

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
State Institution "South Ukrainian National Pedagogical University named after
K.D. Ushynsky"
Department of Pedagogy

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**METHODICAL RECOMMENDATIONS FOR PRACTICAL CLASSES
AND PERFORMANCE OF INDEPENDENT WORK ON THE DISCIPLINE
"PROFESSIONAL EDUCATION"**
**for applicants for higher education of the third (educational and scientific)
level of higher education in the specialty 015 Vocational education
(specialization – theory and methods of vocational education)**

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Methodical recommendations are developed for the help to applicants of the third (educational and scientific) level of higher education on a specialty 015 Vocational education. An annotation of the discipline, plans of practical classes, tasks for independent work, recommended literature for each module, requirements for knowledge and skills of applicants acquired in the process of studying the discipline, a list of questions for tests and exams are given.

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1. Description of the discipline

Name of indicators	Field of knowledge, EPP, specialty, level of higher education	Characteristics of the discipline	
		full-time education	external form of education
Number of credits – 12	Field of knowledge 01 Education / Pedagogy	Discipline status: required	
Modules – 4	Educational and professional program: 015 Vocational education	Year of study:	
Individual research task: essay, individual trajectory of development, educational project		Semester	
Total number of hours – 360	Specialty: 015 Vocational education (specialization - theory and methods of vocational education)	1, 2, 3, 4-th	1, 2, 3, 4-th
		Lectures	
Weekly hours for full-time study: classroom - 2 independent work of the student – 4	Level of higher education: third (educational and scientific)	40 hours	8
		Practical, seminar	
		80 hours	24
		Laboratory	
		0 hours	0 hours
		Independent work	
		210 hours	298
		Individual tasks:	
30 hours	30 hours		
Type of control: credit			

Note.

The ratio of the number of hours of classroom classes to independent and individual work is:

for full-time education – 33,3% / 66,7%

for external form of education – 8,8 % / 91,2%

SUMMARY OF THE DISCIPLINE

The discipline "Professional Pedagogy" is basic in the preparation of applicants for higher education of the third (educational and scientific) level of higher education in the specialty 015 Vocational Education (specialization - the theory and methods of vocational education). The requirements of modern production raise the problem of mastering by future professionals not only purely professional knowledge, skills and abilities, but also those knowledge that are related to the need for communication, interaction, cooperation with colleagues, subordinates, administration and more. In view of the above, within the discipline the main issues of pedagogy of vocational education are considered: scientific principles, tasks and principles of professional education, features of the pedagogical process in higher professional school, providing fundamental professional training of future teachers; methods and forms of organization of education and upbringing of student youth, features of organization of independent work of students in institutions of higher professional education are considered. Considerable attention is paid to the personality of the high school teacher: professional and personal qualities, professional position, professional stability, intercultural competence of a high school teacher, organization of polysubjective interaction in the system "teacher – student", etc. A separate module is devoted to the organization of the educational process in institutions of higher professional education.

The purpose of the discipline: providing students of the third (educational and scientific) level with the necessary skills to acquire theoretical knowledge, skills, abilities sufficient for the production of scientific ideas, solving theoretical and practical problems in the field of professional activity.

Expected program learning outcomes:

PLO01. To operate the basic concepts, theories, problems of philosophy, determine the theoretical and methodological foundations of modern vocational education.

PLO03. To think creatively, formulate conclusions and develop recommendations using the latest technologies in solving professional tasks.

PLO04. To analyze and summarize pedagogical phenomena and problems, show flexibility in decision-making based on logical arguments and verified facts in a limited time and resources on the basis of general scientific methodology.

PLO07. To use scientific and methodological support of higher education, modern means and technologies of organization and implementation of the educational process, various aspects of educational work, innovative teaching methods.

PLO08. Adhere to the regulatory framework, act on the basis of moral and ethical norms.

PLO09. Identify problems and ways to solve them in the field of professional activity, taking into account the experience of world practices.

PLO13. To create presentations and effectively use multimedia technologies to perform scientific and educational tasks.

PLO15. To organize the educational process (cooperation in a team) of students, to manage their cognitive activity, to exercise pedagogical control and monitoring of their learning outcomes.

PLO16. To demonstrate leadership skills, interpersonal skills, ability to work in a team of researchers.

PLO18. Develop EP, to carry out self-analysis of the results of professional training of applicants for education.

Expected learning outcomes of the discipline: as a result of studying the discipline, applicants have

- know the trends of social development and requirements for the training of specialists in vocational schools;
- determine the purpose, objectives and principles of vocational education;
- describe the components, stages and functions of the pedagogical process;
- name the types of work of a teacher of higher education, structural units;
- to establish the relationship between professional and general education in higher vocational education institutions;
- to classify the areas of educational work with students of higher professional education;
- understand the essence and structure of educational standards, educational and professional program;
- explain the features of vocational education in different countries;
- classify methods and forms of vocational training;
- to analyze didactic problems of organization and content of students' practice;
- to determine the professional and personal qualities of a teacher of a professional educational institution;
- interpret the professional position of a teacher of a professional educational institution;
- to determine the essence and role of intercultural competence of a teacher of higher professional education institutions.

Be able to:

- to choose forms and methods of increase of motivation of training at students of professional establishments of higher education;
- use modern tools and technologies in the organization and implementation of the educational process;
- apply game teaching methods in the educational process of professional higher education institutions;
- evaluate the educational and cognitive activities of students of professional institutions of higher education;
- identify the causes and find solutions to conflict situations in the educational process of a professional educational institution;
- to carry out multi-subject interaction in the system "teacher - student";
- to make the working program of educational discipline.

As a result of achieving learning outcomes, higher education students in the context of the content of the discipline must master **the following competencies.**

Integral competence. The ability to solve complex problems in the field of professional and research and innovation, which involves a deep rethinking of existing and the creation of new holistic knowledge and professional practice.

General competencies.

GC.01. Knowledge and understanding of the subject area of scientific and professional activity.

GC.06. Ability to interpersonal interaction, motivating people to move towards a common goal, ability to work in a team.

GC 8. Ability to be critical and self-critical, to generate new ideas (creativity).

Special (professional, subject) competencies

SC.02. Ability to justify, plan and implement research and educational projects.

SC.03. Ability to use the results of psychological and pedagogical research, advanced domestic and foreign pedagogical experience, to use scientometric databases.

SC.05. Ability to develop EP, curriculum, teaching and methodological materials.

SC.06. Ability to conduct classes, provide advice on the subject of the discipline.

SC.07. Ability to develop criteria and tools for assessing the learning outcomes of students.

SC.10. Ability to manage the organization and its development.

SC.11. Ability to analyze, predict, model the quality management system of education.

