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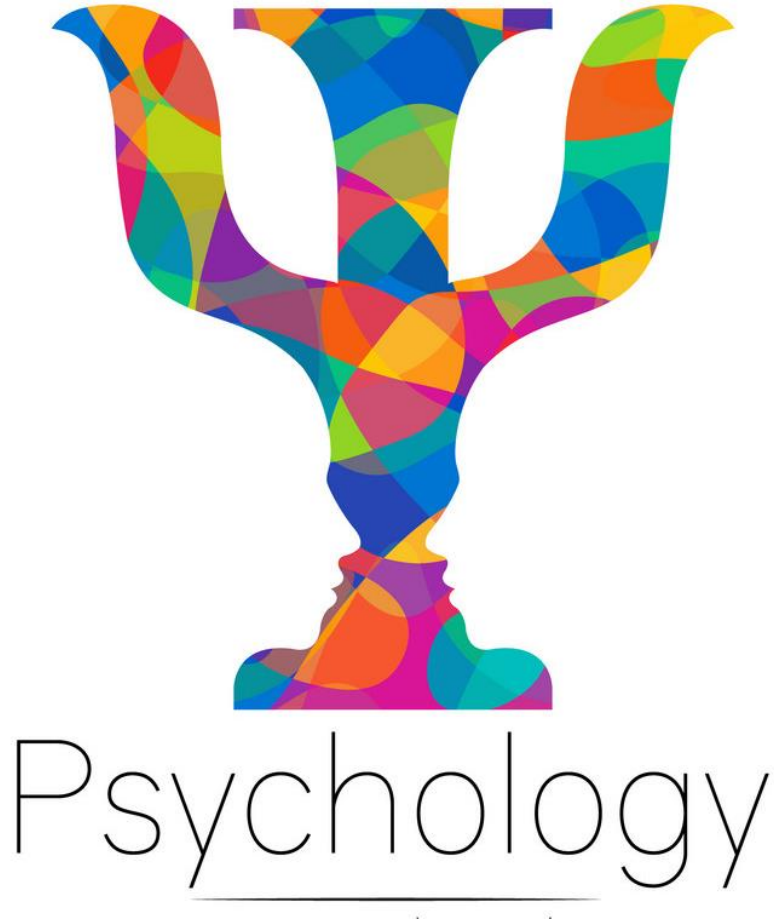

***UDC* 159.9.019.43**

Harold TAKOOSHIAN

ARMENIAN-AMERICANS IN THE BEHAVIORAL SCIENCES

Abstract

How much are U.S. Armenians involved in psychology and the behavioural sciences? This three-part review details: (1) The origin of the Armenian Behavioral Science Association (ABSA) on 31 August 1987 in New York City. (2) Some highlights of U.S. Armenians involved in the behavioural sciences in general, and psychology in particular. (3) In conclusion, the value of a cross-national census of indigenous Armenian behavioural scientists.

Keywords: Armenians, behavioural science, history

"What are the major contributions of Armenians to the behavioural sciences?" In the worldwide Armenian Diaspora, we have little systematic cross-national information on this question.

In the USA, the Armenian Behavioral Science Association was formed on 31 August 1987 at Fordham University in New York City. This three-part review limns: (1) the origins of ABSA, (2) some highlights of Armenian contributions to psychology and the behavioural sciences in the USA, and (3) a call for a global census of Armenians in psychology and the behavioural sciences.

Origins. ABSA was founded at 6 pm on 31 August 1987, in the elegant rooftop faculty lounge of Fordham University in New York City. This historic, long-in-coming gathering was a "perfect storm" in at least 5 ways: (a) That week the annual meetings of both the American Psychological Association (APA) and International Council of Psychologists (ICP) were in Manhattan, drawing Hye psychologists from many regions. (b) ABSA founders were kindly given program time and space by APA, ICP, and Fordham (Takooshian, 1987a). (c) ABSA had in place 6 Directors representing 6 behavioural sciences: Anny P. Bakalian (sociology/anthropology), Haikaz M. Grigorian (psychiatry), Hagop S. Pambookian (psychology), Mardo Soghomian (political science), Harold Takooshian (social sciences), Richard H. Tashjian (social statistics). (d) After months of planning, the lavish ABSA reception was funded by "tomodon" Haikaz Grirorian's Diaspora Foundation, including piano and patriotic songs with psychologist Shakeh Kaftarian at the piano, and a program featuring over 30 diverse scientists like psychologist Levon Melikian (Beirut), sociologist Levon Chorbajian (Massachusetts), political scientist M. Hratch Zadoian (NYC), Meline

Karakashian (New Jersey), Harold Goolishian (Texas). (e) The reception was videotaped by A. Vincent Toth (1987), to carry personal greetings to Yerevan colleagues that month by Harold Takooshian, who left that month for a Fulbright Award to Yerevan State University. In turn, in fall of 1987, Takooshian (1987b) videotaped a census of Yerevan psychologists, to share in 1988 with USA colleagues.

From its start, the mission of ABSA is clear: to develop ways to advance the work of Armenians in the behavioural sciences in the USA and globally. One of these is to compile and publish Directories. (a) Right after the massive earthquake on 7 December 1988, ABSA quickly published its first Directory of 304 U.S. Armenian Behavioral Scientists in 1989, flagging 30 who were available for earthquake relief. By 1995, the third ABSA Directory grew to 506 people. Though ABSA no longer publishes a directory, it maintains a growing list of 801 behavioural scientists in the USA and abroad. (b) In addition, ABSA published two other Directories for the Republic of Armenia: 53 sociologists in 15 programs (Poghosian, Kalayjian & Takooshian, 1991), and 167 psychologists in 38 programs (Vardanyan, Takooshian & Karakashian, 1991).

Contributions. Behavioural sciences. In the USA, it is striking how each behavioural science has key Armenian-ancestry leaders. This includes: (a) Economics-the legendary Armen Alchian of UCLA, Daron Acemoğlu of MIT. (b) Sociology-the revered Edward A. Tiryakian of Princeton University, Berch Berberoglu of the University of Nevada-Reno, Vahakn N. Dadrian of SUNY-Geneseo. (c) Psychiatry-Hagop Akiskal of the National Institutes of Health, Garabed Aivazian of the University of Tennessee, Allen J. Salerian of DC. (d) Political science-R. Hrair Dekmejian of the University of Southern California, Dennis Papazian and Ronald G. Suny of the University of Michigan. (e) Anthropology-Aram A. Yengoyan of the University of California at Davis. (f) Statistics-Jack Hachigian of Hunter College-CUNY, Richard Haig Tashjian of New York University. (g) Public health-Haroutune K. Armenian of Johns Hopkins University, Myron Allukian of the American Public Health Association.

Contributions. Psychology. Within the U.S. behavioural sciences, Armenians are most concentrated in the field of psychology. While the American Psychological Association recognizes 54 specialty divisions, about half of these specialties have been shaped by an Armenian-ancestry psychologist. This includes APA divisions: 1 GENERAL-Levon H. Melikian; 2 TEACHING-Seth Arsenian; 3 PERSONALITY-Albert Mehrabian; 4 INDUSTRIAL-ORGANIZATIONAL-Arthur G. Bedeian, Charles A. Pounian, Harold H. Kassarjian; 18 PUBLIC SERVICE-Bill Safarjan; 19 MILITARY-Jane Arabian; 20 AGING-Jane Mahakian; 26 HISTORY-William G. Sahakian; 36 RELIGION-Raymond F. Paloutzian;

39 PSYCHOANALYSIS-Hrair M. Babikian; 43 FAMILY-Harold Goolishian; 46 MEDIA-Mary Karapetian Alvord; 47 EXERCISE-John M. Basmajian; 49 GROUP THERAPY-Yvonne Agazarian; 53 CLINICAL CHILD-Susan J. Simonian; 56 TRAUMA-Ani Kalayjian

An ABSA survey completed by 200 of these behavioural scientists found: 49% are fluent in Armenian, and this fluency significantly correlated with increased involvement in Armenian community activities ($r = +.47$, $p < .01$). This survey also found that 66% were interested in volunteer efforts, 68% in paid consulting, 61% in speaking with mass media, 67% in public speaking, 84% in counselling students. About half of these are not involved in the U.S. Armenian community, while a small but growing minority of these (about 15%) are involved in Armenian Studies.

Conclusion. After 30 years, ABSA remains an informal and growing global network of over 800 diverse behavioural scientists and students. who meet at regional conventions. (See Note 1 below.) ABSA continues to offer a platform to unite Hye colleagues and students in the Republic of Armenia and Diaspora nations (Takooshian, 2019). The time has come for to ABSA to cooperate with colleagues in the Republic of Armenia, for a global census of indigenous Armenian behavioural scientist across many nations, to compile a list of scientists in their own nation, and establish a global network.

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UDC 159.9

Marina GUSELTSEVA

TRANSDISCIPLINARY APPROACH IN MODERN PSYCHOLOGY

Abstract

The paper looks at key transformations of the contemporary situation requiring new methodological strategies in psychology, and evolution of science in the 20th century from interdisciplinary to trans-disciplinary. The latter takes the form of a strategy for analyzing complex and dynamic phenomena with the help of combined methods and contextual application of research optics borrowed from related disciplines. Methodologically trans-disciplinarily serves as the basis for the integration of cognitive practices and research techniques, development of the holistic outlook, with the expansion of intellectual capacity as its educational side-effect. Conceptually trans-disciplinarily is expressed in several interpretations. Piaget, one of the founders of the approach, viewed it as a higher and more complex stage of integration of knowledge than interdisciplinarity. Contemporary interpretations of trans-disciplinarily vary from emphasizing the fluidity of cognitive space to general principles of cognitive activity seeking mathematical expression. The trans-disciplinary start of contemporary science is characterized by the fact that each discipline is viewed as both a sovereign and open system; development of cognition takes place in the antinomies of tradition and innovation: changes and breakthroughs happen by means of borrowing experience from related disciplines while preserving own scientific identity. Key characteristics of trans-disciplinarily are cognitive movement through disciplines; transparence of disciplinary boundaries: the dissolution of dominant paradigms. Human life space in a transitive society, which is variable, multi-dimensional and complex, can only be understood on the basis of comparison and integration of knowledge within the framework of the transdisciplinary approach.

Keywords*:* methodology, modernity, transdisciplinary approach, transitive society, identity.

Introduction

The psychology of XXI century has a habit of self-reflection and comprehension of self-development in horizons of transforming social-cultural contexts. For modern Russian psychological science, this means that transformation happening in the global world find

immediate and fundamental comprehended embodiment in psychological concepts. In the latter case, they become the subject of close attention and methodological study; in the first, they proceed in a hidden, unchanging, latent form. The concept of modernity has entered the research field of psychology (Grebennikova et al., 2017 Grishina, Kostromina, 2017; Sergienko, 2012, et al.) has been expressed in methodological discussions (Gusel'tseva, 2015, 2017; Gusel'tseva, Izotova, 2016; Martsinkovskaya, 2012, 2015). The changed sociocultural context contributed to the search for new methods, approaches, and epistemological strategies focused on such qualities of the world as transitivity, diversity, super-complexity, multidimensionality, ambiguity (Asmolov, 2015; Barnett, 2011; Martsinkovskaya, 2015).

In Russian psychological science, in response to these methodological challenges, integrating and communicative strategies (Kozlov, 2003; Mazilov, 2008) and problem-oriented, and network approaches were developed (Zelenkova, 2007), the principal orientation on knowledge synthesis on interdisciplinary arose (Znakov, 2015, 2016, 2017; Leontiev, 2011, 2016; Podd'yakov, 2014, Sergienko, 2011, et al.). The works of foreign authors are also devoted to the problem of mixed methods and integrative strategies (see, e.g., Arcidiacono, De Gregorio, 2008; De Lisele, 2011, Dell Porta, Keating, 2008, Denzin, Sridhar, 2010, Kimchi, Polikova, Stevenson, 1991; Morse, 1991; Terrell, 2012, and others) Starting in 2007, the American publishing house "Sage Publication" has quarterly published Journal of Mixed Methods Research, which discussed both the possibilities and risks of a theoretical mix (Johnson et al., 2007).

The increased communication of psychology with related sciences today contributes to its progress towards transdisciplinary cognition. A new view, taking into account the factors of transitivity, complexity, multidimensionality, ambiguity and diversity, is a methodological prerequisite for understanding the mutual conditioning and productive interference of those cognitive areas that were previously considered the subject of individual sciences consideration. Transformations of the surrounding world, a change in the psychological qualities of a person in this world, an update of the toolbar and representations of modern psychological science, that studies these changes and new properties of identity - all this together forms a single field of analysis in the focus of the transdisciplinary approach.

General provision of transdisciplinarity

Transdisciplinary research and its general ideas nowadays are represented in some interpretations. Recall that, for the first time, this term arose in the discussions of J. Piaget with astrophysicist E. Yanch and mathematician A. Likhnerovich (Grebenshchikova,

Kiyashchenko, 2011). At the same time, J. Piaget asserted *that transdisciplinarity is a higher and more complex stage in the integration of knowledge than interdisciplinarity* (Piaget, 1971, 1972). Modern concepts of transdisciplinary are distinguished by implicit implications of methodological monism, liberalism or pluralism: some focus on the integration of knowledge, on its single-centrism (Mokij, 2009), while others focus on holism and mobility (Kiyashchenko, Moiseev, 2009; Knyazeva, 2011), and the third group - on the sensitivity to nuances (Moren, 2012). The latest model shows that the completeness and integrity of knowledge is not necessarily built on its centric organization.

Interpretations of transdisciplinary extend from emphasizing the fluidity of cognitive space to the general and mathematical expressed principles of cognitive activity. Transdisciplinary research strategies suggest that democratic knowledge and its polyphony; building more complex pictures of the world; the encyclopedic level of the scientist; multilevel study of a specific problem (for example, in a combination of its global and local biological and cultural aspects); the new principle of knowledge organization (openness of disciplined boundaries, the interaction of disciplines). It should be mentioned that the forms of this research organization were also comprehended by other names: multidisciplinary, pluridisciplinarity, interdisciplinary (Mokij, 2009). The stages of development of the transdisciplinarity problem are reflected in a number of concepts that have received the following legends: transdisciplinary -1, transdisciplinary -2, transdisciplinary -3, transdisciplinary - 4. The first stage, as already was mentioned, was presented by a discussion of J. Piaget, E. Yanch, and A. Likhnerovich at a seminar on the problems of university education (Apostel et al., 1972), where the idea of constructing a more complex research model rather than interdisciplinarity was discussed. The result of the second development stage of this problem was the Charter of transdisciplinary, adopted at the I World Congress on Transdisciplinarity in Portugal in 1994. The principle is holism was considered here as the leading one in knowledge organizing process (http://anoitt.ru/inde.php). Transdisciplinary -3 represented by the approach of L.P. Kiyashchenko and V.I. Moiseeva (2009). Transdisciplinarity - 4 is based on the principle of single-centrism in research conduction (Mokij, 2009).

From the position of V.S. Mokij, transdisciplinarity is “a way to expand the scientific worldview, which consists in examining a particular phenomenon, not limited to the framework of any scientific discipline” (Mokij, 2009, p. 13). For E.N. Knyazeva, it is primarily a “research strategy that crosses disciplinary boundaries and develops a holistic vision” (Knyazeva, 2011, p. 194). In the narrow sense, transdisciplinarity "means the integration of various forms and methods of research, including special examples of scientific knowledge,

to solve scientific problems," whereas, in the broader sense, it is “the unity of knowledge beyond the boundaries of specific disciplines” (Knyazeva, 2011, p. 194). In our opinion, we are talking about the possibility of presenting a transdisciplinarity approach at different levels of the methodology of science - specifically scientific and generally accessible. In this regard, transdisciplinarity is understood by us as a strategy for the analysis of complex and dynamic phenomena, which implies a conscious, variably, situational, conditional use of methodological optics of various disciplines. The transdisciplinary state of modern science is characterized by the fact that each discipline is simultaneously considered as a sovereign and open system; in the antinomies of tradition and innovation; changes in it are made by borrowing the experience of related disciplines while maintaining their own scientific identity.

Methodology of transdisciplinarity

History demonstrates not only progressive but also rhythmic development, where the trends of integration and differentiation both coexist in the same social space and alternate in the historical genetic perspective of analysis. Thus, in the evolution of scientific knowledge, from time to time, the desire for universalism, for a planetary strategic thinker and encyclopedic knowledge comes to the fore. The milestones of this phenomenon are, first of all, the birth of anthology, and then the formation of the science of the Renaissance. At the beginning of the 20th century, interdisciplinarity began to play an important role in the progressive development of scientific knowledge, encouraging representatives of different disciplines to enter into communication and thereby expanding intellectual horizons, optimizing their own scientific achievements.

A methodological understanding of this process led to the emergence of ideas and concepts about the heuristic nature of the borderline areas of knowledge and the creative transfer (epistemological "transition") of methods and conceptual structures from one science to another (Avtonomova, 2008; Bakhtin, 1979; Rabinovich, 1979).

The interdisciplinary approach has developed and evolved (changed) throughout XX century, however, in the prospect of modern cognitive situation, we can discuss previously unobvious differences between inter-, multi- and transdisciplinarity (Gusel’tseva, 2016; Knyazeva, 2011). So, interdisciplinarity is an implicit cognitive model of fundamentally open science, where a particular science, discipline or branch of knowledge goes beyond its disciplinary boundaries, starting to use the results, achievements, and strategies of other sciences to solve their own cognitive tasks in their own disciplinary territory. The multidisciplinarity can be described as a cognitive model for problem-oriented research where for solving designated problem experts’ opinion are used and knowledge of

specialists from different sciences; as a rule, such a research activity is organized in a “round table” format (or in modern format – online conference). Multidisciplinary approach as a special scientific trend became evident and meaningful approximately at the end of the XX century. Its main difference from the interdisciplinary approach is that while solving exact problem researcher tries to find or construct such a perspective on the comprehension of diverse material, which allows to review and generate necessary integral knowledge about the problem. Thus, here we can stress out the growing constructivism and the role of subjectivity in the production of scientific knowledge.

If in the context of the disciplinary matrix for the development of classical science, an average scientist just had to follow the rules and procedures, then multidisciplinarity requires the efforts of personal creativity, the intellectual search for the observer’s position, where the chaos of empirical data is a meaningful picture or a theoretical gestalt. Ideally, the scientist himself is forced to invent the principle of combining dissimilar material (as a rule, this is a situational principle, i.e., acting in relation to the conditions and circumstances of the local situation). Transdisciplinarity is characterized by movement through discipline; it is the fundamental openness of disciplinary boundaries and the dissolution of paradigm limits in the sense that there is no predetermined matrix of research thinking, and the methods, path, methodology are built along the course of the study itself. A similar research strategy is presented in the methodology of science as the epistemology of complexity by E. Moren (2012). Note that the prefix “trans-”, emphasizes the flow of research, inevitably refers to both the characteristics of modernity in the optics of social knowledge (“fluid modernity”) and the general style of the post-non-classical type of thinking. The processes of continuous transformation of our modernity are reflected in such fixative terms as transitivity, transparency, transcultural, transnationality, transdisciplinary, transgression, transgender, transhumanism, etc. It is the unstable, labile, fluid, contradictory, incomplete state of the world and identity in this world that required psychological science to search for new methodological strategies (Gusel’tseva, 2015, 2016).

Similarly, to the historical change in the types of rationality, inter-, multi- and transdisciplinary form, a kind of epistemological “nesting doll”(матрешка), where interdisciplinary connections enhance creativity at the junctions and in the frontier of sciences; multidisciplinary attitudes create new holistic knowledge in the friction of different ways of vision and in search of consensus; finally, all this is loaded in the context of a changing, constantly modernizing world, where there are transdisciplinary strategies changing the effect of entropy, build reliable (secure) concepts from unstable material. It is the paradoxical stability of network (contextually variable, situational and unsteady)

methodological strategies that make them the most effective in a transdisciplinary model of cognition.

Transdisciplinary research movements in Psychology

Like the famous hero of Moliere did not realize that he talked by prose, in modern Russian psychology the tendency to transdisciplinarity is implemented in a number of approaches (within the framework of this article we will touch upon only a few of them). We also note that some time ago, a similar situation was observed in the development of post-non-classical rationality in psychological science. Among the new approaches that make it possible to comprehend psychological changes in modern transitive society from the standpoint of transdisciplinarity, we should note primarily subjective-analytical (Znakov, 2015), system-subjective (Sergienko, 2011, 2016), compliant (Podd'yakov, 2014), existential (Leontiev, 2011, 2016) and other approaches. What new borders of studying the phenomenology and patterns of psychological development in modern transitive society allow us to consider and focus the above approaches?

V.V. Znakov, based on the ideas of S.L. Rubinstein on the world of the individual as a totality of different modes of his existence, shows the multidimensionality of this reality, which consists, at least, of the empirical, socio-cultural and existential layers of being (Znakov, 2016, 2017). As for human cognition, if in empirical reality, knowledge is built on relatively objective and quite material facts, then the understanding of sociocultural reality deals with different interpretations and changing opinions of people, as well as new meanings of events or situations generated by people. In turn, existential reality relies on experience, feeling, and also includes unconscious phenomena and unconscious motivation (Znakov, 2016, 2017). Thus, the human world and its psychological state in a transitive society demonstrate the phenomenology of diversity (identity, lifestyles, ways of perceiving), multidimensionality and complexity, which require understanding through the integration of knowledge within the framework of a transdisciplinary approach.

Nevertheless, it is important to note that V.V. Znakov insists on preserving interdisciplinary strategies in modern research, justifying it as follows: "An interdisciplinary analysis of the person's problems should be precisely interdisciplinary: in it, the psychological approach should be leading, formulating tasks and transforming the methods of other sciences to solve them. It is interdisciplinary, and not transdisciplinary, according to which sciences are equal, and only the problematic cognitive scheme that unites them is important "(Znakov, 2017, pp. 43-44). Along with this, V.V. Znakov honestly believes that the human world, which has become distorted in the 21st century, entails the formation of a

new outlook on classical psychological problems and the need for an application of an interdisciplinary, metacognitive and metasystem approaches in psychology. Moreover, the leading aspect of these changes in the methodological optics of psychological science becomes a presentation of ideas about “self-consciousness, self-damaging, self-transformation, the nature of human subjectivity” (Znakov, 2017, p. 51).

In our opinion, the orientation towards equal knowledge is not so much a transdisciplinary approach as such, but rather a separate postmodern interpretation: when solving specific psychological problems, the transdisciplinary approach is capable of being in methodological traditions of psychological science, while preserving the psychological analysis as the leading one. Its priority quality here remains not only conceptual tolerance, as much as contextual flexibility and resilience and transforming ability during the problem-solving process. The study of the features of human development in modern transitive society from the perspective of a complicological approach allows not only to catch the current psychological changes but also to describe their mechanism in situations of increased complexity, high dynamics, uncertainty, lability of ambivalence and antinomy of tasks, simultaneously demonstrating that occurring changes require from the supporting person the creative type of thinking. This approach is latent transdisciplinary in nature, comparing psychological knowledge with the achievements of the theory of complex dynamic systems, mathematical theories, logic and data of sociology (Podd’yakov, 2014).

E.A. Sergienko from the perspective of interparadigmal analysis reveals possibilities of a substantial rapprochement of domestic psychological schools of the 20th century, showing that if in the context of one era and a general (non-classical) paradigm, Soviet psychological approaches - for example, the activity approach of A.N. Leontiev and the substitution of S.L. Rubinstein's individual-activity approach, have distanced and opposed each other, then from the present through transdisciplinary methodological optics they represent as a conceptual unity of the intellectual tradition of cultural-operational psychology (Sergienko, 2016). Herewith, not only the change in the optical perspective (from the “microscope” as a tendency of differentiation and demarcation within one era to the “telescope” as the search for the prospect of modern integration), but also the installations of communicative openness today create opportunities for coordinated actions of historical-genetic, historical and evolutionary, cultural-analytical, systemic-subjective, subjective-analytical and other approaches.

In other words, transdisciplinary methodological optics allows us to present the conceptual diversity and historical confrontation of domestic psychological schools (the cultural and historical concept of L.S. Vygotsky, the theory of activity of A.N. Leontiev and

the theory of activity of S.L. Rubenstein, the systematic approach of B.F. Lomov, subjectively-operational approach of A.V. Brushlinsky, the integrated approach of B.G. Ananyev, et al.) as a common intellectual heritage, which is not only assimilated by new generations of psychologists in the process of their professional education but also involves the selective design of approaches depending on the solution of current practical problems. This demonstrates the capabilities and limitations of various concepts, complemented by the perspectives of other concepts. According to E.A. Sergienko (2016), the historical-evolutionary approach of A.G. Asmolova, relying on synergetic and evolutionary epistemology, considering the issues of invariant and diversity in biological, social and mental systems development, not paying enough attention to the concept of “person”, which indicates the source of uniqueness, self-development and the generation of new meanings. A cultural-analytical approach to the study of the evolution of psychological knowledge, focusing on cultural factors, but overlooking the micro-architectonics of the development of individuality and subjectivity, deserves similar criticism. However, these research gaps fully reveal and complement the systemic-subjective (Sergienko, 2011) and subjective-analytical approaches (Znakov, 2015, 2017). The permissive possibilities of the transdisciplinary approach are also manifested in the comparison of multilevel phenomena. Thus, a methodological review of the study of the person's problem in modern psychology reveals a lack of psychological vocabulary, where, on the one hand, the terms “person” or “individual” in different approaches encompass qualitatively different psychological realities, and on the other hand, there is no consensual general psychological concept that describes a person with positions of his psychological maturity, integrity, and integrity (Gusel’tseva, 2018). In this situation, the concept of “identity” sometimes comes to the rescue, which today claims to be inter- and transdisciplinary status. Studying the characteristics of psychological development in a transitive society leads to a change in the research view - open to new experience and taking into account conflicting socio-cultural trends. Transdisciplinary methodological optics here reveals new perspectives for studying the changed identity of a person in connection with the key transformations of modernity, where the finished and established concepts often impede the ability to see a fundamentally new reality. In addition, the development of a transdisciplinary approach contributes to the advancement of psychology towards the humanitarian sciences, whereby the turn of the XX-XXI centuries an arsenal of diverse methodological strategies for the comprehensive study of man and his activities in a changing culture has been accumulated and continues to develop intensively (see, for example, Modern methodological strategies, 2014).

Conclusion

The fundamental importance of the transdisciplinary approach to the study of a person in a transitive society is based on the fact that such features of modern research reality as super complexity, uncertainty, fluidity, diversity, etc., encourage the development of a subtler, flexible and able to catch and integrate the multidimensionality of human being methodological toolkit. The evolution of the sociocultural and intellectual movements represented today is subject to the principle of displacement and mixing, forming complex dynamics (from linearity to multidimensionality, heterogeneity and layering; from stable trends to unpredictable shifts; from clear lines to subtle and tangled patterns). Establishing patterns within the framework of one or even several analytical perspectives, we could successfully extrapolate them in the absence of other trends. However, it is the presence of the latter, their interaction and hanging that surprise unexpected system properties, making the overall picture even more contradictory, unsteady and confusing. A constructive methodological way out of this state of affairs is combining perspectives in the conceptual framework of a transdisciplinary approach, which allows not only to detect but often to anticipate new qualities of the reality being studied. Thus, a wide range of cognitive practices, analytical constructs, methodologies and strategies open up for modern researchers. Interdisciplinarity acts as a phenomenon of mature modernism, often partially rely on methodological monism and include an implicit assumption of a pre-existing (or prevailing in a particular science) method. Multidisciplinarity is based on dialogism and methodological pluralism, and the necessary methods are most often constructed in the course of an ongoing study. Transdisciplinarity strengthens the aspects of knowledge fluidity and proceeds from the premise that the desired method is not only found but also continually modified under the influence of the configuration of contextually changing and developing processes and situations. Moreover, it is transdisciplinarity that creates and enhances the cognitive practice of a variety of epistemological paradigms (polyparadigmality), where the researcher spontaneously or arbitrarily and reflexively constructs his own methodological strategy.

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INTRODUCTION TO THE SPECIAL ISSUE ON THE PSYCHODYNAMIC DIAGNOSTIC MANUAL, 2ND EDITION (PDM-2): THE PDM: YESTERDAY, TODAY, TOMORROW[*]

Abstract

In this introductory essay, we review the development of the second edition of the Psychodynamic Diagnostic Manual. We place the first edition in historical context and note the main responses and critiques of professional colleagues to its publication. We then outline the developing process of this second, comprehensively revised edition. Finally, we preview the contributions to this Special Issue. Overall, we emphasize the Psychodynamic Diagnostic Manual's innovative diagnostic framework, designed to assess the depth as well as the surface of patients' emotional, cognitive, interpersonal, and social patterns and to foster in the field an integration between nomothetic understanding and the idiographic knowledge useful for case formulation and treatment planning.

Keywords: Psychodynamic Diagnostic Manual, diagnosis, clinical utility

There is, however, a pitfall here. Our diagnoses are very often made only after the event. They resemble the Scottish king's test for identifying witches that I read about in Victor Hugo. This king declared that he was in possession of an infallible method of recognizing a witch. He had the women stewed in a cauldron of boiling water and then tasted the broth. Afterwards, he was able to say: "That was a witch," or "No, that was not one." It is the same with us, except that we are the sufferers. —Sigmund Freud, New Introductory Lectures on Psycho-Analysis, standard edition (Freud, 1933, p. 155)

In 2006, when the first edition of the Psychodynamic Diagnostic Manual (PDM-1) was published, psychiatric nosology was going through a period of critical change. The latest versions of the *Diagnostic and Statistical Manual of* Mental Disorders (DSM) and the *International Classification of Diseases* (ICD) seemed not to meet the needs of clinicians, who sought to diagnose their individual patients in terms of their full range of mental functioning, not only via present versus absent symptomatic criteria. Focusing on the whole functioning of an individual, the first edition aspired to be truer to the original Greek meaning of diagnosis as a thorough knowing or knowing through – a taxonomy of people

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rather than a taxonomy of disorders. We soon realized that this approach, systematic and at the same time clinically articulated, was filling a gap. There was no other diagnostic manual with those features, and the need for them was great among both clinicians and clinical researchers.

Yesterday

Given the success of the first edition (in 2009, Paul Stepansky [Stepansky (2009)] called it a stunning success) and in response to feedback about its strengths and weaknesses, we gathered a large group of consultants and collaborators and got to work revising the original PDM to enhance its empirical rigour and clinical utility. We felt it was crucial for the international community to have a diagnostic manual that integrates the clinical knowledge of psychoanalysts with the expertise of empirical researchers and scholars in the areas of attachment, mentalization, child development, personality, and psychotherapy in dialogue with cognitive psychology and neuroscience.

