions that the other experiences through identifying with him |
| d | | None of the above |
| e | | All of the above |
| The effects of social perception include: | | |
| a | | Effect of areola, halo effect |
| b | | Edge effect, effect of primacy |
| c | | The effect of novelty, the effect of stereotyping |
| d | | None of the above |
| e | * | All of the above |
| How many schemes for the formation of the first impression you know? | | |
| a | | 5 |
| b | | 6 |
| c | * | 3 |
| d | | 4 |
| e | | None of the above |

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| The phenomenon of "casual attribution" is interpreted as: | | |
| a | * | Often, without knowing or not knowing the true reasons for the behavior of another individual, people start to attribute to each other as causes of behavior, as well as their patterns or general characteristics |
| b | | When the subjects seek to interact and make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | When the subjects sacrifice their own interests for the sake of the interests of the partner |
| d | | When a person protects and defends his interests, achieving his goals and not harming others |
| e | | All of the above |
| Casual scheme — is: | | |
| a | * | A kind of general conception of a person about possible interactions of various causes, about what actions these causes produce |
| b | | The most violent method of influencing people. It presupposes the desire to force a person to behave contrary to his will and convictions, using the threat of punishment or other influence that could lead to undesirable consequences for the individual |
| c | | Purposeful, unreasonable impact, based on uncritical perception of information |
| d | | Interaction of two or more people with mutually exclusive goals (at least perceived by them as such) and realizing them one to the detriment of another |
| e | | All of the above |
| What is the reason for the fundamental error of attribution: | | |
| a | * | Overestimate the importance of personal traits and underestimate the role of the situation |
| b | | The persistence of the cause in time and space |
| c | | Each person has a system of causality schemes, and each time the search for reasons explaining "alien" behavior, one way or another, fits into one of such existing schemes |
| d | | None of the above |
| e | | All of the above |
| In accordance with whether the subject of perception is himself a participant in some event or his observer, G. Kelly singled out the types of attribution: | | |
| a | | Personal |
| b | | Objective |
| c | | Related to the circumstances |
| d | * | All of the above |
| e | | None of the above |
| Typical attribution errors include: | | |
| a | | Motivational errors |
| b | | Mistakes of "false consent" |
| c | | Mistakes of "unequal opportunities" |
| d | | Mistakes such as "greater confidence in specific facts than common judgments" |
| e | * | All of the above |
| What does not apply to the four principles of causality schemes for G. Kelly: | | |
| a | | The principle of covariance |
| b | | The principle of depreciation |
| c | | The principle of amplification |
| d | | The principle of systematic distortion |
| e | * | The principle of attenuation |
| What is the essence of the experiments of A.A. Bodalev: | | |
| a | * | Different groups of people showed a photograph of the same person, accompanied by a short installation characteristic such as "hero", "criminal", "writer". In those cases when the installation worked, the verbal portraits of the same people were radically different |
| b | | Different groups of people showed portraits of writers, it was necessary to guess which of them who |
| c | | Different groups of people were offered ice cream, evaluated the response to an external stimulus |
| d | | None of the above |
| e | | All of the above |

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| Who introduced term "social stereotype": | | |
| a | * | Lipman |
| b | | A.A. Bodalev |
| c | | G. Kelly |
| d | | None of the above |
| e | | All of the above |
| What does not apply to the functions of stereotypes: | | |
| a | | Selection of social information |
| b | | The creation and support of a positive "I-image" |
| c | | The formation and support of group ideology, which explains and justifies the behavior of the group |
| d | | Creation and maintenance of a positive "We-image" |
| e | * | Creation of a trusted atmosphere |
| What classification of stereotypes does not exist: | | |
| a | | Anthropological, social, ethno national |
| b | | Anthropological, ethno-national, socially-status, socially-role, expressive-aesthetic, verbal- behavioral |
| c | | Professional, physiognomic, ethnic |
| d | * | Casual, audible, olfactory |
| e | | All of the above |
| The conflict between a person and a group arises in the situation: | | |
| a | * | When a member of the group deviates from the norms of behavior and labor established in the group |
| b | | When the subjects seek to interact and make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | When the subjects sacrifice their own interests for the sake of the interests of the partner |
| d | | When a person defends and protects his interests, achieving his goals and not harming others |
| e | | All of the above |
| Conflict — is: | | |
| a | | The process of direct or indirect influence of subjects on each other, as well as the organization of their joint activities |
| b | | The most violent method of influencing people. It presupposes the desire to force a person to behave contrary to his will and convictions, using the threat of punishment or other influence that could lead to undesirable consequences for the individual |
| c | | Purposeful, unreasonable impact, based on uncritical perception of information |
| d | * | The interaction of two or more people with mutually exclusive goals (at least perceived by them as such) and realizing them one to the detriment of another |
| e | | All of the above |
| Conflicts can be: | | |
| a | | Vertical, horizontal, mixed |
| b | | Production-organizational, interpersonal, personal |
| c | | Objectively and subjectively conditioned |
| d | | Dyadic, local, general, intergroup |
| e | * | All of the above |
| Number of Main stages of conflict development: | | |
| a | * | 5 |
| b | | 3 |
| c | | 7 |
| d | | 6 |
| e | | None of the above |
| What kind of conflict does not happen: | | |
| a | | Short-term, long-lasting, protracted |
| b | | Controlled, unmanaged |
| c | | Mobilizing, disorganizing, stabilizing |
| d | | Constructive, destructive |

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| e | * | Practical, theoretical |
| Three types of behavior in the conflict (according to Obozov): | | |
| a | * | Practitioner, interlocutor, thinker |
| b | | Avoidance, supercharger, theorist |
| c | | Vulnerant, victim, teacher |
| d | | All of the above |
| e | | None of the above |
| From the point of view of neurolinguistic programming, people are divided into: | | |
| a | * | Visuals, audials, kinesthetics |
| b | | Kinesthetics, parasthetics, synesthetics |
| c | | Anesthetics, auditors, visitors |
| d | | All of the above |
| e | | None of the above |
| What is the essence of unbalanced role interaction: | | |
| a | * | In the process of interpersonal communication, people (one or both) may not play the roles that the communication partner expects from each of them |
| b | | People (one or both) perceive everything through auditory images, music, speech, their gestures are not as active as visuals, and speech is calm |
| c | | People get to know the world through the states of their bodies, practically there is no gesture, and the voice is quiet. All this taken together and creates prerequisites for conflict and difficulties in managing it |
| d | | None of the above |
| e | | All of the above |
| Constructive resolution of a conflict depends on the following factors: | | |
| a | | The adequacy of the perception of the conflict, that is, a sufficiently accurate, not distorted by personal predilections, assessments of actions, intentions, both of the enemy, and of one's own |
| b | | Openness and effectiveness of communication, readiness for comprehensive discussion of problems, when participants honestly express their understanding of what is happening and ways out of the conflict situation |
| c | | Creating an atmosphere of mutual trust and cooperation |
| d | | None of the above |
| e | * | All of the above |
| What individual characteristics of a person (character traits) create a person's propensity or predisposition to conflict with other people: | | |
| a | | Inadequate self-assessment of their abilities and abilities, which can be either overvalued or undervalued |
| b | | The desire to dominate at all costs, where it is possible and impossible, to say your last word |
| c | | Conservatism of thinking, views, beliefs, unwillingness to overcome outdated traditions |
| d | | Excessive principledness and straightforwardness in statements and judgments, the desire at all costs to tell the truth in person |
| e | * | All of the above |
| Which of the listed psychological reasons do not contribute to the achievement of the goals: | | |
| a | * | Unrealistic goals, inadequate evaluation of a partner, his abilities and interests |
| b | | When the subjects seek to interact and make mutual concessions and realize their interests taking into account the interests of the other party |
| c | | When the subjects sacrifice their own interests for the sake of the interests of the partner |
| d | | When a person protects and defends his interests, achieving his goals and not harming others |
| e | | All of the above |
| Age psychology studies the difficulties of communication in the foreshortening: | | |
| a | * | The difficulties of communication that arise because of the belonging of its participants to different age groups |
| b | | The difficulties of communication that arise because of the belonging of its participants to different ethnic groups |
| c | | The difficulties of communication that arise because of the belonging of its participants to different religious groups |

| | | |
|--|---|---|
| d | | None of the above |
| e | | All of the above |
| "Strip of alienation" in pedagogical psychology means: | | |
| a | * | The emergence of tension between the teacher and the student, which is characterized, above all, by the teacher's inability to control his actions and actions, his assessment, his attitude towards children |
| b | | The teacher tries to isolate the signs of rejection, which are usually characterized by negative assessments, and the positive ones are determined consciously |
| c | | Children's actions are regarded as intentional, leading to a breach of order |
| d | | None of the above |
| e | | All of the above |
| The difficulties of pedagogical communication are grouped together: | | |
| a | | Information (manifested in inability to communicate information, express their opinion, complete the message, etc.) |
| b | | Regulatory (associated with inability to stimulate the activity of pupils) |
| c | * | Difficulties in implementing effective functions (inability to approve the student's opinion, agree with him, etc.) |
| d | | All of the above |
| e | | None of the above |
| Individual characteristics that, from the standpoint of the psychology of personality, deform communication: | | |
| a | | Egocentrism |
| b | | Cognitive complexity of personality |
| c | | Excessive vulnerability |
| d | | Excessive shyness, detachment, loneliness, etc. |
| e | * | All of the above |
| Difficult communication characterized by: | | |
| a | | Continuity of contacts between partners |
| b | | A certain degree of awareness by participants of the interaction of the existing difficulties |
| c | | The search for causes that lead to a complication of communication |
| d | | An attempt to overcome the social-perceptive, communicative, interactive difficulties on their own |
| e | * | All of the above |
| What does not apply to the classification of difficulties in communicating: | | |
| a | | Objective, primary, conscious reasons |
| b | | Situational and sustainable, intercultural and cultural-specific, general and gender, sexual |
| c | | Individual psychological, personal, socio-psychological |
| d | | Cognitive-emotional, motivational and instrumental |
| e | * | Long business trips of one of the parties |
| The exit from a situation of difficult communication is possible under the condition: | | |
| a | | Respect for the principles of equality |
| b | | Mutual determination |
| c | | Awareness of oneself and environment through their representation in others |
| d | | The mutual determination inequalities |
| e | * | All of the above |
| What is called fascination: | | |
| a | * | A set of tools that help to take information and weaken the effect of filters |
| b | | Openness and effectiveness of communication, readiness for comprehensive discussion of problems, when participants honestly express their understanding of what is happening |
| c | | Creating an atmosphere of mutual trust and cooperation |
| d | | None of the above |
| e | | All of the above |
| The barriers to communication include: | | |
| a | | Logical |
| b | | Stylistic |

| | | |
|--|---|---|
| c | | Semantic |
| d | | Phonetic |
| e | * | All of the above |
| Ethics of communication: | | |
| a | * | Is a collection of specific practical techniques, norms (primarily moral), rules of communication |
| b | | Is a philosophical science that studies the issues of morality and morality |
| c | | Is characterized by an orientation toward humanistic values |
| d | | None of the above |
| e | | All of the above |
| Culture of communication: | | |
| a | | Presupposes the noble goals of communication, the culture of understanding, empathy, responsible attitude to one's words and actions |
| b | | Is manifested in delicacy, in tact, in the ability to "not notice" human weaknesses and shortcomings of the one with whom you communicate, but, on the contrary, see in him such virtues that you can truly genuinely admire and not be afraid at the same time to infringe on your dignity and etc. |
| c | | Is not limited only to the behavioral level, the qualitative assessment of behavior, it includes both the culture of etiquette, the culture of behavior, the culture of speech, feelings, facial 79 expressions, gestures, and the psychological culture of subjects of communication, the culture of consciousness |
| d | | None of the above |
| e | * | All of the above |
| Medical ethics is: | | |
| a | * | A set of ethical norms and principles of conduct of a medical worker in the performance of his professional duties |
| b | | A set of specific practical techniques, norms (primarily moral), rules of communication |
| c | | Is a philosophical science that studies the issues of morality |
| d | | All of the above |
| e | | None of the above |
| The main tasks of medical ethics are: | | |
| a | | Conscientious work for the benefit of society and a sick person |
| b | | Readiness always and under all conditions to provide medical assistance |
| c | | Adherence to all human principles of morality in all its actions |
| d | | Preservation and augmentation of the noble traditions of their high-human Professions |
| e | * | All of the above |
| The most important principles of medical ethics: | | |
| a | | Humane attitude to the patient, the principle of solidarity and mutual assistance between all doctors |
| b | | He conformity of the doctor's actions to the public function, the goals and tasks of medicine, according to which the doctor can not participate under any pretext in actions directed against physical and mental health and life |
| c | | Self-sacrifice and heroism, the principle of preserving medical secrecy |
| d | | To help everyone, regardless of gender, nationality or race, political or religious beliefs |
| e | * | All of the above |
| Communicative competence of the doctor: | | |
| a | | One of the professionally most important qualities of a medical professional |
| b | | Presupposes not only the presence of certain psychological knowledge, but also the formation of some special skills: the ability to establish contact, the ability to listen, "read" the non-verbal language of communication, build a conversation, correctly formulate questions |
| c | | Important is the possession of the doctor's own emotions, the ability to maintain confidence, control their reactions and behavior in general |
| d | | Involves a correct understanding of the patient and an appropriate response to his behavior |
| e | * | All of the above |
| What is the concept of "sense of support": | | |
| a | | If the patient realizes that the doctor intends to help, rather than force, then he is likely to participate more actively in the treatment process |

| | | |
|---|---|---|
| b | | When the doctor shows understanding, a person is sure that his complaints are heard, fixed in the mind of the doctor, and he considers them |
| c | | When the doctor says: "I hear you and understand" - and expresses it with a look or a nod of the head |
| d | | None of the above |
| e | * | All of the above |
| What is called communicative tolerance: | | |
| a | | Tolerance for a different kind of views, customs, habits |
| b | | It is a sign of self-reliance and the consciousness of the reliability of their own positions, a sign of an open for all ideological trend |
| c | | It shows the extent to which the physician transfers subjectively undesirable, unacceptable individual characteristics of patients, negative qualities, condemned acts, habits, alien behavior patterns and stereotypes of thinking |
| d | | None of the above |
| e | * | All of the above |
| Emotional stability: | | |
| a | | Provides communicative competence of the doctor |
| b | | Balance in the absence of impulsiveness, excessive emotional expressiveness, while maintaining control over emotional reactions and behavior in general |
| c | | Helps the doctor in his relationships with patients avoid "psychological breakdowns", conflicts |
| d | | None of the above |
| e | * | All of the above |
| What characteristics are related to the type of temperament "sanguine": | | |
| a | | Characterized by the ease and speed of the emergence of new emotional states, which, however, quickly changing each other, do not leave in his mind a deep trace |
| b | | Differs relatively weak intensity of mental processes and rapid change of some mental processes by others |
| c | | Differs rich facial expressions, his emotional experiences are accompanied by a variety of expressive movements |
| d | | Easily copes with tasks that require quick wit, unless these tasks are particularly difficult and serious. He easily takes up different things, but at the same time easily and forgets about them, becoming interested in new ones. In his decisions, he often rushed, little thought of them, often scattered |
| e | * | All of the above |
| What is typical for choleric? | | |
| a | | High intensity, impressibility. Person is too emotional. Anger is a common emotion by choleric |
| b | | High activity and energy |
| c | | None of above |
| d | * | All above |
| e | | None of the above |
| Definition for "Characteristics" is: | | |
| a | * | Aspects of personality, that determinate person reactions on common life situations |
| b | | Dynamic characteristic of psychological processes and person acting's, showing their speed, changes, intensity, and others |
| c | | Being ready to discuss the problem honestly |
| d | | None of the above |
| e | | All of the above |
| Define the notion of "temperament": | | |
| a | | Is a set of personality properties that determine the typical ways of responding to life circumstances |
| b | * | Dynamic characteristics of mental processes and human behavior, manifested in their speed, variability, intensity and other characteristics |
| c | | Openness and effectiveness of communication, readiness for a comprehensive discussion of problems, when participants honestly express their understanding of what is happening |
| d | | None of the above |
| e | | All of the above |

| | | |
|--|---|---|
| According to morality and psycho-nature characteristics can be divided into such groups: | | |
| a | * | Moral, Will, Emotional, Intellectual |
| b | | Difficult, Simple |
| c | | Sanguine, Choleric, Melancholic, Phlegmatic |
| d | | None of above |
| e | | All of the above |
| When do person characteristics form: | | |
| a | | In school age |
| b | * | Begins before school age, continues and activates in teenage |
| c | | Teenage |
| d | | None of above |
| e | | All of the above |
| What are the main differences between character and temperament: | | |
| a | | The temperament of a person is innate, and the character — acquired |
| b | | Temperament is determined by the biological characteristics of the human body, and its nature - the social environment in which a person lives and develops |
| c | | The human temperament determines only the dynamic features of the psyche and behavior, while the character is the real value, moral and other content of the actions of the person D) none of the above |
| d | * | All of the above |
| e | | None of above |
| Moral qualities of behavior come to the fore in the following situations: | | |
| a | * | In situations that challenge a person to act in accordance with public ideals, norms, rules of conduct |
| b | | In situations that induce the person, mainly to volitional efforts, the implementation of volitional actions |
| c | | In situations where individuals need to emotionally assess themselves or other people, the phenomena of nature, the art surrounding the reality |
| d | | None of the above |
| e | | All of the above |
| Intellectual character traits are manifested in the following circumstances: | | |
| a | * | In situations requiring a person, a clear and conscious perception of the surrounding reality, a deliberate, deep and original solution of various life, production and training tasks |
| b | | In situations where individuals need to emotionally assess themselves or other people, the phenomena of nature, the art surrounding the reality |
| c | | In situations that induce a person, mainly to volitional efforts, the implementation of volitional actions |
| d | | In situations that challenge a person to act in accordance with public ideals, norms, rules of conduct |
| e | | All of the above |
| Which of the following are negative characteristics: | | |
| a | | Detachments |
| b | | Offishness |
| c | | Misanthropy |
| d | | Boasting |
| e | * | All above |
| How can be iatrogenic illnesses described: | | |
| a | | Unreal aims, underestimating your partner, his skills, interests, false imagine of your own possibilities, using such speech-terms, that won't pass for this situation |
| b | * | Illnesses, caused by such conditions of medics, that had a non-positive effect on patient psychics, resulting in new painful symptoms, building a complete new illness |
| c | | When subjects give up their own interests as a victim in order to support partners interests |
| d | | When subject is trying to take back his interests, and promote them without harming the others |
| e | | All above |
| Iatrogenic illnesses cannot be caused by: | | |
| a | | Low general culture of doctors and medics |
| b | * | Communication problems and difficulties, due to various ethnical groups |

| | | |
|---|---|--|
| c | | Overestimating the meaning of instrumental/ labor researches /probes, without proper patient review |
| d | | Unreasonable overconfidence, while unwilling to approve your mistakes |
| e | | Hygiene disobedience |
| In order to prevent iatrogenic illnesses it is important to obey such principles: | | |
| a | | Tries to find out unconscious reasons of patients sorrow, willing to help to get rid of them, while trying to move the problem to another level of conscious |
| b | | To give the patient direct instructions about what to do, where to stream, how to live |
| c | | While speaking to elder-generation, do not remind them about their age, try not to speak to fast, use direct questions, in order to get simple answers |
| d | * | To explain the importance of restrictions, if possible, also contact to psycho- destructive factors (information ballast, stress, and so on) |
| e | | All above |
| What makes sense in forming your first impression by the patient: | | |
| a | | Outlook, Mimics, Gestures, Voice Volume, Depths of speech and so on |
| b | | In what kind of psychological condition has the patient arrived |
| c | | Sympathy/ Antipathy of doctor to patient |
| d | * | All above |
| e | | None of above |
| There are 3 types of perception directives: | | |
| a | * | Positive, negative, adorable |
| b | | Egozentrismus, cognitive difficulty of personality, vulnerability |
| c | | Being too shy, lonely |
| d | | None of above |
| e | | All above |
| Placebo is: | | |
| a | * | Gig let, that has no medicine inside, still can have a therapeutically effect |
| b | | Some kind of realizing of troubles |
| c | | Possible combination of positive/negative characteristics in one person |
| d | | A self-try to overcome social-perceptive, interactive troubles |
| e | | All above |
| What is not considered to be on of factors that can effect on interaction process between doctor and patient according to J. Lacon? | | |
| a | | Gender, Age |
| b | | Sexual orientation |
| c | | Confession |
| d | * | Financial Status |
| e | | Nationality |
| What kind of type is not considered to be the doctors type? | | |
| a | | Sorrow-one |
| b | | Emotional-neutral |
| c | | Direct |
| d | | Non-direct |
| e | * | Remarking |
| What does "A perfect patient" mean? | | |
| a | * | Low education / experience in medicine |
| b | | To have strong will and to have no doubts about skills and knowledge of the doctor |
| c | | Being ready to obey all doctors prescriptions |
| d | | An ability to share your problem shortly and directly |
| e | | All above |
| While forming positive relationships between patient and doctor, the doctor should divide some more time to such aspects: | | |
| a | | Confidence |