In mastering the content of the discipline, the applicant must adhere to the principles of academic integrity:

- honestly, timely and independently (except for cases involving group work) to perform educational tasks, tasks of intermediate and final control;
- be present at all training sessions, except for cases caused by valid reasons;
- effectively use the time in the classroom to achieve educational goals, without wasting it on unnecessary things;
- honestly perform tasks on independent work, use information from reliably verified sources, process the proposed and additional literature sources and Internet resources.

PLANS OF PRACTICAL CLASSES

MODULE 1. GENERAL PRINCIPLES OF VOCATIONAL EDUCATION

PRACTICAL LESSON № 1 – 4 hours

Seminar: Principles of professional education in the modern educational process of institution of higher education

Questions for discussion:

1. The principle of humanization of vocational education.
2. The principle of democratization of vocational education.
3. The principle of self-organization of students' educational activities.
4. The principle of cooperation.
5. The principle of openness.
6. The principle of diversity of professional educational systems.
7. The principle of regionalization of vocational education.
8. The principle of equal opportunities.
9. The principle of public administration.

Recommended Books: [1], [2], [4], [9], [12], [13].

PRACTICAL LESSON № 2 - 2 hours

Seminar: Pedagogical process in higher education institutions

Questions for discussion:

1. Integral pedagogical process.
2. Components of the pedagogical process.
3. Stages of the pedagogical process and functions of the pedagogical process.
4. Regularities of the pedagogical process.

Recommended Books: [1], [2], [4], [9], [11], [12], [13].

Information resources: URL: <http://www.rada.gov.ua>; www.mon.gov.ua

PRACTICAL LESSON № 3 –hours

Topic: Professional-theoretical and professional-practical training of future specialists in free economic zone

Questions for discussion:

1. Vocational training in educational institutions.
2. The importance of professional and theoretical training in higher education.
3. The essence of professional and practical training of future professionals.

Recommended Books: [5], [9], [10], [11], [12], [13], [14].

PRACTICAL LESSON № 4 – 2 hours

Topic: Correlation and interaction of professional and general education.

Questions for discussion:

1. The essence of general education in higher education institutions.
2. The essence of professional training in higher education institutions.
3. The specifics of vocational education in industry institutions of higher education.

4. Relationship between general and vocational education.

Recommended Books: [9], [12], [13], [14].

PRACTICAL LESSON № 5 – 4 hours

Topic: Educational work in higher education institutions

Course of the lesson: conducting a fragment of an educational event with students in one of the areas of educational work in a higher education institution

PRACTICAL LESSON № 6 – 2 hours

Seminar: The curator's work of the student group.

Questions for discussion:

1. Tasks and functions curator of the student group.
2. Curator's work plan.
3. Formation of student group assets.
4. The work of the curator in the dormitory.

Recommended Books: [3], [10].

PRACTICAL LESSON № 7 – 4 hours

Topic: Features of vocational education in different countries.

Course of the lesson: defense of abstracts "Features of vocational education in different countries" (optional).

MODULE 2. DIDACTICS OF VOCATIONAL EDUCATION

PRACTICAL LESSON № 1 – 2 hours

Seminar. Principles of didactics in higher education institutions

Questions for discussion:

1. The principle of cooperation and commonwealth.
2. The principle of combining learning with the productive work of students, the relationship of theory and practice.
3. The principle of modeling.
4. The principle of professional mobility.
5. The principle of modularity.
6. The principle of self-government.
7. The principle of computerization.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [17], [18], [21].

PRACTICAL LESSON № 2 – 4 hours

Business game: Methods of teaching in classes in higher education

Course of the lesson: conducting a fragment of training sessions using different teaching methods (according to the specialty).

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

PRACTICAL LESSON № 3 – 4 hours

Business game: Fragments of educational classes in higher education

institutions

Task: conducting a fragment of training in accordance with the specialty.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

PRACTICAL LESSON № 4 – 2 hours

Discussion: Do collective forms of educational activity influence the formation of motivation of future specialists?

Questions for discussion:

1. What determines the success of students - natural abilities or the development of learning motivation?
2. Does the psychological climate of the student group affect the motivation to learn?
3. Collective and individual training: a tribute to fashion or a necessity?

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

PRACTICAL LESSON № 5 – 4 hours

Role play: Fragment of the lesson according to the specialty with the use of interactive teaching methods

Tasks: to prepare a presentation and to play a fragment of a training lesson according to the specialty with the use of interactive teaching methods.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

PRACTICAL LESSON № 6 – 2 hours

Discussion: Student research activity: myth or reality?

Questions for discussion:

1. Do students need to do research?
2. What shapes and influences research?
3. Will students need research skills in further professional life?

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [17], [18], [21].

PRACTICAL LESSON № 7 – 2 hours

Seminar: Organization of industrial training and the content of students' practice in a professional educational institution (by specialization).

Questions for discussion:

1. The essence of the concept of "industrial training".
2. The main directions of industrial training.
3. Forms of organization of industrial training.
4. Didactic problems of organization and content of students' practice.

Recommended Books: [1], [2], [4], [5], [9], [10], [11], [14], [17], [18], [21].

PRACTICAL LESSON № 8 – 2 hours

Round Table: Assessment of students' knowledge in high school.

Questions for discussion:

1. The main purpose of control of knowledge and skills.
2. Principles and types of control.
3. Components of control.
4. The content of control.
5. Control methods.
6. Evaluation.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [17], [18].

MODULE 3
PERSONALITY OF THE TEACHER IN THE SYSTEM OF
VOCATIONAL EDUCATION

PRACTICAL LESSON № 1 – 2 hours

Seminar: Pedagogical skills of the teacher.

Questions for discussion:

1. Components of pedagogical skills.
2. Ideological and moral qualities of the teacher of institution of higher education.
3. Professional and ethical behavior of the teacher institution of higher education.
4. Pedagogical tact.

Recommended Books: [1], [5], [7], [9], [10], [11], [13].

PRACTICAL LESSON № 2 – 2 hours

Round Table: Components of professional competence of a teacher of the higher professional education institution.

Questions for discussion:

1. Professional competence.
2. Subject-specific knowledge, skills and abilities.
3. Praxeological, communicative, reflective, informational competences.
4. Self-development of personality.
5. Individual trajectory of personality development

Recommended Books: [6], [8], [9], [12], [13], [16].

PRACTICAL LESSON № 3 – 2 hours

Discussion: Should a teacher be an "innovator"?

Questions for discussion:

1. How do you understand the concept of "innovative activities of the teacher?"
2. What is it?
3. Can every teacher be an innovator?

Recommended Books: [4], [9], [13], [16], [17].

PRACTICAL LESSON № 4 – 2 hours

Seminar: Creative activity of a teacher of a higher professional education institution

Questions for discussion:

1. The concept of "creativity".
2. Creative potential.
3. Professional creative activity.
4. Creative activity of a high school teacher.

