

State Institution “South Ukrainian National  
Pedagogical University named after K. D. Ushinsky”

**Guidelines**

**for conducting practical training in the discipline “Pedagogy of Higher  
Education” for foreign students-applicants of higher education at the second  
(master’s) level**

Odessa

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The guidelines provide an algorithm for practical training in the discipline “Pedagogy of Higher Education” for foreigners - higher education applicants in the second (master’s) level of pedagogical specialties.

## PREFACE

Pedagogical training of specialists in institutions of higher education is based on a thorough study of the course “Pedagogy of Higher Education” – the field of pedagogical science, which explores the fundamental issues of education and upbringing of student’s youth, systematic provision of psychological and pedagogical training of scientific and pedagogical staff.

The suggested guidelines should orient students in the structure of the course “Pedagogy of Higher Education” as a subject of study; the most important topics of this discipline; to activate the educational and cognitive activity of students, to help them in the exercise of self-control.

The publication contains materials for practical training in the discipline “Pedagogy of Higher Education”, control module work, pedagogical situations in the organization of practical classes with foreign undergraduate students.

Tasks for studying the course “Pedagogy of Higher Education”:

- to acquaint undergraduates with methodological, theoretical, practical principles of education in higher education institutions;
- to find out the peculiarities and specifics of future specialists’ professional training;
- to teach students to use pedagogical knowledge as a means of knowing the basic laws and patterns of education, training and upbringing of a personality;
- to develop pedagogical abilities of students;
- to acquire the skills of forming, diagnosing and organizing the student team;
- to be able to put knowledge into practice.

The proposed guidelines consist of three modules:

Module 1 – “General Principles of Pedagogy of Higher Education”, which considers the subject and tasks of higher education pedagogy, its main categories, methods of pedagogical research, age characteristics of the student’s youth. The students acquire the knowledge and skills of reflection in the process of professional development in accordance with the professional profile of the personality of the modern teacher of higher education. Students interpret the process of becoming of education and upbringing as complex social phenomena with inherent contradictions, dynamism, consistency and continuity.

Module 2 – “Didactics of Higher Education” addresses the following issues: peculiarities of formation of pedagogical process in higher education institutions; principles, methods and means of training; types, forms of organization of training at higher educational institution.

Module 3 – “Organizational and Educational Function of Higher Education Institution” - students are introduced to the nature, principles, forms, methods of organizing different directions of education and self-education of students.

The guidelines are intended for specialists in the field of pedagogy of higher education, teachers, graduate students, students of pedagogical institutions of higher education.

## **SEMINAR PLANS**

### **Topic. The Law of Ukraine ‘On Higher Education’. The history of higher education development of Byzantium, Great Britain, France, Italy.**

1. Higher education of Ukraine, its structure. Modern declarative and legal acts on higher education.
2. The Law of Ukraine ‘On Higher Education’.
3. Higher education in developed countries.
4. Higher education of Ukraine – internal and external factors of development.

### **Questions for discussion, tasks for students.**

1. Assess the advantages and disadvantages of the proposed higher education reforms in Ukraine in line with the requirements of the Bologna Process.
2. Identify the conceptual framework for the democratization and reform of higher education in Ukraine.
3. Compare higher education systems in Western European countries (UK, France, Italy) and Ukraine.
4. Justify the feasibility of transition of the higher education system of Ukraine to the level training of specialists.
5. Graph the model of the higher education system in Ukraine.

### **Literature**

1. Pedagogy of Higher Education: [textbook] / Kurland Z. N., Khmelyuk R. I. etc. – [2nd edition, reworking. etc.] – K.: Knowledge, 2005. – P. 87-95; Educational work with student youth: [textbook] / For the total. ed. T. Yu. Osipova. – Odessa: Phoenix, 2006. –

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### **Information resources**

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### **Topic. Conceptual maps of subjects (specialty). Their role in understanding the structure and logic of a particular discipline**

1. Conceptual maps, their essence.
2. Functions of concept maps.
3. Drawing up conceptual maps of subjects by specialty.
4. The role of cards in understanding the structure and logic of a particular discipline.