| | | |
|--|---|--|
| b | | Outlook, speech |
| c | | Nonverbal communication |
| d | | None of above |
| e | * | All above |
| What comes with "inner culture rules" of medic? | | |
| a | * | Rules of your working relationships, discipline obedience, cautions |
| b | | When Subjects are willing to interact and go on parliaments in order to realize their interests while respecting the other side |
| c | | When subjects are ready to give their interests as a victim to his partner interests |
| d | | When a man is trying to fight back and protect his interests, while reaching his goals without harming the others |
| e | | All above |
| What applies to the rights of foreign cultural behavior of health professionals: | | |
| a | | The rules of decency, decency, good tone and appropriate appearance (external neatness, the need to monitor the purity of your body, clothes, shoes, the lack of unnecessary jewelry and cosmetics, medical uniforms) |
| b | | The form of greeting and the ability to keep oneself among colleagues and patients, the ability to conduct a conversation according to the situation and conditions, etc. |
| c | | The difficulties of communication that arise because of the belonging of its participants to different religious groups |
| d | | None of the above |
| e | * | Answers A and B |
| What does "Returning the favor" mean? | | |
| a | | It is about importance of greeting each other, without showing your familiarity |
| b | | It is important to be polite and modest, keep in mind the wishes of others |
| c | | While talking to your colleges, especially with elder colleges, it is important to hear your partner, do not disturb him while he is sharing his mind, and then, if needed, disagree with him without being too rough, and showing your personal dislike to him, cause it will not help you with your question, but will definitely become an evidence of your rudeness and immodest |
| d | | Nothing above |
| e | * | All above |
| What does «Patience and rhythm-feeling» mean? | | |
| a | * | Being able to appreciate your time and show your inner discipline and concentration |
| b | | Regulation (while unable to stimulate the activity of worker) |
| c | | Difficulties in realizing the Effect- functions(while unable to honor the opinion of colleges, agree with them) |
| d | | All above |
| e | | None of the above |
| What does "cohesion and friendly understanding" mean? | | |
| a | * | The normal relations of all members of the collective with each other, observance of subordination, respect for each person's work, the spirit of honest and frank criticism create a certain "psychological climate" |
| b | | When talking with a colleague, especially with senior colleagues, one should be able to listen to the interlocutor without interfering with expressing to him what he thinks, and then, if necessary, calmly object, but without rudeness and personal attacks, because it does not contribute Clarification of the issues, but testifies to the tactlessness and incontinence |
| c | | Excessive vulnerability |
| d | | Excessive shyness, detachment, loneliness, etc. |
| e | | All of the above |
| What is the main task of the management of a medical institution and a trade union organization: | | |
| a | * | To achieve that the team was friendly, united, focused on the implementation of a single task - the protection of public health |
| b | | A certain degree of awareness by participants of the interaction of the existing difficulties |

| | | |
|---|---|--|
| c | | The search for causes that lead to a complication of communication |
| d | | An attempt to overcome the social-perceptive, communicative, interactive difficulties on their own |
| e | | All above |
| For what the medical worker needs to know the social, family and official position of the patient: | | |
| a | * | For a better understanding of the patient's condition and the nature of his experiences |
| b | | To assess its solvency |
| c | | In order to assess whether the patient has a long trip |
| d | | All of the above |
| e | | None of the above |
| Why is deontology so important in relationships between patient's family and medic? | | |
| a | * | It could directly effect on illness, while family members can share their opinion with the patient |
| b | | Important here is the both-side determination |
| c | | In self- environment-understanding due to your representation |
| d | | Imbalanced determination |
| e | | All above |
| What does healing process mean? | | |
| a | | Measures, that could help to approve information and could probably weak the effect of filters |
| b | | Being opened and effective in communication, ready to discuss the problem properly, when participants are telling their opinion honestly |
| c | | Creating an Atmosphere of Cooperation and Trust |
| d | * | It is not only about pharmacy, but also psychotherapy, that could be seen especially in relationships between patient and medic |
| e | | All above |
| What kind of knowledge or skills must medic have in order to communicate with the patient most effectively? | | |
| a | | Knowledge of communication (nature of communication, tricks, rules of communication) |
| b | | Practice of communication (skills also) |
| c | | Medic must be good at «Souls forging» |
| d | | Medic must be master of communication with other people |
| e | * | All above |
| Learning is not: | | |
| a | | Gradual and spasmodic behavior change |
| b | | A change in behavior that is not a direct consequence of the maturation of the organism |
| c | | Gaining experience |
| d | * | Congenital reflex |
| e | | Acquisition of skills |
| The concept of "learning" arose in the field of psychology: | | |
| a | * | Zoopsychology |
| b | | Age |
| c | | Total |
| d | | Pedagogical |
| e | | Social |
| The theory of learning was developed by: | | |
| a | | J. Watson |
| b | * | E. Thorndike |
| c | | B. Skinner |
| d | | I. Lingart |
| e | | A. Bandura |
| The term "social learning" arose: | | |
| a | | In cognitive psychology |
| b | | In gestalt-psychology |
| c | * | In behaviorism |
| d | | In neo-Freudianism |

| | | |
|---|---|---------------------------------------|
| e | | In humanistic psychology |
| The four-step model of learning and reproduction was suggested by: | | |
| a | * | A. Bandura |
| b | | B. Skinner |
| c | | J. Watson |
| d | | E. Thorndike |
| e | | I. Lingart |
| J. Rotter is the author of: | | |
| a | * | Theory of social learning |
| b | | Socio-cognitive theory of personality |
| c | | Associative theory of learning |
| d | | Of the operational theory of learning |
| e | | Methodological theory of learning |
| Accommodation and assimilation as two components of adaptation were highlighted: | | |
| a | * | J. Piaget |
| b | | P. Janet |
| c | | J. Bruner |
| d | | L.S. Vygotsky |
| e | | I. Lingart |
| Adaptation may not be carried out at the level of: | | |
| a | | Biological |
| b | | Psychological |
| c | | Social |
| d | * | Affective |
| e | | Medical |
| The simplest kind of learning is: | | |
| a | * | Addictive |
| b | | Classical conditioning |
| c | | Operant conditioning |
| d | | Integrated learning |
| e | | Acquisition of experience |
| The kind of learning characteristic of a person and rarely or almost not encountered in other living beings is: | | |
| a | | Imprinting |
| b | * | Vicarious teaching |
| c | | Operant learning |
| d | | Conditioned reflex learning |
| e | | Comprehensive learning |
| Specific form of learning, the process of fixing information in memory is called: | | |
| a | | Reflex |
| b | * | Impression |
| c | | Imitation |
| d | | Repetition |
| e | | Recognition |
| The most general concept, denoting the process and result of the acquisition of individual experience by a biological system, is: | | |
| a | | Teaching |
| b | | Training |
| c | * | Learning |
| d | | Training activities |
| e | | Labor |
| In the general mechanical reaction of the organism to one or another source of irritation: | | |
| a | | Instinct |

| | | |
|---|---|----------------------------------|
| b | | Imprinting |
| c | | Reflex |
| d | * | Taxis |
| e | | Reflex arc |
| Often the term "instinct" is not synonymous with the concept: | | |
| a | | Genetically fixed |
| b | | Hereditary |
| c | | Innate (behavior, action, etc.) |
| d | * | Externally conditioned |
| e | | Irritation |
| For instincts is not typical: | | |
| a | | Fixed character |
| b | | Rigidity |
| c | | Biological feasibility |
| d | * | Mediation |
| e | | Irritability |
| Instinctive behavior reaches its maximum: | | |
| a | | In coelenterates |
| b | * | In insects |
| c | | In birds |
| d | | In humans |
| e | | In mammals |
| Reflexes: | | |
| a | | Always congenital manifestations |
| b | | Occur only in lower animals |
| c | | Have little to do with survival |
| d | * | Simple sensorimotor acts |
| e | | Always acquired manifestations |
| The term "conditioned reflex" is proposed by: | | |
| a | | Ch. Darwin |
| b | * | I.P. Pavlov |
| c | | I.M. Sechenov |
| d | | V.M. Bekhterev |
| e | | L.S. Vygotsky |
| The system of conditioned reflex reactions providing a stable and appropriate connection of the organism with the external environment in these relatively stable conditions, with recurring factors it is customary to call: | | |
| a | | Dilemma |
| b | | Disposition |
| c | * | Dynamic stereotype |
| d | | Social distance |
| e | | Identification |
| When the previously acquired individual experience influences the subsequent formation of it, we speak: | | |
| a | | About the insight |
| b | | About latent learning |
| c | * | About the transfer |
| d | | About simulating |
| e | | On countertransference |
| The formation of new behavior by the reproduction of other people's actions is usually called: | | |
| a | | Seizure |
| b | | Transfer |
| c | * | Imitation |
| d | | Social distance |

| | | |
|--|---|--|
| e | | Disposition |
| In lower animals there are very primitive forms of behavior known as: | | |
| a | * | Taxis |
| b | | Imprinting |
| c | | Reflexes |
| d | | Instincts |
| e | | Irritability |
| The inherent in some species of animals indelible imprint of the first information encountered after birth is called: | | |
| a | | Instinct |
| b | * | Imprinting |
| c | | Reflex |
| d | | By taxi |
| e | | Transfer |
| Sensory learning is a form of learning: | | |
| a | * | Associative-reflex |
| b | | Cognitive-associative |
| c | | Intellectual reflex |
| d | | Intellectual-cognitive |
| e | | Cognitive-reflex |
| The discovery of new properties that are important for his life activity, and their assimilation, is: | | |
| a | | Skills training |
| b | | Learning activities |
| c | | Sensorimotor training |
| d | * | Learning knowledge |
| e | | Acquisition of experience |
| Motor and associative learning are correlated as: | | |
| a | | Sequence of concepts |
| b | | Integer-part |
| c | * | Gender |
| d | | Concepts between which the functional relationship |
| e | | Concepts between which functional connections |
| The situation of neo-behaviorism that the new motor reaction is strengthened by the liberation of the organism from the need that has destroyed its equilibrium is based on the principle: | | |
| a | | Constancy |
| b | | Pleasure |
| c | * | Homeostasis |
| d | | Realities |
| e | | Insight |
| Solving the problem by way of insight contrasted the method of trial and error with psychology: | | |
| a | | Cognitive |
| b | * | Gestalt psychology |
| c | | Associative |
| d | | Domestic |
| e | | Humanistic |
| Widely used in behaviorism to explain learning as a process of probability: | | |
| a | | Insight |
| b | * | Trial and error |
| c | | Instructions |
| d | | Explanations |
| e | | Learning activities |
| Learning, where knowledge and skills are acquired by the so-called trial and error method, is known as: | | |

| | | |
|---|---|-----------------------------|
| a | | Imprinting |
| b | | Conditional reflex learning |
| c | * | Operant learning |
| d | | Vicarious learning |
| e | | Sensomotor training |
| Man's assimilation of the connections existing between concrete objects, properties, actions, mental states, etc., makes up the essence of learning theories: | | |
| a | * | Associative |
| b | | Conditioned reflex |
| c | | Iconic |
| d | | Operational |
| e | | Activities |
| The discovery and use of significant relationships of reality, their representation in concepts and fixation in words constitute the content of learning theories: | | |
| a | | Associative |
| b | | Conditioned reflex |
| c | * | Significant |
| d | | Operational |
| e | | Activities |
| Teaching as a change in behavior, external reactions to changing incentives in foreign psychology analyzed: | | |
| a | | Ya.A. Comenius |
| b | | I. Herbart |
| c | * | B. Skinner |
| d | | K. Koffka |
| e | | L.S. Vygotsky |
| The essence of learning as the assimilation of human relationships existing between specific objects, properties, actions, mental states, is interpreted in theories of learning: | | |
| a | * | Associative |
| b | | Conditioned reflex |
| c | | Iconic |
| d | | Operational |
| e | | Activities |
| The problems of assimilating social experience as a process that occurs between a stimulus and a reaction are explored within the framework of the approach: | | |
| a | | Behaviourist |
| b | * | Cognitive |
| c | | Factor |
| d | | Functional |
| e | | Humanistic |
| The process of learning as a transformation of a child's personal experience is considered in the framework of: | | |
| a | | Functional psychology |
| b | | Behaviorism |
| c | * | Gestalt psychology |
| d | | Of cognitive psychology |
| e | | Humanistic psychology |
| The work of E. Thorndike can be classified within the framework of the theory of learning: | | |
| a | * | Behavioral |
| b | | Cognitive |
| c | | Activity |
| d | | Associative |
| e | | Humanistic |
| The method of performing actions, which has become as a result of exercises automatic, is called: | | |

| | | |
|--|---|--|
| a | | Ability |
| b | | Habit |
| c | * | Skill |
| d | | Operation |
| e | | Action |
| Skills and skills do not determine the ability of a person: | | |
| a | | To object conversion |
| b | | To an understanding of the laws governing the functioning of an object |
| c | | To the adoption of the optimal solution |
| d | * | To affective behavior |
| e | | To the emotional reaction |
| The study of skills began with such of them as: | | |
| a | * | Motor |
| b | | Mimic |
| c | | Sensory |
| d | | Mental |
| e | | Affective |
| The negative, mutually destructive effect of incompatible skills is called: | | |
| a | | Transfer |
| b | | Exteriorization |
| c | | Interiorization |
| d | * | Interference |
| e | | Countertransference |
| The possibility of using a formed skill under similar or new conditions is interpreted as: | | |
| a | * | Transfer |
| b | | Exteriorization |
| c | | Interiorization |
| d | | Interference |
| e | | Countertransference |
| The tendency of rapid improvement of skill at the first repetitions and slower in the latter is called law: | | |
| a | | Transfer of skill |
| b | | No limit in skill development |
| c | | Fading skill |
| d | * | Changes in skill development speed |
| e | | Lack of skill |
| The current trend of a lack of improvement or deterioration of the skill when continuing education reflects the law: | | |
| a | | Change in the rate of development of the skill |
| b | | Effect |
| c | * | "Plateau" in skill development |
| d | | Uneven development of skill |
| e | | Fading skill |
| The law of changing the speed of development of the skill is represented graphically: | | |
| a | | With a straight line |
| b | * | With a logarithmic curve |
| c | | With a power-law curve |
| d | | With a complex quasi-periodic dependence |
| e | | With a curve line |
| Strengthening, weakening of acquired skills under the influence of already formed is called: | | |
| a | | Interiorization |
| b | * | Interference |
| c | | Introversion |

| | | |
|--|---|--------------------------------|
| d | | Introjection |
| e | | Introrodiction |
| The trend according to which the final plateau in the development of a skill can always, by restructuring the structure of the psyche, give some improvement in the productivity of the skill, is usually called law: | | |
| a | | Transfer of skill |
| b | * | No limit in skill development |
| c | | "Plateau" in skill development |
| d | | Uneven development of skill |
| e | | Lack of skill |
| In other things being equal, the reaction to the situation is proportionally related to the frequency of repetition and the force of the stimulus on the body according to the law: | | |
| a | | Readiness |
| b | | Effect |
| c | * | Exercises |
| d | | Emmert |
| e | | Ebbinghaus |
| The author of the law of effect is: | | |
| a | * | E. Thorndike |
| b | | B. Skinner |
| c | | G. Ebbinghaus |
| d | | J. Bruner |
| e | | I. Herbart |
| If, with the simultaneous action of several stimuli, one of them causes a reaction, the others also acquire the ability to cause this reaction according to law: | | |
| a | | Saving |
| b | | Emmert |
| c | * | Associative shift |
| d | | Readiness |
| e | | Effect |
| "Any act that causes satisfaction in this situation associates with it in such a way that if it reappears, then the appearance of this act becomes more likely than before," - in this way Thorndike formulated the law: | | |
| a | * | Effect |
| b | | Emmert |
| c | | Associative shift |
| d | | Readiness |
| e | | Economy |
| An interdisciplinary approach to the analysis of the exercise was carried out by: | | |
| a | | V.V. Davydov |
| b | * | I. Lingart |
| c | | D.B. Elkonin |
| d | | L.B. Itelson |
| e | | G. Ebbinghaus |
| The author of the book "The Process and Structure of Human Teaching" is: | | |
| a | | I.I. Ilyasov |
| b | * | I. Lingart |
| c | | L.B. Itelson |
| d | | V.V. Davydov |
| e | | G. Ebbinghaus |
| Teaching as an adaptation process in terms of heredity, environment, adaptation, regulation is investigated: | | |
| a | | In physiology |
| b | | In sociology |
| c | * | In biology |

| | | |
|--|---|--|
| d | | In psychology |
| e | | In medicine |
| Teaching as a factor of socialization and the condition of the connection between individual and social consciousness is considered: | | |
| a | | In physiology |
| b | * | In sociology |
| c | | In psychology |
| d | | In cybernetics |
| e | | In biology |
| The system of special actions necessary for the passage of the basic stages of the process of assimilation is called: | | |
| a | * | Teaching |
| b | | Training |
| c | | Teaching |
| d | | By learning |
| e | | Upbringing |
| In domestic science, D.B. Elkonin and VV Davydov interpreted the teaching as: | | |
| a | | Acquisition of knowledge, skills |
| b | | Assimilation of knowledge on the basis of actions performed by the subject |
| c | * | A specific type of educational activity |
| d | | Type of activity |
| e | | Kind of education |
| P. Ya. Halperin justifies the teaching as: | | |
| a | | Acquisition of knowledge, skills |
| b | * | Assimilation of knowledge on the basis of actions performed by the subject |
| c | | A specific type of educational activity |
| d | | Type of activity |
| e | | Kind of upbringing |
| Development of the human body is called: | | |
| a | * | Ontogeny |
| b | | Phylogenesis |
| c | | Sociogenesis |
| d | | Anthropogenesis |
| e | | Psychogenesis |
| The development of man as a species is called: | | |
| a | | Ontogeny |
| b | | Phylogenesis |
| c | | Sociogenesis |
| d | * | Anthropogenesis |
| e | | Psychogenesis |
| The term "ontogeny" was introduced by: | | |
| a | * | E. Haeckel |
| b | | L.S. Vygotsky |
| c | | U. James |
| d | | G. Hegel |
| e | | C. Gross |
| Psychological regularity is a relationship and a relationship (usually probabilistic) within which the psyche develops and functions f people. Such relationships and relationships are: | | |
| a | | Temporary |
| b | | Single-valued |
| c | | Formal |
| d | | Stable |

| | | |
|---|---|---|
| e | * | Multi-valued |
| The scientific position on the regular manifestation of phylogenesis in ontogenesis is usually called law: | | |
| a | * | Biogenetic |
| b | | Development |
| c | | Sociogenetic |
| d | | Psychosocial |
| e | | Biological |
| The biogenetic law was substantiated by: | | |
| a | | G. Hegel |
| b | * | E. Haeckel |
| c | | L.S. Vygotsky |
| d | | B. Wundt |
| e | | C. Gross |
| From the point of view of materialism, from biogenetic law follows: | | |
| a | * | Recognition of the predetermined course of the mental development of the child |
| b | | Taking into account the specific historical character of a child's mental development |
| c | | Dependence of the character of mental development on the forms and methods of interaction of the child with the surrounding world |
| d | | Violation of the variation in the course of the mental development of the child |
| e | | All answers are correct |
| The concept of staged development of personality did not take: | | |
| a | | Z. Freud |
| b | | E. Erickson |
| c | | J. Piaget |
| d | * | B. Skinner |
| e | | C. Gross |
| The concept of "zone of proximal development" was introduced by: | | |
| a | | J. Piaget |
| b | | J. Bruner |
| c | * | L.S. Vygotsky |
| d | | A.N. Leontiev |
| e | | A.F. Lazurian |
| The disagreement in the levels of difficulty of tasks solved by the child independently and under the guidance of an adult is called: | | |
| a | | Level of actual development |
| b | * | Zone of proximal development |
| c | | A zone of self-development |
| d | | Uncertainty zone |
| e | | Self-education zone |
| Activity with which at this stage of development is associated with the emergence. The most important mental neoplasms and in the course of which other types of activity develop, is called: | | |
| a | | Main |
| b | | An approximate |
| c | * | Leading |
| d | | Executive |
| e | | Learning |
| At adolescence, the leading activity is: | | |
| a | | Subject-manipulative |
| b | * | Intimate personal |
| c | | Training |
| d | | Educational and professional |
| e | | Labor |

| | | |
|---|---|-------------------------------|
| At the junior school age, the following activities are conducted: | | |
| a | | Subject-manipulative |
| b | | Story-role |
| c | | Intimate-personal |
| d | * | Training |
| e | | Labor |
| The concept of "leading activity" is put forward by: | | |
| a | | L.S. Vygotsky |
| b | | D.B. Elkonin |
| c | * | A.N. Leontiev |
| d | | S.L. Rubinstein |
| e | | A.F. Lazurian |
| When studying in terms of the formation of socially valuable mental neoplasms to the problem of leading activity usually emphasizes the approach: | | |
| a | | Physiological |
| b | | Psychophysiological |
| c | | Psychological |
| d | * | Pedagogical |
| e | | Social |
| The time range, the most sensitive and favorable for the development of a function, this or that ability of a person, is called the period: | | |
| a | * | Sensitive |
| b | | Crisis |
| c | | Sensor |
| d | | Sensitizing |
| e | | Normative |
| The age-old crisis refers to the processes: | | |
| a | | Abnormal |
| b | * | Normative |
| c | | Asocial |
| d | | Illogical |
| e | | Social |
| In the theory of the formation of mental actions and concepts there are distinguished: | | |
| a | | 4 stages |
| b | | 5 steps |
| c | * | 6 stages |
| d | | 7 stages |
| e | | 8 steps |
| The game as an activity, where the management of behavior develops and improves, was determined by: | | |
| a | | L.S. Vygotsky |
| b | | C. Gross |
| c | * | D.B. Elkonin |
| d | | B.D. Elkonin |
| e | | A.F. Lazursky |
| The planned formation of mental actions and concepts is a variation: | | |
| a | | Projective experiment |
| b | * | Experimental genetic research |
| c | | Associative experiment |
| d | | Correlation research |
| e | | Laboratory experiment |
| The process of transition from external objective activity to its internal (ideal) plan is called: | | |
| a | * | Interiorization |

