



## Higher education pedagogy

### The Program of the academic discipline (Syllabus)

#### 1. Details of the credit module

Level of higher education	<i>second (Master's level)</i>
Specialty	<i>for all specialties</i>
Branch of knowledge	
Educational program	
The status of the discipline	<i>core course</i>
Form of study	<i>full-time/ distance</i>
Year of preparation, semester	<i>2nd year, autumn semester</i>
The volume of the credit module	<i>2 credits. ECTS / 60 hours</i>
Semester control / control measures	<i>Credit   Module control work</i>
Schedule of classes	<i>Lectures Seminar classes <a href="http://rozklad.kpi.ua">rozklad.kpi.ua</a></i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader / lecturers	<i>second (Master's level)</i>

#### Curriculum of the discipline

##### 1. Description of the discipline, its purpose, subject of study and learning outcomes

The subject of the discipline "Pedagogy of Higher Education" is the process of training and training of specialists with higher education. The academic discipline provides for the preparation of undergraduates for future pedagogical activities in higher education institutions as assistants, which involves the independent assimilation of pedagogical literature, the development and conduct of all types of classes and control measures in a higher education institution, the analysis and selection of effective didactic teaching methods, critical assessment of their studies. The integral competence of studying this discipline is the ability to perform the duties of a teacher at a higher education institution.

The purpose of the discipline is to form students' abilities:

- implementation of educational programs in accordance with the standards of higher education;

- analysis and selection of effective didactic methods of training;
- development and holding of all types of classes and control measures in the higher-educational institutions ;
- education and intellectual development of students' personality;
- independent assimilation of pedagogical literature;
- - critical assessment of one's knowledge.

After mastering the academic discipline, students must demonstrate the following learning outcomes:

*knowledge:*

- current problems of pedagogy of high school;
- the system and modern structure of education in Ukraine;
- structures of higher education standards;
- didactic essence of cognitive activity;
- current recommendations regarding the structure and methods of conducting various types of training session (organizational forms of training);
- new requirements for the composition and content of educational and methodological documentation for the specialty and educational discipline;
- quality assurance systems and recommendations for conducting control measures;
- the essence of new and information technologies in education in higher education;
- principles and methods of education.

*skills:*

- to organize and analyze one's own pedagogical activity on the basis of pedagogical thinking;
- to determine and choose the actual expedient methods and means of training and control;
- to organize and manage students' cognitive activities;
- analyze educational and educational-methodical literature and use it in pedagogical practice;
- to control and evaluate the results of training.

As a result of mastering the discipline, graduate students will be able to:

- provide conditions of effective educational process at conducting different types of classes;
- implement technologies of creative pedagogical activity;
- apply pedagogical techniques and professional artistry;
- develop tools for diagnosing learning outcomes;
- evaluate the educational and creative achievements of students, to use the results to correct and optimize the learning process;
- possess techniques and methods of conflict resolution in pedagogical interaction.

Communication with the Lecturer is possible and will be encouraged in the classroom, as well as within consultations, which are held according to the schedule available on the website of the Department of Psychology and Pedagogy. In addition, for more effective communication in order to understand the structure of the academic discipline and assimilation of the material, e-mail, the Telegram messenger are used.

**2. Prerequisites and postrequisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)**

To study the discipline, it is desirable for a student to have skills in using a text editor on a computer, skills in working with electronic databases of scientific institutes and libraries.

The discipline " Higher education pedagogy" is studied after mastering the disciplines of psychological orientation bachelor degree programme. Studying the discipline will allow to effectively master the disciplines of the cycles of general and professional training.

### 3. The content of the discipline

#### Full-time (daytime) / distance form

Names of sections and topics	Number of hours			
	In total	including		
		Lectures	Practical (seminar)	independent work
1	2	3	4	5
Topic 1. Subject and objectives of Higher education pedagogy	6	2	2	2
Topic 2. The essence of the learning process in high school	8	2	2	4
Topic 3. Didactic basics of the learning process	6	2	2	2
Topic 4. Main types of educational activities and teaching methods	8	2	2	4
Topic 5. Education quality assurance system. Control of learning results	6	2	2	2
Topic 6. The essence of the education process in higher education	8	2	2	4
Topic 7. Culture of pedagogical communication in higher education institutions	6	2	2	2
Topic 8. The student as a subject of educational activity	6	2	2	2
Topic 9. Pedagogical mastery and ways of its formation	6	2	2	2
<b>Hours total</b>	<b>60</b>	<b>18</b>	<b>18</b>	<b>24</b>

### 4. Training materials and resources

For the successful study of the discipline it is enough to study the educational material is taught at lectures, as well as get acquainted with:

