

State Institution “South Ukrainian National
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Guidelines
for independent work of foreign students - applicants for higher education at the
second (master's) level
in the discipline “Pedagogy of Higher Education”

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The guidelines represent the algorithm of independent work for foreign students - applicants for higher education at the second (master's) level of pedagogical profile for mastering the material of the discipline “Pedagogy of Higher Education”.

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 a thesaurus of the course, individual educational research tasks, tests on the organization of independent work of foreign undergraduate students.

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

- to familiarize the undergraduates with the methodological, theoretical, practical principles of study in the higher educational institution;
- 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 personality;
- to develop pedagogical abilities of students;
- to acquire the skills of forming, diagnosing and organizing the student’s team;
- to be able to put knowledge into practice.

The proposed guidelines consist of three modules:

Module 1 – “The 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 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 in higher educational institution .

Module 3 – “Organizational-educational function of the university”– 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.

Using the glossary, you should make up pedagogical tests, puzzles, concept maps from the discipline under study

GLOSSARY OF PEDAGOGICAL TERMS

in higher education pedagogy

1. Production practice is one of the forms of organization of the educational process in higher education, the didactic goals of which are the formation of professional skills; extension, consolidation, generalization and systematization of knowledge through their application in real activity (Pedagogy: Textbook / L. P. Krivshenko, M. E. Weindorf-Sysoeva etc.; edited by L. P. Krivshenko. – M.: T. C. Velby, Prospectus Publishing House, 2004. – P. – 306.).

2. The diploma (qualification) projects (works) are carried out at the final stage of students' education at a higher educational institution and provide for: systematization, consolidation, extension of theoretical knowledge in the specialty and its application for solving specific scientific, technical, economic, industrial and other tasks. ; developing self-study skills and mastering research and experimentation techniques related to the topic of the project (work). Heads of diploma projects (projects) are appointed professors and associate professors (teachers) of higher education institution, highly qualified specialists of production (Psychology of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; under the editorship of M. V. Artyushina. – K.: KNEU, 2008. – P. 155.).

3. Exam – a form of teaching aimed at systematizing, revealing and controlling the knowledge of students (Pedagogy: Textbook / L. P. Krivshenko, M. E. Weindorf-Sysoeva and others; Edited by L. P. – M.: TC Velby, Prospect Publishing House, 2004. – P. – 307.).

4. ECTS is a European credit transfer system that provides for the introduction of a workload accounting system that is understandable for all European countries.

ECTS credits reflect the student's overall workload when studying a particular course or part of it (block), as well as what portion of the total annual academic load a particular course (or course block) occupies at the institution that defines the credits (Activity Psychology and Management Management: Study Guide. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; in the editorship of M.V. Artyushina. – K .: KNEU, 2008. – P. 250-251.

5. The content of higher education is a system of knowledge, skills, professional outlook and civic qualities, which should be formed in the learning process taking into account the prospects of development of society, science, technology, technology, culture and art (Lectures on Higher Education Pedagogy: Textbook / edited by V. I. Lozova. – Kharkiv: OBC, 2006. – p. 406).

6. Individual counseling work is a form of organization of educational work, which is carried out by creating the necessary conditions for the identification and development of individual characteristics of students on the basis of personal-activity approach. Individual counseling work is carried out in order to increase the motivation of students to cognitive activity and to direct it in the necessary direction (Psychology of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko etc.; edited by M. V. Artyushina. – K .: KNEU, 2008. – P. 154.).

7. Innovative pedagogical technology is purposeful, systematic and consistent implementation into practice of original, innovative methods, techniques, pedagogical actions and means that cover the holistic educational process from the definition of its purpose to the expected results (Dichkivska I. M. Innovative pedagogical technologies. – K .: Akademvidav, 2004. – P. 338-339.).

8. Human competence is specially structured (organized) sets of knowledge, skills, skills and attitudes that they acquire in the learning process. They allow a person to identify, that is, to identify and solve, regardless of context (from the situation), problems specific to a particular field of activity (Pometun O. I. Theory and practice of consistent implementation of a competent approach in the experience of foreign countries // Competent approach in modern Education: World Experience

and Ukrainian Perspectives: The Library of Educational Policy / Under the editorship of O. V. Ovcharuk. – K.: “K.I.C.”, 2004. – P.8).

9. Control over the student's educational and cognitive activity – an integral part of the educational process in the higher school, which involves the assessment, assessment (measurement of knowledge, skills, skills, accounting (fixing) of the results of assessment in the form of points).

(Lectures on Pedagogy of Higher School: Textbook / edited by V. I. Lozova. – Kharkiv: OBC, 2006. – p. 267).

10. Control functions

1. *Controlling* – consists in getting by the teacher of information about the course of students' cognitive activity, about how the learning is going to determine the possibilities of further advancement in mastering the content of education. Testing is also a means of discovering the effectiveness of the teaching methods and techniques used by the teacher himself.

2. *Educational* – promotes deeper assimilation of program material, that is, in the process of listening to the answers of fellows, supplements of the teacher, the systematization of knowledge, their consolidation.

3. *Diagnostic-managing* – provides identification of the causes of difficulties that a student has in learning, gaps in knowledge and skills, identifying specific ways to eliminate deficiencies.

4. *Incentive-motivational* – evaluation of educational achievements should stimulate the desire of students to improve their results, self-actualization in learning.

5. *Developmental* – requires direction of assessment on formation of independent creative thinking of students, ability to draw conclusions, summarize, apply knowledge in changed or new situations, to determine the main thing.

6. *Educational* – teaches students to work systematically, promotes the formation of discipline, activity, independence, helps to understand yourself.

(Lectures on Pedagogy of the Higher School: Textbook / edited by V. I. Lozova. – Kharkiv: OBC, 2006. – p. 241).

11. Course projects (works) – are carried out in order to consolidate, deepen and summarize the knowledge gained during training and their application for the

complex solution of a specific professional problem. The subject of course projects (works) should be closely related to the needs of a particular profession. The defense of the course project (work) is conducted before the commission consisting of two or three lecturers of the department (subject or cycle commission) with the participation of the head of the course project (work) (Psychology of activity and training management: Study guide. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; in the editorship of M. V. Artyushina. – K .: KNEU, 2008. – P. 154-155.).

12. Credit-module system of organization of educational process is a model of organization of educational process, based on the combination of modular organization of educational process and use of ECTS credits for accounting of student workload (Psychology of activity and educational management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; in the editorship of M. V. Artyushina. – K .: KNEU, 2008. – P. 251.).

13. Conference educational – organizational form of training aimed at expanding, consolidating and improving knowledge, forming the experience of creative activity. It is usually held with several training groups. The main thing in the conference is a free, honest discussion of problematic issues (Pedagogy: Textbook / L. P. Krivshenko, M. E. Weindorf-Sysoeva etc.; edited by L. P. Krivshenko. – M .: TC Velby, Ed. in Prospectus, 2004. – P. – 304.).

14. Laboratory training is an organizational form of training in which pupils (students) under the guidance of the teacher conduct experiments or experiments in educational laboratories using appropriate equipment, computer equipment (Psychology of activity and training management: Tutorial. / M.V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; under the editorship of M. V. Artyushina. – K .: KNEU, 2008. – P. 154.).

