

The Ministry of Education and Science of Ukraine
H.S.Skovoroda Kharkiv National Pedagogical University

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HIGHER SCHOOL PEDAGOGY

IN TABLES AND SCHEMES

Manual

Kharkiv-2019

UDC 378(075.8)
LBC 74.580
ZH60

*Recommended for publishing by the editorial board of
H.S.Skovoroda Kharkiv National Pedagogical University
(minutes number 2 dated February 28, 2019)*

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Zhernovnykova O. A., Kalashnikova L. M., Zolotukhina S. T., Grineva V. M., Prokopenko A. I., Shcheblykina T.A. Higher School Pedagogy in Tables and Schemes: a Manual/ edit. L. D. Zelens'ka. – Kharkiv, 2019. – 258 p.

The manual for masters, graduate students contains the main modules on the course “Higher School Pedagogy”, which is taught in many educational institutions. The tables and schemes represent the general issues of pedagogy (subject, tasks, a system of pedagogical sciences, integral pedagogical process, methodology and methods of pedagogical research), didactics of higher education, the issues of organization of scientific and educational work with students.

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THE LIST OF BASIC NOTIONS, SYMBOLS, UNITS, SHORTENNINGS AND TERMS

HEE – higher educational establishment;

HEPE - higher educational pedagogical establishment;

SIW – students' independent work;

ICT – information and communication technology;

HSP – higher school pedagogy;

ISRT – individual scientific-research task.

FOREWORD

Present day, higher school is aimed at providing basic scientific, professional and general cultural training, obtaining educational and qualification levels in accordance with people's interests and abilities, improving scientific and professional activities, retraining and advanced training. The process of creating the country's greatest wealth, its intellectual potential, depends to a great extent on the activity of higher education. Therefore, modern society does not feel the need for domain experts possessing certain productive functions, but generally developed socially active individuals who have a fundamental scientific education, a rich internal culture.

A lecturer of a higher educational institution, apart from personal and ethical qualities has to possess pedagogical qualities. After all, in order to achieve a high level of professional and pedagogical training, it is not only necessary to know the theory of some subject, but also the essence of a pedagogical process, theory and methodology of education and training, and their basic principles, methods, laws, forms of organization, that is to be psychologically and pedagogically competent. It is for this purpose that the course "Higher School Pedagogy" was introduced at higher educational institutions.

The manual contains module "Higher School Pedagogy", which is a component of the programme of the discipline "Pedagogy" for the educational level "Master". The tables and schemes include basic concepts, classifications, categories, stages, tasks, functions, etc. All the schemes are presented in the form that is easy to understand.

The materials of the manual "Higher School Pedagogy in Tables and Schemes" can be used in organizing the training of masters, post-graduate students, young teachers of higher educational institutions.

Module 1. Higher School Pedagogy as a Science, its Categories and Tasks.

Holistic Pedagogical Process in Higher School

Aim: to help to master the basic concepts of the topic, to highlight the essential features of higher school pedagogy as a science; to reveal the essence of pedagogical process integrity.

Basic concepts: pedagogy, higher school pedagogy, object and subject of higher school pedagogy, purpose, tasks, functions, categorical and conceptual mechanism of higher school pedagogy, methodological categories, pedagogical theory, pedagogical concept, pedagogical idea, pedagogical regularity, pedagogical process, learning, education, heredity, environment, personality activity, pedagogical process, integrity of the pedagogical process, pedagogical interaction, components of the pedagogical process: purposeful, informative, procedural, efficient, analytical corrective; stages of pedagogical process, pedagogical stage, main stage, final stage.

Plan

- 1.1. Subject, task, main categories of HSP
- 1.2. Factors of personality development
- 1.3. The system of pedagogical sciences, sources of their development, the connection of pedagogy with other sciences
- 1.4. The concept of the pedagogical process and the characteristics of its components
- 1.5. The regularities of the pedagogical process

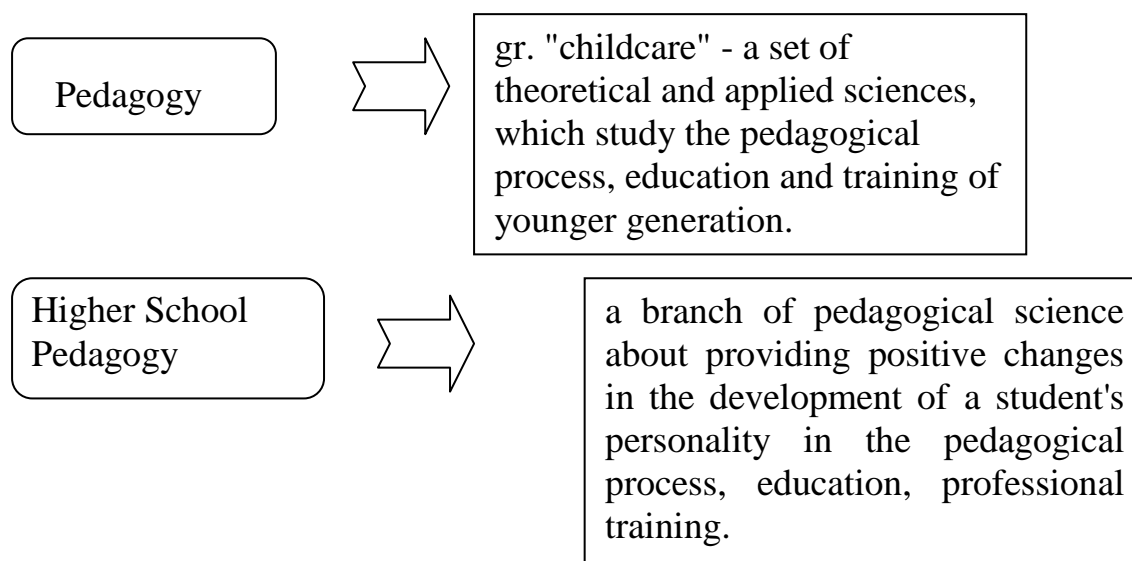
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1.1. Subject, Tasks, Main Categories of HSP

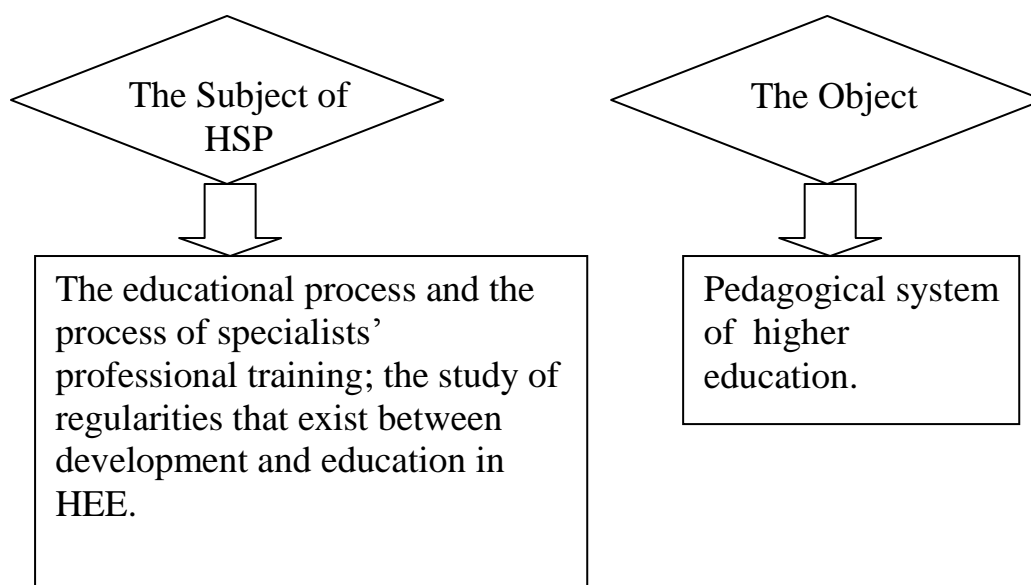


Scheme 1.1. Definition of the concept of "pedagogy" and " higher school pedagogy"

Table 1.1

Stages of Pedagogy Development

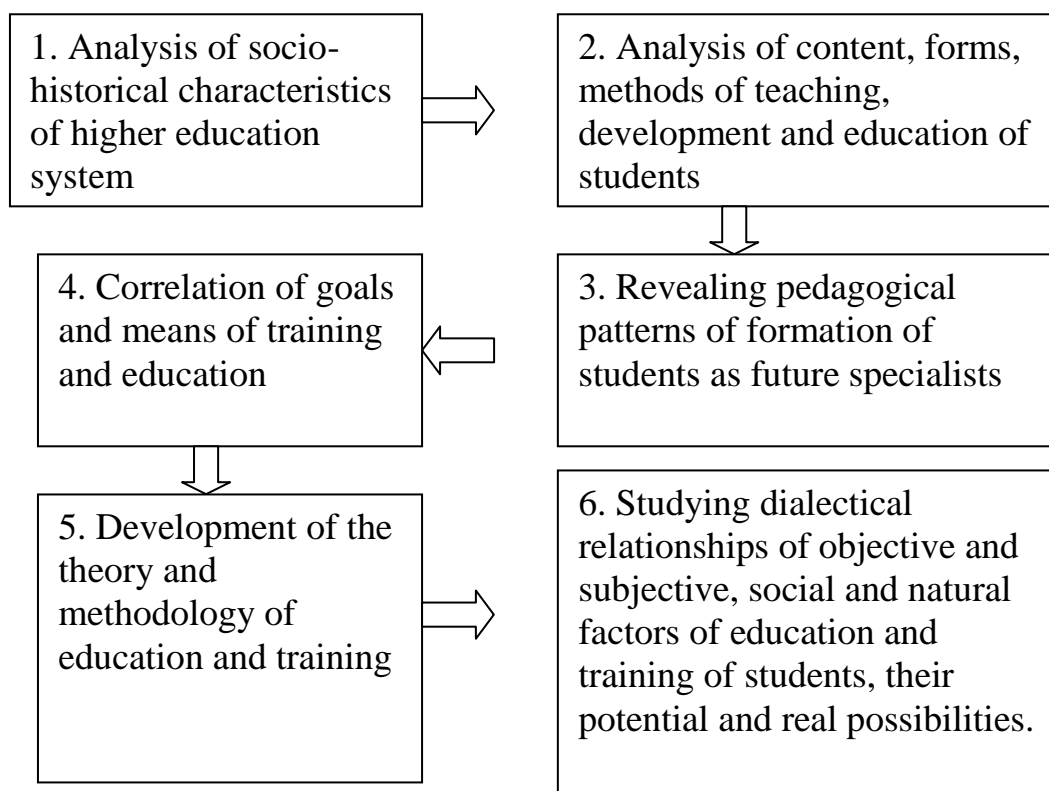
Stage	Essence
Stage I (pre-scientific)	Pedagogical knowledge is systematized on the basis of the acquired empirical experience of education and learning in the form of folk wisdom.
Stage II	The emergence of theoretical concepts of education and learning within philosophy, and from the XVII century pedagogy develops as an independent science.
Stage III	The development of science as a system.



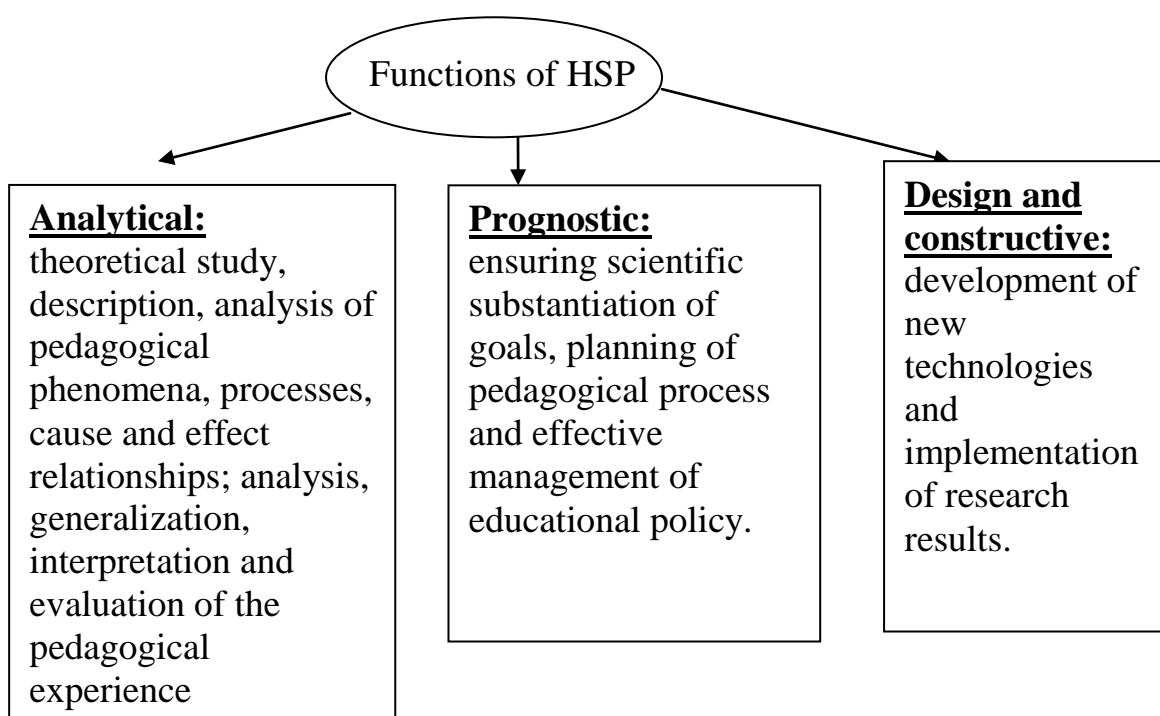
Scheme 1.2. Scientific mechanism of HSP.

The Subject of Higher School Pedagogy

A.Aleksiuk	<u>The subject</u> of higher school pedagogy is the process of creating and functioning of the actual relations of students of higher educational institutions, which provide the opportunity to form a spiritually rich, respectable, conscious citizen, a highly-qualified specialist in various branches of national economy, science, technology, culture, education, etc., a patriot of Ukraine.
N.Kuzmina	<u>The subject</u> of pedagogy is defining the laws of management of such a pedagogical system, the purpose of which is the training of specialists who, based on civil positions, can solve industrial or scientific tasks and be responsible for their solution.
K.Vasyliiev	<u>The subject</u> of higher school pedagogy is the process of formation of young specialists under the conditions of university education, which doesn't involve only their training and education in higher educational establishments, but also the educational effect of the environment (in the broad sense) in which students live.
S.Vitvytska	<u>The subject</u> is: the educational process and the process of professional training of a specialist, the cultural elite of modern society; learning of natural relationships that exist between development, education and training in higher education; the development on this basis of methodological, theoretical and methodological problems of becoming a modern specialist in any field of material or spiritual production.



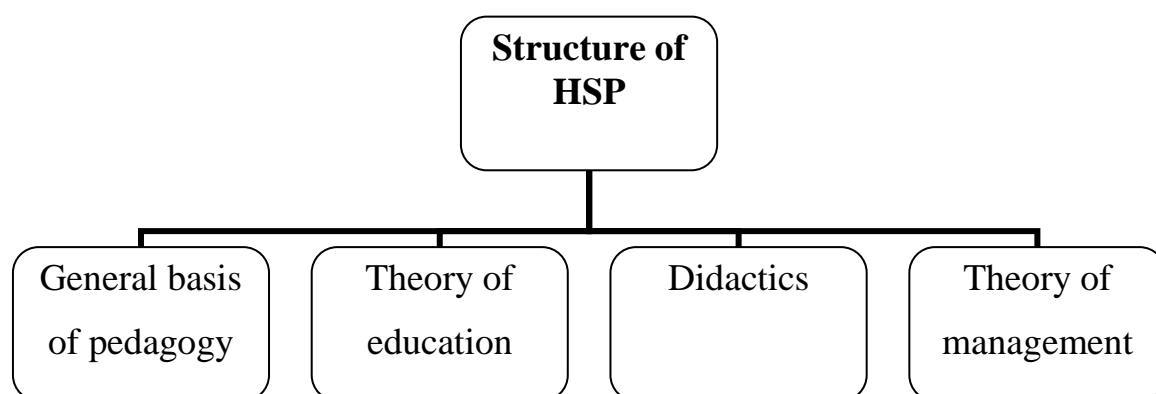
Scheme 1.3. The task of the HSP



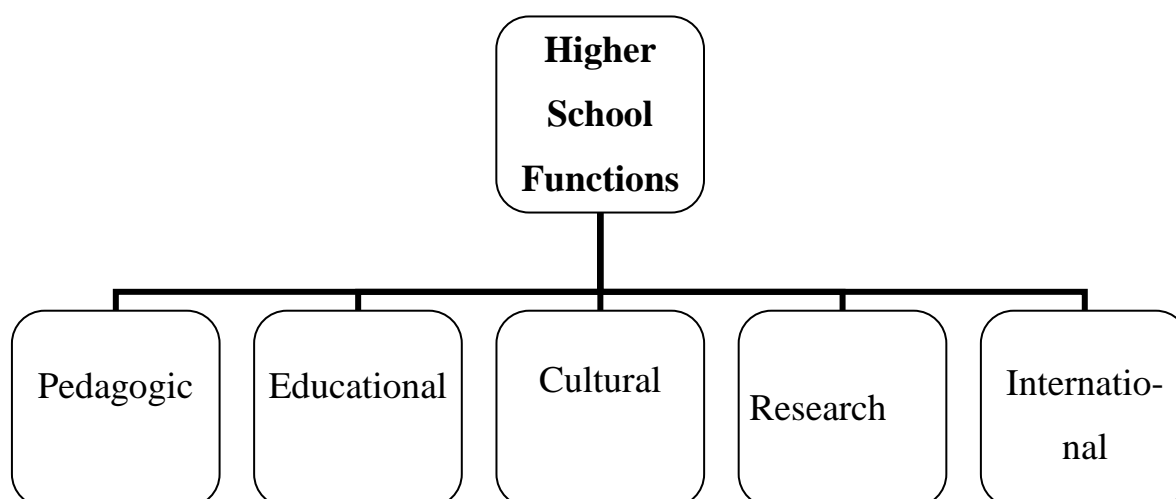
Scheme 1.4. The essence of functions of HSP

High School Categories

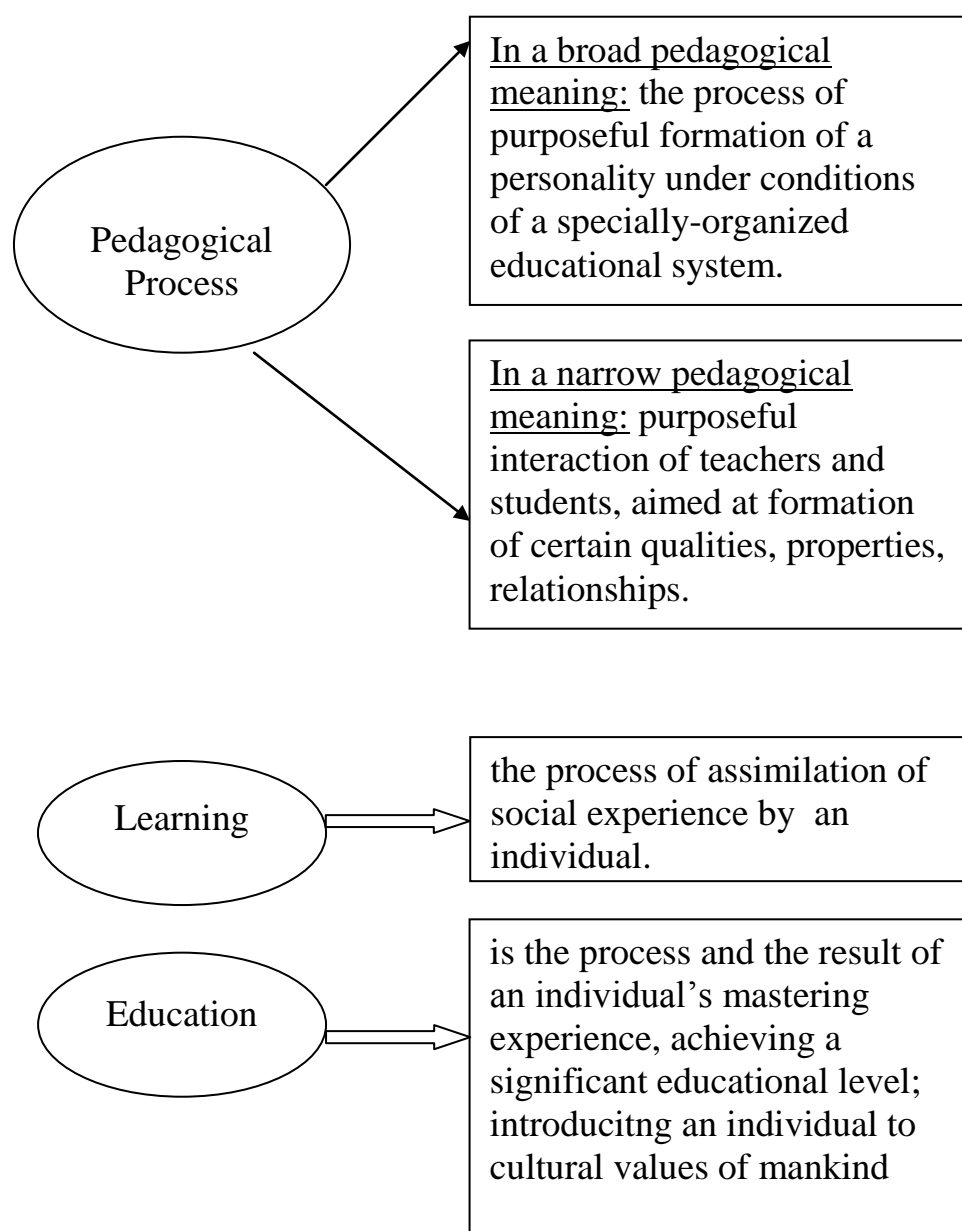
Categories	Essence of categories
Methodological	<i>Pedagogical theory</i> is a system of scientific and pedagogical knowledge, which describes and explains the elements of real pedagogical activity in a higher educational establishment.
	<i>Pedagogical concept</i> is a system of critical views on real university reality and the corresponding search and offer of new constructive ideas.
	A <i>pedagogical idea</i> is a new direction of thought, statement or detailed model that reflects certain relations or relationships in high school reality.
	<i>Pedagogical pattern</i> is an objectively repeated sequence of phenomena.
Procedural	Education, training, development, personality formation; educational process.
Essential	Purpose, tasks and contents of the education, professionogram of a specialist (a teacher), activity (teacher's and student's), differentiated and individual approaches, prediction of the effects of pedagogical influence, planning of educational work; forms, methods and means of education and training, pedagogical technologies of education and training, management of educational process, students' independent work, students' scientific and research activity, humanization and humanitarization of higher educational institutions.