### **Questions for discussion, tasks for students.**

1. Expand the features of concept maps.
2. Make a concept map of the subject in a specialty.
3. Prove the delusional role of the conceptual map in understanding the structure and logic of a particular discipline.

## **Literature**

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4. V. A. Bolotov The competence model: from idea to educational program / V. A. Bolotov, V. V. Serikov // Pedagogy. – 2003. – № 10. – P. 23-51.

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2. <http://www.info-library.com.ua/books-book-105.html>

## **Topic. Diagnostics of personal and professional qualities of the student's personality**

1. Features of physical, mental, social development in early adolescence.
2. Characteristics of mental and social development in late adolescence.
3. Psychological testing in order to diagnose the student's personal and professional qualities.

### **Questions for discussion, tasks for students.**

1. Conducting a discussion 'Professional formation of the student's personality as a future specialist with higher education' according to the following plan: what factors characterize the student as a separate social group; what are the defining features of personality development while studying at the higher education institution; why

studying at higher education institution is one of the main factors in the socialization of the individual; how important is the development of the student's self-concept; what are the factors of professional orientation of the student's personality; indicators of student's professional maturity, etc.

2. Explain why a student's creative potential depends on his / her moral potential.
3. Compare the external and internal education of the student.
4. Conducting a round table 'Socio-pedagogical adaptation of students at universities'.
5. Give a typology of modern students.
6. Compare the developmental factors of early and late adolescent students.

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3. <http://psi-help.com/pdruchnik-z-psixologchno-pedagogki/33-metodichnij-posbnik>

### **Topic. Professional sustainability of the teacher**

1. Determination of professional sustainability of the teacher, characterization of its types.
2. Components of the teacher's professional sustainability, its characteristics.
3. Signs of professional sustainability of the teacher.

### **Questions for discussion, tasks for students.**

1. To determine the professional-pedagogical and personal qualities of the teacher.
2. Formulate requirements for scientific and pedagogical staff of higher educational institution.
3. Give a comparative description of the types of individual style of communication of the teacher with the students.
4. Expand the structure of professional and methodological competence of the teacher.
5. Justify ways of effective formation of pedagogical technique of the teacher.
6. State the tasks, rights, responsibilities of the teacher of the university.
7. Identify the main components of the teacher's professional sustainability, characterize them.

### **Literature**

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Institute of Psychology. G. S. Kostyuk APS of Ukraine. – K., 1998. – 17 p.

### **Information resources**

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4. <http://www.info-library.com.ua/books-book-105.html>

### **Topic. Methods of training in higher education institutions**

1. Features of methods of training at higher education institutions.
2. Classification of training methods in the higher education institutions.
3. Innovative methods of teaching student's youth.

### **Questions for discussion, tasks for students.**

1. Analyze the sequence of the methods and forms of study application according to the stages of study on a specific topic in the discipline of your specialization.
2. Describe step-by-step the process of students' learning a particular topic.
3. Identify didactic ideas that support the introduction of innovative learning technologies.
4. Develop a synopsis of a seminar (practical) course in a professional discipline using innovative teaching methods.
5. Introduce their own ways of improving the educational process in higher education.
6. Analyze active learning methods. In one of the topics in your specialization, describe the possibilities of their application.
7. Have a discussion on 'What determines the effectiveness of teaching methods in higher education institution'.

### **Literature**

1. Pedagogy of Higher Education: [textbook] / Kurland Z. N., Khmelyuk R. I. etc. – [2nd edition, reworking. etc.]. – K.: Knowledge, 2005. – P. 87-95; Educational work with student youth: [textbook] / For the total. ed. T. Yu Osipova. – Odessa: Phoenix, 2006. – 288 p.
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### **Topic. Lecture as a leading form of organization of training at higher education institution. Complex forms of organization of training at higher education institution.**

1. The lecture, types, methods of preparation and holding.
2. Seminar and practical classes, methods of preparation and conducting.
3. Complex forms of organization of training in higher educational institution.
4. Mini-lecture on a specialty.