15. Laboratory method is based on independent carrying out by students, experiments, experiments with the use of instruments, tools, ie with the use of special equipment (Pedagogy: Textbook / L. P. Krivshenko, M. E. Weindorf-Sysoeva, etc.; – L. Krivshenko. – M .: TC Velby, Prospect Publishing House, 2004. – P. – 287.).

16. Lecture (from Latin *lectio* – reading) – a way of presenting (logically harmonious, systematic, consistent, etc.) voluminous theoretical material to ensure the conscious perception and assimilation of scientific information by students: (Lectures on Pedagogy of Higher Education: Textbook V. I. Lozova. – Kharkov: OBC, 2006. – p. 141).

A number of general didactic requirements are applied to a lecture at a high school.

First, the content of the lecture should be consistent with the work curriculum, reflect the latest developments in science, and highlight the prospects for further development of scientific research. Secondly, the lectures should address the requirements of generally didactic principles of teaching: scientific, systematic and consistent, consciousness, activity and independence, clarity, connection of the content of educational material with professional activity, accessibility, emotionality. Thirdly, a logically appropriate structure of the lecture should be provided in accordance with the content of the study material. Fourth, the lecture should enhance students' thinking activity in order to develop their intellectual development. Fifth, it is advisable in the lecture to identify specific content components for self-study by students with appropriate methodological support.

The lecture contains the possibilities of realization of educational, developmental, educational, organizing functions.

Educational function – provides opportunities for mastering the content of educational material at the level of historical experience and acquaintance with new achievements of science, awareness of the prospect of further development of scientific research in the relevant fields, as well as open opportunities for the use of specific knowledge in professional activity. Developmental function – due to the need to ensure optimal conditions for the intellectual development of the individual by including him in active mental activity. The upbringing function of the lecture enables the formation of certain moral and spiritual qualities in the future specialists directly through the content of the educational material and the organization of them for specific cognitive activity. The organizing function of the lecture is particularly important in terms of student mobilization for learning activities. This is the core

around which all other learning activities are grouped. (Kuzminskii A. I., Pedagogy of the Higher School: Textbook – K.: Knowledge, 2005. – P. 277-279).

17. Educational lecture is a logically complete, scientifically substantiated and systematic presentation of a certain scientific issue, illustrated, if necessary, by means of clarity and demonstration of experiments (Psychology of activity and educational management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; In the editorship of M. V. Artyushina. – K.: KNEU, 2008. – P. 153.).

18. Case-specific method (case-method) is a method of teaching in which students are asked to analyze the real life situation. The description of this situation at the same time reflects not only a practical problem, but also actualizes a certain set of knowledge that must be learned in solving the problem. However, the problem itself does not have an unambiguous solution, it is a special, ramified and ambiguous optimum (Psychological and pedagogical aspects of the implementation of modern methods of teaching in higher education: Aids. / Edited by M. V. Artyushina, O. M. Kotikova, G. M. Romanov. – K.: KNEU, 2007. – P. 230.).

19. The method of presentations is used to present achievements or present material that requires refinement to the maximum extent (Psychological and pedagogical aspects of the implementation of modern methods of teaching in higher education: Study Guide / edited by M. V. Artyushina, O. M. Kotikova, G. M. Romanov. – K.: KNEU, 2007. – P. 187.).

20. Module – a logically completed part of the educational material, which is necessarily accompanied by the control of the level of knowledge and formation of students' skills (Tovozhnyansky L. L., Romanovsky O. G., Bondarenko V. V., Ponomarev O. S., Chervanyova Z. O. Fundamentals of Higher Education Pedagogy: Textbook. – Kharkiv, NTU 'KPI', 2005. – P.300).

21. Modular-rating system of control of academic achievement of students (Vadim Hetman Kyiv National Economic University) – systematic and systematic evaluation of actions and results of students' actions on tasks for each topic of the academic discipline throughout the academic year (current control) and assessment of the level of mastering disciplines in the exam (final control) (Psychology

of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko, etc.; – Editor: KNEU, 2008. – P. 249.)

22. ‘Brainstorming’ is an effective method of collective discussion, search for a solution, which is carried out by free discussion of the opinions of all participants (Psychological and pedagogical aspects of the implementation of modern methods of teaching in higher education: Study Guide / edited by M. V. Artyushina , A. N. Kotikova, G. M. Romanov. – K .: KNEU, 2007. – P. 184).

23. Educational discussion is a method by which a group discussion of a problem is established to establish the truth through juxtaposition of different opinions (Psychology of Activity and Educational Management: Textbook. / M.V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others., edited by M. V. Artyushina. – K .: KNEU, 2008. – P. 87.).

24. Educational tasks are clearly formulated problems and conditions for solving them, which distinguish between known and unknown. That is, what should be found through the implementation of a certain sequence of actions (Psychology of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko, etc.; V. Artyushino. – K .: KNEU, 2008. – P. 52.).

25. The training module in the practice of organizing training under the conditions of Ukraine is considered as: a) the content unit of measurement of educational information; b) a relatively complete set of educational elements, consisting of separate or integrated disciplines, or their sections, a set of topics or individual issues (Psychology of activity and training management: Textbook. / MV Artyushina, LM Zhuravskaya, L. A. Kolesnichenko et al., Edited by MV Artyushina. - K .: KNEU, 2008. - P. 243.).

26. Studying at a higher school is specially organized interaction of the subjects of cognitive activity, which is modeled (defines its goals, content, structure, methods, forms, motives of students’ educational activity, functions of learning) for the active acquisition of students the basics of social experience accumulated by humanity in various fields of science with the purpose of development of intellectual, sensual-volitional spheres of their life activity, education of the need for self-

education, self-upbringing (Lectures on pedagogy of higher education: Textbook / Ed. V. I. Lozova. – Kharkiv: ‘ATS’, 2006. – p.89).

27. An educational project is a form of organization of classes, which provides for the complex nature of the activities of all its participants, the receipt of educational products for a certain period of time – from one lesson to several months (Psychological and pedagogical aspects of the implementation of modern teaching methods in higher education: Study Guide. / edited by M. V. Artyushina, O. M. Kotikova, G. M. Romanov. – K.: KNEU, 2007. – P. 189.).

28. Evaluation of educational activity - is to establish the level of correspondence of the real learning outcomes to the standard (Psychology of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko, etc.; M. V. : Artyushina. – K.: KNEU, 2008. – P. 214.).

29. Pedagogical activity – a type of professional activity whose content is education, upbringing, education, development of students. One of the most important characteristics of pedagogical activity is its common character: it necessarily involves the teacher and the one he teaches, educates, develops. This activity cannot be an activity for itself. Its essence lies in the transition of activity ‘for itself’ into activity ‘for another’, ‘for others’. This activity combines the self-realization of the teacher and his purposeful participation in changing the learner (level of his / her education, education, development, education). (Introduction to pedagogical activity: Textbook for students of higher education institutions / A. S. Robotova, T. V. Leont’ev, I. G. Shaposhnikova, etc.; Edited by A. S. Robotova. – 2nd grade, stereotype. – Moscow: Publishing center ‘Academy’, 2004. – P. 6).