Scheme 1.5. Structure of HSP

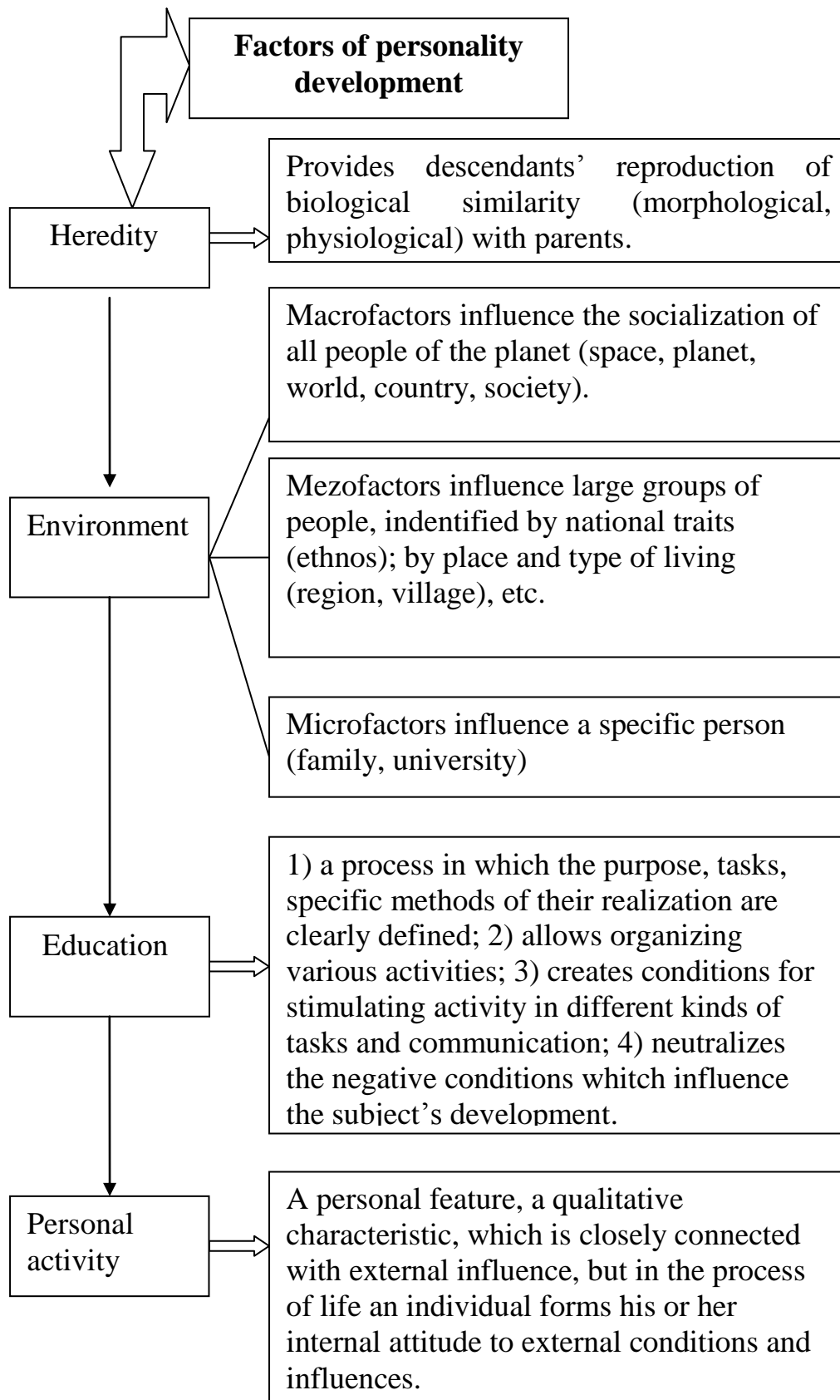


Scheme 1.5. Higher School Functions



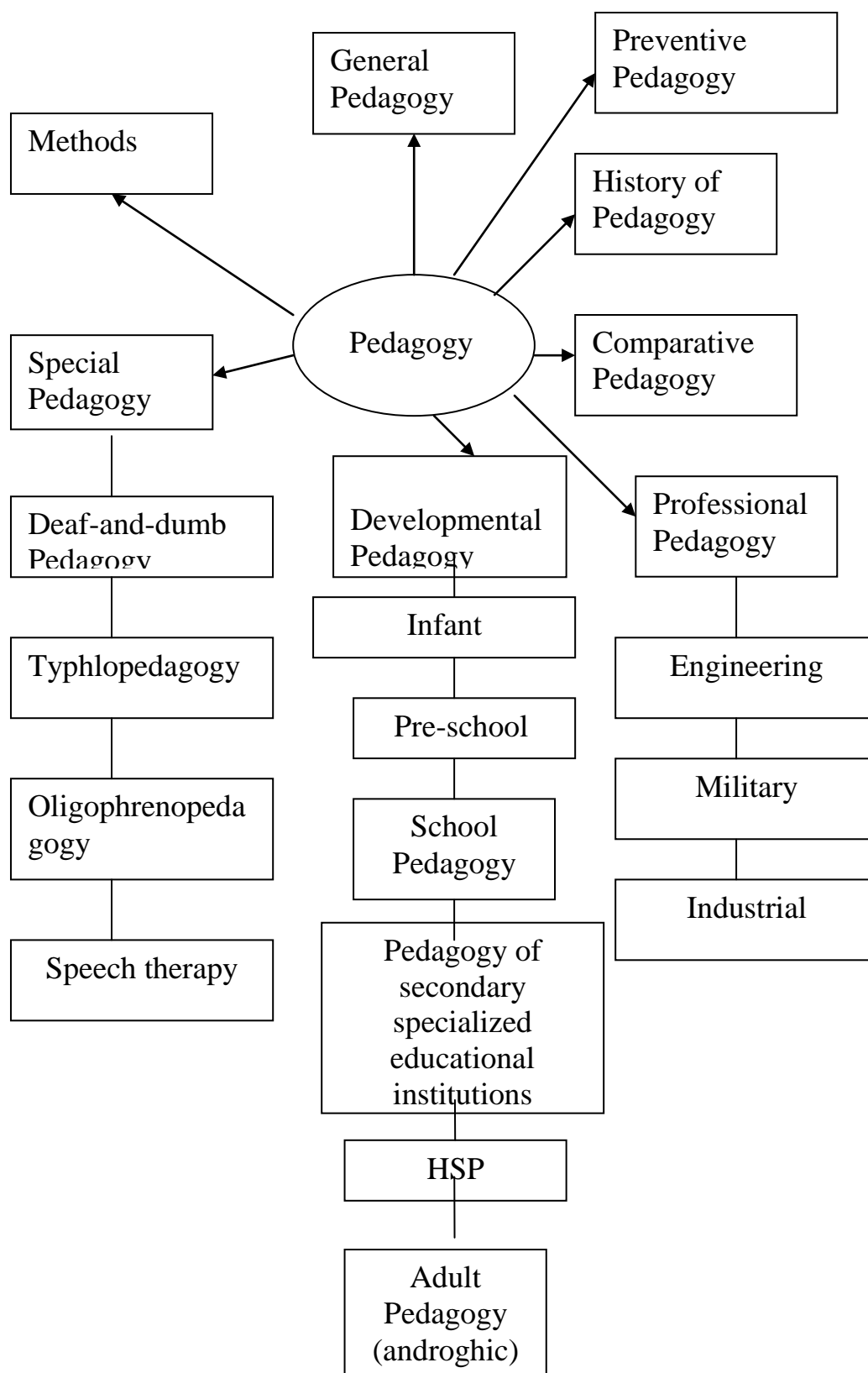
Scheme 1.7. Major categories of HSP

1.2. Factors of Personality Development

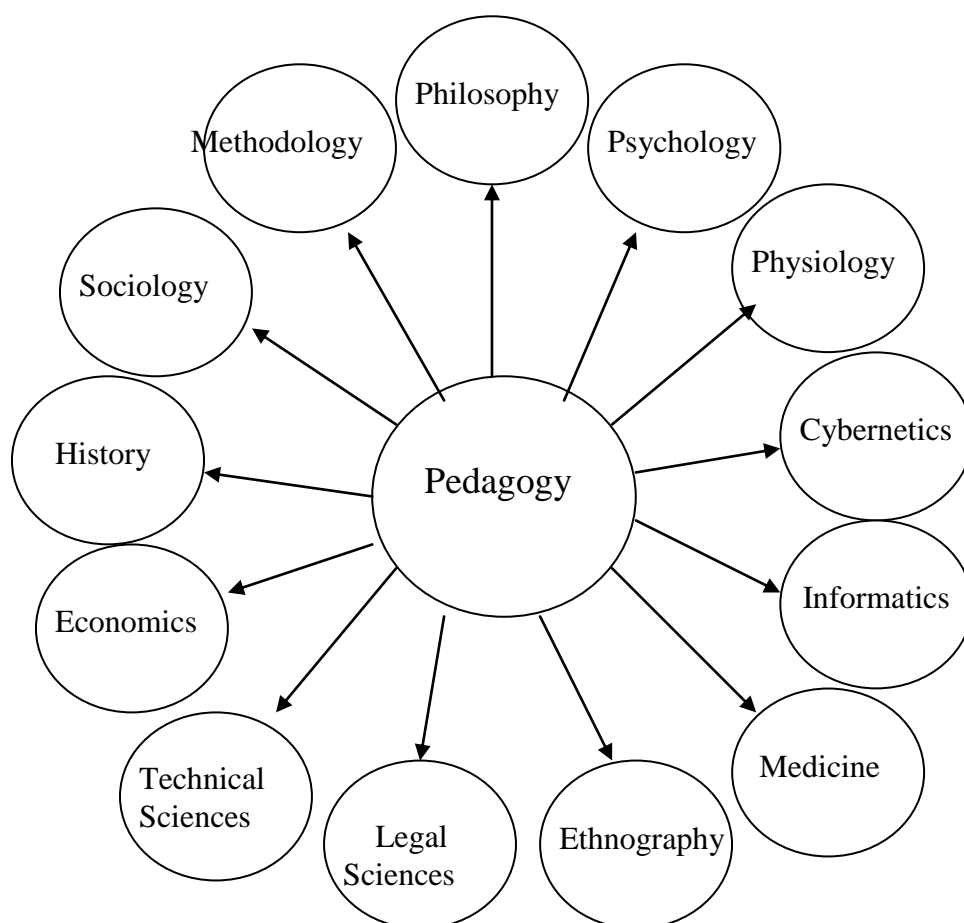


Scheme 1.8. The relationship between the factors of personality development.

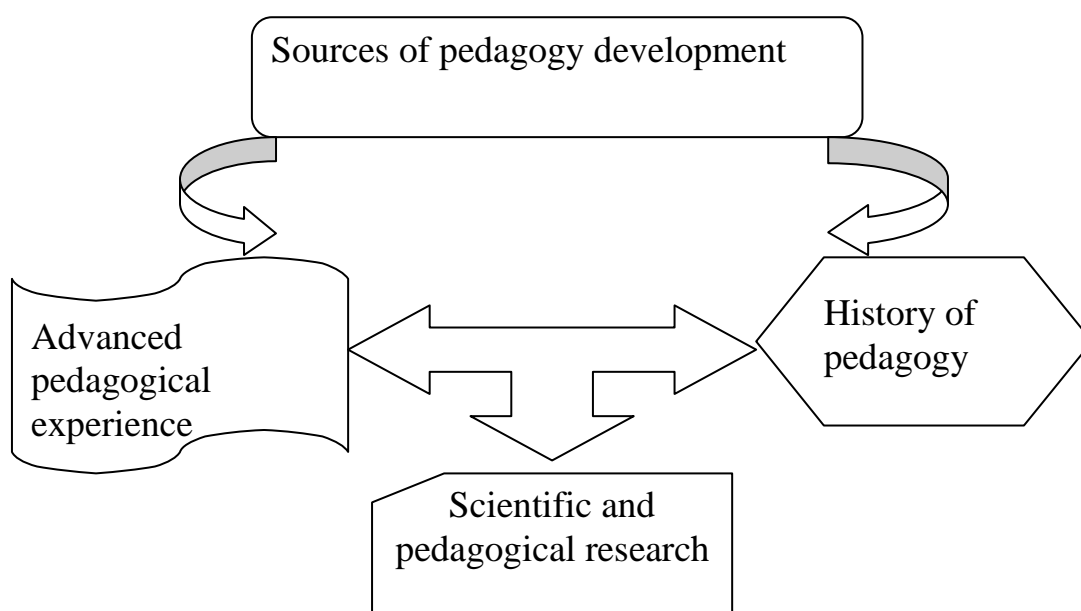
1.3. The System of Pedagogical Sciences, Sources of their Development, the Connection of Pedagogy with other Sciences



Scheme 1.9. The System of Pedagogical Sciences

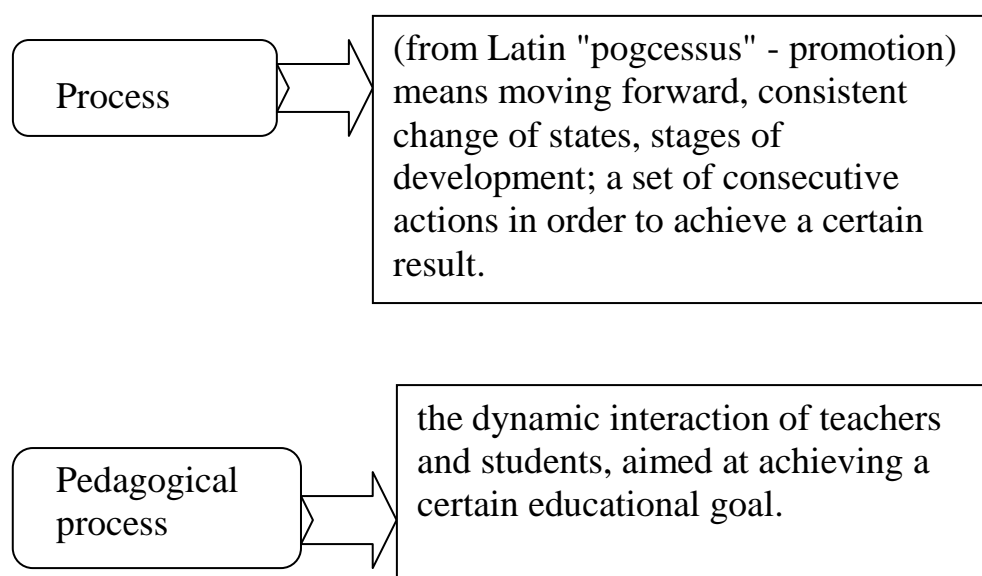


Scheme 1.10. Connection of pedagogy with other sciences

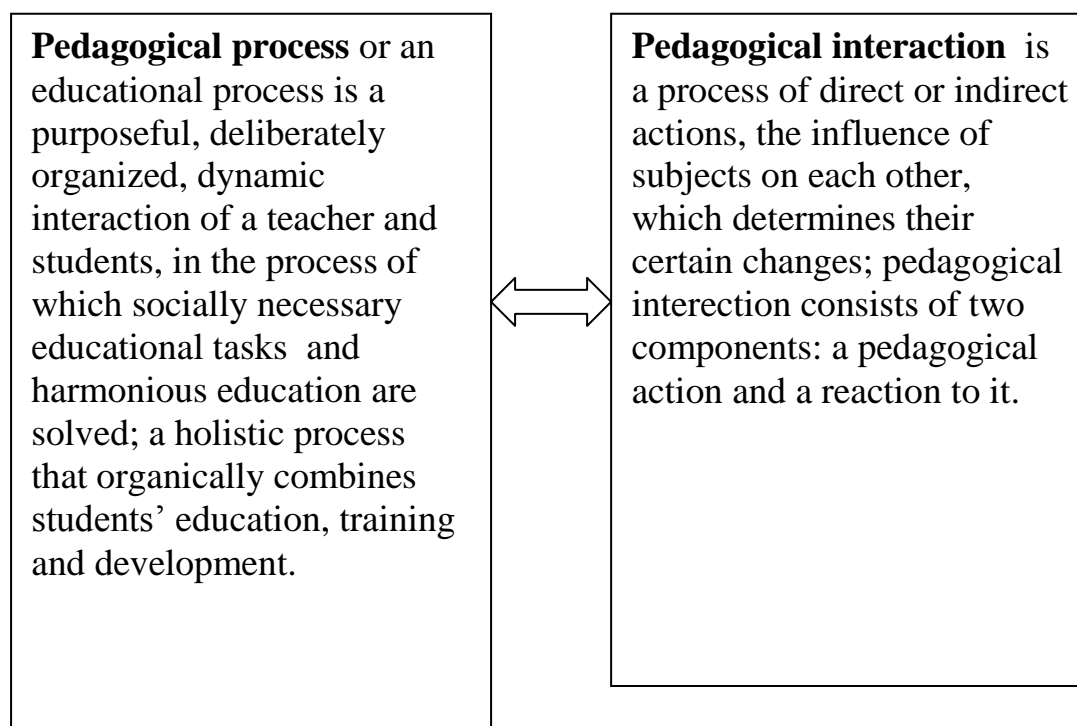


Scheme 1.11. The unity of the sources of pedagogy development.

1.4. The Concept of the Pedagogical Process and its Components Characteristic



Scheme 1.12. The definition of the pedagogical process

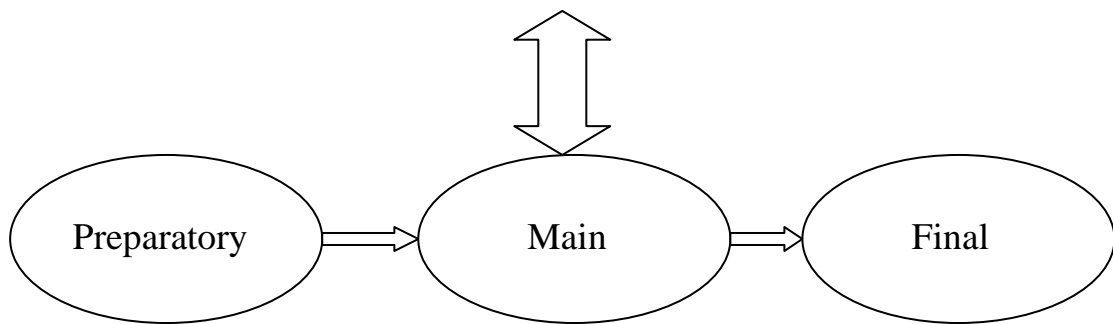


Scheme 1.13. Functional connection of the pedagogical process and pedagogical interaction

Components of a Holistic Pedagogical Process in HS

Component Name	Content
1. Target component	The development of student's main spheres of life (intellectual, sensory-volitional), self-development, providing professional competence.
2. Contents component	Ensuring students' mastering of the experience of mankind, which is necessary for individual's successful activity, one's self-development.
3. Procedural component	Ensuring achievement of the goal with the help of certain technologies, methods, means, i.e organization of the educational process of communication, certain types of activities.
4. Optional component	Defining changes in the development of a personality, levels of its competence, system of life relationships, attitudes, values.
5. Analytical and Corrective Component	A profound analysis of the results by the subjects of the pedagogical process and making certain changes for its improvement, if necessary.

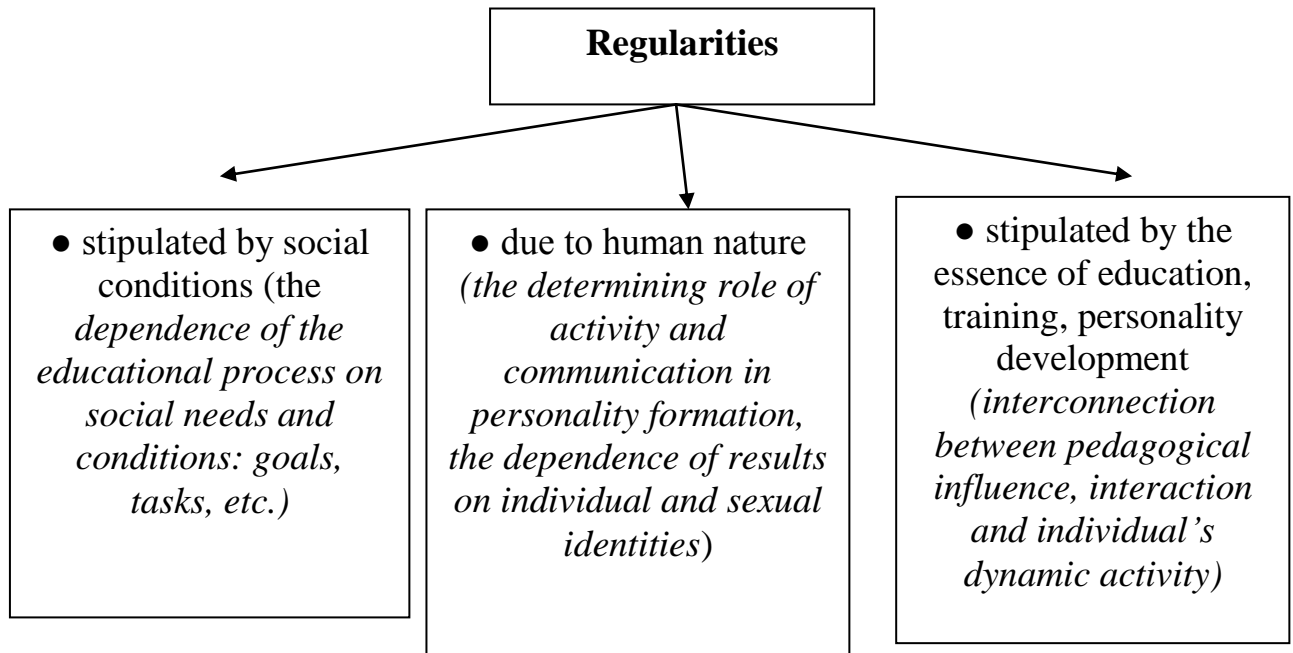
The Stages of the Pedagogical Process Organization



Scheme 1.14. The relationship between the stages of the pedagogical process organization

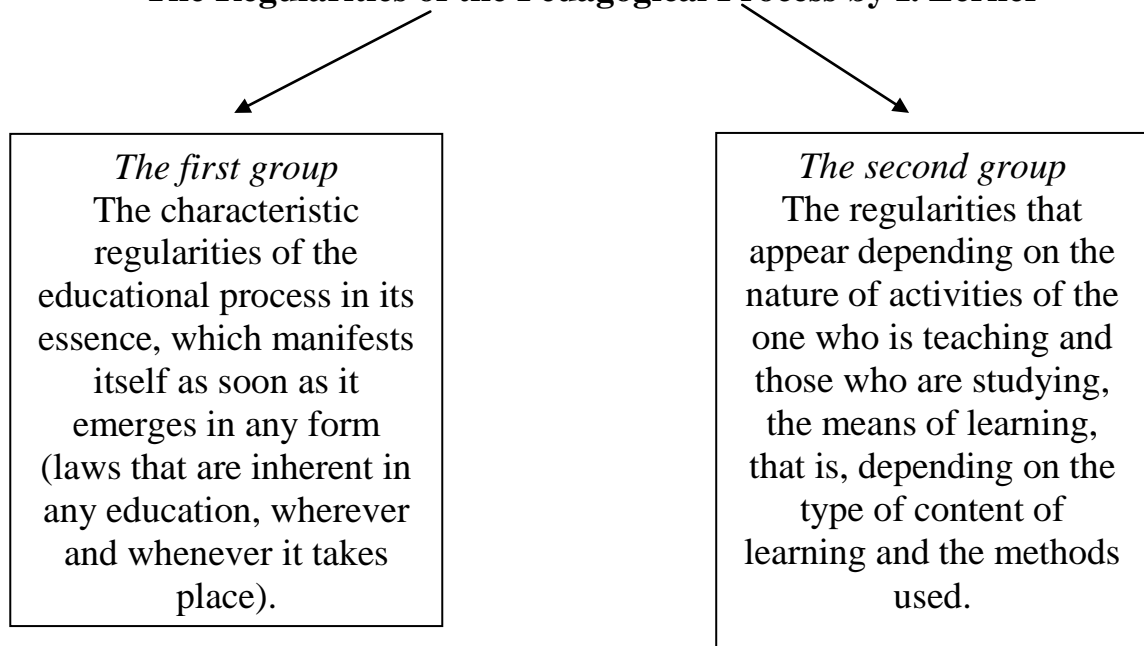
1.5. The Regularities of the Pedagogical Process

Pedagogical regularities are objectively existing, stable, necessary and significant connections between pedagogical phenomena, processes, and separate components of the pedagogical process, which are repeated.