#### 4.1 Basic literature

1. Kulishov V.S. Dydaktyka vyshchoi shkoly: navchalno-metodychnyi posibnyk. Bila Tserkva: BINPO DZVO «UMO» NAPN Ukrainy, 2022. 142 s. Rezhym dostupu: [https://lib.iitta.gov.ua/731992/1/%D0%94%D0%B8%D0%B4%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D0%B0%20%D0%92%D0%A8\\_%D0%BF%D0%BE%D1%81%D1%96%D0%B1%D0%BD%D0%B8%D0%BA.pdf](https://lib.iitta.gov.ua/731992/1/%D0%94%D0%B8%D0%B4%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D0%B0%20%D0%92%D0%A8_%D0%BF%D0%BE%D1%81%D1%96%D0%B1%D0%BD%D0%B8%D0%BA.pdf)

2. Nahaiev V.M. Pedahohika vyshchoi shkoly: Navchalnyi posibnyk. Kh.: «Stylna typohrafiia», 2019. 267 s.
3. Nahaiev V.M., Portian M.O. Metodyka vykladannia u vyshchii shkoli: navchalnyi posibnyk. – Kh.: Stylna typohrafiia, 2018. – 283 s.
4. Osnovy pedahohichnoi maisternosti: praktykum / Kholkovska I.L., Voloshyna O.V., Hubina S.I. Vinnytsia: «Tvory», 2019. 240 s.
5. Pedahohika vyshchoi shkoly : pidruchnyk / V.P. Holovenkin ; Ministerstvo osvity i nauky Ukrainy, Natsionalnyi tekhnichnyi universytet Ukrainy «Kyivskyi politekhnichnyi instytut imeni Ihoria Sikorskoho». – 2-he vyd., pererobl. i dopovn. – Kyiv : KPI im. Ihoria Sikorskoho, 2019. – Rezhym dostupu: [https://opac.kpi.ua/F/N5C8NSEHNAPG4AC7IU5U2NEI5TAH3GV7CK72F4TT6YA2T8PH2-08156?func=find-acc&acc\\_sequence=005454291](https://opac.kpi.ua/F/N5C8NSEHNAPG4AC7IU5U2NEI5TAH3GV7CK72F4TT6YA2T8PH2-08156?func=find-acc&acc_sequence=005454291)
6. Reformuvannia i modernizatsiia osvitnikh system krain svitu KhKhl stolittia: monohrafiia / za nauk. red. O. I. Shapran. Pereiaslav-Khmelnytskyi, (Kyiv. obl.): Dombrovska Ya. M., 2018. 384 s.
7. Strazhnikova I. Pedahohika vyshchoi shkoly: navchalno-metodychnyi posibnyk. Ivano-Frankivsk: NAIR, 2018. 120 s.

#### 4.2. Auxiliary literature:

1. Kushniruk S.A. Rozvytok katehoriino-poniattievoho aparatu dydaktyky u pedahohichnii nauki Ukrainy (20–90-ti rr. XX st.). Kvalifikatsiina naukova pratsia na pravakh rukopysu. Dysertatsiia na zdobuttia naukovoho stupenia doktora pedahohichnykh nauk zi spetsialnosti 13.00.01 – zahalna pedahohika ta istoriia pedahohiky. Natsionalnyi pedahohichnyi universytet imeni M.P. Drahomanova, Kyiv, 2019. Rezhym dostupu: [https://npu.edu.ua/images/file/vidil\\_aspirant/dicer/D\\_26.053.01/dis\\_Kushniruk.pdf](https://npu.edu.ua/images/file/vidil_aspirant/dicer/D_26.053.01/dis_Kushniruk.pdf)
2. Metodychni rekomendatsii do skladannia prohram navchalnykh dystsyplin ta robochykh prohram kredytnykh moduliv [Tekst] / Uklad. V. P. Holovenkin. – 4-e vyd., pererob. i dop. – K. : NTUU «KPI», 2014. – 28 s. – Rezhym dostupu: <https://kpi.ua/files/bologna/recommendations-programming-disciplines.pdf>
3. Natsionalna ramka kvalifikatsii. Rezhym dostupu: <https://mon.gov.ua/ua/tag/natsionalna-ramka-kvalifikatsiy>
4. Ortynskyi V. L. Pedahohika vyshchoi shkoly : pidruchnyk Nats. un-t «Lviv. Politekhnik». Lviv : Vyd-vo Lviv. politekhniky , 2017. 498 s.
5. Osvitni prohramy NTUU «KPI»: Rekomendatsii do rozroblennia / Uklad. V. P. Holovenkin. – K. : NTUU «KPI», 2016. – 40 s. – Rezhym dostupu: [https://kpi.ua/files/Osvitni\\_programu\\_2018.pdf](https://kpi.ua/files/Osvitni_programu_2018.pdf)
6. Osnovy psykhologo-pedahohichnoi pidhotovky u vyshchii shkoli: navch.- metod. posibnyk dlia praktychnykh zaniat ta samostiinoi roboty studentiv / Avtory-uporiadnyky L.V. Maliar, V.I. Starosta, M.I. Kukhta. Uzhhorod: DVNZ «UzhNU», 2019. 84 s. Rezhym dostupu: <https://www.uzhnu.edu.ua/uk/infocentre/get/43642>
7. Standarty vyshchoi osvity NTUU «KPI»: Rekomendatsii do rozroblennia / Uklad. V. P. Holovenkin. – K. : NTUU «KPI», 2016. – 39 s. – Rezhym dostupu: [https://kpi.ua/files/Osvitni\\_programu\\_2018.pdf](https://kpi.ua/files/Osvitni_programu_2018.pdf)
8. Stoliarenko O.V. Modeliuvannia pedahohichnoi diialnosti u pidhotovtsi fakhivtsia: navch.-metod. posib. Vinnytsia: TOV «Nilan LTD», 2015. 148 s.
9. Blokhina Iryna Application of International Scientometric Databases in the Professional Training of Future Teachers of Psychological and Pedagogical Disciplines: Capabilities of Web of science (WOS), Scopus, Google Scholar / Olga Moskalenko, Lesia Muzychko, Liliia Hachak-Velychko, Victoria Dovzhuk, Iryna Blokhina // IJCSNS International Journal of Computer Science and Network Security, VOL.22 No. 5, May 2022 583 Manuscript received May 5, 2022 Manuscript revised May 20, 2022 . – R. 583 – 587. <https://doi.org/10.22937/IJCSNS.2022.22.5.80>