30. Practical lesson (from Lat. *prakticos* – active) – a form of training session, during which the teacher organizes the students to consider certain theoretical provisions of the discipline and forms the skills and practical skills of their practical application by students to formulate tasks accordingly. (Kuzminsky A. I. Pedagogy of the Higher School: Educational Manual. – K.: Knowledge, 2005. – P. 302).

31. Practical training is an organizational form of training that forms practical skills through the performance of practical tasks (Psychology of activity and training

management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; edited by M. V. Artyushina. – K .: KNEU, 2008. – P. 154.).

32. Problem lecture – a lecture in the process of which incorporating of students' thinking by the teacher is carried out through the creation of problem situations.

To create a problem situation, the following techniques are used: direct statement of the problem; problematic task; communication of information containing contradictions; communication of dissenting opinions on any matter; attention to a particular life phenomenon that needs to be explained; reports of facts that cause misunderstandings; comparison of life knowledge with scientific ones; formulation of a question to be answered by a student after listening to a part of the lecture and drawing conclusions (Vitvitskaya S. S. Fundamentals of Higher Education Pedagogy: A Methodological Manual for Master's Students. – Zhytomyr, Zhytomyr Ped. Univ., 2003. – P. 102).

The structure of the problem lecture.

3.П.	Stages	Goals	Techniques and methods of the lecturer
1.	Introduction	Master the attention of the audience, arouse interest	Begin a lecture from an unexpected reply, a fact, a joking remark
2.	Formulation of the problem	Show its relevance; analyze contradictions, partial problems, formulate a common problem	Appeal to the interests of the listeners, their needs; references to facts, documents, authoritative statements; an analysis of established but wrong views
	Breakdown	Clear separation	Substantiation of the logic

3.	of the problem into sub-problems, tasks, questions	of the list of problems, tasks, issues, disclosure of their essence	of solving the problem; construction of the general scheme of solving the problem, ideas, hypotheses; means of solution, possible results, consequences.
4.	Outline of your position, approaches, solutions	Demonstration in a comparative analysis of one's own approaches, positions, and other opinions	Substantiation of evidentiary judgments, arguments; use of methods of critical analysis, comparison.
5.	Generalizations, conclusions	Focus the audience on the main one; express a summary of what has been said	Using a statement that integrates the main idea, thought; the strongest argument, the winged saying. Demonstration of the perspective of events

(Higher Education Pedagogy: Tutorial. / Z. N. Kurland, R. I. Khmelyuk, A. V. Semenova, etc.; Ed. Z. N. Kurland. – 3rd ed., Revised and Extras. – K.: Knowledge, 2007).

33. A problematic learning situation is a cognitive difficulty for which students need to acquire new knowledge or make intellectual efforts. A problematic situation that students are aware of and accepts to be resolved becomes a problem. A problem that specifies the parameters and conditions of the solution becomes a problematic task or problematic task. (Higher Education Pedagogy: Tutorial. / Z. N. Kurland, R. I. Khmelyuk, A. V. Semenova, etc.; Ed. Z. N. Kurland. – 3rd ed. – K.: Knowledge, 2007 – P. 119-120).

34. Problem-based learning is a way of its organizing in which the learner acquires new knowledge as a result of active independent or partially independent (with the participation of the teacher) thinking activity and which involves the use of specific methodical techniques (creating problem situations, setting learning

problems in conditions problem situation, management of cognitive activity of those who learn in the process of solving problems). (Driban V. M. Activation of teaching in higher education: an aspect of problematic learning / Textbook. – Ed. 2nd supplement. – Donetsk: DonGUET, 2002. – P. 17-18.)

35. Problem-based learning is an organization of the learning process, the essence of which is to create problem situations in the learning process, to identify and solve student problems. (Higher Education Pedagogy: Study Guide. / Z. N. Kurland, R. I. Khmelyuk, A. V. Semenova, etc.; Ed. Z. N. Kurland. – 3rd ed., Revised. – K.: Knowledge, 2007. – P.119).

36. Problematic presentation of teaching material – the activity of the lecturer aimed at creating problematic situations, setting learning problems and managing the independent cognitive activity of those who learn in the process of formulating or solving problems (or both). (Driban V. M. Activation of Higher Education in Education; Aspect of Problem Learning / Textbook. – Issue 2, Supplementary. – Donetsk: Don GUET, 2002. – P.44).

37. Problem questions – questions, the answers to which are not contained either in the previous knowledge of the students or in the available information, and which cause them intellectual complications (Mahmutov M. I. Problem training. Basic questions of theory. – M.: Pedagogy, 1975. – P. 220).

38. Designing the pedagogical process – purposeful creative preliminary value and designing a program of joint activity of subjects and its further implementation, which is aimed at providing a personal-developmental approach (Preparing the future teacher for the introduction of pedagogical technologies: Night. / O. M. Pehota, V. D. Budak, A. M. Starev and others; Edited by I. A. Zyazun, O. M. Pehota. – K.: A. K. Publisher, 2003. – P. 104.) .

39. Academic rating – ‘cumulative assessment’ or assessment that takes into account ‘prehistory’, i.e. the result of the student’s work over a certain period of time, such as a semester (Psychology of activity and training management: Textbook. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; In the editorship of M. V. Artyushina. – K.: KNEU, 2008. – P. 245.).

40. Independent work of a student is a specific type of activity of learning, the main purpose of which is the formation of autonomy of the subject of the student, and the formation of his skills, knowledge and skills is indirectly through the content and methods of all types of training (Kozakov V. A. Students' work and its information and methodological support: Textbook. – K .: Higher School, 1990. – p. 14-15.)

41. Independent work of a student is a learning activity of a student, which is planned, performed on a task, under the methodical guidance and control of the teacher, but without his direct participation. (Kuzminsky A. I. Pedagogy of the Higher School: Educational Manual. – K .: Knowledge, 2005. – P.309).

42. Seminar is a form of training in which the teacher organizes a detailed examination of the students of the individual theoretical provisions of the discipline and organizes a discussion on predefined topics for which students prepare theses of speeches on the basis of individually completed classes (Psychology of activity and educational management / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko and others; In the editorship of M. V. Artyushina. – K .: KNEU, 2008. – P. 154.).

43. Seminar class - (from the Latin *semimarium* – ‘nursery’) – a form of educational class in which the teacher organizes a discussion of pre-determined topics for which students prepare theses of answers or individually completed essays – reports. (Higher Education Pedagogy: Tutorial. / Z. N. Kurland, R. I. Khmelyuk, A. V. Semenova, etc.; Ed. Z. N. Kurland. – 3rd ed., Revised and Extras. – K .: Knowledge, 2007 - P.135).

Varieties of seminars:

1. A question and answer seminar.
2. Seminar-in-depth conversation: provides for the preliminary preparation of students for specific tasks.
3. Seminar-collective reading: students read texts, commenting on their content from the point of view of modern science development.
4. Seminar providing students' oral answers, followed by discussion.

5. Discussion seminar: students having the program prepare for the discussion in advance and deploy it directly for the class.