Scheme 1.15. Types of regularities

The Regularities of the Pedagogical Process by I. Lerner



Scheme 1.16. Classification of the regularities of the pedagogical process by I. Lerner

Module 2. The Methodology of Higher School Pedagogy, the Methods of Scientific and Pedagogical Research

Aim: to master the basic concepts of the topic, to know their essence, to be able to distinguish them, to provide a brief description of the main philosophical trends, to give the examples of scientific and pedagogical research methods, to learn different approaches and interpretations of the proposed material, to highlight common and distinctive features, to analyze given classifications.

Basic concepts: methodology, the levels of methodology: the regulatory level, the normative level; pedagogical values, pedagogical anthropology, the methods of scientific and pedagogical research, experiment types and stages.

Plan

- 2.1. The concept of the methodology of higher school pedagogy and its level
- 2.2. The characteristics of certain philosophical trends.
- 2.3. The approaches to the study of pedagogical phenomena and processes.
- 2.4. The methods of scientific and pedagogical research.

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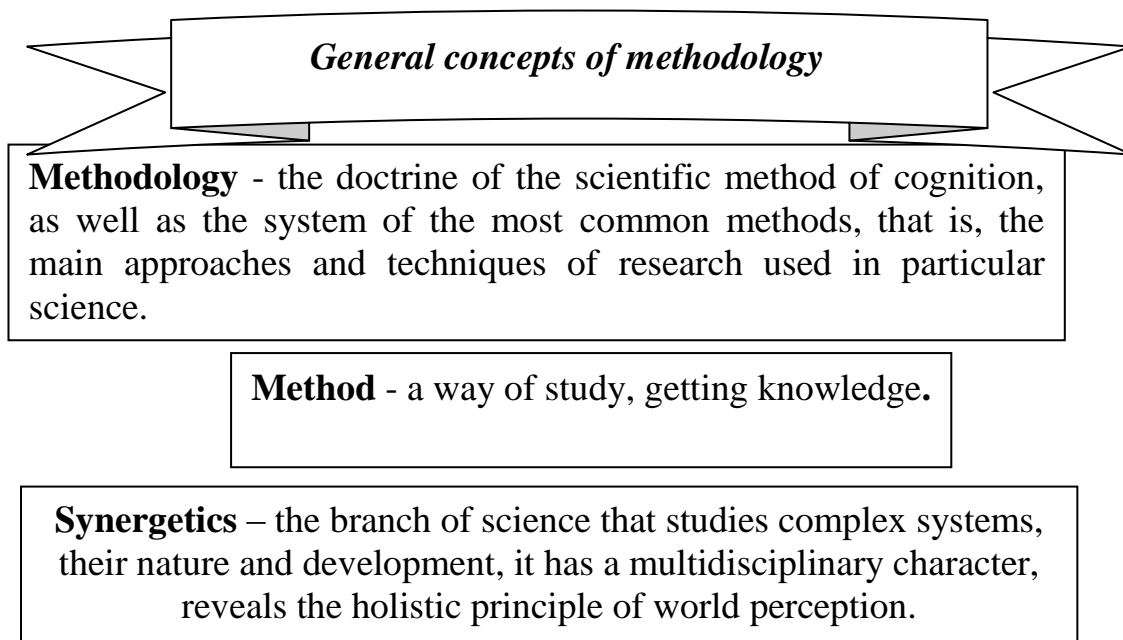
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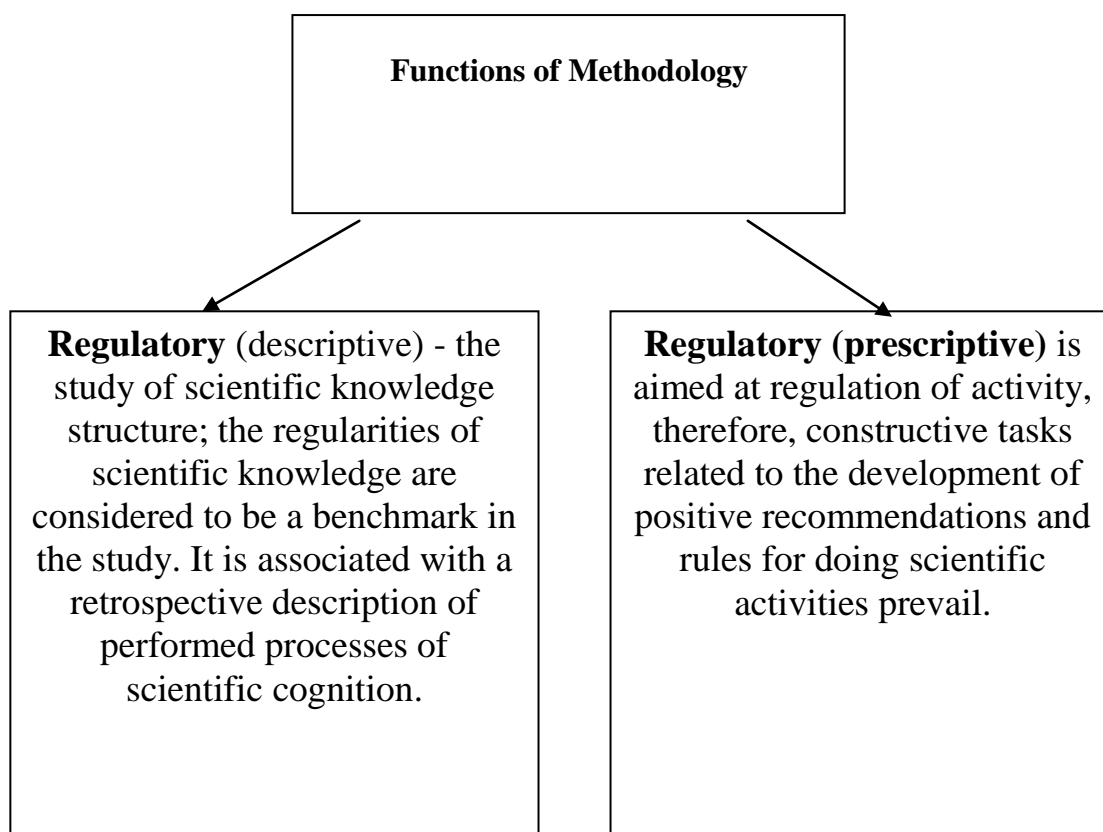
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2.1. The Concept of the Methodology of Higher Education Pedagogy and its Levels





Scheme 2.1. The essence of functions of methodology

Table 2.1

Levels of Methodology		
Name	Essence	Categorical apparatus
Philosophical level	Branch of philosophy, the philosophical doctrine about methods of cognition and transformation of reality	Extremely broad concepts such as <i>cause, effect, necessity, chance, etc.</i>
General scientific methodology	Theoretical conceptions used in many scientific research works	<p>I. Logical processes of general character: <i>analysis and synthesis, abstraction and generalization, induction and deduction, interpretation and understanding, description and definition.</i></p> <p>II. Empirical methods: <i>observation with empirical description, experiment and explanation, empirical hypothesis, empirical generalization .</i></p> <p>III. General scientific: <i>historical, logical, system-based, cybernetic, synergistic .</i></p>

Table 2.1 (Continued)

Partly scientific methodology	Scientific methodology as a set of methods, research principles, which are used by particular sciences	There are certain methods used for specific sciences (<i>the method of spectral analysis, electron microscopy</i>).
Technological methodology	Methodology and technique of research, the set of procedures that ensure receiving probable empirical material and its processing.	

2.2. The Characteristics of Particular Philosophical Trends.

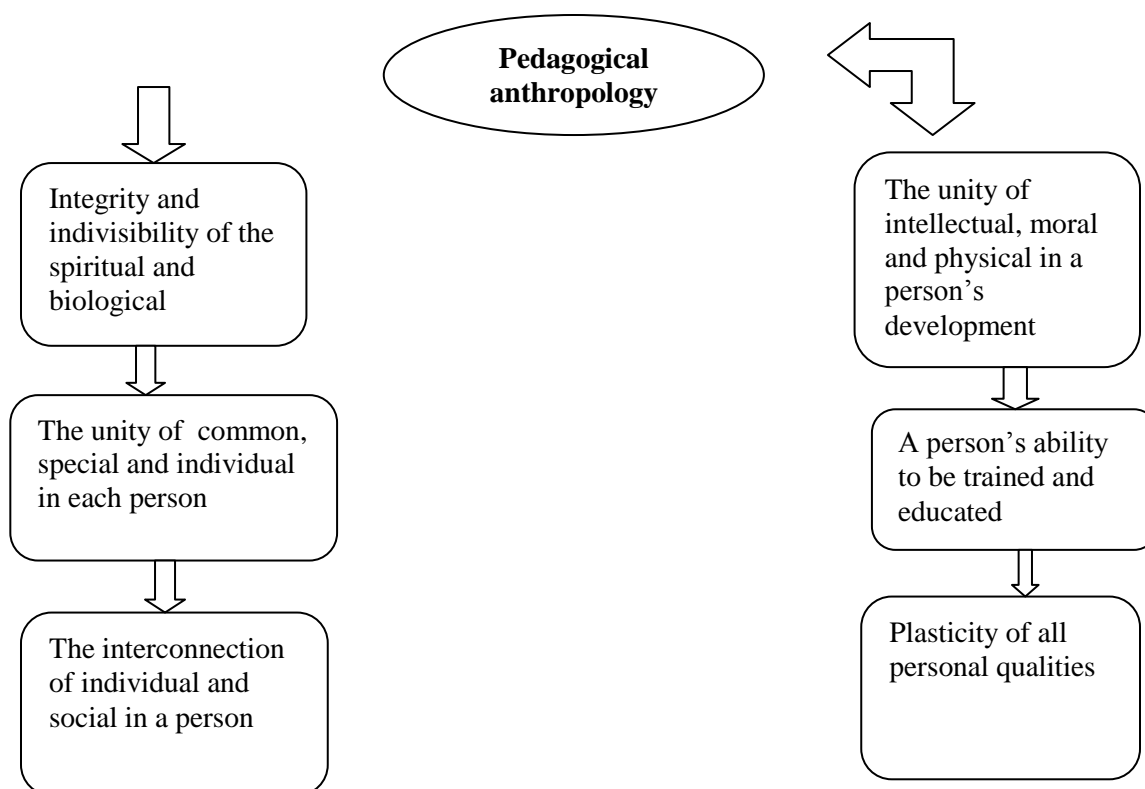
Philosophical Trends

Table 2.2

Trend	Founders	Idea
Existentialism (philosophy of existence)	M. Berdyaev, L. Shestov, M. Heidegger, K. Jaspers, J. Sartre, A. Camus, E. Brayzakh	A person obtains freedom in the process of self-cognition. The purpose of education is to teach a person to "create himself as a personality", which requires the creation of conditions for choosing what oneself wants to be, one's essence.
Neotomism	T. Aquinas, J. Marien, W. Cunningham M. Adler, M. Kazotti	The system of education and training should be aimed at the development of a person's desire to approach God.
Positivism	Physicists, chemists, mathematicians	Absolutization of natural sciences and their methods. Its representatives consider problems related to the development of society and social contradictions pseudoscientific. The true science, in the opinion of the representatives of positivism, does not need any philosophy.

Table 2.2 (Continued)

Neo-positivism	Physicists, chemists, mathematicians	The modern form of positivism does not recognize the possibilities of philosophy as a theory of philosophical problems cognition, contrasts science and philosophy. The main thing is not knowledge, but the methods of its acquisition.
Pragmatism	J. Dewey T. Brameld A. Maslow, E. Kelly	The main concepts of pragmatism are "experience" and "work". Any knowledge, real (true), if obtained in the process of a person's experience, is useful for him / her.
Dialectical materialism	K. Marx, F. Engels	It reveals general laws of the development of nature, society, and thinking: matter is primary, consciousness is secondary. A personality is the object and the subject of public relations. The leading role in the personality development belongs to education.
Pedagogical anthropology	K. Ushinsky	Systemic use of data of all the sciences about a person as a subject of education, reflecting the idea of human integrity .



Scheme 2.2. Components of pedagogical anthropology

2.3. The Approaches to the Study of Pedagogical Phenomena and Processes

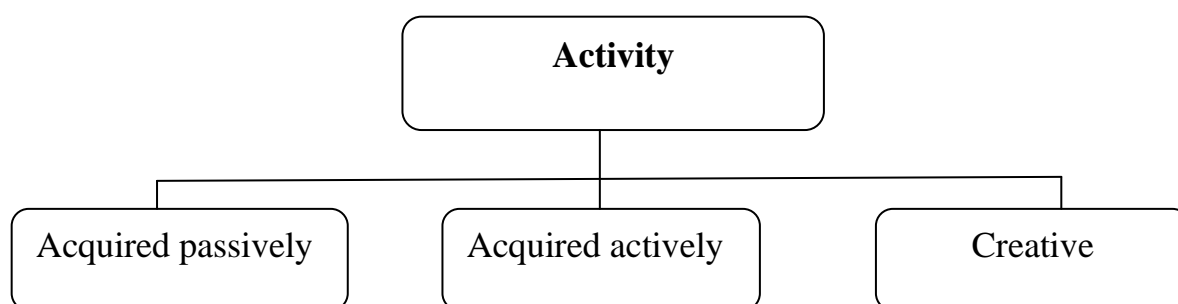
Table 2.3

Scientific Approaches of HSP and the Ways of Their Implementation

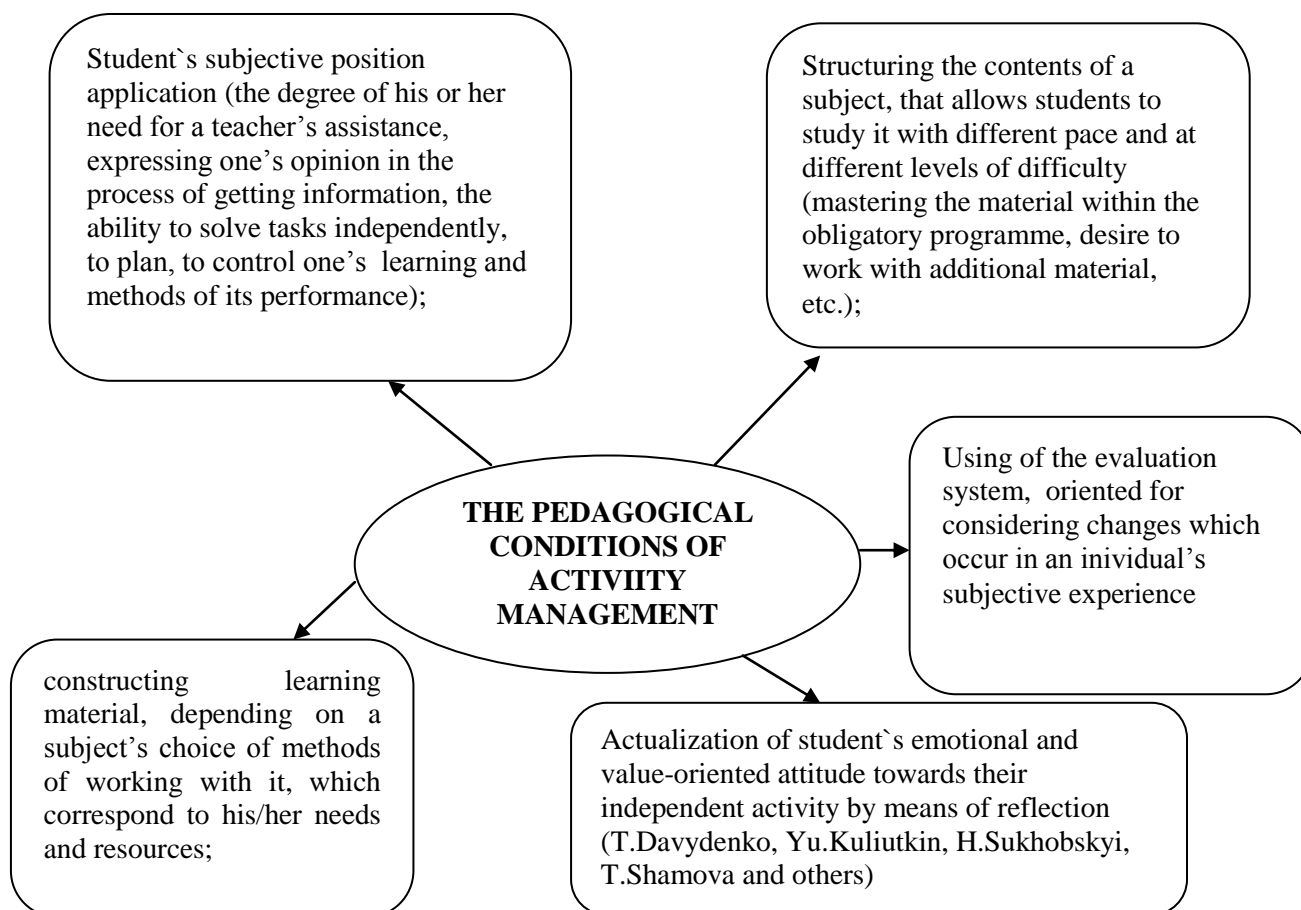
<i>No.</i>	<i>Name</i>	<i>The ways of implementation</i>
1	Systemic approach	It focuses on the definition of education and training as a goal-oriented activity of subjects of the pedagogical process, the implementation of the unity principle of theory, experiment, practice, etc.
2	Personal-activity approach	a) value-oriented attitude, positive motives of the subject of activity; b) including personal experience into the educational process, which includes such elements as cognitive (knowledge), operational (ability), axiological and is characterized by personal values, attitudes.
3	Resource approach	a) the implementation of a student's subjective position (the degree of his need for a teacher's guidance, expressing his / her thoughts while getting information, the ability to solve tasks independently, planning, monitoring personal learning, the ability to fulfill it); b) structuring the contents of a subject that allows students to study it with different pace and at different levels of difficulty; c) constructing learning material, depending on a subject's choice of methods of working with it, which correspond to his/her needs and resources; d) using the evaluation system, aimed at considering changes that occur in an individual's subjective experience; e) stirring up the students' emotional and evaluation attitude to their independent activity by means of reflection. The principle of ergonomics, ensuring individual way of a student's development, his / her positive feedback. It facilitates learning individualization.

Table 2.3 (Continued)

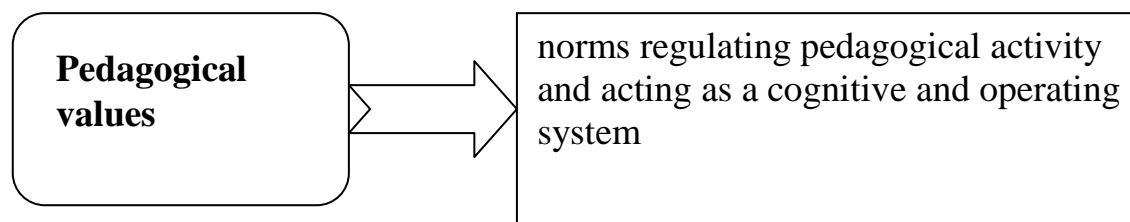
4	Axiological approach	The study of phenomena in terms of identifying whether they can meet a person's needs, solve the task of society humanization. Social and cultural experience acquisition.
5	Competency-based approach	Supposes axiological, motivational, reflexive, cognitive, operational-technological and other components of learning outcomes that do not reflect only gaining knowledge and acquiring skills, but also the experience of emotional and value-oriented attitude.
6	Achmeological approach	Professionalism as a high achievement in a personal development, achmeological technology is a technology of self-development and ensuring the achievements of each person as a subject of work in a professional activity.



Scheme 2.3. Types of activity



Scheme 2.4. Pedagogical conditions of activity realization on the basis of resource approach



Scheme 2.4. Definition of pedagogical values

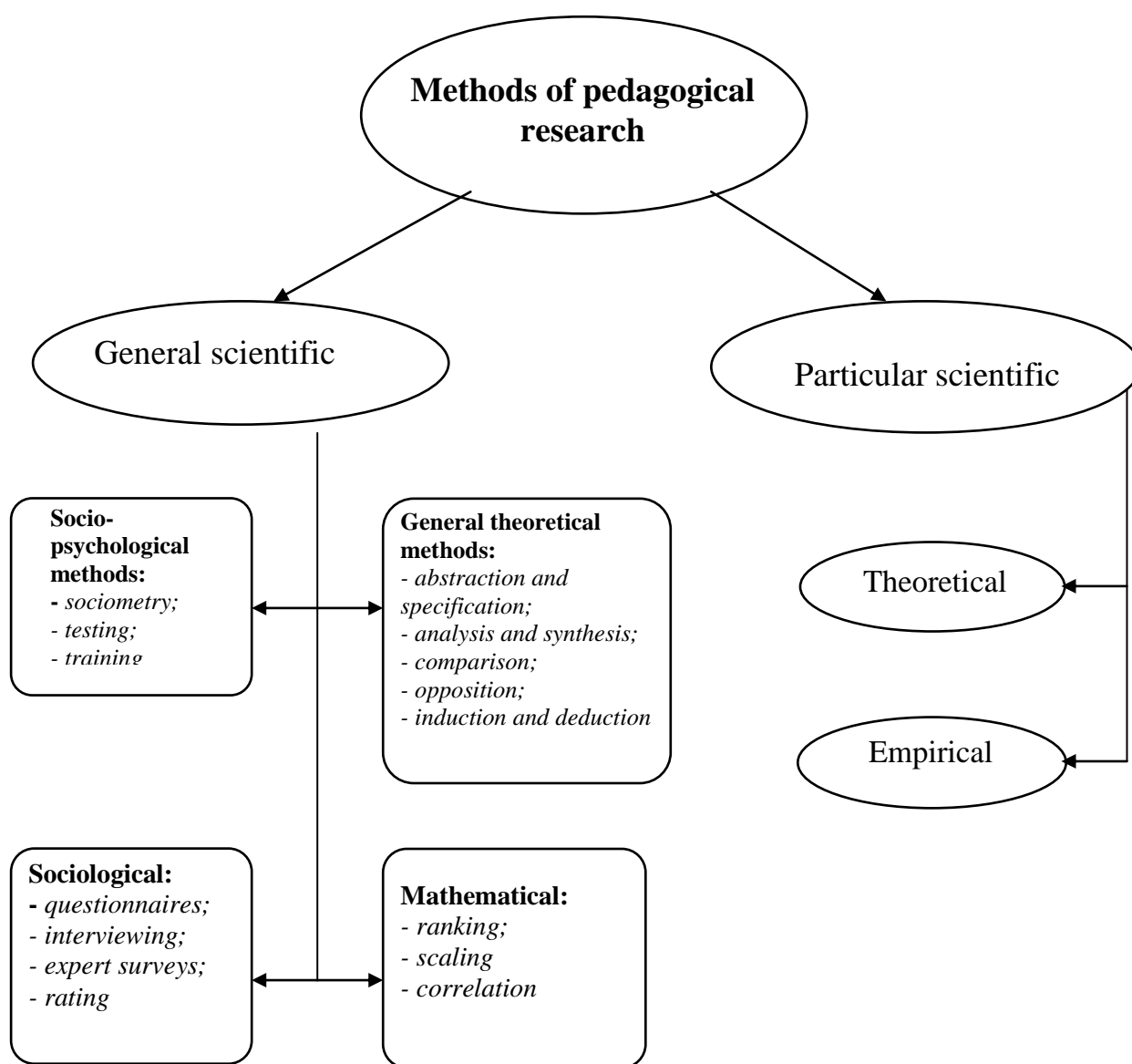
Table 2.4

Groups of Pedagogical Values

Groups	Essence
Socio - pedagogical	The total unity of thoughts, ideas, norms, rules, traditions, regulating the activity of society in the field of education.
Group-oriented pedagogical	Ideas, concepts, norms regulating and directing pedagogical activity within certain educational institutions.
Personality-oriented - pedagogical	Socio-psychological units which reflect goals, motives, ideals, settings and other personal characteristics, which altogether constitute a system of personal value orientations.