Recommended Books: [4], [9], [13], [16], [17].

PRACTICAL LESSON № 5 – 2 hours

Round Table: The influence of the teacher's personality on the cognitive activity of students?

Questions for discussion:

1. Does the teacher's personality affect the cognitive activity of students?
2. How does it affect the learning activities of students?
3. Does the teacher need to be able to regulate their emotional state?
4. Give examples of the impact on students of a teacher who is dissatisfied with their activities.

PRACTICAL LESSON № 6 – 2 hours

Discussion: Self-development of a teacher of a professional educational institution

Questions for discussion:

1. How do you understand the concept of personal self-development?
2. Why inoculate a teacher? Does this affect his professional activity?
3. Does the teacher need to make a trajectory of their own development? Justify your opinion.

Recommended Books: [2], [3], [9], [12].

PRACTICAL LESSON № 7 – 4 hours

Case study: Conflicts in the educational process of a professional educational institution.

The course of the lesson: collective discussion of conflict situations that may arise in professional activities.

Recommended Books: [1], [5], [7], [9], [10], [11], [13].

PRACTICAL LESSON № 8 – 2 hours

Role play: Polysubjective interaction in the system "teacher - student".

The course of the lesson: Playing situations of polysubjective interaction in the system "teacher - students", "teacher - student", "student - student".

Recommended Books: [2], [7], [12].

PRACTICAL LESSON № 9 – 2 hours

Role play: A teacher's intercultural competence of institutions of higher

professional interaction.

Questions for discussion:

The course of the lesson: Playing situations of manifestation of intolerant (national, religious) behavior of teachers and students in the institution of higher education.

Recommended Books: [2], [10], [14].

MODULE 4

ORGANIZATION OF THE EDUCATIONAL PROCESS IN HIGHER VOCATIONAL EDUCATION INSTITUTIONS

PRACTICAL LESSON № 1 – 4 hours

Seminar: Types of activity of the teacher of the institution of higher education.

Questions for discussion:

1. Educational activities.
2. Methodical activity.
3. Scientific activity.
4. Organizational activities

Recommended Books: [5].

PRACTICAL LESSON № 2 – 2 hours

Seminar: Educational and professional program of the specialty

Questions for discussion:

1. Educational program.
2. Educational and professional program.
3. Requirements for EPP.
4. Volumes of educational programs by levels of higher education.

Recommended Books: [4], [6].

PRACTICAL LESSON № 3 – 2 hours

Round Table: Differences in the composition of the EPP by level of education.

Questions for discussion:

1. Educational program of the second (bachelor's) level of higher education.
2. Educational program of the second (master's) level of higher education.
3. Educational program of the third (educational-scientific) level of higher education.

Recommended Books: [4], [6].

PRACTICAL LESSON № 4 – 2 hours

Seminar: Curriculum components.

Questions for discussion:

1. Curriculum and working curriculum.
2. The structure of the curriculum

3. Schedule of the educational process.
4. Required component.
5. Selective component.

Recommended Books: [6].

PRACTICAL LESSON № 5 – 2 hours

Round Table: The procedure for choosing a student of elective courses

Questions for discussion:

1. Terms of development of elective disciplines.
2. Selective program major
3. Selective program minor
4. Individual curriculum

Recommended Books: [6].

PRACTICAL LESSON № 6 – 2 hours

Seminar: The structure of the working program of the discipline.

Questions for discussion:

1. Explanatory note to the working program of the discipline.
2. Evaluation criteria.
3. Assessment tools and methods for demonstrating learning outcomes.
4. Explain the structure of the curriculum.
5. Distribution of points according to the results of current and final control.
6. What is the methodological support of the discipline?
7. Registration of the recommended literature to the program of educational discipline

Recommended Books: [6].

PRACTICAL LESSON № 7 – 2 hours

Round Table: Differences in the preparation of WPLS work programs of compulsory and elective disciplines

Questions for discussion:

1. Annotations of work programs of compulsory and elective disciplines.
2. Differences in program results of elective disciplines.
3. Differences in the competencies of elective disciplines.

Recommended Books: [6].

PRACTICAL LESSON № 8 – 4 hours

Seminar: Methodical support of the discipline.

Questions for discussion:

1. The syllabus of the discipline.
2. Textbooks.
3. Methodical recommendations.

Recommended Books: [6].

TASKS FOR INDEPENDENT WORK
MODULE 1
GENERAL PRINCIPLES OF VOCATIONAL EDUCATION

Topic 1. Trends in social development and training requirements for professionals in vocational schools.

Basic concepts: Leading trends aimed at updating the world educational space. The content of vocational education. Humanistic vocational school. Requirements for training. Professional competence.

Questions for self-control:

1. What are the leading trends in the renewal of the world educational space do you know?
2. What measures are provided by regulations for the renewal of education in Ukraine? Name the general trends in the development of vocational education. What is the humanization of the learning process?
3. What are the requirements of society for the training of vocational school specialists? What do you mean by professional competence?

Practical task: Based on the study of the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), to determine the priority areas of state policy for the development of higher education in Ukraine

Recommended Books: [1], [2], [4], [9], [12], [13].

Topic 2. Purpose, objectives and principles of vocational education.

Basic concepts: The purpose of vocational education. Ways to implement vocational education. The purpose of vocational education. Tasks of professional education. The principle of humanitarianization of vocational education. Fundamentalization of vocational education. Democratization of vocational education. Scientific organization of labor. The principle of cooperation. The principle of openness. The principle of diversity. The principle of regionalization of vocational education. The principle of equal opportunities. The principle of public administration

Questions for self-control:

1. What is the main purpose of vocational education?
2. What is the essence of the principle of humanization of vocational education?
3. Discover the essence of the principle of humanitarianization of vocational education.
4. How do you understand the concept of "fundamentalization of vocational education"?
5. What is the principle of self-organization of students' learning activities?
6. Justify the importance of scientific organization of student work in the educational process.

Practical task: To build a structural and logical scheme of the relationship of the principles of vocational education and give examples of their implementation in the educational process of higher education in accordance with the specialization.

Recommended Books: [1], [2], [4], [9], [11], [12], [13].

Information resources: URL: <http://www.rada.gov.ua>; www.mon.gov.ua

Topic 3. The pedagogical process in a vocational school.

Basic concepts: Integral pedagogical process. Target component. Content component. Activity (organizational) component. Effective component. Integrity. Stages of the pedagogical process. Functions of the pedagogical process. Professional and theoretical training. Professional and practical training. Regularities of the pedagogical process.