| | | |
|---|---|--|
| b | | Exteriorization |
| c | | Interference |
| d | | Interaction |
| e | | Projection |
| The process of transforming the results of internal (mental) actions into their material product is called: | | |
| a | | Interiorization |
| b | * | Exteriorization |
| c | | Interference |
| d | | Introspection |
| e | | Periodization |
| The process of accumulating experience by a person through the transfer of external elements of objective activity and communication into the internal plan is called: | | |
| a | | Education |
| b | | Exteriorization |
| c | * | Interiorization |
| d | | Learning |
| e | | Periodization |
| The transition from activities divided between people and performed in an external (material) form, to the activity of the individual (internal) is the essence: | | |
| a | | Exteriorization |
| b | * | Interiorization |
| c | | Interference |
| d | | Introspection |
| e | | Introrojections |
| Interiorization takes a special place in the works by: | | |
| a | | V. Stern |
| b | | A. Gesella |
| c | | W. Wundt |
| d | * | J. Piaget |
| e | | P. Jane |
| Interiorization as a special mechanism of development of the psyche is not studied in the analysis of activities in terms of: | | |
| a | | Genetic |
| b | | Structural and functional |
| c | | Dynamic |
| d | * | Static |
| e | | System |
| The content of pedology regarding the development of the child is an approach: | | |
| a | | Atomistic |
| b | | Microstructural |
| c | | Acmeological |
| d | * | Complex |
| e | | Systemic |
| The value in pedology is the desire to study the development of the child in conditions: | | |
| a | * | Integrated approach |
| b | | Of the activity approach |
| c | | Practical focus on the diagnosis of mental development |
| d | | Cybernetic approach |
| e | | Cognitive approach |
| The consideration of the child as an integral being in his various manifestations in relation to the surrounding world is the basic requirement of such an approach to the study of the development of the personality, as: | | |
| a | | Behavioral |

| | | |
|---|---|-----------------------|
| b | | Activity |
| c | * | System |
| d | | Integral |
| e | | Cognitive |
| The psychic activity of a person has several dimensions, aspects, levels, instances, etc., according to this approach to personality research, such as: | | |
| a | | Cognitive |
| b | | Humanistic |
| c | | System |
| d | * | Integral |
| e | | Behavioral |
| According to A.F. Lazursky, in the adult's adult maturity, there are: | | |
| a | * | 3 levels |
| b | | 4 levels |
| c | | 5 levels |
| d | | 6 levels |
| e | | 7 levels |
| Adaptation as one of the main processes of intellectual development of a child was considered by: | | |
| a | | J. Bruner |
| b | | P. Janet |
| c | * | J. Piaget |
| d | | L.S. Vygotsky |
| e | | A.F. Lazursky |
| The theory of intellectual development by J. Piaget reflects this approach to the development of personality, as: | | |
| a | * | Cognitive |
| b | | Behavioral |
| c | | Humanistic |
| d | | Activity |
| e | | Integral |
| According to J. Piaget, the stage of specific operations is typical for age: | | |
| a | | From birth to 2 years |
| b | | From 2 to 7 years |
| c | * | 7 to 11 years |
| d | | 11 to 15 years |
| e | | From 15 to 18 years |
| According to Piaget, the fact that children learn to mentally perform the actions that they used to do only with their hands, is typical for the stage: | | |
| a | | Sensorimotor |
| b | | Preoperative |
| c | * | Specific operations |
| d | | Formal operations |
| e | | Elementary actions |
| Z. Freud argued that the spiritual development of an individual reduces the course of development of all mankind, relying on the law: | | |
| a | | Anthropological |
| b | | Psychosocial |
| c | * | Biogenetic |
| d | | Sociogenetic |
| e | | Psychological |
| Z. Freud in psychosexual development identified: | | |
| a | | 4 stages |
| b | * | 5 stages |

| | | |
|---|---|----------------------------|
| c | | 6 stages |
| d | | 7 stages |
| e | | 8 stages |
| According to the psychosexual concept of development by Z. Freud, the age of 4 to 5 years is characterized by the stage: | | |
| a | | Anal |
| b | * | Phallic |
| c | | Latent |
| d | | Genital |
| e | | There are no right answers |
| By Z. Freud, the fact that the libido does not concentrate on some definite part of the body or organ, and sexual potencies seem to be asleep in the state of inactivity, rest, is characteristic of such a stage of psychosexual development as: | | |
| a | | Anal |
| b | | Phallic |
| c | * | Latent |
| d | | Genital |
| e | | There are no right answers |
| E. Erickson in the development of personality singled out: | | |
| a | | 6 stages |
| b | | 7 stages |
| c | * | 8 stages |
| d | | 9 stages |
| e | | 10 stages |
| E. Erickson believed that the conflict between the understanding of belonging to a certain sex and the lack of understanding of the forms of behavior corresponding to a given sex is characteristic of age: | | |
| a | | 5-8 years |
| b | | 8-12 years |
| c | * | 12-18 years |
| d | | 18-30 years |
| e | | 30-45 years old |
| What stages of personal development, according to E.Erikson, coincide with the representations of D.B. Elkonin and other domestic psychologists: | | |
| a | | 1 and 2 |
| b | | 2 and 3 |
| c | * | 3 and 4 |
| d | | 4 and 5 |
| e | | 5 and 6 |
| According to E. Erickson, the stage of average adulthood covers the age: | | |
| a | | 11 to 20 years |
| b | | From 20 to 40-45 years |
| c | * | From 40-45 to 60 years |
| d | | Over 60 years |
| e | | Old age |
| According to E. Erikson, the desire to communicate with people, the desire to devote themselves to other people are most characteristic for the stage: | | |
| a | | Of puberty |
| b | * | Early adulthood |
| c | | Of average adulthood |
| d | | Late adulthood |
| e | | Of old age |
| According to the periodization of the age development of E. Erickson, the fourth development crisis: | | |

| | | |
|---|---|---|
| a | | Corresponds to the playing period |
| b | * | Is experienced at a younger school age |
| c | | Relates to the search for gender identity |
| d | | Corresponds to the period of adolescent development |
| e | | Corresponds to the adult development period |
| L. Kolberg calls the level of moral development, on the basis of which people adapt themselves to rules and principles worked out by others, level: | | |
| a | | Pre-moral |
| b | * | Conventional |
| c | | Post-institutional |
| d | | Self-respect |
| e | | Self-development |
| According to L. Kohlberg, the conventional level of moral development is typical of age: | | |
| a | | From 4 to 10 years |
| b | * | From 10 to 13 years |
| c | | From 13 to 18 years |
| d | | From 18 to 25 years |
| e | | From 25 to 40 years old |
| According to L. Kohlberg, a person who conforms his actions with approval of other people, is: | | |
| a | | At the pre-moral level of development |
| b | * | At the conventional level of development |
| c | | At the postconventional level of development |
| d | | At the level of self-esteem |
| e | | At the level of self-development |
| According to L. Kohlberg, most adults do not reach: | | |
| a | | Pre-moral level of development |
| b | | Of the conventional level of development |
| c | * | Post-constitutional level of development |
| d | | Of self-esteem |
| e | | Level of self-development |
| The highest form of mental reflection, characteristic only of man, integrating all other forms of reflection, is called: | | |
| a | | Will |
| b | | Reflex |
| c | * | Consciousness |
| d | | Emotions |
| e | | Thinking |
| The psychological characteristic of consciousness is not: | | |
| a | | Activity |
| b | | Motivation |
| c | | Intentionality |
| d | * | Reactivity |
| e | | Emotionality |
| The concepts "brain" and "material" are in the same relationship as "consciousness" and: | | |
| a | | Physiological |
| b | | Real |
| c | * | Ideal |
| d | | Active |
| e | | Passive |
| The founder of the functionalist approach to the study of consciousness is: | | |
| a | | J. Locke |
| b | | V.M. Bekhterev |

| | | |
|--|---|--------------------------------------|
| c | * | W. James |
| d | | B. Wundt |
| e | | A.R. Luria |
| In the study of consciousness in the context of the structuralist approach, the following method was used: | | |
| a | * | Introspection |
| b | | Observations |
| c | | Experiment |
| d | | Content analysis |
| e | | Testing |
| Generation, functioning and development of consciousness were considered as derivatives of the structure of tasks and conditions of the subject's subject-sensory activity in the theory of: | | |
| a | | S.L. Rubinstein |
| b | * | A.N. Leontief |
| c | | A.R Luria |
| d | | V.V. Stolina |
| e | | B.M. Bekhterev |
| Differentiating of primary and reflexive consciousness was suggested by: | | |
| a | | William James |
| b | | B. Wundt |
| c | * | G.V. Farthing |
| d | | E. Weber |
| e | | J. Locke |
| For the normal state of consciousness is characteristic: | | |
| a | | Hyperactivity |
| b | | The presence of a-rhythms |
| c | | Twilight state of consciousness |
| d | * | Easy attention switching |
| e | | The presence of thinking |
| The mental state as a characteristic of the individual act of consciousness is not determined by: | | |
| a | | Prior situation |
| b | | A cash situation |
| c | | Expected situation |
| d | * | Unplanned situation |
| e | | The absence of an expected situation |
| Normal (ordinary) state of consciousness is characterized by the level of mental activity: | | |
| a | | Low |
| b | * | Average |
| c | | High |
| d | | Increased |
| e | | Highest |
| Consciousness as the highest form of mental reflection is characterized by: | | |
| a | | Concreteness |
| b | | Objectivity |
| c | | Always a high degree of clarity; |
| d | * | Objectivity |
| e | | Integrity |
| In relation to the functioning (state) of a person, his / her psyche, consciousness is not special: | | |
| a | | Level |
| b | | Form |
| c | | Way |
| d | * | Automatism |
| e | | Reaction |

| | | |
|--|---|----------------------------|
| According to modern studies, the volume of actual consciousness is estimated by the magnitude: | | |
| a | | 5 ± 2 |
| b | | $6 + 2$ |
| c | * | 7 ± 2 |
| d | | 8 ± 2 |
| e | | 9 ± 2 |
| As a special kind of reality, consciousness does not possess the property: | | |
| a | | Evidence |
| b | | Reflexivity |
| c | | Intentionality |
| d | * | Internality |
| e | | Externalities |
| The self-authenticity of consciousness is manifested as: | | |
| a | * | Evidence |
| b | | Reflexivity |
| c | | Intentionality |
| d | | Subjectivity |
| e | | Externalities |
| The property of self-generation of consciousness, its self-conditioning is as follows: | | |
| a | | Evidence |
| b | | Reflexivity |
| c | | Intentionality |
| d | * | Subjectivity |
| e | | Externalities |
| At the present time, based on electroencephalography data, sleep is considered as a cyclic change in brain activity that occurs: | | |
| a | * | Through 5 stages |
| b | | Through 6 stages |
| c | | Through 7 stages |
| d | | Through 8 stages |
| e | | Through 9 stages |
| For the first time in a sufficiently developed form the concept of the unconscious mental was represented by: | | |
| a | | R. Descartes |
| b | * | G. Leibniz |
| c | | Z. Freud |
| d | | J. Locke |
| e | | E. Weber |
| The concept of the unconscious acquired a concrete psychological meaning in the concept of: | | |
| a | * | Z. Freud |
| b | | G. Leibniz |
| c | | K. Jung |
| d | | A. Adler |
| e | | E. Weber |
| In the conception of Freud's psychoanalysis in the relationships between the conscious and the unconscious, parameters in the forefront are: | | |
| a | | Operational and regulatory |
| b | | Spatio-temporal |
| c | * | Energy |
| d | | Informative |
| e | | Semantic |
| According to A. Adler, the unconscious is interpreted as: | | |
| a | * | Motivational expectations |

| | | |
|--|---|--|
| b | | Suppressed memories and experiences organized in complexes |
| c | | Latent biologically induced motifs |
| d | | Hidden socially conditioned motives |
| e | | All the answers are correct |
| The effectiveness of the functioning of the psycho of the individual is higher the more the conscious is transformed at the unconscious level according to the law by: | | |
| a | | Blondel |
| b | | Bunsen-Roscoe |
| c | | Donders |
| d | * | Klapareda |
| e | | Ebbenhaus |
| A sign common to all types of obscuration of consciousness is: | | |
| a | | Slippage |
| b | | Versatility |
| c | | Agnosia |
| d | * | Incoherence of thinking |
| e | | Lack of thinking |
| Self-consciousness can be defined as: | | |
| a | | Increased attention to oneself |
| b | | Level of aspiration |
| c | | Direction of personality |
| d | * | Image yourself |
| e | | Self-esteem |
| The first theoretical developments in the field of the self-concept belong to: | | |
| a | | B. Wundt |
| b | | K. Rodgers |
| c | | L.S. Vygotsky |
| d | * | W. James |
| e | | V.V. Stolin |
| The concept of the "I-concept" originated in the mainstream of psychology: | | |
| a | * | Humanistic |
| b | | Cognitive |
| c | | Gestalt psychology |
| d | | Cultural and historical |
| e | | Psychoanalytic |
| The I-concept was formulated: | | |
| a | | In the 1940 s. |
| b | * | In the 1950 s. |
| c | | In the 1960 s. |
| d | | In the 1970 s. |
| e | | In the 1980 s. |
| The emergence of self-consciousness is not connected: | | |
| a | | With the process of differentiation of external sensations |
| b | | With the process of differentiation of internal sensations |
| c | | With increasing randomness of movements |
| d | * | With an increase in spontaneity |
| e | | All answers are correct |
| Self-consciousness as a stage in the development of consciousness, prepared by development of speech and arbitrary movements, was researched by: | | |
| a | | V.M. Bekhterev |
| b | * | L.S. Vygotsky |
| c | | I.M. Sechenov |

| | | |
|--|---|--|
| d | | P.P. Blonsky |
| e | | V.V. Stolin |
| Consciousness and self-consciousness arise and develop in parallel, according to: | | |
| a | | B.V. Stolin |
| b | | V.M. Bekhterev |
| c | * | I.M. Sechenova |
| d | | B. Wundt |
| e | | L.S. Vygotsky |
| According to S.L. Rubinstein, self-awareness: | | |
| a | | Precedes the development of consciousness |
| b | * | Is a stage in the development of consciousness |
| c | | Occurs simultaneously with consciousness |
| d | | Develops simultaneously with consciousness |
| e | | Self-consciousness arises independently of consciousness |
| The first level of development of self-awareness is characterized by awareness of: | | |
| a | * | Biological needs |
| b | | Level of aspiration |
| c | | Significant relationships |
| d | | Social needs |
| e | | Communication needs |
| The psychological mechanism of self-consciousness is: | | |
| a | | Empathy |
| b | * | Reflection |
| c | | Identification |
| d | | Attribution |
| e | | Communication |
| Evaluation of him / herself, his / her abilities, personal qualities and place in the system of interpersonal relations is called: | | |
| a | * | Self-evaluation |
| b | | Self-presentation |
| c | | Self-perception |
| d | | Self-awareness |
| e | | Self-development |
| Images of consciousness that do not appear before the subject in his / her inner plan, perform the function of: | | |
| a | | Self-knowledge |
| b | | Self-relations |
| c | | Self-regulation |
| d | * | Self-education |
| e | | Self-development |
| The ability to accept the position of the researcher in order to understand him / herself, his / her actions, thoughts and feelings, is the essence of reflection: | | |
| a | * | Intellectual |
| b | | Logical |
| c | | Social |
| d | | Of perceptual |
| e | | Emotional |
| Reflection in the field of thinking was called: | | |
| a | * | Intellectual |
| b | | Personal |
| c | | Social |
| d | | Cognitive |
| e | | Perceptual |

| | | |
|---|---|-----------------------------------|
| The soul of man as a kind of matter, as a bodily formation, consisting of different atoms, was interpreted by: | | |
| a | | Plato |
| b | * | Democritus |
| c | | Aristotle |
| d | | Spinoza |
| e | | Heraclitus |
| The soul as something divine, different from the body, the existing man before entering into union with his body, was represented by: | | |
| a | * | Plato |
| b | | Democritus |
| c | | Aristotle |
| d | | Spinoza |
| e | | Heraclitus |
| For the first time the provision on the inseparability of the soul from the body was advanced by: | | |
| a | | Democritus |
| b | | Plato |
| c | | Socrates |
| d | * | Aristotle |
| e | | Heraclitus |
| Already in the period of antiquity, the soul as a mixture of four elements was represented by: | | |
| a | | Democritus |
| b | | Heraclite |
| c | * | Empedocle |
| d | | Anaxymena |
| e | | Aristotle |
| During the period of antiquity, Alcmaeon considered: | | |
| a | * | The brain as an organ of the soul |
| b | | Soul like fire |
| c | | Soul as air |
| d | | Heart as an organ of the soul |
| e | | Soul as the universe |
| For the first time, ideas about associations were formulated by: | | |
| a | | Socrates |
| b | * | Aristotle |
| c | | Democritus |
| d | | Descartes |
| e | | Democritus |
| An attempt to comprehend the inner world of a person primarily from general philosophical, speculative positions was undertaken within the framework of psychology: | | |
| a | | Structuralism |
| b | * | Consciousness |
| c | | Functionalism |
| d | | Cultural and historical |
| e | | Behaviorism |
| The author of the treatise "On the Soul" is: | | |
| a | | Plato |
| b | | Democritus |
| c | * | Aristotle |
| d | | Epicurus |
| e | | Descartes |
| As an entity independent of the body, controlling all living and non-living things, the soul was understood by: | | |
| a | * | Representatives of animism |

| | | |
|--|---|---|
| b | | Epicurus |
| c | | Plato |
| d | | Spinoza |
| e | | Descartes |
| That there is no special spiritual principle, it is always one of the manifestations of an extended substance (matter), was believed by: | | |
| a | | Plato |
| b | | Aristotle |
| c | | Democritus |
| d | * | Spinoza |
| e | | Descartes |
| The assertion that the psyche is inherent only in man belongs to the representatives of: | | |
| a | * | Anthropopsychism |
| b | | Biopsychism |
| c | | Brain psychology |
| d | | Neuropsychism |
| e | | Bionearropsychism |
| The founder of anthropopsychism is: | | |
| a | | C. Darwin |
| b | | A.N. Leontiev |
| c | | K.K. Platonov |
| d | * | R. Descartes |
| e | | Aristotle |
| Psychological ideas originally originated: | | |
| a | | In existentialism |
| b | | In pragmatic utilitarianism |
| c | | In the works of W. Wundt |
| d | * | In line with ancient philosophy |
| e | | In the works Darwin |
| According to R. Descartes, the concept of man: | | |
| a | | Relies on reason, consecrated by faith |
| b | * | Is dualistic |
| c | | Rejects the idea of the soul as the essence of man |
| d | | Rejects the idea of the mind as the essence of man |
| e | | All answers are correct |
| Domestic Psychological School: | | |
| a | * | Grew out of the cultural-historical concept of the development of the psyche |
| b | | Is based on the study of acceptable forms of behavior |
| c | | Rejects the deterministic character of the psyche |
| d | | Grew up on the ideas of unity of the unconscious and conscious |
| e | | All answers are correct |
| Functionalist approach of the beginning of XX century: | | |
| a | | Denies the existence of consciousness |
| b | | Rejects the use of introspection |
| c | * | Seeks to understand the functions and role of consciousness in human survival |
| d | | Seeks to understand the function and role of sensations in human survival |
| e | | All answers are correct |
| For the first time the concept of the unconscious mental was formulated by: | | |
| a | | Aristotle |
| b | | Z. Freud |
| c | * | G. Leibniz |
| d | | R. Descartes |

| | | |
|--|---|-----------------------|
| e | | J. Bruner |
| The closest predecessor of behaviorism was: | | |
| a | | J. Loeb |
| b | | K. Horney |
| c | * | E. Thorndike |
| d | | E. Tolman |
| e | | J. Bruner |
| The founder of behaviorism is: | | |
| a | * | J. Watson |
| b | | V. Köhler |
| c | | B. Skinner |
| d | | E. Thorndike |
| e | | J. Bruner |
| Date of birth of behaviorism: | | |
| a | | 1895 |
| b | | 1907 |
| c | * | 1913 |
| d | | 1920 |
| e | | 1923 |
| Psychology is an objective experimental branch of the natural sciences from the point of view of the paradigm: | | |
| a | | Psychoanalysis |
| b | * | Behaviorism |
| c | | Associationism |
| d | | Cognitive psychology |
| e | | Humanistic psychology |
| The main provisions of cognitive behaviorism are formulated by: | | |
| a | | J. Bruner |
| b | | Skinner |
| c | | A. Bandura |
| d | * | E. Tolman |
| e | | P.K. Anokhin |
| Behaviorists relied in their teachings on: | | |
| a | * | I.P. Pavlova |
| b | | P.P. Blonsky |
| c | | N.A. Bernstein |
| d | | P.K. Anokhin |
| e | | A. Bandura |
| The program of studying the psyche from the point of view of integral structures was issued by: | | |
| a | | K. Jung |
| b | | A. Adler |
| c | | Z. Freud |
| d | * | V. Kohler |
| e | | R. Descartes |
| The direction in psychology, which studies the problems of personality development, its activity, self-actualization and self-improvement, freedom of choice and striving for higher values, which is manifested in the pursuit of justice, beauty and truth, is known as: | | |
| a | | Cognitive psychology |
| b | | Behaviorism |
| c | | Freudianism |
| d | * | Humanistic psychology |
| e | | Behavioral psychology |
| The soul as passive, but capable of perceiving the environment, was compared with a clean board, on which | | |