## Educational content

### 5. Methods of mastering the discipline (educational component)

#### Lectures

№ з/п	The name of the topic of the lecture and a list of main questions (task on independent work of students )
1	<p><b>Topic 1. Subject and tasks of higher school pedagogy</b> The purpose and tasks of the educational discipline "Pedagogy of the higher school", its place in the professional training of master's students. Object and subject of higher education. Categorical apparatus of Higher education pedagogy. Connection of higher school pedagogy with other sciences. Concepts, functions and categories of higher school didactics. The main goals of education. Principles of education in Ukraine. Levels and degrees of higher education in Ukraine. Types of higher education institutions in Ukraine.</p> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the meaning of the concept of "education".</li> <li>2. To formulate the main goals of education.</li> <li>3. To formulate the subject of Pedagogy of High School.</li> <li>4. To reveal the content didactics of higher education.</li> </ol>
2	<p><b>Topic 2. The essence of the learning process in high school.</b> The main patterns of the learning process. Modern educational paradigms: technocratic, humanistic and their comparative analysis. The main directions of improving the effectiveness of training. Learning concepts: associative-reflex, phased formation of mental actions, transformational theory of learning. Structure of the learning process.</p> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the patterns of learning.</li> <li>2. What is the essence of the technocratic paradigm?</li> <li>3. To reveal the essence of the humanistic paradigm.</li> <li>4. To describe the content of Transformative learning theory.</li> </ol>
3	<p><b>Topic 3. Didactic basics of the learning process</b> The essence and relationship of the main concepts of the theory of learning: knowledge, skills, abilities, competence and competencies, the pedagogical process, the didactic system, the content of education and training. The principles of learning and their content characteristics: scientificity, clarity, the connection between theory and practice, systematicity and consistency, strength of knowledge acquisition, awareness and activity, accessibility.</p> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To define concepts "information" and "scientific information".</li> <li>2. What requirements should scientific information meet?</li> </ol>

	<p>3. Give examples of the skills you possess.</p> <p>4. How to check the degree of skill formation?</p> <p>5. To reveal the skill structure.</p> <p>6. To reveal the essence of the notion "competence".</p> <p>7. To reveal the contents of the principles of learning.</p>
4	<p><b>Topic 4. Main types of educational activities and teaching methods</b></p> <p>Classification of organizational forms of education and types of educational activities. The role and place of a lecture in a higher education institution. Advantages and disadvantages of the lecture method of teaching. The main didactic tasks of the lecture. Types of lectures, their purpose and features. Basic didactic requirements for the lecture. Content and structure of the lecture. Management of cognitive activity of students. Methods of activation of cognitive activity. Incentives to activate students' cognitive activity. Methodology of reading a lecture. Lecturer data. Purpose, content and methodology of conducting practical classes. Assessment of practical classes. Types of seminar classes, their goals and tasks, methods of conducting. Evaluation of seminar classes. Laboratory classes. colloquiums Independent work of students.</p> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the main didactic tasks of the lecture. Justify the merits and demerits of the lecture method and ways to eliminate them.</li> <li>2. To justify the main didactic requirements for the content and structure of the lecture. Explain the task of the teacher to ensure these requirements.</li> <li>3. To reveal the purpose and features of different types of lectures. What are the features of a problematic lecture?</li> <li>4. To reveal the essence of the main methods of activating students' cognitive activity at lectures.</li> <li>5. To reveal the purpose and essence of the main incentives for activating students' cognitive activity at lectures.</li> <li>6. To define practical training. Formulate its didactic tasks. Justify the teacher's tasks in these classes.</li> <li>7. To provide recommendations on the use of certain principles of didactics when conducting practical classes.</li> <li>8. To define the seminar class. Didactic tasks of various types of seminar classes and peculiarities of their conduct. Explain the role of teachers in these classes.</li> <li>9. To provide recommendations on the use of certain principles of didactics when conducting seminar classes.</li> </ol>
5	<p><b>Topic 5. Education quality assurance system. Control of training results.</b></p> <p>Objectives and tasks of training quality control. The main factors affecting the quality of education. Object and subject of control. Requirements for the control system. Validity, reliability, validity and control effectiveness. Types and levels of control, their tasks, goals and functions. Forms of control.</p> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To formulate the main goals, tasks and functions of quality control of education.</li> <li>2. To analyze the main factors that affect the quality of education and their characteristics.</li> <li>3. To reveal the main requirements for the education quality assurance system.</li> <li>4. To justify the tasks, goals and functions of the main types of control.</li> <li>5. To analyze the advantages and disadvantages of different forms of control.</li> </ol>