Questions for self-control:

1. Define the concept of "pedagogical diagnosis".
2. Discover the essence of the main stage of the pedagogical process.
3. What is the educational function of the pedagogical process?
4. Discover the essence of the educational function of the pedagogical process.
5. What does vocational-theoretical and vocational-practical training in vocational education institutions provide?
6. What patterns of the pedagogical process do you know?

Practical task:

1. Prepare a presentation of the relationship of components (target, content, activity, effectiveness) of the pedagogical process, their functions in accordance with the specialization of higher education
2. Give your own understanding of the laws of the pedagogical process.

Recommended Books: [1], [2], [4], [9], [11], [12], [13].

Topic 4. The structure of vocational education institutions.

Basic concepts: Types of higher education institutions. Areas of activity of professional institutions of higher education. Scientific and pedagogical staff of higher education institutions. Structural subdivisions of a higher education institution.

Questions for self-control:

1. Name and give examples of the main types of institutions of higher professional education.
2. Who are the research and teaching staff?
3. Give examples of structural units of your institution of higher education.

Practical task: Get acquainted with the strategic priorities for the development of higher education institutions (by place of work or study). On the basis of acquaintance with the charter of the institution of higher education to determine the specifics of the work of its structural units.

Recommended Books: Web page of the Ministry of Education and Science of Ukraine. URL: www.mon.gov.ua

Topic 5. The relationship of professional and general education in higher professional education as a pedagogical problem.

Basic concepts: Professional abilities. Professional orientation. The problem

of the ratio and interaction of professional and general education.

Questions for self-control:

1. How do you understand the professional orientation of the future specialist?
2. Define the professional abilities of a specialist in accordance with the field of education.
3. Justify the need for general education in higher professional education.

Practical task:

1. Get acquainted with the sections of the individual plan of the teacher and make your own individual plan according to the types of activities of the teacher.
2. Get acquainted with the educational and professional program of the specialty, build a structural and logical scheme of integration of disciplines of humanities and socio-economic, natural sciences, professional and professional training of future professionals in accordance with the research topic.

Recommended Books: [5], [9], [10], [11], [12], [13].

Topic 6. The educational process in vocational education institutions

Basic concepts: The purpose and objectives of education. The essence of the concept of "education". The universal nature of education. The national nature of education. A holistic approach to education. Principles of education. Forms of education.

Questions for self-control:

1. What is the main purpose of education?
2. Identify the main tasks of education.
3. What is common and different between the universal and national nature of education?
4. What is a holistic approach to education?
5. Discover the essence of the principles of education.
6. What forms of education do you know? Give examples.

Practical task:

1. Get acquainted with the work plan of the curator's the student group, make a plan of educational work with student youth, indicating the activities in accordance with the specialty.
2. Develop a scenario of an educational event (optional).

Recommended Books: [1], [4], [9], [10], [12], [13].

Topic 7. Activities of the curator of the student group

Basic concepts: Tasks and functions of the student group curator. Curator's work plan. Formation of student group assets. The work of the curator in the dormitory.

Questions for self-control:

1. Does the student group need a curator? What are its functions in different courses?
2. What is the most important in the work of the curator: the formation of a team of student youth, the organization of leisure, research work of students,

individual consultations, stimulating self-education and self-education of students?

What is the work of the curator with the assets of the group?

4. What types of educational work does the curator carry out in working with student youth?

5. What are the forms of work of the curator in the dormitory?

Practical task: Get acquainted with the plan of educational work of the curator of the student group. Give examples

Recommended Books: [3], [10].

Topic 8. Features of vocational education in different countries

Practical task: To prepare an abstract and presentation "Features of vocational education in different countries" (optional)

MODULE 2 DIDACTICS OF VOCATIONAL EDUCATION

Topic 1. Didactics as a theory of education and training.

Basic concepts: Subject and main categories of higher school didactics. The learning process. Motivational component. Functional component. Educational and cognitive management component. Adaptive-motivational stage. Activity-productive stage. Control and corrective stage. Principles of didactics.

Questions for self-control:

1. Define the subject of higher school didactics.
2. Describe the main categories of higher school didactics.
3. Discover the essence of the components of the learning process.
4. Identify the stages of the pedagogical process in higher education. Discover their essence.
5. Uncover the management capabilities of the learning process.
6. Justify the principles of higher school didactics.

Practical task: To make the structural and logical scheme of stages of process of training with disclosure of essence of the corresponding components (on a specialty).

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [17], [18], [21].

Topic 2. Methods of professional training.

Basic concepts: Teaching methods, their essence and classification. Methods of organization and implementation of educational and cognitive activities. Methods of stimulating and motivating educational and cognitive activities. Methods of control and self-control over the effectiveness of educational and cognitive activities.

Questions for self-control:

1. How do you understand the concept of "teaching method"?
2. Describe the methods of organization and implementation of educational and cognitive activities. Give examples.

3. Describe the methods of stimulating and motivating educational and cognitive activities. Give examples.
4. Describe the methods of control and self-control over the effectiveness of educational and cognitive activities. Give examples.
5. What innovative teaching methods do you know? Give examples of their use according to the specialty.

Practical task: Draw a diagram of classifications of teaching methods by different authors. Prove the feasibility of using one of them in the educational process of higher education.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

Topic 3. Methods of preparation and conduct of integrated classes.

Basic concepts: Training lesson. Didactic structure of classes. Current trends in the development of practical classes. Lesson-project. Classes-exhibition. Critical thinking classes. Classes-court. Lesson-game. Methodical structure of the integrated lesson.

Questions for self-control:

1. Discover the essence of the didactic structure of classes.
2. What substructures of student learning do you know?
3. Define the functions of organizing student learning.
4. Discover current trends in the development of practical classes.
5. What types of innovative training classes do you know? Give examples.
6. Name the stages of the lesson-project.
7. Define the structure of classes for the development of critical thinking.
8. Explain the stages of organizing and conducting a court session.
9. Explain the methodological structure of the integrated lesson.

Practical task: Develop plans-summaries of integrated classes (according to the specialty)

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

Topic 4. Formation of learning motivation in students of professional educational institutions.

Basic concepts: The concept of "motivation". Positive motivation. Negative motivation. The role of the content of educational material in the motivation of learning. Rational organization of educational activities. The influence of collective forms of educational activity on the formation of learning motivation. The value of assessment in the formation of motivation for learning activities.

Questions for self-control:

1. Define the concepts of "motivation", "motivation of educational activities".
2. Identify the role of interest in the educational and cognitive activities of students.
3. What is meant by an emotionally positive attitude to learning?
4. What role does the psychological climate in the group play in learning?
5. Give your own understanding of the essence of a favorable psychological climate in the team.

6. Name the types of learning motivation.
7. Justify the role of the content of educational material in motivating learning.
8. What is meant by the rational organization of educational activities?
9. Prove the impact of collective forms of educational activities on the formation of learning motivation.
10. In your opinion, does assessment matter in the formation of motivation for learning activities.