### **Questions for discussion, tasks for students.**

1. Describe current forms of training in higher educational institution.

2. Give suggestions for improving the system of diagnostics of knowledge and skills of students in terms of applying organizational forms of learning.
3. Define new lecture requirements.
4. Expand the specifics of the problem lecture and the method of its delivery.
5. Determine the value of the seminar in the unit training system.
6. Formulate modern approaches to the organization of seminars.
7. Make a comparative analysis of different types of seminars, revealing their role in students' professional training.
8. Offer effective techniques for stimulating students' creative activity during the lecture.
9. Make a schematic description of the forms of training in the higher educational institution.
10. Expand the specifics of the lectures in the discipline of your specialization.

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1. Pedagogy of Higher Education: [textbook] / Kurland Z. N., Khmelyuk R. I. etc. – [2nd edition, reworking. etc.]. – K.: Knowledge, 2005. – P. 87-95; Educational work with student youth: [textbook] / For the total. ed. T. Yu. Osipova. – Odessa: Phoenix, 2006. – 288 p.
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10. <http://psi-help.com/pdruchnik-z-psixologchno-pedagogki/33-metodichnij-posbrik>

### **Topic. Independent work of students.**

1. Independent educational and cognitive activity of students: types, forms.
2. Organization of independent work of students in the classroom and extracurricular conditions.
3. Independence as a necessary condition for the effectiveness of the activity.
4. Psychological issues of students' independent work organization.

### **Questions for discussion, tasks for students.**

1. Identify and substantiate pedagogical problems of formation of cognitive interest of students as a necessary condition for the effectiveness of students' independent work.
2. Identify the directions of assistance to students by the teacher in scheduling time in organizing students' independent work.
3. Determine what the students' self-management is.

4. Describe the levels of students' self-employment skills.
5. Justify different approaches to the classification of students' independent work.
6. Describe the role of students' independent work in their development.
7. Offer the most effective forms and types of students' independent work.

### **Literature**

1. Pedagogy of Higher Education: [textbook] / Kurland Z. N., Khmelyuk R. I. etc. – [2nd edition, reworking. etc.]. – K.: Knowledge, 2005. – P. 87-95; Educational work with student youth: [textbook] / For the total. ed. T. Yu. Osipova. – Odessa: Phoenix, 2006. – 288 p.
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### **Topic. Features of the curator**

1. Methods and forms of education in higher education institution.
2. The main directions of education of student youth (moral, labor, economic, legal, ecological, aesthetic, physical, etc.) in the process of education and extracurricular activities.
3. Educational work in an academic group.

4. Curator of the academic group: functions, tasks.
5. Pedagogical diagnostics in the work of the academic group curator.

### **Questions for discussion, tasks for students.**

1. To reveal the essence of student-oriented upbringing.
2. Identify the characteristics of the student's group as a developing social organism.
3. Prove that communication and joint activity are the source of the formation of collective relationships.
4. Find out the role of the curator in the formation of the student group, development and functioning.
5. Find out the role of the student group leader in uniting the student's team.
6. Make suggestions on how to improve the educational work at higher education institution in terms of the application of student education methods.
7. Develop a plan for the work of the curator for 1 semester.
8. Conduct a roundtable discussion 'Problems of forming a group of students'.
9. Define performance criteria for the curator.
10. Name and justify the basic requirements for the plan of educational work of the curator.
11. Expand content, forms, methods of educational work of the curator.
12. Draw up a table of directions of education in higher education institution, indicating their purpose, objectives, forms of implementation.
13. Write an essay 'Academic Group Curator: Who is He?'

### **Literature**

1. Pedagogy of Higher Education: [textbook] / Kurland Z. N., Khmelyuk R. I. etc. – [2nd edition, reworking. etc.]. – K.: Knowledge, 2005. – P. 87-95; Educational work with student youth: [textbook] / For the total. ed. T. Yu. Osipova. – Odessa: Phoenix, 2006. – 288 p.
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### **Information resources**

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### **Topic. Students research work**

1. Features of research work of students (undergraduates).
2. Tasks of research work of students (undergraduates).
3. Research work of students at different stages of study.