2.4. Methods of Scientific and Pedagogical Research

Methods of scientific and pedagogical research is the ordered set of techniques, methods of studying different sides of the pedagogical process in order to achieve a certain scientific purpose.

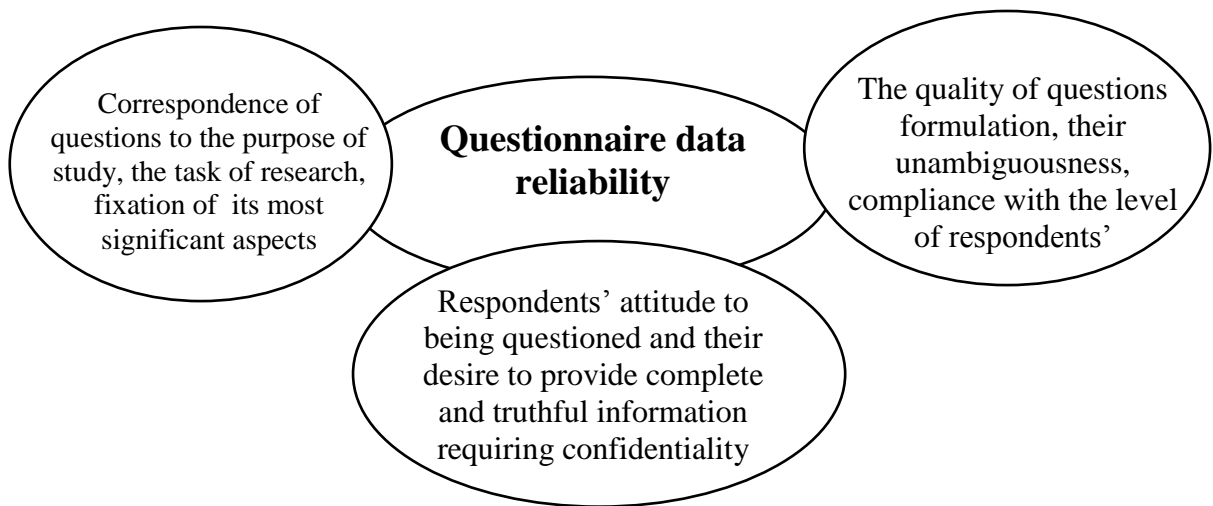


Scheme 2.5. Methods of pedagogical research

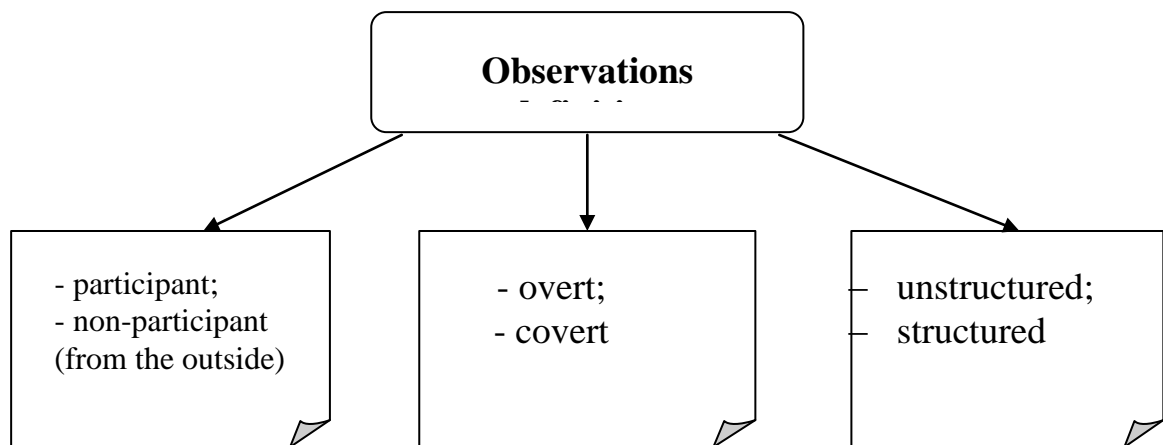
Table 2.5

Classification of Particular Scientific Methods

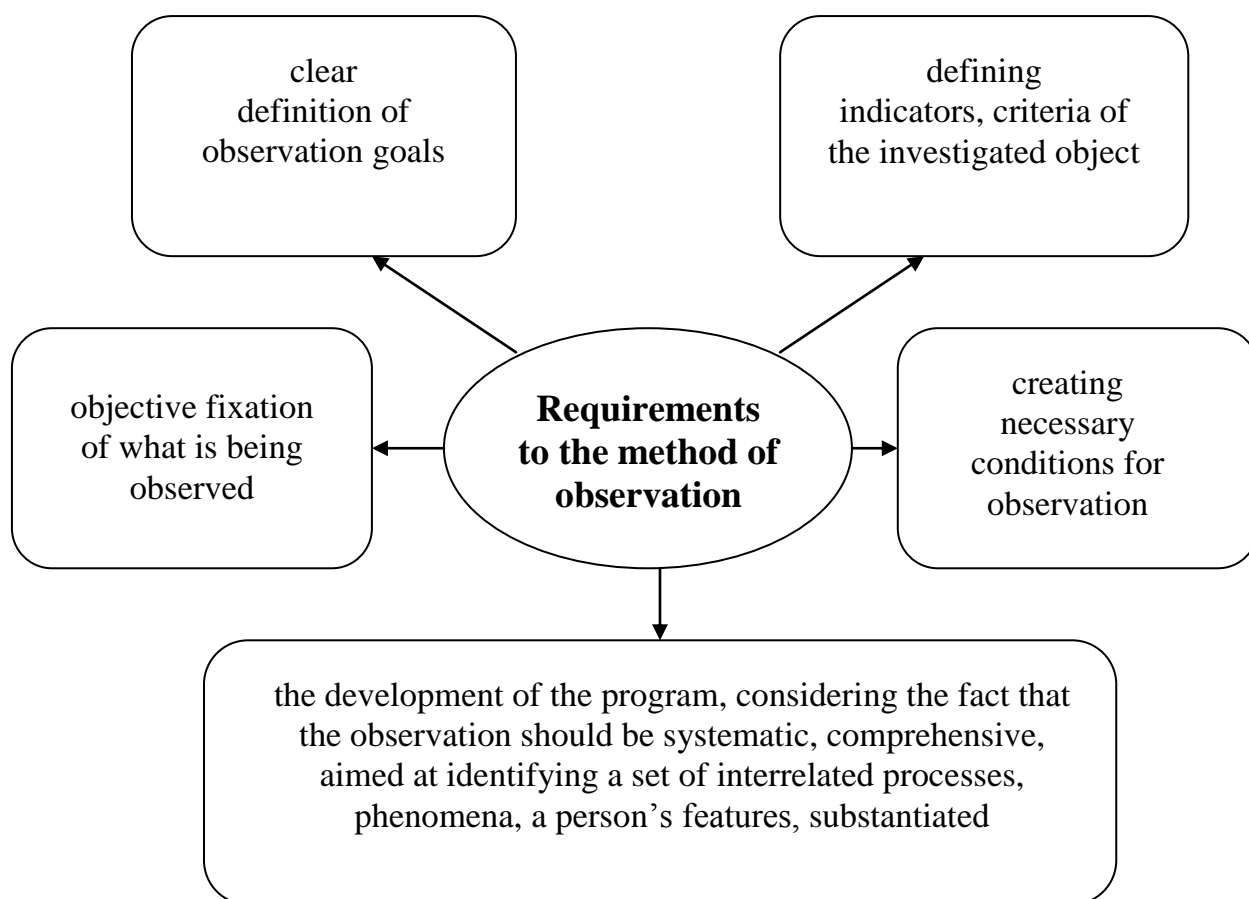
<i>Empirical</i>	<i>Theoretical</i>
<p><u>Observation</u> - is a purposeful perception of any pedagogical phenomenon during which a researcher receives factual material.</p> <p><u>Methods of studying the products of a person's activity</u>: to give an idea of a student's system of working.</p> <p><u>The conversation method</u> helps to find out the features of pedagogical phenomena, assessments, judgments, thoughts, motives of behavior, actions, which can't be observed directly.</p> <p><u>Interview</u>: identifying the respondents' ratings and positions.</p> <p><u>Questionnaire</u>: obtaining information about definite phenomena, individual's requests, their attitudes, motives of activity, etc.</p> <p><u>Sociometry</u>: identifying the subject's attitude to the surrounding people in various situations, his place in the team.</p> <p>The <u>rating method</u>, that is, assessments of some or other aspects of activity, a person's qualities by competent experts.</p> <p>The method of <u>pedagogical consilium</u> (Yu. Babanskyi): a collective discussion of the results of the study of an individual based on a definite programme and common features, their assessment, drawbacks identification, the development of means of overcoming drawbacks.</p> <p><u>Pedagogical testing</u> as the purposeful study allows studying the features of the pedagogical process objectively using specially designed tasks.</p> <p><u>Experiment</u>: creating conditions for determining the relationship between pedagogical means and the results of their use under precisely established conditions.</p>	<ul style="list-style-type: none"> • The Study of scientific literature; • the study of normative and instructive and methodical documents; • the analysis of university documentation; • bibliographic method; • referencing; • making notes; • annotation; • citation; • historical-genetic method; • modelling method; • analysis, synthesis; • classification, typology; • abstraction; • comparison, generalization.



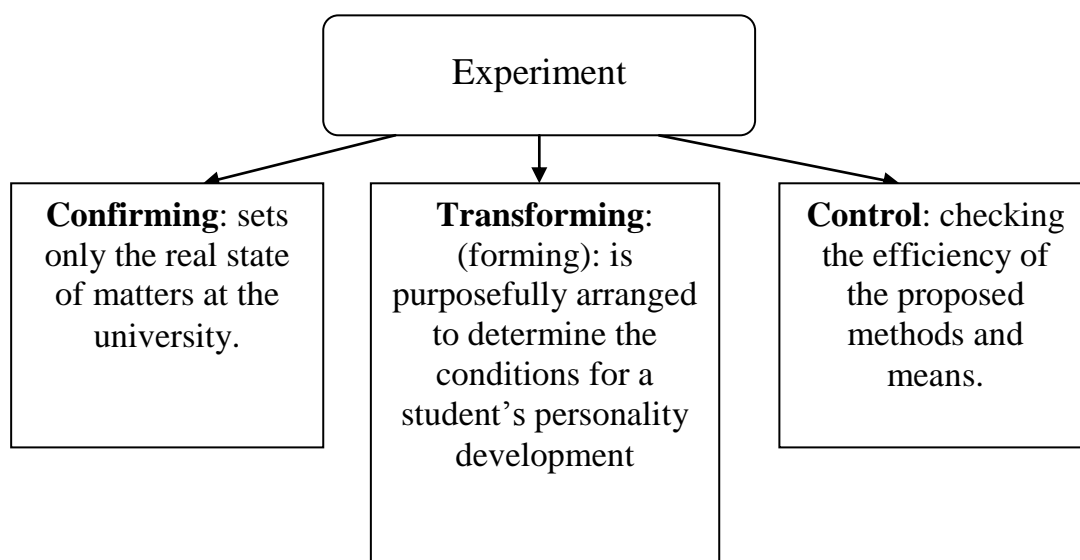
Scheme 2.6. Factors that affect the reliability of the questionnaire data



Scheme 2.7. Types of observations



Scheme 2.8. Requirements for the observation method



Scheme 2.9. Types of experiment

Table 2.6

Stages of the Transforming Experiment (according to M. Danylov)

No.	<i>The name of the stage</i>	<i>Essence</i>
I.	Theoretical	<i>Problem statement, defining the purpose, object and subject of the research, its tasks and hypotheses.</i>
II.	Methodical	<i>The development of research methodology and its plan, programme, methods of processing the obtained results.</i>
III.	Actual experiment	<i>Conducting a series of studies.</i>
IV.	Analytical	<i>Quantitative and qualitative analysis, interpretation of the received facts, formulation of conclusions and practical recommendations.</i>

Table 2.7

The Stages of the Transforming Experiment (by V. Alfimov)

No.	<i>The name of the stage</i>	<i>Essence</i>
I.	Diagnostic	<i>Problem identification and its relevance substantiation</i>
II.	Prognostic	<i>The stage of development of the expanded experiment program: goal setting, its decomposition in a number of tasks, the design of a model of a new technology, prediction of positive and negative results.</i>
III.	Organizational	<i>Preparation of the material base of the experiment, the distribution of managerial functions, search and selection of experts, etc.</i>
IV.	Practical	<i>New technology realization, measurement of intermediate results, implementation of control diagnostic tests.</i>
V.	Generalizing	<i>Processing of the received empirical data, correlation of the results of the experiment with the set goals and objectives, hypothesis adjustments, description of experiment running and results.</i>
VI.	Introductory	<i>Expansion or introduction of a new educational technology or methodology as a managed process in the work of various pedagogical teams.</i>

Module 3. Higher School Didactics

3.1. Didactics, its Formation and Development. Contents of Education.

Aim:

- to promote mastering the basic notions of didactics and its categories;
- to provide a comparative description of educational systems of ancient Greece;
- to master the main didactic principles of outstanding educators and thinkers;
- to expand knowledge of the history of pedagogy, to develop the ability to search and process information;
- to be able to analyze the accumulated pedagogical experience of the past generations and to substantiate its relevance for our time.
- to reveal the essence of the main elements and means of mastering the contents of education.

Basic concepts: the fields of pedagogical science, didactics and its structure, didactic ideas of ancient Greece, topical issues of didactics of the twentieth century, contents of education, knowledge, kinds of activity, educational subject, curriculum, textbook, manual.

Plan

- 3.1.1. The notion of didactics, its categories.
- 3.1.2. Origins of didactic ideas.
- 3.1.3. Didactics issues in the works of classics of pedagogy.
- 3.1.4. Topical issues of didactics of the twentieth century.
- 3.1.5. The notion of the content of education and its components.
- 3.1.6. Requirements for determining the contents of higher education.
- 3.1.7. Educational subjects, their types.
- 3.1.8. State documents defining the contents of education.

Sources

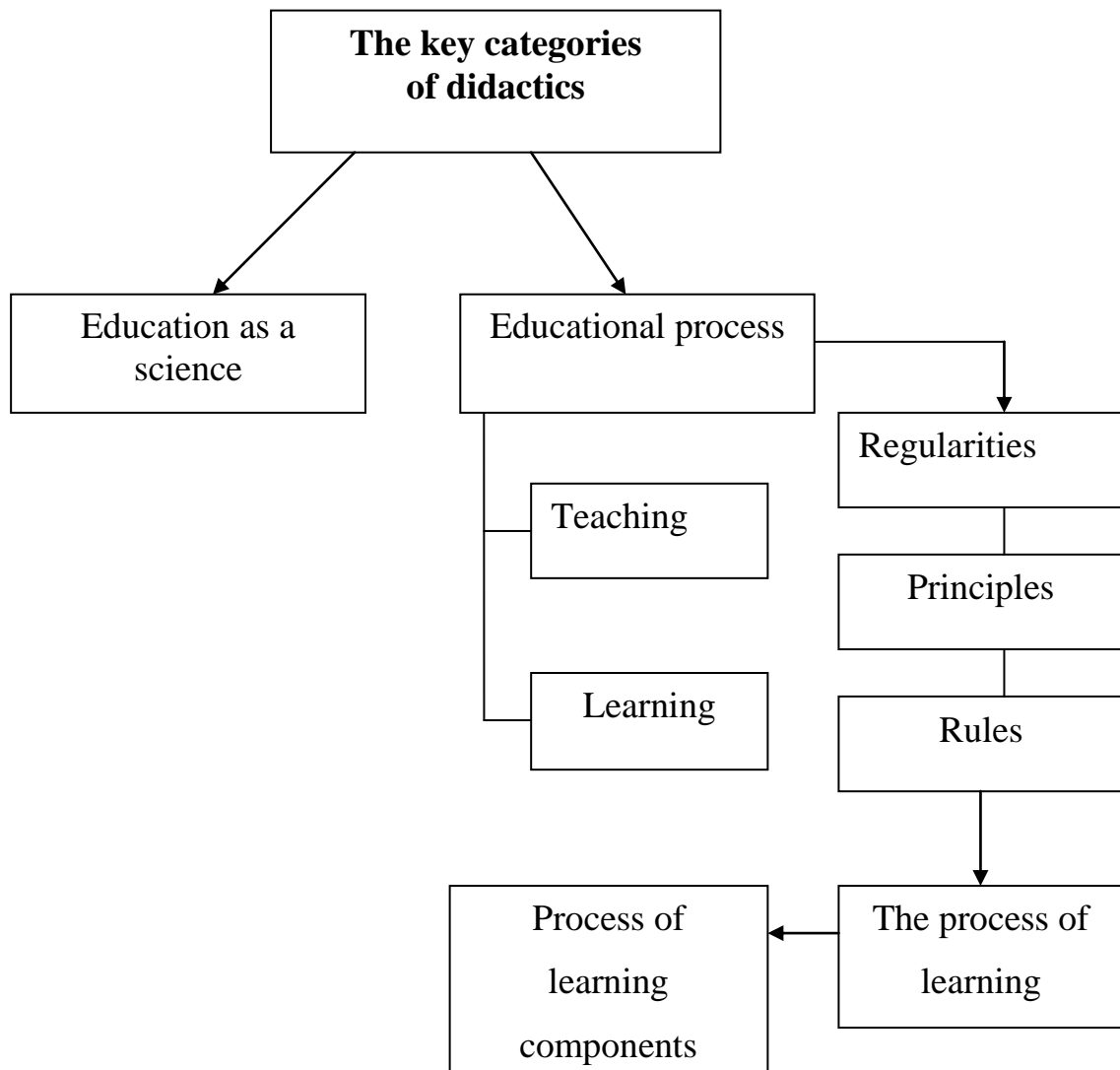
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Additional Literature

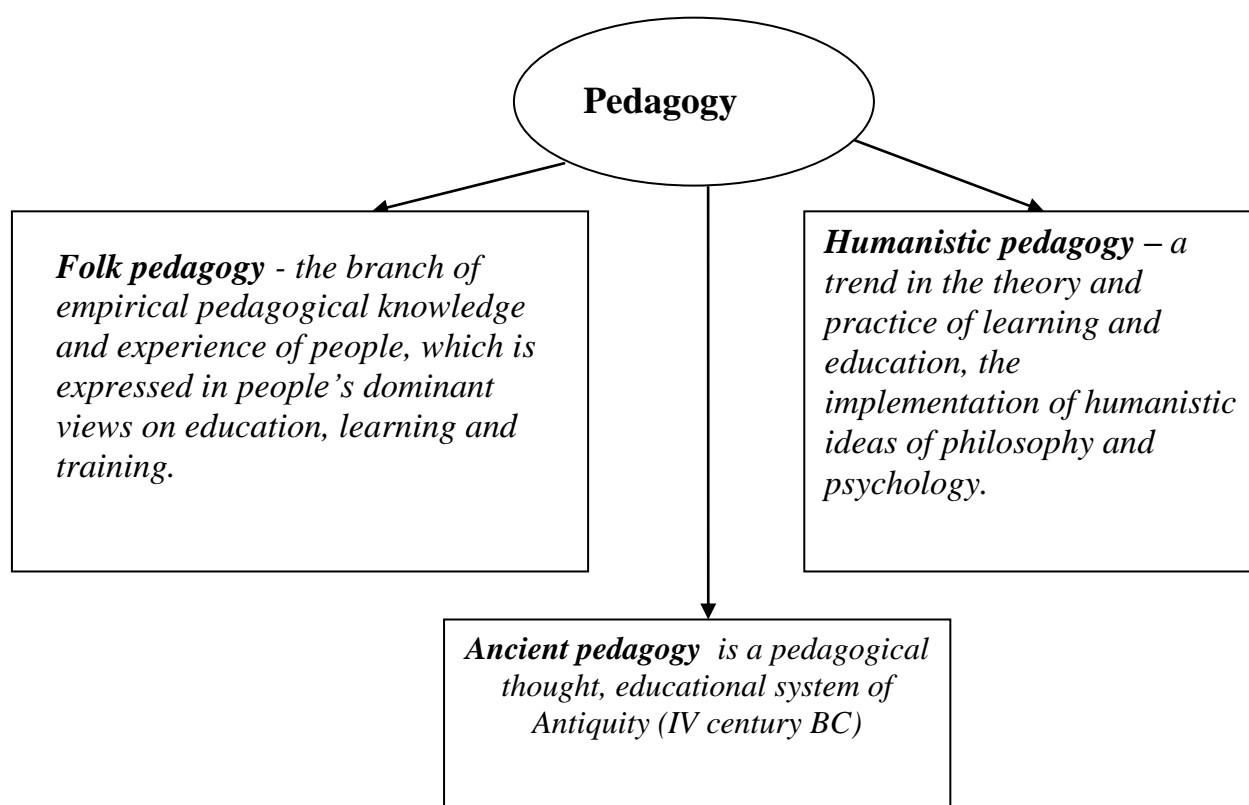
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3.1.1. The Notion of Didactics, its Categories

Didactics is a branch of pedagogy which reveals the theory of education and training; theoretical and at the same time normative-applied science.



Scheme 3.1. The structure of didactics



Scheme 3.2. Branches of pedagogical science

3.1.2. Origin of Didactic Ideas

Table 3.1

Comparative Characteristics of Educational Systems in Sparta and Athens

Pedagogical categories	Sparta	Athens
<i>Purpose of education</i>	Education of courageous, disciplined, hardened warriors	Multi-harmonious development of personality
<i>Forms of education</i>	Up to 7 years old - family upbringing. After 7 years old - the state system of boarding-schools; 7-18 years old (military units); 18-20 years old - military	Up to 7 years old - family upbringing. 7-14 - musical Schools: <ul style="list-style-type: none"> • the school of grammar (teaching literacy and counting) • Citharist school (literary-musical education); <ul style="list-style-type: none"> • 14-18 years old - gymnasium schools: • palestra (school of

Table 3.1 (Continued)

	service in ephebias.	pentathlon); • gymnasium (learning rhetoric, gymnastics, music); 18-20 years old - political education in ephebias for the elect. Except for Palestra, all schools were fee-paying.
<i>Contents of education</i>	Possessing arms, the development of physical strength and endurance through the Olympic Games, elementary teaching of reading and writing; the formation of ability to express opinions reasonably and laconically; Aesthetic education by means of military songs and dances.	Homer's poems, playing on the lyre, singing, dancing, physical exercises (gymnastics - a special exercise for the development of a sense of body's beauty), political treatises of philosophers, limitation of physical labor.
<i>Methods of education</i>	Personal example, competition, training, habit formation, punishment, talks, community education methods.	Audio speech comprehension, individual work, commenting on the text, learning by heart.