6	<p><b>Topic 6. The essence of the upbringing process in higher education.</b>  General characteristics of the upbringing process. Educational space of a higher education institution. Content of upbringing process. Peculiarities of the upbringing process in higher education. The principles of education are basic provisions regarding ways to achieve educational goals in the upbringing process of higher education. Characteristics and requirements of the principles of the upbringing process: social orientation, subjectivity, integrity, continuity, differentiated and individual approach, demandingness and respect for the student, activation of teacher-student interaction. Methods of the upbringing process in higher education: persuasion, exercise, encouragement, demand, criticism, example, punishment, suggestion.</p> <p><b>Tasks on independent work of students:</b>  1. To define the process of upbringing.  2. Why training and upbringing are inseparable components of the organization of the educational process.  3. What is the specificity of the upbringing process in higher education.  4. To reveal the essence of the principles of education.</p>
7	<p><b>Topic 7. Culture of pedagogical communication in higher education institutions.</b>  The essence and structure of pedagogical communication. Styles of pedagogical communication. The content of pedagogical communication in higher education institutions. Communication and interaction in systems: "teacher-student", "teacher-teacher".</p> <p><b>Tasks on independent work of students:</b>  1. Name the styles of pedagogical communication.  2. To reveal the structure of pedagogical communication.  3. To reveal the stages of pedagogical communication.  4. What is the place of interaction in the structure of pedagogical communication.</p>
8	<p><b>Topic 8. The student as a subject of educational activity.</b>  The concept of the subject of educational activity. Age periodization of personality development. Typical features of the mental composition of the personality in the period of youth. Interpersonal and intrapersonal conflicts in student age. Regulation of behavior in the student environment.</p> <p><b>Tasks on independent work of students:</b>  1. What is the peculiarity of the subject of educational activity?  2. Describe the main age-related neoplasms inherent in the personality in youth.  3. What is the nature of intrapersonal conflicts in youth?  4. Factors regulating personality behavior in youth.</p>
9	<p><b>Topic 9. Pedagogical mastery of the teacher and ways of its formation.</b>  The essence of pedagogical mastery of a teacher of higher education institutions and the characteristics of specific personal qualities. Pedagogical tact. Pedagogical authority of the teacher. Pedagogical technique. Pedagogical abilities. Ways of developing pedagogical skills.</p> <p><b>Tasks on independent work of students:</b>  1. To reveal the components of pedagogical mastery.  2. To determine the ratio of pedagogical tact and demandingness in the activity of the teacher.  3. To describe the ways of developing pedagogical skills.</p>

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### Seminar (practical) classes

The main tasks of the cycle of seminar (practical) classes: to form students' skills: to justify the rules of application of the principles of didactics when conducting various types of educational classes, to choose a communication strategy, to work with pedagogical literature, to prepare speeches, to formulate and defend one's position, to take an active part in the discussion.

№ з/п	Name of the subject of the lesson and list of main questions (list of didactic support, questions for current control and tasks for independent work of students )
1	<p><b>Topic 1. The subject and problems of higher school pedagogy</b></p> <ol style="list-style-type: none"> <li>1. The purpose and tasks of higher school pedagogy.</li> <li>2. The role and place of higher education pedagogy in the professional training of master's students.</li> <li>3. Object and subject of higher education.</li> <li>4. Categorical apparatus of higher school pedagogy.</li> <li>5. The connection of higher school pedagogy with other sciences.</li> <li>6. The concept of education and its goals.</li> <li>7. Concept of didactics.</li> <li>8. Normative documents.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. Name the key concepts of higher school pedagogy.</li> <li>2. To formulate the concept of didactics.</li> <li>3. To reveal the meaning of the concept of "education".</li> <li>4. To formulate the main goals of education.</li> <li>5. To formulate the subject of higher school pedagogy.</li> <li>6. To reveal the content of higher school didactics.</li> </ol>
2	<p><b>Topic 2. The essence of the learning process in higher education</b></p> <ol style="list-style-type: none"> <li>1. Basic regularities of the learning process.</li> <li>2. Modern educational paradigms: technocratic, humanistic and their comparative analysis.</li> <li>3. Associative-reflexive concept of learning.</li> <li>4. Step-by-step formation of mental actions.</li> <li>5. Transformational theory of learning.</li> <li>6. The learning process as an interconnected activity of the teacher and the student.</li> <li>7. Feedback from training sessions.</li> <li>8. Structure of the learning process.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the patterns of learning.</li> <li>2. To reveal the structure of the learning process.</li> </ol>