### **Questions for discussion, tasks for students.**

1. Expand the method of guidance of student's research work.
2. Describe the students' levels of readiness for research.
3. List the requirements for master's (diploma) works.
4. Determine the ways, methods, forms of preparation of undergraduates for scientific activity.

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**PEDAGOGICAL SITUATIONS  
FOR DISCUSSION WITH STUDENTS**

**at seminars**

**from the discipline ‘PEDAGOGY OF HIGHER EDUCATION’**

1). Emphasize the correct, in your opinion, decision of the pedagogical situation:

You started the class, all the students calmed down. The audience was quiet, and suddenly someone laughed out loudly. When you, without yet having said anything, looked inquiringly and bewildered at the student who laughed, he, looking straight into your eyes, states: ‘I always find it funny to look at you and always want to laugh when you are doing a lesson’. How will you respond to that?

Choose a verbal response from the ones below:

1. ‘Here you are’!
2. ‘And what do you think is funny’?
3. ‘Well, please laugh’
4. ‘Are you sick’?
5. ‘I love cheerful people’
6. ‘I am glad to create you a cheerful mood’.

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2) Emphasize the correct, in your opinion, decision of the pedagogical situation:

After several lessons, the student declares to you: ‘I do not think that you, as an educator, can teach us something’. Your reaction:

1. ‘It is your job to study and your teacher’s business is to teach’.
2. ‘Of course, I can’t teach anything people like you’.
3. ‘It is better for you to go to another institution of higher education, or to study with another teacher’.
4. ‘You just don’t want to study’.
5. ‘I’m curious to know why you think so’.
6. Let’s talk about this in more detail. In my behavior, perhaps, there is something that causes you such thoughts’.

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3) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The teacher gives the student a task, and he does not want to perform it, refuses to perform it, stating: 'I do not want to do it!' What should be the teacher's response?

1. 'You do not want – we can force!'
2. 'Then why did you come to study?'
3. 'The worse for you is to stay uneducated. Your behavior is similar to the behavior of a person who, on the evil side of his face, wanted to cut off his nose'.
4. 'Do you understand how this might end for you?'
5. 'Could you explain – what?'
6. 'Let's sit down and talk – maybe you are right'.

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4) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, dissatisfied with his / her academic success, his / her abilities and his / her ability to understand and learn the material, asks the teacher: 'Do you think I will ever be able to study excellent and keep up with other students in the group?' What should the teacher answer?

1. 'To be honest, I'm not sure'.
2. 'Oh, sure, you cannot doubt it'.
3. 'You have great abilities and I have high hopes for you'.
4. 'Why are you unsure of yourself?'
5. 'Let's talk and find out problems'.
6. 'It depends a lot on how we will work with you'.

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5) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The teacher gives the student a task, and he does not want to perform it, refuses to perform it, stating: 'I do not want to do it! What should be the teacher's response?'

1. 'You do not want it – we will force!'
2. 'Then why did you come to study?'
3. 'The worse for you is to stay ignorant. Your behavior is similar to that of a person who wanted to cut his nose with his face'.

4. 'Do you understand how this might end for you'?
5. 'Could you explain – what'?
6. 'Let's sit down and talk – maybe you are right'.

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6) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, seeing the teacher when he went into the classroom, told him: 'You have a very tired look.' How should the teacher respond?

1. 'I think it is not entirely ethical for you to make such remarks to me'/'
2. 'Yes, I feel bad'.
3. 'Don't worry about me, take a better look at yourself'.
4. 'I slept badly today; I have a lot of work to do'.
5. 'Do not worry; it will not interfere with our activities'.
6. 'You are very attentive, thank you for your concern'.

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7) Emphasize the correct, in your opinion, decision of the pedagogical situation:

You started the class, all the students calmed down. The audience was quiet, and suddenly someone laughed out loud. When you, without yet having said anything, looked inquiringly and bewildered at the student who laughed, he, looking straight into your eyes, states: 'I always find it funny to look at you and always want to laugh when you are doing a lesson'. How will you respond to that?