The first edition of the Psychodynamic Diagnostic Manual was intended to be a best-effort, provisional document, a manual that its authors hoped would be improved by the critiques of colleagues once it reached its natural audience of interested clinicians and researchers. Stanley Greenspan, who first envisioned the project, wanted to keep the cost of the book low enough for students to afford it; accordingly, he chose to publish it as needed via the in-house resources of his organization, the Interdisciplinary Council on Developmental and Learning Disorders (ICDL). He was busy soliciting and receiving feedback about PDM-1 when he fell ill and died within four years of its publication.

Fortunately, his wife, Nancy Greenspan, who has been unfailingly supportive of the second edition of the PDM, protected the funds that came in each time a copy was ordered from the ICDL. The Steering Committee of PDM-1 had determined that all such income would be used for psychotherapeutically oriented research and teaching—a decision that remains in force for the Psychodynamic Diagnostic Manual*, 2nd Edition* (PDM-2). After Dr Greenspan's death and in light of the advanced age of most people on the PDM-1 Steering Committee, it looked for a while as if the endeavour would die. A sufficient number of professionals proved eager to move forward, however, that Vittorio Lingiardi was able to resuscitate the project from Sapienza University in Rome and start planning a second edition. His first step was to recruit as his associate the only surviving editor of PDM-1, Nancy McWilliams.

Despite the fact that such a decision would make PDM-2 more expensive than PDM-1, we decided to approach a respected commercial publisher with the project so that it would

be professionally copyedited and marketed. Because the PDM-1 was privately published by the ICDL, there were many communities that had never encountered it. (On the other hand, there were some places where it was well known; in New Zealand, e.g., treatment can be reimbursed by the government via a diagnosis from either the DSM, the ICD, or the PDM). We were fortunate that Guilford Publications was strongly interested and that Jim Nageotte became our editor.

There were several important critical reactions to PDM-1 that came to us despite the loss of Dr Greenspan's role in fielding such critiques. Those that were widely shared or seemed to us to have special merit led us to make significant changes in the manual. The most important was the addition of a psychotic level of personality organization, the expansion of the positive mental capacities described in the M Axis, the separation of the Child and Adolescent sections, the addition of a section on geriatric issues, the addition of specific clinician-friendly assessment tools, a more extensive discussion of the subjective experience of symptoms and the countertransference reactions of clinicians, and increased comparisons and contrasts between the PDM-2 and the ICD and DSM systems of classification. In several places, we gave more attention to the late Sidney Blatt's work on polarities of experience.

In addition, we wanted to make the PDM-2 a more extensively international project than the PDM-1 had been. To that end, we recruited contributors and advisers from a wider base than the first edition's. Our final list, although heavy on Italian and North American scholars, includes contributors from Argentina, Australia, Austria, Belgium, Canada, France, Germany, Greece, Iran, Israel, Italy, New Zealand, Norway, Sweden, Switzerland, Turkey, and the United Kingdom. All the PDM-1 sponsoring organizations (the American Psychoanalytic Association, the International Psychoanalytical Association, the Division of Psychoanalysis of the American Psychological Association, the American Academy of Psychoanalysis and Dynamic Psychiatry, and what is now the American Association for Psychoanalysis in Clinical Social Work) confirmed their willingness to endorse the PDM-2 project. We were able to double the number of sponsoring organizations with endorsements from the Association Européenne de Psychopathologie de l'Enfant et de l'Adolescent, the Confederation of Independent Psychoanalytic Societies, the International Association for Relational Psychoanalysis and Psychotherapy, the International Society of Adolescent Psychiatry and Psychology, and the Italian Group for the Advancement of Psychodynamic Diagnosis.

We appointed an Honorary Scientific Committee to advise us. We agreed that in the PDM-2, the empirical citations supporting the manual's approach should be referenced

throughout the article rather than, as in PDM-1, via separate articles by leading psychoanalytic researchers. Of possible interest to readers of this journal, we were inclined to make one change that did not pan out: Because we were hearing from non-psychoanalytically identified clinicians (professionals from cognitive-behavioural, emotion-focused, family systems, humanistic, and biological orientations) that the PDM-1 had been comprehensible and valuable to them, we considered renaming the book either the *Practitioner's Diagnostic Manual* or the *Psychological Diagnostic Manual*, thus emphasizing its effort to synthesize knowledge across orientations and disciplines. For reasons related to marketing an established brand, Guilford Publications opposed this idea.

The PDM-2 project would never have been achieved without Dr Greenspan's original vision; we find ourselves thinking of him as our Magellan. We want to acknowledge as well the late Robert Wallerstein, who acted as our primary consultant and Honorary Chair until his death in December 2014. One of his last letters to us restated his hopes for this edition and his wish that the PDM "will have an enduring life."

Today

We believe that the diagnostic process has no simple, easily applied formula (Lingiardi & McWilliams, 2015). In his *General Psychopathology*, Karl Jaspers (Jaspers, 1913) claims that "every diagnostic schema must remain a tiresome problem for the scientist" (*Alle Diagnosenschemata müssen für den Forscher eine Qual Bleiben*). In the original quote, the German word *qual* is used where "tiresome" has been translated here; *Qual* literally means torment, and, in fact, we think that for researchers and clinicians, a diagnosis should be, if not a torment, at list a tension. There is always a tension between the need to associate a patient with a general category and, at the same time, to specify the person's unique qualities — "the impossible science of the unique being," in the words of Roland Barthes (Barthes, 1980, p. 71). A useful diagnostic manual should maintain a healthy tension between the goals of capturing the complexity of clinical phenomena (functional understanding) and developing criteria that can be reliably judged and used in research (descriptive understanding).

The PDM-2 offers a diagnostic framework designed to examine the depth as well as the surface of the emotional, cognitive, interpersonal, and social patterns of patients. It fosters integration between nomothetic understanding and idiographic knowledge useful for case formulation and treatment planning, emphasizing individual variations as well as commonalities. It tries to revive Adolf Meyer's seminal vision of biopsychosocial psychiatry by bringing attention to the importance of diagnosis across the life cycle.

The PDM-2 is divided into age groups (adults, adolescents, children, infancy and early childhood, later life) and uses a multidimensional approach to capture the intricacies of the patient's overall functioning and ways of engaging in the therapeutic process. Each age range is characterized by three axes along which the clinician may conceptualize a patient: P Axis (personality syndromes), M Axis (profile of mental functioning), and S Axis (symptom patterns: The subjective experience). The multiaxial approach for the Infancy and Early Childhood section differs from the others because of the unique qualities of the first 3 years of life.

We are hoping that the PDM-2 can clear up some common misconceptions about a diagnosis. There has always been a more or less explicit conflict between research-oriented scholars and some in the psychoanalytic community. The PDM-1 has been criticized with the argument that virtually any use of categorization in relation to patients is desiccation of human experience (Hoffman, 2009). But we need a constructive way to bridge the gap between research and clinical work—a bridge that makes research more creative and ecologically valid and the clinician's challenge more grounded. We see this as the only way to make diagnosis meaningful (Eagle & Wolitzky, 2011).

Background to This Special Issue

Once the PDM-2 was published, we decided to launch it with a conference organized by Ruth Helein, the Division 39 Administrator, and Eleonora Piacentini, from Sapienza University in Rome and held in New York City in June 2017 at the New School for Social Research. To our surprise, the meeting sold out in the first 2 days it was advertised. It was a fine occasion to get together with researchers, psychiatrists, psychologists, psychotherapists, social workers, counsellors, students, and teachers. This convention enabled members of the scientific community to confer, but, perhaps more important, it allowed participants to revive the dialogue around diagnosis among people working in different fields and coming from different approaches. Contributors and commentators gave talks and participated in group discussions. It was on that occasion that it occurred to us to ask the editors of *Psychoanalytic Psychology* whether they would be interested in our overseeing a special issue of the journal, dedicated entirely to the PDM-2, that would collect and develop many of the contributions presented at the conference. We are grateful to Elliot Jurist and Christopher Christian for granting our request.

In this special issue, by placing the complex idiographic understanding of a person back at centre stage in the diagnostic process, our goal is to highlight what the PDM-2 can add to the current panorama of clinical research and applied clinical knowledge. We begin

with commentaries by both Kernberg (2018) and Frances (2018), who opened our launch conference in New York. Kernberg, who has defined the PDM-2 as “the most sophisticated presently available system we have for diagnosing individuals” (p. 294), focuses on its clinical importance; he discusses its contributions to the psychodynamically informed classification of both psychopathologies and the normal range of psychological organization as well its integration of multiple theoretical and clinical perspectives. Allen Frances discusses the PDM-2 in the context of its psychiatric history, especially the effects of certain recent trends on psychoanalytic understandings, observing that “the beauty of PDM-2 is its effort to add the texture and complexity that has been levelled away with the limited focus on surface symptoms” (p. 298). He also encouraged us to develop a pocket-sized manual, a mini-PDM, that would be more user friendly than the tome the PDM turned out to be.

The first article, by McWilliams, Grenyer, and Shedler (2018), focuses on the Adult Personality section (P Axis), which aims to capture clinically relevant personality constellations, from healthy personality styles to highly troubled versions of personality organization. They describe and give the rationale for changes from PDM-1 to PDM-2 and call attention to ongoing controversies in the field of personality diagnosis, in particular those involving the concept of psychotic level of personality organization and diagnostic complexities and uncertainties surrounding depressive, masochistic (self-defeating), passive-aggressive, schizotypal, hypomanic, and anxious personality patterns.

The next contribution, by Lingiardi, Colli, and Muzi (2018), explicates the use of the M Axis for a deeper understanding of the therapeutic alliance. The authors assess some capacities delineated in the manual’s M Axis because they pertain to both the patient’s and the therapist’s mental functioning. Using the Collaborative Interaction Scale-Revised (Colli, Gentile, Condino, & Lingiardi, 2017) as a lens through which to view the dynamics of the therapeutic alliance (in particular, its rupture and repair), the authors illustrate how specific M Axis capacities can be examined via this instrument. The article concludes with the transcript of a section of a clinical session analyzed via the Collaborative Interaction Scale-Revised.

The third paper, by Mundo, Persano, and Moore (2018), addresses the main innovations of the PDM-2 S Axis, the conceptualization of adult symptom patterns as they are experienced subjectively by patients and, not incidentally, by therapists. The authors make useful comparisons between the ICD-10, *DSM–5*, and PDM-2.

The next contribution, by Hilsenroth, Katz, and Tanzilli (2018), considers applications of the PDM-2 to the field of psychotherapy research, with a special focus on issues of personality (P Axis) and mental functioning (M Axis).

Speranza, Malberg, and Steele (2018) then explicate mental health and developmental disorders in infancy and early childhood per their eponymous chapter in the PDM-2. They illustrate the interplay between the evolution of developmental theories and early diagnoses and clinical formulations. Their article includes an illustrative case of an infant first described by Ernst Kris (1962) in a longitudinal study, later discussed by Sally Provence (1983) and now evaluated via the Infancy and Early Childhood Model of the PDM-2.

The PDM-2 developmental framework is further illuminated by Malone, Piacentini, and Speranza (2018), who discuss the diagnosis and clinical formulation relevant to the adolescent years. They include comprehensive assessments of two patients (one in early adolescence, one in late adolescence), following the PDM-2 approach to mental functioning (MA Axis), emerging personality patterns (PA Axis), and subjective experience of symptom patterns (SA Axis).

An approach to the assessment of the elderly patient is perhaps the most innovative contribution of the revised PDM. Since conceiving this addition, we have learned that it is the first general psychodiagnostic system to include special attention to the interactions between ageing and psychopathology. The PDM-2 perspective on later life is reviewed in the article by Del Corno and Kiosses (2018). The authors explore the complexities of such diagnostic assessment as it relates to mental functioning, personality patterns, and the evaluation of symptoms and their effects on the subjectivities of patients and clinicians.

Bornstein (2018) then examines how the PDM-2 can enhance case formulation, psychodynamic and otherwise. After describing the evolution of the major diagnostic systems, he discusses the role of diagnostic manuals in case formulation, emphasizing areas in which the PDM-2 may be more helpful than other taxonomies. Finally, he explains how the PDM-2 sets the stage for more rigorous multimethod psychological assessment that can enhance case conceptualization and facilitate treatment, and he makes suggestions for future work in this area.

Finally, Drescher and Fors (2018) present a case of a sexual minority patient treated by a sexual minority therapist. They use the clinical material to reflect on the benefits and limits of PDM-2's new section, "Psychological Conditions That May Require Clinical Attention," an appendix to the S Axis that addresses clinically significant subjective experiences of nonpathological populations who may seek help because of minority stress, internalized prejudice, and conditions of social disadvantage or oppression.

Jurist (2018) provides the concluding paper, an editorial comment on the PDM and the contents of this issue.

Tomorrow

A few weeks after the PDM-2 was published, Guilford Publications informed us of the need for a second printing. We are rapidly moving toward needing a third. In addition to being personally gratifying, such an initial response seems like prima facie evidence that there is great interest in, and perhaps a demonstrated need for, the approach to diagnosis and case formulation that the PDM has tried to represent. We have now received enough royalties to set up a committee to evaluate applications for grants for research and training from the PDM coffers. This is our next task.

At the same time, we are seeing progress in acquainting the international community with the value of the manual. The Italian translation was published in March 2018. As of this writing, Guilford Publications has signed contracts for translations of PDM-2 into Chinese, Korean, Polish, Russian, and Turkish and is in negotiations about translations in Dutch, French, Japanese, Norwegian, Spanish, and Swedish.

We hope this special issue will provide readers with a more in-depth journey into the world of the PDM-2, showing how it might be used in both clinical and research contexts. As teachers and supervisors, we realize every day how many young colleagues feel lost in a biomedical diagnostic world and how keenly they feel the lack of a more psychologically articulated system. Without the dynamic, relational, and intersubjective aspects of diagnosis, the process stops making sense and risks becoming routinized and corrupted by interests that compete with the aim of understanding for clinical purposes. This situation not only puts stress on clinicians' professional identity but also dims or distorts our ability to detect and describe patients' clinically salient characteristics and mental functioning, a distortion that can jeopardize the therapeutic relationship.

The PDM has been a labour of love. Future editions will have to depend on the love of tomorrow's clinicians, scholars, researchers, and theorists for the complexity it represents and for its insistence on valuing the whole person. We are pleased the PDM-2 has gotten off to a good start, and we are cheered by the fact that, via the manual's success, we can support relevant clinical education and we can underwrite future research that will, unlike many academic studies of short-term symptom reduction with only minimal clinical applicability to complex patients, be of genuine value to therapists.

In our opinion, a clinician engaged in a good diagnostic process (in terms of personality and mental functioning but also with respect to symptoms and/or problematic behaviours) is not like an entomologist who kills a butterfly to categorize it. Diagnosis is a dynamic process, in all senses. We hope we have captured that here.

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Dmitry LEONTIEV

THE PROBLEM AS A DEVELOPMENTAL RESOURCE

Abstract

The paper presents an attempt to treat psychological problems in their positive function, as a resource for personality development. Life at large may be treated as problem-solving. Conscious and satisfying living is not a problem-free one, but rather the living heading toward the 39 infantile problems toward profound existential and insoluble problems of an adult living which direct one's path of personal maturation. Any problem begins with a contradiction of two oppositions, and besides straightforward or compromise strategies of resolving the contradiction, an ultimate dialectical solution is also possible through ascending to a broader framework, scheme of things in which the initial contradiction dissolves, ceases to exist anymore. This way of solving the problem is the way of increased understanding and advanced personality development. The author has elaborated a specific group practice of working with participants' life problems based on the facilitation of experience processing. This Life Enhancement Work allows to identify inner barriers hampering the experience processing, and the participants become able to unveil the solution they have within themselves; the result is either transformation of the problem into a more mature one or its complete dissolution.

Keywords: psychological problems, difficulties, transformation of problem, dialectical logic.

The problem ultimately is a source of everything that orient us. We are used to broadly application of the word "problem" meaning everything undesirable. The expression "He has a problem." is used to refer that the person who is considered has some difficulties. This word usage is not totally appropriate; the differentiation of problem and task is defined (as it is said, a healthy person turns a problem to a task, and not healthy person vice versa) which is based, first of all, on the understanding that the problem consists of uncertainty, not-answered question when the task – challenge, containing a ready-made algorithm for the solution path. Transformation of the problem to the task means the removal of uncertainty, and together with question, the opposite transformation means complication of something, which is considered to be clear.

However, the problem is not necessarily something bad, which should be struggled

against, removed and solved. “The soul life of a cultural person is full of problems; without which it is even inconceivable” (10, p. 185). Jung considers the existence of a problem, hesitations, uncertainties typical for consciousness, and their absence - for unconscious (10, p. 186). “In the unconscious, there are no problems” (10, p. 187). Very often, the problem is a source of progress of essential processes of development.

The aim of this paper is positive analyses of the problem as a source of personal development, and also an attempt of dialectical explanation of mechanisms of that development and explanation of the authorial practice of life enhancement work based on those mechanisms.

The development as a qualitative dynamic of the problem: K. Popper (9) presents the problem as a starting point not only for any scientific research but also generally for life: “If desired we could describe life as a problem-solving process, and living organisms – as the only complexes in the Universe who can solve problems” (9, p. 82). The problem is defined through violation of expectation, also for animals (9, p. 13) and not necessarily it should be realized (9, p. 82). Popper describes three stages cycle of problem-solving in science and in animals’ behaviour: 1. The problem, 2. Solving attempts, 3. Elimination (exclusion) of unsuccessful problem-solving attempts. This cycle can be considered as something in between behaviourist trial and error model and feedback-based correction model in the physiology of activity of N. A. Bernstein. The essence of the cycle is the thesis about errors’ inevitability and about the key role of their identification and discarding. Further developing this scheme of application to scientific cognition, Popper at some moment adds 4 elements to it: new problems arising from the critical discussion of unsuccessful attempts (theories) (9, p.32). In other words, the problems are not solved; rather, they are transformed into new problems.

The existence of the problem by itself is inevitable as long as we are alive, and the personal development is connected not as much with the existence of those problems rather with their quality. A. Maslow characterized the self-actualization as a personal development connected with the transformation from neurological or infant, “not true” life problems to “true”, existential, inevitable, essences problems of a human being (13, p. 115), adding:” If you tell that you have a personal problem, I don’t know whether you mean “Good!” or “So pity” until I get to know you better”. Everything depends on its reasons” (13, p. 7). There are problems which cause regret. There are problems which cause envy.

Problem-solving – from formal to dialectical logic. The problem always occurs on two incompatible opposites of thesis and antithesis, in favour of each of them there are arguments. In formal logic approvals and rejections of the same thing, A and no-A, can’t be

correct at the same time. That is the problem. How to solve that problem? The extremes, really, are not optimal, and reasonable solution is always in between them (2). The principle of golden mean has an important role not only in antic European philosophy but also in Confucian philosophy and in life practice (3). The analyses of modern scientific research of the most complicated wisdom phenomena show that the main criteria of wisdom are to avoid extremes and to find some balance in between opposites (7).

However, Goethe has argued with Aristotle saying that it is wrong to consider that in between to opposites is the truth – actually in between them is the problem. The idea of compromise, golden mean, of course, is an important step but it doesn't have dialectic. The dialectical approach to the problem solving of opposites is different, and it is presented as more important and heuristic in the context of the work, first of all, with psychological problems. Famous determination provided by Hegel. In order to eliminate the incompatibility between the thesis and antithesis that formal logic contests, one must rise to a higher level of consideration, carry out a dialectical synthesis and bring to such a scheme of understanding at a higher level, within the framework of which opposition will disappear. This key position has a significant role in the development and clinical psychologies.

Many years ago, I proposed the classification method of conflict resolution in different spheres: artistic creativity, science creativity, social relationships and life enhancement, separating 4 types of strategies, in principle general for these 4 situations. 1. Ignorance – the problem is not noticed and not perceived. 2. Persistence – I see the problem, but I insist in my way of problem-solving. 3. Compromise – Finding options based on mutual concede. 4. Creative approach, which is based on a dialectical leap, on movement to the higher level of consideration and understanding in which the original contradiction doesn't exist anymore. The last one is described by Hegel as dialectical synthesis (4).

The classical model of applied system analysis of R. Ackoff consists well with this classification (1). Ackoff distinguishes 4 types of problem-solving with different effectiveness. The most effective is absolution, hoping that it would be solved itself. After that, there is an attempt to act in a usual way which in the best case brings to resolution. The third method is the development of an optimal solution, having given restrictions (solution). All of them don't change the structure or function of the system. The most effective way of solution, the 4th one is the conversion of the system, in which the problem has arisen or the environment which makes the dissolution of the problem. These 4 types are attached to the four types of conflict resolution strategies described above.

Life enhancement as an existential practice of understanding development.

It is the solution of problems that is the essence of my practical life enhancement

development which occurs at the intersection of existential psychotherapy, education, spiritual guidance, coaching and philosophical counselling (5,8,12).

Life enhancement work (LEW), successfully tested in 2005-2009, happens in small groups of 10 to 20-22 people, during three full days. The target of LEW is to solve the life problems raised by the participants. The problem can be any life uncertainty which troubles the participant for months or years, and obstacles his productive and prosperous life.

It is considered a manifestation of disagreement between the participant's picture of the world (worldview, belief system) and his life, existence-in-the-world (14). The work proceeds from the assumption that the world is unique and relatively recognizable, that it applies general laws, violation or ignorance of which causes problems, and that, if the LEW process is organized correctly in the group, the disagreements in the picture of the world of the group members can be eliminated, and some laws governing it, can be derived inductively or deductively with a unanimous consensus of the group members based exclusively on their personal experience; when the individual characteristics are taken out of the parentheses, and the individual situation is taken into account only in the most general terms.

Prerequisite, underlying the LEW, is the provision that the source of problems is the unprocessed or inadequately processed life experience due to the limited or false understanding of the laws and cause-and-effect relationships that make up the world. The content of the work is a dialogical clarification of the participant's problems with his understanding of the world and facilitation of processing of his "uncertain" life experience, which leads to changes in the world picture (it is hardly possible to come to these changes in other ways). "Only the client has a compass: (11, p. 268). As a result of these changes, the problem itself is also transformed, as we will discuss below.

The only axiom that participants are proposed to accept without evidence is the following: each person has some needs that he starves to satisfy. Everything else is deductively derived from this axiom; in particular, all problems are considered as a result of a person's desire to satisfy his needs. This statement is similar in its ascertaining part to the central thesis of classical Buddhism, which states that the desires of people are the cause of their suffering, although the problems and suffering are not identical. At the same time, if the normative conclusion, which in Buddhism, consists in recommending getting rid of desires, and with the suffering, then the existential position is different: neither desire, nor problem, nor even suffering are considered a priori undesirable. Problems are considered as the price for satisfying one's needs, and whether this price is excessive or adequate is ultimately determined by participants themselves. Often the fact that it is realized that the

problem is the price for something more significant leads to its solution - the problem ceases to be a problem.

The work begins with the participants presenting themselves and their problems, and is carried out with the problems of all participants in turn; moderator defines the operating procedure. At the same time, the problems of many participants will turn out closely interrelated; moreover, in each group reveals its own problematic dominant (usually not repeated in other groups), which, with some variations, is claimed by many participants (up to 50-60%).

The group members state their problem, after which, in order to clarify the problem, they answer the questions of the moderator at first and then of the other members. Rhetorical questions are not recommended; it is better to formulate them differently. Questions focus on the participant's view of the world, in the context of which he comprehends his problem, and on expanding these semantic frameworks by relying on the personal experience of the participant and other participants.

Detailed analysis of the problem situation is not required; more important is the participant's own experiences and his picture of the world, considered by the participants and moderator from the point of view of their world picture. It happens that a participant sketch only the general contours of the problem with separate details, refusing to go into details; this does not interfere with working with this problem. No member of the group, including the moderator, has the right to evaluate any judgment or decision as true or not true if this assessment is not drawn up by consensus of all members of the group. Not a single example from personal experience can be shared with other situations and other people; it can be considered in the best case as a special case of a general law in respect of which the group has reached consensus.

The result of LWR quite often is either the transformation of the problem into another one, or its disappearance, dissolution, or deconstruction. Indeed, the problem is constructed by the subject in the semantic context of a certain picture of the world; a new understanding leads to a change in the structure of the picture of the world (which is a sign of understanding, in contrast, to simply building up information), into which the old composition of the problem no longer fits. This sometimes happens in silent mode, without direct work on the problem. Often, participants whose problems have not been discussed before, by the end of the group refuse to discuss their problem, explaining that it doesn't exist anymore; it has been resolved or has disappeared. This is explained by the fact that the problems of the participants are only a reason for work, and its true target is a picture of the world of its participants, a movement towards a new understanding. We construct all our psychological

problems in the semantic context of a certain picture of the world. A new understanding and change in the picture of the world lead to a change in the general structure of our ideas about reality, into which the old construction of the problem no longer fits.

Earlier, I managed to identify and show that the expansion of understanding of the world is the only unique form in which the person is given his personal development (6). Unlike cognition, (the growth of new information without changing the structure of the world vision), the understanding may not be associated with the receipt of new information, but it is always a spasmodic change in structure, a restructuring of the picture of the world. And the development of understanding is that the transition from a problem of a lower level to problems of a higher level that move us, remaining in the form of questions that cannot be given ready-made answers. “Significant life problems are never resolved forever. If they once seem us to be solved, then this will only harm us. Apparently, the meaning and purpose of the existence of such problems are not to solve them, but to constantly work on them. This alone protects us from dullness and ossification” (10, p. 193). These questions themselves often propel us far more than the answers. Life enhancement work is direct work with understanding, through which it influences personal development.

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PSYCHOLOGICAL MANIFESTATIONS OF TRANSFORMING VALUE ORIENTATIONS IN THE SOCIAL BEHAVIOUR OF THE INDIVIDUAL

Abstract

In the context of the development of modern society, there is a growing interest in the value system of the individual, especially in a transformational society. It forms a kind of the internal core of human culture, thereby determining the line of his behaviour at levels of personality-group-society. Analysis of the research data of students of the Khachatur Abovian State Pedagogical University shows that in the ranking of values self-regulation, safety, favour is more pronounced. Some values in relation to each other are in dynamic conflict, and some are not conflicting pairs. Thus, in modern society, a change in the structure of students' values reflects social mobility in favour of personal well-being.

Keywords: transformation, personality - social group - society, value orientations, self-regulation.

In the context of the development of modern society, there is a growing interest in the value system of the individual, especially in a transformational society, which in psychology is defined as the selective attitude of a person to material and spiritual values, a system of beliefs and preferences expressed in his behaviour, ensuring stability, behaviour and personality activities.

In the study of a complex, dynamic, multi-level value system, we emphasize the psychological conditions that ensure the effectiveness of introducing innovative technologies in education and science at the levels of personality - social group - society.

Today in psychology, the problem of value-orientation mechanisms is actively studied, with most studies devoted to traditionally distinguished institutions of socialization — the family, reference peer group, educational institutions, and professional group (Belinskaja, Tihomandrickaja, 2003; Goodman, 2007).

As for the "measurement" of the contribution of various environmental influences (or agents of socialization) to the formation of a system of values, in modern socio-psychological knowledge, there is an acute lack of conceptual and functional models of such processes and mechanisms.

This gap is associated with the methodological monotony, which forms the basis of such studies. Thus, the methodological approaches that have dominated over the past decades to the problems of value orientations are connected, as a rule, with the study of the internal structure and hierarchy of values according to their relative, subjective significance. (Vardomackij, 1992; Rokeach, 1979). Another widely spread research area focuses on a comparative study of the values of representatives of various ethnic groups and cultures (Fogarty, White, 1994; Schwartz, Sagiv, 1995; Smith, Dugan, 1996). For these purposes, as a rule, methodologies are applied, which include the assessment and scaling of statements, as well as biographical methods. (Goodman, 2007).

In our reality, there is a change in the value orientations of people under the influence of various circumstances, including economic insecurity. Philosophers, sociologists, political scientists note that a new moral and ethical atmosphere is taking shape in the country, values are being re-evaluated, their creative rethinking is underway. After the “velvet revolution”, value orientations are gradually established in the public consciousness, reflecting the desire of modern man for leadership, success, power over others, etc. This is particularly pronounced in the youth, student environment, as well as in novice researchers. Currently, there are two main trends in the study of value orientations: the first is the desire to create generalized theories of the structure and functioning of value regulators of personal behaviour. The second is the study of value orientations acquires an applied, character. Value orientations form a kind of the internal core of human culture, thereby determining the line of his behaviour. Value orientations have two major qualities: high stability and variability, is an expression of a measure of dynamism and openness of society, its groups and individuals. Therefore, value orientations reflect at the same time, the individual and social character of human activity, on the basis of which his needs are met in various fields [5].

The theoretical analysis allowed us to identify 5 functions of value orientations: goal-setting, evaluation, motivation, self-regulation, and control.

1. The function of goal setting. Value orientations as one of the mechanisms of goal-setting orient people among the objects of the natural and social world, creating an orderly and meaningful picture of the world. They provide a basis for choosing from among the available alternatives goals and means, for the order of preferences, evaluating and selecting these alternatives, defining “boundaries of action”, i.e. not only regulate but also direct these actions [4].

2. Evaluation function. Evaluation function causes a certain emotional attitude of the individual to different aspects and phenomena of life-based on personal experience. The value-oriented assessment enriches the ideas and concepts of students about people and about themselves, gives them the opportunity to compare their moral, labour, aesthetic and other

qualities with the requirements of society. Consequently, the evaluation function acts as the supreme control body for the regulation of all stimulators of human activity, determining acceptable methods for their implementation.

3. Motivational function. Values acquire the qualities of real motives and sources of meaningfulness of being, leading to the growth and improvement of the individual in the process of their own consistent development [2, p.49-58]. K.A. Albuhanova-Slavskaya and A.V. Brushlinsky describe the role of semantic representations in the organization of the system of value orientations, which manifests itself in the following functions: acceptance (or denial) and realization of certain values; strengthening (or reducing) their significance; retention (or loss) of these values in time [1, p.219-221].

4. The function of self-regulation in the value orientations of the individual covers all levels of the system of motivators of human activity. The specificity of the action of value orientations is that they function not only as ways to rationalize behaviour, their action extends not only to higher structures of consciousness but also to those that are usually referred to as subconscious structures. They determine the direction of the will, attention and intelligence. [3, p.20]. Value orientations provide self-regulation of human activity, which consists in his ability to consciously solve the tasks before him, to exercise free choice of actions, to assert certain socio-moral values as his activity [ibid, p. 16].

5. The controlling function that monitors the levels of development of value orientations by the individual in the specific socio-cultural conditions of the development of society.