6. Seminar providing discussion and evaluation of students' essays.

7. Seminar-conference: students prepare reports in advance, speak to them, answer questions of their colleagues.

8. Seminar-theoretical conference: held with students of several groups of the course based on the study of the volume section or the whole discipline.

9. Workshop-problem solving: it is conducted on the basis of creating problem situations, identifying problem tasks and working on their solution.

10. Seminar-press conference: several students prepare messages on key issues, and all participants are included in their discussion.

11. Seminar-brainstorming: students are introduced to important problematic tasks that need to be solved in advance, and make specific suggestions during the seminar that address the problem.

(Alexyuk A. M. Pedagogy of Higher Education of Ukraine: History. Theory. – K.: Lybid, 1998. – P. 472-473)

44. Didactic (pedagogical) test – a set of standardized tasks, prepared according to certain requirements, enabling the test participants to identify competences that are subject to a certain assessment according to pre-established criteria (Psychology of activity and training management. (L. M. Zhuravskaya, L. A. Kolesnichenko and others; in the editorship of M. V. Artyushina. – K.: KNEU, 2008. – P. 231.).

45. Test tasks are certain types of actions that students should take to testify to the achievement of results (Activity Psychology and Management: A Tutorial. / M. V. Artyushina, L. M. Zhuravskaya, L. A. Kolesnichenko, and others, edited by M. V. Artyushina. – K.: KNEU, 2008. – P. 231.).

46. Training – a multifunctional method of predicted changes in psychological phenomena of a person, group and organization in order to harmonize professional and personal existence of a person (Makshanov S. I. Psychology of training. – SPb.: BV, 1997. – 212 S.).

47. Training – teaching of technology of action on the basis of a certain concept of reality in an interactive form (EV Sidorenko. Technologies of creation of training. From design to result. – SPb: Publishing House ‘Speech’; Sidorenko and Co. LLC, 2007. – p. 11.)

48. ECTS is a system designed to provide a single interstate procedure for evaluating learning, measuring and comparing learning outcomes, their academic recognition and transferring from one educational institution to another. The system can be used inside an educational establishment, between educational institutions of one country, as well as between educational institutions – partners from different countries. The ECTS system is based on the principles of mutual trust of participants and provides for the implementation of the rules for all its parts: ECTS-credits, ECTS-assessments, Training Agreement and Crediting. For students, the educational institution develops an Information Package.

49. Academic hour is the minimum accounting unit of study time. The duration of an academic hour is usually 45 minutes. Two academic hours form a couple of academic hours (hereafter a couple). Changing the length of the academic hour is generally not allowed. However, when paired continuously, its duration may vary but should be at least 80 minutes.

50. Academic calendar – calendar terms of the educational process and study of particular disciplines during the academic year.

51. Academic year – the division of the academic year into semesters (two) or trimesters, the number of academic weeks, the list of disciplines in the semester (trimester), weekly schedule of classroom and individual classes, tests and exams.

52. Basic higher education is the educational level of a person’s higher education, which characterizes the formation of his / her intellectual qualities, which determine the development of a person as a person and are sufficient for him / her to obtain qualifications at the bachelor’s educational qualification level.

53. Bachelor – the educational qualification level of higher education of a person who, on the basis of complete general secondary education, has obtained basic higher education, fundamental and special skills and knowledge regarding the generalized object of work (activity), sufficient to fulfill the tasks and duties (works),

a certain level of professional activity that is foreseen for primary positions in a particular type of economic activity.

54. Evening and distance (distance) forms are organized for those who are unable to study in isolation from their main professional activity. For such persons, the current legislation provides certain privileges.

55. Selective courses are introduced by a higher education institution to meet better the educational and qualification needs of the individual and the needs of the community, to make better use of the educational institution's capabilities, to meet regional needs, and so on. They may be compulsory for all students and individually selected by students. Selective courses are usually introduced in the form of special training courses to deepen general, fundamental and professional (theoretical and practical) training.

56. Types of educational (classroom) classes: lecture, laboratory, practical, seminar and individual classes, consultation.

57. Recognition of units of credit – recognition of higher education units of credit units or qualifications obtained by a student at another institution.

58. Higher education – the level of education obtained by a person in a higher education institution as a result of a consistent, systematic and purposeful process of assimilation of the content of education, which is based on a complete general secondary education and ends with the acquisition of a certain qualification following the results of state certification.

59. Higher education institution – an educational, educational and scientific institution established and operating in accordance with the legislation on education, implements in accordance with the granted license educational and vocational programs of higher education at certain educational and educational qualification levels, provides education, training and vocational training persons according to their vocation, interests, abilities and normative requirements in the field of higher education, as well as carries out scientific and scientific-technical activity.

60. Higher educational institution of the first level of accreditation is a higher educational establishment in which specialists are trained in the specialties of educational qualification level of the junior specialist.

61. Higher education institution of the second level of accreditation is a higher education institution in which specialists are trained in the specialties of the educational qualification level of the junior specialist and in the areas of preparation of the educational qualification level of the bachelor.

62. Higher educational institution of the third level of accreditation is a higher educational establishment in which specialists are trained in the areas of the bachelor's educational qualification level, specialties of the specialist's educational qualification level, as well as in certain specialties of the master's educational qualification level.

63. Higher educational institution of the fourth level of accreditation is a higher educational establishment in which specialists are trained in the areas of bachelor's educational qualification level, specialties of educational and qualification levels of specialist, master.

64. Full-time (stationary) form of study is the main form of gaining a certain educational qualification level. The organization of the educational process on a full-time (stationary) form of study by a higher educational establishment is carried out in isolation from production.

65. The state certification of a student is to determine the actual conformity of the level of his (educational) qualification preparation with the requirements of educational (qualification) characteristic.

66. The state standard of education is a set of norms that determine the requirements for educational, educational and qualification level. State education standards are developed for each educational (qualification) level and direction of preparation (specialty) and approved by the Cabinet of Ministers of Ukraine. They shall be reviewed and re-approved at least every ten years. The components of the state standard of education are: educational (qualification) characteristics; the normative part of the content of education and tests.

67. The diploma project, diploma work is an individual task of research, creative or design character, which is performed by the student at the final stage of professional preparation and is one of the forms of revealing theoretical and practical knowledge, ability to apply them in solving specific scientific, technical, economic,

social and industrial tasks. Graduation projects are usually completed by students-graduates of technical, technological and other related specialties, and as for the Arts they specifically complete mostly a graduate work.

68. The examination session is a period of summarizing the students' educational work during the semester. The duration and timing of its implementation are determined by the curriculum (working curriculum). During the session, exams are conducted on a separate schedule, which is approved by the Vice-Rector (Deputy Director) for educational work. The interval between exams, if required by students for self-study, should be at least 3-4 days. Before each exam, a consultation is mandatory. The time and place of the exam is planned taking into account its form: oral or written. The time and place of the examination may be changed only in agreement with the Dean of the Faculty (Head of Department).

69. Externship is a special form of study. This form of education enables persons who have an appropriate educational, educational and qualification level to obtain a certain level of education or qualification through independent study of academic disciplines and taking in the institution of higher education the credits, examinations and other forms of final control, stipulated in the curriculum.