| | | |
|--|---|----------------|
| nothing is written by: | | |
| a | | G. Leibniz |
| b | | B. Spinoza |
| c | | H. Wolf |
| d | * | J. Locke |
| e | | R. Descartes |
| The author of the famous phrase "I think, I mean, I exist" is: | | |
| a | | Plato |
| b | | Socrates |
| c | * | R. Descartes |
| d | | B. Spinoza |
| e | | Aristotle |
| The theory that explains human behavior on the basis of a mechanical model, created: | | |
| a | | H. Wolf |
| b | | G. Leibniz |
| c | * | R. Descartes |
| d | | B. Spinoza |
| e | | Aristotle |
| The foundations of the deterministic (causality) conception of human behavior are laid down by: | | |
| a | | I. Herbart |
| b | | J. Priestley |
| c | * | R. Descartes |
| d | | B. Spinoza |
| e | | Aristotle |
| The founder of domestic scientific psychology is: | | |
| a | | I.P. Pavlov |
| b | | G.I. Chelpanov |
| c | * | I.M. Sechenov |
| d | | V.M. Bekhterev |
| e | | K.N. Kornilov |
| Direction in Soviet psychology of the 20's and early 30's of XX century, interpreting psychology as a science about the behavior of living beings, including the human, took shape as: | | |
| a | | Reflexology |
| b | * | Reactology |
| c | | Pedology |
| d | | Pedagogy |
| e | | Didactics |
| The founder of the first psychological institute in Russia is: | | |
| a | | V.M. Bekhterev |
| b | * | G.I. Chelpanov |
| c | | I.M. Sechenov |
| d | | I.P. Pavlov |
| e | | K.N. Kornilov |
| The Psychological Institute in Russia was established: | | |
| a | | In 1897 |
| b | | In 1905 |
| c | * | In 1912 |
| d | | In 1922 |
| e | | In 1925 |
| Reactology was founded by: | | |
| a | | V.M. Bekhterev |
| b | * | K.N. Kornilov |

| | | |
|---|---|------------------------------|
| c | | I.P. Pavlov |
| d | | I.M. Sechenov |
| e | | G.I. Chelpanov |
| The spatial-temporal characteristics of the objective world reflect processes: | | |
| a | * | Cognitive |
| b | | Motivational |
| c | | Emotional |
| d | | Volitional |
| e | | No correct answers |
| The general feature of a significant number of modern structural theories of cognitive processes is not the concept of existence: | | |
| a | | Sensory register |
| b | | Short-term memory |
| c | | Long-term memory |
| d | * | Information filters |
| e | | Perception processes |
| The problem of operational composition and structure has become central in the context of the study of cognitive processes: | | |
| a | | In the 30 s. XX century |
| b | | In the 50 s. XX century |
| c | * | In the 60 s. XX century |
| d | | In the 70 s. XX century |
| e | | In the 80 s. XX century. |
| The central category of the psychology of cognitive processes is the category: | | |
| a | | Installation |
| b | | Relations |
| c | * | Image |
| d | | Sensations |
| e | | Perceptions |
| The integrity of the image is not deterministic: | | |
| a | | Ontologically |
| b | | Psychophysiologicaly |
| c | | Psychologically |
| d | * | Cybernetically |
| e | | Neurologically |
| The acquisition of primary images provides: | | |
| a | * | Sensory-perceptual processes |
| b | | Process of thinking |
| c | | Presentation process |
| d | | Process of imagination |
| e | | Perception process |
| The cognitive style in relation to cognitive activity is: | | |
| a | * | Way |
| b | | The execution level |
| c | | The condition of fulfillment |
| d | | Implementation factor |
| e | | Execution signal |
| The dependent / hollow-dependent parameter of the cognitive style is identified by the type of: | | |
| a | * | Perceptions |
| b | | Thinking |
| c | | Response |
| d | | Training |

| | | |
|--|---|--|
| e | | Memory |
| The parameter of the cognitive style of cognitive activity according to the type of thinking is: | | |
| a | | Field-dependent |
| b | * | Divergence / convergence |
| c | | Impulsivity / reflexivity |
| d | | Serial / integrity |
| e | | There are no right answers |
| According to M.A. Kholodna, polarity does not correlate: | | |
| a | | With high nonverbal intelligence |
| b | | With the flexibility of information processes |
| c | | With ease of changing the situation |
| d | * | With conformality |
| e | | With attention |
| For people who are prone to field dependence, it is typical: | | |
| a | | Focus on external signs |
| b | | Imagery of thinking |
| c | | The tendency to ignore the less noticeable features of the analyzed object |
| d | * | Ease of generalization and transfer of knowledge and skills |
| e | | Long-term memory |
| The cognitive ability that determines a person's readiness to learn and use knowledge and experience, as well as to rational behavior in problem situations, is: | | |
| a | | Thinking |
| b | * | Intellect |
| c | | Heuristics |
| d | | Hypothesis |
| e | | Concept |
| The mental process is considered to be: | | |
| a | | Perception |
| b | * | Attention |
| c | | Imagination |
| d | | Thinking |
| e | | Sensation |
| Unlike other cognitive processes, special content is not possessed by: | | |
| a | | Sensation |
| b | | Perception |
| c | | Memory |
| d | * | Attention |
| e | | Imagination |
| Serious disagreements in psychological science are caused by nature and essence of: | | |
| a | | Memory |
| b | | Perceptions |
| c | | Thinking |
| d | * | Attention |
| e | | Imagination |
| The restoration of the actual reality and ensuring adaptation to it is carried out by: | | |
| a | | Memory |
| b | * | Perception |
| c | | Imagination |
| d | | Representation |
| e | | Attention |
| Transformation of information in time, the reproduction of the past in the present is carried out in: | | |
| a | | Perception |

| | | |
|--|---|---|
| b | * | Memory |
| c | | Imagination |
| d | | Thinking |
| e | | Attention |
| One of the first models of intelligence was proposed by: | | |
| a | * | C. Spearman |
| b | | J. Guilford |
| c | | J. Raven |
| d | | H. Eysenck |
| e | | J. Piaget |
| In Western psychology, the most common understanding of intelligence as an adaptation to the actual circumstances of life: | | |
| a | * | Biopsychic |
| b | | Social |
| c | | Psychological |
| d | | Socio-psychological |
| e | | Medical |
| The intellect in a number of psychological concepts is not identified: | | |
| a | | With a system of mental abilities |
| b | | With a style and problem solving strategy |
| c | | With cognitive style |
| d | * | With perception |
| e | | With attention |
| K. Spearman developed the theory of intelligence: | | |
| a | | Single-factor |
| b | * | Two-factor |
| c | | Three-factor |
| d | | Four-factor |
| e | | Five-factor |
| As an intermediate factor of intelligence K.Spirman singled out the factor: | | |
| a | * | Numeric |
| b | | Historical |
| c | | Non-verbal |
| d | | Time |
| e | | Verbal |
| J. Guildford developed a model of intelligence: | | |
| a | | Single-factor |
| b | | Two-factor |
| c | * | Three-factor |
| d | | Four-factor |
| e | | Five-factor |
| The main opponent of K. Spearman was: | | |
| a | | J. Guilford |
| b | | J. Piaget |
| c | * | L.Turston |
| d | | R. Strenberg |
| e | | J. Raven |
| J. Guildford developed a model of intelligence, which is called: | | |
| a | | Quadratic |
| b | * | Cubic |
| c | | Tetrahedral |
| d | | Cylindrical |

| | | |
|---|---|--|
| e | | Triangular |
| J. Guildford believed that a person's abilities are not determined by a category: | | |
| a | | Transaction |
| b | | Products |
| c | | Installation |
| d | * | Content |
| e | | Skills |
| There is a set of independent abilities that determine the success of intellectual activity, in the opinion of: | | |
| a | | J. Piaget |
| b | | K. Spearman |
| c | * | L. Turston |
| d | | J. Raven |
| e | | R. Strenberg |
| R. Zayonts investigated the dependence of the intellect of children: | | |
| a | | From the cultural conditions of their upbringing |
| b | * | On the order of their birth in the family |
| c | | From their national characteristics |
| d | | From the level of development of speech |
| e | | From the level of memory development |
| The service of the introduction of structural analysis into the psychology of the intellect belongs to: | | |
| a | | H. Pasqual-Leone |
| b | | R. Keisu |
| c | * | J. Piaget |
| d | | J. Ravenu |
| e | | R. Strenberg |
| To solve the problems of research of intellectual abilities, the following analysis was created: | | |
| a | | Cluster |
| b | * | Factorial |
| c | | Dispersion |
| d | | Correlation |
| e | | Laboratory |
| The concept of "intellectual climate" in the scientific language was introduced by: | | |
| a | | J. Raven |
| b | | O. Selz |
| c | | J. Cattell |
| d | * | R. Zayonts |
| e | | J. Piaget |
| In domestic psychology, the so-called maternal effect was studied by: | | |
| a | | O.K. Tikhomirov |
| b | | V.D. Shadrikov |
| c | * | V.N. Druzhinin |
| d | | V.A. Poisons |
| e | | B.M. Bekhterev |
| The scales of the intellect correspond to the measurement at the level: | | |
| a | | Nominal |
| b | | Ordinal |
| c | * | Interval |
| d | | Relations |
| e | | Values |
| The criteria for assessing the development of intelligence is / are not: | | |
| a | | Depth, generality and mobility of knowledge |
| b | | Possession of ways of encoding and transcoding information |

| | | |
|---|---|--|
| c | | Possession of ways to integrate and generalize sensory experience at the level of representations and concepts |
| d | * | Speed of the course of nervous processes |
| e | | There are no right answers |
| The idea of quantifying the intellectual development of children using tests belongs to: | | |
| a | | J. Ravenu |
| b | | G. Eysencku |
| c | | J. Kettel |
| d | * | A. Binet |
| e | | V. Sternu |
| The term "intelligence coefficient" was introduced by: | | |
| a | | A. Binet |
| b | | J. Raven |
| c | * | V. Stern |
| d | | H. Eysenck |
| e | | J. Cattell |
| An attempt to study the productive creative components of intelligence was undertaken by representatives of psychology: | | |
| a | | Humanistic |
| b | | Cognitive |
| c | * | Gestalt psychology |
| d | | Associative |
| e | | Behavioral |
| The validity of the measurement of intelligence does not depend: | | |
| a | | On the definition of the concept of intellect, which represents this or that concept of this phenomenon |
| b | | On the composition of test tasks developed in accordance with the concept |
| c | | On empirical criteria |
| d | * | On the temperament of the subjects |
| e | | On the memory of subjects |
| One of the founders of psychophysics is: | | |
| a | | W. Wundt |
| b | | S. Stephen |
| c | * | G. Fechner |
| d | | J. Dewey |
| e | | J. Cattell |
| The psychophysical problem acquired a special acuity: | | |
| a | | In the XVI century |
| b | * | In the XVII century |
| c | | In the XVIII century |
| d | | In the XIX century |
| e | | In the XX century |
| The principle of the specific energy of the senses was singled out by: | | |
| a | | A.G. Helmholtz |
| b | | J. Berkeley |
| c | * | I. Muller |
| d | | K. Jung |
| e | | S. Stephen |
| The neuroquantum theory was created by: | | |
| a | | A.R. Luria |
| b | | I. Mueller |
| c | | A. Binet |
| d | * | S. Stephen |

| | | |
|--|---|--|
| e | | J. Berkeley |
| G. Helmholtz is the author of: | | |
| a | | Time theory of frequency perception |
| b | * | Theory of location |
| c | | Theory of psychophysical interaction |
| d | | Classical theory of continuity of the sensory series |
| e | | Theory of learning |
| The emergence and differentiation of sensations with the transition from primary irritability to undifferentiated sensitivity, and then to differentiated sensations, is linked by the concept of the development of the psyche: | | |
| a | | K.E. Fabry |
| b | | A.N. Leontief |
| c | * | Teilhard de Chardin |
| d | | B. Wundt |
| e | | J. Berkeley |
| The philosophical and psychological meaning of A.N. Leontiev's hypothesis is that it attempts to understand the nature of sensations such as: | | |
| a | | Subjective |
| b | * | Objective |
| c | | Idealistic |
| d | | Indeterministic |
| e | | Materialistic |
| The anatomical and physiological apparatus intended to receive the effects of certain stimuli from the external and internal environment and their processing into sensations is presented by: | | |
| a | | Conductor department |
| b | | Receptor |
| c | * | Analyzer |
| d | | Reflex |
| e | | Reflex arc |
| Neurodynamic model of the result of the forthcoming action, pre-set in the central nervous system, is: | | |
| a | | Effector |
| b | * | Action acceptor |
| c | | Analyzer |
| d | | Feedback |
| e | | Reflex |
| The executive part of the reflex ring (muscle, iron), in contrast to the receptor is called: | | |
| a | * | Effector |
| b | | Action acceptor |
| c | | Analyzer |
| d | | Feedback |
| e | | Reflex |
| The organ of the senses, which transforms the energy of the external action into nerve signals, is called: | | |
| a | | Analyzer |
| b | * | Receptor |
| c | | Conductive nerve pathways |
| d | | Reception |
| e | | Effector |
| A certain section of the cortex and subcortex, where the ascending sensory impulses are addressed, has: | | |
| a | * | Central department |
| b | | Receptor |
| c | | Conductor department |
| d | | Peripheral department |
| e | | Analyzer |

| | | |
|---|---|--|
| The management and regulation of the information received by the managing body on the results of actions, taking into account which the executive body forms the subsequent teams, is fulfilled by: | | |
| a | | Effector |
| b | | Action acceptor |
| c | | Analyzer |
| d | * | Feedback |
| e | | Receptor |
| Conductive ways in which excitations that arise in the receptor are transmitted to the overlying centers of the central nervous system are called: | | |
| a | * | Afferent |
| b | | Efferent |
| c | | Effective |
| d | | Affective |
| e | | Indicative |
| Sensations arise as a result of the centripetal process and are passive in nature according to the theory: | | |
| a | | Reflex |
| b | * | Receptor |
| c | | Stimulant |
| d | | Activity |
| e | | Emotional |
| The limit of sensitivity of each sense organ, beyond which their excitation can not occur, is called the threshold: | | |
| a | | Neurophysiological |
| b | * | Physiological |
| c | | Psychological |
| d | | Psychophysiological |
| e | | Psychophysical |
| A theory reflecting the threshold principle of the operation of sensory systems is: | | |
| a | | Theory of levels of movement |
| b | | Theory of functional systems |
| c | | Theory of psychophysical interaction |
| d | * | Classical theory of continuity of the sensory series |
| e | | Classical theory of interaction levels |
| The ability to perceive changes in the stimulus or to distinguish close stimuli is called: | | |
| a | | Absolute sensitivity |
| b | * | Differential sensitivity |
| c | | Sensitization |
| d | | Adaptation |
| e | | Deprivation |
| The time interval from the moment the signal is applied to the moment of its occurrence is called: | | |
| a | | Differential threshold of sensations |
| b | | A temporary threshold of sensations |
| c | | Spatial threshold of sensations |
| d | * | Latent period of the reaction |
| e | | Physical threshold of sensations |
| The minimum magnitude of the stimulus, which causes a subtle sensation, is the threshold of sensations: | | |
| a | * | Lower absolute |
| b | | Differential |
| c | | Temporary |
| d | | Upper absolute |
| e | | Average absolute |
| The maximum magnitude of the stimulus, which the analyzer is able to adequately perceive, is called the threshold of sensations: | | |

| | | |
|--|---|-----------------------------------|
| a | | Lower absolute |
| b | | Differential |
| c | | A temporary |
| d | * | Upper absolute |
| e | | Average absolute |
| The minimum value of the change in signal intensity, causing a sensation, is: | | |
| a | | Absolute lower threshold |
| b | * | Differential threshold |
| c | | Minimum signal duration |
| d | | Sensitivity sensitivity range |
| e | | Upper absolute threshold |
| The minimum difference between the two intensities of the stimulus, which causes a noticeable difference in the intensity of the sensation, is called: | | |
| a | | Absolute lower threshold |
| b | * | Threshold of discrimination |
| c | | Time threshold of sensations |
| d | | Range of sensitivity to intensity |
| e | | The upper absolute threshold |
| The sensations arising from the sharp increase in their lower absolute thresholds are more or less attenuated: | | |
| a | | With hypersthesia |
| b | * | With hyposthenia |
| c | | With sheenopathy |
| d | | With the intermittence |
| e | | With sensitization |
| More or less elementary skin sensations arising without any external stimulus are: | | |
| a | | Hyperstasty |
| b | | Hyposthenia |
| c | | Atelostomy |
| d | * | Intermittent |
| e | | Sensitization |
| The fact that the value of the difference sensitivity threshold is relative, was proved by: | | |
| a | * | E. Weber |
| b | | G. Fechner |
| c | | W. Wundt |
| d | | S. Stephen |
| e | | K.E. Fabry |
| From the difference sensitivity threshold, the difference sensitivity is found in the dependence: | | |
| a | * | Inversely proportional |
| b | | Directly proportional |
| c | | Logarithmic |
| d | | Power |
| e | | Significant |
| There is a relationship between the absolute threshold of sensitivity and the sensitivity of the sense organs: | | |
| a | | Gradual |
| b | | Logarithmic |
| c | | Directly proportional |
| d | * | Inversely proportional |
| e | | Significant |
| From the magnitude of the differential threshold, the differential sensitivity is found in the dependence: | | |
| a | | Logarithmic |
| b | | Straight |
| c | * | Reverse |

| | | |
|--|---|---|
| d | | Power |
| e | | Significant |
| The methods for measuring absolute and difference sensitivity thresholds were developed by: | | |
| a | | F. Donders |
| b | | E. Weber |
| c | * | G. Fechner |
| d | | S. Stephen |
| e | | K.E. Fabry |
| Sensory deficiency, which can lead to loss of orientation, is known as: | | |
| a | * | Deprivation |
| b | | Derealization |
| c | | Devaluation |
| d | | Deautomatization |
| e | | Adaptation |
| In conditions of sensory deprivation: | | |
| a | | Need for sensations and affective experiences is not actualized |
| b | | There is no memory breakages |
| c | | Extremely rarely there is emotional lability with a shift in the direction of low mood (inhibition, depression, apathy) |
| d | * | The process of imagination is activated |
| e | | All answers are correct |
| The psychophysiological regularity of sensations, which does not lead to a change in sensitivity, is: | | |
| a | | Sensitization |
| b | | Adaptation |
| c | | Contrast |
| d | * | Monotonicity |
| e | | Deprivation |
| A change in sensitivity to adapt to external conditions is known as: | | |
| a | | Synaesthesia |
| b | | Sensitization |
| c | * | Adaptation |
| d | | Accommodation |
| e | | Deprivation |
| Disadaptation can occur as: | | |
| a | | Disappearance of sensations with prolonged exposure to irritant |
| b | | Loss of sensation when exposed to a strong stimulus |
| c | | Sensitivity increase under the influence of a weak irritant |
| d | * | An apparent decrease in sensitivity under the influence of a weak diluent |
| e | | All answers are correct |
| Sensitization can not be caused by: | | |
| a | | Interaction of sensations |
| b | | Physiological factors |
| c | | The expectation of this or that impact, its significance |
| d | * | Habituation |
| e | | All answers are correct |
| The totality of scientific views on the qualitatively diverse influence of the same stimuli on different senses and at the same time on the challenge of similar, different-quality stimuli of similar, same-type sensations in the same sense organs is called: | | |
| a | * | The concept of the specific energy of the senses |
| b | | Receptor theory of sensations |
| c | | Reflex theory of sensations |
| d | | Theory of the opponent color |

| | | |
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| e | | Theory of contrasting color |
| Sensory deprivation is not characterized by such a change in sensitivity as: | | |
| a | | Range |
| b | | Speed |
| c | | Selectivity |
| d | * | Uniformity |
| e | | Plasticity |
| The increase in the sensitivity of certain sensory organs with the simultaneous action of stimuli on other sensory organs is manifested as: | | |
| a | | Adaptation |
| b | * | Sensitization |
| c | | Synaesthesia |
| d | | Modality |
| e | | Deprivation |
| Qualitative characteristics of sensations, indicating their belonging to certain sense organs (visual, auditory, tactile, etc.), is known as: | | |
| a | | Adaptation |
| b | | Sensitization |
| c | | Synaesthesia |
| d | * | Modality |
| e | | Deprivation |
| Sensory adaptation consists of such characteristics of the susceptibility of receptors exposed to prolonged irritation, such as: | | |
| a | | Stability |
| b | * | Decrease |
| c | | Slight increase |
| d | | Significant increase |
| e | | Constancy |
| A psychic phenomenon, consisting in the fact that the amplitude of the change in the sensation caused by the stimulus of the polar effect on the opposite is more than its physical basis, is called the effect: | | |
| a | | Halo |
| b | * | Contrast |
| c | | Edges |
| d | | Placebo |
| e | | Novelties |
| The basis for distinguishing visual, auditory, olfactory and other types of sensations is: | | |
| a | | Time of occurrence in the course of evolution |
| b | * | Modality of the stimulus |
| c | | Receptor site |
| d | | Presence of direct contacts with irritant |
| e | | No direct contact with the irritant |
| Protopathic sensations in contrast to epicritic ones: | | |
| a | | Give an exact localization of the source of stimulation in the external space |
| b | * | Are characterized by a permanent affective color |
| c | | Reflect objective processes rather than subjective states |
| d | | Give an exact localization of the source of the stimulus in the space of the body |
| e | | All answers are correct |
| The sensations arising from the action of external stimuli on the receptors located on the surface of the body are called: | | |
| a | * | Exteroceptive |
| b | | Interreceptive |
| c | | Proprioceptive |