Summarizing and analyzing the theoretical approaches to the study of value orientations in the methodological basis of our research, we emphasized the “theory of universal content and structure of values” proposed by S. Schwartz and W. Bilski [6]. Within the framework of the proposed approach, values are considered as beliefs or concepts (associated with an extra-operative desired end state or human behaviour) that perform the function of controlling the selection and or evaluation of a course of conduct. The concept of S. Schwarz at the heart of any value orientation is based on desired, extra-operative goals, differing in degree of significance and impelling a person to action. The system of such goals is a specific motivational type. On the basis of philosophical and cultural analysis, the results of psychological studies of the value sphere of a person, literature, the author identifies 10 types of value orientation, or motivational types, which form a hierarchy depending on personal significance. The allocation of motivational types is based on the statement that there are universal human needs; therefore, S. Schwartz considers the proposed value orientations as general cultural and existing in different social groups. The author identifies three groups of universal human needs: 1) biological needs of a person, 2) the need for social interaction and management of this interaction, 3) needs related to the functioning and

survival of the group. These universal needs are considered by a person or a group of people as specific goals that explain, coordinate and rationalize behaviour. In various combinations, they are present in all 10 motivational types identified by S. Schwarz. Existing individual differences in the preferences of a particular value orientation are associated with a unique combination of needs, temperament and social experience of each individual person. For the study of students' value orientations, a Schwartz value questionnaire was used, in which 89 students of Kachatur Abovian Armenian State Pedagogical University participated.

Analysis of students' values shows that in the first place is the value orientation of self-regulation / average value - 3.02 /, which shows self-confidence, openness to new experience, interaction, influences, expresses individual freedom of thought and behaviour, choice. The high importance of self-regulation is very characteristic of a modern student who seeks to stand out, act independently, become self-confident. The second place for students at the level of normative ideals is safety / average value - 2.76 /; the third place is favour/ average value - 2.72 /. According to Schwartz's theory, these two values also have a group orientation. The latter demonstrates an ethical position in maintaining close and positive relations with people around them, their well-being, as well as security, which are reflected in all relationships at the levels of personality - social group - society. Achievement for students at the level of personal preferences is at the 2nd place and at the 9th place - at the level of normative values.

Some values in relation to each other, are in dynamic conflict. For example, self-regulation and stimulation are on one side, and traditions, power, and universalism are on the other. Self-regulation and achievement contradict equality, tradition and security since there is a certain opposition between the independent views and actions of the individual and the preservation of traditions that is inherent in the modern generation. Universal human values and benevolence are contrary to power and achievement, since the acceptance of other people, groups equal and a friendly attitude towards their well-being are poorly combined with the achievement of their own goals and the superiority of power. The data show that some value orientations of students are the following, not contradictory pairs:

- Achievements and hedonism are associated with pleasure, self-confidence, sensual focus on yourself and the desire to get as much pleasure as possible.
- Hedonism and stimulation are combined with the desire to get a pleasant feeling
- Stimulation and self-regulation contain the desire for the development and dynamics of the individual.

Thus, in modern society, a change in the structure of students' values reflects social mobility in favour of personal well-being, rather than social interests and collectivism.

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A PERSPECTIVE VIEW OF CREATING A SCHOOL OF THOUGHT FOR TRANSCENDENTAL PSYCHOLOGY IN ARMENIA

Abstract

The article shows a difference between the transcendental approach to the study of psychic phenomena from the methodologies dominating contemporary psychology. A possibility is shown in this context of establishing an indigenous school of transcendental psychology in Armenia.

Keywords: psyche, methodology, metaphysics, transcendental psychology, psychological school.

The development of science is intensified if it is actuated within a particular school of scientific thought. It is stipulated by the fact that the scientific trend determining the content of the school of thought will facilitate the association of adherents providing multiple augmentations of their creative potential, promoting a manifold aspect of the subject under study as well as introducing its own original image upon the International scene of Psychological Science.

The opportunity for creating a national or autonomous psychological school in Armenia came about in the late 80s of the previous century but had not been realized. This opportunity, however, is feasible to date. What is meant is the psychological concept by A.I. Mirakian, presently designated as “Transcendental Psychology”. We shall attempt here to reconstruct the course of history and to disclose the premises for the emergence of a new paradigm in psychology.

Initiation of Transcendental Psychology can be dated in 1987 when a doctoral thesis by A.I. Mirakian titled “The Constancy and Polyfunctionality of Perception” was sustained at the Psychological Institute of the Russian Educational Academy (Moscow) [3].

This work for the first time offers a methodology of a non-physical (transcendental) approach to the study of the generative process of perception and its underlying principles: What was then the need to transition to the new paradigm? Traditional psychology of perception has been leaning upon classical rationality [10] and has been aimed at resolving the question: “What is the way man perceives (reflects) the environment? This seemingly natural postulate will prompt the following premises of research:

- There exist the subject and the surrounding world. They interact.
- The world and the objects that it contains do not depend upon the subject.
- The objects possess multiple features within every modality of perception, which objects are similarly independent upon the subject perceiving them. The perception may introduce distortion; however, distortion may be done objectively to objects' properties independent of man.
- An object is simultaneously in possession of multiple properties, but their simultaneous scrutiny is impossible.

The quoted research premises for the process of perception looked quite natural and were postulated with no theoretical analysis or empirical argumentation.

The gradual emergence of classical rationality resulted, since the early 20th century to date, in recognizing the need to include the mediating links into the ratio of the "object-subject" classical rationality in order to make the research complete, integral and objective. Those innovations have been implemented at diverse research levels of the perception process: the physical (instruments, research situation and environment), the physiological (physiological and chemical processes within the nervous system, neuronic networks and individual neurons as sensing units), the psychological (subjective features of personality). Meanwhile, this entire progress in perception research retains the extreme componential correlations of classical and non-classical rationality, i.e. "object" and "subject", hence retaining therewith all the four postulates quoted above. Thus, the perception psychology has developed in a way excluding the discovery of the universal principles of explication, that could integrate the endlessly variable patterns of research findings, whereby each one psychological theory of perception was ineffectively substituted by another. What has been presented so far, besides psychology of perception, is related to psychology as a whole? That is precisely the reason why V.M. Alahverdov saw the reason of this situation in that "all psychic concepts so far created contain some common defect. Therefore, it is expedient to find some common entity that is contained in all psychological concepts, and to try to reject it" [1, p. 11]

Along the way to rethink the problem of psychic reflection, A.I. Mirakian (1987) studied the arguments restricting the potential of its research, coming to the conclusion that those arguments are deeply rooted in the empirical reasoning of man, functioning within the realm of the products (phenomena) of psychic reflection. Those phenomena just determine the discrete character of the object and the subject, relevant to both classical and non-classical mentality. It is this mentality that enables determining only the type of relationships between the psychic phenomena without admitting penetration into the unconscious process of their

generation to uncover the principles of those relationships.

This gives rise to a significant methodological problem of overcoming the constraint of the product-related approach that in turn leads to the need of both undertaking a philosophical analysis and forming an image of the world implementing the principles enabling the existence of psychic reality. This type of analysis, as we have pointed out in [15, c.11], has to start with a question “What should be the structure of the world that (in the course of evolution) could generate psyche? This question is based on several axioms:

1. The material world precedes the emergence of the psyche;

2. the world (in its entirety) and the principles of its development are not given to us directly (inference: therefore, their relevant presentations can be obtained through philosophical reasoning related to a specific section of philosophy, metaphysics, which includes the metaphysics of reality or ontology;

3. the principles of generating the new entities are everlasting and unchanged; what is relative is our empiric ideas about them (inference: therefore, they existed at the start of evolution and are active to date, implicitly and multifacetedly showing up and acquiring specific characteristics in structurally and procedurally organizing the physical, biological and physiological mechanisms of the organs of perception, as well as in the relevant products of psychic reflection).

The presented systems of postulates are quite differing, for they describe very different images of the world, differing realities, therefore, the theoretical structures based upon them (methodologies, theories, concepts, etc.) will indeed be related to different paradigms having dissimilar methodological recourses for interpreting the same psychological phenomena (what is reminiscent of the transition from the mechanics of classical physics to quantum mechanics).

Thus, A.I. Mirakian’s suggestion is to study the principles of perception not through its phenomena given to us in experience, as accepted in modern psychology, but, having completed a speculative transition into the transcendental, supersensory domain of the perception process, using the a priori concepts, in order to try and determine the principles of the generative process of perception. That is why A.I. Mirakian will start his methodological research from the new and somewhat unusual image of the world. Characterizing this image of the world, A.I. Mirakian wrote: “with regard to the as yet non-completed act of reflection (not yet realized potential of reflection) our adopted infinite variety of material forms of matter is posing in a non-dismembered, integral form, as some homogeneity of globality. The notion of globality is introduced to indicate non-reflection and to point out a restricted potential of reflection with regard to what is reflected. The objects and their features as psychic shapes,

according to the logic of reflection process as shape generation, have yet to come to be, to take a form, i.e. to be generated in the process of reflection (text emphasized by the author – R.N.), that can be interpreted as a process of regulating the globality, which process is aimed at retaining the shape and the functioning adequacy of a living system in the environment [4 c. 39-40].The quoted citation yields several important inferences that are affecting our world image. Firstly, in reality, related to the transcendental domain of “the as yet unrealized potential of reflection”, i.e. in reality existing prior to reflection, there exist no objects or their properties, but instead there exist material shapes constituting the non-dismembered globality. Secondly, objects and their properties emerge as the products of the process of shape generation, i.e. already as psychic phenomena, thus demonstrating that the reality, perceived and recognized by man is nothing else but images generated by himself, experiences, views, etc. Thirdly, it is to be noted that what is on is not reflection, but rather shape generation, thus emphasizing the idea of generating something new, having no similarity (analogue, copy, conformity, or, by no means, identity with “the reflected”, thus eliminating the problem of reflecting the reality.

It is becoming clear from what has been presented, that a completely new approach has been suggested to the methodology of psychic research, which approach cannot be inscribed into the framework of the existing methodologies. Without going into detail of theoretical constructs of the transcendental method, it can be noted that its fundamentals have been attested by extensive experimentation [16].

Working and residing in Moscow, A.I. Mirakian maintained permanent links with Armenia and the Armenian psychologists. In the late 80s, he arrived in Yerevan to organize his own school, but unfortunately, it could not be done. He returned to Moscow, where he was laid to rest in 1995.

Nonetheless, the concept of A.I. Mirakian was continued by the author of these lines and G.S. Esayan. Eventually there followed some publications on Transcendental Psychology [6], [7], [8], [11], [12], [13], [14], [15]; a Collection of articles by the Armenian and Russian psychologists has also been published in Yerevan: “The Psychology of Perception: a Transcendental View [17]; a doctoral thesis was sustained titled: “A Metaphysical Approach to the Methodology of Studying the Psychic Reflection of Reality” [9], substantiating for the first time that the fundamental principle of transcendental psychology is Metaphysics within the Aristotelian conception. Further on, G.S. Esayan sustained under our guidance a candidate thesis “The Contribution by A.I. Mirakian to the Development of the Concept of Psychic Reflection” [2]. It can thus be considered that a theoretical basis has been created in Armenia for developing this trend in Psychology. However, there is still a lot to be done. A

textbook has yet to be written on Transcendental Psychology, and international conferences have to be convened on the problems of Philosophy of Psychology, work is to be done with the scientific personnel, applications to be extended of the ideas of Transcendental Psychology, etc., which will no doubt demand extensive organizing activities, financial investments, as well as the involvement of young enthusiastic psychologists (and not only psychologists), endowed with the philosophic and psychological make-up of mind. An essential moment of Transcendental Psychology is the establishment of International links with the concerned psychological communities.

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SECTION 2.

PEDAGOGY

(EDUCATIONAL SCIENCES)

UDC 37.013.8

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PEDAGOGICAL COMPATIBILITY AS A CONTEMPORARY PROBLEM

Abstract

One of the main problems of contemporary pedagogy is the necessity to consider pedagogical compatibility from a valeological point of view.

It dictates to study the problem of interaction between the teacher and the learner, affect one another's physical and psychological health and maintaining one another's health in the pedagogical process.The article is based on the results of our questionnaire surveys, conversations among teachers, students, and their parents.

The surveys revealed that in some schools still persists the teacher's authoritarianism and intolerance towards pupils. While organizing the pedagogical process, only a small part of teachers emphasized the health requirements of the lesson, most of them did not pay attention to the problem of pedagogical compatibility, in particular, the process of interaction between the student and teacher was not considered from the point of view of the health of both. However, the majority of teachers realize that the quality of their pupils' education, the effectiveness of their work, the motivation of children towards education, ensuring of their creativity and safety at school largely depends on it.

Thus, the question was raised that in the processes of professional education and advanced training of teachers to seriously discuss this problem and provide relevant pieces of knowledge and competencies to the beneficiaries. All of this has prompted the need to enrich the theory of the term "Pedagogical compatibility" and develop a methodological system for its practical implementation. The article defines the essence of the new term "Pedagogical compatibility for health protection". The principles, methods, the pedagogical conditions necessary for its implementation, the model of competences the teacher needs in this field are presented.

Keywords: pedagogical compatibility, principles, methods, competencies of pedagogical compatibility implementation.

Introduction

One of the main problems of contemporary pedagogy is the organization of health education, the appropriate educational environment, and the maintenance of mutual health

in the process of teacher-student interaction.

In this context, it is important to study how the teacher's personality and work style influences the learners' health, on the teacher-pupil relationship, on school environment and on atmosphere formation; how students' behaviours affect teacher's health and well-being; whether the teacher is willing and able to eliminate the tension of interpersonal relations, etc. In other words, there is a need to study the issue of pedagogical compatibility in the context of health [1,105-115]. It is important to note that over the centuries, throughout the history of the Armenian people, all prominent Armenian educators have addressed the issues of teacher health. In this regard, it is worth mentioning the opinion of the Armenian Diaspora pedagogue of the mid-20th century B. Minasyan, who has been involved in a wide range of educational activities in a number of Armenian communities. He links the teacher's health to having a healthy generation. He said that it is unforgivable to overlook the health of the teacher, also talked about the issues of his overwork and low pay. Considering the teaching field as one of the most difficult and consuming for human health, he demands that the teacher's work be valued properly; improve his social conditions; "ensure the teachers' working period, both old age. "Teachers' special health care has the right to exist because they operate and live in very unfavourable conditions, and if we compare their death to other people's deaths, we can absolutely confirm that teacher deaths from tuberculosis, brain disease and neurasthenia are very high. In addition, teachers are subject to greater degree of the throat and eye diseases, mental and physical deficits, as a result of their profession" [2, 217-218]. "If we want to have a healthy Armenian generation, first of all, we have to worry about the teacher's situation. The Armenian teacher is in a difficult situation both economically and educationally. What do you expect him to give you?" [2, 220]. These thoughts voiced a century ago, are still relevant today.

Our surveys among the teachers showed that the main part of them are overworked today, prone to stereotypical behaviour, are adapted to the situation and do not any longer seek to get out of unfavourable situations. This is certainly a troublesome phenomenon, since long-lasting frustration, "typical to the teacher's activity, may result in the change of his/her personality" [3, 235]. Hence, the teacher, who is physically and psychologically "unhealthy", threatens the pupils' health, on the one hand, but, on the other hand, the "unhealthy" pupil is also "dangerous" for the teacher's health. The pupil does not "obey" psychological influences, defined rules, and if the teacher is not flexible, does not recognize, accept his/her pupil the way he/she is, conflicts arise inevitably and bring stresses to both sides.

All of this also dictates that it is necessary to observe all the phenomena by which

pupil's and teacher's physical and psychological health is considerably conditioned.

The issue of pedagogical compatibility has been studied by a number of scholars. In particular, with this problem have dealt Russian scholars O.V. Kondratyeva, N. N Obozov, A. L Zhuravlyov, Yu. A. Baluyeva, American psychologist K.E Izard, W. Schutz, Maria Pavles Korres and others. Maria Pavles Korres classified the types of pedagogical compatibility between teacher and learners. highlighted the “social, cultural, linguistic, physical, ethnic nature of pedagogical compatibility”. [12]. We would add two more types of compatibility: the psychological and the valeological. Some scholars have outlined the principles that make pedagogical compatibility possible in the teacher-student interaction process. There are emphasized principles of “friendliness, responsibility and mutual principles”. Self-esteem and tension are characterized as mechanisms that govern the interpersonal relationship between learner and teacher. "Teacher-student relationships during a pedagogical activity largely depend on the self-esteem of the two and can only be disturbed by tension” [13].

In our opinion, such obstacles can be overcome if the teacher, especially in the classroom, is able to create an atmosphere and relationships where all children feel safe and secure. On the other hand, he will be able to reduce his own tension and put into effect his self-regulation mechanisms. The teacher must be able to express his/her feelings without hesitation, to prevent or resolve conflicts, to balance and control speech and actions, to be direct and sincere with children, to feel the power of his or her pedagogical influence. Some scholars rightly find that an important element is teachers perception. Its “the absence turns the teacher's actions into a stamp, which directly affects on her/his pedagogical activities, speech, language, the rhythm of life, and the daily regime, which is fraught with the risk of losing contact with students and colleagues” [13].

N.N. Obozov raises the problem of the importance of compatibility and coordination of the pedagogical interaction. “In this case, compatibility is seen as an effect of individual co-operation and compliance” [4, 26].

In psycho-pedagogical literature, Russian psychologists approach the classification of compatibility from a structural, functional and adaptive point of view [4, 20]. Compatibility is viewed from the perspective of group training and psychological adjustment. Already is studied the influence of pedagogical communication styles on learner mental activity, the rate and level of intellectual development, personal and professional growth, the proportion of subject interaction features, and effectiveness of educational collaboration and its impact on learning [5, 6, 16]. A typology of learners and educators has been developed based on the concept of “adaptation” [16].

O.V. Kondrateva considers that the psychological types of the teacher's personality

are a condition for the development of the style of his professional activity [6]. Alahverdova has found that the impact of the compatibility of individuals' action, role and value characteristics depends on the nature of the problem posed to the study group [5] etc. In all of these studies, while it is noted that the phenomenon of compatibility is crucial for enhancing group performance, self-efficacy and group work, there is a lack of theoretical and practical development of teacher-student interoperability in different degrees of learning. American social psychologists view compatibility in the context of behavioural and behavioural approaches. In this respect, it is worth mentioning V. Shutsin, [7, 70], whose demand-line directions are presented in the theory of Personal relations" and K. Izard's approach which found its expression in the theory of “interpersonal attraction” [8,58].

The purpose of this article is: to enrich the theory of the term “pedagogical compatibility” and develop a methodological system for its practical implementation. To achieve this, we have developed the content of the new term “Pedagogical compatibility for health protection”, its implementation principles, methods, pedagogical conditions, teacher competencies.

Materials and methods

To accomplish the goals and objectives of this article, we used analytical-comparative method of pedagogical-psychological analysis of the literature.

We also studied the works of Armenian, Russian and American scholars and online materials on the issues under discussion. In the questionnaire survey participated 600 high school teachers, students and their parents, and 80 teachers were interviewed.

12 math and social science classes in 5 high schools were reviewed to find out the nature and type of pedagogical compatibility; the level and quality of the educational environment, particularly the valeological requirements of the class, the availability of learners' safety and security, the existence of the student-teacher interaction health consciousness: On the basis of all this, it was possible to identify the phenomenon of teacher and student influence on one another's health. We have called the term “Pedagogical compatibility for health protection”.

Pedagogical compatibility for health protection is:

- ✓ The psychological, mental, moral and physical harmony between the teacher and the pupil (the subjects of pedagogical activity), the consciousness and readiness to preserve and to care for mutual health, to interact positively on it, as well as it is the complex of the abilities to cooperate on all issues, to make initiatives and joint efforts.
- ✓ The presence of mutual acceptance, understanding, support, positive inclination

and tolerant behaviour, as well as the mutual knowledge of the goals, values and respect for them. The ability to overcome the problems concerned with school and everyday life, psychological barriers, to solve the risen conflicts together and immediately, to react properly to the new and unexpected situations and to make non-standard but effective joint decisions.

- ✓ The teacher's consciousness and ability to be the child's friend and protector in all situations.
- ✓ The conviction that helping each other and cooperating is a necessity, it is profitable for both of them, and it is the guarantee of their personality development.

The absence of Pedagogical Compatibility may:

- Cause a tense atmosphere in the teacher-pupil relationship, and as a result of which the two sides of the pedagogical process do not feel comfortable and protected, their health is disrupted.
- Weaken the influence of pedagogical activity and lower the level and the quality of pupils' educational, cognitive activity.
- Cause indifference among pupils, loss of interest and motivation towards a certain subject or education in general, even a desire to leave school.
- Cause lack of confidence among teachers towards their own professional skills, even a desire to leave the class or school.

The reasons for Pedagogical incompatibility for health protection may be the following:

- Teacher's emotional consumption.
- Stresses caused by both sides.
- Stresses in the professional field.
- Conflicts with classmates and teachers at school.
- Teacher's disability to solve pedagogical conflicts.
- Lack of teacher's professional competences (as a result of which he/she is not able to prevent, alleviate or solve undesirable phenomena and situations).
- Not accepting, not respecting each other (which results in conflicts, bilateral neuroses, stresses, inappropriate behaviour).
- The absence of learner's self-acceptance (which brings suffering from the thought of not being accepted the way he/she is), etc.

Pedagogical compatibility for health protection will be implemented if the teacher follows these principles of:

- Child's high-value and the consciousness that childhood is unique.
- Child's integrity and providing distinctiveness.

- Accepting the priority of personality development.
- Dialogue character of pedagogical process and providing subjectivity.
- Pedagogical process focused on healthcare, emotions and values.

The methods to implement Pedagogical compatibility for health protection are the following: personal example, explaining, convincing, talking, substantiating, creating pedagogical situations, the group of cooperative, interactive, dialogue methods of psychological analysis and therapy that bring self-cognition and self-regulation, as well as health technologies / O. S. Gasman, [9], [10]. V. F. Bazarni [11], [14]. etc.

Pedagogical conditions that lead to Pedagogical compatibility for health protection are:

1. adopting the principle of the mutual understanding of values in general health subjects of the pedagogical process;
2. striving for succeeding together;
- recognizing, understanding and supporting the child;
- making reasonable compromises;
- maintaining self-control and self-regulation;
- avoiding emotional tension and mutual fear;
- enjoying joint activity;
- making a correct choice and an adequate decision in different situations;
- maintaining a Teacher's high reputation among the pupils;
- supporting a Pupil's desire to cooperate;
3. developing pedagogical activities through dialogue-based formats;
4. mutual understanding of anxieties, fears, verbal and non-verbal signs (gestures, facial expression);
5. mutual tolerance and empathy;
6. maintaining a Teacher's high level of self-cognition and self-regulation, as well as providing pedagogical support to the child so that the latter also reaches the same;
7. defining the forms of effective pedagogical influence, diagnosing the condition of the educational environment and foreseeing, predicting possible consequences, which are all carried out by the teacher;
8. exercising a Teacher’s ability to stay away from stresses (adapting to the co-author role in the child development process, the consciousness that it is necessary to share his/her “own power” with the child, the knowledge of psychoanalytic, psychotherapeutic methods and the ability to implement them);
9. accepting possible negative tendencies in the child development process;

10. A Teacher’s consciousness about the necessity to constantly develop a professional culture of thinking and readiness (information about a child is a continuously developing, newly created, and consistently complementing material);
11. maintaining the atmosphere of mutual help, trust, cooperation and security;
12. creating conditions for mutual freedom, physical and psychological security, as well as for the defence of the rights;
13. organizing the child's involvement in mass activities, listening and responding to the child's voice, opinion (the issues about the child’s life, according to his/her age);
14. building a pedagogical process on the basis of reciprocal comprehending and respect;
15. maintaining teacher's restraint, dignity, authority and balance in all situations;
16. bringing forward reasonable demands according to the pupil's abilities;
17. excluding the methods which humiliate human dignity [3, 115-124].

Results

As a result of the analysis of pedagogical and psychological literature, studies among teachers, students and their parents it was possible to elaborate on the essence of the term “pedagogical compatibility for health protection”, the principles of pedagogical compatibility for health protection, the methods, pedagogical conditions necessary for their implementation, state the reasons for pedagogical incompatibility. The conversations with teachers revealed that health-protecting pedagogical compatibility could be implemented:

(a) if the teacher and the student have appropriate competences;

(b) only in the context of interactive pedagogical activities;

c) if the teacher adheres to the ideas and principles of humanistic pedagogy;

d) when the teacher is able to create an appropriate educational environment,

an environment where there is a system of transparent targets, joint exploration of the issues between the teacher and the student, where mutual respect for each other's rights and freedoms are respected.

The dialogue should take place at all levels of value, purpose, content process. In such an environment the needs of the learner to interact with his / her peers through multiple connections and to be able to appear in his / her community are met; They make it possible to accept the influence of the teacher and motivate him to cooperate with the teacher [15,248].

The analysis of lectures, interviews with professionals and stakeholder surveys allowed us to also characterize and model the competencies needed by the teacher to implement Pedagogical Compatibility for health protection.

The teacher who has competences to implement pedagogical compatibility for health protection is:

Tolerant, this skill is particularly necessary for the teacher. As the children are different, the attitude towards them may also be different. Yet, this attitude must be principally identical: patient, tactful, respectful. Sometimes even own negative feelings should be disguised. Being tolerant does not mean to be generous, all-forgiving, unprincipled or indifferent towards shortcomings, arrogance, cynicism, cheating, betrayal. It does not exclude teacher's demands, complaint and anger. It just requires the discreet expression of them, keeping their own dignity in all situations and loving pupils in all cases.

Nowadays, the term Frustration tolerance is also being used, the manifestation of which is conditioned by the following factors:

a. Presence of goodwill (being focused, organized, discreet, obstinate, decisive, self-restraint, patient) and strong-willed self-control,
b. The flexibility of thinking and behaviour,
c. Communicative skills,
d. Absence of fear towards children,
e. Absence of emotional tension, irritation, indiscretion, imbalance,
f. Enjoying your own activity, workability and moderate tiredness.

Ready for dialogue cooperation. This means that the participants of the pedagogical process (teacher, pupil) accept each other as partners. All the problems, especially those regarding child's life, are solved through dialogues and by getting adjusted to each other, by respecting each other's opinions, taking them into account, as well as by helping each other.

Teacher's excellence is expressed by those questions he/she rises that the child anticipated, yet not always realized, as well as by the way how he/ she is able to formulate the questions the pupil is interested in so that the dialogue between them becomes possible.

By creating an area for dialogue, the teacher admits pedagogical realism, i. e. the unpredictability, uncontrollability of pedagogical process and the endlessness of the child development process. The teacher always seeks ways of communication with a particular child. The teacher never hides his/ her intentions about the children and also learns lessons for himself/herself from any incident or situation.

Transcendental. (knowledge about the own “I”), the reflection of the consciousness to be a source of information for others and to become someone's interlocutor. The teacher

realizes that it is necessary not only for him/her but also for others to enrich oneself morally, aesthetically, ethically, spiritually and psychologically because this helps to overcome the “Selfish I”. The teacher always improves himself/herself, is always in search and obsessed with the job. It is important for him/her not to glow with multiple skills in front of the pupils but to get new knowledge in order to be able to help the children to solve their problems together.

Coincident skill. readiness to cooperate and to reach an agreement, knowledge about and implementation of own social roles and functions, being open to the interlocutor, a principled position not to hide anything, self-recognition, self-regulation, understanding own psychological processes, never hiding real feelings, all-knowing, above reproach, the presence of the proficiency not to seem an important person and the conviction that “The children rapidly differentiate which teacher loves them really and which one pretends.”

Constructive behaviour. experience to overcome contradictions, to solve the conflicts on a constructive, free of violence basis, understanding the peculiarity and diversity of internal and external, invisible and visible conflicts that are conditioned by some children’s development particularities, by the type of school subject, as well as by cooperation situations among one another, teachers, parents and themselves.

Is ready for joint activity. has the experience to cooperate with others and to solve the problems together, is able to infect children with his/ her values, to choose common goals and concepts, to accept each other and to create an internal positive attitude towards each other. Joint activity is defined for the teacher not by the person's group status but by the desire and ability to make joint efforts, to participate in cooperative work, to perceive own life in the context of “common life”, to work in a team and cooperate, as well as by the quality to accept oneself as a part of all.

Reflectivity. A person who praises human concepts and is obsessed with the highest level of self-devotion to the profession. For such a person, doing good is a vital need. Such a pedagogue can penetrate the depths of child's life, realizes the necessity to get to know the child, to perceive, to support the latter, knows that all this requires serious mental work and psychological tension, as well as comprehends that everything is possible only in case of sympathy and identification. This teacher always looks back and returns to the work already done, is able to analyze critically the job made by him/her, to find the deficiencies, strong and weak points and to take relevant measures, solutions.

A child's rights defender. Struggles for the child's voice to be heard, for the child's opinion to be taken into account in all life situations and for solving the problems in favour of, for the sake of the children and with their participation.

An example of a healthy lifestyle. The teacher is guided by the rules of a healthy

lifestyle, infects the children with this concept, gives them knowledge about it, as well as skills to practice.

Realizes his/her role of co-creator. The teacher is ready to share the “power” with the child and accepts the concept that it is the child who creates the teacher.

Masters the latest pedagogical technologies and methods. Particularly, mastering the methods of self-cognition, self-regulation, self-esteem, self-discovery, the technologies to get to know, to understand and to support the child (cooperative teaching, equal to equal teaching, pedagogical support, project method, etc.)

Discussion

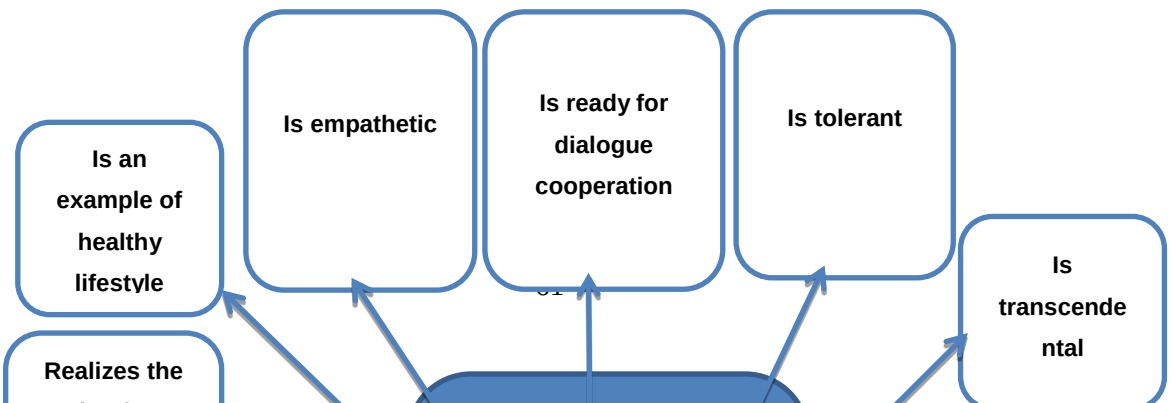
The results of studies conducted among the teachers, students and their parents proved that today the problem of protecting the health of students and teachers remains an important issue in the organizing process of education. It depends on

- the need for a healthy and free society,
- ensuring the quality of education,
- generating positive motivation for students to study,
- developing a sense of safety and security among students,
- implementation of teacher and student joint goals.