Practical task: To analyze the essence of students' motivation to study in modern reference and scientific literature. Give examples of the formation of positive motivation of students (according to the specialty).

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

Topic 5. Forms of organization of the educational process in a professional educational institution

Basic concepts: Forms of education. Forms of control, accounting and evaluation of knowledge, skills and abilities. Types of lectures. Seminars. Laboratory and practical classes. Consultation.

Questions for self-control:

1. What forms of education in higher education do you know?
2. What are the forms of control, registration and assessment of knowledge, content and navigation of students. What forms of knowledge control do you know?
3. Discover the essence and didactic purpose of lectures. Name sees lectures.
4. Define the tasks of lectures of problem type.
5. Describe the essence of practical training. What role do they play in the educational process?
6. Justify the functions of seminars.
7. For what purpose are laboratory-practical classes held in an educational institution?
8. What types of laboratory classes do you know?
9. What is included in the independent work of students? Give examples.
10. What types of research work of students do you know?

Practical task: Develop a syllabus for a lecture / practical / laboratory lesson. Develop creative tasks for independent work of students in accordance with the specialty.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

Topic 6. The use of the game in the educational process of professional educational institutions.

Basic concepts: Didactic games. Educational games. Simulation and non-simulation games. Role-playing and business games. Organizational and activity games. Case study.

Questions for self-control:

1. Provide your understanding of the game and its role in the educational process of higher professional education.

2. Define the essence of didactic and developmental games. Give an example.
3. Discover the essence of role-playing.
4. Describe the principles and stages of the business game.
5. What are the features of organizational and activity game?
6. Prove the feasibility of using a case study in the educational process of higher professional education.

Practical task: to develop a plan-summary of a practical lesson with the use of interactive teaching methods (on the research topic).

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [15], [17], [18], [21].

Topic 7. Forms of organization of industrial training and the content of students' practice in the institution of higher professional education.

Basic concepts: The essence of the concept of "industrial training". Industrial training as a learning process. The main directions of industrial training. Tasks of industrial training. Principles of industrial training. Types of industrial training systems. Periods of industrial training. Forms of organization of industrial training. Purpose of practice. Educational practice. Training and production practice. Production (target) practice. Undergraduate (state) practice. Introductory conference. Final conference. Practice program.

Questions for self-control:

1. What is the essence of industrial training?
2. Name the purpose and objectives of industrial training.
3. What are the general patterns of industrial training do you know?
4. Describe the features of industrial training.
5. Name the tasks of industrial training.
6. What forms of industrial training do you know? Describe one of them.
7. Discover the didactic problems of organizing the practice of students .
8. What types of practices do you know?

Practical task: to develop tasks of industrial training / industrial (pedagogical) practice for students according to the specialty.

Recommended Books: [1], [2], [4], [5], [9], [10], [11], [14], [17], [18], [21].

Topic 8. Control over the educational and cognitive activities of students.

Basic concepts: The main purpose of control of knowledge and skills. Principles and types of control. Control components. Content control. Control methods. Rating.

Questions for self-control:

1. Name the types of control of knowledge, skills and abilities of students.
2. Define the purpose of control of knowledge and skills.
3. Discover the essence of the functions of control of knowledge, skills and abilities.
4. Explain the principles and types of control.
5. Identify the control components.
6. What are the requirements for assessing the knowledge, skills and abilities of the student.

7. Justify the national scale for assessing students' knowledge, skills and abilities.

8. Give examples of forms of control of knowledge, skills and abilities.

Recommended Books: [1], [2], [4], [5], [9], [11], [14], [17], [18].

MODULE 3

PERSONALITY OF THE TEACHER IN THE SYSTEM OF VOCATIONAL EDUCATION

Topic 1. Professional and personal qualities of a teacher of a professional educational institution.

Basic concepts: Pedagogical skills. Teacher professionalism. Professional and moral qualities of higher education. Professional and ethical behavior of higher education. Pedagogical tact.

Questions for self-control:

1. Give your own understanding of the concept of "Pedagogical Skills".
2. What is meant by the humanistic orientation of the teacher?
3. What types of competencies are components of a teacher's professional competence?
4. Describe the pedagogical abilities of a high school teacher.
5. Justify the levels of professionalism of a high school teacher.
6. In your opinion, what personal and professional qualities of a teacher influence the successful performance of his professional activity?
7. Discover the components of professional ethical behavior of a teacher of higher education.
8. Name the main indicators of the pedagogical tact of a high school teacher.

Practical task: Using scientific literature and Internet sources to select examples (videos) on the manifestation of professional, ethical and unethical behavior of the teacher in accordance with the specialty

Recommended Books: [1], [3], [9], [16].

Topic 2. Formation of professional competence of a teacher of a higher professional education institution

Basic concepts: Professional competence. Subject-specific knowledge, skills and abilities. Praxeological competence. Communicative competence. Reflexive competence. Information competence. Individual trajectory of personality development.

Questions for self-control:

1. Define the essence of the concept of "professional competence". Justify your opinion.
2. Give examples of specific subject knowledge, skills, abilities in accordance with the specialty.

3. Discover the essence of praxeological competence.
4. What is the significance of communicative competence?
5. Prove the need for the formation of future professionals reflective competence.
6. Name the main elements of information competence.
7. What is the self-development of the individual? Prove the importance of self-development in the professional growth of the specialist.
8. What is meant by the individual trajectory of development?

Practical task: To choose creative exercises for development of communicative, organizational, reflective and informational skills of future specialists (according to the specialty). To make an individual trajectory of development of personal and professional qualities.

Recommended Books: [6], [8], [9], [12], [13], [16].

Topic 3. Professional creativity of a teacher of higher professional education

Basic concepts: The concept of "creativity". Creative potential. Professional creative activity. Creative activity of a high school teacher.

Questions for self-control:

1. Give your understanding of the concept of "creativity".
2. Discover the levels of creativity.
3. Justify the essence of the creative potential of the individual. Explain its structure.
4. What characterizes professional creative activity?
5. What is the creative competence of a teacher of higher education?
6. What is the essence of the creative activity of a high school teacher?

Practical task: To select examples of manifestation of professional creativity of the teacher of the institution of higher professional education.

Recommended Books: [4], [9], [13], [16], [17].

Topic 4. Professional stability of a teacher of a professional educational institution.

Basic concepts: The essence of the concept "professional stability of a teacher of a professional educational institution". The structure of professional stability of the teacher: motivational component, emotional and volitional component, personal component, professional and pedagogical component.

Questions for self-control:

1. What is meant by the professional stability of a vocational school teacher?
2. Explain the structure of professional stability of a vocational school teacher

Practical task: Using scientific psychological and pedagogical literature, own experience and Internet sources to select examples (videos) of the influence of personal and professional qualities of the teacher on the educational and cognitive activities of students.

