



PEDAGOGY OF HIGHER SCHOOL

The Program of the academic discipline (Syllabus)

1. Details of the credit module

Level of higher education	second (Master's level)
Field of knowledge	05 Social and behavioural sciences
Specialty	054 Sociology
Educational program	Social data analytics
The status of the discipline	Normative
Form of study	full-time
Year of preparation, semester	1 year, autumn semester
The volume of the credit module	3 ECTS credits/90 hours lectures - 18 hours, seminars - 36 hours, independent work - 36 hours
Semester control / control measures	Credit Module control work
Schedule of classes	rozklad.kpi.ua
Language of instruction	Ukrainian
Information about the course leader / lecturers	https://psy.kpi.ua/vikladachi/

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 education and training of specialists with higher education. The discipline involves the preparation of higher education students for future teaching activities in higher education institutions as assistants, which involves independent study of pedagogical literature, development and conduct of all types of classes and control activities in a higher education institution, analysis and selection of effective didactic teaching methods, critical evaluation of their classes. The integral competence of this discipline is the ability to perform the duties of a teacher in a higher education institution.

The purpose of the discipline is to form in higher education students the following abilities:

- implementation of educational programmes in accordance with higher education standards;
- analysis and selection of effective didactic teaching methods;
- development and conduct of all types of classes and control activities in a higher education institution;
- education and intellectual development of students' personality;
- independent mastering of pedagogical literature;
- critical evaluation of their classes.

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

knowledge:

- system and structure of education of Ukraine;
- structure of higher education standards;
- didactic essence of cognitive activity;
- recommendations on the structure and methods of conducting various types of training sessions;
- requirements for the composition and content of educational and methodological documentation in the specialty and discipline;
- quality assurance system and recommendations for control measures;
- the essence of new and information technologies

skills:

- to organise and analyse their teaching activities;
- to determine appropriate methods and means of teaching and control;
- to organise and manage students' cognitive activity;
- to analyse educational and methodological literature and use it in pedagogical practice;
- to monitor and evaluate learning outcomes.

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

- provide conditions for an effective educational process during classes;
- implement technologies of creative pedagogical activity;
- apply pedagogical techniques and professional artistry;
- develop tools for diagnosing learning outcomes;
- evaluate students' academic and creative achievements, use the results to correct and optimise the learning process;
- master the techniques and

In accordance with the requirements of the educational and research programme, the purpose of the discipline is to develop students' abilities:

- the ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge/ types of economic activity) (3K 03);
- the ability to carry out pedagogical and/or scientific and pedagogical activities in educational institutions (ФК 09).

In accordance with the requirements of the educational and research programme, as a result of mastering the discipline, students will be able to:

- search, analyse and evaluate the necessary information in the scientific literature, databases and other sources (ПРП 05);
- clearly and unambiguously convey knowledge, own conclusions and arguments on sociology and related fields of knowledge to specialists and non-specialists, including students (ПРП 08);
- teach sociological and related disciplines in educational institutions (ПРП 10).

Communication with the lecturer is possible and encouraged during classes, as well as during consultations with the lecturer, 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 discipline and master the material, e-mail, 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

Chapter and topic titles	Number of hours			
	Total	including		
		Lectures	Practical (seminar)	Independent work
1	2	3	4	5
Theme 1: Subject and objectives of higher education pedagogy	10	2	4	4
Theme 2. The essence of the learning process in higher education	10	2	4	4
Theme 3. Didactic foundations of the learning process	10	2	4	4
Theme 4. Main types of training sessions and teaching methods	10	2	4	4
Theme 5. The system of quality assurance of education. Monitoring learning outcomes	10	2	4	4
Theme 6. The essence of the process of education in higher education	8	2	4	2
Theme 7. Culture of pedagogical communication in a higher education institution	8	2	4	2
Theme 8: Student as a subject of educational activity	6	2	2	2
Theme 9: Teacher's pedagogical skills and ways of their formation	6	2	2	2
Modular control work	6		2	4
Credit	6		2	4
Total hours	90	18	36	36

4. Training materials and resources

To successfully study the discipline, it is sufficient to work through the material presented in lectures and to familiarise yourself with the following:

4.1 Basic literature

1. Kulishov V.S. Didactics of Higher Education: a study guide. Bila Tserkva: BINPO of the State Institution 'UMO' of the National Academy of Pedagogical Sciences of Ukraine, 2022. 142 c. Access mode: 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. Nagayev V.M. Pedagogy of Higher Education: Study guide. Kharkiv: Stylish Printing House, 2019. 267 c.
3. Nahaiev V.M., Portian M.O. Methods of teaching in higher education: a textbook. - Kharkiv: Stylish Typography, 2018. - 283 p.
4. Fundamentals of pedagogical skill: a workshop / Holkovska I.L., Voloshyna O.V., Hubina S.I. Vinnytsia: 'Works', 2019. 240 c.
5. Pedagogy of Higher Education: Textbook for applicants for the second level of higher education of pedagogical universities / S.H. Nemchenko, V.V. Kryzhko, I.F. Shumilova, O.M. Starokozko, O.B. Holik: BSPU, 2020. 517 c.