The discussions on the main points of the article held among the lecturers, masters, post-graduate students and young scientists of the Armenian State Pedagogical University and in pedagogical councils of 5 schools confirm that developments on the content of the new term “Pedagogical compatibility for health protection” and the methodological system for its implementation will contribute to the solution of the problem of valeologization of the educational environment.

Table 1.

The model of the teacher’s competencies needed to implement pedagogical compatibility for health protection.



Conclusions

Thus, in this article, pedagogical compatibility is considered from a health care perspective, in the context of the mutual care of the teacher and learner. Today it is indisputable that the quality of education, the positive motivation of learners to learn, the development of a sense of safety and security among learners, largely depends on the level of pedagogical process's key actors- in teacher and learner health compatibility level.

Maintaining the health of both the educator and the learner is not just their personal problem. It is the key to ensuring the security of each country. A physically and mentally “unhealthy” teacher threatens the health of students. On the other hand, an "unhealthy" student is also "dangerous" for the teacher's health.

Developed materials, in particular, the definition of the term “Pedagogical compatibility for health protection”, identification of pedagogical incompatibility and its causes, principles, methods, conditions, implementation of pedagogical compatibility, competencies needed by the teacher can be useful to current teachers of primary school, parents, bachelors, masters, and postgraduates, lecturers teaching general and Theoretical Pedagogy.

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UDC 373:004

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THE FORMATION OF TEACHERS' MEDIA COMPETENCIES AS A PROBLEM OF MODERN PEDAGOGY

Abstract

In the 21st century, modern society learns and lives by new rules and laws. They are dictated by the surrounding reality. If education is cut off from modern life, then it can not be of interest to the pupils, which would make it ineffective. The introduction of information technologies is one of the keys to organizing effective education for pupils. Therefore, the role of the teacher in this process is extremely important.

Teacher's media competencies are aimed at pupils' correct selection and interpretation of media content, their perception and understanding of the content, avoiding manipulation, and literate media use.

Our research among learners, teachers, parents shows that the use of media in modern school is not widespread. Teachers rarely use media technologies during lessons and, as a rule, they are not aimed at the development of the pupils' media literacy, but act as meeting the demand of applying innovative methods and technical means.

In order to organize children's media education, to use media tools, to identify teachers' level of media literacy and to develop media competencies, studies have been conducted in various secondary schools. The studies show that some teachers don't know exactly what the media is. The responses of some of the teachers who participated in the survey show that teachers do not exactly understand the nature of the media, the forms, the answers of many of them are different and incomplete. Teachers are mostly unaware of media technologies and do not realize its role in the upbringing and development of children.

Summing up the results of surveys of teachers, children and their parents, we came to the conclusion that the central role in the implementation of media education is played by the teacher. He is the pedagogue of ICT and the media the one who carries out parental education; he is the one who turns students into media educators. So it is necessary to help the teacher and the future teachers in carrying out their mission.

All this forced us to try to develop the following media competencies of teacher and in parallel, determine the pupil's media competencies.

Keywords:

Media competence, media literacy, media technology, innovative pedagogical process, parental education

Introduction

Effective organization of educational process at school from the modern teacher required a number of competencies in which media competence is unique.

In the 21st century, modern society learns and lives by new rules and laws. They are dictated by the surrounding reality. If education is cut off from modern life, then it can not be of interest to the pupils, which would make it ineffective. The introduction of information technologies is one of the keys to organizing effective education for pupils. The child is an active consumer of verbal and audiovisual forms (text, audio, animation, video, images, web, etc.), media content. However, he is often unaware of their content and impact on the formation of its outlook and the formation of its personality. Therefore, the role of the teacher in this process is extremely important.

Teacher's media competencies are aimed at pupils' correct selection and interpretation of media content, their perception and understanding of the content, avoiding manipulation, and literate media use.

Our research among learners, teachers, parents shows that the use of media in modern school is not widespread. Teachers rarely use media technologies during lessons and, as a rule, they are not aimed at the development of the pupils' media literacy, but act as meeting the demand of applying innovative methods and technical means.

There are different approaches to the term "media competence" in science. In Germany, for example, it's referred to as "the ability of a person to show qualified, independent, creative and social responsibility to the media". [Tulodziecki, 1997, p.120] This quote contains all the essentials of a teacher working with media. In another quote on the concept of "media competence" by R. Kubey, media competence and media literacy are combined. That is, "being able to apply, analyze, evaluate and transmit media messages in different ways [Kubey, 1997, p.2].

Russian literature also uses the term "media education", which combines the concepts of media literacy and media competence. In particular, N.V. Zmanovskaya interprets it as "a set of media literacy, abilities and a value attitude towards it, as well as a certain level of mastery of students' media education implementation in the pedagogical process. [Zmanovskaya, 2004, p.10].

Thus, a teacher's media competence can be characterized as a unity of motives, knowledge, abilities, abilities, skills, and values, which facilitates the selection, application,

examination, evaluation, and creation of media of various forms, genres, types of media content, media contexts during educational activities.

Materials and methods

In order to organize children's media education, to use media tools, to identify teachers' level of media literacy and to develop media competencies, studies have been conducted in various secondary schools in Yerevan. 113 teachers participated in the survey. The results of the study allowed us to reveal the following facts.

Some teachers don't know exactly what the media is. The responses of some of the teachers who participated in the survey show that teachers do not exactly understand the nature of the media, the forms, the answers of many of them are different and incomplete.

Most teachers also do not value the importance of the role of the media in the child's educational process. Many believe that child upbringing is carried out in a family and school where the media has no place (48,6% of respondents think so), few of them emphasized the role of the media in child upbringing (27,8%). The other teachers mentioned that the role of the media is insignificant. In fact, today there is a pedagogical community that does not understand the role of the media in the upbringing of children, without realizing that its role in the child's life is very large and uncontrollable. Moreover, not all teachers realize that they have ceased to be the only source of information, and in the face of computers, media, and ICT, they have a powerful and large competitor whose influence is hidden and unpredictable.

Many modern teachers do not realize the necessity of media education. The majority of the teachers participating in the survey (59.8%) believe that media education should only be provided through optional courses. This group finds that the modern school curriculum is already overloaded with various subjects. Therefore the integration of media into all subject courses will cause unnecessary workload for both teachers and learners. Furthermore, 15,2% of the teachers participating in the survey which are strongly against media education. They find that it’s inappropriate to implement in elementary school. These responses prove that the modern teachers' collective attitude towards the media is due to their low level of media literacy which leaves the child alone against the potentially harmful effects of this phenomenon.

Nevertheless, teachers' responses state that some of them actively use in a professional activity such media tools as video, cartoon (42,6%), use of internet resources (41,3%), and social networking opportunities (16,1%). No teacher mentioned that he would give up the media tools. However, their answers reveal the fact that for many of the media tools use is just a way of organizing an innovative pedagogical process in class, but not a

means of developing students' media literacy.

Moreover, teachers do not understand the role of the media in the upbringing of the child. For example, only 11 per cent of them mentioned that media could influence a child's aesthetic upbringing, perception of beauty, and media culture. In their opinion, the aesthetic taste of children, the perception of beauty is formed more through the teaching of school-based subjects, extracurricular activities, organizing excursions, visiting museums. Many of them do not feel that there is a need for media culture today. The majority of teachers (approximately 50 per cent) do not even consider the role of the media in the formation of students' critical thinking. Only 22-8% of them agree that media education definitely develops students' critical thinking skills.

Interestingly, 38% of teachers find that modern school and educator are partially able to offset the negative impact of the media field on children, as children are not always under their control. 30% of educators are convinced that educators are "equipped" with the appropriate competencies and that the education system is fully prepared to neutralize the negative effects of the media. And only 32% of teachers realize that the modern school and pedagogue do not have enough knowledge to help neutralize the negative impact of the media field on the child, so the teacher needs support, professional advice.

Many teachers have cited their own example (29,4%) as a means of neutralization of negative media impact on students, 31,6% of educators have cited the explanation of how to distinguish the good from the bad. 15-4% of the teachers who participated in the survey were not oriented and could not answer what to do in such cases. They find that the means of protection from these media threats do not fall into their professional competence and responsibility.

According to 32,6% of the respondents, the modern educator is capable of distinguishing between useful and inappropriate information from the media, as the modern educator communicates with the media field in everyday life and is already skilled in the process. 41.3% think that modern educators have some disadvantages in this field because they lack relevant knowledge, are not equipped with the tools to differentiate the fine distinction between misinformation and information, and 26.1% find that they are definitely not capable, as information flows are increasing day by day, and quickly navigating those streams is a rather complicated process that requires additional professional knowledge and skills.

Interestingly, only 18.7% of educators find that a modern educator can be media carrier and create media content, that is, take advantage of modern media and internet technologies. 46,9% think they do not have enough knowledge and skills to become a media

carrier.

Thus our studies revealed that in order to make media an important part of the learning process, the school and teacher need comprehensive support. It is necessary to organize teacher training/43,8%/, develop methodological guarantees /36 ,9%/, to enrich the material and technical base of schools by creating a media classroom at school with appropriate equipment and specialists /19.3%/, and to implement media education for future teachers in the field of professional education /98%/ by arming them with appropriate competencies, realizing its need and the appropriate need.

Responses to parents' surveys confirm that most parents do not have the ability to sense information, orient themselves in the information field, respect the rules of netiquette and help children with these issues. Therefore, it is necessary to organize parental education courses in each school.

Those children's answers were disturbing wich prove that:

- our pupils are highly dependent on ICT;
- are left alone on social networks, due to lack of parents' time the rules and time for using the computer are not maintained;
- children feel defenceless in a conflicting information field and need the help of adults, which is often not provided.

Results

Summarizing the results of the surveys conducted among teachers, children and their parents, we came to the conclusion that the teacher plays a central role in the process of media education. The teacher is the one who enters ICT and media in the field of pedagogy. Therefore, it is necessary to assist the teacher and future teachers in fulfilling their mission.

All this made us try to develop the following media competencies of the teacher and in parallel to determine the pupil's media competencies.

N	Teacher's competence	Description	Pupil's competence
1.	• Understands the role of the media in the development of the person, the education and training of the generation.	• Familiar with all types of media, able to use them in teaching and extracurricular processes and for various purposes.	• Realizes that media education is a right, an opportunity for development, a means of communication and self-expression.

2.	• Recognizes the need for double competence.	• Constantly engaged in self-education, improving his knowledge of ICT and media education.	• Has the need and motivation to develop media education.
3.	• Creates conditions and opportunities for learners to become media carrier and media creator.	• Creates equal conditions for everyone's development, an atmosphere of tolerance, empathy, respect, freedom, creativity and initiative. • Creates media context with pupils according to age and experience, teaches to differentiate between the author's objective and subjective approaches (author's modality). • Develops pupils' analytical, comparative, and critical thinking skills. • Teaches to take into account the audience (mass or professional) while writing the text, to choose the means of dissemination: wall newspaper, school radio, children's TV program, internet, etc.	• Realizes, feels, sees the opportunities and conditions which are set to become a media carrier and media creator. Develops its creative, critical thinking. • Manifests itself as tolerant of the opinions of others learns to empathize. • Learns to learn and think, to self-organize. • Develops its cultural competences. Learns to respect the differences of other cultures and to understand them. Respects the rights of others and is able to combine his rights and responsibilities.
4.	• Collaborates with pupils, helps	• Able to create a pupil-centred and problem-	• Learns to develop its social competences, work in a group,

	them to orient in the media, directs their work.	centred atmosphere in the classroom and serve it for the self-organization and personalization of learners, the recording of learning outcomes and the return to their activities. • Teaches pupils to act as media representatives following the rules of the latter and responding appropriately to information coming from the media.	evaluate the results of its and friends' work, to find the information is needed on his own, have own opinion, communicate, conduct a conversation. • Learns to choose forms of information dissemination and creates media content based on the needs of the recipient. • Learns to understand media information, to approach content analytically and critically. • Learns to understand the author's value perceptions and act cautiously.
5.	• Can use media technologies to solve student learning and education problems, organize integrated lessons.	• Knows how to choose the information for pupils that can be used in classroom practice (group, individual, self) using different methods (debate, conversation) and using different technologies (design, problem training). • When using media tools, can use every type of media according to purpose, taking into account both the specificities of the subject being taught and the tasks	• Learns to learn, independently find the information he needs, creatively approaches practical and personal work, learns the rules of debate, is able to build electronic projects. • Able to integrate knowledge gained from various disciplines, perform appropriate media assignments at different stages of the lesson, taking into account national, cultural contexts.

		that pupils face and their level of media literacy. • Can use media technologies to increase the effectiveness of the pedagogical process, the motivation for pupil learning and the development of media literacy. • Uses media technologies at all stages of the lesson. • Able to teach students to take into account national, cultural-contexts in media texts. Creates situations where pupils have to use and integrate knowledge from other disciplines.	
6.	• Teaches pupils to understand the basic ideas of media biographies, media texts, to discover contexts, to feel and understand the context of any information, to test its validity.	• Discusses information coming from the media with pupils and teaches them to analyze it, formulate judgments and conclusions, and analyze. • Teaches to draw context and build their own conclusions. • Teaches to think and to independently verify the reliability of the	• Learns to read and analyze information, build own opinion, check the reliability of the information using other sources, and make a report for classmates.

		necessary information through other media sources. • Teaches to understand the word of media, to express own ideas through the media, to create, to give thematic presentations at school.	
7.	• Regularly monitors the impact of the media on the child and provides feedback.	• Able to study pupils' media interests through research methods. • Conducts surveys, analyzes and using parents' opinions. • Makes corrections based on the analysis of the results of the studies and the revealed data informing parents and pupils about them.	• Shapes his own media interests, performs reflection. • Learns to create using the terminology apparatus of the genre according to age. • Knows the rules of etiquette, observes them in any situation.
8.	• Can use the media during extracurricular activities and during events.	• Can use media technologies in extracurricular activities. Uses opportunities for excursions, Olympiads, subject and other groups to develop students' creativity, independence and initiative. • Explores the possibilities of a school library as a media	• Participates in school excursions, subject and artistic self-Olympiads uses the skills of the extracurricular teams and the skills they create to create their own media and for creativity • Learns to use e-libraries independently.

		resource. • Organize events using it. • With the help of pupil's, it enriches the school library's media resources (collecting and creating video films, computer games, electronic useful books), organizes video and book discussions with the librarian, and so on.	
9.	• Proficient in Adobe animate, Adobe voice, Adobe Photoshop and another computer, instructional software.	• be able to create multimedia exercises, tasks with the help of these programs and apply them for the development of pupils' creative skills, critical thinking. • Able to use instructional time effectively, avoid boring repetitions and reproduction, focus on helping students individually, and developing their research abilities. • Together with pupils, s/he creates research, creative, role-playing, informational and applied interdisciplinary	• Develops his linguistic, learning competencies, research abilities, learns to create thematic projects. • Learns to find electronic resources for specific purposes, participate in discussions, and freely express ideas about them. • Learns to do electronic exercises, find answers quickly.

		media projects.	
10.	• Engages in parents' education issues, contributing to raising their level of media literacy.	• Able to effectively transfer its media knowledge to pupils' parents. • Involves parents in all school activities, particularly in media literacy activities. • Discuss with parents how to use the media, find and use safe forms, monitor child activity, and prevent their dependence on ICT. • Knows and applies forms of homework that can help both parents and pupils to increase media literacy and reveal family traditions and values.	• Learns to discuss with parents disturbing topics. • Differentiates Internet entertainment and its developmental role. • Learns to work with parents and teachers to achieve common goals. • Performs self-control to prevent its dependence on ICTs and social alienation. •

Conclusions

It is clear that we are not inclined to consider the characterization of the above-mentioned competencies completed, time will definitely dictate its additions and adjustments. However, it is undeniable that a child's upbringing in any situation can not be effective if the teacher and parent do not cooperate, the school and the family do not complement each other, and most importantly, if the pupil does not become the subject of its own development. Therefore, when designing a teacher's media competences, it is necessary to base the child's interests, aspirations, and needs, give the child the opportunity to become a co-author of its own development and equip parents with the skills to help and support children in the process. Such an approach requires the current world events. Recent developments (social, environmental crises, epidemics and more) illustrate the role of information technologies and media in the modern human's life. And if in organizing a child's upbringing and education in the past, we would only value his or her social behaviour, the

development of norms, and the ability to interact with people, then we also need to look at his communication, his own opinion and viewpoint, not being influenced by others, correctly predicting and projecting life's goals, the development of abilities to demonstrate independence, discipline, initiative, and creativity, the transfer of rules of netiquette. These challenges and demands of time can only be met by a teacher with such competences.

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UDC 373.3

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DIAGNOSTICS AS A PRECONDITION OF VALUE ORIENTATION IN PRIMARY SCHOOL

Abstract

The demands put forward the contemporary primary school are being changed year by year due to a number of factors - political, socio-economic, cultural, etc. Nowadays, when there are confusion and a struggle for values around the world, every nation must strive to recognize and preserve its ethnic moral values in harmony with contemporary demands. The purpose of contemporary education is not limited by equipping the individual with knowledge and skills, but also to develop the certain moral qualities, and one of the most important functions of a teacher is to shape the worldview of students. The pedagogical diagnostics with its rich toolkit, a wide selection of methods and methodology, is a prerequisite for value orientation in the elementary school and contributes to the formation of the primary schooler value system of significant values important for the individual and society.

Keywords: elementary school, primary schooler, value orientation, diagnostic thinking, diagnostics, methodology, factual data, value, quality.

In the context of a changing world economy, all aspects of life and its perception, including education, have been changed.

One of the most important requirements of transformative education policy is the establishment of an elementary school as the basis of contemporary pedagogy in a unified educational field, which will only be provided with its stable 'subject'.

Elementary school is the primary educational level of the contemporary system of general education.

Elementary school education is considered to be one of the primary and important periods in the education system. The purpose of education is not limited by equipping the individual with knowledge, but also to develop certain moral qualities which are the indissoluble component of education.

Primary school age (from 6 to 9-10 years old) is the period of personal development when transitioning from careless childhood to a responsible period with clear requirements.

Admission to school in every child's life is considered a breakthrough period. The beginning of school education dramatically changes his lifestyle. The carelessness of the

preschoolers, their activities, the games are replaced by the fulfilment of many demands and duties, with a daily life full of restrictions. From now on, the child is obliged to attend school daily, to study consistently and strenuously, to maintain a daily schedule, to comply with the requirements and norms of school life, to engage in the work of the school curriculum, to perform teacher assignments and homework diligently and to strive endlessly for high performance and for being exemplary "Individual" in teaching.

Entrance to a new social environment, the beginning of a child's educational activities require a new level of qualitative development, organization of mental processes (perception, attention, thinking, memory) and a higher level of self-management.

A contemporary elementary school teacher should do his / her educating, developing and nurturing work on the base of constantly changing and evolving personalities of students.

The demands put forward the contemporary primary school are being changed year by year due to a number of factors - political, socio-economic, cultural, etc.

Constantly changing situations are purposefully directed to create a sustainable system of fact-based end results, where the availability of professional-diagnostical, personal-searchable and predictive-creative competencies of a teacher are important, with set professional requirements to be inventive, advanced skilled, and quickly responsive to the changes. On the way to solving such problems, especially elementary school teachers should be the bearer of diagnostic thinking along with a firm commitment to human and national values.

The pedagogical diagnostics along with rich toolkit and a wide range of methods, as well as the application of methodologies, enables to clearly identify the cause of a particular problem, enables to find out the level of education and socialization of the student, as well as his readiness for the school and study, taking into consideration his physiological, communicative-psychological, comprehensive and other diagnostic features. "An important principle of diagnostics is the complex study of all phenomena in their interdependence" [1, p. 162].

The main task of a primary school teacher is to obtain clear information not only about each student's educational opportunities and readiness, but also about value prerequisites by designing the development, prevention, and remedial guarantees to the desired endpoints of the current state.

In the contemporary education system, children attend school not from age 7 but from age 6. In elementary school, revealing a child's personality, abilities, inclinations and creative potential is a continuous process and main focus of a teacher's daily work - value guidance. By the way, it is important and necessary since school admission. Therefore, a contemporary

elementary school teacher must master and perform diagnostic and methodological tasks, perform self-diagnostics, objectively ascertain his / her professional and personal qualities in order to improve his / her own abilities, to successfully solve the problems arising in the education process.

In terms of contemporary globalization, when there are confusion and struggle of European, Asian, American values throughout the world, every nation should strive to recognize and maintain its ethnic moral values by combining those with modern demands.

There are national values that do not need timing and human order: the preservation and transmission of traditions, the preservation of language, religion and culture, etc. In the Armenian environment, there is a number of factors that are worthy of protection: the family with traditional upbringing, the school accompanied by the competent help of a teacher, the society with its habits, etc. "The purpose of contemporary upbringing should be aimed at setting conditions for the child development based on interests, needs, inclinations, free creative basis and building of education upon them" [2, p. 5].

Here the role of the teacher is important both in the child's life and in education. The teacher is authorized by the society and the pedagogical community to perform educational activities in his exemplary work style, with behavioural characteristics ranging from internal moral responsibility to the maintenance of pedagogical tact, the existence of psychological equilibrium, and responsibility in the pedagogical staff.

Every teacher who works with primary schoolers, while knowing his best and taking into account the students' adaptation characteristics to a new school environment, their dynamically changing personal qualities, values and influence of environmental factors, will make these a basis for his work and activity to increase interest for studying and thus to make education and idea of being intelligent as of right values perception for primary schoolers. One of the most important functions of a teacher is to cultivate enduring values, faith, and love.

Taking into account the professional activities of the specialist, Isayev offers the following classification of teacher’s professional values:

1. Values-goals that reveal the meaning and significance of the teacher's professional-pedagogical goals.

2. Values-means that reveal the importance of ways and methods of professional-pedagogical activities.

3. Values-relationships that reveal relationships as a key mechanism of a holistic educating process.

4. Values-knowledge that reveal the meaning and significance of psychological and

pedagogical knowledge in the implementation process of educating.

5. Values-attributes that reveal the personality of the teacher, the diversity of the teacher's personal, communicative, and professional qualities as a mandatory condition of professional-pedagogical activity, teacher’s ability to create, the ability to design professional activities, and the ability to predict the consequences, etc. [3, p. 94].

The value is a unique understanding of the world and the phenomena that take place in it – formed not only on the basis of acquired knowledge and information but also on the basis of one's own life experience. It is a norm of social behaviour that can serve for the satisfaction of a person's needs.

At primary school age, a worldview of a child is formed that integrates human values, morals and aesthetics and is a decisive factor for the development of the individual. The evaluation has a unique place in the worldview as it reveals and evaluates the significance of the world and things. A worldview is a way of perceiving, understanding and evaluating the environment around which people formulate their own attitudes towards the world. So, in the worldview, there are generalizations of knowledge and ideas, ideals and norms that are most important and significant for human life and activity. Faith and conviction as a stable mental and emotional state of a person are an important structural component of the worldview. Due to their enduring beliefs, people gain a great deal of confidence in their own ideas, views, and principles, and get a confident determination to achieve their goals.

The development of ethical motives of a primary schooler is the top priority, where the formation of ideals plays an important role – with a clear message (mainly via different books or TV characters) and influence on their externalities. The teacher is the only authority and the ideal for a primary schooler. "A well-organized access to a pedagogical information environment by the teacher will facilitate the re-evaluation of pedagogical values (which he has implemented) towards education and will complement his research position on the educational process" [4, p. 151].

Referring to the concept of value, we should note, that the norms formed in society are the highest manifestations of value systems (i.e., the dominant views on what to consider good, right, or desirable). The concepts of value and norm are different. Values are abstract, general concepts, and norms are rules or guiding principles of human behaviour in certain situations. Value systems formed in society play an important role in influencing the norms. Values can include health, love, family, children, close friends, self-employment, enjoyment of work, wealth, spiritual values, spiritual growth, religion, leisure, hobbies, creative self-expression, self-education, social status, freedom (of speech, choice, etc.), stability, etc.

We conducted research to find out the values of primary schoolers in order to reveal the

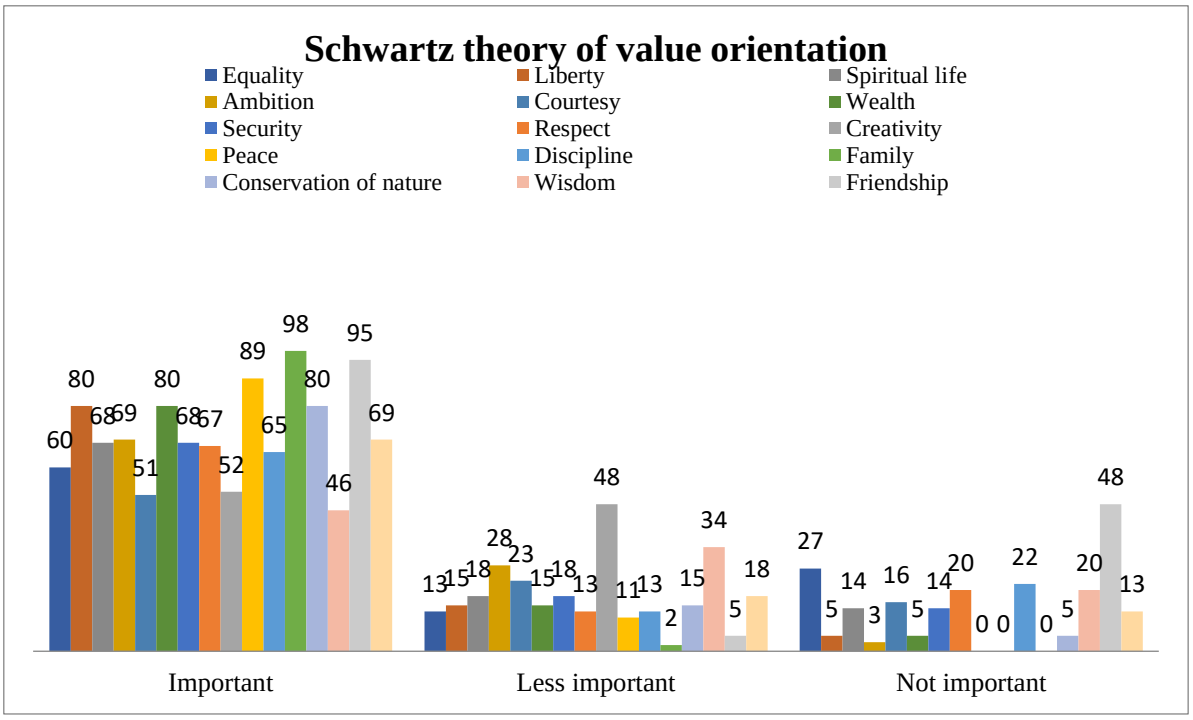
personal and social qualities and values of schoolchildren. For teachers, the results of this survey will serve as a basis for factual thinking, giving the opportunity to outline an active, proactive citizen of Armenia with national values.

The research was conducted in Nerses Ashtaraketsi School # 1 in Ashtarak, with 16 teachers and 74 students. We selected Schwartz's "Value Orientation" methodology (1992) [5] as a diagnostic methodology of our study. Schwartz's theory of value orientations considers the cultural values on the one hand as ideals for a person, and on the other hand, as normative behavioural orientations that a person must follow. According to the methodology, all values are differentiated by the possibility of two list options: social and individual. The selection of values in List 1 and List 2 was assessed on the basis of the following criteria and presented to students as "important", "less important", "not important"; to rate on a scale with a high score (7), and claims that contradict their values with a low score (- 1), respectively.

The first social list of values contains qualities important to society (equality, respect, freedom, discipline, etc.). The results of the research are presented below [see Chart 1]:

Chart 1

Social Values (1st list of values)

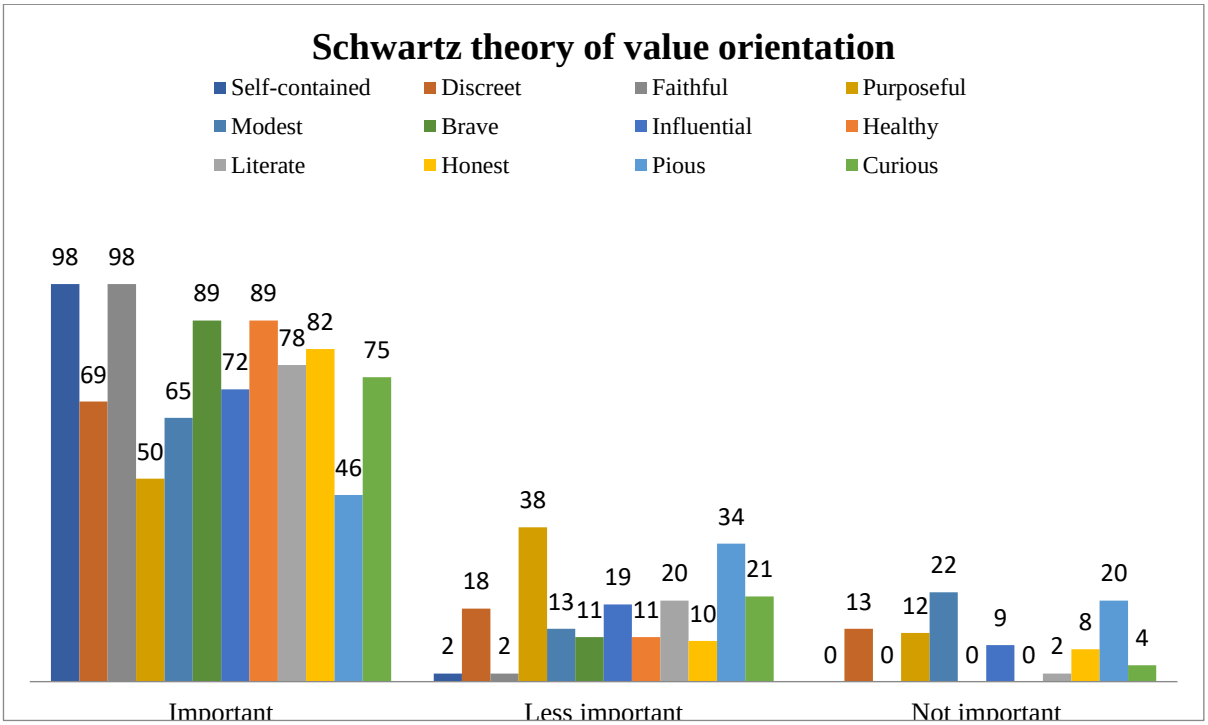


Sharing Schwarz's "Value Orientation" methodology with primary schoolers, we found out, that family (98%), friendliness (95% component of moral upbringing) are their primary values. Fortunately for us, primary schoolers stated Liberty as a value norm (80%), which is one of the components of legal education. Nature conservation (80%) is also considered important, which is necessary for preserving contemporary eco-environment.