| | | |
|--|---|---------------------------------|
| d | | Interactive |
| e | | Internal |
| Receptors that specialize in reflecting influences from the internal environment of the body are called: | | |
| a | | Exteroceptors |
| b | * | Interoceptors |
| c | | Proprioceptors |
| d | | Internal |
| e | | Interactive |
| Exteroreceptive feelings include: | | |
| a | * | Visual |
| b | | Organic |
| c | | Vibrating |
| d | | Temperature |
| e | | Painful |
| The term "interoceptors" is proposed by: | | |
| a | | J. Gibson |
| b | * | C. Sherrington |
| c | | H. Hodom |
| d | | B. Wundt |
| e | | K.E. Fabry |
| A new kind of sensitivity, due to the transfer of the qualities of one modality to another, is: | | |
| a | * | Synaesthesia |
| b | | Accommodation |
| c | | Convergence |
| d | | Sensitization |
| e | | Deprivation |
| Such qualitative characteristics of sensations, as color in vision, tone of emotions in hearing, etc., refer to characteristics: | | |
| a | * | Modal |
| b | | Spatial |
| c | | Temporary |
| d | | Intensity |
| e | | Quality |
| The strength of the acting stimulus and the functional state of the receptor is determined by: | | |
| a | | Quality of sensations |
| b | * | Intensity of sensations |
| c | | Spatial localization of stimuli |
| d | | Duration of sensations |
| e | | Modality of sensations |
| The main properties of sensations do not apply: | | |
| a | | Quality |
| b | | Intensity |
| c | | Duration |
| d | * | Volume |
| e | | Modality |
| The dependence of the probability of detection (discrimination) of stimuli on their intensity is called: | | |
| a | | Quasimetric curve |
| b | * | Psychometric function |
| c | | Psychogeometric curve |
| d | | A quasi-geometric curve |
| e | | Geometric curve |
| The ratio of the minimum perceived difference between the intensities of the two signals to the absolute level of | | |

| | | |
|--|---|--|
| stimulus intensity is a constant according to the law: | | |
| a | | Bunsen-Roscoe |
| b | | Blondel |
| c | * | Weber |
| d | | Hick |
| e | | Stevens |
| The basic psychophysical law is usually called the law of: | | |
| a | * | Weber-Fechner |
| b | | Bunsen-Roscoe |
| c | | Stevens |
| d | | Helmholtz |
| e | | Hick |
| The assertion that the intensity of the sensation is directly proportional to the logarithm of the strength of the stimulus expresses the essence of the law: | | |
| a | | Stevens |
| b | * | Weber-Fechner |
| c | | Dodson |
| d | | Helmholtz |
| e | | Hick |
| The Weber-Fechner law is not applicable for determining the force of sensation caused by an irritant: | | |
| a | * | Medium intensity |
| b | | With threshold values |
| c | | With very large values |
| d | | With very low values |
| e | | With values of different modalities |
| The quantitative relationship between the values of stimuli-stimuli and sensations was established by: | | |
| a | * | E. Weber |
| b | | G. Helmholtz |
| c | | W. James |
| d | | G. Ebbinghaus |
| e | | K.E. Fabry |
| The method of investigating the sensitivity of a person by monotonous stepwise change in the magnitude of the stimulus until the subject does not note the change in his sensations is called the method of: | | |
| a | * | Minimum changes |
| b | | Generalizations of independent variables |
| c | | Polar points |
| d | | Of maximum changes |
| e | | Maximum points |
| According to S. Stevens, the relationship between sensation and physical stimulus has the following character: | | |
| a | | Logarithmic |
| b | * | Power |
| c | | Reverse |
| d | | Significant |
| e | | Variable |
| Perception is often called: | | |
| a | | Touch |
| b | | Apperception |
| c | * | Perception |
| d | | Observability |
| e | | Orientation |
| The consistent application of the principle of activity in the study of perception is characteristic of research by: | | |
| a | | P.I. Zinchenko |

| | | |
|--|---|--|
| b | | A.L. Smirnova |
| c | * | A.V. Zaporozhets |
| d | | S.L. Rubinstein |
| e | | G.Helmholtz |
| For the first time the concept of perceptual actions was put forward in psychology: | | |
| a | | Cognitive |
| b | * | Domestic |
| c | | Gestalt psychology |
| d | | Consciousness |
| e | | Social |
| The author of the concept of unconscious inferences is: | | |
| a | | M. Wertheimer |
| b | | V. Köhler |
| c | | H. Helmholtz |
| d | * | J. Gibson |
| e | | S.L. Rubinstein |
| Perception is the process (result) of constructing the image of an object in the perceptive space of the subject: | | |
| a | * | When he directly interacts with this object |
| b | | In its indirect interaction with this object |
| c | | In the absence of a perceived object |
| d | | If there is a perceived object |
| e | | All answers are correct |
| In relation to images of sensation and perception, images of representations are: | | |
| a | | Primary |
| b | * | Secondary |
| c | | Tertiary |
| d | | Indifferent |
| e | | Diverse |
| The process of perception is a quick change of a less concrete, more general perception of an object, a phenomenon more private, concrete, differentiated according to the law of: | | |
| a | | Psychophysiological generalizations |
| b | | Associative shift |
| c | * | Perceptions |
| d | | Apperception |
| e | | Touch |
| The set of analyzers providing this act of perception is: | | |
| a | | Apperception |
| b | * | Perceptual system |
| c | | Perceptual actions |
| d | | Touch |
| e | | Associative shift |
| Arbitrary attention: | | |
| a | * | Is mediated by socially developed ways of behavior |
| b | | Is the product of the maturation of the body |
| c | | Is of biological origin |
| d | | Has a passive character |
| e | | All answers are correct |
| The main criterion for classifying perceptions into the perception of space, time, movement is: | | |
| a | | Leading analyzer |
| b | | Subject of reflection |
| c | * | Form of existence of matter |
| d | | Activity of the subject |

| | | |
|---|---|--|
| e | | Receptor |
| The basis for the classification of perceptual perception is artistic,Mathematical, technical, musical, etc. is: | | |
| a | | Leading analyzer |
| b | | Subject of reflection |
| c | | Form of existence of matter |
| d | * | Type of activity |
| e | | Receptor |
| The basis of the division of perception into arbitrary and involuntary acts is presented by: | | |
| a | | Leading analyzer |
| b | | Subject of reflection |
| c | | Form of existence of matter |
| d | * | Purposefulness of the nature of the subject's activity |
| e | | Receptor |
| The form of perception, which is formed on the basis of tactile and motor sensations, is: | | |
| a | | Apperception |
| b | | Illusions |
| c | | Watchfulness |
| d | * | Touch |
| e | | Perception |
| Sub-sensory perception is one of the manifestations: | | |
| a | * | Unconscious |
| b | | Conscious |
| c | | Superconscious |
| d | | Super-ego |
| e | | Of consciousness |
| Binocular vision forms the basis of the vision of the surrounding world: | | |
| a | | Monocular |
| b | | Astronomical |
| c | * | Stereoscopic |
| d | | Binocular |
| e | | Accommodation |
| Erroneous perceptions of real things or phenomena are called: | | |
| a | | Agnosia |
| b | | Hallucination |
| c | * | Illusion |
| d | | Delirious |
| e | | Nosognosia |
| Illusions of perception are not conditioned by: | | |
| a | | Features of the structure of the eye |
| b | | Specificity of information encoding and decoding processes |
| c | | The effect of irradiation |
| d | * | The temperament of the perceiver |
| e | | All answers are correct |
| The fact that of two objects of equal weight, but of different sizes, the smaller seems heavier, is called illusion of: | | |
| a | * | Charpentier |
| b | | Aristotle |
| c | | Hobbes |
| d | | Wallace |
| e | | G. Helmholtz |
| An example of a figure that is perceived as a vase, then as two human profiles, illustrates the law of: | | |
| a | | Transposition |

| | | |
|--|---|--|
| b | * | Figures and background |
| c | | Closure |
| d | | Constancy |
| e | | Integrity |
| Images that arise in humans without external influences on the senses are called: | | |
| a | | Delusion of perception |
| b | * | Hallucinations |
| c | | Fantasy |
| d | | With dreams |
| e | | Delirious |
| Pseudohallucinations differ from true hallucinations in that they: | | |
| a | | Are localized in the outer space |
| b | | Do not have an external object corresponding to them |
| c | * | Are not projected outwards |
| d | | Can occur in healthy people |
| e | | All answers are correct |
| The dependence of perception on the content of a person's mental life and on the characteristics of his personality is called: | | |
| a | | Insight |
| b | | Perception |
| c | * | Apperception |
| d | | Sensitiveness |
| e | | Fantasy |
| The term "apperception" was proposed by: | | |
| a | | W. Wundt |
| b | | W. James |
| c | * | G. Leibniz |
| d | | H. Fechner |
| e | | G. Helmholtz |
| In relation to perception, the phenomenon of the relative independence of the parameters of a figure from changes in its background is known as: | | |
| a | | Illusion |
| b | * | Constancy |
| c | | Integrity |
| d | | Objectivity |
| e | | Insight |
| The perceptual property, characterized by the perception of objects closely related to thinking and understanding, is called: | | |
| a | | Constancy |
| b | * | Meaningfulness |
| c | | Selectivity |
| d | | Integrity |
| e | | Objectivity |
| The constancy of perception is a property: | | |
| a | | Congenital |
| b | * | Purchased |
| c | | Genetically determined |
| d | | Private |
| e | | General |
| In the ability of a person to recognize an object by its incomplete or erroneous image, such a property of perception is manifested as: | | |
| a | * | Integrity |

| | | |
|--|---|--|
| b | | Object |
| c | | Constant |
| d | | Structure |
| e | | Selectivity |
| The concentration of attention is predetermined by: | | |
| a | * | The functioning of the dominant |
| b | | Peripheral setting |
| c | | Decrease in signal intensity |
| d | | Subject sex |
| e | | Restriction of the field of perception |
| The structural units of the process of perception in humans, providing conscious selection and transformation of sensory information, which leads to the construction of an image adequate to the objective world and to the tasks of the image, is: | | |
| a | | Apperception |
| b | | Illusions |
| c | | Perceptual system |
| d | * | Perceptual actions |
| e | | Hallucination |
| The response of attention is not related to the stimulus (event, object), from the point of view of its: | | |
| a | | Novelty |
| b | | Complexity |
| c | | Strength |
| d | * | Monotony |
| e | | Constancy |
| The selection of information entering the brain from the environment does not depend: | | |
| a | | On needs |
| b | | On interests |
| c | | On expectations |
| d | * | On the makings |
| e | | On goals |
| The property of a person, manifested as the ability to notice perceived little-known but significant details, characterizes: | | |
| a | | Illusion |
| b | | Perceptual actions |
| c | * | Watchfulness |
| d | | Touch |
| e | | Hallucinations |
| The a priori presence in the human psyche of an installation is to impart to perceived objects, to phenomena a complete, "good" form is postulated by the law of: | | |
| a | | Closure |
| b | | Proximity |
| c | * | Closure |
| d | | Constancy |
| e | | Integrity |
| The psyche reacts not to individual stimuli, but to their ratio according to the law of: | | |
| a | * | Transpositions |
| b | | Closure |
| c | | Constancy |
| d | | Psychophysiological generalizations |
| e | | Integrity |
| The more attention a stimulus or object attracts: | | |
| a | | The more familiar it is |

| | | |
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| b | | The easier it is |
| c | * | The more intensive it is |
| d | | The less it is |
| e | | The less changed it is |
| Time, saturated in the past with experiences, activities, is remembered as: | | |
| a | * | Longer |
| b | | Quickly past |
| c | | Normal, unchanged |
| d | | Insignificant |
| e | | Is not significant at all |
| The basic law of perception of time "Whenever we turn our attention to the flow of time, it seems longer" was formulated by: | | |
| a | * | W. Wundt |
| b | | W. James |
| c | | G. Fechner |
| d | | P. Fresse |
| e | | G. Helmholtz |
| The method of investigating auditory perceptions in case of simultaneous perception of the signal by each ear separately is called the method: | | |
| a | | Homeostatic |
| b | | Of forced choice |
| c | | "Yes-no" |
| d | * | Of dichotomous stimulation |
| e | | Of simulations |
| The method for studying the perception of time when a subject performs a task with a predetermined term of completion is called the method: | | |
| a | | Of equal intervals |
| b | | Of amendments |
| c | * | Of production |
| d | | Of playback |
| e | | Of recognition |
| The term "social perception" for referring to the social conditioning of perception was introduced by: | | |
| a | | G.M. Andreeva |
| b | * | J. Bruner |
| c | | A.A. Bodalev |
| d | | B. Wundt |
| e | | G. Helmholtz |
| The fact that each of the elements of appearance is associated with a specific psycho-psychological property of a person is characteristic of such a method of interpreting a personality in appearance, like: | | |
| a | * | Analytical |
| b | | Emotional |
| c | | Perceptually-associative |
| d | | Socio-associative |
| e | | Emotionally-associative |
| Understanding and interpreting another person by identifying oneself with him is called: | | |
| a | | Empathy |
| b | * | Identification |
| c | | Socio-psychological reflection |
| d | | Stereotyping |
| e | | Causal attribution |
| The first in the history of European culture, a work on psychology memory was: | | |
| a | * | Aristotle's treatise |

| | | |
|---|---|---|
| b | | Galen's classic work "On the Parts of the Human Body" |
| c | | Tract of Socrates |
| d | | Treatise of Plato |
| e | | Tract of Democrit |
| The block model of information processing was developed within the framework of: | | |
| a | | Gestalt psychology |
| b | | Associative psychology |
| c | | Behaviorism |
| d | * | Cognitive psychology |
| e | | Humanistic psychology |
| Neuropsychological problems of memory in the domestic science were studied by: | | |
| a | | V.M. Bekhterev |
| b | * | A.R. Luria |
| c | | P.I. Zinchenko |
| d | | L.S. Vygotsky |
| e | | B.G. Ananiev |
| The consistent application of the principle of activity in the study of memory processes is characteristic of research by: | | |
| a | | B.G. Ananyeva |
| b | | A.V. Zaporozhets |
| c | * | P.I. Zinchenko |
| d | | S.L. Rubinstein |
| e | | A.R. Luria |
| The proponent of the associative direction in the psychology of memory was: | | |
| a | | B.V. Zeigarnik |
| b | * | H. Ebbinghaus |
| c | | G. Müller |
| d | | A.N. Leontiev |
| e | | A.R. Luria |
| Unlike other representatives of Gestalt psychology, he stressed the role of the subject's needs and intentions in the processes of memory: | | |
| a | | V. Köhler |
| b | | K. Koffka |
| c | | M. Wertheimer |
| d | * | K. Levin |
| e | | A.R. Luria |
| The direction in psychology, which as primary factors of memory poses some integral psychological structures that are not reducible to the sum of its constituent parts, is known as: | | |
| a | | Activity theory of memory |
| b | * | Associative memory theory |
| c | | Gestalt theory |
| d | | Psychoanalytic theory of memory |
| e | | Cognitive memory theory |
| A pioneer in the experimental study of the semantic memory was: | | |
| a | | G. Muller |
| b | | A. Pelzeker |
| c | * | E. Meiman |
| d | | E. Kraepelin |
| e | | A.R. Luria |
| The true art of memory is the art of attention according to: | | |
| a | | D. Norman |
| b | * | S. Johnson |

| | | |
|---|---|--|
| c | | G. Ebbinghaus |
| d | | A. Binet |
| e | | A.R. Luria |
| As a result of the improvement in the method of free associations, a new kind of associative experiment-the method of imposed associations-was introduced by: | | |
| a | | K. Jung |
| b | | J. Piaget |
| c | | P. Janet |
| d | * | W. Wundt |
| e | | E. Krepelin |
| A new method of studying memory (guessing method) was introduced by: | | |
| a | | B. Wundt and S. Hall |
| b | | G. Ebbinghaus and E. Krepelin |
| c | * | G. Müller and A. Pelzeker |
| d | | E. Meyman and F. Schumann |
| e | | P. Janet and K. Jung |
| The representation of information in the touch register is: | | |
| a | * | Track of sensory impact |
| b | | Mostly semantic memory |
| c | | Acoustic or articulatory, possibly visual and semantic, memory |
| d | | Mostly logical memory |
| e | | Mainly random access memory |
| The memory of your memory is called: | | |
| a | | Random access memory |
| b | * | Metamemory |
| c | | Autobiographical memory |
| d | | Short-term memory |
| e | | Long-term memory |
| The basis for the division of memory into the motor, emotional, imaginative and verbal is: | | |
| a | | Leading analyzer |
| b | * | Subject of reflection |
| c | | Activity of the subject |
| d | | Type of activity |
| e | | Receptor |
| Mediated and immediate memory are different: | | |
| a | | By the leading analyzer |
| b | * | On the use of auxiliary tools in the process of memorization |
| c | | By the degree of activity of the subject |
| d | | By type of activity |
| e | | By type of storage |
| Genetically, the primary memory is: | | |
| a | * | Motor |
| b | | Shaped |
| c | | Emotional |
| d | | Verbal |
| e | | Visual |
| The highest memory type is memory: | | |
| a | | Motor |
| b | | Shaped |
| c | | Emotional |
| d | * | Verbal |
| e | | Visual |

| | |
|--|---|
| Type of memory based on the establishment in a memorized material of semantic links, is called memory: | |
| a | Mechanical |
| b | * Logical |
| c | Emotional |
| d | Audial |
| e | Visual |
| In the experiment on “morality and the brain”, what types of questions (and dilemmas) were evaluated? | |
| a | Personal, impersonal, and interpersonal |
| b | Non-moral problem, intrapersonal, and moral |
| c | * Non-moral problem, impersonal, and personal |
| d | Personal, interpersonal, and moral |
| e | A and b |
| In the experiment on “morality and the brain”, what areas of the brain were activated when the participants considered non-moral practical problem and impersonal moral dilemma? | |
| a | Prefrontal, parietal, and occipital |
| b | Prefrontal and temporal |
| c | Parietal and temporal |
| d | * Prefrontal and parietal |
| e | Amygdala and hippocampus |
| In the experiment on “morality and the brain”, what areas of the brain were activated when the participants considered personal moral dilemma? | |
| a | Medial frontal gyrus and hippocampus |
| b | Amygdala and hippocampus |
| c | * Medial frontal, posterior cingulate, and angular gyri |
| d | A and b |
| e | B and c |
| In the experiment on the patients who ate three lunches in a row, what caused their ravenous eating? | |
| a | Memory and perception |
| b | Stomach malfunction |
| c | Sensation and perception |
| d | * Profound memory disruption |
| e | Cognitive impairment |
| Which of the following statements is true? People are far more sensitive to their? | |
| a | Values than to their expectations |
| b | Gains than to their corresponding losses |
| c | Expectations than to their values |
| d | * Losses than to corresponding gains |
| e | A and d |
| According to many theorists, if some babies kick and move around in the uterus more than others, these differences in activity level: | |
| a | Don’t have any influence on personality development |
| b | Will typically continue after birth |
| c | Will be transformed in aggressive behavior |
| d | Provide the core of the infant’s developing personality |
| e | * B and d |
| According to many theorists, infants who are easily upset are likely to be more _____ as preschoolers and later, as adolescents: | |
| a | Angry |
| b | Happy |
| c | Thoughtless |
| d | * Anxious |
| e | Suspicious |

| | |
|---|--|
| Evidence from the laboratory as well as courts tells us that some confessions to crime are likely to be the product of mental illness. These confessions usually come from people who? | |
| a | Have lost memory of recent events |
| b | Have lost track of what is real and what is not |
| c | Have damage to the amygdala and hippocampi |
| d | Have a pathological need for attention |
| e | * B and d |
| Which part of the brain functions more or less as an alarm system? | |
| a | Amygdala and hypothalamus |
| b | * Amygdala |
| c | Medial frontal gyrus |
| d | A and c |
| e | B and c |
| People who suffered damage to the amygdala seem overall to be: | |
| a | More aggressive |
| b | More anxious |
| c | Less emotional |
| d | They don't show the enhancement of memory for emotional event |
| e | * C and d |
| According to evolution theory our ancient ancestors: | |
| a | Were stable in their biological traits |
| b | * Varied somewhat in their biological traits |
| c | Were able to adapt their biological traits in a case of need |
| d | Could have influenced the evolution to a certain extent |
| e | B and d |
| Fear conditioning: | |
| a | * Helps to learn the significance of the warning stimulus |
| b | Helps to understand that dangers to be tolerated as long as possible |
| c | Is harmful to humans |
| d | A and c |
| e | All of the above |
| Fear conditioning: | |
| a | Is not affected by the damage to the amygdala |
| b | Is faster if the organism has suffered damage to the amygdala |
| c | * Is slower if the amygdala is damaged |
| d | Is impossible if the amygdala is damaged |
| e | Can be observed only in the laboratory |
| Cognitive influences on emotional memory include: | |
| a | Capability to read emotions in other people |
| b | The ways people think about the emotional events they experience |
| c | What people pay attention to during the experience |
| d | How people make sense of the emotional event |
| e | * B, c, and d |
| Social influences, that is, sharing our memories with others: | |
| a | Help us to reshape our memory so that it will better serve the needs of society |
| b | Is just a matter of reporting |
| c | Is used to instruct or amuse each other and as a means of creating a social bond |
| d | Help us to reshape our memory so that it will better serve our special goals |
| e | * C and d |
| In some Asian cultures it is considered inappropriate to display strong emotions in public. On the other hand, in most Western cultures display of emotion is common. Can these cultural differences influence how emotional events are remembered? | |