4.2 Supporting literature:

1. Reforming and modernisation of educational systems of the world's countries of the XXI century: a monograph / edited by O. I. Shapran. Pereiaslav-Khmelnytskyi, (Kyiv region): Dombrovska Y. M., 2018. 384 c.
2. Strazhnikova I. Pedagogy of Higher Education: a study guide. Ivano-Frankivsk: NAIR, 2018. 120 c
3. Development of the categorical and conceptual apparatus of didactics in the pedagogical science of Ukraine (20-90s of the XX century). Qualification scientific work on the rights of the manuscript. Dissertation for the degree of Doctor of Pedagogical Sciences in the speciality 13.00.01 - General Pedagogy and History of Pedagogy. National Pedagogical Dragomanov University, Kyiv, 2019. Access mode: https://npu.edu.ua/images/file/vidil_aspirant/dicer/D_26.053.01/dis_Kushniruk.pdf.
4. Methodical recommendations for the preparation of programmes of academic disciplines and work programmes of credit modules [Text] / compiled by. 4th edition, revised and supplemented - K. : NTUU 'KPI', 2014. 28 p. - Access mode: <https://kpi.ua/files/bologna/recommendations-programming-disciplines.pdf>.
5. National Qualifications Framework. Access mode: <https://mon.gov.ua/ua/tag/natsionalna-ramka-kvalifikatsiy>
6. Ortynsky V. L. Pedagogy of Higher Education: a textbook of the National University "Lviv. Polytechnic". Lviv: Lviv Polytechnic Publishing House, 2017. 498 c.
7. Educational programmes of NTUU 'KPI': Recommendations for development / Compiled by. K.: NTUU 'KPI', 2016. - 40 p. - Access mode: https://kpi.ua/files/Osvitni_programu_2018.pdf.
8. Fundamentals of psychological and pedagogical training in higher education: a study guide for practical classes and independent work of students / Authors-compilers L.V. Malyar, V.I. Starosta, M.I. Kukhta. Uzhhorod: SHEI 'UzhNU', 2019. 84 c. Access mode: <https://www.uzhnu.edu.ua/uk/infocentre/get/43642>.
9. Pedagogy of Higher Education: a textbook / V.P. Holovenkin; Ministry of Education and Science of Ukraine, National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute.' - 2nd edition, revised and supplemented - Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2019: https://opac.kpi.ua/F/N5C8NSEHNAPG4AC7IUY5U2NEI5TAH3GV7CK72F4TT6YA2T8PH2-08156?func=find-acc&acc_sequence=005454291
10. Stoliarenko O.V. Modelling of pedagogical activity in the training of a specialist: study guide. Vinnytsia: Nilan LTD, 2015. 148 c.
11. Blokhina Iryna Anwendung internationaler scientometrischer Datenbanken in der beruflichen Ausbildung zukünftiger Lehrer für psychologische und pädagogische Disziplinen: Möglichkeiten von 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, Band 22, Nr. 5, Mai 2022 583 Manuskript eingegangen am 5. Mai 2022 Manuskript überarbeitet am 20. Mai 2022 . – P. 583 – 587. <https://doi.org/10.22937/IJCSNS.2022.22.5.80>

Educational content

5. Methods of mastering the discipline (educational component)

Lecture classes

Lecture topic and list of main questions
(assignments for IW)

Theme 1. Subject and objectives of Higher Education Pedagogy

Purpose and objectives of the discipline 'Higher Education Pedagogy', its place in the professional training of master's students. Object and subject of HEP. Categorical apparatus of HEP. The relationship of higher education pedagogy with other sciences. Concepts, functions and categories of higher education 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.

Tasks for IW:

1. Explain the meaning of the concept of 'education'.
2. Formulate the main goals of education.
3. Formulate the subject of HEP.
4. Explain the content of higher education didactics.