Choose a verbal response from the ones below:

1. 'Here you are!'
2. 'And what do you think is funny'?
3. 'Well, please laugh'.
4. 'Are you sick'?
5. 'I love cheerful people'.
6. 'I am glad to create you a cheerful mood'.

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8) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student talks to the teacher, demonstrating overconfidence: 'There is nothing I could do if I wanted to. There is no difficulty for me in learning your subject'. What should be the teacher's response?

1. 'You think too well about yourself'.
2. 'With your abilities? – I'm not sure'.
3. 'Do you probably feel confident enough if you say so'?
4. 'I am also sure of this, because I know that you will succeed if you wish'.
5. 'It probably requires a lot of tension and great effort from you'.
6. 'Overconfidence interferes with business'.

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9) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student tells the teacher, 'I forgot to complete the task again'. How should the teacher respond to this?

1. 'Well, again!'
2. 'Don't you think this is a display of irresponsibility?'
3. 'I think you should start taking the matter more seriously'.
4. 'I would like to know why'?
5. 'Perhaps you did not have this opportunity'?
6. 'Why do you think I remind of this every time'?

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10) Emphasize the correct, in your opinion, decision of the pedagogical situation:

After several lessons, the student declares to you: 'I do not think that you, as an educator, can teach us something' Your reaction:

1. 'It is your job to study and your teacher's business is to teach'.
2. 'Of course, I can't teach anything people like you'.
3. 'It is better for you to go to another institution of higher education, or to study with another teacher'.
4. 'You just don't want to study'.
5. 'I'm curious to know why you think so'.
6. 'Let's talk about this in more detail. In my behavior, perhaps, there is something that causes you such thoughts'.

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11) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, expressing his doubts about the possibility of deep learning of the subject he teaches, adds: 'I told you that I was worried. Now, tell me, what is the reason for this and how should I proceed'? What should the teacher answer?

1. 'I think you have a complex of inferiority'.
2. 'You have no reason to worry'.
3. 'Before I can express my opinion, I need to understand better the nature of the problem'.
4. 'Let's wait, work and get back to this problem after a while. I think we can solve it'.
5. 'I am not ready to give you an exact answer right now, I need to think'.
6. 'Don't worry, I didn't manage to do anything at one time'.

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12) Emphasize the correct, in your opinion, decision of the pedagogical situation:

In response to the teacher's remarks, the student says that in order to master the subject, he does not need to work much: 'I am considered a fairly capable person'. What should the teacher answer?

1. 'This opinion does not concern you'.
2. 'The difficulties you have experienced so far and your knowledge do not confirm it'.
3. 'Many people consider themselves quite capable, but they are not always really so'.
4. 'I am glad that you have such a high opinion of yourself'.
5. 'This should make you work harder'.
6. 'It sounds as if you yourself do not believe in your abilities'.

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13)

Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, seeing the teacher when he went into the classroom, told him: 'You have a very tired look.' How should the teacher respond?

1. 'I think it is not entirely ethical for you to make such remarks to me'/'

2. 'Yes, I feel bad'.
3. 'Don't worry about me, take a better look at yourself'.
4. 'I slept badly today; I have a lot of work to do'.
5. 'Do not worry; it will not interfere with our activities'.
6. 'You are very attentive, thank you for your concern'.

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14) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student tells the teacher: 'I will not come to the next two classes that you will be conducting, because at this time I want to go to the wedding (for a walk, to go to competitions, etc.)'. How should you answer it?

1. 'Just try it'.
2. 'Next time you have to come with an explanatory note'.
3. 'It is your business, it is you who is to take the exam. I will still have to report on the missed classes, then I will surely ask you'.
4. 'I think you are not very serious about classes'.
5. 'Can you leave your studies at all'?
6. 'And what will you do next'?

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15) Emphasize the correct, in your opinion, decision of the pedagogical situation:

'I feel that the classes you are doing do not help me,' the student tells the teacher, adding, 'I generally think to quit'. How should the teacher respond?