70. Credit – the unit of measure of educational load necessary for mastering of content modules or block of content modules;

71. Credit Course – a course after which a student receives academic credit from a particular program of study.

72. Content of education – a socially adapted system of knowledge, skills and competences, determined by the goals and needs of the individual, society, and the state.

73. Content module – a system of training elements that are combined on the basis of conformity to a particular educational object;

74. Knowledge is the result of the process of cognitive activity, tested by social practice and logically ordered reflection in human consciousness. Knowledge is a category that reflects the relationship between cognitive and practical human activity. Knowledge is expressed in the system of concepts, thoughts, representations and images, oriented bases of activity, etc., which have a certain volume and quality.

Knowledge can only be identified when it is manifested in the ability to perform appropriate mental or physical actions.

75. The individual curriculum of a student is a normative document, according to which the student is educated, based on the requirements of the educational and professional program of the appropriate level of preparation and taking into account his personal educational and professional interests and needs. The individual curriculum of the student is made on the basis of the working curriculum and includes all the normative disciplines and elective disciplines chosen by the student, with obligatory consideration of the structural and logical scheme of preparation. The individual curriculum is drawn up for each academic year and is approved in the manner prescribed by the higher education institution, but usually by the dean of the faculty (the head of the department). Methodical management of students' individual training and control over the implementation of their individual curricula is carried out by the deans of faculties (heads of departments) and the relevant departments (subject or cycle commissions).

76. Individual tasks are a form of organization of higher education that aims to deepen, summarize and consolidate the knowledge that students receive in the learning process, as well as to put this knowledge into practice. Individual assignments include abstracts, calculations, graphics, coursework and diploma projects (works) and more. Individual tasks are performed by students independently under the guidance of teachers. As a rule, individual tasks are performed individually by each student. In cases where the tasks are complex, several students, including students studying at different faculties (departments) and specialties, may be involved in their implementation.

77. Individual classes are a new form of organization of the educational process in higher education institutions. They provide for the creation of conditions for the fullest possible realization of the creative opportunities of students who have shown special abilities in teaching and inclination to research work and creative activity. As a rule, individual classes are held after extra hours according to a separate schedule drawn up by the department (subject or cycle committee), taking into account the needs and opportunities of the student. The organization and conduct of

individual lessons is entrusted to the most qualified teachers. Individual classes in junior courses are mainly aimed at deepening students' study of particular disciplines, in seniors they have a research character and involve the student's direct participation in the implementation of research and other creative tasks.

78. Information package – a document containing general information about the university, the names of directions, specialties, specializations of specialties, annotations (content modules) with indication of compulsory and selective courses, teaching methods and technologies, credit credits, forms and conditions of conducting control measures , a description of the education quality assessment system, and more.

79. The Department is the basic structural unit of a higher educational institution (its branches, institutes, faculties), which carries out educational and methodical activity in one or more related specialties, specializations or educational disciplines and carries out scientific, research and scientific-technical activity in a certain direction.

80. Qualification – certification of a student's achievements or competences, indicating the type and title of training that entitles him to access further education and professional activity.

81. College is a second-level higher education institution or a structural unit of a third- or fourth-level higher education institution that carries out educational activities related to the acquisition of a certain higher education and qualification in related fields of training (if it is a structural unit of a higher education institution) or fourth level of accreditation, or is part of a training or training facility) or in several related specialties and has an appropriate level of staff and logistics.

82. Counseling is a type of training. It is conducted in order to provide the student with answers to particular theoretical or practical questions and to explain certain theoretical provisions or aspects of their practical application. Consultations during the semester (current consultations, seminars) and before the control measure (examinations) are held according to the schedule of the dean of the faculty (department).

83. Credit – is a unit of volume and measurement of learning outcomes achieved at a certain point in the implementation of the program of study – a system of content modules, which, taking into account the assimilation by students of individual learning elements (according to psychophysical norms of learning when using forms, methods and methods of learning), can be assimilated for 24-54 hours of study time (the sum of classroom hours and independent work of the student per week). According to Annex 1 of the Council of Europe and UNESCO Convention on the Recognition of Qualifications in Higher Education, credit is a clearly documented minimum unit of measurement of the ‘cost’ of any component of a curriculum completed by a student during studies.

84. Credit-Module System of Education (KMSN) – planned over the years of study, based, basically, on self-assimilation by each student of the number of credits corresponding to the content of credit-module programs of educational disciplines and passing of practices. It allows to individualize the educational and cognitive activity of students according to the content, methods and means of educational work and the pace of advancement to a given one, according to the world standards, the level and quality of education at different stages of its development in universities. Credit-modular system of education is implemented taking into account the principles that consider the main features of modular training and organization of the system of educational process in universities and ensure academic compatibility of disciplines;

85. Credit-Module Organization of the Educational Process Organization (CISPS) is a model of organization of the educational process, which is based on the combination of modular learning technologies and credit educational units (credits). The structural and activity elements of the system are:

86. The course project (work) is one of the types of individual tasks of educational, research, creative or design character, which aims not only to deepen, summarize and consolidate the knowledge of students in the new discipline, but also to apply them in solving a particular professional discipline tasks and developing the ability to work independently with educational and scientific literature, electronic computers, laboratory equipment, using modern information tools and technologies. During the study at a higher education institution, each student carries out 2-3 course

projects (works) in the disciplines that are basic for the respective specialty, their specific number is determined by the curriculum.

87. Laboratory training is a type of training session in which students, under the direction of a teacher, conduct field or simulation experiments or experiments in specially equipped training laboratories using equipment adapted to the learning process. The didactic purpose of the laboratory class is practical confirmation of certain theoretical provisions of the given discipline, acquisition of practical skills of work with the laboratory equipment, equipment, computer equipment, measuring equipment, methods of experimental researches in a specific subject area. The list of laboratory topics is determined by the course's work curriculum.

88. Master's degree is a higher education level of a person who, on the basis of a bachelor's educational qualification, has obtained a full higher education, special skills and knowledge sufficient to fulfill professional tasks and duties (works) of an innovative nature of a certain level of professional activity, which are provided for primary positions in a particular type of economic activity.

89. The module is a documented, in the structure of the CMP, completed part of educational and professional program (discipline, practice, state certification), which is implemented by appropriate forms of the educational process. It is a complete block (volume) of information that a student must absorb, or an educational activity that a student must complete. The module, depending on the purpose, the nature of the discipline and the material (informational) support, can act as the main means of training or contain the features of organizational form or combine both. The module covers: 1). targeted action program; 2) a content module, which is a system of educational elements, which is combined on the basis of conformity to a certain educational object, which through the system of educational elements reveals the content (information or activity) to be learned by the student, and 3) operating-activity module, in which the norms of credit and types of educational actions reveal the student's workload (active participation) in the module; 4) resume – the final (summarizing) stage of student mastering the modules in credits. The module ensures harmony between the volume and quality of the student's educational work;

90. Junior Specialist – the educational qualification level of higher education of a person who, on the basis of complete general secondary education, has received incomplete higher education, special skills and knowledge sufficient to perform the production functions of a certain level of professional activity, which are foreseen for primary positions in a certain type of economic activity.