Theme 2. The essence of the learning process in higher education

Basic laws of the learning process. Modern educational paradigms: technocratic, humanistic and their comparative analysis. The main directions of improving the effectiveness of learning. Concepts of learning: associative-reflexive, gradual formation of mental actions, transformational theory of learning. Structure of the learning process.

Tasks for the IW:

1. Reveal the patterns of learning.
2. What is the technocratic paradigm of learning?
3. Explain the essence of the humanistic learning paradigm.
4. Describe the content of the transformational learning theory.

Theme 3. Didactic foundations of the learning process

The essence and interrelation of the basic concepts of learning theory: knowledge, skills, abilities, competence and competencies, pedagogical process, didactic system, content of education and training. Principles of learning and their content characteristics: scientific, visual, connection of theory with practice, systematic and sequential, strength of knowledge acquisition, consciousness and activity, accessibility.

Tasks for IW:

1. Define the concepts of 'information' and 'scientific information'.
2. What requirements should scientific information meet?
3. Give examples of the skills you have.
4. How can you check the degree of skills development?
5. Explain the structure of the skill.
6. Explain the essence of the concept of 'competence'.
7. Explain the content of the principles of learning.

Theme 4. The main types of classes and teaching methods

Classification of organisational forms of education and types of classes. The role and place of the 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 activating cognitive activity. Stimuli for activating students' cognitive activity. Methods of lecturing. Lecture data. Purpose, content and methods of practical classes. Evaluation of practical classes. Types of seminars, their goals and objectives, methods of conducting. Evaluation of seminars. Laboratory classes. Colloquia. Independent work of students.

Tasks for the IW:

1. Identify the main didactic objectives of the lecture. Justify the advantages and disadvantages of the lecture method and ways to eliminate them.
2. Justify the main didactic requirements for the content and structure of the lecture. Describe the tasks of the teacher in meeting these requirements.
3. Explain the purpose and features of different types of lectures. What are the features of a problem lecture?
4. Explain the essence of the main methods of activating students' cognitive activity at the lecture.
5. Explain the purpose and essence of the main incentives to enhance the cognitive activity of students in the lecture.
6. Define practical training. Formulate its didactic tasks. Justify the tasks of the teacher in these classes.
7. Provide recommendations on the use of certain principles of didactics in conducting practical classes.
8. Give a definition of a seminar. The didactic tasks of different types of seminars and the peculiarities of their conduct. Describe the role of teachers in these classes.
9. Provide recommendations on the use of certain principles of didactics in conducting seminars.

Theme 5. Education quality assurance system. Control of training results.

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.

Tasks on independent work of students:

1. To formulate the main goals, tasks and functions of quality control of education.
2. To analyze the main factors that affect the quality of education and their characteristics.
3. To reveal the main requirements for the education quality assurance system.
4. To justify the tasks, goals and functions of the main types of control.
5. To analyze the advantages and disadvantages of different forms of control.

Theme 6. The essence of the upbringing process in higher education.

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.

Tasks on independent work of students:

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.

Theme 7. Culture of pedagogical communication in higher education institutions.

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".

Tasks on independent work of students:

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.

Theme 8. The student as a subject of educational activity.

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.

Tasks on independent work of students:

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.

Theme 9. Pedagogical mastery of the teacher and ways of its formation.

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.

Tasks on independent work of students:

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.

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.

Theme 1. The subject and problems of higher school pedagogy (4 hours)

Seminar session (1-2)

1. The purpose and tasks of higher school pedagogy.
2. The role and place of higher education pedagogy in the professional training of master's students.
3. Object and subject of higher education.
4. Categorical apparatus of higher school pedagogy.
5. The connection of higher school pedagogy with other sciences.
6. The concept of education and its goals.
7. Concept of didactics.
8. Normative documents.

Tasks on independent work of students:

1. Name the key concepts of higher school pedagogy.
2. To formulate the concept of didactics.
3. To reveal the meaning of the concept of "education".
4. To formulate the main goals of education.
5. To formulate the subject of higher school pedagogy.
6. To reveal the content of higher school didactics.

Theme 2. The essence of the learning process in higher education (4 hours)

Seminar session (3-4)

1. The main regularities of the learning process.
2. Modern educational paradigms: technocratic, humanistic and their comparative analysis.
3. The associative-reflexive concept of learning.
4. Phased formation of mental actions.
5. Transformational theory of learning.
6. The learning process as an interrelated activity of the teacher and the student.
7. Feedback in learning.
8. Structure of the learning process.