Recommended Books: [6],

Topic 5. Professional position of a teacher of a professional educational institution.

Basic concepts: The essence of the concepts "position", "professional position". Remote, "level", kinetic position teacher's position.. Pedagogical positions of the teacher in communication. Types of communication between teachers and students. Forms of communication. Communication styles. Typology of teachers. Models of teacher behavior and activity The role of a dialogic position in the professional activity of a teacher of a professional educational institution. The image of a teacher of higher professional education. Individual trajectory of personality development.

Questions for self-control:

1. Formulate the definition of "professional position of a teacher of higher education".
2. Discover the essence of the distance, level and kinetic position of the teacher.
3. Describe the main pedagogical positions of the teacher in communication.
4. Identify the types of communication between teachers and students.
5. What forms of communication do you know?
6. Describe communication styles.
7. Describe the typology of teachers.
8. Describe the patterns of behavior and activities of the teacher.
9. What role does the dialogic position play in the professional activity of a teacher of a professional educational institution?
10. What are the psychological difficulties in communicating with students faced by a novice teacher?
11. What are the components of the image of a teacher of higher education?
12. Discover the essence of the individual trajectory of personality development.

Practical task:

1. Justify their own professional position. Make a comparative table "I-real" and "I-ideal" in professional activities.
2. Develop an image map of a teacher of a higher professional education institution.

Recommended Books: [2], [3], [9], [12].

Topic 6. Conflict prevention and resolution in the educational process of a vocational school.

Basic concepts: Phenomena "conflict" and "conflict situation" in professional and pedagogical activities. Causes of conflict situations. Features of conflicts in educational institutions. Types of conflicts. Negative and positive aspects of the conflict. Styles of conflict interaction of participants of pedagogical process. Conflict prevention and resolution in the educational process of higher education institutions.

Questions for self-control:

1. Define the concepts of "conflict situation" and "conflict".

2. What signs of pedagogical conflict do you know?
3. Give examples of the causes of pedagogical conflicts.
4. Name the stages of development of pedagogical conflict.
5. Explain strategies (models) of behavior in conflict.
6. What professional and pedagogical qualities and skills should a teacher have to successfully prevent and resolve pedagogical conflict?

Practical task: Choose examples of conflicts in the educational process of a professional educational institution, suggest ways to resolve them.

Recommended Books: [1], [2], [5], [15].

Topic 7. Polysubjective interaction in the system "teacher - student".

Basic concepts: The essence of the concepts "subject", "polysubject", "interaction", "polysubject interaction". A multi-subject approach in the system of vocational education. Humanistic-oriented dialogue. Dialogic training and education.

Questions for self-control:

1. 1. Explain the essence of the concept of "subject".
2. 2. What is meant by "polysubject"?
3. 3. What is the essence of polysubjective interaction?
4. 4. Discover the ways of realization of humanistic-oriented dialogue within the framework of polysubjective interaction.

Practical task: Using scientific psychological and pedagogical literature, own experience and Internet sources to select examples (videos) of polysubjective interaction in the system "teacher - students", "teacher - student", "student - student".

Recommended Books: [2], [7], [12].

Topic 8. Intercultural competence of teachers of institutions of higher professional interaction.

Basic concepts: The concept of "intercultural competence", "intercultural communication", "intercultural contact", "multicultural environment". Adaptation of foreign students to the conditions of study in Ukrainian higher education institutions. Peculiarities of teaching foreign students in higher education institutions of Ukraine. Ethnopsychological and national-cultural features of representatives of different countries.

Questions for self-control:

1. Define the concepts of "intercultural contact" and "intercultural communication".
2. Explain the basic principles of intercultural communication.
3. What is meant by the multicultural environment of a higher education institution?
4. Discover the main functions of a multicultural educational environment.

5. Describe the features of the study of foreign students in the Free Economic Zone of Ukraine.

6. Describe the ethnopsychological and national-cultural characteristics of different countries (optional).

Practical task:

1. Using scientific psychological and pedagogical literature, personal experience and Internet sources to select examples (videos) of intolerant (national, religious) behavior of teachers and students in higher education.

2. Describe the national and cultural characteristics of representatives of different countries (according to foreign students studying in higher education).

Recommended Books: [2], [10], [14].

MODULE 4

ORGANIZATION OF THE EDUCATIONAL PROCESS IN HIGHER VOCATIONAL EDUCATION INSTITUTIONS

Topic 1. The content of education.

Basic concepts: The educational process in higher education institutions.

Regulations on the organization of the educational process in a higher education institution. Student-centered approach. The content of education. Approaches to determining the content of education.

Questions for self-control:

1. Define the concept of "educational process".

2. Which document reflects the essence of the educational process in a higher education institution?

3. What structural components are reflected in the Regulations on the organization of the educational process?

4. What is meant by a student-centered approach to learning? How is it different from traditional learning?

5. What is meant by the content of education?

6. What approaches to the content of education can you name?

Practical task: To get acquainted with the Regulations on the organization of the educational process in a higher education institution (at the place of work or study).

Recommended Books: [1], [2], [6], [7], [8].

Topic 2. Individual work plan of the teacher

Basic concepts: The structure of the individual plan. Types of activity (educational, methodical, scientific, organizational) of the teacher.

Questions for self-control:

1. Where and by whom the individual plan of the teacher is approved?

2. What sections are identified in the individual plan of the teacher?

3. What are the main activities of the teacher?

4. What is the methodological activity of the teacher?

5. What is meant by the scientific activity of the teacher?

6. What is reflected in the heading "organizational work"?

7. What document is guided by the teacher when filling out the individual plan?

Practical task: To get acquainted with the individual work plan of the teacher. Give examples of types of work in its sections.

Recommended Books: [5]

Topic 3. National Agency for Quality Assurance in Higher Education.

Basic concepts: Quality of education. Quality assurance system of higher education. National Agency for Quality Assurance in Higher Education.

Questions for self-control:

1. Define the concept of "quality" of education.
2. What procedures and measures does the system of internal quality assurance of education provide?
3. What procedures and measures does the system of external quality assurance of education provide?
4. Explain the powers of the National Agency for Quality Assurance in Higher Education in Ukraine.

Practical task: to get acquainted with the Regulations on accreditation of educational programs.

Recommended Books: [1], [2], [4],[6].

Topic 4. The system of standards of higher education

Basic concepts: Standard of higher education. State standard of higher education. Industry standards of higher education. Standards of higher education of higher education institutions.

Questions for self-control:

1. What is the standard of higher education?
2. What are the components of the State Standard of Higher Education?
3. What are the components of the Industry Standard of Higher Education?
4. What components does the standard of higher education of a higher education institution contain?
5. Who sets the procedure for developing a standard of higher education?