91. Skills are actions that are performed in the course of a particular activity and, through repeated repetitions, become automatic and are performed without conscious control.

92. Academic discipline (in higher education) – pedagogically adapted system of concepts about phenomena, laws, theory, methods, etc. (system of content modules, united by the content of education), any branch of activity (or activities) with the definition of the required level of education in the students, a certain set of skills provided for the student.

93. A lecture is a logically accomplished, scientifically sound and systematic presentation of a specific scientific or methodological issue, illustrated, if necessary, by means of clarity and demonstration of experiments. The lecture is one of the main types of teaching and, at the same time, teaching methods in higher education. It aims to form the basis of knowledge of students in a particular scientific field, as well as to determine the direction, main content and character of all other types of educational activities and independent work of students in the relevant academic discipline.

94. Curriculum is a normative document that defines the place and importance of the discipline in the implementation of educational and professional training program, its content, consistency and organizational forms of study of the discipline, requirements for knowledge and skills of students. The curriculum includes an explanatory note, a thematic summary of the content of the course and a list of literature. The curricula of regulatory disciplines are included in the set of documents of the state standard of education, are developed and approved as its constituents. Curriculum curricula are developed and approved by a higher education institution.

95. The student's study day is no more than 9 academic hours, and the academic week is no more than 54 academic hours.

96. Educational element – autonomous educational material intended for the acquisition of the elementary unit of knowledge or ability, which is used for self-study or teaching under the guidance of the teacher. The training element begins with a declaration of the amount of knowledge and / or skills that the learner must master, contains relevant theoretical material, various tests and exercises, and usually ends with a test of achievement, the results of which indicate the level of knowledge assimilation, content of certain material. The educational elements are grouped into content modules, which are the basic structural units of the course (discipline).

97. The training course is the completed period of study of the student during the academic year.

98. Educational object – a volume of educational information that has an independent logical structure and content and enables the use of this information in the process of mental activity.

99. Curriculum is a normative document, which is drawn up by a higher education institution on the basis of educational and professional program and structural and logical scheme of preparation and defines the list and scope of normative and selective educational disciplines, the sequence of their study, specific forms of conducting educational classes (lectures, laboratory, practical, seminars, individual lessons, consultations, training and production practices) and their scope, timetable of the educational process, forms and means of carrying out current and final control. The curriculum also reflects the amount of time allocated for independent work. The curriculum is developed for the entire period of implementation of the relevant educational and professional training program and approved by the head of a higher education institution.

100. The academic year is a study time consisting of study days, exam sessions, weekends, holidays and holidays.

101. The academic semester is an integral part of the academic time of the student, which ends with the final semester control. The duration of the semester is determined by the curriculum.

102. Student teaching time is determined by the number of accounting units of time allocated for the implementation of educational and professional training

program at a certain educational qualification level. The accounting units of a student's academic time are the academic hour, the school day, the school week, the school semester, the school year, the training course.

103. Incomplete higher education is the educational level of a person's higher education, which characterizes the formation of his or her intellectual qualities, which determine the development of a person as a person and are sufficient for him to obtain qualifications at the educational level of a junior specialist.

104. The credit rate is expressed in points (or other indicators). This is the maximum number of points a student can earn by completing his / her workload in the credit module. Determines the quality of credit in the system of evaluation adopted in the university;

105. Regulatory term of study – the term of study in full-time (full-time) form, necessary for assimilation by the person of normative and selective parts of the content of education and established by the standard of higher education.

106. Regulatory disciplines are determined by the state standard of education (vocational training program). Compliance with their titles is mandatory for higher education institutions, and the volume may not be less than the amount set by the state standard of education.

107. The educational level implies meeting the needs of the individual in the general secondary and tertiary education by studying in different types of educational institutions. The Law of Ukraine 'On Higher Education' defines the following educational levels: initial general education; basic general secondary education; complete secondary education; vocational and technical education; basic higher education; Higher Education.

108. An educational characteristic is a basic requirement for the qualities and knowledge of a person who has attained a certain educational level. The content of the educational characteristic as an integral part of the state standard of education is determined separately by the Ministry of Education of Ukraine for each educational level.

109. Educational qualification characteristics are the basic requirements for the professional qualities, knowledge and skills of a specialist, which are necessary

for the successful performance of professional functions. The content of educational qualification characteristics is determined by the Ministry of Education of Ukraine for each educational qualification level.

110. The educational qualification level implies the acquisition of a certain level of education and qualification. The Law of Ukraine ‘On Higher Education’ defines the following educational and qualification levels: skilled worker, junior specialist, bachelor, specialist, master.

111. An educational and vocational training program is a list of normative disciplines, indicating the total amount of time (in hours) allocated for their study and the forms of final control of each discipline.

112. Final control is conducted to evaluate the learning outcomes of students at a particular educational qualification level or at separate stages. Final control includes semester control and state student certification.

113. Full higher education is the educational level of a person’s higher education, which characterizes the formation of his or her intellectual qualities, which determine the development of a person as a person and are sufficient for him / her to obtain a qualification at a specialist or master’s educational level.

114. Ongoing supervision is carried out during practical, laboratory and seminar classes, with the purpose of checking the level of students’ readiness for certain sections (topics) of the curriculum, as well as for the completion of specific tasks. The forms of current control during training sessions and the system of assessment of students’ knowledge are determined by the relevant department (subject or cycle committee).

115. Student practice is an integral part of the process of training specialists in higher education institutions and conducted at appropriately equipped educational institutions’ practice bases, as well as in modern enterprises and organizations of various sectors of economy, education, health care, culture, trade and government. The didactic purpose of practical training of students is to master their skills, skills and ways of organizing future professional activity.

116. Practical training is a type of educational activity in which the teacher organizes a detailed examination of the students of the individual theoretical

provisions of the discipline and forms the skills and practical skills of their practical application by individual students in accordance with the formulated tasks. The main didactic goal of the practical lesson is to expand, deepen and detail the scientific knowledge obtained by students at lectures and in the course of independent work and aimed at improving the level of learning material, imparting skills, developing scientific thinking and oral language of students.

117. Curriculum – a program that defines the purpose, content, scope, procedure for studying the discipline, the level of formation of skills and knowledge, educational and methodological support.

118. Curriculum – a list of courses (disciplines) required to provide a student with a higher education qualification. The program also defines the areas of study and requirements required to qualify.

119. Learning Outcomes – specific intellectual and practical skills (competences) that result from learning the content of an educational curriculum.

120. Schedule of studies is a document of the higher education institution that ensures the full implementation of the curriculum for the conduct of training. The class schedule is developed by the dean (department) and approved by the Vice-Rector (Deputy Director) for educational work.

121. Independent work is the main means of mastering by a student's educational material at a time free from compulsory training. The study time allocated for the student's independent work is regulated by the curriculum (work curriculum) and must be at least 1/3 and not more than 2/3 of the total amount of study time allocated for the study of a particular academic discipline.

122. The semester differentiated credit is a form of final control, which provides for the evaluation of students' learning of the material in a certain discipline, mainly on the basis of the results of their individual tasks. It is planned to be conducted mostly in the absence of current and final knowledge control (module control, examination). This type of final control also does not require the mandatory presence of students.