1. 'Stop talking nonsense'.
2. 'Wow, figured it out'.
3. 'You might have found another teacher'?
4. 'I would like to know more about what made you want this'?
5. 'What about working together to solve your problem'?
6. 'Can your problem be solved in a different way'?

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16) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, dissatisfied with his / her academic success, his / her abilities and his / her ability to understand and learn the material, asks the teacher: 'Do you think I will

ever be able to study excellent and keep up with other students in the group?' What should the teacher answer?

1. 'To be honest, I'm not sure'.
2. 'Oh, sure, you cannot doubt it'.
3. 'You have great abilities and I have high hopes for you'.
4. 'Why are you unsure of yourself'?
5. 'Let's talk and find out problems'.
6. 'It depends a lot on how we will work with you'.

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17) Emphasize the correct, in your opinion, decision of the pedagogical situation:

1. In a conversation with a teacher, a student says, 'I would like you to treat me better'. How should the teacher respond?
2. 'Why should I treat you better than everyone else'?
2. 'I'm not going to play favorites and favorites at all'!
3. 'I don't like people who say the way you do'.
4. 'I wanted to know why I should (especially) distinguish you from other students'.
5. 'If I told you that I love you more than other students, would you be better off'?
6. 'How do you think I really treat you'?

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18) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, expressing his doubts about the possibility of deep learning of the subject he teaches, adds: 'I told you that I was worried. Now, tell me, what is the reason for this and how should I proceed'? What should the teacher answer?

1. 'I think you have a complex of inferiority'.
2. 'You have no reason to worry'.
3. 'Before I can express my opinion, I need to understand better the nature of the problem'.
4. 'Let's wait, work and get back to this problem after a while. I think we can solve it'.
5. 'I am not ready to give you an exact answer right now, I need to think'.
6. 'Don't worry, I didn't manage to do anything at one time'.

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19) Emphasize the correct, in your opinion, decision of the pedagogical situation:

The student, seeing the teacher when he went into the classroom, told him: 'You have a very tired look.' How should the teacher respond?

1. 'I think it is not entirely ethical for you to make such remarks to me'/'
  2. 'Yes, I feel bad'.
  3. 'Don't worry about me, take a better look at yourself'.
  4. 'I slept badly today; I have a lot of work to do'.
  5. 'Do not worry; it will not interfere with our activities'.
  6. 'You are very attentive, thank you for your concern'.
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# **Complex modular works**

## **IN THE DISCIPLINE OF HIGHER EDUCATION PEDAGOGY**

Complex module work (CMW) in the humanities, fundamental and professional disciplines are related to the diagnostic tools of higher education quality. CMWs are developed by the department taking into account the educational and qualification characteristics of the specialist and the work programs of the educational disciplines.

***Purpose of the course:*** formation of undergraduate, postgraduate students of psychological and pedagogical knowledge and skills, which are necessary in professional pedagogical activity; development of humanitarian thinking; acquaintance of undergraduate and graduate students with the general problems of higher education pedagogy.

***Course objectives:*** to familiarize the undergraduate and graduate students with the general problems of higher education pedagogy; theoretical, methodological principles of training, vocational training; with forms of analysis, organization of interaction of the teacher with students in educational activity.

### **Option № 1**

1. Identify the subject and tasks of higher education pedagogy, its relation to other sciences.
2. Describe the types of higher education institutions.
3. Expand the specifics of implementation of pedagogical research methods in higher education institutions.

### **Option № 2**

1. Discover the main tasks of a higher education institution.
2. Build a rating scale on the difficulty of adapting freshmen to study according to your personal opinion.
3. Find out what function higher education pedagogy plays in developing new technologies and implementation of research findings.

### **Option № 3**

1. Identify priority areas for higher education reform.
2. Discover the main conditions for effective moral education of students.
3. Expand the specifics of teaching methods in higher education institutions as compared to teaching methods in general secondary education institutions.