	<p>3. What is the technocratic paradigm of learning?</p> <p>4. To reveal the essence of the humanistic learning paradigm.</p> <p>5. To describe the content of the transformational theory of learning.</p>
3	<p><b>Topic 3. Didactic foundations of the learning process</b></p> <p>1. The essence and relationship of the main concepts of the theory of learning: knowledge, skills, abilities, competence and competencies, pedagogical process, didactic system, content of education and training.</p> <p>2. Principles of education and their content characteristics: scientificity, clarity, connection between theory and practice, systematicity and consistency, strength of knowledge acquisition, awareness and activity, accessibility.</p> <p><b>Tasks on independent work of students:</b></p> <p>1. Define the terms "information" and "scientific information".</p> <p>2. What requirements should scientific information meet?</p> <p>3. Give examples of the skills you possess.</p> <p>4. How to check the degree of formation of skills?</p> <p>5. To reveal the structure of the skill.</p> <p>6. To reveal the essence of the concept of "competence".</p> <p>7. To reveal the content of the reasons for learning.</p> <p>8. To reveal the content of the principle of accessibility in education.</p> <p>9. Give examples of the principle of strength of knowledge acquisition.</p> <p>10. What is the essence of the principle of activity in education?</p>
4	<p><b>Topic 4. Main types of educational activities and teaching methods</b></p> <p>1. Technologies and methods of learning.</p> <p>2. Organizational forms of the educational process.</p> <p>3. Pedagogical requirements for lectures.</p> <p>4. Pedagogical requirements for seminar classes.</p> <p>5. Pedagogical requirements for laboratory classes.</p> <p>6. Pedagogical requirements for the organization of independent work of students.</p> <p>7. Methods of stimulating students' educational activities.</p> <p>8. The role of practice in the educational process.</p> <p><b>Tasks on independent work of students:</b></p> <p>1. Reveal the main didactic tasks of the lecture. Justify the merits and demerits of the lecture method and ways to eliminate them.</p> <p>2. Justify the main didactic requirements for the content and structure of the lecture. Explain the task of the teacher to ensure these requirements.</p> <p>3. Formulate the requirements for the problematic lecture.</p> <p>4. Define practical training. Formulate its didactic tasks. Justify the teacher's tasks in these classes.</p> <p>5. Provide recommendations on the use of certain principles of didactics when conducting practical classes.</p> <p>6. Define the seminar class. Didactic tasks of various types of seminar classes and peculiarities of their conduct. Explain the role of teachers in these classes.</p> <p>7. Provide recommendations on the use of certain principles of didactics when conducting seminar classes.</p>

5	<p><b>Topic 5. Education quality assurance system. Control of learning results.</b></p> <ol style="list-style-type: none"> <li>1. Goals and objectives of quality control of education.</li> <li>2. The main factors affecting the quality of education.</li> <li>3. Object and subject of control.</li> <li>4. Requirements for the control system.</li> <li>5. Types and levels of control, their tasks, goals and functions.</li> <li>6. Forms of control.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To formulate the main goals, tasks and functions of quality control of education.</li> <li>2. To analyze the main factors that affect the quality of education and their characteristics.</li> <li>3. To reveal the main requirements for the quality control system of education.</li> <li>4. To justify the tasks, goals and functions of the main types of control.</li> <li>5. To analyze the advantages and disadvantages of different forms of control.</li> </ol>
6	<p><b>Topic 6. The essence of the process of upbringing in higher education.</b></p> <ol style="list-style-type: none"> <li>1. General characteristics of the process of upbringing.</li> <li>2. The principles of education are basic provisions regarding ways to achieve educational goals in the educational process of higher education.</li> <li>3. Characteristics and requirements of the principles of upbringing: social orientation, subjectivity, integrity, continuity, differentiated and individual approach, demandingness and respect for the student, activation of teacher-student interaction.</li> <li>4. The role of self-education.</li> <li>5. Methods of upbringing in higher education: persuasion, exercise, encouragement, demand, criticism, example, punishment, suggestion.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To define the process of upbringing.</li> <li>2. To reveal the main methods of upbringing and give examples.</li> <li>3. Why training and upbringing are inseparable components of the organization of the educational process.</li> <li>4. To reveal the essence of the principles of education.</li> </ol>
7	<p><b>Topic 7. Culture of pedagogical communication in higher education institutions.</b></p> <ol style="list-style-type: none"> <li>1. The essence and structure of pedagogical communication.</li> <li>2. The structure of pedagogical communication.</li> <li>3. Communication in systems: "teacher-student", "teacher-teacher".</li> <li>4. Styles of pedagogical communication.</li> <li>5. Communicative side of communication.</li> <li>6. The interactive side of communication.</li> <li>7. The perceptive side of communication.</li> <li>8. Interpersonal communication in a study group.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. Reveal the sides of communication in the "teacher-student" system.</li> <li>2. Describe the styles of pedagogical communication.</li> <li>3. Reveal the structure of pedagogical communication.</li> <li>4. Reveal the stages of pedagogical communication.</li> <li>5. What is the place of interaction in the structure of pedagogical communication.</li> <li>6. Reveal communication barriers and their causes.</li> </ol>
8	<p><b>Topic 8. The student as a subject of educational activity.</b></p>