123. The semester exam is one of the main forms of final control over the level and quality of students' acquisition of theoretical knowledge and practical skills in a particular academic discipline per semester.

124. The semester credit is a form of final control, which consists in assessing the students' learning on the basis of the results of their tasks and certain types of work during practical, seminar and laboratory classes. These results can be counted as a summary of current control without additional student questioning.

125. Semester control is conducted in the form of examination, credit or differentiated credit. These forms of control can be conducted verbally or in writing, with exam tickets, tests or in the form of an arbitrary interview.

126. Seminar training is a type of training session in which the teacher organizes students' discussion of pre-defined work curriculum topics. Seminars are held in the form of a conversation (a seminar), reviewing and discussing essays and reports, discussions. The seminars contribute to the development of students' creative autonomy, deepen their interest in science and research, educate pedagogical tact, develop language culture, public speaking skills and participation in discussions.

127. The education system – a set of interacting educational programs and state educational standards of different levels and focus; a network of educational institutions that implement them irrespective of legal forms, types and types; system of educational management bodies and their subordinate institutions and organizations.

128. Specialization – the acquisition of a person's ability to perform specific tasks and responsibilities that have particularities within the specialty.

129. Specialist – educational qualification level of higher education of a person who, on the basis of the educational qualification level of bachelor, has obtained full higher education, special skills and knowledge, sufficient to fulfill the tasks and duties (works) of a certain level of professional activity provided for primary positions in a certain type of economic activity.

130. Specialty – a set of knowledge, skills, skills in a particular area of knowledge and practical activity acquired in the purposeful preparation and experience of practical work and confirmed by the relevant document on education.

131. Higher education standard – a set of norms that determine the content of higher education, the content of education, the diagnostic tool for quality of higher education and the normative term of education.

132. Credit transfer is a ‘transfer of credit’ in the sense of recognition in the institutions of country A or other country B where these loans have been documented.

133. A study agreement is a document that defines the rights and obligations of the parties to study under the credit-modular system, and is concluded by a student admitted to the university on the one hand, and the university on the other. The learning agreement is also concluded between the educational institutions – partners in the case of the implementation of part of the education by a particular student in another educational institution. The agreement sets out a list of subjects that the students will study at the partner institution, the rights and responsibilities of the partner institutions. The form of the study agreement shall be regulated by the relevant provision approved by the Rector of the University.

134. The University is a multidisciplinary higher education institution of the fourth level of accreditation, carrying out educational activities related to the acquisition of certain higher education and qualification of a wide range of natural, humanitarian, technical, economic and other fields of science, technology, culture and arts, conducts fundamental and applied scientific research, is a leading scientific and methodological center, has a developed infrastructure of educational, scientific and scientific-production units, the appropriate level of personnel and logistical On security, promotes scientific knowledge and carries out cultural and educational activities.

135. The Faculty is the main organizational and educational structural unit of the higher education institution of the third and fourth levels of accreditation, which unites the relevant departments and laboratories.

136. Branch is a separate structural unit created to meet the needs of local labor market professionals and to bring students closer to their place of residence.

137. Forms of organization of educational process in higher educational establishments: educational classes, individual tasks, students' independent work, practical training and control measures.

138. Credit price – expressed in the academic hours of student workload in a particular specialty, fixes the amount of student's workload (complexity);

139. Higher education quality – the relevance of higher education as a social system to the socio-economic needs, interests of the individual, society and the state, reflecting competence, values, social orientation and determining the ability to meet both personal spiritual and material needs, as well as the needs of the society.

Test Tasks in the Discipline ‘Pedagogy of Higher Education’

1. The essence of the concept of ‘higher education pedagogy’ means:

- a) the science of the laws of education and upbringing of students, as well as their scientific and professional training as specialists in accordance with the requirements of the state;
- b) the science of mastering by the students who have a general secondary education and a certain social experience, special sciences, mastering relevant professional skills;
- c) the science for acquiring professional knowledge, skills, professional level of teacher;
- d) the science of higher education and upbringing of an adult;

2. The object of higher education pedagogy is:

- A) a higher education system and pedagogical processes in it;
- B) public education system and pedagogical processes in the higher education system;
- C) a secondary pedagogical systems and small pedagogical systems.
- D) studying at higher education institutions.

3. The aim of higher education pedagogy is to:

- A) provide future scientists and teachers of higher education with knowledge about the laws of origin, peculiarities of the functioning of the psyche, development and formation of properties, and personality characteristics.

B) study the patterns of mental properties and personality traits development; psychological patterns and individual differences in the acquisition of knowledge, skills and abilities;

C) study of patterns of development, education and training of students and development on this basis of the ways to improve the process of training a qualified specialist.

4. What are the main methodological categories of higher education pedagogy?

A) pedagogical process, education, educational process, self-development.

B) self-realization, pedagogical process, education, self-improvement.

C) pedagogical methods, pedagogical principles, self-education, educational process.

D) pedagogical concept, pedagogical idea, pedagogical theory, pedagogical regularity.

5. Higher education pedagogy is most closely related to such sciences as:

A) history, physiology, age psychology, defectology;

B) general didactics, psychology, sociology, philosophy;

C) pedagogy of cybernetics, economics, ecology, psychology;

D) age psychology, logic, methodology.

6. What is didactics?

A) the theory of education

B) learning theory

C) the theory of learning, education and upbringing

D) a section of pedagogy that addresses the issues of teaching methods of individual disciplines

7. The 'father' of didactics is called?

A) K. D. Ushinsky

B) Ya. M. Komensky

C) L. S. Vygotsky

D) A. S. Makarenko.

8. What role does higher education pedagogy play in developing new technologies and implementing research findings?

A) projective and constructive

B) predictive

C) analytical

9. The methods of scientific and pedagogical research are divided into the following two large groups:

A) general scientific and empirical

B) specific scientific and theoretical

C) general scientific and specific scientific

10. Which of the following is not a principle of study

A) humanization

B) maximalism

C) cultural conformity

11. The definition of ‘... orderly ways of interrelated teaching and student activities aimed at solving educational tasks’ refers to:

A) forms of training

B) principles of learning

C) teaching methods

D) training rules

12. Choose the functions of control over the educational process in higher education institutions:

A) ideological, general methodological, cognitive, prognostic, critical, axiological function

B) information and communication; regulatory and communicative; affective and communicative.

C) diagnostic, corrective, educational, educational, stimulating, evaluative, developmental, mobilizing.

13. In what documents does the content of education appear?

A) the orders, decisions of the Academic Council, methodological materials of the Ministry of Education and Science

B) the orders, training programs and plans

C) curricula, training programs, textbooks

14. A leading form of organization of the learning process in a higher education institution is:

A) a seminar

B) a lecture

C) independent educational work of students

D) a laboratory work

15. The definition of ‘... a certain structural and organizational and managerial structure of a training class depending on its didactic goals, content and peculiarities of the subjects’ and objects’ of training activity’ refers to:

A) the forms of training organization

B) a teaching method

C) principles of learning

Answers: 1. A, 2. A, 3. B, 4. Γ, 5. Б, 6.Б, 7. Б, 8. A, 9. B, 10. Б, 11. B, 12. B., 13. B, 14. Б, 15. A.