Table 3.2

The Pedagogical Views of Ancient Greek and Roman Philosophers

The problem of education	Pedagogical experience, philosophical views
<i>Determining the purpose of education and training</i>	The development of thinking, sensations, desires (Pythagoras); a person's emotional, sensory, intellectual spheres; a person's realization in professional activity, transformation of culture (Aristotle). The purpose of education is the development of high parts of the soul - intellectual and volitional.
<i>Constructing the contents of education</i>	Including such disciplines as music, mathematics, geometry, medicine, philosophy, drawing, elemental logic and logical thinking skills, rhetoric, poetics, astronomy, architecture into educational institutions curricula.

Table 3.2 (Continued)

<i>Using a variety of methods</i>	"Socratic Dialogue" stimulated students to independent cognitive search, activity, creativity, game as a type of activity (Plato).
<i>Organization of training</i>	Three stages, according to Quintilianus: imitation, theoretical instruction and exercise) and self-education.

3.1.3. Didactics Issues in the Works of Classics of Pedagogy

Table 3.3

Pedagogical Ideas of Great Didactics Representatives

No.	Outstanding teachers	Years	Main works	Main pedagogical ideas
1	John Amos Comenius	(1592 - 1670)	"The Great Didactic", "Laws of a Well-organized School", "The Visible World in Pictures", "School of Pansophy"	John Amos Comenius laid the foundations of a subject-teaching school system. The main principles of education are: using visual aids, conformity to nature, conscious studies, systematic and sequential studies, accessibility, the effectiveness of mastering learning material, the development of students' cognitive abilities, considering students' individual and age characteristics.
2	John Locke	(1632 - 1704)	"Some Thoughts Concerning Education" "An Essay Concerning Human Understanding"	On the basis of the theory of "blank mind", John Locke, put forward the idea of influential power of education, aimed at developing correct social skills. Locke developed the system of educating a gentleman-entrepreneur.
3	Jean - Jacques Rousseau	(1712- 1778)		Rousseau supported humanistic attitude to a person, taking care of a person's holistic development, the development of students' activity and independence.

Table. 3.3 (Continued)

4	Denis Diderot	(1713 - 1784)	"Refutation of Helvetius "De L'homme."	Education and upbringing are the resultant force between individual and social needs. Diderot took into consideration children's anatomical and physiological characteristics and social conditions for a person's education.
5	Johann Heinrich Pestalozzi	(1746-1827)	"Leonard and Gertrude" "The Evening Hours of a Hermit" "Lessons on the Observation of Number Relations"	The all-round development of people's natural aptitudes and abilities. This development begins in the family and is led by mother. The principles of development of consciousness, independence, using visual aids.
6	John Dewey	(1859-1952)	"The School and Society"	John Dewey is a representative of pedocentrism and pragmatism. The main principle is learning based on a person's experience, and all the necessary knowledge should be obtained while playing or working, although it lowers scientific level of education.
7	Grigory Savvich Skovoroda (Hryhorii Savych Skovoroda)	(1722-1794)	"Kharkiv Fables", "Reflections on Poetry", "The Indigent Lark", "The Grateful Erodius"	Skovoroda promoted the ideas of humanism, democracy, high morality, "the idea of working according to one's calling". The main principle of education is learning and bringing up children; educational, conscious character of studies; combining theory and practice; adequacy and consistency, stimulating students' being active; systematic and durable knowledge.

Table. 3.3 (Continued)

8	Konstantin Dmitrievich Ushinsky	(1824-1870)	“On Nationality in Public Education”, “Three Elements of School”, “Educational Trip to Switzerland”, “The Native Word”	K.Ushinsky supported the principles of education (visual aids, activity, systematic character of education); the issue of the content of education (he revealed one-sidedness of formal and material education); substantiated the similarity and difference of processes of cognition and learning; the issues of comprehension, assimilation, consolidation, attention, development of thinking, formation of motives for learning, independent activity.
9	Petro Fedorovich Kaptieriev	(1849-1922)	“Didactic Essays” “Pedagogical Process”	Petro Kaptieriev introduced the concept of “pedagogical process” in which he determined the principal goal of education as the development of school children’s activity and independence. P. Kaptieriev considered self-development and self-improvement to be the driving force of education.
10	Wilhelm August Lay	(1862-1926)	“The School of Action”.	Wilhelm August Lay was a theorist of experimental pedagogy. He opposed the so-called pedagogy of action (modelling, role-playing, dramatization, drawing, sculpture, etc.), conducting experiments, working in workshops, playing games to verbal learning that prevailed in the XIX-th century.

3.1.4. Topical Issues of Didactics of the Twentieth Century

Table 3.4

Key Aspects of Didactics and its Representatives

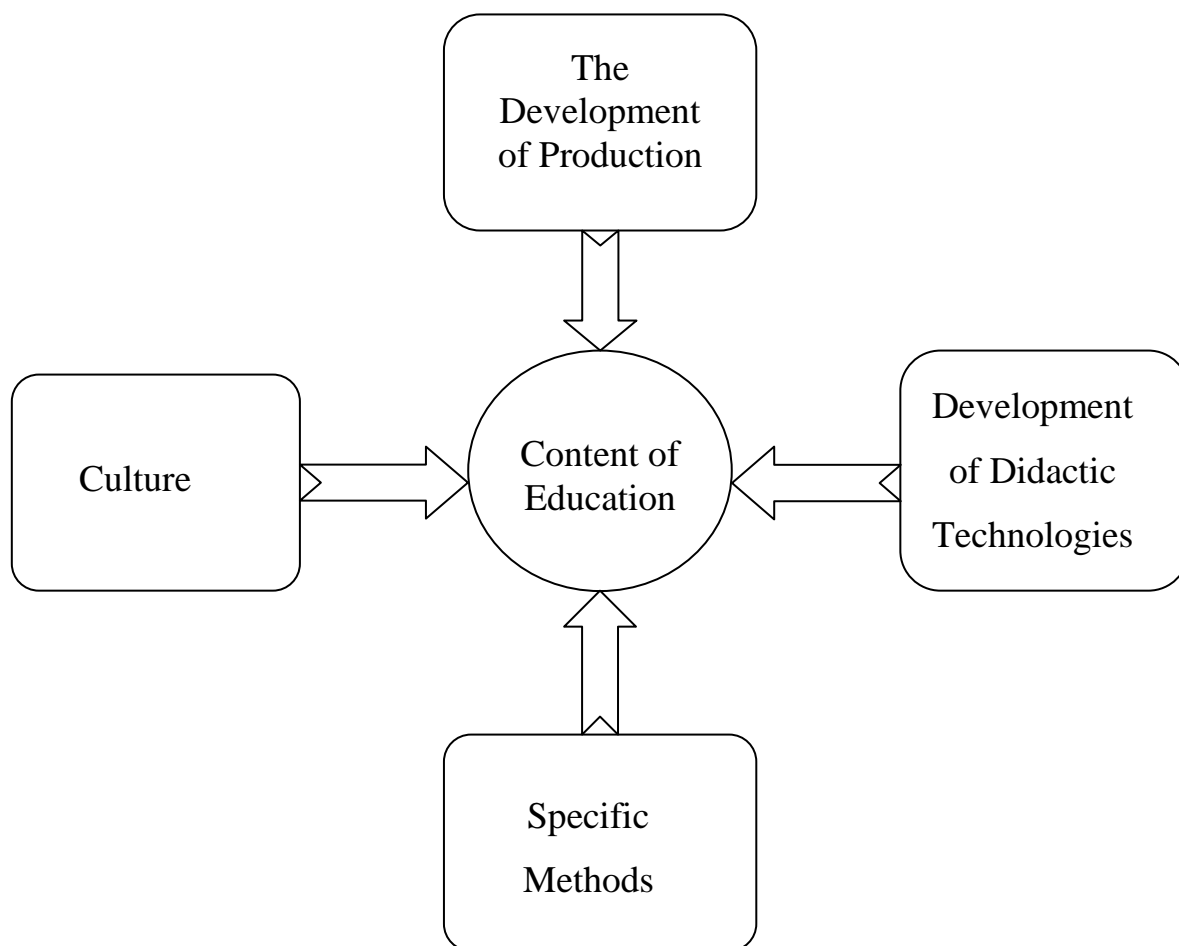
Representatives	Key aspects of didactics
L. Vygotsky (1896-1934)	L. Vygotsky put forward an important provision for didactics. The provision states that the leading role in education belongs to a person, the zone of a person's proximal development.
P. Blonsky (1884-1941)	P. Blonsky investigated the issues of a person's memory, thinking, language, emotional spheres. He emphasized the interaction between different spheres and processes: memory and thinking, thinking and language, attention and emotions.
L. Zankov (1901-1977)	L. Zankov developed the system of education the main objective of which was a subject's overall development, his mind, feelings, will, which are the basis for assimilation of knowledge, skills and techniques.
D. Elkonin and V. Davydov, A. Aleksiuk, V. Buriak, M. Danylov, B. Yesypov, A. Zilbershtein, I. Lerner, V. Lozova, O. Savchenko, M. Skatkin, I. Kharlamov, T. Shamova, H. Shchukina	The developing education, according to the system by D. Elkonin and V. Davydov, considers the one who is studying to be the subject of learning, within whom self-transformation, the formation of theoretical thinking is taking place.
M. Danylov, V. Ilin, H. Kostiuk, A. Markova, Yu. Sharov, H. Shchukina	Stimulation and motivation of educational activities, formation of a person's cognitive interests and needs
H. Vashchenko "General Methods of Education"	The author provides detailed description of the methods of gained knowledge, tasks from books, visual learning (illustrations and demonstrations), laboratory-illustrative method, research and heuristic methods and others.

Table. 3.4 (Continued)

A. Aleksiuk, V. Andrieiev, S. Bondar, I. Lerner, I. Ohorodnikov	Theoretical justification of methods, their classification
V. Barabash, V. Yevdokymov, A. Zilbershtein, I. Lerner, V. Lozova, M. Makhmutov, V. Okon	Organization of problem-based learning
T. Ilina	Organization of programmed education
M. Danylov, I. Kazantsev, Yu. Malovanyi, V. Onishchuk, V. Pomahaiba	Improvement of the forms of learning
S. Shapovalenko, N. Shakhmaiev	The use of technical means of education
Ye. Pierovskyi, V. Polonskyi	Taking control of cognitive activities
Yu. Babanskyi, I. Fedorenko	Pedagogical process optimization
M. Yevtukh, S. Zolotukhina, Z. Ravkin, O. Sukhomlynska	The issues of history of education
V. Okon, Ch. Kupysevych, L. Klinberh	The theory of didactics
Yu. Babanskyi, V. Bepalko, H. Vorobiov, B. Hershunskyi, P. Hruzdiev, V. Davydov, V. Zhuravlov, V. Zahviazynskyi, A. Zilbershtein, V. Kraievskyi	Methodology of Science
V. Sukhomlynsky	<ol style="list-style-type: none"> 1. The purpose of education is to ensure the development of the subject of education, its thinking, attention, language, memory, feelings. A teacher's task is to encourage love for knowledge, the need for it, the joy of doing mental work, interest. The abundance of emotions while learning is a requirement. 2. Humanistic approach. The principles of activity and using visual aids. 3. The development of schoolchildren's logical thinking. 4. Self-development and self-realization, reflection. 5. Providing educational environment for a person's development.

3.1.5. The Notion of the Content of Education and its Components

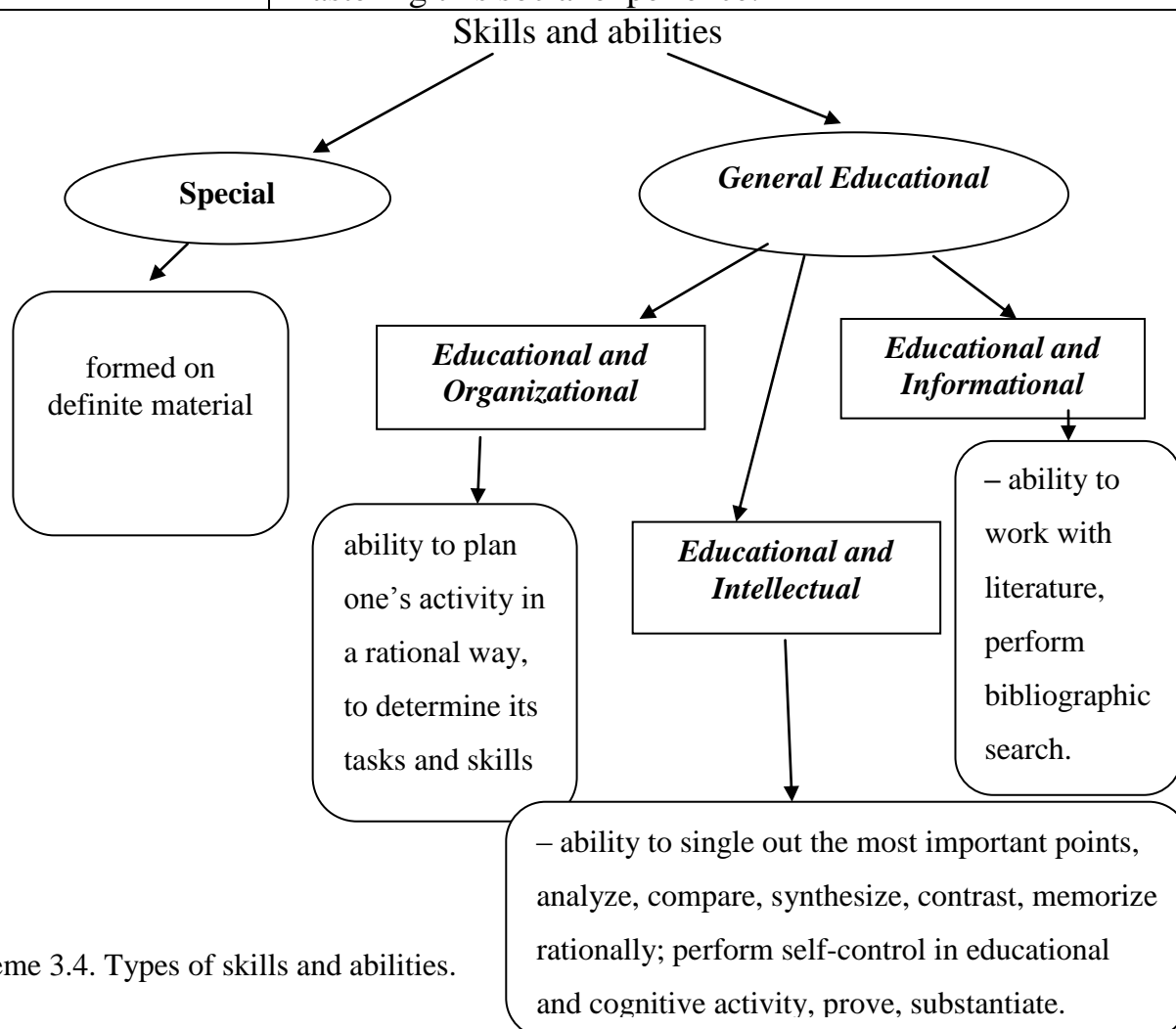
The content of education is a pedagogically adapted social experience, a pedagogically adapted system of knowledge, methods of intellectual and practical activity, experience of creative activity and emotional and valuable attitude to the world.



Scheme 3.3. Factors influencing the change of category "content of education"

The main Theories of Formal Content of Education in the XVIII - XIX Centuries

Theory	The essence of the theory
Material (<i>The theory of encyclopaedism</i>)	<i>The main purpose of education is learners' mastering as much knowledge as possible.</i>
Formal (<i>didactic formalism</i>)	<i>Learning as a means of developing one's mind. Dominance of subjects which perform the function of "gymnastics for the mind, formation of a hungry thought which has to hunt for knowledge".</i>
The theory of functional materialism (<i>K. Ushynskyi, V. Sukhomlynskyi</i>)	<i>The dialectical unity of mastering knowledge and skills to use them in one's activities.</i>
Conceptions by <i>V. Kraievskyi, I. Lerner, M. Skatkin</i>	<i>The function of teaching is to transfer social culture to younger generations in order to save (reproduce) it and to develop further. An individual becomes a personality while mastering this social experience.</i>



Scheme 3.4. Types of skills and abilities.

The main Components of the Contents of Education (I. Lerner, M. Skatkin)

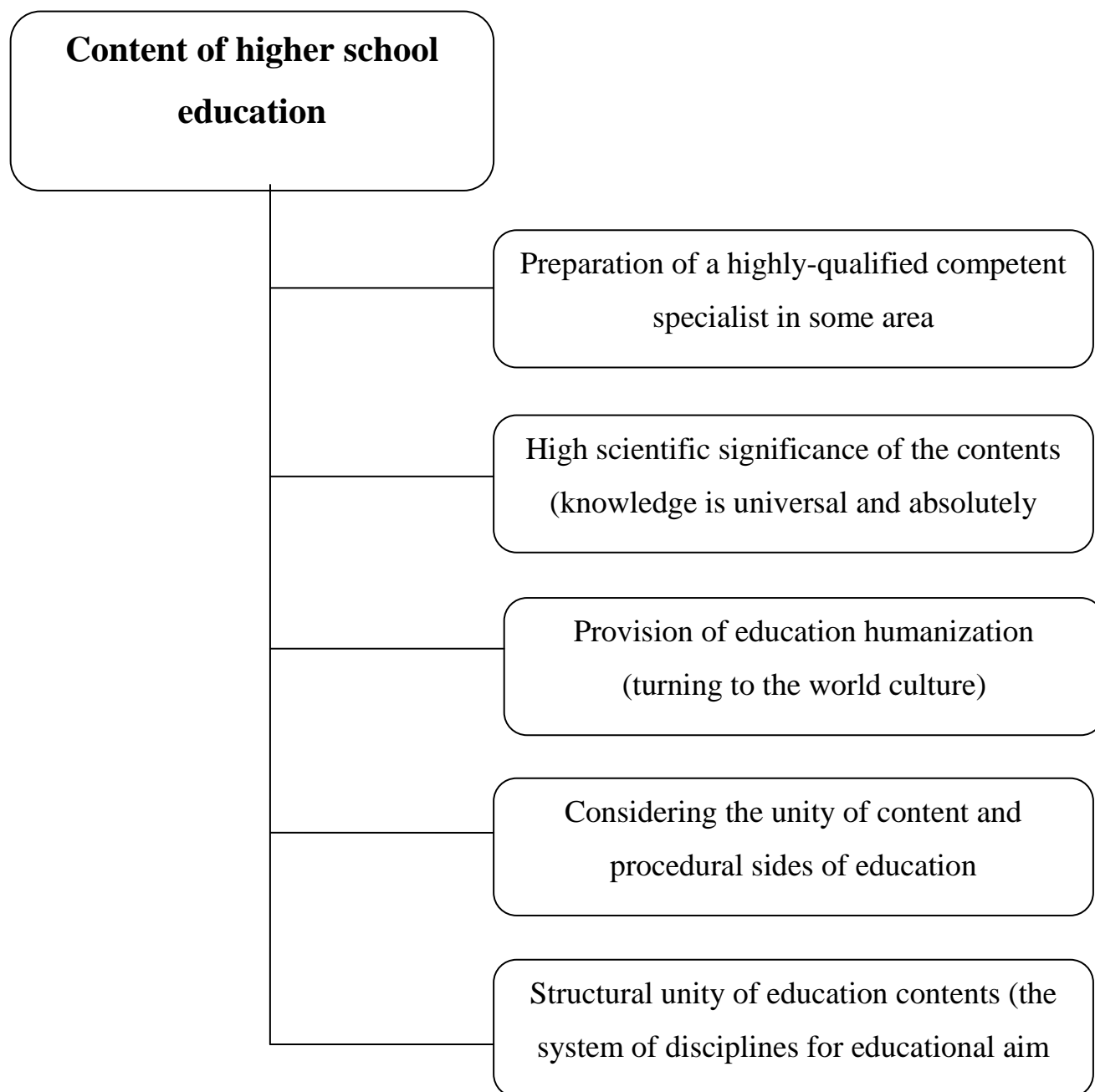
Table 3.6

№	Component of Contents of Education	Essence	Function	Methods of Assimilation	Condition of of Assimilation
1	Knowledge of the world and methods of intellectual and practical activities	It is a holistic system of information and knowledge accumulated by mankind.	a) GNOSEOLOGICAL (cognitive) - knowledge creates some conceptions, including the theoretical conception about the surrounding world; b) ORIENTATIONAL - knowledge points to the direction and method of expedient activity; c) EVALUATIVE – knowledge indicates the norms of societal values, the system of ideals, which the society or its layers follow.	Perception. Awareness. Turning to the nearest associations. Memorizing.	Motivation Mainstreaming of the previous experience previously acquired knowledge and means of activity the necessary for new knowledge acquisition. Mainstreaming of educational and cognitive activity.
2	Methodss of activity: abilities, skills	<i>Ability</i> is a conscious mastery of a combination of certain learning activities (ways of doing things). <i>Skills</i> are stable ways of doing an activity, automated skills.	REPRODUCTIVE - causes preservation and reproduction of culture, including expansion (multiplication).	Repeated reproduction of knowledge-based methods of activity according to a pattern	Motivation. Mainstreaming of knowledge about the ways of doing an activity. Algorithm of doing some activity in symbolic and sign forms. The system of reproductive tasks performed according to the model. The system of tasks, applying methods of performing an activity in a new situation. Activation of educational and cognitive activities.