Tasks on independent work of students:

1. To reveal the patterns of learning.
2. To reveal the structure of the learning process.
3. What is the technocratic paradigm of learning?
4. To reveal the essence of the humanistic learning paradigm.
5. To describe the content of the transformational theory of learning.

Theme 3. Didactic foundations of the learning process (4 hours)

Seminar session (5-6)

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.
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.

Tasks on independent work of students:

1. Define the terms "information" and "scientific information".
2. What requirements should scientific information meet?
3. Give examples of the skills you possess.

4. How to check the degree of formation of skills?
5. To reveal the structure of the skill.
6. To reveal the essence of the concept of "competence".
7. To reveal the content of the reasons for learning.
8. To reveal the content of the principle of accessibility in education.
9. Give examples of the principle of strength of knowledge acquisition.
10. What is the essence of the principle of activity in education?

Theme 4. Main types of educational activities and teaching methods (4 hours)
Seminar session (7-8)

1. Technologies and methods of learning.
2. Organizational forms of the educational process.
3. Pedagogical requirements for lectures.
4. Pedagogical requirements for seminar classes.
5. Pedagogical requirements for laboratory classes.
6. Pedagogical requirements for the organization of independent work of students.
7. Methods of stimulating students' educational activities.
8. The role of practice in the educational process.

Tasks on independent work of students:

1. Reveal the main didactic tasks of the lecture. Justify the merits and demerits of the lecture method and ways to eliminate them.
2. Justify the main didactic requirements for the content and structure of the lecture. Explain the task of the teacher to ensure these requirements.
3. Formulate the requirements for the problematic lecture.
4. Define practical training. Formulate its didactic tasks. Justify the teacher's tasks in these classes.
5. Provide recommendations on the use of certain principles of didactics when conducting practical classes.
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.
7. Provide recommendations on the use of certain principles of didactics when conducting seminar classes.

Theme 5. Education quality assurance system. Control of learning results. (4 hours)
Seminar session (9-10)

1. Goals and objectives of quality control of education.
2. The main factors affecting the quality of education.
3. Object and subject of control.
4. Requirements for the control system.
5. Types and levels of control, their tasks, goals and functions.
6. Forms of control.

Tasks on independent work of students:

1. To formulate the main goals, tasks and functions of quality control of education.
2. To analyze the main factors that affect the quality of education and their characteristics.
3. To reveal the main requirements for the quality control system of education.
4. To justify the tasks, goals and functions of the main types of control.
5. To analyze the advantages and disadvantages of different forms of control.

Theme 6. The essence of the process of upbringing in higher education. (4 hours)
Seminar session (11-12)

1. General characteristics of the process of upbringing.
2. The principles of education are basic provisions regarding ways to achieve educational goals in the educational process of higher education.
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.

4. The role of self-education.
5. Methods of upbringing in higher education: persuasion, exercise, encouragement, demand, criticism, example, punishment, suggestion.

Tasks on independent work of students:

1. To define the process of upbringing.
2. To reveal the main methods of upbringing and give examples.
3. Why training and upbringing are inseparable components of the organization of the educational process.
4. To reveal the essence of the principles of education.

Theme 7. Culture of pedagogical communication in higher education institutions. (4 hours)

Seminar session (13-14)

1. The essence and structure of pedagogical communication.
2. The structure of pedagogical communication.
3. Communication in systems: "teacher-student", "teacher-teacher".
4. Styles of pedagogical communication.
5. Communicative side of communication.
6. The interactive side of communication.
7. The perceptive side of communication.
8. Interpersonal communication in a study group.

Tasks on independent work of students:

1. Reveal the sides of communication in the "teacher-student" system.
2. Describe the styles of pedagogical communication.
3. Reveal the structure of pedagogical communication.
4. Reveal the stages of pedagogical communication.
5. What is the place of interaction in the structure of pedagogical communication.
6. Reveal communication barriers and their causes.

Theme 8. The student as a subject of educational activity. (2 hours)

Seminar session (15)

1. The concept of the subject of educational activity.
2. Age periodization of personality development.
3. Typical features of the mental composition of the personality in the period of youth.
4. Personal difficulties.
5. Interpersonal conflicts in student age.
6. Intrapersonal conflicts.
7. Irregularity of personality development.
8. Dynamics of learning motivation.
9. Regulation of behavior in the student environment.

Tasks on independent work of students:

1. What is the peculiarity of the subject of educational activity?
2. Describe the main age-related neoplasms inherent in the personality in youth.
2. Developmental crises in student age.
3. What is the nature of intrapersonal conflicts in youth?
4. Factors regulating personality behavior in youth.