	<ol style="list-style-type: none"> <li>1. The concept of the subject of educational activity.</li> <li>2. Age periodization of personality development.</li> <li>3. Typical features of the mental composition of the personality in the period of youth.</li> <li>4. Personal difficulties.</li> <li>5. Interpersonal conflicts in student age.</li> <li>6. Intrapersonal conflicts.</li> <li>7. Irregularity of personality development.</li> <li>8. Dynamics of learning motivation.</li> <li>9. Regulation of behavior in the student environment.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. What is the peculiarity of the subject of educational activity?</li> <li>2. Describe the main age-related neoplasms inherent in the personality in youth.</li> <li>2. Developmental crises in student age.</li> <li>3. What is the nature of intrapersonal conflicts in youth?</li> <li>4. Factors regulating personality behavior in youth.</li> </ol>
9	<p><b>Topic 9. Pedagogical mastery of the lecturer and ways of its formation.</b></p> <ol style="list-style-type: none"> <li>1. The essence of the pedagogical mastery of the lecturer of higher education and the characteristics of specific personal qualities.</li> <li>2. Pedagogical tact.</li> <li>3. Pedagogical authority of the lecturer.</li> <li>4. Pedagogical technique.</li> <li>5. Pedagogical abilities.</li> <li>6. Ways of developing pedagogical skills.</li> </ol> <p><b>Tasks on independent work of students:</b></p> <ol style="list-style-type: none"> <li>1. To reveal the components of pedagogical mastery.</li> <li>2. What is the role of culture of speech and how is it related to the teacher's thinking?</li> <li>3. What is the essence of pedagogical imagination?</li> <li>4. To determine the ratio of pedagogical tact and demandingness in the activity of the teacher.</li> <li>5. To describe the ways of developing pedagogical skills.</li> </ol>

## Policy and control

### Policy of academic discipline (educational component)

#### Attendance and performance of tasks

Attendance at lectures is not evaluated, but is desirable, as the study material is presented in an accessible form and there is an opportunity to discuss issues and clarify unclear points. For applicants for higher education who want to demonstrate excellent learning outcomes, active work in lectures is simply necessary. However, it is not necessary to work off the missed lectures.

Active participation of a graduate student in seminars is mandatory. The graduate student's rating will be largely formed based on the results of his work in seminars. Each missed seminar (regardless of the reasons for skipping) reduces the final rating of the graduate student in the discipline. If you miss a seminar, it is important to study the topics and complete all the tasks. The control of knowledge (understanding) by the graduate student of the missed topics (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on the website of the Department of Psychology and Pedagogy, or during a break in the class.

The points are not treated for the presence at the seminars. At the seminar the graduate may use written notes prepared by him on the subject of the lesson (or envisaged by the task), but express the

position, reading from the sheet paper or gadgets is not worth. You should not answer the teacher's questions by reading from the screen of a smartphone, laptop or from a textbook.

### **Forms of work**

Lectures, seminars. Topics of lectures are covered in the work program (syllabus) of the discipline. Questions from graduate students to the lecturer are welcomed during the lecture. Dialogue between graduate students and the lecturer is allowed and welcomed at the lecture. At the seminar classes, graduate students focus on the analysis of pedagogical and psychological-pedagogical phenomena in society and master active techniques of discussion management.

### **University policy**

#### **Academic integrity**

The main types of academic responsibility are established by the Law of Ukraine "On Education". According to Part 6 of Article 42, the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions; deprivation of an academic scholarship; deprivation of education benefits provided by the educational institution.

The policy, standards and procedures for the observance of academic integrity are contained in the following regulatory documents of the KPI. Igor Sikorsky, published on the website of the University: Code of Honor of KPI. Igor Sikorsky <https://kpi.ua/files/honorcode.pdf>, Regulations on the system of prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research KPI them . Igor Sikorsky, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

#### **Norms of ethical behavior**

Norms of ethical behavior of postgraduate students and employees are defined in section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". [https://data.kpi.ua/sites/default/files/files/2015\\_1-140a1](https://data.kpi.ua/sites/default/files/files/2015_1-140a1). Pdf

## **6. Types of control and rating system of assessment of learning outcomes (RSO)**

Current control: [survey on the topic of the lesson, modular control work](#).