### **Option № 4**

1. Define the concept of 'learning principles'. What principles of higher education do you know?
2. Describe the methods of organizing students' reproductive independent work.
3. Justify which system of analysis and evaluation of students' learning activity you would prefer.

### **Option № 5**

1. Describe the methods of stimulating and motivating students' educational and cognitive activity.
2. Identify the ways of upgrading the higher education system in Ukraine.
3. Reveal the essence of systematic organization of students' research work.

### **Option № 6**

1. Describe the methods of organization and implementation of educational and cognitive activities.
2. Argue your reasoning about whether the concepts students' 'education' and 'upbringing' identical or not.
3. Justify the fundamental differences between current ways of updating future teacher training from traditional ones.

### **Option № 7**

1. Discover the essence of problem education in high school.
2. Analyze the basic methods of student research work.
3. What are the indications of the complexity of the forms of learning in the modular organization of training?

### **Option № 8**

1. What are the organizational forms of work in higher education?
2. Explain the essence of the system and mechanisms of legal education of students.

3. Give examples of active learning methods that promote the development of students' autonomy, explain your thoughts.

#### **Option № 9**

1. Reveal the technique of lecture delivery and its functions.
2. Give a comparative description of the forms of pedagogical control in higher education institutions.
3. Compare the techniques of empathic and direct communication with the example of teacher-student communication.

#### **Option № 10**

1. Describe the types of lectures in higher education.
2. Discover the main conditions for effective moral education of students.
3. Find out the components of pedagogical skills. Analyze the actions of a high school teacher that is a demonstration of pedagogical skill.

#### **Option № 11**

1. Identify the basic requirements for a lecture at a higher education institution.
2. Reveal the essence of thinking and self-regulation in teacher's work.
3. Explain the method of planning the educational work of the student group curator, depending on the age of the students of the course.

#### **Option № 12**

1. Describe seminar and practical classes in higher education institutions.
2. Identify the performance criteria for the student group curator.
3. Describe the leading criteria for shaping future teachers' readiness to innovate at school.

#### **Option № 13**

1. Describe the forms of pedagogical control in higher education.
2. Expand the technique of conducting a problem lecture.
3. Draw conclusions about the tendencies of development of innovative processes in education in general and in higher pedagogical education in particular.

#### **Option № 14**

1. Discover the essence of students' independent work.

2. Discover the essence of the constitutive and formative stages of pedagogical experiment.
3. Relate the concept of ‘moral education’ and ‘moral culture’ of the student’s personality.

#### **Option № 15**

1. Identify the psychological features of the student age.
2. Expand the main functions of the lectures.
3. Analyze the levels of moral education of the student’s personality.

#### **Option № 16**

1. Discover the features of youth adaptation in higher education.
2. Describe the methods of teaching depending on the type of cognitive activity of students, determine their educational tasks.
3. Discover the technology of preparation and conduct of exams, tests in high school.

#### **Option № 17**

1. Define the concept of ‘professional tenacity of a teacher of high school’.
2. Describe the principles of high school didactics.
3. Offer your criteria for evaluating the quality of the lectures, justify them.

#### **Option № 18**

1. Discover the features of independent work with the book.
2. Compare different approaches to assessing the quality of lectures.
3. Describe the main ways of reforming higher education.

#### **Option № 19**

1. Determine what criteria should be used to evaluate a seminar in a higher education institution?
2. Discover the logic behind the organization of research in pedagogy.
3. Formulate the main tasks of higher education institutions and determine the ways of their realization.

#### **Option № 20**

1. Explain what underlies the assessment of students’ quality of knowledge.
2. Justify the priority areas of higher education reform.

3. Prove that the period of study in institutions of higher education is considered an important period of a person's socialization.

#### **Option № 21**

1. Discover the essence of pedagogical technology.
2. Compare current forms of education in higher education institutions with regard to their effectiveness.
3. Describe the activities of the teacher and student during the problem seminar.

#### **Option № 22**

1. Explain what is meant by readiness for professional teaching.
2. Define the criteria for assessing the quality of the seminars and preparing for them.
3. Prove the complex nature of studies of pedagogical phenomena.