The second, personalized list of values of the methodology contains qualities that are important for the student the bearer of which is himself (honest, modest, self-contained, discreet, etc.). The results of the research are presented below [see Chart 2].

Chart 2

Individual Values (2nd list of values)



The results of the study show that in the current educational environment, one's self-reliance (98%), as well as honesty (82%) and faith (98%) in the friendship and in general communication are important.

Summarizing the results of applied Schwartz's "Value Orientation" methodology and analyzing the data obtained, we can state, that present-day elementary schoolchildren have emphasized the following values: friendliness, honesty, faith, environmental protection, respect, freedom and self-reliance. The personal and social values of primary schoolers are the re-conceptualization of values theoretically embedded in society that can be a precondition for the formation of sustainable values only with competent diagnostic help of a teacher.

The formula to "see, recognize, evaluate, convince, display, convey" must serve as a basis for the orientation and formation of each value.

Therefore, we believe that everyone involved in the education process should consider the following key points in their daily work:

1. The fixation of values historically shaped and passed from generation-to-generation everywhere and mainly in the general education field;
2. The correct perception of values;

3. Guaranteed realization of values that are guaranteed for clear vision and forecast.

It is important for teachers to take into account the peculiarities of the primary schoolers and to create an ever-changing, dynamic value system that requires the following components of education to be implemented and developed:

- Moral values - honesty, responsibility, love, discipline,
- Aesthetic values - recognizing, accepting and preserving the beauty, the human being, the environment,
- Intellectual values - love for knowledge, education, self-awareness,
- Legal values - the formation of the qualities of law and obligation, respect for oneself and others;
- Physical values - personal hygiene, health, daily routine, etc.

Thus, in the context of solving the issue of the formation and orientation of the primary schoolers' value system, we consider it appropriate to make the following conclusion: "To formulate and fix the value legacy in accordance with contemporary requirements, to display it everywhere, which is considered a priority of the general education", because the generation shaped by the national value system will have a dignified future.

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UDC 378

Zaruhi ASATRYAN
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PROBLEMS OF MODERNIZATION OF PROFESSIONAL PREPARATION OF THE STUDENTS OF PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

Abstract

The article touches upon the problems of modernizing the professional preparation of the students of pedagogical Higher Education Institutions (HEIs). It proves that the deepening of market relations and the contemporary level of the development of public life put great demands on the HEIs in terms of preparing highly qualified specialists. Due to the socio-economic transformations, it is required that the entire education system of pedagogical HEIs should be reformed and a new graduate model should be elaborated. Among the significant problems, the authors single out the modernization of the system of the specialist preparation, the elaboration of new integrated educational strategies, models and technologies for the development of higher education systems, mutual understanding and collaboration among various education systems. Therefore the issues of the future specialists' professional competency, reflective teaching/learning, the development of meta-competences, competitiveness and media literacy come to the fore. The solution to these problems implies a change in the requirements of the HEI graduate model, approaches and expected outcomes. The problem of developing a new methodology for the preparation of specialists in pedagogy at HEIs and improving the quality of the professional preparation should be considered in terms of functional, systematic, cultural, competence and anthropological approaches. The article provides justification for the claim that the process of the future pedagogues' professional preparation should be regarded as the integrity of interrelated structural components, including the aim, content, management, operation, outcome. The effectiveness of the professional preparation at contemporary pedagogical HEIs is conditioned by certain managerial functions, principles, methods, implementation of innovations into the management of the higher education policy and the modernization of the content of the graduate model. The article presents social pedagogical conditions for the effective preparation of the HEI students and highlights a number of factors that contribute to the effectiveness of this process.

Keywords: professional preparation, modernization of education, professional competency, pedagogical education, metacompetences, educational needs, professional upbringing, state security.

Introduction

The contemporary information society, in which we live, requires changes in different spheres of society. The sphere of higher education is no exception in this regard. The solutions to the existing problems here are impossible without the implementation of new educational paradigms and educational technologies.

It is out of the question that HEIs play a unique role in this process. They should be prepared to solve the wide range of problems that may arise and to meet the needs of the beneficiaries of education through expanding the opportunities provided.

In addition to providing the students with high-level professional knowledge, HEIs should also be a favourable educational-cultural environment in which cultural, human and ethical values are transferred, value orientations are formed, and a maximum agreeable socio-professional environment is created to ensure the implementation of student-centred education and the increase of the effectiveness of professional preparation.

The gradual deepening of market relations in public life and the current level of the development of information technologies place great demands on the HEIs in terms of preparing highly qualified specialists.

The modernization of education in the contemporary phase of the sustainable development of society implies a change of the educational paradigm [1, p. 13].

The famous American physicist, historian and philosopher Thomas Kuhn believes that in the contemporary phase of the development of the society some paradigmatic changes of education are outlined, a humanitarian and anthropological turn is taking place in the philosophy of education, which requires a new methodology for the study of the personality and education [2, p. 2].

Due to the socio-economic transformations and the demands of the contemporary educational paradigm, reforms of the entire education system of HEIs and elaboration of a new graduate model are required.

As stated by V. Popkov and A. Korzhuyev: “Higher professional education is the most important social state institution that performs the function of preparing the young generation to solve professional tasks in the future in a certain field of activity requiring quite a high level of various abilities and skills, including the skill to continuously improve them” [3, p. 10].

Meeting the educational needs of the transforming society is impossible without the technological assurance of the preparation of highly qualified specialists. That is to say, the modernization of the system of specialist preparation is a priority issue, and this trend is common in all the countries of the world. This, of course, presupposes elaboration of a new system of

integrated strategies, models and technologies for the development of the higher education system, as well as mutual understanding and collaboration among various education systems. Naturally, the following issues are brought to the fore: the improvement of the future specialists' professional competency, reflectivity, teaching/learning process, metacompetences, competitiveness and media literacy.

V. Simonenko and M. Retivykh characterize professional competency as an integral character of the specialist's activity and personal qualities, which reflects the level of knowledge, abilities, skills, as well as experience [4, p. 66].

However, in the present phase of the preparation of a graduate in pedagogy, it is necessary to take into account the issues of the development of not only competences but also metacompetences.

According to M. Bogo, the specialist's meta-competence "represents the person's conceptual, interpersonal, professional characteristics. It includes the students' cognitive, critical and self-control reflective abilities" [5, p. 6].

"Metacompetences are considered a prerequisite for the development of such abilities as judgment, insight, and intelligence, upon which competencies are based, and without which they cannot perform any function" [6, pp. 43-53].

Considering the urgency of the solution to the mentioned problems, it has become necessary to develop a concept aimed at modernizing the higher pedagogical education, the content of professional activities, the implementation of contemporary technologies, as well as the development of professional competences and metacompetences. Solving these problems also ensues a change in the nature of the requirements, approaches and expected outcomes of the HEI graduate model. The problem of developing a new methodology for the preparation of specialists in pedagogy at HEIs and improving the quality of the professional preparation should be considered in terms of functional, axiological, cultural, competence and anthropological approaches.

Studies show that in the process of the students' professional preparation nowadays, one can notice incompletely formed practical skills and a decline in motivation. This phenomenon is associated with the pedagogues' low salary, the inadequate perception of the role of the school and the wrong choice of profession.

In our opinion, the main reasons for the above-mentioned are the following:

- the incorrect perception and evaluation of the professional value system;
- the absence of the educational-cultural environment necessary for the effectiveness of the professional preparation at pedagogical HEIs, and the presence of uncoordinated and unjustified reforms resulting in a decline in quality;

- the inadequacy of the new strategies for upgrading the professional qualification of the HEI teaching staff with the problems of higher education modernization.

We think that the elimination of these reasons will result in a new quality of the development of the pedagogical profession. As E. Balakireva states: “The pedagogue’s profession is a fully evolving phenomenon, both historically and socioeconomically” [7].

Considering the historical perspective of the pedagogical profession, we agree with the viewpoint that initially the pedagogue was entrusted with two crucial functions: the function of adaptation and that of personality formation.

Our long work experience shows that the pedagogue’s profession should primarily be viewed from the perspective of the national and/or state security. However, its socio-economic significance is indisputable if we consider the fact that the pedagogue’s profession is in high demand in the educational market, and it is a primary factor for the country’s economic development.

With regard to modernizing the content of professional preparation at contemporary pedagogical HEIs, a number of professional problems that need urgent solution can be identified. Among them are:

1. the systematic improvement of the compulsory trainings and qualification of the HEI teaching staff;
2. the need to change the system of the standards and assessment of the pedagogue’s professional education and its alignment with the criteria of the level of the developed practical skills and professional qualification;
3. limiting the number of subjects that provide the students with additional information but do not develop any specific professional skills and competences;
4. increasing the number of pedagogical subjects, ensuring a socio-professional environment that will contribute to the development of subject-subject relations and the students’ professional competency;
5. providing reflective teaching that will lead to the teacher’s rapid development in professional activity;
6. intensive implementation of contemporary teaching methods, technologies and means in the process of teaching at HEIs;
7. making the students’ professional upbringing and professional socialization a priority issue for the university.

We agree with the idea expressed by A. Ghukasyan, L. Asatryan and A. Karapetyan that: “In the current phase of the development and reforms of the education system the traditional orientation of professional education to the preparation of a teacher of a particular subject cannot

guarantee a high level of preparation. Therefore there is a need to revise the professional teaching goals and the quality standards of pedagogues' preparation" [8, p. 110].

The process of the professional preparation of future pedagogues should be regarded as the integrity of the following interrelated structural components: aim, content, forecast, management, operation, reflection, outcome. In developed countries, reflective teaching is considered an essential factor for the assurance of the teaching quality. The teaching of reflection can be carried out through clearly defined cycles and procedures. In each cycle, the teacher constantly monitors, evaluates and improves his/her activities [9].

The effectiveness of the professional preparation at contemporary pedagogical HEIs is conditioned by certain managerial functions, principles, methods, implementation of innovations into the management of the higher education policy and the modernization of the content of the graduate model.

HEI students are equal subjects of education, upbringing, self-development, self-realization and socio-cultural self-determination. The core of professional education is the formation of professional knowledge and competences. And the aim of professional upbringing is the development of the students' civic and spiritual-moral qualities, their value system, which presupposes a socio-professional environment with maximum creative conditions to enhance the effectiveness of the students' professional preparation.

In pedagogical, scientific literature, there are various approaches to the problem of improving the content of professional education. Student-centred education is based on the humanistic paradigm that assumes a humanitarian approach to the learner's personality, differentiated instruction, taking into account the students' educational goals and age characteristics and considering them as the highest value ever [10, p. 281].

The learner-centred humanistic paradigm also implies the creation of an agreeable educational environment where the students' subjectivity, creative potential and collaboration skills are demonstrated and developed. Due to the importance of the role of the educational environment, it should be noted that the creation of the student-centred teaching and upbringing environment at HEIs is also the basis for the improvement of the content of professional education.

Considering the social pedagogical conditions of the effectiveness of HEI students' professional preparation, we also highlight a number of contributing factors:

- psychological,
- social,
- material and technical,
- information and technological.

In this context, the following social-pedagogical conditions for the effectiveness of students' professional preparation should be highlighted:

- forecasting the trends, risks and outcomes of the development of students' professional education;
- reputation and competitiveness of HEI;
- educational-cultural environment of HEI;
- development of a productive student-teacher interaction environment, an important component of which, in our opinion, is the lecturers' professional competency and the facilitation process carried out by them;
- the reflectivity of the subjects (lecturers and students) of the educational process;
- pedagogical support in the process of adapting students to the educational-cultural environment and educational process of HEI;
- creating an adequate environment for achieving academic freedom and good academic conduct on the part of the lecturers and the students.

The need to solve the problems in the field of professional education requires the students to prove themselves as self-governed subjects, achieve their learning goals, develop their communicative, organizational skills, value their own role and attach high importance to it.

Conclusion

As a result of the content analysis and the study of the professional preparation process of the students at pedagogical HEIs, the following social pedagogical conditions have been highlighted:

- forecasting the trends, the risks and the outcomes of the students' professional education;
- the reputation and competitiveness of the HEI;
- the educational-cultural environment of the HEI;
- the prolific environment for the student-lecturer interaction, the key component of which is the lecturer's professional competency and the student support;
- ensuring reflective teaching/learning for the lecturers and students;
- pedagogical support to the students in the process of their adaptation to the cultural-educational environment of the HEI and to the teaching-upbringing process;
- creating an environment for academic freedom, as well as for the good academic conduct on the part of the lecturers and the students.

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GOOLDEN PAGES

Harold Takooshian

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Harold Takooshian has been a member of the faculty at Fordham University since 1975, having begun his college teaching career at age 23. He has taught in both the U.S. and in South America. He was named a U.S. Fulbright Scholar to the USSR in 1987-88, and to Russia (fall of 2013) at the Higher School of Economics in Moscow.

Dr Takooshian is a Fellow of the American Psychological Association and has served as a national officer or President of Psi Chi (1993-2000), President of APA Divisions of International Psychology (2003) and General Psychology (2007), chair of the New York group of SPSSI, and a representative of APA to the United Nations. In 2010 Psi Chi honoured Dr Takooshian with the Florence L. Denmark National Faculty Advisor Award:

Dr Takooshian's research interests focus on applied social/personality psychology, industrial psychology, applied psychometrics, attitude survey research methods, urban psychology, ethnicity and feminism, cross-cultural psychology, and student excellence. He is known for his encouragement of students' independent research, having sponsored over 200 student publications or conference publications.

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- Applied Social Psychology
- Attitudes and Beliefs
- Culture and Ethnicity
- Gender Psychology
- Helping, Prosocial Behavior
- Organizational Behavior
- Personality, Individual Differences
- Research Methods, Assessment

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CONFERENCES

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9. ICEQLA 2020: Educational Quality and Learning Analytics Conference, Rome (Jan 16-17, 2020)
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64. ICESDEI 2020: Educational Science and Designing Effective Instruction Conference, Paris (Jan 23-24, 2020)

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66. ICLSCE 2020: Learning Sciences and Childhood Education Conference, Paris (Jan 23-24, 2020)

67. ICLSTE 2020: Learning Sciences and Technology Education Conference, Paris (Jan 23-24, 2020)

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69. ICVLSE 2020: Virtual Learning and Science Education Conference, Paris (Jan 23-24, 2020)

70. ICAETS 2020: Advanced Educational and Teaching Systems Conference, Sydney (Jan 30-31, 2020)

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100. ICLSEL 2020: Learning Sciences and Enhancing Learning Conference, Dubai (Jan 30-31, 2020)

101. ICLSM 2020: Learning Sciences and Methodologies Conference, Dubai (Jan 30-31, 2020)

102. ICLSSDE 2020: Learning Sciences and Sustainable Developments for Education Conference, Sydney (Jan 30-31, 2020)

103. ICMELS 2020: Mathematics Education and Learning Sciences Conference, Sydney (Jan 30-31, 2020)

104. ICOECL 2020: Open Education, Cognition and Learning Conference, Sydney (Jan 30-31, 2020)

105. ICOEPCE 2020: Open Educational Practics and Childhood Education Conference, Dubai (Jan 30-31, 2020)

106. ICOERP 2020: Open Educational Resources and Practices Conference, Sydney (Jan 30-31, 2020)
107. ICPSELS 2020: Pedagogical Sciences and Effective Learning Strategies Conference, Istanbul (Jan 30-31, 2020)
108. ICVLCK 2020: Virtual Learning and Circulating Knowledge Conference, Dubai (Jan 30-31, 2020)
109. ICVLDE 2020: Virtual Learning and Distance Education Conference, Dubai (Jan 30-31, 2020)
110. ICVLECE 2020: Virtual Learning and Early Childhood Education Conference, New York (Jan 30-31, 2020)
111. ICVLTE 2020: Virtual Learning and Technology Education Conference, Sydney (Jan 30-31, 2020)
112. ICBLC 2020: Building Learning Communities Conference, Bangkok (Feb 03-04, 2020)
113. ICDELL 2020: Distance Education and Language Learning Conference, Melbourne (Feb 03-04, 2020)
114. ICDEVL 2020: Distance Education and Virtual Learning Conference, Melbourne (Feb 03-04, 2020)
115. ICECET 2020: Early Childhood Education and Teaching Conference, Bangkok (Feb 03-04, 2020)
116. ICEEEIE 2020: Educational Environment and Ethical Issues in Education Conference, Melbourne (Feb 03-04, 2020)
117. ICEEEMS 2020: Educational Environment and Education in a Multicultural Society Conference, Melbourne (Feb 03-04, 2020)
118. ICEITM 2020: Education and Innovative Teaching Methods Conference, Bangkok (Feb 03-04, 2020)
119. ICELSE 2020: E-Learning and Software for Education Conference, Melbourne (Feb 03-04, 2020)
120. ICEPLS 2020: Educational Policies and Learning Sciences Conference, Bangkok (Feb 03-04, 2020)
121. ICEQITM 2020: Educational Quality and Innovative Teaching Models Conference, Melbourne (Feb 03-04, 2020)
122. ICGEEL 2020: General Education and Enhancing Learning Conference, Melbourne (Feb 03-04, 2020)
123. ICLEEP 2020: Literacy Education and Educational Policies Conference, Bangkok (Feb 03-04, 2020)
124. ICLSDEI 2020: Learning Sciences and Designing Effective Instruction Conference, Bangkok (Feb 03-04, 2020)
125. ICPBER 2020: Practice-Based Education and Research Conference, Bangkok (Feb 03-04,

2020)

126. ICSTE 2020: Science and Technology Education Conference, Melbourne (Feb 03-04, 2020)
127. ICTPE 2020: Technology, Pedagogy and Education Conference, Bangkok (Feb 03-04, 2020)
128. ICVLITM 2020: Virtual Learning and Innovative Teaching Models Conference, Melbourne (Feb 03-04, 2020)
129. ICHSSE 2020: Humanities and Social Studies Education Conference, Mumbai (Feb 06-07, 2020)
130. ICIED 2020: Indigenous Education and Decolonization Conference, Lisbon (Feb 06-07, 2020)
131. ICIES 2020: Innovative Educational Systems Conference, Lisbon (Feb 06-07, 2020)
132. ICIPME 2020: Innovative Pedagogy and Moral Education Conference, Mumbai (Feb 06-07, 2020)
133. ICLEEI 2020: Language Education and Effective Instructions Conference, Mumbai (Feb 06-07, 2020)
134. ICLSD 2020: Literacy and Sustainable Development Conference, Amsterdam (Feb 06-07, 2020)
135. ICLSSE 2020: Learning Sciences and Science Education Conference, Mumbai (Feb 06-07, 2020)
136. ICMESP 2020: Mathematics Education and Student Performance Conference, Mumbai (Feb 06-07, 2020)
137. ICPBEL 2020: Practice-Based Education and Learning Conference, Amsterdam (Feb 06-07, 2020)
138. ICPBEP 2020: Practice-Based Education and Pedagogy Conference, Lisbon (Feb 06-07, 2020)
139. ICSECD 2020: Science Education and Curriculum Development Conference, Mumbai (Feb 06-07, 2020)
140. ICTQL 2020: Teacher Quality and Learning Conference, Mumbai (Feb 06-07, 2020)
141. ICCCALLD 2020: Cross-Cultural Approaches to Language and Literacy Development Conference, Kuala Lumpur (Feb 10-11, 2020)
142. ICIIES 2020: Islamic Information and Education Sciences Conference, Kuala Lumpur (Feb 10-11, 2020)
143. ICAE 2020: Audiovisual Education Conference, London (Feb 13-14, 2020)
144. ICCE 2020: Cognition and Childhood Education Conference, Istanbul (Feb 13-14, 2020)
145. ICCME 2020: Civics and Moral Education Conference, Istanbul (Feb 13-14, 2020)
146. ICDEIETS 2020: Designing Effective Instructions and Effective Teaching Strategies Conference, Istanbul (Feb 13-14, 2020)
147. ICDPELS 2020: Digital Pedagogy and E-Learning Systems Conference, Dubai (Feb 13-14, 2020)

148. ICECLTA 2020: E-Collaborative Learning Technologies and Applications Conference, Dubai (Feb 13-14, 2020)
149. ICEPE 2020: Educational Policies and Education Conference, Istanbul (Feb 13-14, 2020)
150. ICLCE 2020: Language and Childhood Education Conference, Istanbul (Feb 13-14, 2020)
151. ICMEEP 2020: Mathematics Education and Educational Policies Conference, Istanbul (Feb 13-14, 2020)
152. ICTID 2020: Teaching for Individual Differences Conference, Istanbul (Feb 13-14, 2020)
153. ICTQSE 2020: Teacher Quality and Science Education Conference, Istanbul (Feb 13-14, 2020)
154. ICDP 2020: Digital Pedagogy Conference, Male (Feb 17-18, 2020)
155. ICPHE 2020: Psychology in Higher Education Conference, Male (Feb 17-18, 2020)
156. ICCL 2020: Cooperative Learning Conference, Tokyo (Feb 27-28, 2020)
157. ICDIETS 2020: Designing Instructions and Effective Teaching Strategies Conference, Tokyo (Feb 27-28, 2020)
158. ICLS 2020: Literacy and Society Conference, Sydney (Feb 27-28, 2020)
159. ICDPEL 2020: Digital Pedagogy and E-Learning Conference, Rio de Janeiro (Mar 02-03, 2020)
160. ICSCL 2020: Sustainable Change and Literacy Conference, Barcelona (Mar 05-06, 2020)
161. ICAPELM 2020: Advanced Pedagogy and Effective Learning Methods Conference, Madrid (Mar 26-27, 2020)
162. ICDETI 2020: Designing Effective Teaching Instructions Conference, Madrid (Mar 26-27, 2020)
163. ICECDSE 2020: Early Childhood Development and Science Education Conference, Madrid (Mar 26-27, 2020)
164. ICESTI 2020: Educational Sciences and Teaching Instructions Conference, Madrid (Mar 26-27, 2020)
165. ICMSE 2020: Mathematics and Science Education Conference, Madrid (Mar 26-27, 2020)
166. ICPSE 2020: Pedagogy and Science Education Conference, Madrid (Mar 26-27, 2020)
167. ICEPMIT 2020: Education, Pedagogy, Management, Innovation and Technology Conference, Cancun (Apr 06-07, 2020)
168. ICATLS 2020: Advanced Teaching and Learning Systems Conference, Athens (Apr 09-10, 2020)
169. ICCI 2020: Curriculum Innovation Conference, Athens (Apr 09-10, 2020)
170. ICEP 2020: Education and Pedagogy Conference, Venice (Apr 09-10, 2020)
171. ICHETL 2020: Higher Education Teaching and Learning Conference, Venice (Apr 09-10, 2020)
172. ICPE 2020: Physics Education Conference, Athens (Apr 09-10, 2020)
173. ICPSELM 2020: Pedagogical Sciences and Effective Learning Methods

Conference, Athens (Apr 09-10, 2020)

174. ICSET 2020: Science Education and Teaching Conference, Athens (Apr 09-10, 2020)
175. ICCIP 2020: Curriculum Innovation Processes Conference, Cape Town (Apr 16-17, 2020)
176. ICDIEES 2020: Designing Instructions and Effective Education Strategies Conference, Lisbon (Apr 16-17, 2020)
177. ICDPLT 2020: Digital Pedagogy and Learning Technologies Conference, Paris (Apr 16-17, 2020)
178. ICDTIT 2020: Designing Teaching Instructions and Teachers Conference, Lisbon (Apr 16-17, 2020)
179. ICECEETS 2020: Early Childhood Education and Effective Teaching Systems Conference, Paris (Apr 16-17, 2020)
180. ICECLT 2020: E-Collaborative Learning Technologies Conference, Paris (Apr 16-17, 2020)
181. ICEELS 2020: Education and Effective Learning Strategies Conference, Lisbon (Apr 16-17, 2020)
182. ICQRSEHS 2020: Qualitative Research in Sport , Exercise and Health Sciences Conference, Lisbon (Apr 16-17, 2020)
183. ICAOSLTS 2020: Advanced Pedagogical Sciences, Learning and Teaching Strategies Conference, Tokyo (Apr 23-24, 2020)
184. ICDPED 2020: Digital Pedagogy and Educational Design Conference, London (Apr 23-24, 2020)
185. ICDPLT 2020: Digital Pedagogy in Learning and Teaching Conference, Boston (Apr 23-24, 2020)
186. ICECLS 2020: E-Collaborative Learning Systems Conference, London (Apr 23-24, 2020)
187. ICECLTEP 2020: E-Collaborative Learning Technologies and E-Pedagogy Conference, Boston (Apr 23-24, 2020)
188. ICAESME 2020: Advanced Educational Sciences and Moral Education Conference, Istanbul (Apr 24-25, 2020)
189. ICAPSELTS 2020: Advanced Pedagogical Sciences and Effective Language Teaching Strategies Conference, Istanbul (Apr 24-25, 2020)
190. ICAPSETS 2020: Advanced Pedagogical Sciences and Effective Teaching Strategies Conference, Istanbul (Apr 24-25, 2020)
191. ICAPSME 2020: Advanced Pedagogical Sciences and Moral Education Conference, Istanbul (Apr 24-25, 2020)
192. ICDPPM 2020: Digital Pedagogy and Pedagogical Models Conference, Istanbul (Apr 24-25, 2020)
193. ICECLD 2020: E-Collaborative Learning and Design Conference, Istanbul (Apr 24-25, 2020)
194. ICPELTS 2020: Pedagogy and Effective Language Teaching Strategies Conference, Istanbul (Apr 24-25, 2020)

195. ICPSELTS 2020: Pedagogical Sciences and Effective Language Teaching Strategies Conference, Istanbul (Apr 24-25, 2020)
196. ICPSETS 2020: Pedagogical Sciences and Effective Teaching Strategies Conference, Istanbul (Apr 24-25, 2020)
197. ICPSME 2020: Pedagogical Sciences and Moral Education Conference, Istanbul (Apr 24-25, 2020)
198. ICEPTER 2020: Education, Pedagogy, Technology, and Educational Resources Conference, Jerusalem (Apr 27-28, 2020)
199. ICLS 2020: Learning Sciences Conference, Jerusalem (Apr 27-28, 2020)
200. ICAPSSE 2020: Advanced Pedagogical Sciences and Science Education Conference, Rome (May 04-05, 2020)
201. ICCDP 2020: Critical Digital Pedagogy Conference, Rome (May 04-05, 2020)
202. ICDPLT 2020: Digital Pedagogy and Learning Theory Conference, Rome (May 04-05, 2020)
203. ICDPOE 2020: Digital Pedagogy and Online Education Conference, Singapore (May 04-05, 2020)
204. ICPSDEI 2020: Pedagogical Science and Designing Effective Instructions Conference, Rome (May 04-05, 2020)
205. ICSETT 2020: Science Education and Teaching Technologies Conference, Rome (May 04-05, 2020)
206. ICAECLT 2020: Advances in E-Collaborative Learning Technologies Conference, Istanbul (May 07-08, 2020)
207. ICDPOLM 2020: Digital Pedagogy and Online Learning Models Conference, Istanbul (May 07-08, 2020)
208. ICECL 2020: E-Collaborative Learning Conference, Istanbul (May 07-08, 2020)
209. ICAECLS 2020: Advances in E-Collaborative Learning Systems Conference, Amsterdam (May 14-15, 2020)
210. ICAESE 2020: Advanced and Effective Science Education Conference, Paris (May 14-15, 2020)
211. ICAPDEEI 2020: Advanced Pedagogy and Designing Effective Educational Instructions Conference, Paris (May 14-15, 2020)
212. ICDIT 2020: Designing Instructions and Teaching Conference, Paris (May 14-15, 2020)
213. ICDPETEL 2020: Digital Pedagogy, E-Teaching and E-Learning Conference, Paris (May 14-15, 2020)
214. ICDPOLT 2020: Digital Pedagogy in Online Learning and Teaching Conference, Amsterdam (May 14-15, 2020)
215. ICMEAES 2020: Moral Education and Advanced Education Systems Conference, Amsterdam (May 14-15, 2020)
216. ICPELS 2020: Pedagogy and Effective Learning Strategies Conference, Paris (May 14-15,

2020)

217. ICPSDEES 2020: Pedagogical Science and Designing Effective Educational Systems Conference, Amsterdam (May 14-15, 2020)

218. ICSIES 2020: Scholarship and Innovative Education Systems Conference, Paris (May 14-15, 2020)

219. ICELTET 2020: Education, Learning, Teaching and Educational Transformation Conference, Sydney (May 18-19, 2020)

220. ICAPSTI 2020: Advanced Pedagogical Sciences and Teaching Instructions Conference, Vancouver (May 21-22, 2020)

221. ICDEEI 2020: Designing Effective Educational Instructions Conference, Berlin (May 21-22, 2020)

222. ICDPOL 2020: Digital Pedagogy in Online Learning Conference, London (May 21-22, 2020)

223. ICECSE 2020: Early Childhood and Science Education Conference, Berlin (May 21-22, 2020)

224. ICEPS 2020: Educational Policies and Systems Conference, Berlin (May 21-22, 2020)

225. ICESDETI 2020: Educational Sciences and Designing Effective Teaching Instructions Conference, Vancouver (May 21-22, 2020)

226. ICESDI 2020: Education Systems and Designing Instructions Conference, London (May 21-22, 2020)

227. ICESDTI 2020: Educational Sciences and Designing Teaching Instructions Conference, Vancouver (May 21-22, 2020)

228. ICPDEEI 2020: Pedagogy and Designing Effective Educational Instructions Conference, Vancouver (May 21-22, 2020)

229. ICPSDEEI 2020: Pedagogical Science and Designing Effective Educational Instructions Conference, Vancouver (May 21-22, 2020)

230. ICPSDI 2020: Pedagogical Science and Designing Instructions Conference, Vancouver (May 21-22, 2020)

231. ICPSEI 2020: Pedagogical Science and Educational Instructions Conference, Vancouver (May 21-22, 2020)

232. ICPSTI 2020: Pedagogical Sciences and Teaching Instructions Conference, Vancouver (May 21-22, 2020)

233. ICSEETS 2020: Science Education and Effective Teaching Strategies Conference, London (May 21-22, 2020)

234. ICDPECL 2020: Digital Pedagogy and E-Collaborative Learning Conference, Barcelona (May 22-23, 2020)

235. ICDPELET 2020: Digital Pedagogy, E-Learning and E-Teaching Conference, Barcelona (May 22-23, 2020)

236. ICECEDI 2020: Early Childhood and Effective Designing Instructions

Conference, Copenhagen (Jun 11-12, 2020)