| | | |
|--|---|---|
| a | | No, because memory is influenced mostly by cognitive factors |
| b | | No, because people throughout the cultures recall emotional events exactly the way they were originally felt |
| c | | Yes, because due to the evolution by natural selection people in different cultures have genetic conditioning to remember emotional events in the way specific to their culture |
| d | * | Yes, because cultural conventions shape how events are described, and thus, how they are remembered |
| e | | C and d |
| Considering developmental perspective on emotional memory, when asking children about past events, especially in court rooms, it is crucial: | | |
| a | | To convey expectations because children are usually uncertain of what to report |
| b | | To give the child a sweet treat because glucose serves as a fuel for brain areas involved in recall |
| c | * | Not to convey expectations because children are very suggestible |
| d | | To politely inform the child about the responsibility for giving the true answer |
| e | | C and d |
| What mechanisms are relevant to development of PTSD? | | |
| a | | Biological |
| b | | Cognitive |
| c | | Social |
| d | | A and b |
| e | * | A, b, and c |
| According to some early studies moderate alcohol drinking has a positive effect on physical health. Is it true? And why? | | |
| a | | True, because moderate drinking of red wine “keeps cardiologist away” |
| b | | Not true, because in the early studies many participants with health problems ended in the* non-drinking group and affected the statistics |
| c | | True, because extensive studies proved that one small drink a day is good for digestive system |
| d | * | A and c |
| e | | None of the above |
| Frontal lobes are crucial for our capacities to: | | |
| a | | Interpret sounds including speech |
| b | | Think abstractly and plan for the future |
| c | | Gather somatosensory information |
| d | | Control impulses |
| e | * | B and d |
| Occipital lobes: | | |
| a | | Can be subjected to cortical reorganization in blind people |
| b | | Interpret audio information which is accompanied by bright images |
| c | | Interpret visual information and control impulses |
| d | | Interpret visual information |
| e | * | A and d |
| What are the building blocks of the nervous system? | | |
| a | | Hormones |
| b | | Processors |
| c | | Glia |
| d | | Neurons |
| e | * | C and d |
| Receptor cells: | | |
| a | | Are always a specialized part of afferent neurons |
| b | * | Transduce physical stimuli into neural impulses |
| c | | Are responsible for conduction of optic stimuli |
| d | | A and b |
| e | | B and c |

| | |
|---|--|
| Which of the following properties is (are) characteristic of interneurons? | |
| a | They usually have connections only with afferent neurons |
| b | They form the local circuitry of the central nervous system |
| c | They make up the majority of neurons |
| d | * A and b |
| e | B and c |
| Which of the following are features that contribute to the assembly of the nervous system? | |
| a | Interneurons and glia |
| b | Chemical signals that attract certain neurons to certain places |
| c | * Guidewire structures created by glia |
| d | Selective death of inappropriately connected cells |
| e | All of the above |
| Which of the following is not part of an individual neuron? | |
| a | Axon |
| b | * Myelin sheath |
| c | Dendrite |
| d | Cell body |
| e | None of the above |
| The action potential is: | |
| a | The increase in the speed of the neural signal |
| b | Accompanied by the change in the threshold of excitation |
| c | Propagated from the axon to the dendrites of the same neuron to produce faster neural response |
| d | All of the above |
| e | * None of the above |
| The all-or-none law states that: | |
| a | The threshold of a single neuron is a property that alternates between two extreme values but never has any of the values in between |
| b | Action potential can exceed the threshold of excitation only by two or twenty times |
| c | More intense stimuli excite greater number of neurons especially those whose thresholds are lower |
| d | A and b |
| e | * All action potentials have the same strength and speed regardless of the triggering stimulus |
| How can the nervous system represent increase in the intensity of a stimulus? | |
| a | By an increase in the size of the action potential in every neuron fired by the stimulus |
| b | By an increase in the number of neurons being fired by the stimulus |
| c | By an increase in the frequency of firing in the neurons caused by the stimulus |
| d | A and c |
| e | * B and c |
| The time (reflex latency) between accidentally placing your hand on a hot stove and your arm muscle's reflex of jerking it away is much longer than the time it would take for an action potential to go by a direct pathway from the pain receptor to the muscle. This "delay" can be explained in terms of: | |
| a | Inhibition |
| b | Excitation |
| c | The decrease in the action potential |
| d | * The time for the neurotransmitter to cross the synaptic gap |
| e | C and d |
| Synaptic transmission resembles axon conduction in that: | |
| a | Both involve neurotransmitters |
| b | Both are about the same speed |
| c | Both are all-or-none |
| d | All of the above |
| e | * None of the above |
| Hormones and neurotransmitters are both: | |

| | | |
|---|---|--|
| a | | Secreted only by endocrine glands |
| b | | Secreted into the blood stream |
| c | * | Chemical messengers |
| d | | All of the above |
| e | | None of the above |
| Afferent and efferent nerves are both found in the: | | |
| a | | Brain |
| b | * | Peripheral nervous system |
| c | | Central nervous system |
| d | | A and b |
| e | | B and c |
| The lobes of the cerebral hemisphere are: | | |
| a | * | Frontal, parietal, occipital, and temporal |
| b | | Frontal, parietal, occipital, temporal, and corpus callosum |
| c | | Temporal, parietal, and occipital |
| d | | Each cerebral hemisphere is a single lobe of the cerebral cortex |
| e | | None of the above |
| What part of an elephant might you expect to have a particularly large representation in the motor homunculus? | | |
| a | | The ears |
| b | | The front legs |
| c | | The back legs |
| d | * | The trunk |
| e | | The eyes |
| Following a stroke, a patient shows grossly diminished sensitivity to touch and other stimulation in the right hand and arm. The probable site of the damage is the: | | |
| a | | Motor homunculus |
| b | * | Left somatosensory area |
| c | | Right somatosensory area |
| d | | Left frontal area |
| e | | Right frontal area |
| Motor and sensory projections in the cerebral cortex can both be characterized as: | | |
| a | | Almost always contralateral to the body parts they represent |
| b | | Topographically organized in the same sequence as the body parts they represent |
| c | | Proportional in size to the usage importance of each body part they represent |
| d | * | All of the above |
| e | | A and b |
| Localization of function is established by: | | |
| a | | Showing a relation between damage to an area of the brain and a deficit in a particular function |
| b | | Showing that stimulation of an area of the brain produces increased expression of that function |
| c | | Showing that during the performance of that function, the area in question is more active |
| d | | A and b |
| e | * | All of the above |
| A patient shows an inability to make plans, set priorities, control impulses, override habits, and ignore distractions. He also has trouble inhibiting actions once he has begun them and has great difficulty making decisions. This patient probably has: | | |
| a | | Primarily left-side brain damage |
| b | * | Extensive damage on both sides of the prefrontal cortex |
| c | | Extensive damage to the temporal lobes |
| d | | Broad damage to most of the cerebral cortex |
| e | | A neglect syndrome |
| Regarding plasticity, which of the following would clearly qualify as evidence of cortical reorganization? | | |
| a | | Blind participants showed increased activity in their occipital lobes |

| | | |
|--|---|---|
| b | | As a function of experience, presynaptic neurons release more neurotransmitters and postsynaptic neurons grow more receptors |
| c | | As a function of experience, neurons create new synapses |
| d | | A and b |
| e | * | A, b, and c |
| We know that the brain affects behavior. However, the results of one study showed that highly trained musicians who play string instruments have more cortical area dedicated to the representation of input from the fingers. This suggests that: | | |
| a | * | Behavior affects the brain as well as the brain affecting behavior |
| b | | The way to get to the Music Hall stage is to practice, practice, practice |
| c | | Practice makes perfect |
| d | | All of the above |
| e | | None of the above |
| John Locke, the British empiricist, would most likely agree with which of the following statements? | | |
| a | | All knowledge is determined by cognitive mechanisms |
| b | | We are born with a fair amount of innate knowledge, with experience playing a secondary role in the acquisition of more knowledge |
| c | * | Knowledge arrives through the senses |
| d | | John Locke was not an empiricist and would not have agreed with any of the above statements |
| e | | A and b |
| The metaphor that best describes the empiricists' view of the human mind at birth is a(n): | | |
| a | | Camera |
| b | | Encyclopedia |
| c | | Pad and pencil |
| d | * | Blank tablet |
| e | | A and d |
| An example of a distal stimulus is: | | |
| a | | The pattern of light energy hitting the retina |
| b | * | A car producing a sensation |
| c | | The sensation produced by a distant mountain |
| d | | The sensation produced by a car |
| e | | C and d |
| An example of a proximal visual stimulus is: | | |
| a | * | The activity of the retina hit by a pattern of light energy |
| b | | An object situated very close to the retina |
| c | | A distant object that appears closer than it really is |
| d | | All of the above |
| e | | None of the above |
| Immanuel Kant believed: | | |
| a | * | In innately determined categories of perception |
| b | | That all knowledge comes through the senses |
| c | | That associations of sensations determine perception |
| d | | None of the above |
| e | | All of the above |
| Psychophysics studies the relationship between: | | |
| a | | The distal and proximal stimulus |
| b | * | The physical stimuli we receive and the psychological sensations these give rise to |
| c | | Empiricism and apperception |
| d | | The proximal stimulus and sensory experience. |
| e | | B and c |
| Which of the following is an example of transduction? | | |
| a | | Sound waves in the air being translated into electrical energy by a microphone |

| | | |
|---|---|--|
| b | | Electrical waves being translated into sound waves by a loudspeaker |
| c | * | Light energy being converted into nerve energy by the retina |
| d | | All of the above |
| e | | None of the above |
| One aspect of sensory coding, the psychological intensity with which a stimulus is experienced, involves: | | |
| a | | Our past experiences with stimuli whose intensity is encoded |
| b | | The rate of firing by the neurons in a sensory system |
| c | | The number of neurons that are triggered by the stimulus |
| d | | All of the above |
| e | * | B and c |
| The reason sense organs do not all respond equally to all types of stimuli is due to: | | |
| a | | Physiological differences in the conduction velocities of the neurons attached to these organs |
| b | | Our past experiences with the stimuli |
| c | | Differences among our sense organs as to what types of stimuli they are designed to be* most sensitive to and to where they report in the brain |
| d | | All of the above |
| e | * | A and b |
| Regarding the phenomenon of adaptation in the sensory system, which statement is NOT true? Adaptation: | | |
| a | | Consists of a damping down of responding to stimuli that persist a while beyond their initial appearance |
| b | * | Inhibits novel stimuli from standing out for inspection among already existing stimuli |
| c | | Enhances change in a stimulus as a feature having priority for attention |
| d | | Has survival value in quickly helping to identify among life important stimuli |
| e | | C and d |
| Kinesthesia: | | |
| a | | Is the name of sensations coming from various receptors in the muscles, tendons, and joints |
| b | | Informs us about our movements and the orientation of our body in space |
| c | | Is the movement of hair cells in the cochlea |
| d | * | A and b |
| e | | B and c |
| Which statement below is in some way wrong? The vestibular sense: | | |
| a | | Helps us know which way is “up” and which is “down” |
| b | | Tells us whether we’re moving at a constant velocity or accelerating |
| c | * | Provides information to the occipital cortex whereby it can keep our eyes steady as if resting on a solid tripod while we are walking |
| d | | Has as its receptors hair cells located at one end of each of the three semicircular canals |
| e | | A and b |
| What dimension(s) of taste represent(s) the sensation of “savory” in the flavor that characterizes many high-protein foods? | | |
| a | | A combination of salty and low levels of sweet |
| b | | Traces of bitter mixed with some sour and salty |
| c | * | Umami |
| d | | None of the above |
| e | | A and b |
| What is the evidence and supporting rationales suggesting the some of our taste preferences are shaped by our genetic heritage? | | |
| a | | Newborn babies enjoy drops of sweetened water on their tongue and show displeasure and gag to drops of bitter water on their tongue even before experience could play a role |
| b | | Sweet taste is so universally associated with foods promising an unusually caloric payoff if ingested that it has been genetically programmed as highly desirable |
| c | | Bitter taste is so closely associated in nature with poisonous plants that the taste has been genetically programmed as generally to be avoided |
| d | | B and c |

| | | |
|---|---|--|
| e | * | A, b, and c |
| The physical stimulus for hearing is described in terms of amplitude and frequency. The corresponding psychological dimensions are: | | |
| a | | Loudness and tone |
| b | | Magnitude and pitch |
| c | | Loudness and timbre |
| d | | Loudness and pitch |
| e | * | Tone and pitch |
| The correct ordering of anatomical structures in the ear (from outside in) is: | | |
| a | * | Eardrum, auditory ossicles, oval window, and cochlea |
| b | | Oval window, auditory ossicles, eardrum, and cochlea |
| c | | Eardrum, oval window, auditory ossicles, and cochlea |
| d | | Cochlea, oval window, auditory ossicles, and eardrum |
| e | | None of the above |
| By close comparison of the left ear's and the right ear's signals, as well as by tracking how the arrival at the two ears changes when we turn our head slightly to the left of the right, our auditory system can: | | |
| a | | Tell the difference between, for example, a piano and violin, or one person's voice from another |
| b | * | Localize where a sound is coming from |
| c | | Differentiate one pitch from another |
| d | | All of the above |
| e | | None of the above |
| In the tonotopic map on the cortex: | | |
| a | * | Neurons with similar preferred pitches tend to be located near each other |
| b | | Neurons with similar preferred pitches tend to be located far from each other |
| c | | The location of neurons with specific preferred pitches is random |
| d | | A and c |
| e | | There are no neurons with specific preferred pitches |
| In the mammalian eye, which of the following structures focuses light rays so that they are projected onto a light-sensitive surface? | | |
| a | | The retina |
| b | | The cornea |
| c | | The iris |
| d | | The lens |
| e | * | B and d |
| The two types of receptors in the human eye are known as _____ and _____: | | |
| a | | Vertical / horizontals |
| b | | Neurons / glia |
| c | * | Rods / cones |
| d | | Cones / glia |
| e | | None of the above |
| A small, almost circular area near the center of the retina has virtually no rods. It is known as the: | | |
| a | | Periphery |
| b | | Optic nerve |
| c | | Optic chiasm |
| d | * | Fovea |
| e | | C and d |
| Which of the following is NOT in agreement with the theory of vision? | | |
| a | | The rods are the receptors for night vision, whereas the cones serve day vision |
| b | * | Rod vision provides good acuity; cones provide poor acuity |
| c | | Rods respond to low light levels, cones to high levels |
| d | | Rods result in achromatic vision: cones provide color vision |
| e | | B and c |

| | | |
|---|---|--|
| Lateral inhibition is (choose the statement below that is true: | | |
| a | | Not responsible for edge enhancements |
| b | * | Not responsible for stabilized images |
| c | | Not responsible for Mach bands |
| d | | Responsible for all of the above |
| e | | Not responsible for all of the above |
| Any wavelength will stimulate: | | |
| a | * | All three cone receptor types, but unequally |
| b | | All three cone receptor types, and equally |
| c | | Only one or two cone receptor types |
| d | | From one to three cone receptors, depending on the intensity and wavelength |
| e | | None of the above |
| You're hungry and have just sat down at the breakfast table. You see something and have to decide what it is (an apple a glass of milk?), whether it is worth eating (green = unripe, red = ripe), and where to reach for it (near your plate or across the table). What aspects of this "something" must you perceptually process for it to become a fruit"? | | |
| a | | Its shape |
| b | | Its color |
| c | | What its shape and color indicate it is |
| d | | Where (how far away from you) it is |
| e | * | All of the above |
| According to the Gestalt point of view, the perception of an object depends on: | | |
| a | * | The perception of the relations among parts of the object |
| b | | Perception of the elementary features of the object |
| c | | Perception of the objects on its background |
| d | | B and c |
| e | | All the above |
| The law of similarity states that: | | |
| a | * | The more objects resemble each other, the greater the chance that they will be grouped together perceptually |
| b | | The more an object resembles another object, the easier it is to identify it |
| c | | Given any two objects, one is always more similar (perceptually) to an arbitrary third object than the other |
| d | | None of the above |
| e | | All of the above |
| The law of proximity states that: | | |
| a | | The closer an object is to an observer, the easier it is to identify it |
| b | * | The closer two objects are to each other, the greater the chance that they will be grouped together perceptually |
| c | | Given any two objects, one is always nearer (perceptually) to an arbitrary third object than the other |
| d | | B and c |
| e | | None of the above |
| All of the following are parsing cues except: | | |
| a | | Proximity |
| b | | Similarity |
| c | | Good continuation |
| d | * | Inhibition |
| e | | B and c |
| Object recognition begins with: | | |
| a | | Recognition of Gestalt properties |
| b | | Visual search |
| c | | Selective attention |

| | | |
|---|---|---|
| d | | Perceptual organization |
| e | * | Feature detection |
| Which of the following statements about geons is NOT true? | | |
| a | * | About 70 geons serve as the geometric primitives of the perceptual system |
| b | | Geons can be combined with other geons to make up many different objects |
| c | | The recognition of geons is accomplished by an early stage of pattern recognition |
| d | | The relationship among geons are an important part of perceptual recognition |
| e | | Geons are simple geometric figures, such as cubes, cylinders, and pyramids, that can be combined to create all other shapes |
| One of the proposals about the perception of constancy is based on the idea that: | | |
| a | | We perceive constancy in shape by making an unconscious inference about the orientation of a retinal image and texture elements from the background |
| b | * | We perceive size constancy by making an unconscious inference about the size of a retinal image and the distance we are from an object |
| c | | We perceive brightness constancy by making an unconscious inference about the size of a retinal image and the reflectivity of that image |
| d | | A and c |
| e | | None of the above |
| Binocular disparity is caused by: | | |
| a | | A slight difference in the size of the two eyes |
| b | | Small imperfections in the lens or cornea |
| c | * | The slightly different position of each eye |
| d | | A and b |
| e | | All of the above |
| Binocular disparity: | | |
| a | | Is an effective cue to depth for long distances |
| b | | Occurs because our eyes receive virtually the same image |
| c | | Is not by itself a sufficient cue to depth |
| d | * | Can be simulated by viewing specially designed two- dimensional drawings |
| e | | Is effective only for familiar objects |
| Which of the following is NOT true of motion parallax? | | |
| a | | Nearby objects move in a direction opposite to our own as we move through space |
| b | * | Objects farther away move in a direction similar to our own as we move through space |
| c | | Objects farther away move at a lesser velocity than objects closer |
| d | | Objects closer to us move at a greater velocity than objects farther away |
| e | | C and d |
| Apparent movement refers to: | | |
| a | * | The perception of movement when two stimuli are presented in alternation at the proper temporal and spatial intervals |
| b | | The perception of movement of a target when in fact it is stationary but the background is moving |
| c | | The perception of self-movement when we are stationary but the scene that we are watching is moving |
| d | | B and c |
| e | | None of the above |
| We examine the world in order to adjust our actions appropriately to it. Some of that world is other people. Often—on our own or by request—we test our adjustment to other people by looking in on ourselves as if we were observing another person. This looking in on ourselves is termed: | | |
| a | * | Introspection |
| b | | Cognitive assessment |
| c | | Inspection |
| d | | Reflection |
| e | | Consciousness |
| Although introspection is an enormously valuable source of evidence, what are its limitations? | | |

| | | |
|--|---|---|
| a | | For various reasons (some perhaps diplomatic), introspectors may not choose to reveal what they are really thinking |
| b | | As an introspector, you may lack the vocabulary to completely describe what you are thinking |
| c | | Even though an introspector reports that he is sensing a particular stimulus, his subjective experience of the stimulus may be different from yours |
| d | | An introspection report may be biased or incomplete because of content or processes operating within the nervous system to which the introspector doesn't have reporting access (i.e., the cognitive unconscious) |
| e | * | All of the above |
| The cognitive unconscious involves processes that are fast and automatic, being guided by the cues of the situation itself. Why and how does consciousness intervene? | | |
| a | | When the information crucial for effective processing requires more time to accumulate or to be integrated |
| b | | When plans for action need to be pretested and introspected upon for their suitability before being actually initiated |
| c | | When we need to inhibit our automatic actions |
| d | | A and b |
| e | * | A, b, and c |
| For us to remember something, we must first engage in the process of: | | |
| a | | Storage |
| b | | Rehearsal |
| c | * | Acquisition |
| d | | Recall |
| e | | Remembering |
| An enduring physical record of a memory is called: | | |
| a | * | A memory trace |
| b | | A chunk |
| c | | Working memory |
| d | | Long term memory |
| e | | None of the above |
| Jerry is at a party. He is introduced to three attractive young ladies in the span of a moment. During each introduction he is self-concerned and distracted by whether he is making a good impression. Later, he is approached by one of the young ladies (it doesn't matter which) and cannot remember her name. Which of the following has Jerry experienced? | | |
| a | | Merely a memory trace of the introduction |
| b | * | A failure of acquisition, that is, to pay attention when introduced |
| c | | Memory's eroding (decay) |
| d | | Motivated forgetting |
| e | | Two of the above |
| In principle, the stages of memory processes must be arranged in which of the following orders? | | |
| a | | Memory trace—acquisition—storage—retrieval |
| b | | Acquisition—storage—retrieval—memory trace |
| c | * | Acquisition—storage—memory trace—retrieval |
| d | | Acquisition—memory trace—retrieval—storage |
| e | | None of the above |
| According to the stage theory: | | |
| a | | Items enter memory in pieces rather than as wholes |
| b | * | Items must pass through working memory to get into long-term memory |
| c | | All items that get into working memory are eventually transferred to long-term memory |
| d | | A and c |
| e | | A, b, and c |
| Memory traces are created for storage physiologically in which of the following ways? | | |