#### **Option № 23**

1. Describe the process of upbringing in a higher education institution.
2. Formulate general requirements for student knowledge assessment.
3. Explain the relationship between the concepts of 'competence', 'skill', 'professionalism' of the teacher.

#### **Option № 24**

1. Discover the essence of national upbringing in higher education.
2. Expand the structure of the concept of 'professional steadiness of the teacher'.
3. Formulate the peculiarities of the technique of conducting role-playing games.

#### **Option № 25**

1. Identify the main directions of the higher education institution's educational system.
2. Find out what elements of the teacher's pedagogical technique should be available in the lecture.
3. Explain how the roundtable discussion differs from the seminar discussion. Give examples.

#### **Option № 26**

1. Define the complex forms of organization of study in higher education institutions.
2. Identify the components of teacher's pedagogical skills, give them characteristics.

3. Justify what teaching methods contribute to the development of students' independence.

**Option № 27**

1. Give examples of searching practical tasks.
2. Explain the essence of the basic functions of control of knowledge, abilities and skills of students.
3. Illustrate with concrete examples the manifestation of the pedagogical tact of the teacher.

**Option № 28**

1. Identify the age characteristics of student's youth.
2. Describe seminar and practical classes in high school.
3. Prove the complex nature of studies of pedagogical phenomena.

**Option № 29**

1. Name the types of lectures in high school and their didactic task.
2. Expand the conditions of problem situations.
3. Identify ways of accomplishing the main tasks of higher education institutions.

**Option № 30**

1. Identify the purpose of higher education.
2. Give criteria for evaluating seminars and practical classes in higher education institutions.
3. Discover the technology of preparation and conduct of exams, tests in high school.

### ***Control questions on higher education pedagogy***

1. Describe the subject of higher education pedagogy, its categories, tasks and links with other sciences.
1. Describe higher education pedagogy as a science and educational subject.
2. Expand the methodology (logic) of pedagogical research.
3. Analyze the basic methods of pedagogical research in higher education.
4. Describe the students' research work in the higher education institution, its types and structure.
5. Analyze the types of students' independent writing. Basic requirements for a master's thesis, its structure and evaluation criteria.
6. Expand the concept of national education system and its structure. Higher education in Ukraine.
7. Describe the main directions of reform and prospects for the development of higher education in Ukraine.
8. Analyze the basic methods of scientific and pedagogical research in higher education.
9. Discover the essence and specifics of the educational process in higher education.
10. Describe the concept of teaching method. Classification of teaching methods.
11. Analyze active teaching methods. Describe the possibilities of their application in one of the subjects of your specialty.
12. Describe the main forms of higher education.
13. Discover the specifics of the lectures in the disciplines of your specialty.
14. Justify the use of different types of seminars in your specialty and the specifics of their conduct.
15. Analyze the tasks and functions of students' independent work.
16. Describe the concept of 'pedagogical technology' and its components.

17. Analyze the specifics of unit training.
18. Discover the specifics of problem-based learning and the features of a student-centered approach to students in the educational process.
19. Explain the specifics of the organization of game training and its tasks,
20. Describe the essence of distance learning in higher education institution.
21. Analyze the essence of different types of control of students' knowledge, skills and competences.
22. Discover the peculiarities of moral education of student youth on ethno-pedagogical grounds. Ask questions for an individual conversation (topic, student contingent to choose from).
23. Define the content and importance of legal education of modern youth. Suggest a list of educational activities curated by the academic group in this area.
24. Discover the essence of self-education as a leading factor in personality formation. Name its components.
25. Expand the meaning of 'national education'. Examine the potential of your subject's discipline in achieving its goals and in achieving its core objectives.
26. Define the terms 'method', 'reception' and 'means' of education. Classify the main groups of methods of education and specify the basic requirements for their choice.
27. Discover the method of formation of ecological culture of man, the harmony of his relations with nature. Demonstrate the role of your professional discipline in environmental education.
28. Find out the role of the academic group curator in the education of student youth. Describe the main areas of his work with students.