237. ICEPATS 2020: Educational Policies and Advanced Teaching Strategies Conference, Copenhagen (Jun 11-12, 2020)

238. ICLSPI 2020: Learning Sciences and Pedagogic Innovations Conference, Tokyo (Jun 11-12, 2020)

239. ICPELM 2020: Pedagogy and Effective Learning Methods Conference, Copenhagen (Jun 11-12, 2020)

240. ICPSCT 2020: Pedagogical Sciences, Cognition and Teaching Conference, Copenhagen (Jun 11-12, 2020)

241. ICCEEI 2020: Childhood Education and Educational Instructions Conference, Vienna (Jun 18-19, 2020)

242. ICCIPI 2020: Curriculum Innovation, Planning and Implementation Conference, Riga (Jun 18-19, 2020)

243. ICETT 2020: Education, Teaching and Technology Conference, Toronto (Jun 18-19, 2020)

244. ICPES 2020: Pedagogy and Educational Sciences Conference, Vienna (Jun 18-19, 2020)

245. ICPSSE 2020: Pedagogical Sciences and Science Education Conference, Vienna (Jun 18-19, 2020)

246. ICSEET 2020: Science Education and Effective Teaching Conference, Vienna (Jun 18-19, 2020)

247. ICSES 2020: Scholarship and Education Systems Conference, Vienna (Jun 18-19, 2020)

248. ICASEP 2020: Advanced Science Education and Pedagogy Conference, Oslo (Jun 25-26, 2020)

249. ICEPTT 2020: Education, Pedagogy, Teaching and Technology Conference, Oslo (Jun 25-26, 2020)

250. ICESELM 2020: Educational Sciences and Effective Learning Methods Conference, Oslo (Jun 25-26, 2020)

251. ICETL 2020: Education, Teaching and Learning Conference, Oslo (Jun 25-26, 2020)

252. ICL 2020: Literacy Conference, Paris (Jun 25-26, 2020)

253. ICSTEME 2020: Science, Technology, Engineering, and Mathematics Education Conference, Oslo (Jun 25-26, 2020)

254. ICTEL 2020: Teaching, Education and Learning Conference, Oslo (Jun 25-26, 2020)

255. ICDOE 2020: Distance and Open Education Conference, London (Jun 29-30, 2020)

256. ICETS 2020: Educational and Teaching Systems Conference, London (Jun 29-30, 2020)

257. ICSETS 2020: Science Education and Teaching Strategies Conference, London (Jun 29-30, 2020)

258. ICCBST 2020: Computer-Based Sport Training Conference, Singapore (Jul 06-07, 2020)

259. ICCIPI 2020: Curriculum Innovation Planning and Implementation Conference, Ottawa (Jul 13-14, 2020)

260. ICPPEM 2020: Pedagogy, Psychology and Educational Management Conference, Ottawa (Jul 13-14, 2020)
261. ICSE 2020: Science Education Conference, Tokyo (Jul 14-15, 2020)
262. ICCAES 2020: Content Analysis in Educational Sciences Conference, Copenhagen (Jul 15-16, 2020)
263. ICPECE 2020: Pedagogy and Early Childhood Education Conference, Copenhagen (Jul 15-16, 2020)
264. ICCEIES 2020: Civics Education and Innovative Education Systems Conference, Bali (Jul 16-17, 2020)
265. ICCLI 2020: Cooperative Learning and Interaction Conference, Toronto (Jul 16-17, 2020)
266. ICEMSTM 2020: Education in a Multicultural Society and Teaching Models Conference, Bali (Jul 16-17, 2020)
267. ICPEI 2020: Pedagogical and Educational Instructions Conference, Stockholm (Jul 16-17, 2020)
268. ICTBLT 2020: Team-Based Learning and Teaching Conference, Toronto (Jul 16-17, 2020)
269. ICEPP 2020: Education, Pedagogy, and Psychology Conference, Helsinki (Jul 17-18, 2020)
270. ICICBST 2020: Implementation of Computer-Based Sport Training Conference, Helsinki (Jul 17-18, 2020)
271. ICCLCT 2020: Cooperative Learning and Critical Thinking Conference, Paris (Jul 20-21, 2020)
272. ICTBCL 2020: Team-Based and Cooperative Learning Conference, Paris (Jul 20-21, 2020)
273. ICCLE 2020: Cooperative Learning and Education Conference, Rome (Jul 23-24, 2020)
274. ICCLPS 2020: Cooperative Learning and Pedagogical Sciences Conference, London (Jul 23-24, 2020)
275. ICECLD 2020: Early Childhood Learning and Development Conference, London (Jul 23-24, 2020)
276. ICEITM 2020: Education and Innovative Teaching Models Conference, London (Jul 23-24, 2020)
277. ICEMS 2020: Education in a Multicultural Society Conference, Berlin (Jul 23-24, 2020)
278. ICTBLCT 2020: Team-Based Learning and Critical Thinking Conference, Rome (Jul 23-24, 2020)
279. ICTBLE 2020: Team-Based Learning and Education Conference, London (Jul 23-24, 2020)
280. ICTBL 2020: Team-Based Learning Conference, Zurich (Jul 27-28, 2020)
281. ICAPSES 2020: Advanced Pedagogical Sciences and Education Strategies Conference, Istanbul (Jul 30-31, 2020)
282. ICAPSLT 2020: Advanced Pedagogical Sciences, Learning and Teaching Conference, Istanbul (Jul 30-31, 2020)
283. ICCLT 2020: Cooperative Learning and Teaching Conference, Istanbul (Jul 30-31, 2020)

284. ICITMT 2020: Innovative Teaching Methods and Technologies Conference, Istanbul (Jul 30-31, 2020)

285. ICPSEES 2020: Pedagogical Sciences and Effective Education Strategies Conference, Istanbul (Jul 30-31, 2020)

286. ICPSES 2020: Pedagogical Sciences and Education Strategies Conference, Istanbul (Jul 30-31, 2020)

287. ICPSLTS 2020: Pedagogical Sciences, Learning and Teaching Strategies Conference, Istanbul (Jul 30-31, 2020)

288. ICPSSEES 2020: Pedagogical Sciences, Students and Effective Education Strategies Conference, Istanbul (Jul 30-31, 2020)

289. ICPSSES 2020: Pedagogical Sciences, Students and Education Strategies Conference, Istanbul (Jul 30-31, 2020)

290. ICSEES 2020: Students and Effective Education Strategies Conference, Istanbul (Jul 30-31, 2020)

291. ICTBLPS 2020: Team-Based Learning and Pedagogical Sciences Conference, Istanbul (Jul 30-31, 2020)

292. ICCLS 2020: Cooperative Learning Strategies Conference, Montreal (Aug 04-05, 2020)

293. ICEEPE 2020: Educational Environment and Primary Education Conference, Montreal (Aug 04-05, 2020)

294. ICAPEES 2020: Advanced Pedagogy and Effective Education Systems Conference, New York (Aug 10-11, 2020)

295. ICAPSEES 2020: Advanced Pedagogical Sciences and Effective Education Systems Conference, New York (Aug 10-11, 2020)

296. ICAPSETS 2020: Advanced Pedagogical Sciences and Effective Teaching Systems Conference, New York (Aug 10-11, 2020)

297. ICETI 2020: Education and Teaching Innovation Conference, New York (Aug 10-11, 2020)

298. ICPEES 2020: Pedagogy and Effective Education Systems Conference, New York (Aug 10-11, 2020)

299. ICPETS 2020: Pedagogy and Effective Teaching Strategies Conference, New York (Aug 10-11, 2020)

300. ICPSEES 2020: Pedagogical Sciences and Effective Education Systems Conference, New York (Aug 10-11, 2020)

301. ICPSETS 2020: Pedagogical Sciences and Effective Teaching Systems Conference, New York (Aug 10-11, 2020)

302. ICPSTS 2020: Pedagogical Sciences and Teaching Strategies Conference, New York (Aug 10-11, 2020)

303. ICTS 2020: Pedagogical Sciences and Teaching Systems Conference, New York (Aug 10-11, 2020)

304. ICCTI 2020: Curriculum and Teaching Innovation Conference, Lagos (Aug 13-14, 2020)
305. ICAPE 2020: Andragogical and Pedagogical Education Conference, Bangkok (Aug 20-21, 2020)
306. ICAPECE 2020: Advanced Pedagogy and Early Childhood Education Conference, Bangkok (Aug 20-21, 2020)
307. ICAPSECE 2020: Advanced Pedagogical Sciences and Early Childhood Education Conference, Bangkok (Aug 20-21, 2020)
308. ICESIP 2020: Innovative Educational Science and Pedagogy Conference, Bangkok (Aug 20-21, 2020)
309. ICESIPR 2020: Educational Science and Innovative Pedagogical Researches Conference, Bangkok (Aug 20-21, 2020)
310. ICESME 2020: Educational Sciences and Moral Education Conference, Bangkok (Aug 20-21, 2020)
311. ICIESPR 2020: Innovative Educational Science and Pedagogy Researches Conference, Bangkok (Aug 20-21, 2020)
312. ICLLE 2020: Language and Literacy Education Conference, Bangkok (Aug 20-21, 2020)
313. ICLLLE 2020: Linguistics, Language and Literacy Education Conference, Bangkok (Aug 20-21, 2020)
314. ICPSECR 2020: Pedagogical Sciences and Early Childhood Education Conference, Bangkok (Aug 20-21, 2020)
315. ICATIS 2020: Advanced Teaching Instructions and Students Conference, Paris (Aug 27-28, 2020)
316. ICATIT 2020: Advanced Teaching Instructions and Teachers Conference, Paris (Aug 27-28, 2020)
317. ICESAEI 2020: Educational Sciences and Advanced Educational Instructions Conference, Paris (Aug 27-28, 2020)
318. ICESEEI 2020: Educational Sciences and Effective Educational Instructions Conference, Paris (Aug 27-28, 2020)
319. ICPATI 2020: Pedagogy and Advanced Teaching Instructions Conference, Paris (Aug 27-28, 2020)
320. ICSEAP 2020: Science Education and Advanced Pedagogy Conference, Paris (Aug 27-28, 2020)
321. ICSEP 2020: Science Education and Pedagogy Conference, Paris (Aug 27-28, 2020)
322. ICAPSCT 2020: Advanced Pedagogical Sciences, Cognition and Teaching Conference, Prague (Sep 03-04, 2020)
323. ICAPST 2020: Advanced Pedagogical Sciences and Teaching Conference, Prague (Sep 03-04, 2020)
324. ICEEES 2020: Education and Effective Education Systems Conference, Prague (Sep 03-04,

2020)

325. ICESCL 2020: Educational Sciences, Cognition and Learning Conference, Prague (Sep 03-04, 2020)

326. ICESCT 2020: Educational Sciences, Cognition and Teaching Conference, Prague (Sep 03-04, 2020)

327. ICESCTS 2020: Educational Sciences, Cognition and Teaching Strategies Conference, Prague (Sep 03-04, 2020)

328. ICESEES 2020: Educational Sciences and Effective Education Systems Conference, Prague (Sep 03-04, 2020)

329. ICPSCTS 2020: Pedagogical Sciences, Cognition and Teaching Strategies Conference, Prague (Sep 03-04, 2020)

330. ICAESDI 2020: Advanced Education Systems and Designing Instructions Conference, Zurich (Sep 16-17, 2020)

331. ICCIPIP 2020: Curriculum Innovation Planning and Implementation Processes Conference, Lisbon (Sep 16-17, 2020)

332. ICDEIE 2020: Designing Effective Instructions and Education Conference, Zurich (Sep 16-17, 2020)

333. ICDIETS 2020: Designing Instructions and Effective Teaching Systems Conference, Zurich (Sep 16-17, 2020)

334. ICEL 2020: Education and Learning Conference, Lisbon (Sep 16-17, 2020)

335. ICMEES 2020: Moral Education and Education Systems Conference, Zurich (Sep 16-17, 2020)

336. ICMEIES 2020: Moral Education and Innovative Education Systems Conference, Zurich (Sep 16-17, 2020)

337. ICCIDPI 2020: Curriculum Innovation, Design, Planning and Implementation Conference, Rome (Sep 17-18, 2020)

338. ICLLC 2020: Literacy, Learning and Culture Conference, Amsterdam (Sep 17-18, 2020)

339. ICACBST 2020: Advancements in Computer-Based Sport Training Conference, Toronto (Sep 21-22, 2020)

340. ICGLD 2020: Global Literacy and Development Conference, Istanbul (Sep 24-25, 2020)

341. ICPCBST 2020: Pedagogy in Computer-Based Sport Training Conference, Dubrovnik (Oct 01-02, 2020)

342. ICPE 2020: Physics and Education Conference, Tbilisi (Oct 01-02, 2020)

343. ICPETL 2020: Physics Education, Teaching and Learning Conference, Dubrovnik (Oct 01-02, 2020)

344. ICAESEDI 2020: Advanced Education Systems and Effective Designing Instructions Conference, Tokyo (Oct 05-06, 2020)

345. ICAPEI 2020: Advanced Pedagogy and Educational Instructions Conference, Tokyo (Oct 05-

06, 2020)

346. ICCEDEI 2020: Childhood Education and Designing Educational Instructions Conference, Tokyo (Oct 05-06, 2020)

347. ICDTITQ 2020: Designing Teaching Instructions and Teacher Quality Conference, Tokyo (Oct 05-06, 2020)

348. ICECEEDI 2020: Early Childhood Education and Effective Designing Instructions Conference, Tokyo (Oct 05-06, 2020)

349. ICPEI 2020: Pedagogy and Educational Instructions Conference, Tokyo (Oct 05-06, 2020)

350. ICDPELM 2020: Digital Pedagogy and E-Learning Models Conference, Istanbul (Oct 22-23, 2020)

351. ICEPALS 2020: Educational Policies and Advanced Learning Strategies Conference, London (Oct 22-23, 2020)

352. ICEPILS 2020: Educational Policies and Innovative Learning Systems Conference, London (Oct 22-23, 2020)

353. ICEPITS 2020: Educational Policies and Innovative Teaching Strategies Conference, London (Oct 22-23, 2020)

354. ICEPL 2020: Educational Policies and Learning Conference, London (Oct 22-23, 2020)

355. ICEPLS 2020: Educational Policies and Learning Systems Conference, London (Oct 22-23, 2020)

356. ICEPTS 2020: Educational Policies, Teachers and Students Conference, London (Oct 22-23, 2020)

357. ICLDRPP 2020: Literacy Development: Research, Policy and Practice Conference, Istanbul (Oct 22-23, 2020)

358. ICPILS 2020: Educational Policies and Innovative Learning Strategies Conference, London (Oct 22-23, 2020)

359. ICAPES 2020: Advanced Pedagogy and Educational Sciences Conference, Los Angeles (Oct 29-30, 2020)

360. ICAPRES 2020: Advanced Pedagogy Researches and Educational Sciences Conference, Los Angeles (Oct 29-30, 2020)

361. ICECEET 2020: Early Childhood Education and Education Technologies Conference, Los Angeles (Oct 29-30, 2020)

362. ICECELT 2020: Early Childhood Education, Learning and Teaching Conference, Los Angeles (Oct 29-30, 2020)

363. ICILMT 2020: Innovative Learning Methods and Technologies Conference, Los Angeles (Oct 29-30, 2020)

364. ICPRES 2020: Pedagogy Researches and Educational Sciences Conference, Los Angeles (Oct 29-30, 2020)

365. ICTLS 2020: Teaching and Learning Systems Conference, Los Angeles (Oct 29-30, 2020)

366. ICCIPE 2020: Curriculum Innovation Processes in Education Conference, Amsterdam (Nov 05-06, 2020)
367. ICEIL 2020: Education and Information Literacy Conference, Istanbul (Nov 05-06, 2020)
368. ICCI 2020: Curricular Innovations Conference, Dubai (Nov 09-10, 2020)
369. ICCIR 2020: Curriculum Innovation and Reform Conference, Dubai (Nov 09-10, 2020)
370. ICILE 2020: Information Literacy and Education Conference, Dubai (Nov 09-10, 2020)
371. ICLE 2020: Literacy and Education Conference, Dubai (Nov 09-10, 2020)
372. ICCIC 2020: Curriculum Innovation and Change Conference, Venice (Nov 12-13, 2020)
373. ICEELA 2020: Educational Environment and Learning Analytics Conference, Venice (Nov 12-13, 2020)
374. ICATEL 2020: Advances in Teaching, Education and Learning Conference, Jeddah (Nov 16-17, 2020)
375. ICECR 2020: Educational Computing Research Conference, Jeddah (Nov 16-17, 2020)
376. ICELSE 2020: E-Learning and Software in Education Conference, Jeddah (Nov 16-17, 2020)
377. ICICE 2020: Innovative Computing Education Conference, Jeddah (Nov 16-17, 2020)
378. ICEITS 2020: Educational and Innovative Teaching Systems Conference, Paris (Nov 19-20, 2020)
379. ICEPATS 2020: Educational Policies and Advanced Teaching Systems Conference, Paris (Nov 19-20, 2020)
380. ICEPITS 2020: Educational Policies and Innovative Teaching Systems Conference, Paris (Nov 19-20, 2020)
381. ICIEPS 2020: Innovative Educational Policies and Systems Conference, Paris (Nov 19-20, 2020)
382. ICIESETS 2020: Innovative Educational Systems and Effective Teaching Strategies Conference, Paris (Nov 19-20, 2020)
383. ICIESL 2020: Innovative Educational Systems and Learning Conference, Paris (Nov 19-20, 2020)
384. ICIESLS 2020: Innovative Educational Systems and Learning Strategies Conference, Paris (Nov 19-20, 2020)
385. ICIESTL 2020: Innovative Educational Systems, Teaching and Learning Conference, Paris (Nov 19-20, 2020)
386. ICIETS 2020: Innovative Educational and Teaching Systems Conference, Paris (Nov 19-20, 2020)
387. ICILE 2020: Information Literacy Education Conference, Singapore (Nov 19-20, 2020)
388. ICME 2020: Moral Education Conference, London (Nov 19-20, 2020)
389. ICAEITM 2020: Advanced Education and Innovative Teaching Methods Conference, Jerusalem (Nov 26-27, 2020)
390. ICCEATM 2020: Childhood Education and Advanced Teaching Methods

Conference, Jerusalem (Nov 26-27, 2020)

391. ICDEITM 2020: Distance Education and Innovative Teaching Models Conference, Jerusalem (Nov 26-27, 2020)

392. ICDEOC 2020: Distance Education and Online Courses Conference, Jerusalem (Nov 26-27, 2020)

393. ICECEITM 2020: Effective Childhood Education and Innovative Teaching Methods Conference, Jerusalem (Nov 26-27, 2020)

394. ICEECE 2020: Educational Environment and Continuous Education Conference, Jerusalem (Nov 26-27, 2020)

395. ICEEEP 2020: Educational Environment and Exchange Programs Conference, Jerusalem (Nov 26-27, 2020)

396. ICEEQ 2020: Educational Environment and Quality Conference, Jerusalem (Nov 26-27, 2020)

397. ICEFTM 2020: Educational Foundations and Technology Education Conference, Jerusalem (Nov 26-27, 2020)

398. ICELS 2020: Education and Learning Sciences Conference, Jerusalem (Nov 26-27, 2020)

399. ICEMSEP 2020: Education in a Multicultural Society and Exchange Programs Conference, Jerusalem (Nov 26-27, 2020)

400. ICEPP 2020: Educational Policies and Practices Conference, Jerusalem (Nov 26-27, 2020)

401. ICEQEDT 2020: Educational Quality and Ethical Dilemmas in Teaching Conference, Jerusalem (Nov 26-27, 2020)

402. ICEQF 2020: Educational Quality and Foundations Conference, Jerusalem (Nov 26-27, 2020)

403. ICEQLS 2020: Educational Quality and Learning Skills Conference, Jerusalem (Nov 26-27, 2020)

404. ICEQTM 2020: Educational Quality and Teaching Models Conference, Jerusalem (Nov 26-27, 2020)

405. ICEQTT 2020: Educational Quality and Teacher Training Conference, Jerusalem (Nov 26-27, 2020)

406. ICESC 2020: Educational Sciences and Childhood Conference, Jerusalem (Nov 26-27, 2020)

407. ICEST 2020: Educational Sciences and Teachers Conference, Jerusalem (Nov 26-27, 2020)

408. ICESTQ 2020: Educational Sciences and Teacher Quality Conference, Jerusalem (Nov 26-27, 2020)

409. ICLSEE 2020: Learning Sciences and Educational Environment Conference, Jerusalem (Nov 26-27, 2020)

410. ICOEDEI 2020: Open Education and Designing Effective Instruction Conference, Jerusalem (Nov 26-27, 2020)

411. ICOEP 2020: Open Educational Practices Conference, Jerusalem (Nov 26-27, 2020)
412. ICPSEP 2020: Pedagogical Sciences and Educational Policies Conference, Jerusalem (Nov 26-27, 2020)
413. ICSLD 2020: Sustainability and Literacy Development Conference, Jerusalem (Nov 26-27, 2020)
414. ICTEITM 2020: Technology Education and Innovative Teaching Models Conference, Jerusalem (Nov 26-27, 2020)
415. ICVLL 2020: Virtual Language Learning Conference, Jerusalem (Nov 26-27, 2020)
416. ICVLOC 2020: Virtual Learning and Online Courses Conference, Jerusalem (Nov 26-27, 2020)
417. ICVLPE 2020: Virtual Learning and Primary Education Conference, Jerusalem (Nov 26-27, 2020)
418. ICVLTM 2020: Virtual Learning and Teaching Methodologies Conference, Jerusalem (Nov 26-27, 2020)
419. ICDEIETS 2020: Designing Effective Instructions and Effective Teaching Systems Conference, Sydney (Dec 03-04, 2020)
420. ICECET 2020: Early Childhood Education and Teaching Systems Conference, Sydney (Dec 03-04, 2020)
421. ICEPLS 2020: Educational Policies and Learning Strategies Conference, Sydney (Dec 03-04, 2020)
422. ICEPS 2020: Educational Policies and Students Conference, Sydney (Dec 03-04, 2020)
423. ICEPTS 2020: Educational Policies and Teaching Strategies Conference, Sydney (Dec 03-04, 2020)
424. ICERIP 2020: Education, Research, and Innovation Policy Conference, Sydney (Dec 03-04, 2020)
425. ICPEL 2020: Physics Education and Learning Conference, Tokyo (Dec 03-04, 2020)
426. ICPETM 2020: Physics Education and Teaching Methods Conference, Sydney (Dec 03-04, 2020)
427. ICPETS 2020: Pedagogy and Effective Teaching Systems Conference, Sydney (Dec 03-04, 2020)
428. ICCBSTA 2020: Computer-Based Sport Training and Applications Conference, Rome (Dec 10-11, 2020)
429. ICLEP 2020: Learning, Education and Pedagogy Conference, Rome (Dec 10-11, 2020)
430. ICTMPE 2020: Teaching Methods in Physics Education Conference, Rome (Dec 10-11, 2020)
431. ICACBST 2020: Applications of Computer-Based Sport Training Conference, Kuala Lumpur (Dec 17-18, 2020)
432. ICELSEP 2020: E-Learning and Software in Educational Practice Conference, Dubai (Dec

17-18, 2020)

433. ICLCDCE 2020: Learner-Centered Design of Computing Education Conference, Dubai (Dec 17-18, 2020)

434. ICPET 2020: Physics Education and Technology Conference, Kuala Lumpur (Dec 17-18, 2020)

435. ICACBST 2020: Advances in Computer-Based Sport Training Conference, Vienna (Dec 24-25, 2020)

436. ICESD 2020: Education for Sustainable Development Conference, Vienna (Dec 24-25, 2020)

437. ICTET 2020: Teaching, Education, and Technology Conference, Vienna (Dec 24-25, 2020)

438. ICCER 2020: Computing Education Research Conference, Paris (Dec 28-29, 2020)

Applied Psychology Conferences

439. ICAPBS 2020: Applied Psychology and Behavioral Sciences Conference, Istanbul (Jan 30-31, 2020)

440. ICCSP 2020: Comparative and Social Psychology Conference, Bangkok (Feb 03-04, 2020)

441. ICHGP 2020: Humanistic and General Psychology Conference, Bangkok (Feb 03-04, 2020)

442. ICPLP 2020: Positive and Legal Psychology Conference, Bangkok (Feb 03-04, 2020)

443. ICTPS 2020: Teaching Psychology for Sustainability Conference, Bangkok (Feb 03-04, 2020)

444. ICPSB 2020: Psychology of Sustainable Behavior Conference, Kuala Lumpur (Feb 10-11, 2020)

445. ICCDP 2020: Community Development and Psychology Conference, Male (Feb 17-18, 2020)

446. ICMP 2020: Military Psychology Conference, Male (Feb 17-18, 2020)

447. ICPS 2020: Psychology for Sustainability Conference, Male (Feb 17-18, 2020)

448. ICSPBS 2020: Social Psychology and Behavioral Sciences Conference, Male (Feb 17-18, 2020)

449. ICLP 2020: Language and Psychology Conference, Paris (Feb 20-21, 2020)

450. ICDPE 2020: Developmental Psychology and Education Conference, Rio de Janeiro (Mar 02-03, 2020)

451. ICSP 2020: Sports Psychology Conference, Singapore (Mar 30-31, 2020)

452. ICAPP 2020: Applied Psychology Conference, Barcelona (May 22-23, 2020)

453. ICCCPP 2020: Cross Cultural Psychology and Personality Conference, San Francisco (Jun 05-06, 2020)

454. ICCP 2020: Cultural Psychology Conference, New York (Aug 10-11, 2020)

455. ICCP 2020: Cross Cultural Psychology Conference, Prague (Sep 03-04, 2020)

456. ICCPE 2020: Cultural Psychology and Emotions Conference, Prague (Sep 03-04, 2020)

457. ICPS 2020: Psychological Society Conference, Lisbon (Sep 16-17, 2020)

458. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

459. ICAPHD 2020: Applied Psychology and Human Development Conference, Amsterdam (Nov 05-06, 2020)

460. ICPPP 2020: Positive Psychology and Psychotherapy Conference, Tokyo (Dec 03-04, 2020)

Child Psychology Conferences

461. ICCAP 2020: Child and Adolescent Psychopathology Conference, Dubai (Jan 30-31, 2020)

462. ICEMHEW 2020: Child Mental Health and Emotional Wellbeing Conference, Jeddah (Feb 17-18, 2020)

463. ICCPD 2020: Child Psychology and Development Conference, Buenos Aires (Feb 27-28, 2020)

464. ICRTSP 2020: Recent Trends in School Psychology Conference, Buenos Aires (Feb 27-28, 2020)

465. ICSCBS 2020: Social, Cognitive and Behavioral Sciences Conference, Tokyo (Feb 27-28, 2020)

466. ICCMHB 2020: Child Mental Health and Behavior Conference, Sydney (Mar 26-27, 2020)

467. ICCMHP 2020: Child Mental Health and Psychology Conference, Madrid (Mar 26-27, 2020)

468. ICCPP 2020: Child Psychology and Pedagogy Conference, Cancun (Apr 06-07, 2020)

469. ICSEP 2020: School and Educational Psychology Conference, Cancun (Apr 06-07, 2020)

470. ICCMHW 2020: Child Mental Health and Wellness Conference, Venice (Apr 09-10, 2020)

471. ICCMHW 2020: Child Mental Health and Wellbeing Conference, Lisbon (Apr 16-17, 2020)

472. ICCMHD 2020: Child Mental Health and Development Conference, New York (Apr 23-24, 2020)

473. ICCMH 2020: Child Mental Health Conference, Istanbul (May 07-08, 2020)

474. ICBCSS 2020: Behavioral, Cognitive and Sensory Sciences Conference, Copenhagen (Jun 11-12, 2020)

475. ICPECP 2020: Preschool Education and Child Psychology Conference, London (Jun 29-30, 2020)

476. ICPDT 2020: Psychiatry, Diagnosis and Therapy Conference, Prague (Jul 09-10, 2020)

477. ICCPGP 2020: Child Psychology and General Pediatrics Conference, Toronto (Jul 16-17, 2020)

478. ICMHW 2020: Mental Health and Wellness Conference, Toronto (Jul 16-17, 2020)

479. ICMWPMH 2020: Mental Wellness and Positive Mental Health Conference, Paris (Jul 20-21, 2020)

480. ICPPMH 2020: Psychiatry, Psychopathology and Mental Health Conference, Paris (Jul 20-

21, 2020)

481. ICRPPN 2020: Research in Psychology, Psychiatry and Neuroscience Conference, London (Jul 23-24, 2020)

482. ICPPP 2020: Psychological Problems in Pediatrics Conference, Zurich (Jul 27-28, 2020)

483. ICSECP 2020: School, Educational and Child Psychology Conference, New York (Aug 10-11, 2020)

484. ICPPMH 2020: Pediatric Psychology and Mental Health Conference, Venice (Aug 13-14, 2020)

485. ICCPMH 2020: Child Psychology and Mental Health Conference, Istanbul (Aug 17-18, 2020)

486. ICESCP 2020: Educational, School and Child Psychology Conference, Istanbul (Aug 17-18, 2020)

487. ICTSP 2020: Trends in School Psychology Conference, Istanbul (Aug 17-18, 2020)

488. ICCPDS 2020: Child Psychology and Developmental Science Conference, London (Aug 20-21, 2020)

489. ICESP 2020: Educational and School Psychology Conference, London (Aug 20-21, 2020)

490. ICSNCBS 2020: Social, Neural, Cognitive and Behavioral Sciences Conference, Bangkok (Aug 20-21, 2020)

491. ICCPAD 2020: Child Psychology and Atypical Development Conference, Paris (Aug 27-28, 2020)

492. ICAPPN 2020: Advances in Psychology, Psychiatry and Neuroscience Conference, Toronto (Sep 21-22, 2020)

493. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

494. ICCPO 2020: Child Psychology and Obesity Conference, Dubrovnik (Oct 01-02, 2020)

495. ICCBP 2020: Cognitive and Behavioral Psychology Conference, Los Angeles (Oct 29-30, 2020)

496. ICCCP 2020: Clinical and Counselling Psychology Conference, Paris (Oct 29-30, 2020)

497. ICCPP 2020: Clinical Psychiatry and Psychology Conference, Sydney (Dec 03-04, 2020)

Clinical Psychology Conferences

498. ICIGTDT 2020: Individual and Group Therapy for Depression Treatment Conference, Bangkok (Jan 16-17, 2020)

499. ICIOP 2020: Industrial and Organizational Psychology Conference, Rome (Jan 16-17, 2020)

500. ICPLT 2020: Psychology, Language and Teaching Conference, Bangkok (Jan 16-17, 2020)

501. ICPSH 2020: Psychology and Social Harmony Conference, Bangkok (Jan 16-17, 2020)

502. ICCPT 2020: Clinical Psychology and Testing Conference, Amsterdam (Jan 20-21, 2020)

503. ICADP 2020: Anxiety Disorders and Phobias Conference, Istanbul (Jan 30-31, 2020)

504. ICAPBS 2020: Applied Psychology and Behavioral Sciences Conference, Istanbul (Jan 30-

31, 2020)