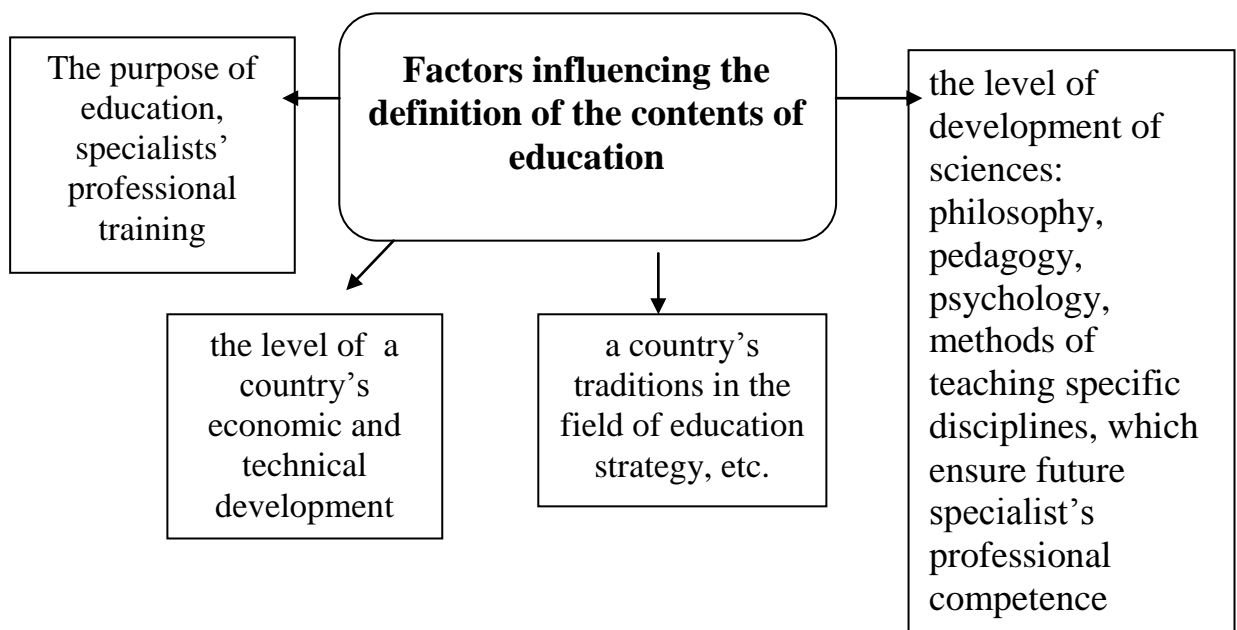
Table. 3.6 (Continued)

1	2	3	4	5	6
3	Experience of creative activity	The types of activity, as the result of which new objective or subjective is created due to specific procedures: highlighting the main points, finding the original solution to the problem.	TRANSFORMING - defines the ability to transform the world, create qualitatively new objects.	Research and creative activity (solving creative problems of both intellectual and practical character)	Motivation. Mainstreaming of necessary knowledge and ways of doing an activity. Algorithms of ways of doing an activity. The system of creative tasks, of both intellectual and practical characters, which presuppose certain procedural features of creative activity. Educational and cognitive activity activating.
4	The experience of emotional and value-oriented attitude	Involves the presence of knowledge, skills, but is not limited to them, and lies in shaping the subject's attitude to the world, activities, scientific knowledge, moral norms, ideals.	REGULATIVE - regulates selective attitude to objects and activities, determines the correspondence of activities and objects to an individual's needs, makes an assessment of credibility of meeting one's needs, creates an incentive to doing an activity and reflects on its pace, quality, level.	Experiences as a result of satisfying or dissatisfying one's needs and motives related to the objects being studied	The ratio of means or contents, methods, techniques, learning conditions and needs, individual's motives.

3.1.6. Requirements for Determining the Contents of Higher Education

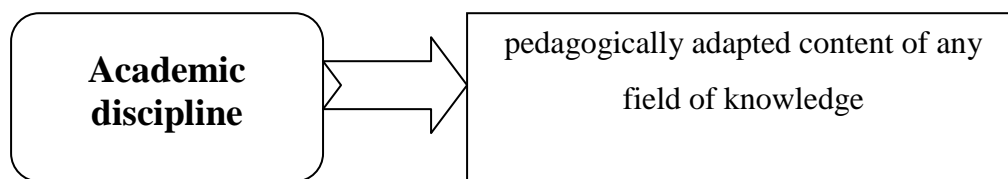


Scheme 3.5. Requirements for the contents of higher education

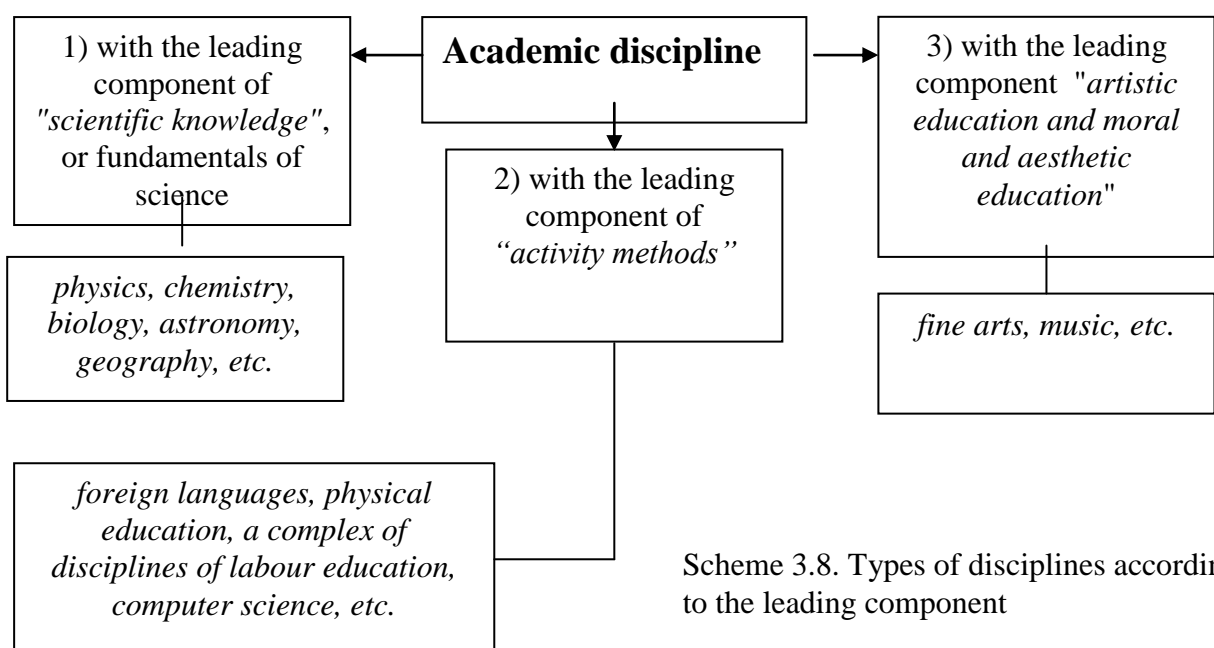


Scheme 3.6. Factors influencing the definition of the contents of education

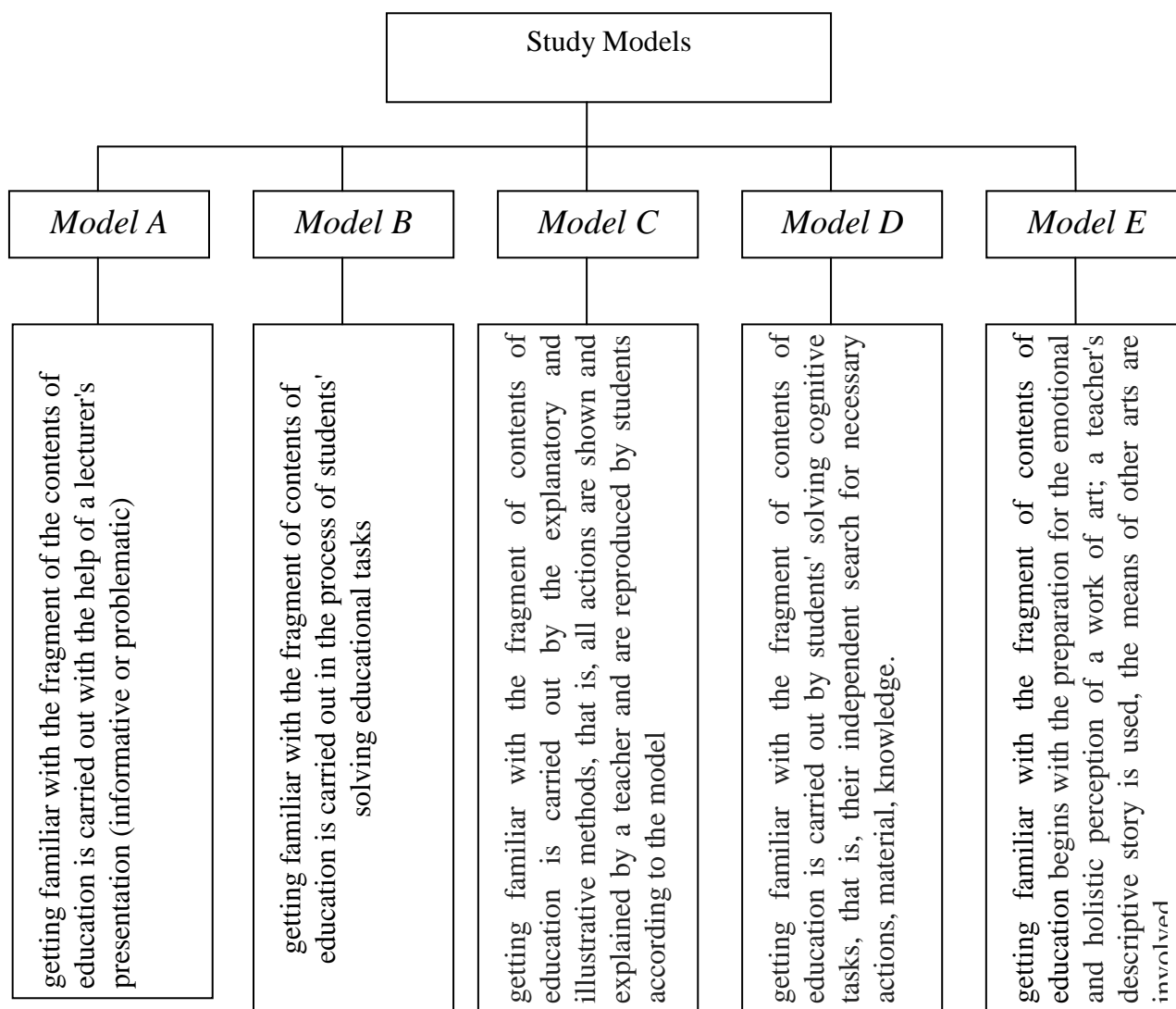
3.1.7. Academic Disciplines, their Types



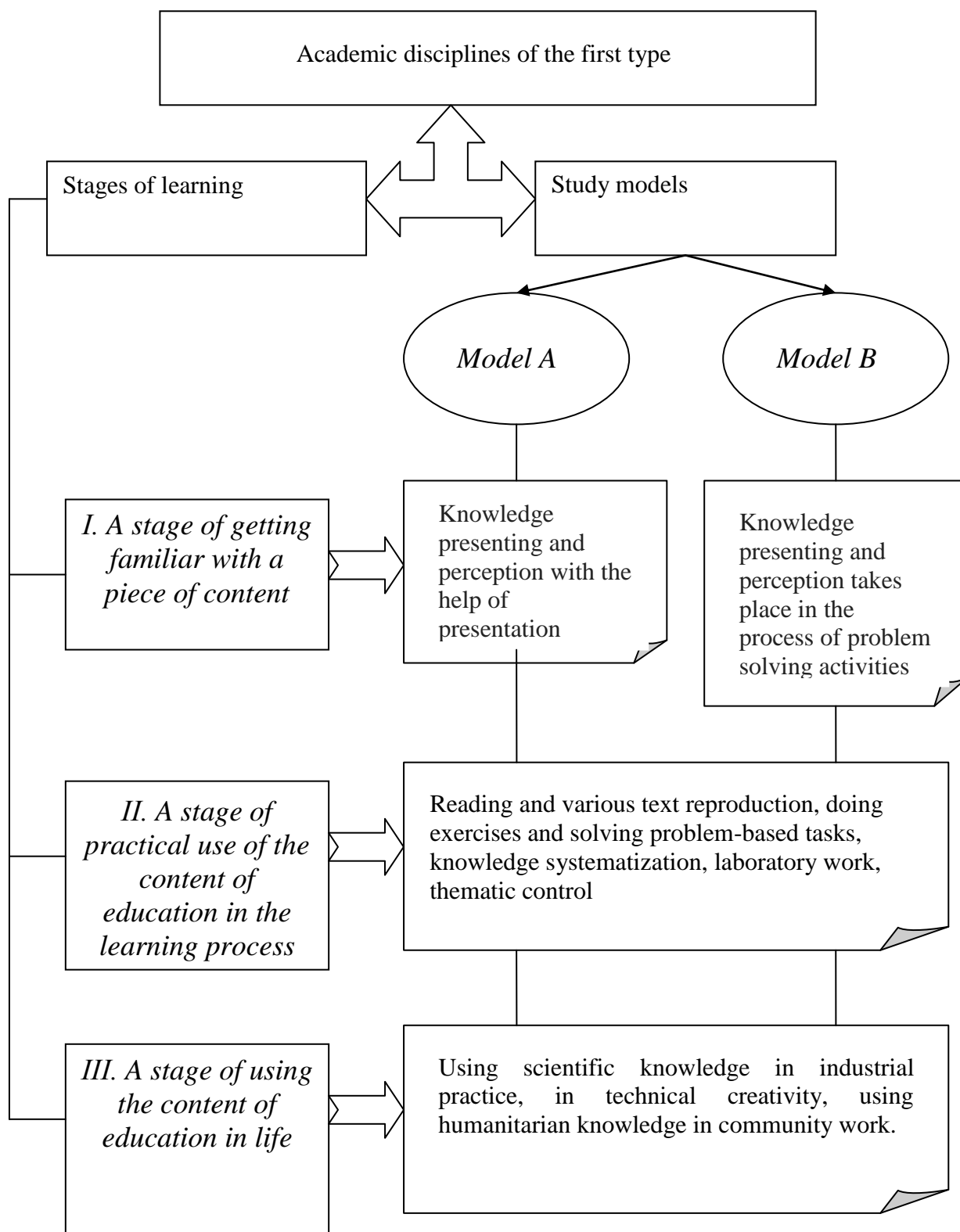
Scheme 3.7. The definition of academic discipline.



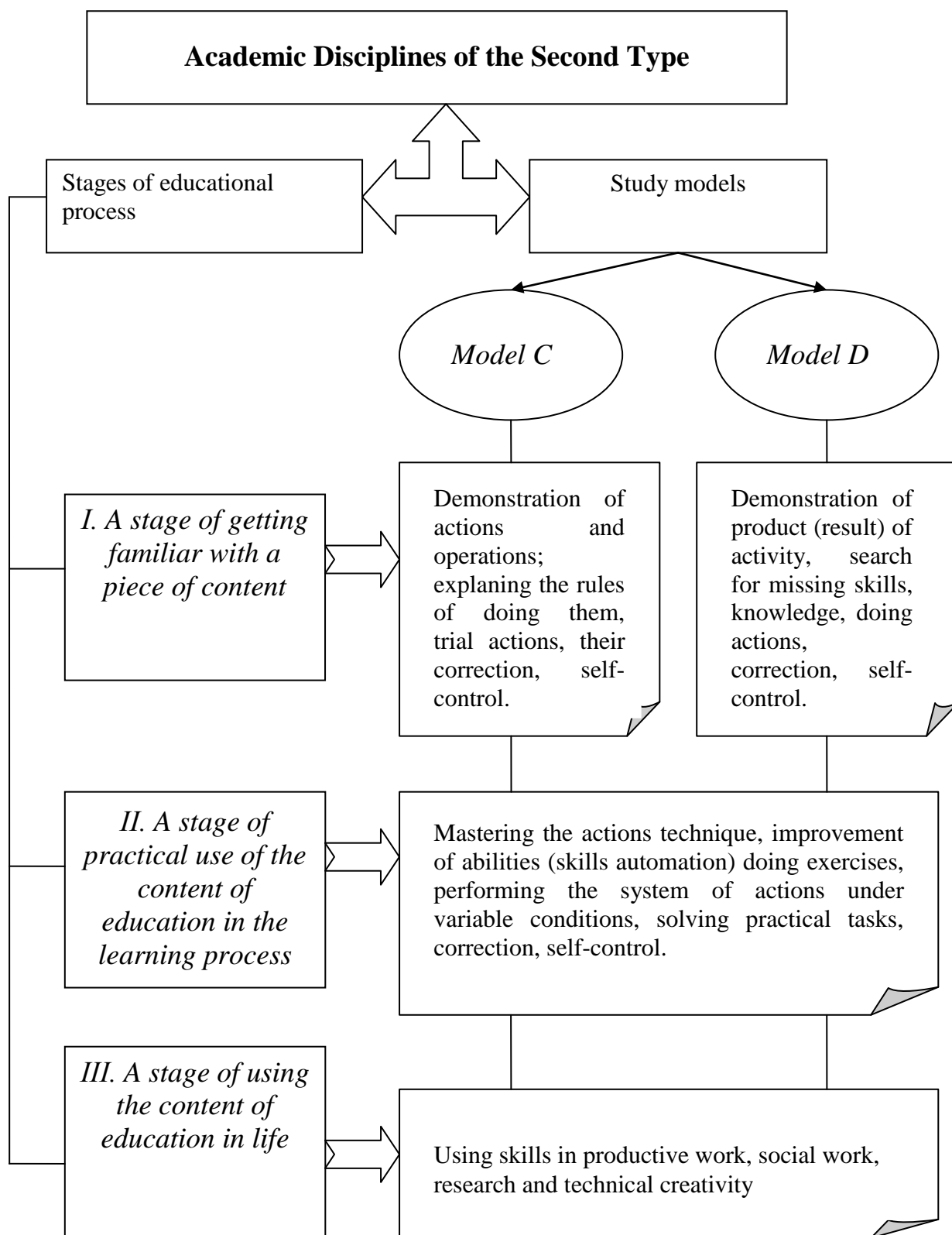
Scheme 3.8. Types of disciplines according to the leading component