| | | |
|--|---|--|
| a | | Presynaptic neurons can become more effective in sending signals |
| b | | Postsynaptic neurons can become more sensitive to the signals they receive |
| c | | New synapses can be created |
| d | | Two of the above |
| e | * | All of the above |
| The process through which memories get transformed from a transient to a more permanent state is called: | | |
| a | | Rehearsal |
| b | | Spreading activation |
| c | * | Memory consolidation |
| d | | Memory priming |
| e | | A and b |
| You witness an automobile accident in which one of the drivers hits his head on the windshield. He appears uninjured, but when a police officer asks him what happened just prior to the accident, the man seems confused and is unable to answer. What caused this confusion? | | |
| a | | Trace consolidation |
| b | | Anterograde amnesia |
| c | * | Retrograde amnesia |
| d | | A and b |
| e | | B and c |
| Suppose an eyewitness to a crime was hypnotized and asked to recall as much as she could of the events of the crime. She would most likely: | | |
| a | | Report that she had seen more |
| b | | Be more accurate in what she recalled in her report |
| c | | Be less accurate in what she recalled in her report |
| d | | A and b |
| e | * | A and c |
| A hand drawing of a car is what kind of representation, as compared to an actual car? | | |
| a | * | Analogical |
| b | | Symbolic |
| c | | Synthetic |
| d | | B and c |
| e | | None of the above |
| Linguistic activity in the brain occurs largely: | | |
| a | * | In the left hemisphere |
| b | | In the right hemisphere |
| c | | Across both hemispheres |
| d | | In the cerebellum |
| e | | C and d |
| Which of the following does a high IQ NOT predict well? | | |
| a | | Living longer |
| b | | Earning more money over a lifetime |
| c | | Automobile accident rate |
| d | * | Success at jobs of low complexity |
| e | | None of the above |
| Studies indicate that certain types of intelligence decline with age in adulthood and others do not. A type that improves or at least holds its own through most of adulthood is: | | |
| a | | General intelligence |
| b | | Fluid intelligence |
| c | * | Crystallized intelligence |
| d | | A and c |
| e | | None of the above |
| Which of the following factors appear to correlate with intelligence test measures? | | |

| | | |
|---|---|---|
| a | | Mental speed |
| b | | Working memory capacity |
| c | | Ability to maintain or shift attention appropriate to the goal or subgoal |
| d | | Two of the above |
| e | * | All of the above |
| Deviations from homeostasis can create an internal state of biological and psychological tension called: | | |
| a | * | Drive |
| b | | An instinct |
| c | | A sympathetic reaction |
| d | | Two of the above |
| e | | None of the above |
| The sympathetic and parasympathetic branches of the autonomic nervous system: | | |
| a | | Both work in the same direction |
| b | | Are both parts of the autonomic nervous system |
| c | | Work reciprocally |
| d | | A and b |
| e | * | B and c |
| The sympathetic branch of the autonomic nervous system is responsible for: | | |
| a | | Decreased heart rate |
| b | * | Increased blood flow to the muscles |
| c | | Increased digestive activity |
| d | | B and c |
| e | | None of the above |
| Short-term activation of the sympathetic branch of the autonomic nervous system can mobilize for _____, but long-term activation may lead to _____ effects: | | |
| a | | Emergencies, emergency |
| b | | Immunity, activity |
| c | * | Action, disruptive |
| d | | Disruption, disruptive |
| e | | Action, immune |
| Aggression is increased in most mammals by: | | |
| a | * | Higher levels of testosterone |
| b | | Parasympathetic activation |
| c | | Lower levels of adrenaline |
| d | | A and b |
| e | | A and c |
| Human aggression can be promoted by: | | |
| a | | High self-esteem |
| b | | Sensation seeking |
| c | | Impulsivity |
| d | | Certain cultures |
| e | * | All of the above |
| The emotion of fear is specifically associated with activation in the: | | |
| a | * | Amygdala |
| b | | Corpus callosum |
| c | | Cingulate cortex |
| d | | Medial prefrontal cortex |
| e | | All of the above |
| Emotions can: | | |
| a | | Increase cognitive flexibility |
| b | | Promote memory consolidation |
| c | | Facilitate social interactions |

| | | |
|---|---|---|
| d | * | All of the above |
| e | | B and c |
| Regulation of emotion by changing the meaning of a situation is referred to as: | | |
| a | | Suppression |
| b | | Discrimination |
| c | * | Cognitive reappraisal |
| d | | Self-enhancement |
| e | | None of the above |
| Traits refer to: | | |
| a | * | Unchanging personality characteristics |
| b | | Temporary moods |
| c | | Personality characteristics acquired only after reaching the state of puberty |
| d | | A and c |
| e | | None of the above |
| Situations that allow for a wider variety of behavior are called: | | |
| a | | Strong situations |
| b | * | Weak situations |
| c | | Consistent situations |
| d | | Inconsistent situations |
| e | | A and c |
| Neuroimaging studies show that portions of the _____ particularly active when people are engaged in self-referential processes, such as judgments as to which trait words in a list are applicable to them: | | |
| a | | Amygdala |
| b | * | Medial prefrontal cortex |
| c | | Hypothalamus |
| d | | Hippocampus |
| e | | Occipital cortex |
| The kind of memory in which a person especially well remembers visual images, color, faces, etc., is a memory: | | |
| a | | Eidetic |
| b | * | Visual-shaped |
| c | | Phenomenal |
| d | | Emotional |
| e | | Visual |
| The type of memory in which you first save and play the experienced feelings, is known as memory: | | |
| a | | Visual-shaped |
| b | | Phenomenal |
| c | * | Emotional |
| d | | Verbal-logical |
| e | | Visual |
| The type of visual memory that retains a vivid image for a long time with all the details of the perceived memory is memory: | | |
| a | * | Eidetic |
| b | | Visual-shaped |
| c | | Emotional |
| d | | Verbal-logical |
| e | | Visual |
| The memory based on the repetition of a material without its comprehension is called: | | |
| a | | Long-term |
| b | | Emotional |
| c | | Arbitrary |
| d | * | Mechanical |

| | | |
|--|---|-----------------------------------|
| e | | Of visual |
| Sensory memory: | | |
| a | | Is long |
| b | | Is the basis of individual images |
| c | | Multilevel |
| d | * | Acts at the receptor level |
| e | | All answers are correct |
| For a quarter of a second the memory functions: | | |
| a | * | Sensory |
| b | | Short-term |
| c | | Long-term |
| d | | Operational |
| e | | Visual |
| A type of memory that includes the processes of storing and reproducing information processed in the course of an action and necessary only to achieve the goal of this action is called memory: | | |
| a | * | Operational |
| b | | Iconic |
| c | | Short-term |
| d | | Echonic |
| e | | Of visual |
| Operative memory as a variant of short-term memory from a certain point of view considers: | | |
| a | | B.G. Ananiev |
| b | | S.L. Rubinstein |
| c | | A.N. Leontiev |
| d | * | M.S. Rogovin |
| e | | R. Atkinson |
| The RAM model has developed by: | | |
| a | * | A. Baddley and A. Hitch |
| b | | R. Atkinson and M. Schiffrin |
| c | | J. Guilford |
| d | | J. Sperling |
| e | | A.N. Leontiev |
| The main characteristic of RAM is: | | |
| a | | Short-term preservation |
| b | | Actions at the receptor level |
| c | | Instability to interference |
| d | * | Lability |
| e | | Duration |
| U. Neisser introduced the concept of scientific revolution: | | |
| a | | Echronic memory |
| b | * | Random access memory |
| c | | Autobiographical memory |
| d | | Meta-memory |
| e | | Long-term memory |
| The structure of long-term memory: | | |
| a | * | Is associative |
| b | | Is not associative |
| c | | Is illogical |
| d | | Is not clarified |
| e | | Is logical |
| The earliest genetic form of memory is memorization: | | |
| a | * | Involuntary |

| | | |
|---|---|--|
| b | | Arbitrary |
| c | | After-hours |
| d | | Operational |
| e | | Mechanical |
| The relationship of direct and indirect memory in the development process was studied by: | | |
| a | | A.A. Smirnov |
| b | | A.R. Luria |
| c | * | H. Leontiev |
| d | | V.P. Zinchenko |
| e | | S.L. Rubinstein |
| Graphical reflection of the relationship of direct and indirect memory in the development process has the form of: | | |
| a | | Trapezoid |
| b | * | Parallelogram development |
| c | | Squared development |
| d | | Triangle |
| e | | Gon |
| For the productivity of involuntary memorization, it is important that the place occupied by the given material in the activity, which was shown in the studies by: | | |
| a | * | P.I. Zinchenko |
| b | | A.A. Smirnova |
| c | | A.N. Leontief |
| d | | G. Ebbinghaus |
| e | | S.L. Rubinstein |
| The author of the method of memorization (the method of successive reproductions) is: | | |
| a | | A.P. Jane |
| b | | B.D. Norman |
| c | * | G. Ebbinghaus |
| d | | A. Baddeli |
| e | | P.I. Zinchenko |
| The number of reproduced or recognized elements of the series in absolute numbers or as a percentage of the total volume of the stimulus material presented is called the coefficient of: | | |
| a | * | Memorization |
| b | | Accuracy of storage |
| c | | Errors |
| d | | Forgetting |
| e | | Recognition |
| The number of repetitions, which is required for the first error-free reproduction of all elements of the series in any order, serves as an indicator of: | | |
| a | | Mobilization readiness |
| b | | Memory capacity |
| c | * | Memorization |
| d | | Forgetting |
| e | | Recognition |
| The urgency of memorization does not depend: | | |
| a | | On the degree of participation of the relevant material in the future activities of the entity |
| b | | On the importance of the relevant material for achieving the upcoming goals |
| c | | On the emotional state of the subject |
| d | * | On memory |
| e | | All answers are correct |
| Individual features of memory are not expressed in such properties of memory as: | | |
| a | | Quickness |

| | | |
|--|---|--|
| b | | Strength |
| c | | Accuracy |
| d | * | Intensity |
| e | | Quality |
| It is established that the material is remembered better if it: | | |
| a | | Is included in the conditions for achieving the goal |
| b | * | Is included in the content of the main objective of the activity |
| c | | Is included in the ways of achieving the goal |
| d | | Is presented in free order |
| e | | All answers are correct |
| The amount of memory does not depend on the amount of information in a separate symbol, but is determined by the length of a series of characters shown, which was shown by: | | |
| a | | F. Bartlett |
| b | * | J. Miller |
| c | | D. Rumelhart |
| d | | A. Baddeli |
| e | | P. Jane |
| The meaning of the structuring of material for memorization was stressed by the representatives of: | | |
| a | | Psychoanalysis |
| b | * | Gestalt psychology |
| c | | Behaviorism |
| d | | Associationism |
| e | | Cognitive psychology |
| Characteristics of memorization of a given material are not determined by: | | |
| a | | Motivations of the personality |
| b | | Goals of personality |
| c | | Ways of personal activity |
| d | * | Gender differences |
| e | | All answers are correct |
| Studying the dynamics of the processes of memorizing and forgetting the material of different volumes and contents is allowed by the method of: | | |
| a | | Successful answers |
| b | | Anticipation |
| c | * | Memorizing |
| d | | Traces keeping |
| e | | Repetition |
| The method of double stimulation was developed by: | | |
| a | | V.P. Zinchenko |
| b | * | A.R. Luria and A.N. Leontiev |
| c | | S.L. Rubinstein |
| d | | B.G. Ananiev |
| e | | P. Janet |
| For the study of mediated memorization, the following method is not used: | | |
| a | | Paired associations |
| b | | Pictograms |
| c | | Double stimulation |
| d | * | Meaningless syllables |
| e | | Repetition |
| The positional dependence of memory productivity is: | | |
| a | * | 11 - shaped type |
| b | | Inverted V-type |
| c | | Monotonically increasing |

| | | |
|--|---|--|
| d | | Monotonically decreasing |
| e | | 12 - shaped type |
| The basis of the division of memory into involuntary and arbitrary is: | | |
| a | | Leading analyzer |
| b | | Subject of reflection |
| c | | Subject activity |
| d | * | Kind of activity |
| e | | Nature of the material |
| The capacity of long-term memory and the length of storage of information do not depend on: | | |
| a | | On the importance of the stored material |
| b | | On the nature of the material |
| c | | On previous experience |
| d | * | On the volume of short-term memory |
| e | | On the leading analyzer |
| The amount of stored information in short-term memory: | | |
| a | * | 7 ± 2 |
| b | | Is not limited |
| c | | The limit is unknown |
| d | | On average 10 |
| e | | On average 15 |
| The "input" of information into long-term memory is carried out through: | | |
| a | | Foresight mechanisms |
| b | | Attention |
| c | * | Articulation |
| d | | Iconic memory |
| e | | Reiteration |
| Communication between mental phenomena, in which the actualization of one of them entails the appearance of another, are called: | | |
| a | | Accommodations |
| b | * | Associations |
| c | | Assimilation |
| d | | Accentuations |
| e | | Adaptations |
| The concept of "association" in scientific terms was introduced by: | | |
| a | | G. Leibniz |
| b | | B. Spinoza |
| c | | R. Descartes |
| d | * | J. Locke |
| e | | S. Hall |
| Two phenomena connected in time or in space are united by an association: | | |
| a | * | By contiguity |
| b | | By speed |
| c | | By contrast |
| d | | By meaning |
| e | | On the basis |
| Two associations are connected by two phenomena: | | |
| a | | By contiguity |
| b | | By speed |
| c | * | By contrast |
| d | | By meaning |
| e | | On the basis |
| The definitions of the time of associative processes and the content of associations concerned the answers of: | | |

| | | |
|--|---|---|
| a | | S. Hall |
| b | * | F. Galton |
| c | | G. Müller |
| d | | H. Ebbinghaus |
| e | | B. Spinoza |
| The factors of forgetting are: | | |
| a | | Age of the subject |
| b | | Non-use of the acquired material |
| c | | Nature of the material |
| d | * | Gender characteristics of the subject |
| e | | All answers are correct |
| The fact that unfinished actions are remembered better, expresses the effect of: | | |
| a | | Halo |
| b | | Placebo |
| c | * | B.V. Zeigarnik |
| d | | Recent |
| e | | Novelties |
| The choice of objective means of controlling the effect of repetition on the strength of associations represents a major problem in the study of memory for: | | |
| a | * | G. Ebbinghaus |
| b | | F. Galton |
| c | | G. Müller |
| d | | E. Meyman |
| e | | B. Spinoza |
| In a rare memory study, the researcher has to deal with: | | |
| a | | With the activity of assimilation or memorization |
| b | | With the interval between digestion and reproduction (or recognition) |
| c | | With the activity of reproduction (or recognition) |
| d | * | With gender differences of subjects |
| e | | All answers are correct |
| G. Ebbinghaus did not study the influence on memorization of: | | |
| a | | Quantity of stored material |
| b | | The number of repetitions |
| c | | Proximity and orientation of associative connections |
| d | * | Nature of the activity |
| e | | All answers are correct |
| The process of memorization depends on the preservation of the material: | | |
| a | | Only the completeness |
| b | | Only accuracy |
| c | | Only strength |
| d | * | Completeness, accuracy and strength |
| e | | Speed |
| The storage of information in memory is: | | |
| a | | Memory speed |
| b | | Erudition of the subject |
| c | | Education of the subject |
| d | * | Reproduction and recognition |
| e | | Accuracy of memorization |
| The preservation and subsequent reproduction of information is not affected by: | | |
| a | | Kind of activity intermediate between memorization and reproduction |
| b | | Temporal localization in the interval between memorization and reproduction |
| c | | The degree of initial memorization |

| | | |
|---|---|---|
| d | * | Speed of pronunciation of the material during memorization |
| e | | All answers are correct |
| The author of the theory of forgetting as a consequence of the gradual extinction of traces of memory is: | | |
| a | | M. Schiffrin |
| b | | R. Atkinson |
| c | * | G. Ebbinghaus |
| d | | E. Meiman |
| e | | G. Müller |
| The interaction of newly perceived information with the previously known information may lead to an increase in the number of errors in memorization in the result: | | |
| a | | Reminiscence of traces of memory |
| b | * | Memory trace interference |
| c | | Internalization of memory traces |
| d | | Exteriorization of memory traces |
| e | | Interperiodization of memory traces |
| The phenomenon of spontaneous improvement of the memory parameters after a certain time after the end of memorization is called: | | |
| a | * | Reminiscence |
| b | | Interference |
| c | | Interiorization |
| d | | Exteriorization |
| e | | By interperiodization |
| Retroactive and proactive interference differ in the dependence: | | |
| a | * | From the sequence of the learned and interfering material |
| b | | On the nature of the interfering material |
| c | | From the sequence of learned material |
| d | | From the method of memorizing the material |
| e | | All answers are correct |
| The negative influence of the preceding activity is called: | | |
| a | | Reactive braking |
| b | * | Proactive inhibition |
| c | | Interference |
| d | | Reminiscence |
| e | | Exteriorization |
| Retroactive interference: | | |
| a | | Is not related to events that occurred before memorizing this material |
| b | | Does not increase if the materials vary greatly |
| c | | Does not underlie the positive transfer during learning |
| d | * | Does not affect memorization if the material is emotionally colored |
| e | | All answers are correct |
| Interference contributes to memory: | | |
| a | | Proactive |
| b | * | Retroactive |
| c | | Perspective |
| d | | Unpromising |
| e | | All answers are correct |
| Proactive interference increases: | | |
| a | | As the degree of memorization of the interfering material increases |
| b | | As the volume of the interfering material increases |
| c | | As the degree of similarity of the learned and interfering material increases |
| d | * | With a decrease in the degree of similarity of the learned and interfering material |
| e | | All answers are correct |

| | | |
|--|---|--|
| The reproduction of several elements of the material after the delay, filled with an interfering task, is the essence of the method of: | | |
| a | * | Brown-Peterson |
| b | | Savings |
| c | | Anticipation |
| d | | Memorization |
| e | | Repetitions |
| Fixing the number of elements correctly reproduced after each presentation, allows you to build a graph of: | | |
| a | * | Memorization |
| b | | Forgetting |
| c | | Frequency of reproduction of each stimulus for all presentations |
| d | | The dependence of reproduction on the characteristics of the emotional sphere of the personality |
| e | | Repetitions |
| The notion that forgetting is a natural consequence of the gradual fading of tracks is not shared by: | | |
| a | | G. Ebbinghaus |
| b | | A. Brown |
| c | | C. Conrad |
| d | * | R. Atkinson |
| e | | G. Müller |
| The author (s) of the theory of forgetting as a result of the inhibitory influence of side, interfering influences are: | | |
| a | * | G. Müller, A. Pelzeker |
| b | | A. Brown, C. Conrad |
| c | | G. Ebbinghaus |
| d | | P. Lindelay |
| e | | K. Konrad |
| The loss usually takes place as a process: | | |
| a | | Arbitrary |
| b | * | Involuntary |
| c | | Post-production |
| d | | Projected |
| e | | Unpredictable |
| The forgettable material does not depend on: | | |
| a | | Its volume |
| b | | Its content and degree of awareness |
| c | | The similarity of the stored material |
| d | * | The subject's motivation for forgetting |
| e | | Interfering material |
| The graph of the dependence of forgetting logically homogeneous information from the moment of its complete assimilation is called a curve of: | | |
| a | * | Forgetting Ebbinghaus |
| b | | Distribution |
| c | | Assimilation |
| d | | Memorization |
| e | | Acquisition |
| The repeated excitement (revival) of traces of previously formed non-direct bonds by such stimuli that directly or indirectly bind to what is reproduced is the physiological basis of the process of: | | |
| a | | Memorization |
| b | | Save |
| c | * | Playback |
| d | | Associations |
| e | | Recognition |

| | | |
|--|---|--|
| Reconstruction during reproduction is not manifested: | | |
| a | | In the selection of the main material |
| b | | In the synthesis and introduction of new content |
| c | | In changing the sequence of presentation |
| d | * | In reproduction, as close as possible to the learned material |
| e | | In the screening of the secondary material |
| Recognition is reproduction: | | |
| a | | Primary |
| b | * | Secondary |
| c | | Tertiary |
| d | | Brand new |
| e | | Of forgotten material |
| Indicate which of these statements about the individual characteristics of memory is incorrect. These features: | | |
| a | | Are to a certain extent related to differences in the strength of excitation and inhibition of nerve processes |
| b | | Are to a certain extent related to differences in the degree of balance of nervous processes |
| c | | Are to a certain extent related to differences in the degree of mobility of the nervous processes |
| d | * | Are not provided by a physiological substrate |
| e | | All answers are correct |
| The so-called edge factor has the form of dependence: | | |
| a | | Monotonically increasing |
| b | | Monotonically decreasing |
| c | * | Non-linear 11-type |
| d | | Inverted Y-shaped |
| e | | Linear 11-type |
| The recognition of a perceived object, as already known from past experience, is: | | |
| a | | Recall |
| b | * | Recognition |
| c | | Presentation |
| d | | Reminiscence |
| e | | Playback |
| The visual image of an object or phenomenon, arising on the basis of past experience through its reproduction in memory, is recorded as: | | |
| a | | Recall |
| b | | Recognition |
| c | * | Representation |
| d | | Reminiscence |
| e | | Playback |
| Conscious reproduction, connected with overcoming known difficulties and requiring effort and diligence, is: | | |
| a | * | Remembering |
| b | | Recognition |
| c | | Presentation |
| d | | Reminiscence |
| e | | Playback |
| The curve of forgetting by Ebbinghaus has the form of dependence: | | |
| a | * | Monotonically decreasing |
| b | | Monotonically increasing |
| c | | Inverted L-shaped |
| d | | Complex quasiperiodic |
| e | | Of complex increasing |
| What method is used in the study of memory: | | |
| a | | Countdown |