505. ICBPS 2020: Behavioral and Psychological Sciences Conference, Sydney (Jan 30-31, 2020)
506. ICDMP 2020: Definition of Measurement in Psychometrics Conference, Sydney (Jan 30-31, 2020)
507. ICPNSSC 2020: Positive and Negative Syndromes in Schizophrenia Conference, Sydney (Jan 30-31, 2020)
508. ICCSP 2020: Comparative and Social Psychology Conference, Bangkok (Feb 03-04, 2020)
509. ICHGP 2020: Humanistic and General Psychology Conference, Bangkok (Feb 03-04, 2020)
510. ICP 2020: Psychiatry Conference, Melbourne (Feb 03-04, 2020)
511. ICPLP 2020: Positive and Legal Psychology Conference, Bangkok (Feb 03-04, 2020)
512. ICPPMH 2020: Positive Psychology and Mental Health Conference, Bangkok (Feb 03-04, 2020)
513. ICTPS 2020: Teaching Psychology for Sustainability Conference, Bangkok (Feb 03-04, 2020)
514. ICCPBS 2020: Cognitive, Psychological and Behavioral Sciences Conference, Kuala Lumpur (Feb 10-11, 2020)
515. ICCPTA 2020: Clinical Psychology and Therapeutic Assessment Conference, Barcelona (Feb 10-11, 2020)
516. ICPIS 2020: Psychometrics and Interpreting Scores Conference, Barcelona (Feb 10-11, 2020)
517. ICPSB 2020: Psychology of Sustainable Behavior Conference, Kuala Lumpur (Feb 10-11, 2020)
518. ICSEP 2020: Schizophrenia, Epidemiology and Prognosis Conference, Kuala Lumpur (Feb 10-11, 2020)
519. ICSP 2020: Spirituality and Psychology Conference, Barcelona (Feb 10-11, 2020)
520. ICSCP 2020: Spirituality and Clinical Psychology Conference, London (Feb 13-14, 2020)
521. ICCDP 2020: Community Development and Psychology Conference, Jeddah (Feb 17-18, 2020)
522. ICMP 2020: Military Psychology Conference, Jeddah (Feb 17-18, 2020)
523. ICPS 2020: Psychology for Sustainability Conference, Jeddah (Feb 17-18, 2020)
524. ICSPBS 2020: Social Psychology and Behavioral Sciences Conference, Jeddah (Feb 17-18, 2020)
525. ICLP 2020: Language and Psychology Conference, Paris (Feb 20-21, 2020)
526. ICPCLS 2020: Psychology, Cognitive and Linquistic Sciences Conference, Buenos Aires (Feb 27-28, 2020)
527. ICSCBS 2020: Social, Cognitive and Behavioral Sciences Conference, Tokyo (Feb 27-28, 2020)
528. ICSMP 2020: Spirituality and Medical Practice Conference, Sydney (Feb 27-28, 2020)

529. ICCLA 2020: Computational Linguistics and Applications Conference, Rio de Janeiro (Mar 02-03, 2020)

530. ICADPA 2020: Anxiety Disorders and Panic Attacks Conference, Barcelona (Mar 05-06, 2020)

531. ICASS 2020: Anxiety Symptoms and Signs Conference, Rome (Mar 05-06, 2020)

532. ICBPDECD 2020: Biological, Psychological, Social and Evolutionary Causes of Depression Conference, Barcelona (Mar 05-06, 2020)

533. ICCCD 2020: Causes of Clinical Depression Conference, Barcelona (Mar 05-06, 2020)

534. ICCDET 2020: Clinical Depression and Effective Treatment Conference, Rome (Mar 05-06, 2020)

535. ICDMCP 2020: Definition of Measurement in Clinical Psychology Conference, Rome (Mar 05-06, 2020)

536. ICDSMDC 2020: DSM and Diagnostic Classification Conference, Rome (Mar 05-06, 2020)

537. ICMMD 2020: Major Mood Disorders Conference, Rome (Mar 05-06, 2020)

538. ICOAD 2020: Overview of Anxiety Disorders Conference, Rome (Mar 05-06, 2020)

539. ICPAT 2020: Psychological Assessment and Testing Conference, Barcelona (Mar 05-06, 2020)

540. ICPCG 2020: Psychology, Counselling and Guidance Conference, Barcelona (Mar 05-06, 2020)

541. ICPDSM 2020: Psychopathology and DSM Conference, Barcelona (Mar 05-06, 2020)

542. ICBNLP 2020: Biomedical Natural Language Processing Conference, London (Mar 12-13, 2020)

543. ICCPPT 2020: Clinical Psychology and Psychological Testing Conference, London (Mar 12-13, 2020)

544. ICDSMDL 2020: DSM and Dividing Lines Conference, Miami (Mar 12-13, 2020)

545. ICGADPD 2020: Generalized Anxiety Disorder and Panic Disorder Conference, Miami (Mar 12-13, 2020)

546. ICPPT 2020: Psychopathology and Psychological Testing Conference, Miami (Mar 12-13, 2020)

547. ICPS 2020: Psychoanalysis and Spirutality Conference, London (Mar 12-13, 2020)

548. ICPTTS 2020: Psychological Testing and Test Security Conference, Miami (Mar 12-13, 2020)

549. ICAPCD 2020: Abnormal Psychology and Clinical Depression Conference, Dubai (Mar 19-20, 2020)

550. ICAPT 2020: Administration of Psychological Tests Conference, Prague (Mar 19-20, 2020)

551. ICCLCP 2020: Computational Linguistics and Clinical Psychology Conference, Dubai (Mar 19-20, 2020)

552. ICCLTP 2020: Computational Linguistics and Text Processing Conference, Istanbul (Mar 19-

20, 2020)

553. ICCMD 2020: Childhood Mood Disorders Conference, Dubai (Mar 19-20, 2020)
554. ICDSMC 2020: DSM and Criticism Conference, Prague (Mar 19-20, 2020)
555. ICDSMCB 2020: DSM and Cultural Bias Conference, Dubai (Mar 19-20, 2020)
556. ICGAD 2020: Generalized Anxiety Disorder Conference, Dubai (Mar 19-20, 2020)
557. ICMDP 2020: Mental Diseases and Psychotherapy Conference, Dubai (Mar 19-20, 2020)
558. ICOMD 2020: Overview of Mood Disorders Conference, Dubai (Mar 19-20, 2020)
559. ICPTTS 2020: Psychological Testing and Testing Standards Conference, Dubai (Mar 19-20, 2020)
560. ICRECD 2020: Regular Exercise and Clinical Depression Conference, Istanbul (Mar 19-20, 2020)
561. ICSFPT 2020: Schizophrenia, Family and Psychosocial Treatment Conference, Dubai (Mar 19-20, 2020)
562. ICADDT 2020: Anxiety Disorders, Diagnosis and Treatment Conference, Tokyo (Mar 23-24, 2020)
563. ICDSMM 2020: DSM and Medicalization Conference, Tokyo (Mar 23-24, 2020)
564. ICMDBSF 2020: Mood Disorders and Biopsychosocial Factors Conference, Tokyo (Mar 23-24, 2020)
565. ICPDT 2020: Psychotherapy for Depression Treatment Conference, Tokyo (Mar 23-24, 2020)
566. ICADBSF 2020: Anxiety Disorders and Biopsychosocial Factors Conference, Madrid (Mar 26-27, 2020)
567. ICADSF 2020: Anxiety Disorders and Sociocultural Factors Conference, Paris (Mar 26-27, 2020)
568. ICBCPS 2020: Behavioral, Cognitive and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)
569. ICCDCA 2020: Clinical Depression and Clinical Assessment Conference, Madrid (Mar 26-27, 2020)
570. ICDSMRU 2020: DSM, Revisions and Updates Conference, Paris (Mar 26-27, 2020)
571. ICDSMRVC 2020: DSM, Reliability and Validity Concerns Conference, Paris (Mar 26-27, 2020)
572. ICDTRE 2020: Depression Treatment and Regular Exercise Conference, Paris (Mar 26-27, 2020)
573. ICPPA 2020: Psychopathology and Psychological Assessment Conference, Paris (Mar 26-27, 2020)
574. ICPPS 2020: Psychology and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)
575. ICSOTNRVP 2020: Standardization, Objectivity, Test Norms, Reliability and Validity in

Psychometrics Conference, Paris (Mar 26-27, 2020)

576. ICAPMD 2020: Abnormal Psychology and Mood Disorders Conference, Singapore (Mar 30-31, 2020)

577. ICCPCA 2020: Clinical Psychology and Clinical Assessment Conference, Singapore (Mar 30-31, 2020)

578. ICCPP 2020: Clinical Psychology and Psychometrics Conference, Singapore (Mar 30-31, 2020)

579. ICDSMCCCCB 2020: DSM, Cross Cultural Critics and Cultural Bias Conference, Singapore (Mar 30-31, 2020)

580. ICECP 2020: Environmental and Cultural Psychology Conference, Singapore (Mar 30-31, 2020)

581. ICSP 2020: Sports Psychology Conference, Singapore (Mar 30-31, 2020)

582. ICSSAD 2020: Signs and Symptoms of Anxiety Disorders Conference, Singapore (Mar 30-31, 2020)

583. ICCDFS 2020: Cultural and Demographic Factors of Schizophrenia Conference, Cancun (Apr 06-07, 2020)

584. ICDSMCCC 2020: DSM and Cross Cultural Critics Conference, Athens (Apr 09-10, 2020)

585. ICOPT 2020: Objective and Projective Tests Conference, Athens (Apr 09-10, 2020)

586. ICPP 2020: Positive Psychology Conference, Venice (Apr 09-10, 2020)

587. ICPTS 2020: Psychometrics and Testing Standards Conference, Athens (Apr 09-10, 2020)

588. ICSCSPS 2020: Schizophrenia, Causes, Symptoms and Psychological Stress Conference, Athens (Apr 09-10, 2020)

589. ICADG 2020: Anxiety Disorders and Genetics Conference, Lisbon (Apr 16-17, 2020)

590. ICADT 2020: Anxiety Disorder Treatment Conference, Paris (Apr 16-17, 2020)

591. ICAPDSM 2020: Abnormal Psychology and DSM Conference, Lisbon (Apr 16-17, 2020)

592. ICBD 2020: Biology of Depression Conference, Paris (Apr 16-17, 2020)

593. ICCPMDD 2020: Clinical Psychology and Major Depressive Disorder Conference, Lisbon (Apr 16-17, 2020)

594. ICCRPPM 2020: Computational Research in Phonetics, Phonology, and Morphology Conference, Cape Town (Apr 16-17, 2020)

595. ICDS 2020: Depression and Symptoms Conference, Lisbon (Apr 16-17, 2020)

596. ICDSMRUC 2020: DSM, Revisions, Updates and Criticism Conference, Lisbon (Apr 16-17, 2020)

597. ICPARW 2020: Psychological Assessment and Reporting Conference, Lisbon (Apr 16-17, 2020)

598. ICPMS 2020: Psychology and Management Sciences Conference, Paris (Apr 16-17, 2020)

599. ICPPW 2020: Positive Psychology and Wellbeing Conference, Paris (Apr 16-17, 2020)

600. ICPRW 2020: Psychological Report Writing Conference, Paris (Apr 16-17, 2020)

601. ICSCN 2020: Social Cognition and Neuroscience Conference, Cape Town (Apr 16-17, 2020)
602. ICAPAD 2020: Abnormal Psychology and Anxiety Disorders Conference, Tokyo (Apr 23-24, 2020)
603. ICCLMT 2020: Computational Linguistics and Machine Translation Conference, Tokyo (Apr 23-24, 2020)
604. ICCPDSM 2020: Clinical Psychology and DSM Conference, New York (Apr 23-24, 2020)
605. ICMDDT 2020: Mood Disorders, Diagnosis and Treatment Conference, London (Apr 23-24, 2020)
606. ICMDSF 2020: Mood Disorders and Sociocultural Factors Conference, New York (Apr 23-24, 2020)
607. ICPAP 2020: Psychological Assessment and Psychotherapy Conference, New York (Apr 23-24, 2020)
608. ICPAP 2020: Psychological Assessment and Psychometrics Conference, Tokyo (Apr 23-24, 2020)
609. ICPCA 2020: Psychopathology and Clinical Assessment Conference, London (Apr 23-24, 2020)
610. ICPIP 2020: Psychometrics, Instruments and Procedures Conference, London (Apr 23-24, 2020)
611. ICPT 2020: Psychopathology and Testing Conference, New York (Apr 23-24, 2020)
612. ICPTIP 2020: Psychological Testing, Instruments and Procedures Conference, New York (Apr 23-24, 2020)
613. ICSPSN 2020: Social Psychology and Social Neuroscience Conference, Istanbul (Apr 24-25, 2020)
614. ICCDT 2020: Clinical Depression Treatment Conference, Jerusalem (Apr 27-28, 2020)
615. ICPSB 2020: Psychological Sciences and Behaviors Conference, Rome (May 04-05, 2020)
616. ICCSP 2020: Cognitive Science and Psychology Conference, Amsterdam (May 14-15, 2020)
617. ICPARW 2020: Psychological Assessment and Report Writing Conference, Amsterdam (May 14-15, 2020)
618. ICPCD 2020: Psychopathology and Clinical Depression Conference, Amsterdam (May 14-15, 2020)
619. ICCPD 2020: Clinical Psychology and Depression Conference, Montreal (May 18-19, 2020)
620. ICDTM 2020: Depression Treatment and Management Conference, Sydney (May 18-19, 2020)
621. ICMDBF 2020: Mood Disorders and Biological Factors Conference, Montreal (May 18-19, 2020)
622. ICPBS 2020: Psychological and Brain Sciences Conference, Montreal (May 18-19, 2020)
623. ICPMD 2020: Psychopathology and Mood Disorders Conference, Sydney (May 18-19, 2020)
624. ICMD 2020: Management of Depression Conference, London (May 21-22, 2020)

625. ICMDG 2020: Mood Disorders and Genetics Conference, Vancouver (May 21-22, 2020)
626. ICMDT 2020: Mood Disorder Treatment Conference, London (May 21-22, 2020)
627. ICPAID 2020: Psychological Assessment and Individual Differences Conference, Vancouver (May 21-22, 2020)
628. ICAPP 2020: Applied Psychology Conference, Barcelona (May 22-23, 2020)
629. ICBCD 2020: Biology of Clinical Depression Conference, New York (Jun 04-05, 2020)
630. ICDDET 2020: Depressive Disorders and Effective Treatment Conference, New York (Jun 04-05, 2020)
631. ICGMD 2020: Genetics of Mood Disorders Conference, New York (Jun 04-05, 2020)
632. ICPTIS 2020: Psychological Testing and Interpreting Scores Conference, New York (Jun 04-05, 2020)
633. ICCCPP 2020: Cross Cultural Psychology and Personality Conference, San Francisco (Jun 05-06, 2020)
634. ICCPPM 2020: Clinical Psychology and Psychological Measurement Conference, San Francisco (Jun 05-06, 2020)
635. ICBCSS 2020: Behavioral, Cognitive and Sensory Sciences Conference, Copenhagen (Jun 11-12, 2020)
636. ICCNSP 2020: Cognition, Neuroscience, and Social Psychology Conference, Barcelona (Jun 11-12, 2020)
637. ICDCAP 2020: Developing Countries and Abnormal Psychology Conference, Barcelona (Jun 11-12, 2020)
638. ICMTD 2020: Medication Treatment for Depression Conference, Copenhagen (Jun 11-12, 2020)
639. ICPTA 2020: Psychopathology and Therapeutic Assessment Conference, Copenhagen (Jun 11-12, 2020)
640. ICDTSSN 2020: Depression Treatment and Strong Social Networks Conference, Toronto (Jun 18-19, 2020)
641. ICITPCL 2020: Intelligent Text Processing and Computational Linguistics Conference, Riga (Jun 18-19, 2020)
642. ICPM 2020: Psychopathology and Measurement Conference, Toronto (Jun 18-19, 2020)
643. ICSSMD 2020: Signs and Symptoms of Mood Disorder Conference, Toronto (Jun 18-19, 2020)
644. ICPAS 2020: Psychological Assessment Solutions Conference, Venice (Jun 22-23, 2020)
645. ICPNSYS 2020: Positive and Negative Symptoms of Schizophrenia Conference, Venice (Jun 22-23, 2020)
646. ICTD 2020: Treatments for Depression Conference, Venice (Jun 22-23, 2020)
647. ICCLCLL 2020: Computational Linguistics and Computational Language Learning Conference, Oslo (Jun 25-26, 2020)

648. ICCLLL 2020: Computational Linguistics and Language Processing Conference, Oslo (Jun 25-26, 2020)

649. ICLLP 2020: Linguistics and Language Processing Conference, Paris (Jun 25-26, 2020)

650. ICLPL 2020: Language Processing and Learning Conference, Oslo (Jun 25-26, 2020)

651. ICPPE 2020: Positive Psychology and Education Conference, Oslo (Jun 25-26, 2020)

652. ICSDD 2020: Schizophrenia and Differential Diagnosis Conference, Paris (Jun 25-26, 2020)

653. ICSPT 2020: Schizophrenia and Psychosocial Treatment Conference, Oslo (Jun 25-26, 2020)

654. ICCLAI 2020: Computational Linguistics and Artificial Intelligence Conference, London (Jun 29-30, 2020)

655. ICDCA 2020: Depression and Clinical Assessment Conference, Singapore (Jul 06-07, 2020)

656. ICSSC 2020: Schizophrenia, Society and Culture Conference, Singapore (Jul 06-07, 2020)

657. ICPPCS 2020: Psychology, Philosophy, and Cognitive Science Conference, Ottawa (Jul 13-14, 2020)

658. ICADET 2020: Anxiety Disorders and Effective Treatment Conference, Copenhagen (Jul 15-16, 2020)

659. ICPCN 2020: Psychiatry and Clinical Neurosciences Conference, Copenhagen (Jul 15-16, 2020)

660. ICPSC 2020: Psychological Science Research Conference, Copenhagen (Jul 15-16, 2020)

661. ICCDT 2020: Clinical Depression and Treatment Conference, Stockholm (Jul 16-17, 2020)

662. ICCP 2020: Counselling Psychology Conference, Rome (Jul 23-24, 2020)

663. ICRPPN 2020: Research in Psychology, Psychiatry and Neuroscience Conference, London (Jul 23-24, 2020)

664. ICSCT 2020: Schizophrenia, Causes and Treatment Conference, London (Jul 23-24, 2020)

665. ICCLCHSSH 2020: Computational Linguistics, Cultural Heritage, Social Sciences, and Humanities Conference, Istanbul (Jul 30-31, 2020)

666. ICPS 2020: Psychology and Sociology Conference, Vancouver (Aug 06-07, 2020)

667. ICCP 2020: Cultural Psychology Conference, New York (Aug 10-11, 2020)

668. ICEP 2020: Experimental Psychology Conference, New York (Aug 10-11, 2020)

669. ICCLL 2020: Computational Linguistics and Literature Conference, London (Aug 20-21, 2020)

670. ICSNCBS 2020: Social, Neural, Cognitive and Behavioral Sciences Conference, Bangkok (Aug 20-21, 2020)

671. ICSPNS 2020: Schizophrenia, Positive and Negative Symptoms Conference, London (Aug 20-21, 2020)

672. ICDCP 2020: Developing Countries and Psychology Conference, Paris (Aug 27-28, 2020)

673. ICCP 2020: Cross Cultural Psychology Conference, Prague (Sep 03-04, 2020)

674. ICCPE 2020: Cultural Psychology and Emotions Conference, Prague (Sep 03-04, 2020)

675. ICPNSS 2020: Positive and Negative Symptoms in Schizophrenia Conference, Singapore (Sep 08-09, 2020)

676. ICBPBS 2020: Behavioral, Psychological and Brain Sciences Conference, Lisbon (Sep 16-17, 2020)

677. ICIDD 2020: Intellectual and Developmental Disabilities Conference, Lisbon (Sep 16-17, 2020)

678. ICPPCBT 2020: Positive Psychology and Cognitive Behavioral Therapy Conference, Lisbon (Sep 16-17, 2020)

679. ICPS 2020: Psychological Society Conference, Lisbon (Sep 16-17, 2020)

680. ICSPT 2020: Schizophrenia, Prevention and Treatment Conference, Zurich (Sep 16-17, 2020)

681. ICSTS 2020: Stress and Schizophrenia Conference, Lisbon (Sep 16-17, 2020)

682. ICBEPS 2020: Behavioral, Educational and Psychological Sciences Conference, Paris (Sep 17-18, 2020)

683. ICCLST 2020: Computational Linguistics and Statistical Translation Conference, Amsterdam (Sep 17-18, 2020)

684. ICSCD 2020: Schizophrenia and Cognitive Dysfunction Conference, Paris (Sep 17-18, 2020)

685. ICAPPN 2020: Advances in Psychology, Psychiatry and Neuroscience Conference, Toronto (Sep 21-22, 2020)

686. ICDBD 2020: Depressive and Bipolar Disorders Conference, Toronto (Sep 21-22, 2020)

687. ICCLSM 2020: Computational Linguistics and Social Media Conference, Vancouver (Sep 23-24, 2020)

688. ICNPSS 2020: Negative and Positive Symptoms of Schizophrenia Conference, Vancouver (Sep 23-24, 2020)

689. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

690. ICPSS 2020: Psychological Stress and Schizophrenia Conference, San Francisco (Sep 24-25, 2020)

691. ICCLDM 2020: Computational Linguistics and Data Mining Conference, Dubrovnik (Oct 01-02, 2020)

692. ICPA 2020: Psychological Applications Conference, Tokyo (Oct 05-06, 2020)

693. ICPPM 2020: Psychopathology and Psychological Measurement Conference, Tokyo (Oct 05-06, 2020)

694. ICCLTM 2020: Computational Linguistics and Text Mining Conference, New York (Oct 08-09, 2020)

695. ICPPN 2020: Psychiatry, Psychology and Neuroscience Conference, New York (Oct 08-09, 2020)

696. ICFS 2020: Family and Schizophrenia Conference, London (Oct 22-23, 2020)

697. ICPAD 2020: Psychological Assessment and Diagnosis Conference, London (Oct 22-23, 2020)

698. ICSS 2020: Schizophrenia and Symptoms Conference, Istanbul (Oct 22-23, 2020)

699. ICCCP 2020: Clinical and Counselling Psychology Conference, Paris (Oct 29-30, 2020)

700. ICSCAN 2020: Social, Cognitive and Affective Neuroscience Conference, Los Angeles (Oct 29-30, 2020)

701. ICSYS 2020: Symptoms of Schizophrenia Conference, Amsterdam (Nov 05-06, 2020)

702. ICCPM 2020: Clinical Psychology and Measurement Conference, Dubai (Nov 09-10, 2020)

703. ICDBSAPD 2020: Differences Between Social Anxiety and Panic Disorder Conference, Dubai (Nov 09-10, 2020)

704. ICTMDD 2020: Treating Major Depressive Disorder Conference, Dubai (Nov 09-10, 2020)

705. ICCBN 2020: Cognitive and Behavioral Neuroscience Conference, Jeddah (Nov 16-17, 2020)

706. ICCLSS 2020: Computational Linguistics and Social Science Conference, London (Nov 19-20, 2020)

707. ICSPN 2020: Social Psychology and Neuroscience Conference, Singapore (Nov 19-20, 2020)

708. ICCPAP 2020: Current Psychological Assessment Practices Conference, Tokyo (Dec 03-04, 2020)

709. ICCPP 2020: Clinical Psychiatry and Psychology Conference, Sydney (Dec 03-04, 2020)

710. ICNP 2020: Neuroscience and Psychophysiology Conference, Sydney (Dec 03-04, 2020)

711. ICPPP 2020: Positive Psychology and Psychotherapy Conference, Tokyo (Dec 03-04, 2020)

712. ICCLIA 2020: Computational Linguistics and Information Analysis Conference, London (Dec 10-11, 2020)

713. ICCLML 2020: Computational Linguistics and Machine Learning Conference, London (Dec 10-11, 2020)

714. ICCSP 2020: Cognitive and Social Psychology Conference, Vienna (Dec 24-25, 2020)

Cognitive Psychology Conferences

715. ICACL 2020: Applied Cognitive Linguistics Conference, Bangkok (Jan 16-17, 2020)

716. ICPH 2020: Psychology and Health Conference, Bangkok (Jan 16-17, 2020)

717. ICPLT 2020: Psychology, Language and Teaching Conference, Bangkok (Jan 16-17, 2020)

718. ICPSH 2020: Psychology and Social Harmony Conference, Bangkok (Jan 16-17, 2020)

719. ICAAT 2020: Affordances and Affordance Theory Conference, New York (Jan 30-31, 2020)

720. ICAEA 2020: Affordances and Ecological Approach Conference, Dubai (Jan 30-31, 2020)

721. ICAPBS 2020: Applied Psychology and Behavioral Sciences Conference, Istanbul (Jan 30-31, 2020)

722. ICCLCS 2020: Cognitive Linguistics and Cultural Studies Conference, Dubai (Jan 30-31,

2020)

723. ICCP 2020: Cognitive Psychology Conference, Istanbul (Jan 30-31, 2020)

724. ICCRT 2020: Counterfactual Reasoning and Thinking Conference, Bangkok (Feb 03-04, 2020)

725. ICEFHD 2020: Executive Functions in Health and Disease Conference, Bangkok (Feb 03-04, 2020)

726. ICCF 2020: Cognitive Flexibility Conference, Lisbon (Feb 06-07, 2020)

727. ICCFC 2020: Cognitive Flexibility and Complexity Conference, Amsterdam (Feb 06-07, 2020)

728. ICCT 2020: Counterfactual Thinking Conference, Lisbon (Feb 06-07, 2020)

729. ICBEP 2020: Behavioral and Educational Psychology Conference, Barcelona (Feb 10-11, 2020)

730. ICPA 2020: Psychology and Applications Conference, Tokyo (Feb 27-28, 2020)

731. ICADP 2020: Applications of Developmental Psychology Conference, Miami (Mar 12-13, 2020)

732. ICBCPS 2020: Behavioral, Cognitive and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)

733. ICPPS 2020: Psychology and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)

734. ICPSB 2020: Psychological Sciences and Behaviors Conference, Rome (May 04-05, 2020)

735. ICATEA 2020: Affordance Theory and Ecological Approach Conference, Berlin (May 21-22, 2020)

736. ICAPP 2020: Applied Psychology Conference, Barcelona (May 22-23, 2020)

737. ICATEP 2020: Affordance Theory and Ecological Psychology Conference, Tokyo (May 28-29, 2020)

738. ICAT 2020: Affordance Theory Conference, New York (Jun 04-05, 2020)

739. ICCCPP 2020: Cross Cultural Psychology and Personality Conference, San Francisco (Jun 05-06, 2020)

740. ICA 2020: Affordances Conference, Barcelona (Jun 11-12, 2020)

741. ICAEP 2020: Affordances and Ecological Psychology Conference, Copenhagen (Jun 11-12, 2020)

742. ICDCAP 2020: Developing Countries and Abnormal Psychology Conference, Barcelona (Jun 11-12, 2020)

743. ICCLR 2020: Cognitive Linguistics and Research Conference, Toronto (Jun 18-19, 2020)

744. ICIP 2020: Intertrial Priming Conference, Riga (Jun 18-19, 2020)

745. ICCLMR 2020: Cognitive Linguistics and Metaphor Research Conference, Prague (Jul 09-10, 2020)

746. ICSCN 2020: Social Cognitive Neuroscience Conference, Prague (Jul 09-10, 2020)

747. ICCFDM 2020: Cognitive Flexibility and Decision Making Conference, Copenhagen (Jul 15-16, 2020)

748. ICEFDH 2020: Executive Functions in Disease and Health Conference, Copenhagen (Jul 15-16, 2020)

749. ICPCRT 2020: Psychology of Counterfactual Reasoning and Thinking Conference, Copenhagen (Jul 15-16, 2020)

750. ICPSC 2020: Psychological Science Research Conference, Copenhagen (Jul 15-16, 2020)

751. ICCCF 2020: Cognitive Complexity and Flexibility Conference, Berlin (Jul 23-24, 2020)

752. ICCLT 2020: Cognitive Linguistics and Translation Conference, Rome (Jul 23-24, 2020)

753. ICCTR 2020: Counterfactual Thinking and Reasoning Conference, Berlin (Jul 23-24, 2020)

754. ICEFLD 2020: Executive Function and Learning Disabilities Conference, Berlin (Jul 23-24, 2020)

755. ICPCTR 2020: Psychology of Counterfactual Thinking and Reasoning Conference, Berlin (Jul 23-24, 2020)

756. ICCLP 2020: Cognitive Linguistics and Psychology Conference, Zurich (Jul 27-28, 2020)

757. ICCLCS 2020: Cognitive Linguistics and Cognitive Science Conference, Montreal (Aug 04-05, 2020)

758. ICPS 2020: Psychology and Sociology Conference, Vancouver (Aug 06-07, 2020)

759. ICCP 2020: Cultural Psychology Conference, New York (Aug 10-11, 2020)

760. ICAAP 2020: Affordances and Action Possibilities Conference, Istanbul (Aug 17-18, 2020)

761. ICLCT 2020: Language, Culture and Thought Conference, Budapest (Aug 19-20, 2020)

762. ICAPA 2020: Action Possibilities and Affordances Conference, London (Aug 20-21, 2020)

763. ICIPIFPCP 2020: Intertrial Priming and Intertrial Feature Priming in Cognitive Psychology Conference, Bangkok (Aug 20-21, 2020)

764. ICDCP 2020: Developing Countries and Psychology Conference, Paris (Aug 27-28, 2020)

765. ICCP 2020: Cross Cultural Psychology Conference, Prague (Sep 03-04, 2020)

766. ICCPE 2020: Cultural Psychology and Emotions Conference, Prague (Sep 03-04, 2020)

767. ICIPACP 2020: Intertrial Priming and Attention in Cognitive Psychology Conference, Prague (Sep 03-04, 2020)

768. ICIPDWAT 2020: Intertrial Priming and Dimension-Weighting Account Theory Conference, Singapore (Sep 08-09, 2020)

769. ICIPTDBUA 2020: Intertrial Priming, Top-Down and Bottom-Up Attention Conference, Tokyo (Sep 10-11, 2020)

770. ICIPBMT 2020: Intertrial Priming, Blocked and Mixed Trials Conference, Lisbon (Sep 16-17, 2020)

771. ICIPCCVE 2020: Intertrial Priming, Cueing and Cue Validity Effect Conference, Zurich (Sep 16-17, 2020)

772. ICIPIFPVC 2020: Intertrial Priming, Intertrial Feature Priming and Visual Consciousness

Conference, Zurich (Sep 16-17, 2020)