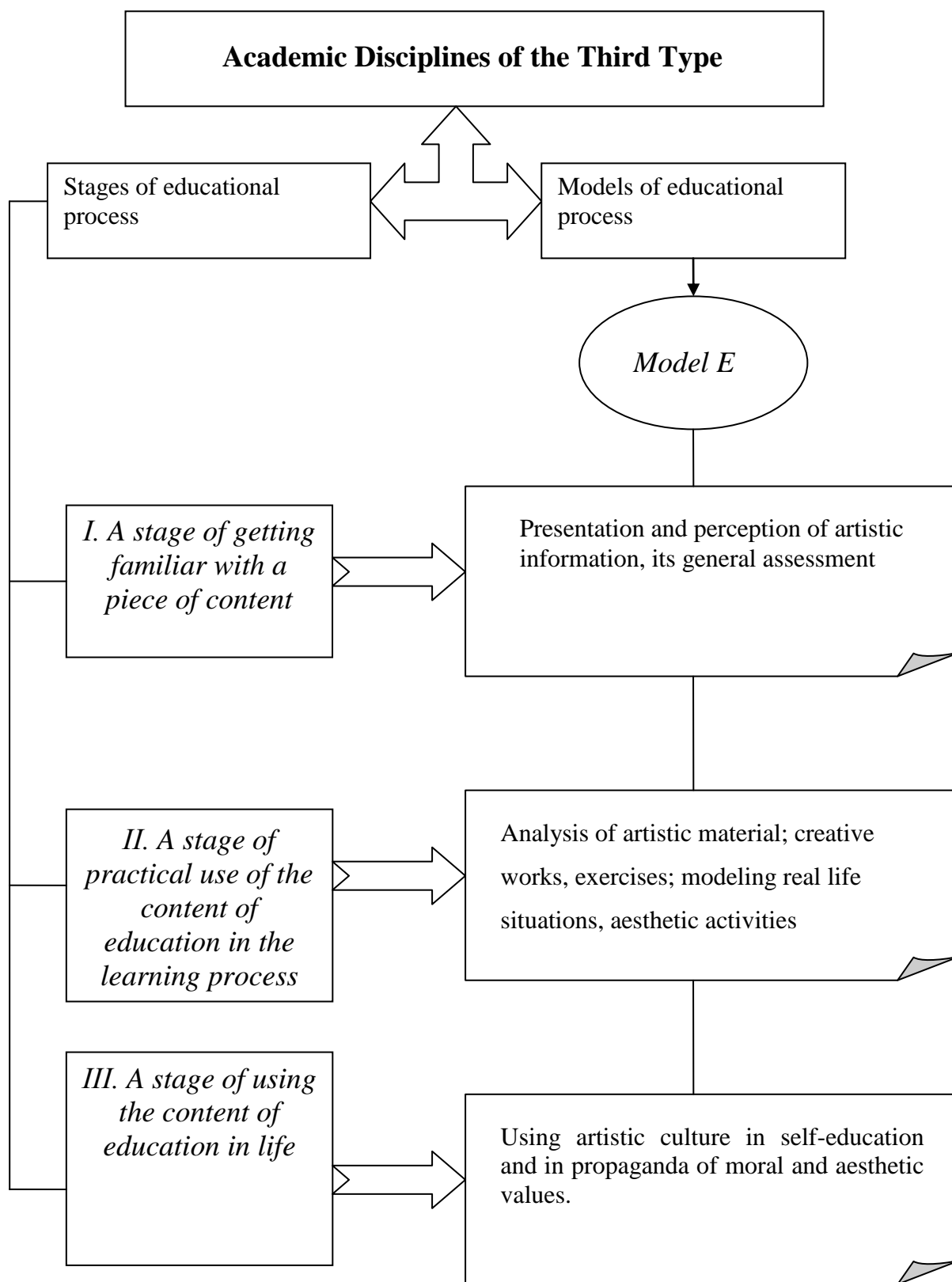
Scheme 3.9. Study Models



Scheme 3.10. Models for studying the first type disciplines



Scheme 3.11. Models for studying the second type disciplines

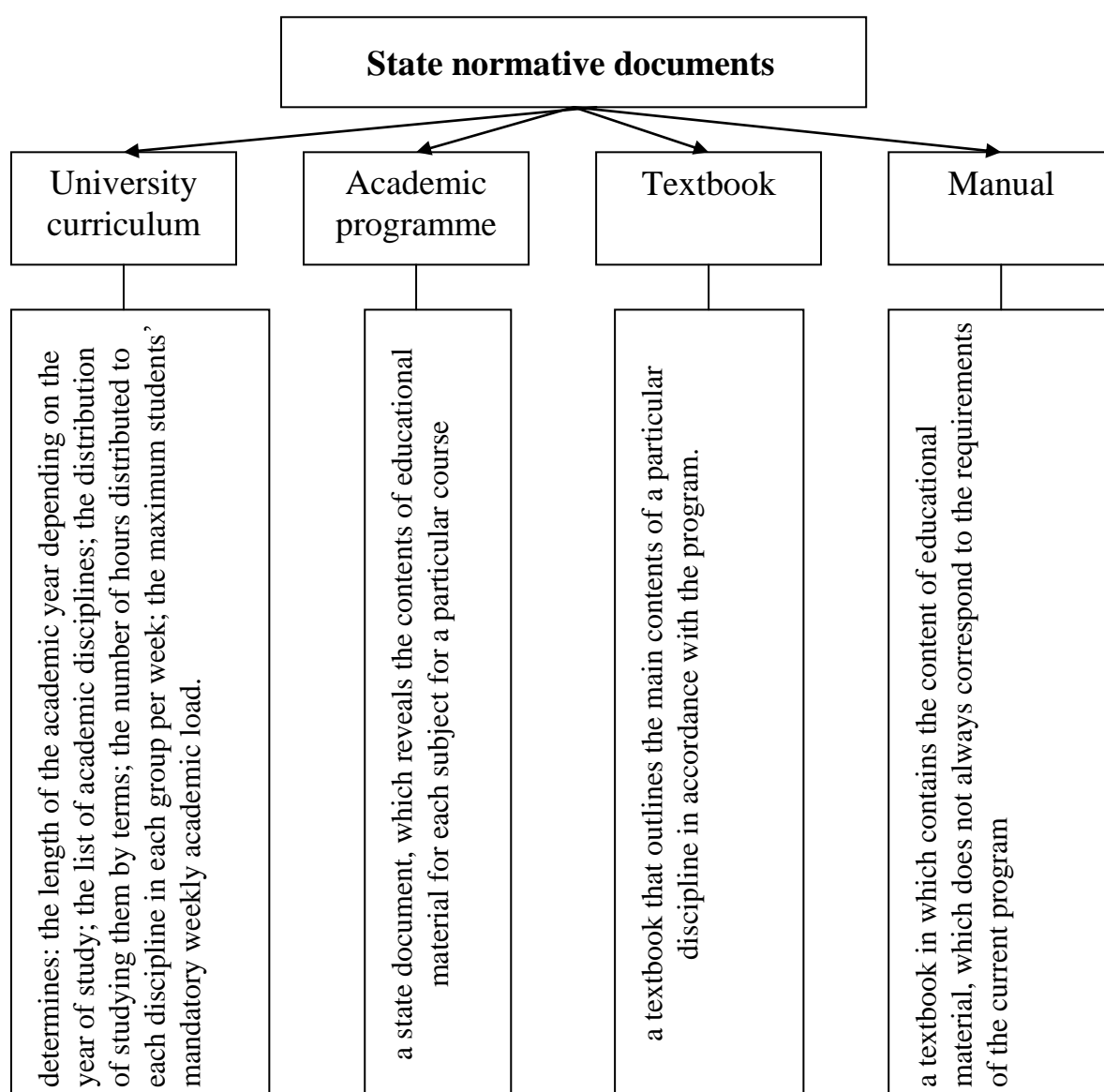


Scheme 3.12. Models for studying the third type disciplines

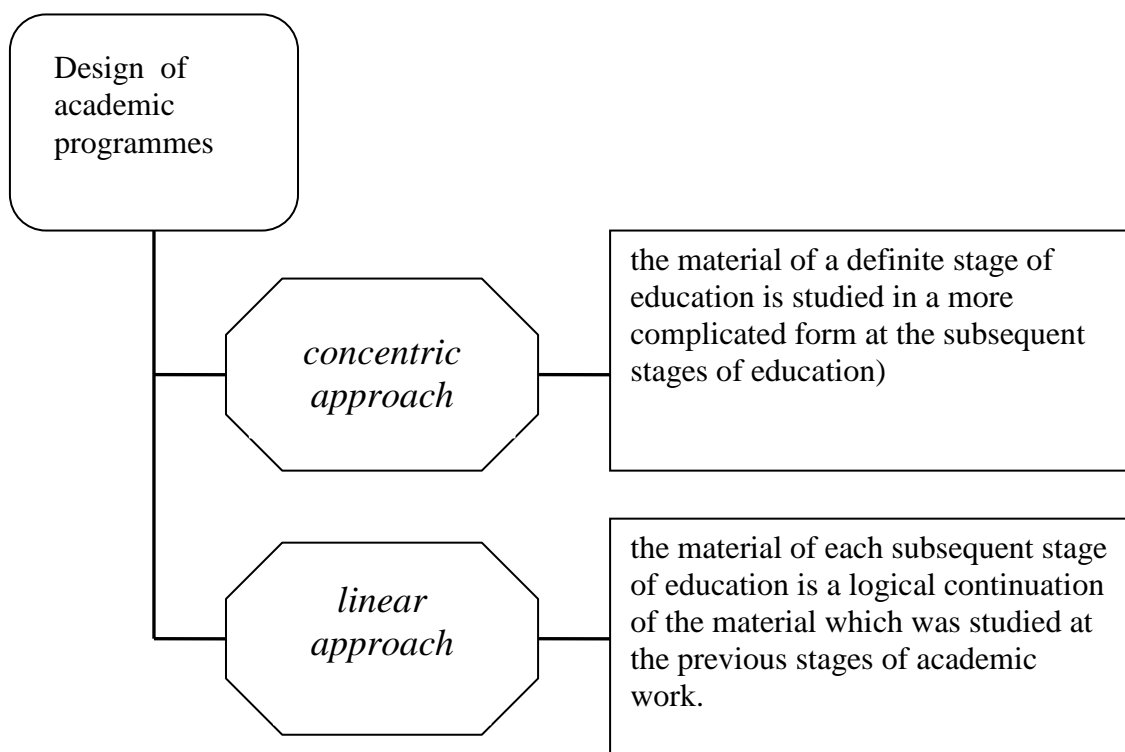
3.1.8. State Documents Outlining the Content of Education

The content of education is determined by the **following documents**: *university curricula, academic programme, textbooks, manuals*.

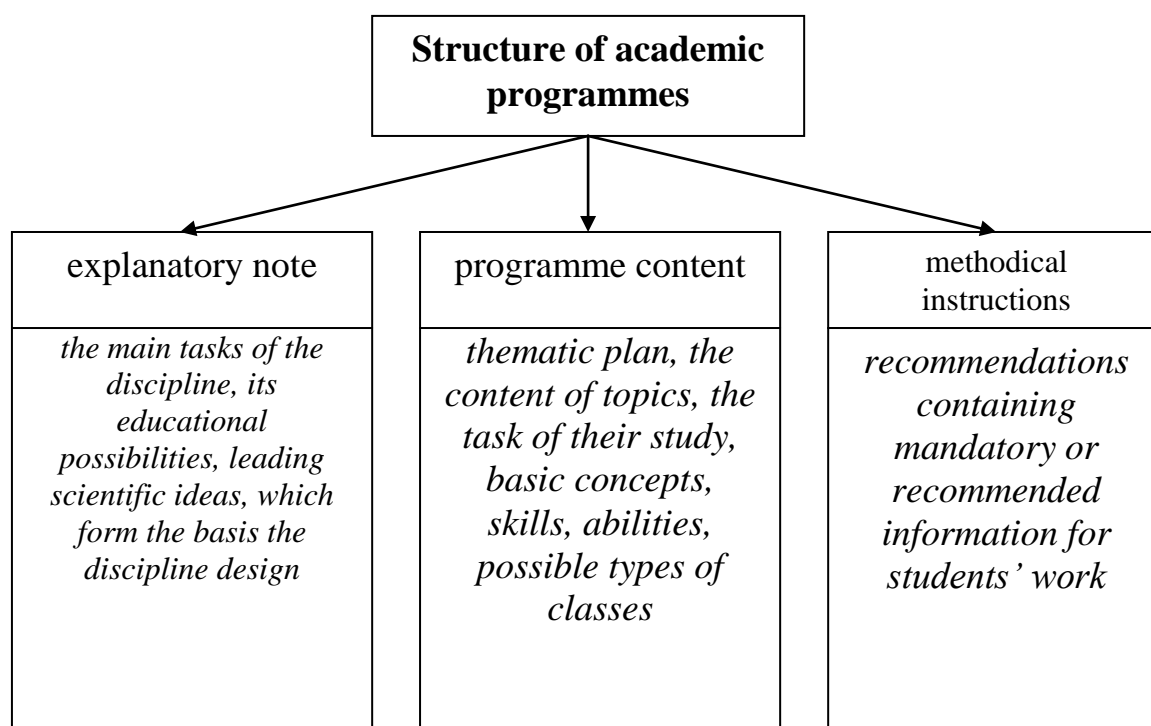
They are aimed at fulfilling the tasks set for high school by the state.



Scheme 3.13. State normative documents



Scheme 3.14. Approaches to academic programmes design



Scheme 3.15. Basic elements of academic programme structure

Types of Programmes Used in Educational Institutions

№	Programme	Essence
1	<i>A typical academic programme</i>	defines basic knowledge, abilities, skills, the system of ideological ideas, methodical recommendations
2	<i>Educational academic programme</i>	is based on typical programmes and reflects the specific nature of studying at a particular university
3	<i>Author's programme</i>	is developed and implemented by highly qualified specialists, takes into account the requirements of the state standard, but may have another logic of a discipline design, its own approaches to the consideration of certain theories, etc.; must have reviews from scientists in a particular subject area, educators, psychologists, methodologists and must be approved by the academic council of the educational institution or faculty. Author's programmes are most widely used in the study of special courses, special seminars.

3.2. Educational Process

Aim:

- to master the essence of the concept of education;
- to determine the special features of studying at a higher educational institution;
- to consider the functions of education and be able to characterize them;
- to classify the motives of educational activities.

Basic Notions: education, the process of education in a higher school, components and functions of education, types of motives, education.

Plan

3.2.1. The concept of education

3.2.2. Motivation of students' educational activity

3.2.3. Functions of education

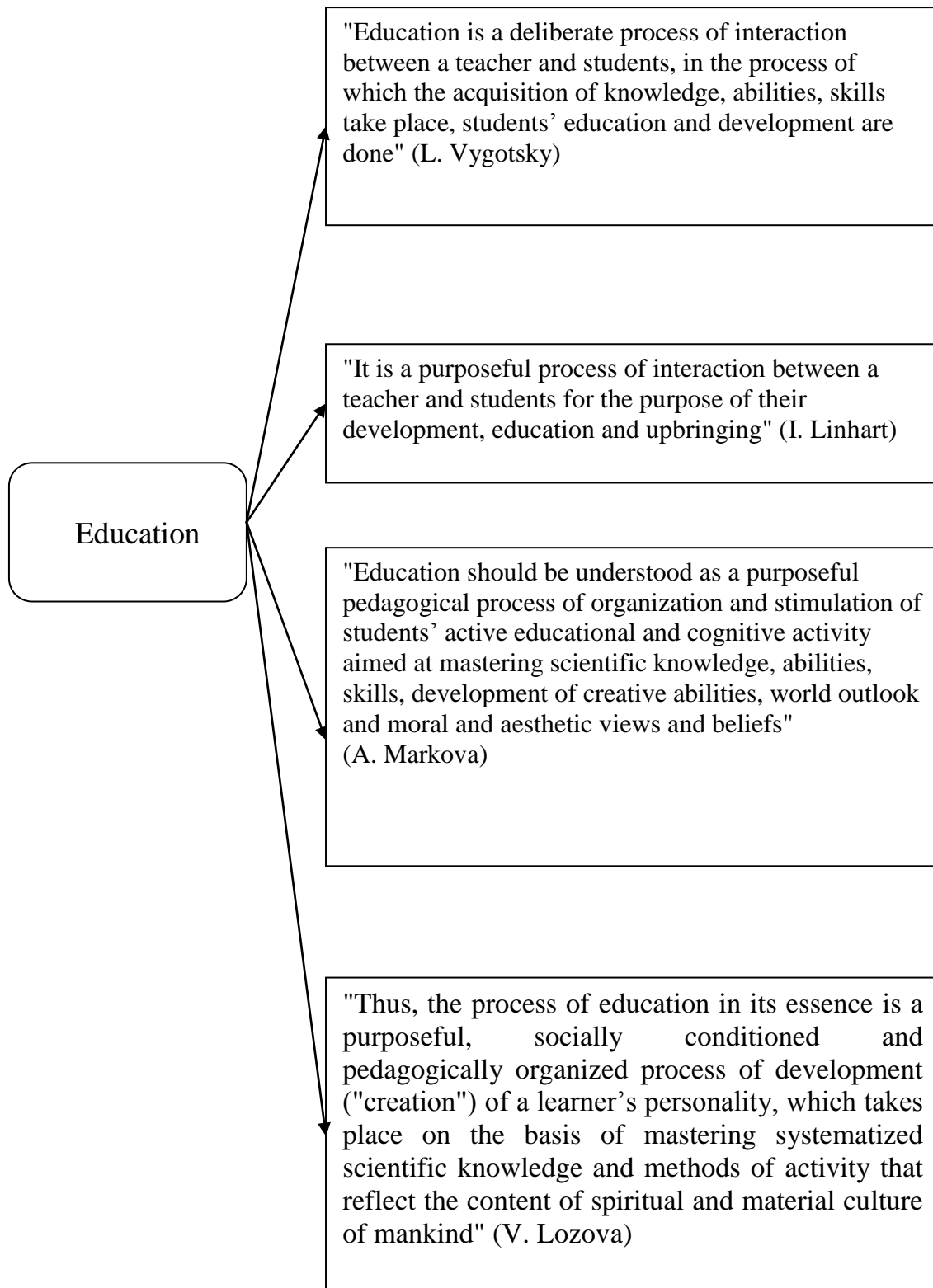
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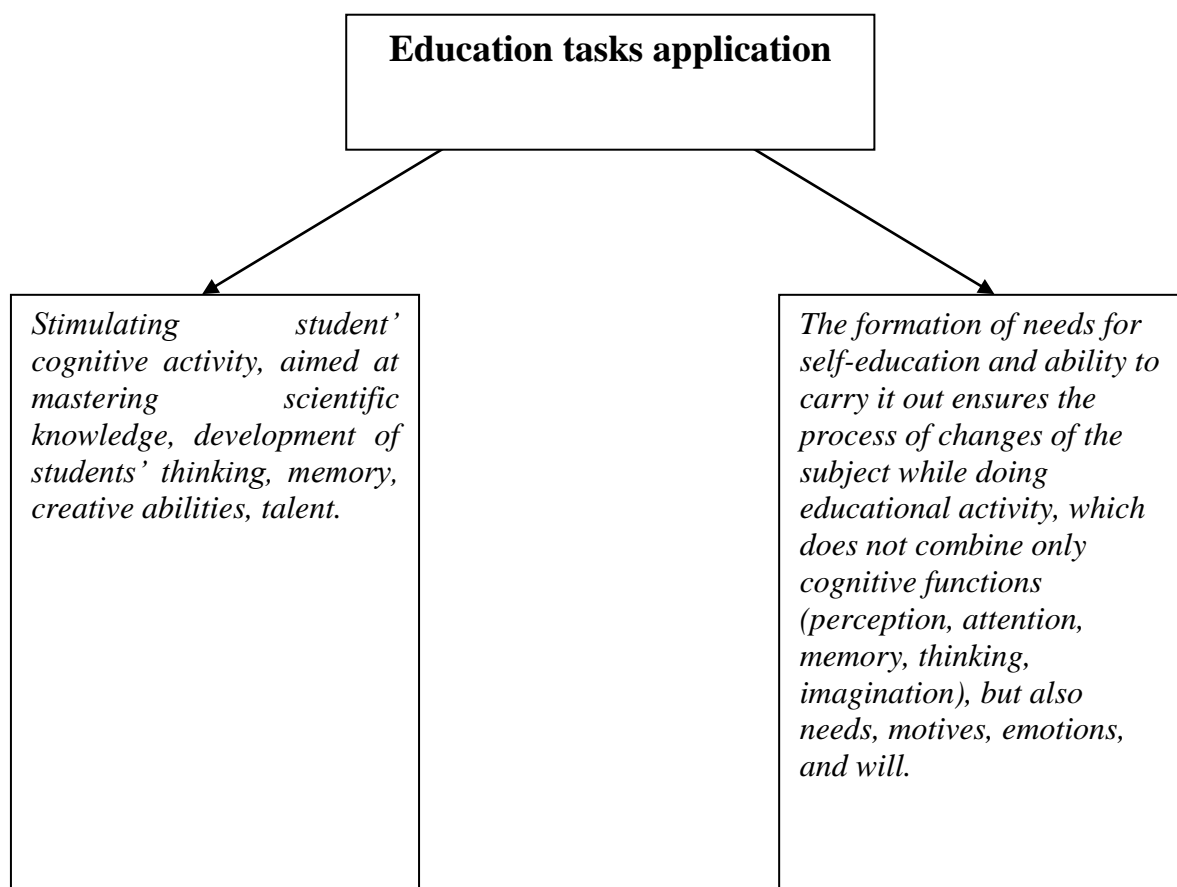
3.2.1. The Concept of Education



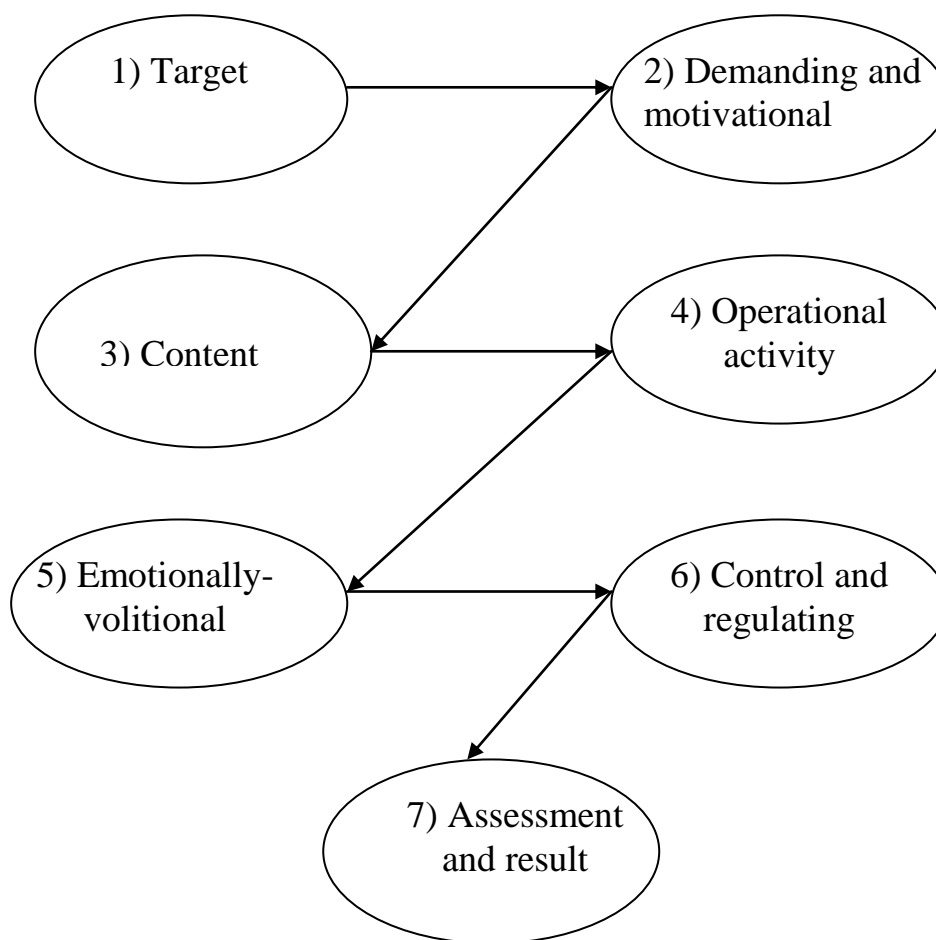
Scheme 3.16. Definition of the concept of "learning" by prominent scholars

The Concept of the Process of Education in a Higher School

Education is a specially organized interaction of subjects of cognitive activity that is modeled (its goals, tasks, content structure, methods, forms, motives of students' educational activity, functions of learning are determined) for the active mastery of bases of social experience, accumulated by humanity in various fields of science by students in order to develop intellectual, sensory-volitional spheres of their life, educating of the need for self-education and self-improvement.



Scheme 3.17. Revealing education tasks



Scheme 3.18. Structural components of education (by I. Kharlamov)

Table 3.8

The Results of Educational Activity

№	Signs of learning outcomes
1	an individual's ability to use the acquired knowledge independently and acquire new knowledge;
2	understanding the ways of doing an action, the choice of optimal ways;
3	critical thinking;
4	adequate self-esteem;
5	personality orientation at self-education and self-development;
6	the formation of both intellectual and communicative skills, the development of feelings, personality traits.

Table 3.9

The Process of Education

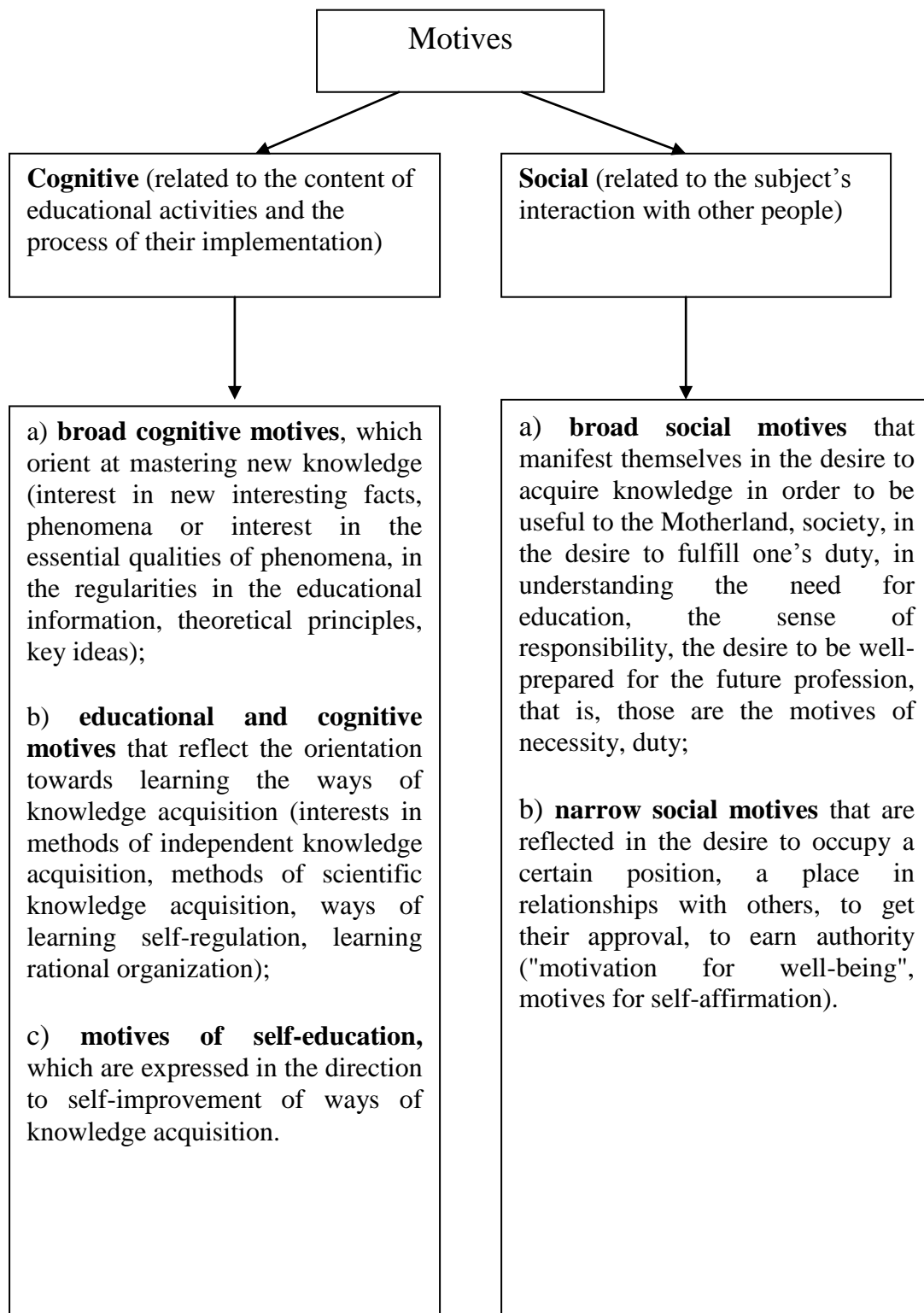
A teacher's activity (teaching)	A student's activity (learning)
<p>1. The didactic design of teaching students:</p> <ul style="list-style-type: none"> • definition of purpose and tasks of educational activity; • specification of the content of the educational material to be mastered; • planning of methods, tools, forms of teaching. 	
<p>2. The formation of needs for mastering the content of education, motives for learning activities</p>	<p>Students' awareness of educational and cognitive activities, educational goals, tasks, the formation of inner disposition for successful learning.</p>
<p>3. The management of students' educational and cognitive activity:</p> <ul style="list-style-type: none"> • management of material perception; • raising awareness; • management of memorization of the main provisions, application of knowledge, providing students' emotional and positive actions. 	<p>Perception of educational information (consideration, listening, reading, observation, etc. The result is imagining the information)</p> <p>Awareness (analysis, synthesis, comparison, abstraction, concretization, argumentation, classification, generalization, selecting the main points, etc. The result is the formation of concepts, generalized ideas about the essence of phenomena, objects, processes).</p> <p>Meaningful knowledge acquisition and its practical use, revealing emotional and positive attitude and volitional efforts in educational and cognitive activity.</p>
<p>4. Control and evaluation monitoring and evaluation of the results of educational activities, that is, the changes that took place.</p>	<p>Self-control, correction of activity, self-evaluation of its results.</p>

Aspects of Education (according to I.Linhart)

Name of the Aspect	Interpretation
Biological	• a process that deals with heredity, environment, regulation;
Physiological	• the development of conditioned reflexes, brain's analytical and synthetic activity;
Psychological	• a subject's activity as an activity, as a factor of mental development, which leads to the changes in an individual's behavior;
Sociological	• the factor of socialization, as a condition for the connection of individual and social consciousness;
Ethical	• the process of value formation and self-determination, assimilation of social norms, rules, values;
Cybernetic	• information process in the system of learning, which is characterized by management, direct and converse relations, the development of strategies, programs and algorithms;
Philosophical	• a specific form of knowledge, the solution of contradictions between the objective and subjective, form and content, etc .;
Logical	• the basis for logical thinking formation.