TESTS on the Theme: “Higher Education Pedagogy”

1. The essence of the concept of ‘higher education pedagogy’ means:
 - a) the science of mastering by the students who have a general secondary education and a certain social experience, special sciences relevant professional skills;
 - b) the science for acquiring professional knowledge, skills and professional level of a teacher;
 - c) the science of the laws of education and education of students, as well as their scientific and professional training as specialists in accordance with the requirements of the state.
2. The procedural category in higher education pedagogy includes:
 - a) upbringing, training, education, development, personality formation;
 - b) educational upbringing process, educational and upbringing process;
 - c) training, education.
3. What document defines the content, rights and responsibilities of the teachers of the higher education institution?
 - a) the Constitution of Ukraine;
 - b) the status of an educational institution;
 - c) the Legal Code.
4. Students’ independent educational and cognitive work is:
 - a) individual activity of students;
 - b) collective activity of students;

c) joint activity of the teacher and the student in solving educational and cognitive tasks;

5. The aim of higher education pedagogy is to:

a) provide future scientists and teachers of higher education with knowledge about the laws of origin, features of the functioning of the psyche, the development and formation of properties, and personality characteristics;

b) study the patterns of mental properties and personality traits development; psychological patterns and individual differences in the acquisition of knowledge, skills and abilities;

c) study the patterns of development, education and training of students and development on this basis of ways to improve the process of training a qualified specialist.

6. The content of education is determined by the following state documents:

a) the curriculum, the training program, the law of Ukraine 'On Higher Education';

b) the curriculum, the training program, the manual;

c) the curriculum, the law of Ukraine 'On Higher Education', the textbook.

7. What is didactics?

a) theory of upbringing;

b) learning theory;

c) theory of learning, education and upbringing.

8. A targeted, open and relatively complete set of interrelated cycles of teaching, upbringing and educational developmental interaction of the teacher and the students is...

a) a modular control;

b) a content module;

c) a training module.

9. What documents reflect the content of education?

a) orders, decisions of the Academic Council, methodological materials of the Ministry of Education and Science;

b) orders, training programs and plans;

c) curricula, training programs, textbooks.

10. The definition of ‘... a certain structural, organizational and managerial design of the training session depending on its didactic goals, content and features of the activity of the subjects and objects of training’ refers to:

- a) the forms of training organization;
- b) teaching method;
- c) principles of learning.

11. Which of the following is not a principle of study

- a) humanization;
- b) maximalism;
- c) the culture of conformity.

12. The object of higher education pedagogy is:

- a) higher education system and pedagogical processes in it;
- b) public education system and pedagogical processes in the higher education system;
- c) studying at higher education institutions.

13. The educational system includes:

- a) the purpose and tasks of education, principles and methods of education, forms and means of educational activity, assessment and control of the results of education;
- b) principles and rules of education, universal humanistic values, diagnostics of education;
- c) the socialization of the individual, the task of education, the development of individual abilities and talent.

14. Educating young people on the cultural and historical experience of their people, its traditions, customs, rituals, century’s old wisdom, and spirituality is called:

- a) patriotic;
- b) family;
- c) national.

15. A leading form of organization of the learning process in a higher education institution is:

- a) a seminar;
- b) a lecture;
- c) independent educational work of students.

Answers to the Test:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
B	a	б	a	B	a	б	B	B	a	б	a	a	B	б

Tests on the Theme: “Higher Education Pedagogy”

1. Higher education pedagogy is...

- a) a complex of theoretical and practical sciences about the processes of upbringing, training, education;
- b) a part of philosophy;
- c) the science of the laws of student’s education, as well as their scientific and professional training as specialists in accordance with the requirements of the state and society.

2. What is the role of higher education pedagogy in developing new technologies and implementing research findings?

- a) projective and constructive;
- b) prognostic;
- c) analytical.

3. Pedagogical research is:

- a) a system of purposeful interaction between the teacher and the student, aimed at forming social and personal traits;
- b) the ways in which different aspects of upbringing, education and training are explored;
- c) purposeful search for ways to improve the pedagogical process using a scientific apparatus.

4. The methods of scientific and pedagogical research are divided into the following two large groups:

- a) general scientific and empirical;
- b) specific scientific and theoretical;
- c) general scientific and specific scientific.

5. The object of pedagogical research:

- a) quality of knowledge, skills and abilities;
- b) pedagogical phenomena, facts that make up the pedagogical process;
- c) search for ways to improve the pedagogical process.

6. What document defines the content, rights and responsibilities of the teachers of the higher education institution?

- a) the Constitution of Ukraine;
- b) the charter of the educational institution;
- c) the Legal Code.

7. Forms of organization of training in higher educational institution include:

- a) laboratory work, play, discussion, lecture;
- b) consultation, homework, heuristic conversation, didactic game, lesson;
- c) colloquium, lecture, homework, lesson, laboratory work, seminar.

8. The concept of “law” in pedagogy is ...

- a) interdependence of events, facts;
- b) specific appropriate link between events, facts;
- c) ordering of events, facts.

9. Under the content of education we mean:

- a) a certain amount of scientific and systematic knowledge, skills, as well as the worldview, moral and ethical ideas that the student possesses;
- b) a certain amount of knowledge, as well as the ideological and moral-ethical ideas that the student possesses;
- c) a certain amount of knowledge, skills and abilities that a student possesses.

10. The content of education is determined by the following state documents:

- a) the curriculum, the training program, the law of Ukraine “On Higher Education”;
- b) the curriculum, the training program, the manual;

c) the curriculum, the law of Ukraine “On Higher Education”, the textbook.

11. Pedagogical technology is...

a) a thought out model of pedagogical activity in designing, organizing and conducting educational process with unconditional provision of comfortable conditions for pupils and teachers:

b) the process of preparation and transfer of information, which opens up new training options related to the unique capabilities of modern learning tools:

c) a targeted, relatively complete set of interdependent cycles of educational, upbringing and educational developmental interaction between a teacher and students.

12. Educating young people on the cultural and historical experience of their people, its traditions, customs, rituals, a lot of age-old wisdom, spirituality is called:

a) patriotic;

b) family;

c) national.

13. Harmoniously developed, highly educated, socially active and nationally conscious person, who is the bearer of national and world culture...

a) the purpose of national education;

b) the ideal of education;

c) the task of education.

14. A targeted, open and relatively complete set of interdependent cycles of learning, upbringing and educational development interaction between the teacher and the students is...

a) a modular control;

b) a modular context technology;

c) a training module.

15. The educational system includes:

a) the purpose and tasks of education, principles and methods of education, forms and means of educational activity, assessment and control of the results of education;

b) principles and rules of education, universal humanistic values, diagnostics of education;

c) socialization of the individual, the task of education, the development of individual abilities and talent.

The Key to the Test:

1. B; 2. A; 3. Б; 4. B; 5. Б; 6. Б; 7. B; 8. Б; 9. A; 10. A; 11. A; 12. B; 13. Б; 14. B; 15. A.