| | | |
|---|---|---------------------------------|
| b | | Classification |
| c | * | Pictogram |
| d | | MMPI |
| e | | Q-Sorting |
| The concentration of consciousness on any object, phenomenon or experience is provided by: | | |
| a | | Reflection |
| b | | Perception |
| c | * | Attention |
| d | | Memory |
| e | | Thinking |
| Attention is the focus of consciousness on a certain subject, which in this case is clear and distinct. This direction is: | | |
| a | * | Selective |
| b | | Scattered |
| c | | Distributed |
| d | | Unconscious |
| e | | Realized |
| Representatives of cognitive psychology do not consider attention as: | | |
| a | | Block of information selection |
| b | | Resource tank |
| c | | Specific anticipatory activity |
| d | * | Special type of activity |
| e | | Kind of perception |
| The fact that all the phenomena of attention can be explained by the laws of structural perception, is supported by the representatives of: | | |
| a | | Associationism |
| b | | Cognitive psychology |
| c | * | Gestalt psychology |
| d | | Psychology of consciousness |
| e | | Behaviorism |
| The problem of attention was first developed in the framework of: | | |
| a | * | The psychology of consciousness |
| b | | Behaviorism |
| c | | Gestalt psychology |
| d | | Theory of activity |
| e | | Gestalt psychology |
| The author of the theory of volitional attention is: | | |
| a | * | N.N. Lange |
| b | | T. Ribot |
| c | | E.Titchener |
| d | | F.N. Gonobolin |
| e | | B.M. Bekhterev |
| Traditionally, attention is drawn to the notion of dominance, activation and orientation reaction representatives of the research area: | | |
| a | | Socio-psychological |
| b | * | Neurophysiological |
| c | | Psycho-pedagogical |
| d | | Physiologica |
| e | | Pedagogica |
| The notion of "dominant" in scientific circulation was introduced by: | | |
| a | | U. Neisser |
| b | | V.M. Bekhterev |

| | | |
|--|---|---|
| c | * | A.A. Ukhtomsky |
| d | | P.Ya. Halperin |
| e | | T. Ribot |
| In attention to the line of natural and the line of cultural development was distinguished: | | |
| a | * | L.S. Vygotsky |
| b | | S.Ya. Rubinstein |
| c | | N.F. Dobrynin |
| d | | P.Ya. Halperin |
| e | | T. Ribot |
| Views of N.F. Dobrynin about the essence of attention were close to the approach: | | |
| a | * | S.L. Rubinstein |
| b | | A.N. Leontief |
| c | | L.S. Vygotsky |
| d | | P.Ya. Halperin |
| e | | T. Ribot |
| S.L. Rubinshtein treated the attention as: | | |
| a | | Mental effort |
| b | * | Personality activity |
| c | | Behavior control method and control function |
| d | | Result of the organization of activities |
| e | | Result of activity |
| Interpretation of attention as the direction and concentration of mental activity was proposed by: | | |
| a | | P.Ya. Halperin |
| b | | A.N. Leontiev |
| c | | S.L. Rubinstein |
| d | * | N.F. Dobrynin |
| e | | T. Ribot |
| In the theory of attention P.Ya. Halperin considers attention as: | | |
| a | * | A product of the development of external, objective and detailed activity of control in the internal form |
| b | | A psychic phenomenon that does not have its own content |
| c | | Phenomenal productive manifestation of the work of the leading level of organization of activities |
| d | | Form of mental activity, manifested in concentration on the object |
| e | | All answers are correct |
| The concept of "orienting reflex" is introduced into the scientific dictionary by: | | |
| a | | V.M. Bekhterev |
| b | | I.M. Sechenovy |
| c | * | I.P. Pavlov |
| d | | A.A. Ukhtomsky |
| e | | T. Ribot |
| Understanding is an important aspect of the orienting-research activity in the theory by: | | |
| a | | A.A. Ukhtomsky |
| b | | A.N. Leontief |
| c | * | P.Ya. Halperin |
| d | | A.F. Lazursky |
| e | | T. Ribot |
| The basis for classifying attention to the visual and auditory is: | | |
| a | * | Leading analyzer |
| b | | Subject of reflection |
| c | | Form of existence of matter |
| d | | Nature of the relationship with practice |
| e | | Interest of a person |
| The criterion for classifying attention to sensory-perceptual, intellectual, motor is: | | |

| | | |
|--|---|--|
| a | | Leading analyzer |
| b | * | Subject of reflection |
| c | | Form of existence of matter |
| d | | Nature of the relationship with practice |
| e | | Interest of a person |
| Focusing on the object due to some of its features is called attention: | | |
| a | * | Involuntary |
| b | | Arbitrary |
| c | | Aftereffect |
| d | | Visual |
| e | | Emotional |
| L.S. Vygotsky equated involuntary attention: | | |
| a | * | To the immediate |
| b | | To the mediated |
| c | | To the intraday |
| d | | To strong-willed |
| e | | To emotional |
| The concept of "anticipation" was proposed by: | | |
| a | | A.A. Ukhtomsky |
| b | | S.L. Kabylnitskaya |
| c | * | U. Nysser |
| d | | G.V. Gershuni |
| e | | T. Ribot |
| The terms "involuntary attention" and "passive attention": | | |
| a | * | Are synonyms |
| b | | Denote different types of attention |
| c | | Passive attention is a type of involuntary attention |
| d | | Involuntary attention is a form of passive attention |
| e | | All answers are correct |
| The condition for involuntary attention is not: | | |
| a | | Novelty of the stimulus |
| b | | Unexpectedness of the stimulus |
| c | | Interest of a person |
| d | * | Human fatigue |
| e | | Subject of reflection |
| Directly under the influence of stimuli acting at a given moment and causing optimal excitation in certain areas of the cerebral cortex, attention is drawn: | | |
| a | * | Involuntary |
| b | | Arbitrary |
| c | | After-hours |
| d | | Internally-directional |
| e | | Emotional |
| Arbitrary attention is not due to: | | |
| a | | Awareness of duty and responsibility |
| b | | The presence of interests, motives, motives |
| c | | Performance of an activity |
| d | * | Contrast of external influences |
| e | | Habit of working |
| The cause of arbitrary attention to any object is: | | |
| a | | Lack of a goal of activity |
| b | * | Setting the goal of activity |
| c | | Novelty of the stimulus |

| | | |
|--|---|---|
| d | | The emotional significance of the object |
| e | | Habit of working |
| An indicative reflex is regarded as an objective, innate sign of attention: | | |
| a | * | Involuntary |
| b | | Arbitrary |
| c | | After-effects |
| d | | Mediated |
| e | | Emotional |
| Attention parameter values are an indicator: | | |
| a | | Of only the state of man |
| b | | Of only the level of wakefulness of a person |
| c | | Of only the level of wakefulness of a person |
| d | * | Of state, degree of fatigue and wakefulness of a person |
| e | | Of only the degree of fatigue |
| The indicators of attention not identified in experimental psychological studies include: | | |
| a | | Concentration |
| b | | Volume |
| c | | Distribution |
| d | * | Speed |
| e | | Stability |
| The possibility of directing and concentrating attention on several independent variables is also evidenced by such an indicator of attention as: | | |
| a | | Concentration |
| b | * | Distribution |
| c | | Stability |
| d | | Selectivity |
| e | | Volume |
| Time parameters of the duration of mental activity without deviation from the initial qualitative level are such a characteristic of attention as: | | |
| a | | Volume |
| b | * | Concentration |
| c | | Distribution |
| d | | Switching |
| e | | Stability |
| Time parameters of the duration of mental activity without deviation from the initial qualitative level are such a characteristic of attention as: | | |
| a | | Volume |
| b | | Selectivity |
| c | * | Stability |
| d | | Distribution |
| e | | Concentration |
| Wundt established that the amount of attention is comprised of: | | |
| a | | 4 simple impressions |
| b | | 5 simple impressions |
| c | * | 6 simple impressions |
| d | | 7 simple impressions |
| e | | 8 simple impressions |
| An integrated characteristic of attention is the indicator of its: | | |
| a | | Speed |
| b | | Accuracy |
| c | * | Success |
| d | | Volume |

| | | |
|---|---|---|
| e | | Concentration |
| Intensity and concentration of attention are such characteristics of attention as: | | |
| a | * | Level |
| b | | Volume |
| c | | Switching speed |
| d | | Duration |
| e | | Concentration |
| The characteristic of the intensity of attention is: | | |
| a | | Volume |
| b | * | Degree |
| c | | Orientation |
| d | | Concentration |
| e | | Duration |
| The degree and scope of attention are related by dependence of: | | |
| a | | Straight line |
| b | * | Reverse |
| c | | Logarithmic |
| d | | A nonlinear Y-type |
| e | | Linear |
| The number of objects or their elements, simultaneously perceived with the same degree of clarity and distinctness, evaluates such a payer of attention as: | | |
| a | | Concentration |
| b | | Switching |
| c | | Distribution |
| d | * | Volume |
| e | | Duration |
| The speed of switching attention depends on: | | |
| a | | Stimulus material |
| b | | The nature of the subject's activities with him |
| c | | Level of personal motivation |
| d | * | Gender characteristics of the subject |
| e | | Nature of the intensity of the stimulus |
| The degree of switching of attention is not determined by: | | |
| a | | Relationship between the content of the preceding and subsequent activities |
| b | | Relation of the subject to the content of the previous activity |
| c | | Relation of the subject to the content of the subsequent activity |
| d | * | Nature of the activity |
| e | | Nature of the intensity of the stimulus |
| Attraction of attention is facilitated by: | | |
| a | | Only the intensity of the stimuli |
| b | | Only the ratio of stimuli to the needs, interests |
| c | | Only contrast of stimuli |
| d | * | Ratio of stimuli to needs, intensity and contrast of stimuli |
| e | | Nature of the activity |
| Any change in the optimal rate of presentation of sound stimuli affects the volume of auditory attention, namely, leads to it: | | |
| a | | Conservation |
| b | | Increase |
| c | * | Decrease |
| d | | Sometimes to increase |
| e | | Sometimes to a decrease |
| Scope of auditory attention: | | |

| | | |
|--|---|---|
| a | | Does not depend on the duration of presentation of sound stimuli |
| b | | Does not depend on the frequency of presentation of sound stimuli |
| c | | Does not depend on the rate of presentation of sound stimuli |
| d | * | Depends on the weariness of the subject |
| e | | Does not depend on the nature of the intensity of the stimulus |
| The fact that the selectivity of attention can be realized not only on the basis of physical parameters but also on the basis of semantic characteristics, was shown by: | | |
| a | | A.A. Ukhtomsky |
| b | * | A. Treisman |
| c | | A.N. Leontief |
| d | | V.P. Zinchenko |
| e | | T. Ribot |
| The parameter of the amount of attention which makes sense is: | | |
| a | | Power |
| b | * | Space-time |
| c | | Operational-regulatory |
| d | | Reflexive |
| e | | Emotional |
| The parameters of distribution and redistribution of attention include the following: | | |
| a | | Power |
| b | | Spatio-temporal |
| c | * | Operational-regulatory |
| d | | Reflexive |
| e | | Emotional |
| The concepts of "perception" and "constancy" are in some relation. What concept by analogy is in the same relation to the concept of "attention": | | |
| a | * | Objectivity |
| b | | Excitation |
| c | | Impressionability |
| d | | Interest |
| e | | Activities |
| In determining the stability of involuntary attention, the most commonly used are: | | |
| a | * | Pparatus methods |
| b | | Schulte tables |
| c | | Methods of selective (dichotomous) hearing |
| d | | Tachistoscopic technique |
| e | | Classification |
| The subject is faced with the task of detecting a given stimulus among other stimuli and fixing it on the form in one way or another in the course of: | | |
| a | * | "Proof-reading samples" |
| b | | Diagnostics using Schulte tables |
| c | | Work on the method of selective (dichotomous) hearing |
| d | | The tachistoscopic technique |
| e | | Classification |
| The method of Schulte tables is not used to determine such a characterization of attention as: | | |
| a | | Volume |
| b | | Concentration |
| c | | Stability |
| d | * | Spontaneity |
| e | | Switchability |
| The tachistoscopic technique is used to study such characteristics of attention as: | | |
| a | * | Volume |

| | | |
|--|---|--|
| b | | Concentration and stability |
| c | | Switching speed |
| d | | Duration |
| e | | Stability |
| The author of the method of selective (dichotomous) hearing is: | | |
| a | | W. Wundt |
| b | * | E. Cherry |
| c | | B. Bourbon |
| d | | U. Neisser |
| e | | T. Ribot |
| Schulte's tables are an incentive for studying such attention characteristics as: | | |
| a | | Concentration |
| b | * | Switchability |
| c | | Volume |
| d | | Selectivity |
| e | | Stability |
| The essence of the process of thinking is to establish such links and relations between objects and phenomena, such as: | | |
| a | | Causeless |
| b | | Correlation |
| c | * | Cause and effect |
| d | | Any connections that are not the essence of thinking |
| e | | Semantic |
| Thinking as a process of solving problems is characterized in the sense: | | |
| a | | Wide |
| b | * | Narrow |
| c | | Local |
| d | | Integral |
| e | | Minimal |
| The first theory describing the process of thinking was proposed in the framework of: | | |
| a | * | Associative psychology |
| b | | Behaviorism |
| c | | Gestalt psychology |
| d | | Cognitive psychology |
| e | | Humanistic psychology |
| The representative of the associative psychology of thinking is: | | |
| a | | Ya.A. Ponomarev |
| b | | J. Piaget |
| c | * | G Ebbinghaus |
| d | | J. Bruner |
| e | | A.N. Leontiev |
| Thinking as a discretion (comprehension) in the reflected forms of real tendencies and possibilities of the reflected, which are determined precisely by the integrity of the situation, is interpreted by the representatives of: | | |
| a | | Behaviorism |
| b | | Psychoanalysis |
| c | * | Gestalt psychology |
| d | | Associative psychology |
| e | | Humanistic psychology |
| Thinking is not a special process and boils down to a simple combination of memory images according to: | | |
| a | | Behaviorism |
| b | | Psychoanalysis |

| | | |
|---|---|--------------------------------------|
| c | | Gestalt psychology |
| d | * | Associative psychology |
| e | | Humanistic psychology |
| Thinking is seen as the process of forming links between stimulus and reaction, the development of practical skills and skills related to solving problems: | | |
| a | * | Behaviorism |
| b | | Psychoanalysis |
| c | | Gestalt psychology |
| d | | Associative psychology |
| e | | Humanistic psychology |
| Attention to the unconscious forms of thinking and the dependence of the study of thought on the motives and needs of man has attracted: | | |
| a | | Behaviorism |
| b | * | Psychoanalysis |
| c | | Gestalt psychology |
| d | | Associative psychology |
| e | | Humanistic psychology |
| Thinking is seen as a life-forming ability to solve various problems and an expedient transformation of reality: | | |
| a | | Behaviorism |
| b | | Psychoanalysis |
| c | | Gestalt psychology |
| d | * | In adjective theory of thought |
| e | | Humanistic psychology |
| The author of the cultural-historical theory of thinking is: | | |
| a | | J. Piaget |
| b | | A.N. Leontiev |
| c | | P. Janet |
| d | * | L.S. Vygotsky |
| e | | J. Bruner |
| The basis for classifying thinking into visual-effective, visually-figurative and verbal-logical is: | | |
| a | | Leading analyzer |
| b | * | Subject of reflection |
| c | | Form of existence of matter |
| d | | Activity of the subject |
| e | | Type of tasks to be solved |
| Theoretical and empirical thinking is distinguished: | | |
| a | | By the type of tasks to be solved |
| b | * | By the nature of the generalizations |
| c | | By subject's activity |
| d | | By the leading analyzer |
| e | | In form of existence of matter |
| Convergent and divergent thinking was singled out by: | | |
| a | | P. Torens |
| b | * | J. Guilford |
| c | | J. Godfroi |
| d | | J. Piaget |
| e | | P. Jane |
| The author of the distinction between productive and reproductive thinking is: | | |
| a | | Ya.A. Ponomarev |
| b | * | G. Seelz |
| c | | A.M. Matyushkin |
| d | | M.I. Mahmutov |

| | | |
|---|---|--|
| e | | P. Jane |
| In domestic psychology, the division of productive and reproductive thinking was made by: | | |
| a | | L. Rubinstein |
| b | | A.V. Brushlinsky |
| c | * | Z.I. Kalmykov |
| d | | B.G. Ananiev |
| e | | P. Jane |
| The kind of thinking that relies on the direct perception of objects, the real transformation in the process of actions with objects, is called thinking: | | |
| a | * | Visual-efficient |
| b | | Visually-shaped |
| c | | Verbal-logical |
| d | | Abstract |
| e | | Inductive |
| An immediate connection with the perception of the surrounding reality is a distinctive feature of thinking: | | |
| a | | Visually effective |
| b | * | Visually shaped |
| c | | Verbal-logical |
| d | | Abstract |
| e | | Inductive |
| Visual-figurative thinking is clearly manifested in the age of: | | |
| a | | 2-3 years |
| b | * | 4-6 years |
| c | | 7-8 years |
| d | | 9-12 years |
| e | | 13-15 years |
| It is believed that the most recent product of the historical development of thinking is thought: | | |
| a | | Visually effective |
| b | | Visually shaped |
| c | * | Verbal-logical |
| d | | Intuitive |
| e | | Abstract |
| Theoretical and practical thinking is distinguished: | | |
| a | * | By the type of tasks to be solved |
| b | | By the nature of the generalizations |
| c | | By subject's activity |
| d | | By the leading analyzer |
| e | | In form of existence of matter |
| The fact that thinking unfolds in a time of severe shortage of time is one of the important features of thinking: | | |
| a | | Theoretical |
| b | * | Practical |
| c | | Empirical |
| d | | Analytical (logical) |
| e | | Abstract |
| Practical thinking is directed: | | |
| a | * | At solving specific problems |
| b | | At finding general patterns |
| c | | At identifying laws |
| d | | At establishing cause-effect relationships |
| e | | All answers are correct |
| A convoluted, basically unconscious in essence act of one-stage "covering" of the structure of a situation or task is thought: | | |

| | | |
|--|---|---|
| a | * | Intuitive |
| b | | Discursive |
| c | | Analytical |
| d | | Theoretical |
| e | | Abstract |
| The term "reproductive" is synonymous with the term: | | |
| a | | Empirical |
| b | | Creative |
| c | * | Reproducing |
| d | | Divergent |
| e | | Abstract |
| The only current winner of the Nobel Prize in Psychology is: | | |
| a | | A J. Piaget |
| b | * | G. Simon |
| c | | J. Bruner |
| d | | R. Hayes |
| e | | Jane |
| In modern cognitive psychology in the process of thinking there are: | | |
| a | * | 2 stages |
| b | | 3 stages |
| c | | 4 stages |
| d | | 5 stages |
| e | | 6 stages |
| The duration of the first phase of the solution of the problem (the so-called predetermination of the problem), resulting in the formulation of hypotheses, the choice of suitable means and methods, does not depend: | | |
| a | | On the degree of difficulty of the selected tasks |
| b | | On the strategy of thinking |
| c | | On the emotional state of the subject |
| d | * | On the features of the autonomic system of man |
| e | | All answers are correct |
| The search method, which with considerable probability allows to select the most successful ways of solving problems, is called: | | |
| a | * | Heuristics |
| b | | Insight |
| c | | Discernment |
| d | | Illumination |
| e | | Induction |
| Relatively stable structure of mental abilities is: | | |
| a | | Thinking |
| b | | Insight |
| c | * | Intellect |
| d | | Giftedness |
| e | | Geniality |
| Instant awareness of the solution of some problems is: | | |
| a | | Thinking |
| b | * | Insight |
| c | | Intellect |
| d | | Giftedness |
| e | | Geniality |
| The assumption, the project of the decision of problems is shown as: | | |
| a | | Thinking |
| b | | Insight |

| | | |
|---|---|--|
| c | | Intellect |
| d | * | Hypothesis |
| e | | Genitality |
| The central feature of pre-conceptual thinking is: | | |
| a | | Selfishness |
| b | * | Egocentrism |
| c | | Self-identity |
| d | | Ego state |
| e | | Super - Ego |
| Such signs as the time (the time of the process), the structure (division into stages), and the level of percolation (awareness or unconsciousness) are the main characteristics of thinking: | | |
| a | | Theoretical and practical |
| b | * | Intuitive and analytical |
| c | | Visually effective |
| d | | Convergent and divergent |
| e | | Visually figurative and verbally logical |
| In the tendency to intuitive, global assessments without performing a detailed analysis of problems, a style of thinking is manifested: | | |
| a | | Synthetic |
| b | * | Idealistic |
| c | | Pragmatic |
| d | | Analytical |
| e | | Divergent |
| The style of thinking which is oriented toward a systematic and comprehensive consideration of a question or problem: | | |
| a | | Realistic |
| b | | Idealistic |
| c | | Pragmatic |
| d | * | Analytical |
| e | | Synthetic |