Practical task: Get acquainted with and write down the main provisions of the State or educational (by specialty, if any) standard of higher education.

Recommended Books: [1], [2], [3], [4],[6].

Topic 5. Educational and professional program of the specialty as a normative document

Basic concepts: Educational program. Educational and professional program. Requirements for EPP. Volumes of educational programs by levels of higher education.

Questions for self-control:

1. What is an educational program?
2. Define the educational-professional program.
3. What are the requirements for the educational and professional program?

4. How are the volumes of educational programs at the levels of higher education?

5. Who approves educational programs?

Practical task: To get acquainted with the educational-professional program of the corresponding specialty. Write the Eligibility of graduates (for your specialty) for employment and further study in accordance with the national classification framework.

Recommended Books: [4], [6].

Topic 6. Curriculum as a normative document

Basic concepts: Curriculum of a higher education institution. Working curriculum. Mandatory, optional, practical components of the implementation of the content of professional training. Educational disciplines of the student's choice (elective disciplines). Individual curriculum of the higher education applicant. The procedure for choosing disciplines by students.

Questions for self-control:

1. What is a curriculum? Working curriculum?
2. What is the structure of the curriculum?
3. What is indicated in the schedule of the educational process?
4. What disciplines are required?
5. What disciplines are included in the sample component?
6. What is the practical component?
7. What is the order of formation of the selective component of the individual curriculum of students?

Practical task: To get acquainted with the structure of the curriculum of the corresponding specialty. To offer disciplines of free choice of students (on a research subject).

Recommended Books: [6].

Topic 7. Working program of the discipline

Basic concepts: The structure of the work program of the discipline.

Questions for self-control:

1. What is provided in the "General Information" section?
2. What information is stated in the Explanatory Note?
3. How are the evaluation criteria determined?
4. What are the means of assessment and methods of demonstrating learning outcomes?
5. Explain the structure of the curriculum
6. How is the distribution of points received by applicants based on the results of current and final control calculated?
7. What is the methodological support of the discipline?
8. How is the recommended literature for the curriculum drawn up?

Practical task: To develop a working plan of a selective discipline (on the research topic).

Recommended Books: [6].

Topic 8. Methodical support of the discipline

Basic concepts: Syllabus. Textbooks, manuals, guidelines.

Questions for self-control:

1. What is a syllabus? For whom is it created?
2. Define the textbook and manual. Explain their structure.
3. Explain the structure of guidelines.

Practical task: To develop a syllabus of the discipline (on the topic of the research).

Recommended Books: [4], [6].

INDIVIDUAL LEARNING AND RESEARCH TASK (ILRT)

№	Name of topic	Number of hours	
		full-time	заочна
Module 1. General principles of vocational education			
1.	Prepare creative work with the presentation "The role of independent work in the professional development of the future specialist" (according to the specialty)	10	10
Module 2. Didactics of vocational education			
2.	Prepare creative work with the presentation "Formation of the creative personality of the future specialist" (by specialty)	10	10
Module 3. The personality of the teacher in the system of vocational education			
3.	Prepare creative work with the presentation "Pedagogical artistry and improvisation of a teacher of higher education"	10	10
Total		30	30

The applicant during the implementation of the ILRT must adhere to the principles of academic integrity, not to allow academic plagiarism.

Academic plagiarism - publication (partially or completely) of scientific (creative) results obtained by others as the results of their own research (creativity), and / or reproduction of published texts by other authors without proper reference (according to Article 69 of the Law of Ukraine "On Higher Education").

Types of academic plagiarism:

- copying;
- paraphrasing;
- compilation;

- use of information (facts, ideas, formulas, numerical values, etc.) from a source without reference to this source;
- submission as own works (abstracts, analytical reports, written works, essays, etc.), made to order by other persons, including works in respect of which the real authors have agreed to such use.

EVALUATION CRITERIA

Evaluation criteria for different types of work

Type of work	Mark	Criteria
Practical training	0	The applicant for higher education is absent from class
	1	The applicant does not participate in the practical training, is only an observer.
	2–3	The applicant for higher education speaks at the class sporadically. Does not express his own views on the issues raised. It is complicated with defending one's own position.
	4–5	The applicant of higher education takes an active part in practical training. Expresses sound arguments, gives relevant examples and defends his own position on the issues under discussion.
Tasks for independent work (didactic portfolio)	0	Task not completed.
	1	The task is performed formally, in standard phrases, without your own thoughts.
	2–3	The task is performed in standard phrases, but contains your own thoughts, reasoning.
	4–5	The task is performed with a creative approach, contains non-standard phrases, detailed, interesting, differs in their own thoughts, conclusions.
Individual educational and research task	0	Task not completed.
	10	The task is performed formally, in standard phrases, without their own thoughts, no presentation.
	20	The task is performed with a creative approach, contains non-standard phrases, detailed, interesting, differs in their own thoughts, conclusions, developed presentation.

Evaluation criteria: exam

Mark	Criteria
0	There are no answers to the questions.
5	The answers to the questions are incomplete, uncertain. There are no examples of practical use.
10	The graduate does not know how to think logically, to draw their own conclusions. Answers to questions are formal, book. There are no examples of practical use in the educational process of higher education.
15	The answers to the questions are generally correct, but there are errors in the definitions. The applicant of higher education tries to draw his own conclusions, gives examples of practical use in the educational process of higher education.
20	The applicant of higher education is able to think, to draw their own conclusions. The answers to the questions are complete, reasonable, logically constructed, with examples of practical use in the educational process of higher education.

**Excellent
(90–100 A)**

**Good
(82–89 B)**

**Good
(74–81 C)**

**Satisfactorily
(64–73 D)**

FORMS OF CURRENT AND FINAL CONTROL
Test

Current control (practical classes, didactic portfolio)		Total	IERT	Sum
Module 1		0–80	0–20	0–100
Topic 1.	Marks 0-5			
Topic 2.	0-10			
Topic 3.	0-5			
Topic 4.	0-10			
Topic 5.	0-15			
Topic 6.	0-10			
Topic 7.	0-10			
Module 2		0–80	0–20	0–100
Topic 1.	0-10			
Topic 2.	0-10			
Topic 3.	0-10			
Topic 4.	0-10			
Topic 5.	0-5			
Topic 6.	0-10			
Topic 7.	0-10			
Topic 8.	0-10			
Topic 9.	0-5			
Module 3		0–80	0–20	0–100
Topic 1.	0–10			
Topic 2.	0–15			
Topic 3.	0–10			
Topic 4.	0–10			
Topic 5.	0–10			
Topic 6.	0–10			
Topic 7.	0–15			