Calendar control: [conducted twice per semester as monitoring of the current state of fulfillment of requirements of the syllabus](#).

Semester control: [credit](#).

#### **System of rating points and criteria of assessment of measures of current control:**

The postgraduate student's rating in the discipline consists of points (maximum 100), obtained for:

- 1) work at seminar (practical) classes (answers, solving tasks and addition of answers of other post-graduate students in the process of discussion);
- 2) preparation of modular control work (MCW).

The student will receive the highest rating if he takes an active participation in seminar (practical) classes, mostly provides full and reasoned answers, logically explains them, expresses his/her own opinion on debatable issues. Missed classes, inaccuracies, incompleteness, mistakes in answers cause a drop in the graduate student's rating.

The teacher evaluates the student's activity in each seminar class, but the specific final number of points for the work in the seminar class is assigned by the teacher during the first and second stages of the intermediate certification - in the 8th and 16th weeks of study, respectively. The student's rating as

of the 8th week (based on the results of work in 6-8 practical classes) and the 16th week (based on the results of work in the next 6-8 practical classes) of study is communicated to him in class or in his personal office of the Campus.

The modular control work consists of 46 test tasks reflecting the content of the entire discipline. MKR is conducted with the help of Googletest in the last (penultimate) lecture. Access to the MCR is granted to postgraduate students only during the lecture. It is not possible to rearrange the MCW. Detailed criteria for evaluating the student's learning outcomes are defined in the regulation on rating system in the discipline and are presented in Appendix 1.

The student can appeal the teacher's assessment by submitting a corresponding complaint to the teacher no later than the next day after the student has been informed of the teacher's assessment. The complaint will be processed according to the procedures established by the university.

Conditions for admission to the semester control: [enrollment of all tasks provided for in the syllabus](#).

Table of correspondence of rating points to grades on the university scale:

<i>Number of poi</i>	<i>Assessment</i>
100-95	"excellent"
94-85	"very good"
84-75	"good"
74-65	"satisfactory"
64-60	"satisfactory"
Less than 60	"unsatisfactory"
Admission conditions are not met	not allowed

## 7. Additional information on the discipline (educational component)

### *Recommendations for graduate students*

References to the list of basic and auxiliary literature are provided for each topic, which does not preclude the possibility of expanding this list on your own, in agreement with the teacher.

Lectures are conducted using multimedia presentations (subject to conditions in the classroom). While working on lectures, a postgraduate student should take notes on the main concepts, signs, classifications, definitions, algorithms that the teacher will talk about. If it is important for a postgraduate student to listen to, fix the relevant material, then he reads this text, applies it when solving a task or preparing for a practical task. If, after that, the graduate student presents his justified position (opinion), critically evaluates the positions (opinions) of other postgraduate students, asks questions to the teacher and the graduate student - the amount of educational material he has learned and the depth of his understanding will increase many times.

Preparing for a seminar class the postgraduate student must study the lecture material of a certain topic, it is desirable to get acquainted with additional resources on the network. In case of questions arising from unclear provisions, it is necessary to discuss them with the teacher. In a seminar class, even a well-prepared postgraduate student should not remain a passive observer, but actively participate in the discussion. If the postgraduate student has not familiarized himself with the educational material, it is more important for him to listen to the speakers, and thanks to the information received, try to review the shortcomings of the preparation for compensation. Do not refuse to answer the teacher's questions. In addition, if the postgraduate student does not know the answer, it is advisable to try to

answer, express his opinion based on his own knowledge, experience, logic of the question, etc. At the same time, there is no need to be afraid to make a mistake - one of the important tasks of studying humanitarian disciplines is developing the ability to think logically and express one's own opinions accordingly. However, it is worth remembering that ignorance of the material of the discipline is a significant disadvantage of the postgraduate student's work and will negatively affect his overall rating. A responsible attitude to the preparation for the seminar session makes it possible not only to learn the educational material correctly, but also to save effort when passing the semester control.

#### *Distance Learning*

Synchronous distance learning is possible using a video conferencing platform and an educational platform for distance learning at the university.

#### *Inclusive education*

Allowed

#### **The program of the discipline (syllabus):**

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**Approved by** the Department of Psychology and Pedagogy (protocol № \_\_10\_ from \_\_10.05.2023\_\_)

**Agreed by** the Methodical Commission of NN SFN (protocol № \_6\_ from 22.06.2023)

### A rating system for evaluating learning outcomes

- 1) work in seminar (practical) classes (answers, solving tasks and supplementing the answers of other students in the discussion process);
- 2) compilation of a modular control work.