Theme 9. Pedagogical mastery of the lecturer and ways of its formation. (2 hours)

Seminar session (16)

1. The essence of the pedagogical mastery of the lecturer of higher education and the characteristics of specific personal qualities.
2. Pedagogical tact.
3. Pedagogical authority of the lecturer.
4. Pedagogical technique.
5. Pedagogical abilities.
6. Ways of developing pedagogical skills.

Tasks on independent work of students:

1. To reveal the components of pedagogical mastery.
2. What is the role of culture of speech and how is it related to the teacher's thinking?
3. What is the essence of pedagogical imagination?
4. To determine the ratio of pedagogical tact and demandingness in the activity of the teacher.
5. To describe the ways of developing pedagogical skills.

Seminar session 17

Modular control work

Seminar session 18

Credit

Policy and control**Policy of academic discipline (educational component)****Attendance and performance of tasks**

Attendance at lectures is not assessed, but is desirable, as the educational material is presented in an accessible form and there is an opportunity to discuss discussion issues and clarify unclear points. It will be difficult for a higher education student to properly prepare for a practical class and complete a practical assignment if he or she misses lectures. However, there is no need to make up missed lectures.

Active participation of higher education students in seminars (practical classes) is mandatory. The rating of higher education students will be largely formed by the results of their work in seminars. Each missed seminar lesson (regardless of the reasons for the missed lesson) reduces the final rating in the discipline. In case of missing a seminar lesson, the student must study the topics and complete all assignments. The control of knowledge (understanding) of the missed topics (completion of tasks) by the applicant for higher education will take place during communication with the teacher according to the consultation schedule, which can be found on the website of the Department of Psychology and Pedagogy.

No points are awarded for attendance at seminars. During a seminar, a higher education student may use written notes prepared by him or her on the topic of the class (or provided for by the assignment), but it is not worth expressing a position by reading from a piece of paper or gadgets. Answering the teacher's questions by reading from a smartphone, laptop or textbook is also not worth it. This does not reflect well on the level of preparation of a higher education student.

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.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.**

Assessment and control measures

The rating of a higher education student in the discipline consists of points obtained for:

- 1) work in seminar (practical) classes (answers, solving problems and supplementing the answers of others in the discussion);
- 2) completion of a module test.

A higher education student will receive the highest rating if he or she actively participates in seminars (practical classes), mostly provides complete and reasoned answers, presents them logically, and expresses his or her own position on the issues under discussion. Missed classes, inaccuracies, incompleteness, errors in answers lead to a decrease in the rating of the higher education student.

The teacher evaluates the work of the higher education student at each seminar lesson, but the specific total number of points for the seminar lesson is assigned by the teacher during the first and second stages of intermediate certification - in the eighth and sixteenth weeks of study, respectively. The rating of the higher education student 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 reported to the higher education student in class or in the personal account of the electronic campus.

The module control work (MCW) consists of 46 test tasks that reflect the content of the entire discipline. The MCW is conducted using Google tests at the last (penultimate) lecture. Access to the ICR is provided to higher education students only during the lecture. It is not possible to retake the ICR.

Detailed criteria for assessing the learning outcomes of a higher education student are defined in the regulation on the rating system of assessment in the discipline and are presented in Appendix 1.

A higher education student may appeal against the teacher's assessment by submitting a complaint to the teacher no later than the day after the student has read the teacher's assessment. The complaint will be considered in accordance with the procedures established by the University.

Conditions for admission to the semester control: completion of all tasks provided for in the work programme.

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

<i>Number of points</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.

Informal distance and online courses

At the request of the applicant, in conditions that do not facilitate regular attendance at classes, it is allowed to study certain content parts of the discipline in asynchronous mode, in particular through the development of distance courses on the Phrometeus, Coursera, Data Camp platform and other forms of non-formal learning. In order to confirm the completion of non-formal education, the student must provide a relevant document (certificate) indicating the name of the courses and their volume in hours. Recognition of the results of non-formal education is carried out in accordance with the procedure specified in the relevant Regulations of Igor Sikorsky Kyiv Polytechnic Institute: <https://osvita.kpi.ua/node/179>.

Inclusive education

Allowed

The program of the discipline (syllabus):

Compield by:

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Approved by the Department of Psychology and Pedagogy (protocol № __15_ from _____ 31.05.2024 _____)
Agreed by the Methodical Commission of the faculty (protocol № _8_ from 20.06.2024)

Appendix 1

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
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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 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 **R₃** 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:

RD	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)	
RD < 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.