Comprehensive exam: Applicants who have completed all the tasks of the previous modules are admitted to the exam

Current control (practical classes, independent work)		Total	Final control (comprehensive exam)	Sum
Module 4		0–80	0–20	0–100
Topic 1.	Marks 0–10			
Topic 2.	0–10			
Topic 3.	0–10			

Topic 4.	0–10		
Topic 5.	0–10		
Topic 6.	0–10		
Topic 7.	0–10		
Topic 8.	0–10		

EVALUATION SCALE FOR ALL TYPES OF CONTROL

The sum of points for all types of educational activities	Assessment ECTS	Score on a national scale	
		for the exam	for the test
90 – 100	A	excellent	credited
82-89	B	good	
74-81	C		
64-73	D	Satisfactorily	
60-63	E		
35-59	FX	unsatisfactory with the possibility of reassembly	not credited with the possibility of re-assembly
0-34	F	unsatisfactory with mandatory re-study of the discipline	not credited with compulsory re-study of the discipline

LIST OF QUESTIONS FOR CREDIT

MODULE 1. GENERAL PRINCIPLES OF VOCATIONAL EDUCATION

1. Trends in social development and training requirements for professionals in vocational schools
2. Purpose, objectives and principles of vocational education.
3. The content of vocational education.
4. Requirements for training.
5. Principles of vocational education.
6. Regularities of the pedagogical process.
7. Stages and functions of the pedagogical process.
8. Professional-theoretical and professional-practical training of future specialists in the Free Economic Zone.
9. The educational process in vocational education institutions.
10. Curator's activities of the student group

MODULE 2. DIDACTICS OF VOCATIONAL EDUCATION

1. Subject and main categories of higher school didactics.
2. Principles of didactics in vocational education institutions.
3. Methods of professional training.
4. Integrated classes in institutions of higher professional education.
5. Formation of motivation to study in students of professional educational institutions.
6. Forms of organization of the educational process in a professional educational institution.
7. The use of the game in the educational process of professional educational institutions.
8. Organization of independent work of students in a professional educational institution.
9. Didactic problems of organization and content of students' practice.
10. Control over the educational and cognitive activities of students.

MODULE 3. PERSONALITY OF THE TEACHER IN THE SYSTEM OF VOCATIONAL EDUCATION

1. Teacher's professional and personal qualities of a professional educational institution.
2. Teacher's professional position of a professional educational institution.
3. The image of a teacher of higher education.
4. Pedagogical creativity of the teacher and the role in the educational process of the institution of higher professional education.
5. Prevention and resolution of conflicts in the educational process of a professional educational institution.
6. Professional stability of a teacher of a professional educational institution.
7. Polysubjective interaction in the system "teacher - student".
8. Dialogic training and education.
9. Intercultural competence of a teacher of institutions of higher professional interaction.
10. Features of education of foreign students in higher education institutions of Ukraine.

LIST OF QUESTIONS FOR THE COMPREHENSIVE EXAM

1. Trends in social development and training requirements for professionals in vocational schools
2. Purpose, objectives and principles of vocational education.
3. The content of vocational education.
4. Requirements for training.
5. Principles of vocational education.
6. Regularities of the pedagogical process.
7. Stages and functions of the pedagogical process.
8. Professional-theoretical and professional-practical training of future

- specialists in a higher education institution.
9. The educational process in vocational education institutions.
 10. Activities of the curator of the student group
 11. Subject and main categories of higher school didactics.
 12. Principles of didactics in vocational education institutions.
 13. Methods of professional training.
 14. Integrated classes in institutions of higher professional education.
 15. Formation of motivation to study in students of professional educational institutions.
 16. Forms of organization of the educational process in a professional educational institution.
 17. The use of the game in the educational process of professional educational institutions.
 18. Organization of independent work of students in a professional educational institution.
 19. Didactic problems of organization and content of students' practice.
 20. Control over the educational and cognitive activities of students.
 21. Professional and personal qualities of a teacher of a professional educational institution.
 22. Professional position of a teacher of a professional educational institution.
 23. The image of a teacher of higher education.
 24. Pedagogical creativity of the teacher and the role in the educational process of the institution of higher professional education.
 25. Prevention and resolution of conflicts in the educational process of a professional educational institution.
 26. Professional stability of a teacher of a professional educational institution.
 27. Polysubjective interaction in the system "teacher - student".
 28. Dialogic training and education.
 29. Intercultural competence of a teacher of institutions of higher professional interaction.
 30. Features of education of foreign students in higher education institutions of Ukraine.
 31. Educational process in higher education institutions
 32. Student-centered approach.
 33. The concept of the content of higher education. Components of the content of education.
 34. Types of activity of a teacher of a higher education institution.
 35. Quality assurance system of higher education.
 36. System of standards of higher education.
 37. Educational and professional program of the specialty as a normative document.
 38. Curriculum as a normative document.
 39. Work program of the discipline.
 40. Methodical support of the discipline.

RECOMMENDED BOOKS

MODULE 1. GENERAL PRINCIPLES OF VOCATIONAL EDUCATION

1. Andrushchenko, V. P. (2004) Modernizatsiya pedahohichnoyi osvity Ukrayiny v konteksti Bolons'koho protsesu [Modernization of pedagogical education in Ukraine in the context of the Bologna process.] *Vyshcha osvita Ukrayiny – Higher education in Ukraine*, 1, 5-9 [In Ukrainian].
2. Belyaeva, A. P. (2003) Tendentsii razvitiya professional'nogo obrazovaniya [Trends in the development of vocational education] *Pedagogika – Pedagogy*, 6, 21-26 [In Russian].
3. Osipova, T. Yu. (Eds.). (2006) *Vykhovna robota zi studentamy vyshchoho navchal'noho zakladu [Educational work with students of higher education]*. Odessa: "Phoenix" [In Ukrainian].
4. Kremen, V. G. (Eds.). (2004) *Vyshcha osvita Ukrayiny i Bolons'kyy protses [Higher education in Ukraine and the Bologna process]*. Ternopil: Textbook – Bogdan [In Ukrainian].
5. Didenko, N. G. & Garmash, S. A. (2009) *Metodyka vykladannya u vyshchiiy shkoli i Bolons'kyy protses [Methods of teaching in higher education and the Bologna process]*. Donetsk: DonSU [In Ukrainian].
6. Klepko, S. F. (2006) *Filosofiya osvity v yevropeys'komu konteksti [Philosophy of education in the European context]*. Poltava: POIPPO [In Ukrainian].
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MODULE 3. PERSONALITY OF THE TEACHER IN THE SYSTEM OF VOCATIONAL EDUCATION

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MODULE 4. ORGANIZATION OF THE EDUCATIONAL PROCESS IN HIGHER VOCATIONAL EDUCATION INSTITUTIONS

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