773. ICPPCBT 2020: Positive Psychology and Cognitive Behavioral Therapy Conference, Lisbon (Sep 16-17, 2020)

774. ICIPA 2020: Intertrial Priming and Attention Conference, Paris (Sep 17-18, 2020)

775. ICIPCS 2020: Intertrial Priming and Conjunctive Search Conference, Rome (Sep 17-18, 2020)

776. ICIPPOS 2020: Intertrial Priming and Pop-Out Search Conference, Paris (Sep 17-18, 2020)

777. ICIPPOSCS 2020: Intertrial Priming, Pop-Out Search and Conjunctive Search Conference, Amsterdam (Sep 17-18, 2020)

778. ICPNC 2020: Psychology and Neural Computation Conference, Toronto (Sep 21-22, 2020)

779. ICIPCP 2020: Intertrial Priming in Cognitive Psychology Conference, Vancouver (Sep 23-24, 2020)

780. ICIPIFP 2020: Intertrial Priming and Intertrial Feature Priming Conference, Vancouver (Sep 23-24, 2020)

781. ICIPERH 2020: Intertrial Priming and Episodic Retrieval Hypothesis Conference, Istanbul (Sep 24-25, 2020)

782. ICIPIF 2020: Intertrial Priming and Integrative Framework Conference, San Francisco (Sep 24-25, 2020)

783. ICCLPCS 2020: Cognitive Linguistics, Psychology and Cognitive Science Conference, Dubrovnik (Oct 01-02, 2020)

784. ICNCN 2020: Neurology and Cognitive Neuroscience Conference, Tbilisi (Oct 01-02, 2020)

785. ICCBP 2020: Cognitive and Behavioral Psychology Conference, Los Angeles (Oct 29-30, 2020)

786. ICBCP 2020: Biological and Cognitive Psychology Conference, Cape Town (Nov 05-06, 2020)

787. ICEMP 2020: Episodic Memory and Personality Conference, Singapore (Nov 19-20, 2020)

788. ICEM 2020: Episodic Memory Conference, Tokyo (Dec 03-04, 2020)

789. ICPCPNC 2020: Psychology, Cognitive Processes and Neural Computation Conference, Tokyo (Dec 03-04, 2020)

790. ICCLP 2020: Cognitive Linguistics and Pragmatics Conference, Rome (Dec 10-11, 2020)

791. ICNCP 2020: Neural Computation and Psychology Conference, Rome (Dec 10-11, 2020)

792. ICCLM 2020: Cognitive Linguistics and Multimodality Conference, Dubai (Dec 17-18, 2020)

793. ICCNN 2020: Cognitive Neuroscience and Neurology Conference, Kuala Lumpur (Dec 17-18, 2020)

794. ICNCPCP 2020: Neural Computation, Psychology and Cognitive Processes Conference, Kuala Lumpur (Dec 17-18, 2020)

795. ICCLP 2020: Cognitive Linguistics and Philosophy Conference, Vienna (Dec 24-25, 2020)

796. ICCTL 2020: Cognitive and Theoretical Linguistics Conference, Paris (Dec 28-29, 2020)

Community Psychology Conferences

797. ICBCPS 2020: Behavioral, Cognitive and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)

798. ICPPS 2020: Psychology and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)

799. ICPSC 2020: Psychological Science Research Conference, Copenhagen (Jul 15-16, 2020)

800. ICPS 2020: Psychology and Sociology Conference, Vancouver (Aug 06-07, 2020)

801. ICPPCBT 2020: Positive Psychology and Cognitive Behavioral Therapy Conference, Lisbon (Sep 16-17, 2020)

802. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

803. ICPPP 2020: Positive Psychology and Psychotherapy Conference, Tokyo (Dec 03-04, 2020)

Counseling Psychology Conferences

804. ICCPAHD 2020: Counseling Psychology and Applied Human Development Conference, Rome (Jan 16-17, 2020)

805. ICCCP 2020: Counseling and Counseling Psychology Conference, New York (Jan 30-31, 2020)

806. ICPC 2020: Psychology and Counseling Conference, Tokyo (Mar 23-24, 2020)

807. ICCPN 2020: Counseling Psychology and Neuropsychology Conference, Madrid (Mar 26-27, 2020)

808. ICCPSS 2020: Counseling, Psychology and Social Science Conference, Sydney (Mar 26-27, 2020)

809. ICPPS 2020: Psychology and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)

810. ICCCP 2020: Clinical and Counseling Psychology Conference, Venice (Apr 09-10, 2020)

811. ICCPHD 2020: Counseling Psychology and Human Development Conference, New York (Apr 23-24, 2020)

812. ICCPMH 2020: Counseling Psychology and Mental Health Conference, Tokyo (Apr 23-24, 2020)

813. ICCP 2020: Counseling and Psychology Conference, Istanbul (May 07-08, 2020)

814. ICCPP 2020: Counseling Psychology and Psychoanalysis Conference, Amsterdam (May 14-15, 2020)

815. ICCP 2020: Counseling Psychology Conference, London (May 21-22, 2020)

816. ICCPP 2020: Counseling Psychology and Psychotherapy Conference, Tokyo (Jul 14-15, 2020)

817. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

818. ICPPP 2020: Positive Psychology and Psychotherapy Conference, Tokyo (Dec 03-04, 2020)

Educational Psychology Conferences

819. ICEMI 2020: Education and Management Innovation Conference, Rome (Jan 16-17, 2020)

820. ICEPBCDP 2020: Educational Psychology, Behavioral, Cognitive and Developmental Perspectives Conference, Bangkok (Jan 16-17, 2020)

821. ICLET 2020: Learning and Educational Technology Conference, Bangkok (Jan 16-17, 2020)

822. ICPLT 2020: Psychology, Language and Teaching Conference, Bangkok (Jan 16-17, 2020)

823. ICPSH 2020: Psychology and Social Harmony Conference, Bangkok (Jan 16-17, 2020)

824. ICTEL 2020: Theory of Education and Learning Conference, Bangkok (Jan 16-17, 2020)

825. ICDEET 2020: Distance Education and Educational Technology Conference, Amsterdam (Jan 20-21, 2020)

826. ICEPBCP 2020: Educational Psychology, Behavioral and Cognitive Perspectives Conference, Amsterdam (Jan 20-21, 2020)

827. ICEPDP 2020: Educational Psychology and Developmental Perspectives Conference, London (Jan 20-21, 2020)

828. ICTET 2020: Teaching and Educational Technology Conference, London (Jan 20-21, 2020)

829. ICEDP 2020: Educational and Developmental Psychology Conference, Paris (Jan 23-24, 2020)

830. ICEPCP 2020: Educational Psychology and Cognitive Perspectives Conference, Paris (Jan 23-24, 2020)

831. ICEPS 2020: Education and Psychological Sciences Conference, Paris (Jan 23-24, 2020)

832. ICES 2020: Educational Sciences Conference, Paris (Jan 23-24, 2020)

833. ICESE 2020: Educational Sciences and Engineering Conference, Paris (Jan 23-24, 2020)

834. ICAPES 2020: Applied Psychology and Educational Sciences Conference, New York (Jan 30-31, 2020)

835. ICBPS 2020: Behavioral and Psychological Sciences Conference, Sydney (Jan 30-31, 2020)

836. ICCAP 2020: Child and Adolescent Psychopathology Conference, Dubai (Jan 30-31, 2020)

837. ICCPMH 2020: Community Psychology and Mental Health Conference, Istanbul (Jan 30-31, 2020)

838. ICEPASP 2020: Applied Social and Educational Psychology Conference, Sydney (Jan 30-31, 2020)

839. ICEPBP 2020: Educational Psychology and Behavioral Perspectives Conference, Istanbul (Jan 30-31, 2020)

840. ICET 2020: Educational Technology Conference, Dubai (Jan 30-31, 2020)

841. ICPPR 2020: Psychology and Psychiatric Rehabilitation Conference, Dubai (Jan 30-31, 2020)

842. ICTP 2020: Traffic Psychology Conference, Istanbul (Jan 30-31, 2020)

843. ICERA 2020: Educational Research Applications Conference, Melbourne (Feb 03-04, 2020)
844. ICPEHSS 2020: Psychological, Educational, Health and Social Sciences Conference, Bangkok (Feb 03-04, 2020)
845. ICDLLT 2020: Distance Learning and Learning Theories Conference, Amsterdam (Feb 06-07, 2020)
846. ICEP 2020: Educational Psychology Conference, Amsterdam (Feb 06-07, 2020)
847. ICGOEP 2020: Goal Orientation in Educational Psychology Conference, Lisbon (Feb 06-07, 2020)
848. ICLTTE 2020: Language Teaching and Teacher Education Conference, Amsterdam (Feb 06-07, 2020)
849. ICBEP 2020: Behavioral and Educational Psychology Conference, Barcelona (Feb 10-11, 2020)
850. ICDET 2020: Distance Education Technology Conference, Barcelona (Feb 10-11, 2020)
851. ICDETL 2020: Distance Education, Teaching and Learning Conference, Barcelona (Feb 10-11, 2020)
852. ICE 2020: Education Conference, Barcelona (Feb 10-11, 2020)
853. ICEPS 2020: Educational and Psychological Sciences Conference, Kuala Lumpur (Feb 10-11, 2020)
854. ICPOB 2020: Psychology and Organizational Behavior Conference, London (Feb 13-14, 2020)
855. ICAPE 2020: Applied Psychology and Education Conference, Rome (Feb 17-18, 2020)
856. ICDLSE 2020: Distance Learning and Special Education Conference, Male (Feb 17-18, 2020)
857. ICETP 2020: Educational Technology and Psychology Conference, Rome (Feb 17-18, 2020)
858. ICGET 2020: Guidance and Effective Teaching Conference, Jeddah (Feb 17-18, 2020)
859. ICHEEP 2020: Higher Education and Educational Psychology Conference, Rome (Feb 17-18, 2020)
860. ICHET 2020: Higher Education and Technology Conference, Rome (Feb 17-18, 2020)
861. ICLTE 2020: Learning Theories and Education Conference, Rome (Feb 17-18, 2020)
862. ICSLTDL 2020: Second Language Teaching and Distance Learning Conference, Rome (Feb 17-18, 2020)
863. ICOBP 2020: Organizational Behavior and Psychology Conference, Sydney (Feb 27-28, 2020)
864. ICPA 2020: Psychology and Applications Conference, Tokyo (Feb 27-28, 2020)
865. ICRTSP 2020: Recent Trends in School Psychology Conference, Buenos Aires (Feb 27-28, 2020)
866. ICPCG 2020: Psychology, Counselling and Guidance Conference, Barcelona (Mar 05-06, 2020)

867. ICADP 2020: Applications of Developmental Psychology Conference, Miami (Mar 12-13, 2020)
868. ICEP 2020: Education and Poverty Conference, Miami (Mar 12-13, 2020)
869. ICEHE 2020: Education and Higher Education Conference, Dubai (Mar 19-20, 2020)
870. ICFME 2020: Funding and Management of Education Conference, Dubai (Mar 19-20, 2020)
871. ICFMFE 2020: Financial Management and Funding in Education Conference, Tokyo (Mar 23-24, 2020)
872. ICBCPS 2020: Behavioral, Cognitive and Psychological Sciences Conference, Madrid (Mar 26-27, 2020)
873. ICEMF 2020: Education, Management and Funding Conference, Madrid (Mar 26-27, 2020)
874. ICEST 2020: Educational Sciences and Technology Conference, Madrid (Mar 26-27, 2020)
875. ICMFE 2020: Management and Funding of Education Conference, Sydney (Mar 26-27, 2020)
876. ICEEE 2020: Education and Educational Engineering Conference, Singapore (Mar 30-31, 2020)
877. ICSEP 2020: School and Educational Psychology Conference, Cancun (Apr 06-07, 2020)
878. ICAHE 2020: Advances in Higher Education Conference, Athens (Apr 09-10, 2020)
879. ICCPR 2020: Clinical Psychology and Rehabilitation Conference, Tokyo (Apr 23-24, 2020)
880. ICEBS 2020: Education and Behavioral Sciences Conference, Boston (Apr 23-24, 2020)
881. ICEMF 2020: Education Management and Funding Conference, Tokyo (Apr 23-24, 2020)
882. ICCP 2020: Clinical Psychology Conference, Istanbul (Apr 24-25, 2020)
883. ICCPBA 2020: Clinical Psychology and Behavioral Analysis Conference, Istanbul (Apr 24-25, 2020)
884. ICEPSMCL 2020: Educational Psychology, Student Motivation and Classroom Learning Conference, Jerusalem (Apr 27-28, 2020)
885. ICPPE 2020: Personality Psychology and Economics Conference, Rome (May 04-05, 2020)
886. ICPSB 2020: Psychological Sciences and Behaviors Conference, Rome (May 04-05, 2020)
887. ICCP 2020: Community Psychology Conference, Amsterdam (May 14-15, 2020)
888. ICEAP 2020: Education and Applied Psychology Conference, Sydney (May 18-19, 2020)
889. ICECSE 2020: Education and Communication Sciences Conference, Barcelona (May 22-23, 2020)
890. ICBCSS 2020: Behavioral, Cognitive and Sensory Sciences Conference, Copenhagen (Jun 11-12, 2020)
891. ICEPS 2020: Educational and Pedagogical Sciences Conference, Barcelona (Jun 11-12, 2020)
892. ICETML 2020: Educational Technology and Mobile Learning Conference, Barcelona (Jun 11-12, 2020)
893. ICPS 2020: Pedagogical Sciences Conference, Barcelona (Jun 11-12, 2020)

894. ICEHD 2020: Education and Human Development Conference, Vienna (Jun 18-19, 2020)
895. ICEDHI 2020: Education of the Deaf and Hearing Impaired Conference, Paris (Jun 25-26, 2020)
896. ICETL 2020: Education, Teaching and Learning Conference, Oslo (Jun 25-26, 2020)
897. ICTEL 2020: Teaching, Education and Learning Conference, Oslo (Jun 25-26, 2020)
898. ICGOAP 2020: Goal Orientation and Academic Performance Conference, Copenhagen (Jul 15-16, 2020)
899. ICPCN 2020: Psychiatry and Clinical Neurosciences Conference, Copenhagen (Jul 15-16, 2020)
900. ICPSC 2020: Psychological Science Research Conference, Copenhagen (Jul 15-16, 2020)
901. ICREP 2020: Research in Education and Psychology Conference, Copenhagen (Jul 15-16, 2020)
902. ICESAP 2020: Educational Sciences and Applied Psychology Conference, Helsinki (Jul 17-18, 2020)
903. ICCP 2020: Counselling Psychology Conference, Rome (Jul 23-24, 2020)
904. ICEEL 2020: Education and E-Learning Conference, Vancouver (Aug 06-07, 2020)
905. ICPS 2020: Psychology and Sociology Conference, Vancouver (Aug 06-07, 2020)
906. ICETI 2020: Education and Teaching Innovation Conference, New York (Aug 10-11, 2020)
907. ICPPH 2020: Personality Psychology and Health Conference, New York (Aug 10-11, 2020)
908. ICSECP 2020: School, Educational and Child Psychology Conference, New York (Aug 10-11, 2020)
909. ıICPP 2020: Personality Psychology Conference, New York (Aug 10-11, 2020)
910. ICCPPE 2020: Clinical Psychology, Psychiatry and Ethics Conference, Venice (Aug 13-14, 2020)
911. ICESCP 2020: Educational, School and Child Psychology Conference, Istanbul (Aug 17-18, 2020)
912. ICTSP 2020: Trends in School Psychology Conference, Istanbul (Aug 17-18, 2020)
913. ICCB 2020: Consumer Behaviour Conference, Bangkok (Aug 20-21, 2020)
914. ICCPH 2020: Community Psychology and Health Conference, Bangkok (Aug 20-21, 2020)
915. ICCPPH 2020: Community Psychology and Public Health Conference, Bangkok (Aug 20-21, 2020)
916. ICCPSJ 2020: Community Psychology and Social Justice Conference, Bangkok (Aug 20-21, 2020)
917. ICEEP 2020: Educational and Environmental Psychology Conference, Bangkok (Aug 20-21, 2020)
918. ICESP 2020: Educational and School Psychology Conference, London (Aug 20-21, 2020)
919. ICSEP 2020: School and Environmental Psychology Conference, Bangkok (Aug 20-21, 2020)

920. ICECIET 2020: Education, Curriculum, Instructional and Educational Technology Conference, Zurich (Sep 16-17, 2020)

921. ICPS 2020: Psychological Society Conference, Lisbon (Sep 16-17, 2020)

922. ICBEPS 2020: Behavioral, Educational and Psychological Sciences Conference, Paris (Sep 17-18, 2020)

923. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

924. ICTLES 2020: Teaching, Learning and Education Sciences Conference, San Francisco (Sep 24-25, 2020)

925. ICHER 2020: Higher Education Research Conference, Tokyo (Oct 05-06, 2020)

926. ICPA 2020: Psychological Applications Conference, Tokyo (Oct 05-06, 2020)

927. ICCBP 2020: Cognitive and Behavioral Psychology Conference, Los Angeles (Oct 29-30, 2020)

928. ICCPSC 2020: Community Psychology and Social Change Conference, Cape Town (Nov 05-06, 2020)

929. ICATEL 2020: Advances in Teaching, Education and Learning Conference, Jeddah (Nov 16-17, 2020)

930. ICCPP 2020: Clinical Psychology and Psychotherapy Conference, Jeddah (Nov 16-17, 2020)

931. ICERIP 2020: Education, Research, and Innovation Policy Conference, Sydney (Dec 03-04, 2020)

932. ICPPP 2020: Positive Psychology and Psychotherapy Conference, Tokyo (Dec 03-04, 2020)

933. ICLEP 2020: Learning, Education and Pedagogy Conference, Rome (Dec 10-11, 2020)

934. ICATLHE 2020: Advances in Teaching and Learning in Higher Education Conference, Dubai (Dec 17-18, 2020)

Neuropsychology Conferences

935. ICAN 2020: Applications of Neuropsychology Conference, Bangkok (Jan 16-17, 2020)

936. ICBNN 2020: Behavioral Neuroscience and Neurosystems Conference, Bangkok (Jan 16-17, 2020)

937. ICEBRBN 2020: Experimental Brain Research and Behavioral Neuroscience Conference, Bangkok (Jan 16-17, 2020)

938. ICECN 2020: Experimental and Clinical Neuropsychology Conference, Rome (Jan 16-17, 2020)

939. ICPLT 2020: Psychology, Language and Teaching Conference, Bangkok (Jan 16-17, 2020)

940. ICPN 2020: Psychology and Neuroscience Conference, Bangkok (Jan 16-17, 2020)

941. ICADMF 2020: Alzheimer's Disease and Memory Formation Conference, London (Jan 20-21, 2020)

942. ICCAGP 2020: Community Action and General Psychology Conference, London (Jan 20-21, 2020)

943. ICCEPI 2020: Cognitive Engineering and Psychiatric Illnesses Conference, London (Jan 20-21, 2020)

944. ICDBSEP 2020: Deep Brain Stimulation and Emotion Processing Conference, London (Jan 20-21, 2020)

945. ICMDN 2020: Mental Disorders and Neuropsychology Conference, London (Jan 20-21, 2020)

946. ICMFMH 2020: Memory Formation and Mental Health Conference, London (Jan 20-21, 2020)

947. ICNDP 2020: Neuropsychology and Developments of Psychopathology Conference, London (Jan 20-21, 2020)

948. ICNN 2020: Neurorehabilitation and Neuropsychology Conference, London (Jan 20-21, 2020)

949. ICPDEP 2020: Personality Disorder and Emotion Processing Conference, London (Jan 20-21, 2020)

950. ICPDNM 2020: Psychiatric Disorders and Neural Modeling Conference, London (Jan 20-21, 2020)

951. ICANCEM 2020: Applications of Neuropsychology, Cognition, Emotion, and Motivation Conference, Istanbul (Jan 30-31, 2020)

952. ICCAMH 2020: Community Action and Mental Health Conference, New York (Jan 30-31, 2020)

953. ICCEMD 2020: Cognitive Engineering and Memory Disorders Conference, New York (Jan 30-31, 2020)

954. ICCSN 2020: Cognitive Science and Neuropsychology Conference, New York (Jan 30-31, 2020)

955. ICGPBS 2020: General Psychology and Behavioral Science Conference, New York (Jan 30-31, 2020)

956. ICGPMD 2020: General Psychology and Memory Disorders Conference, New York (Jan 30-31, 2020)

957. ICNAD 2020: Neuropsychology and Alzheimer's Disease Conference, New York (Jan 30-31, 2020)

958. ICPAPI 2020: Psychiatry and Approaches to Psychiatric Illnesses Conference, New York (Jan 30-31, 2020)

959. ICPDP 2020: Objectives and Developments of Psychopathology Conference, New York (Jan 30-31, 2020)

960. ICPMD 2020: Psychology and Mental Disorders Conference, New York (Jan 30-31, 2020)

961. ICPPCP 2020: Psychopharmacology, Pathophysiology and Clinical Psychology

Conference, Sydney (Jan 30-31, 2020)

962. ICEBRN 2020: Experimental Brain Research and Neuropsychology Conference, Bangkok (Feb 03-04, 2020)

963. ICBSMP 2020: Behavioral Science and Media Psychology Conference, Mumbai (Feb 06-07, 2020)

964. ICEAPI 2020: Ethics and Approaches to Psychiatric Illnesses Conference, Mumbai (Feb 06-07, 2020)

965. ICMHPD 2020: Mental Health and Personality Disorder Conference, Amsterdam (Feb 06-07, 2020)

966. ICPMDD 2020: Psychology and Major Depressive Disorder Conference, Mumbai (Feb 06-07, 2020)

967. ICPPD 2020: Psychiatry and Psychiatric Disorders Conference, Mumbai (Feb 06-07, 2020)

968. ICCPBS 2020: Cognitive, Psychological and Behavioral Sciences Conference, Kuala Lumpur (Feb 10-11, 2020)

969. ICDGP 2020: Fundamentals of General Psychology Conference, Kuala Lumpur (Feb 10-11, 2020)

970. ICDOP 2020: Developments and Objectives of Psychopathology Conference, Kuala Lumpur (Feb 10-11, 2020)

971. ICDPBS 2020: Developments of Psychopathology and Behavioral Science Conference, Kuala Lumpur (Feb 10-11, 2020)

972. ICOBM 2020: Organization Behavior and Management Conference, Barcelona (Feb 10-11, 2020)

973. ICNMD 2020: Neuropsychology and Memory Disorders Conference, Istanbul (Feb 13-14, 2020)

974. ICNOB 2020: Neuropsychology and Organization Behavior Conference, London (Feb 13-14, 2020)

975. ICMHD 2020: Mental Health and Disorders Conference, Paris (Feb 20-21, 2020)

976. ICNP 2020: Neuroscience and Psychology Conference, Buenos Aires (Feb 27-28, 2020)

977. ICPIP 2020: Psychiatric Illnesses and Psychopathology Conference, Sydney (Feb 27-28, 2020)

978. ICPNSE 2020: Psychology, Neural Science and Engineering Conference, Buenos Aires (Feb 27-28, 2020)

979. ICSCBS 2020: Social, Cognitive and Behavioral Sciences Conference, Tokyo (Feb 27-28, 2020)

980. ICCHPCA 2020: Clinical and Health Psychology of Children and Adolescents Conference, Rome (Mar 05-06, 2020)

981. ICPSPD 2020: Psychology Science and Psychiatric Disorders Conference, Barcelona (Mar 05-06, 2020)

982. ICNPBP 2020: Neuroscience, Psychiatry and Biological Psychiatry Conference, Cancun (Apr 06-07, 2020)

983. ICNS 2020: Neurological Sciences Conference, Cancun (Apr 06-07, 2020)

984. ICMPMH 2020: Music Psychology and Mental Health Conference, Athens (Apr 09-10, 2020)

985. ICPBE 2020: Psychology and Brain Engineering Conference, Venice (Apr 09-10, 2020)

986. ICCCAP 2020: Clinical Child and Adolescent Psychology Conference, Boston (Apr 23-24, 2020)

987. ICNCE 2020: Neuropsychology and Cognitive Engineering Conference, Boston (Apr 23-24, 2020)

988. ICBNCE 2020: Behavioral Neuroscience and Cognitive Engineering Conference, Barcelona (May 22-23, 2020)

989. ICBNNE 2020: Behavioral Neuroscience and Neural Engineering Conference, Barcelona (May 22-23, 2020)

990. ICHBR 2020: Human Brain Research Conference, Barcelona (May 22-23, 2020)

991. ICHBRBN 2020: Human Brain Research and Behavioral Neuroscience Conference, Barcelona (May 22-23, 2020)

992. ICHBRN 2020: Human Brain Research and Neuropsychology Conference, Barcelona (May 22-23, 2020)

993. ICNBR 2020: Neuropsychology and Brain Research Conference, Barcelona (May 22-23, 2020)

994. ICNN 2020: Neuropsychology and Neurosystems Conference, Barcelona (May 22-23, 2020)

995. ICTMH 2020: Trauma and Mental Health Conference, San Francisco (Jun 05-06, 2020)

996. ICMP 2020: Music Psychology Conference, Tokyo (Jun 11-12, 2020)

997. ICBNN 2020: Behavioral Neuroscience and Neuropsychology Conference, Riga (Jun 18-19, 2020)

998. ICNN 2020: Neuropsychology and Neurorehabilitation Conference, Riga (Jun 18-19, 2020)

999. ICPN 2020: Psychology and Neuroimaging Conference, Riga (Jun 18-19, 2020)

1000. ICPS 2020: Psychological Sciences Conference, London (Jun 29-30, 2020)

1001. ICSBR 2020: Cognitive Science and Brain Research Conference, London (Jun 29-30, 2020)

1002. ICBEST 2020: Brain Engineering, Science and Technology Conference, Prague (Jul 09-10, 2020)

1003. ICPCN 2020: Psychiatry and Clinical Neurosciences Conference, Copenhagen (Jul 15-16, 2020)

1004. ICBNAP 2020: Behavioral Neuroscience and Abnormal Psychology Conference, Paris (Jul 20-21, 2020)

1005. ICBNP 2020: Behavioral Neuroscience and Psychopharmacology Conference, Paris (Jul 20-21, 2020)

1006. ICCBR 2020: Cognitive Brain Research Conference, Paris (Jul 20-21, 2020)

1007. ICCPN 2020: Clinical Psychopharmacology and Neuroscience Conference, Zurich (Jul 27-28, 2020)

1008. ICNCS 2020: Neuropsychology and Cognitive Science Conference, Vancouver (Aug 06-07, 2020)

1009. ICPNCE 2020: Psychology, Neural and Cognitive Engineering Conference, Venice (Aug 13-14, 2020)

1010. ICABE 2020: Applications of Brain Engineering Conference, Bangkok (Aug 20-21, 2020)

1011. ICSNCBS 2020: Social, Neural, Cognitive and Behavioral Sciences Conference, Bangkok (Aug 20-21, 2020)

1012. ICPNC 2020: Psychology and Neural Computation Conference, Toronto (Sep 21-22, 2020)

1013. ICPNCSE 2020: Psychology, Neuroscience, Cognitive Science and Engineering Conference, San Francisco (Sep 24-25, 2020)

1014. ICPPBS 2020: Positive Psychology and Behavioral Sciences Conference, San Francisco (Sep 24-25, 2020)

1015. ICNCN 2020: Neurology and Cognitive Neuroscience Conference, Tbilisi (Oct 01-02, 2020)

1016. ICOPM 2020: Odor Perception and Memory Conference, Dubrovnik (Oct 01-02, 2020)

1017. ICPBR 2020: Psychology and Brain Research Conference, Dubrovnik (Oct 01-02, 2020)

1018. ICPHBR 2020: Psychology and Human Brain Research Conference, Dubrovnik (Oct 01-02, 2020)

1019. ICSPD 2020: Sleep Psychology and Dreaming Conference, Dubrovnik (Oct 01-02, 2020)

1020. ICEAN 2020: Experimental and Applied Neuropsychology Conference, Tokyo (Oct 05-06, 2020)

1021. ICCEN 2020: Clinical and Experimental Neuropsychology Conference, New York (Oct 08-09, 2020)

1022. ICCBP 2020: Cognitive and Behavioral Psychology Conference, Los Angeles (Oct 29-30, 2020)

1023. ICCCP 2020: Clinical and Counselling Psychology Conference, Paris (Oct 29-30, 2020)

1024. ICNP 2020: Neuropsychology Conference, Rome (Nov 11-12, 2020)

1025. ICPEBR 2020: Psychology and Experimental Brain Research Conference, Venice (Nov 12-13, 2020)

1026. ICOMOP 2020: Olfactory Memory and Odor Perception Conference, Singapore (Nov 19-20, 2020)

1027. ICSPD 2020: Sleep Psychology and Disorders Conference, Singapore (Nov 19-20, 2020)

1028. ICABEAP 2020: Applications of Brain Engineering and Abnormal Psychology Conference, Jerusalem (Nov 26-27, 2020)

1029. ICENP 2020: Educational Neuroscience and Psychology Conference, Jerusalem (Nov 26-27, 2020)

1030. ICCPP 2020: Clinical Psychiatry and Psychology Conference, Sydney (Dec 03-04, 2020)

1031. ICOMP 2020: Odor Memory and Perception Conference, Tokyo (Dec 03-04, 2020)

1032. ICOMPL 2020: Odor Memory, Perception and Learning Conference, Sydney (Dec 03-04, 2020)

1033. ICPCPNC 2020: Psychology, Cognitive Processes and Neural Computation Conference, Tokyo (Dec 03-04, 2020)

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1036. ICSPP 2020: Sleep Psychology and Physiology Conference, Sydney (Dec 03-04, 2020)

1037. ICTBI 2020: Traumatic Brain Injury Conference, Sydney (Dec 03-04, 2020)

1038. ICNCP 2020: Neural Computation and Psychology Conference, Rome (Dec 10-11, 2020)

1039. ICCNN 2020: Cognitive Neuroscience and Neurology Conference, Kuala Lumpur (Dec 17-18, 2020)

1040. ICNCPCP 2020: Neural Computation, Psychology and Cognitive Processes Conference, Kuala Lumpur (Dec 17-18, 2020)

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1042. ICASP 2020: Applied Sleep Psychology Conference, Vienna (Dec 24-25, 2020)

1043. ICOM 2020: Olfactory Memory Conference, Vienna (Dec 24-25, 2020)

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