#### System of rating (weighted) points and evaluation criteria:

1. The maximum number of points for work in seminar (practical) classes is 54 (the number of points in 1 class is 6):

active participation in the lesson; providing a full and reasoned, logically presented report, answer, expressing one's own position on debatable issues or a completely correct solution of tasks with appropriate justification, in combination with appropriate additions to the answers of other students in the discussion process	5-6
active participation in the lesson; providing correct answers or correctly solving problems with minor inaccuracies, violations of the logic of the answer or justification when solving the problem	3-4
providing answers with significant numerical errors or solving a problem with gross errors, solving a problem without justification	1-2

2. Compilation of a modular test (the maximum number of points is 46), (the maximum number of points for 1 test task is 1):

Test task completed correctly (each of 46)	1
Test task performed incorrectly (each of 46)	0

#### Calculation of the rating scale (R):

The sum of the weighted points of control measures during the semester is:

$$RD = 54 + 46 = 100 \text{ points.}$$

Students who scored the required number of points during the semester ( $RD > 0.6R$ ) have the opportunity to:

- a) receive a credit score (credit) by the so-called "automatic" in accordance with the scored rating;
- b) to complete a credit control work in order to increase the grade.

At the same time, the previous rating of the student in the discipline is canceled and he receives an **R<sub>3</sub>** grade only based on the results of the credit test.

The list of questions for the assessment test is given in Appendix 2.

**Students who have not completed all tasks prescribed by the discipline program are not allowed to be counted.**

*The final test* consists of 100 test tasks reflecting the content of the entire discipline. This test is conducted using Google tests, access to the test is provided to students only during the credit time.

test task completed correctly (each out of 100)	1
test task performed incorrectly (every 100)	0

In order for the student to receive the appropriate grades (ECTS and traditional), his rating grade (**RD**) is translated according to the table:

<i>RD</i>	ECTS	Traditional assessment
95-100	“excellent”	“excellent”
85-94	“very good”	“good”
75-84	“good”	
65-74	“satisfactory”	“satisfactory”
60-64	enough (meets minimum criteria)	
<i>RD</i> < 60	“unsatisfactory”	“unsatisfactory”



**An indicative list of questions for the examination test**

1. To reveal the meaning of the concept "Education" and formulate the main goals of education.
2. To justify the main principles of education in Ukraine.
3. To reveal the essence of the levels and degrees of higher education in Ukraine.
4. To define the following concepts: "educational level", "profession", "specialty", "specialization" and "qualification".
5. To reveal the types of higher education institutions in Ukraine.
6. To reveal the main scientific tasks of Pedagogy of high school.
7. To reveal the essence of the concepts: "knowledge", "skills" and "abilities" and explain their dialectical relationship.
8. To define the concepts: "educational process", "content of education" and "content of education".
9. To reveal the meaning of the concepts: "teaching methods", "learning tools", "forms of learning organization".
10. To reveal the essence of the didactic process.
11. To formulate the basic law of didactics.
12. To reveal the essence of the main didactics principles.
13. Justify the teacher's tasks and methods of managing students' motivation.  
Justify the teacher's tasks and methods of motivation management
14. To justify the advantages and disadvantages of the lecture.
15. To reveal the main didactic requirements for the content and structure of the lecture.
16. To reveal the principles of constructing a problematic lecture.
17. To reveal the essence of the basic methods of activating students' cognitive activity at lectures.
18. To define the seminar class and its main types.
19. To define practical and laboratory classes.
20. Give recommendations on the use of certain didactic principles in various types of training.
21. To reveal the composition and purpose of higher education standards.
22. To reveal the purpose and structure of the standard of higher education and educational program.
23. To reveal the purpose and composition of the education quality assurance system.
24. To analyze the main factors affecting the quality of education.
25. To reveal the basic requirements to the quality control system of education, justify the ways of their provision.
26. To reveal the essence of the main types of control, justify their goals, functions and tasks.
27. To analyze the advantages and disadvantages of various forms of quality control of students activity.
28. To define the terms "assessment" and "score", justify their main functions.
29. To reveal the essence of the requirements for the control tasks, and justify the ways of their provision.
30. To justify ways to choose the complexity, laboriousness and duration of control.
31. To reveal the types and levels of pedagogical communication.
32. To reveal the essence of the emotionally creative aspect of pedagogical communication
33. To unravel the essence and structure of the pedagogical tact.
34. To define the concept "pedagogical skill", its criteria and levels.
35. To describe the pedagogical tact and its components.
36. To analyze the elements of a teacher's professional competence.
37. To describe the main age-related neoplasms inherent in the personality in youth.
38. Developmental crises in student age.

39. To reveal the factors of regulation of personality behavior in youth.
40. To reveal the main features in Teacher – Student Communication System.
41. To describe the styles of pedagogical communication.
42. To reveal the structure of pedagogical communication.
43. What is the place of interaction in the structure of pedagogical communication.
44. To reveal communication barriers and their causes.
45. Reveal the peculiarities of the manifestation of pedagogical technique.
46. To reveal the essence of the concept “style of pedagogical communication”. Types of pedagogical communication.
47. To analyze the main requirements of pedagogical tact.
48. To reveal the main requirements of pedagogical tact.
49. To determine the ratio of pedagogical tact and demandingness in the teacher’s activity.
50. To describe the ways of developing pedagogical abilities.