Education (learning) is a specific activity that involves specific goals, content, principles, methods, organizational forms of academic work, educational activities that provide students' mastering the content of education, their development and upbringing.

3.2.2. Motivation of Students' Educational Activity



Scheme 3.19 Types of motives

3.2.3. Functions of Education

Table 3.11

Types of Education Functions

№	Name of the function	Essence
1	<i>Educational</i>	The main purpose of higher school is to stimulate young people to self-education both generally and professionally. Consequently, <i>self-education</i> is a type of training, purpose, content, forms, methods, means, conditions of which are determined by the subject himself.
2	<i>Developmental</i>	“Learning is ahead of development, learning pushes development further and causes new creations in it” (L. Vygotsky). Trends of development: 1) the development of the cognitive sphere (the formation of intelligence, the development of cognition mechanisms); 2) the formation of goals, motives, assimilation of methods and means of activity.
3	<i>Upbringing (Nurturing)</i>	While performing educational activities, students acquire knowledge, skills, abilities that become the basis for the formation of a worldview of scientific beliefs, diligence, volitional and emotional qualities; moral, aesthetic, ecological, labor, and others types of education are done; spiritual enrichment, a comprehensive development of the student's personality take place.

3.3. Principles of Education

Aim: to formulate the concept of the principle of education; to reveal the essence of the basic principles of higher school education and the ways of their realization.

Basic Notions: the principle; the principle of education (learning); the laws of education (learning); the principle of humanistic orientation of education; the principle of providing the unity of educational, developmental and upbringing functions of education; the principle of professional orientation of education; the

principle of scientific character of education; the principle of systematic character and consistency in education; the principle of accessibility of accumulated difficulties; the principle of awareness, activity and independence of students in education; the principle of individual approach to students; the principle of visibility; the principle of the strength of acquisition of knowledge, skills, habits; the principle of educational process optimization.

Plan

3.3.1. The concept of principles in pedagogy.

3.3.2. Characteristics of the principles of higher education.

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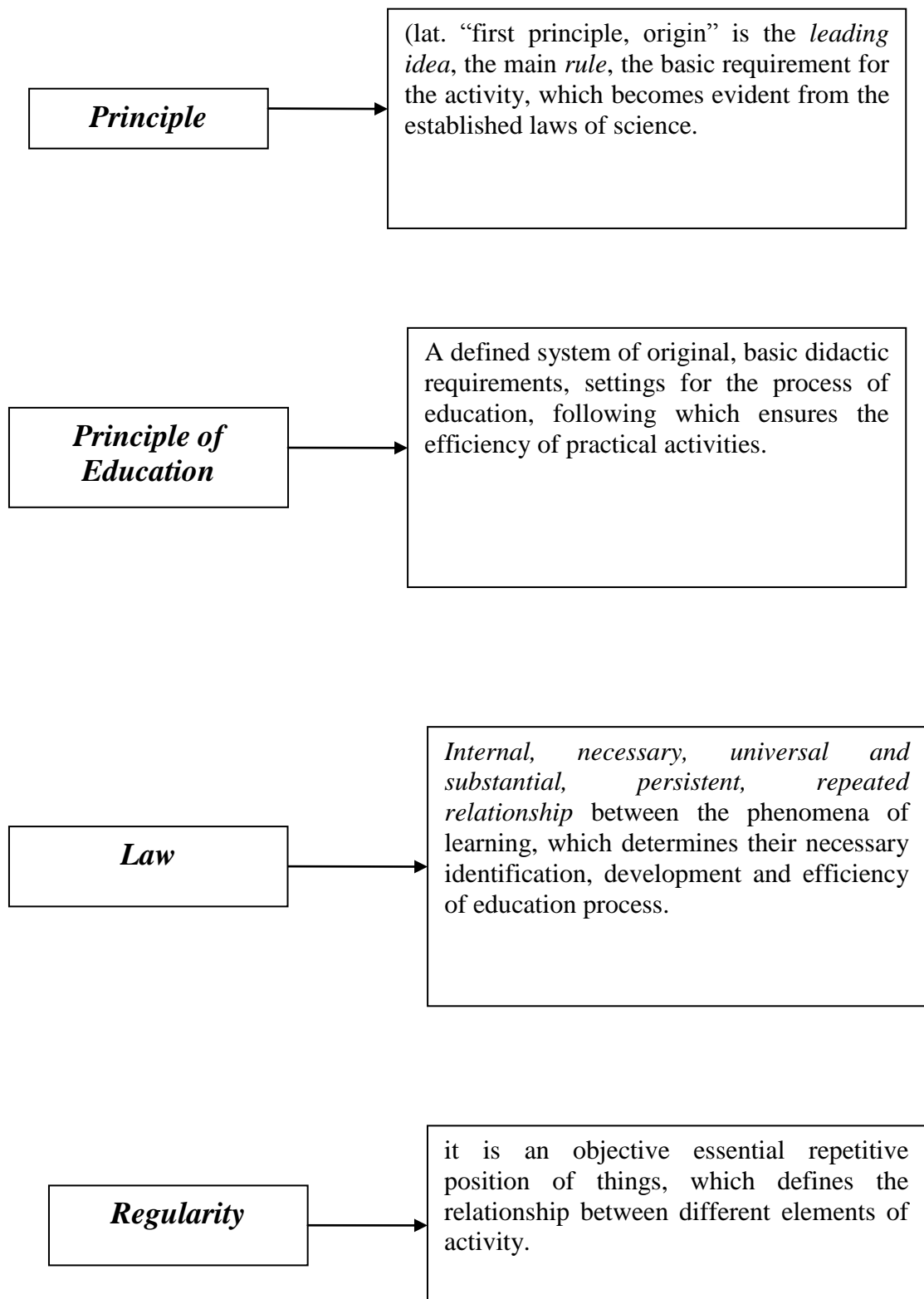
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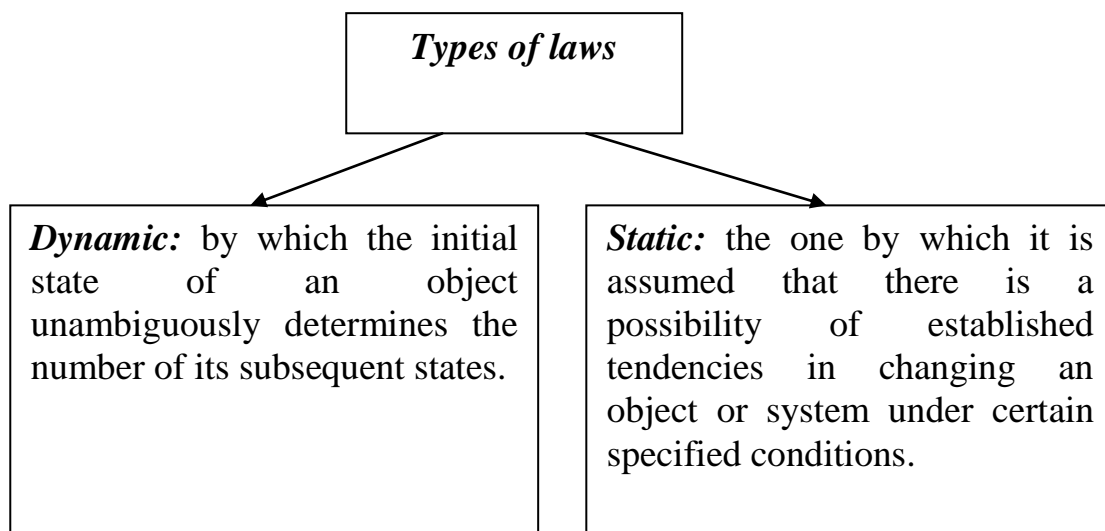
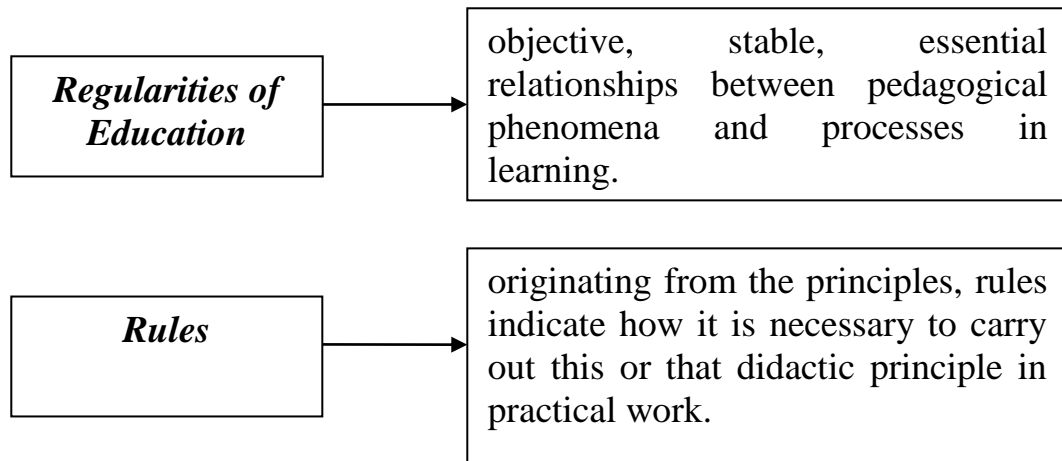
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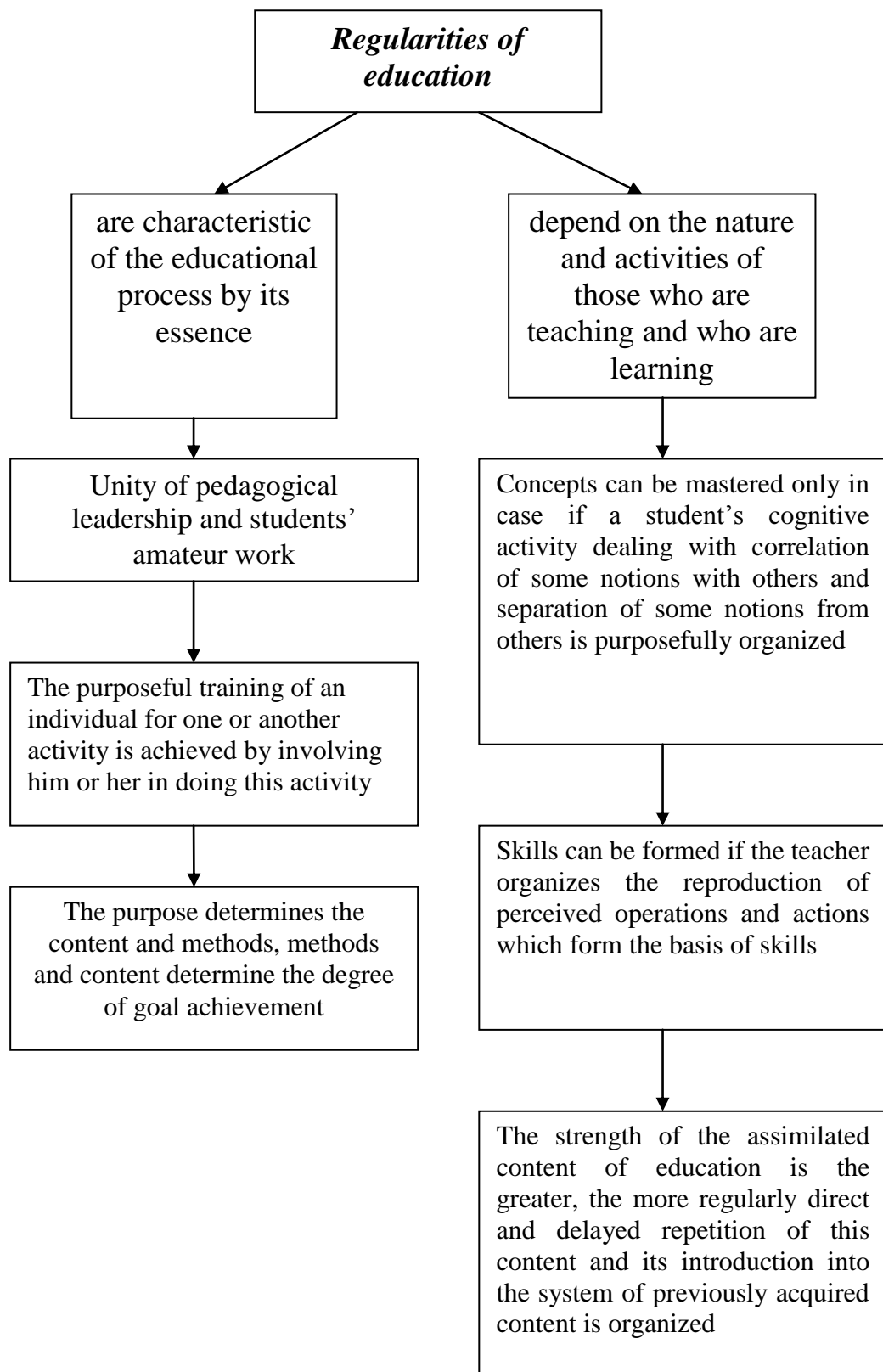
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3.3.1. The Concept of Principles in Pedagogy





Scheme 3.20. Types of laws



Scheme 3.21. Types of regularities

3.3.2. Characteristics of the Principles of Higher Education

Table 3.12

Principles of education

Principle	Essence	Ways of realization
<i>The principle of humanistic orientation of education</i>	The value of a person as a personality, his/her rights to freedom, happiness, protection and protection of life, health; identification and development of interests, abilities, creative potential of future specialist's personality; assisting in full self-realization.	Not to humiliate. Through moral qualities by A. Makarenko "An optimistic hypothesis towards a person": with the help of mimic (a smile, a kind look); plastically (a friendly gesture, enthusiastic waving of hands); verbally; with the help of subjects (presenting with a book); with some action (offering something). Dialogism of communication between subjects of learning. Tolerance in the process of teacher-student interaction.
<i>The principle of providing the unity of educational, developmental and upbringing functions of education</i>	Learning is educating, because it forms the system of a person's attitudes to the outside world.	1. Through the content of learning material. 2. Through the educational process itself, its organization, methods, forms. 3. A teacher's personality, his/her humanism contribute as well.
<i>The principle of professional orientation of education</i>	It is required to take this principle into account not only when teaching professional disciplines, but also to substantiate general features of a student's future professional activity.	Connection of learning with life, based on students' life experience.
<i>The principle of scientific character of education</i>	The assimilation of provisions precisely established in the modern science, that is, the content of education must familiarize students with objective scientific facts, concepts, laws, and theories.	1. Selecting the content of science, transferring ideas and concepts into precise verbal definitions. 2. The development of curricula and textbooks in accordance with the content of education. 3. Historism in teaching. 4. Using methods of problem-based learning.

Table 3.12 (Continued)

<i>The principle of systematic character and consistency in education</i>	<p><i>Systematic character</i> of education involves a subject's assimilation of concepts and sections in their logical connection and continuity (succession).</p> <p><i>Consistency</i> requires ensuring the formation of a system of knowledge among pupils.</p>	The systematic organization and design of the process of education, consistency and continuity, establishing a close relationship between the studied issues in a definite order, complication of teaching methods and forms of independent work, students' systematic work.
<i>Principle of accessibility of accumulated difficulties</i>	The gap between students' preparation for the learning process and the requirements that this process sets to them.	<ol style="list-style-type: none"> 1. To take into account students' individual learning abilities, to unite them into differentiated subgroups. 2. To lead the educational process in the optimal pace in order not to delay strong students and to develop the rate of action among average and weak students. 3. To create some tension in learning, so that the subject of learning will get used to working with the full capacity. 4. For accessibility, to use analogy, comparison, contrast, to provide food for thought. 5. Focus on managing cognitive activity in order to teach students to find a solution themselves, and so on.
<i>The principle of individual approach to students in education</i>	The principle lies in studying and considering each student's individual characteristics in order to maximize the development of students' positive and overcome negative features.	Studying the character, skills, the level of knowledge and abilities, the level of cognitive abilities, attitude to learning, to success, failures; learning motives, student's level of learning abilities, etc.

Table 3.12 (Continued)

<i>The principle of awareness, activity and independence of students in education</i>	The principle lies in realizing goals, tasks, value of one's educational activities; positive attitude to them; ability to manage one's activities; proper understanding of the factual material; understanding practical significance; mastering the system of knowledge, abilities, skills for further professional activity; ability to use knowledge in different situations, etc.	<ol style="list-style-type: none"> 1. To explain the social and personal significance of education not only for the development of science, but also for creative activity in the field of material production. 2. To teach to show persistence, willpower. 3. To encourage doing the tasks of increased difficulty. 4. To define goals, tasks, forms of report, evaluation criteria clearly. 5. To teach to be demanding of oneself in order to encourage self-education of duty, responsibility, etc.
<i>The principle of visibility</i>	The principle is based on demonstrating specific subjects, phenomena, processes, models or their figurative reproductions.	<p>To use phonic (perceived by hearing), visual (perceived by vision) and mixed:</p> <ul style="list-style-type: none"> • static aids (film strips, slides, projection slides, manuals for epi-projection); • dynamic (films, film fragments); • audio guides (gramophone recordings).

3.4. Methods of Teaching in Higher School

Types, Author's Didactic Teaching Systems

Aim: to master the basic methods of teaching in higher school; to compare and analyze the implementation of teaching methods in higher education and in secondary education institutions; to reveal the essence of the main types of teaching, the ways of their implementation, the advantages and disadvantages of using these technologies in teaching.

Basic concepts: method of teaching, technique, means, classifications of methods, lecture, conversation, discussion, dispute (types, requirements, methods of conducting), types of independent work, exercise, laboratory work, practical work, workshop, dogmatic, explanatory, problem, programmed, modular, distance, personality-oriented and developmental training.

Plan

- 3.4.1. Concepts on teaching methods and approaches to their classification.
- 3.4.2. Characteristics of methods by sources of knowledge acquisition.
- 3.4.3. Methods of teaching depending on the nature of students' cognitive activity
- 3.4.4. Methods of stimulation and motivation.
- 3.4.5. The choice of teaching methods.
- 3.4.6. Types, author's didactic teaching systems.

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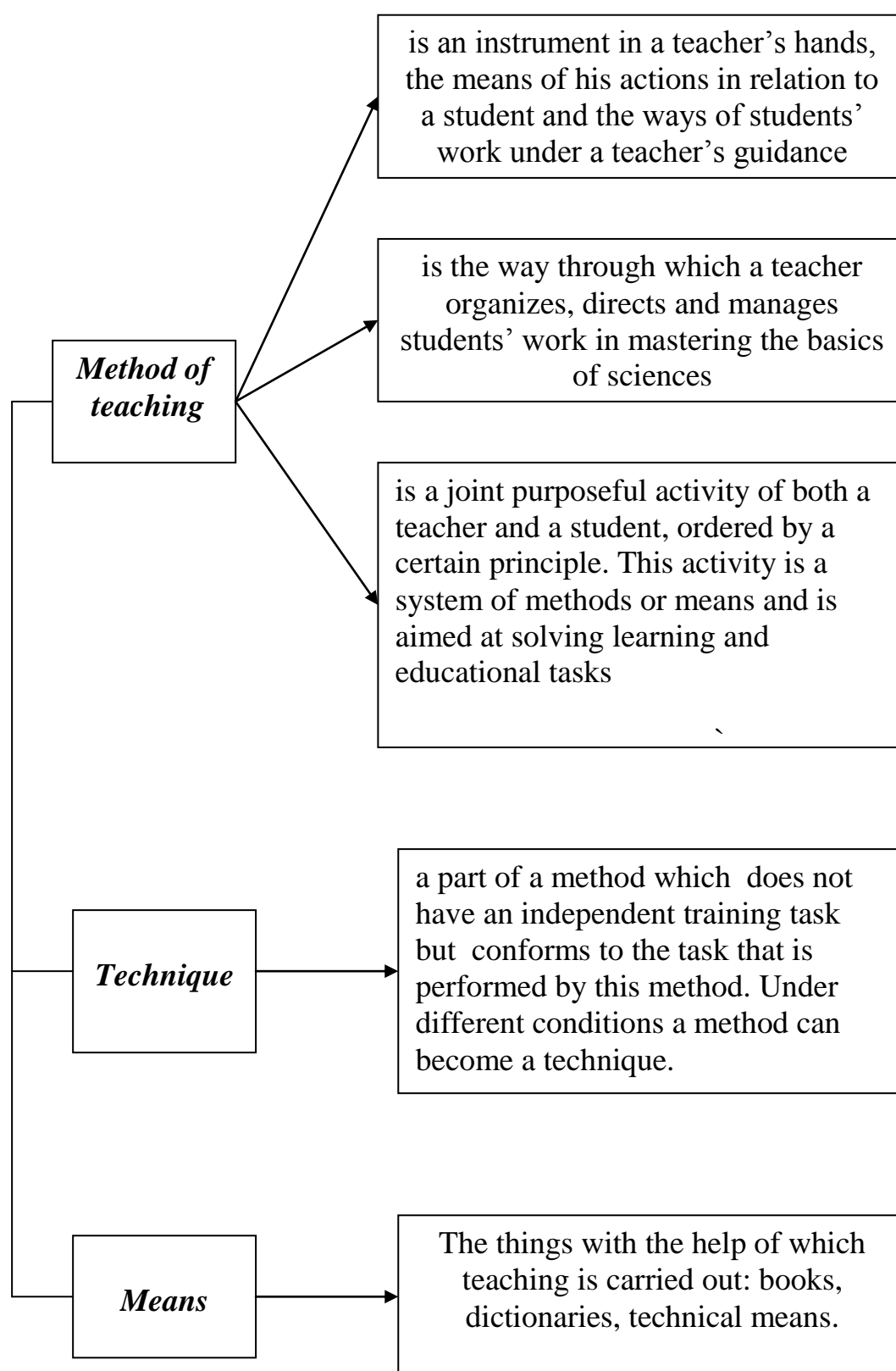
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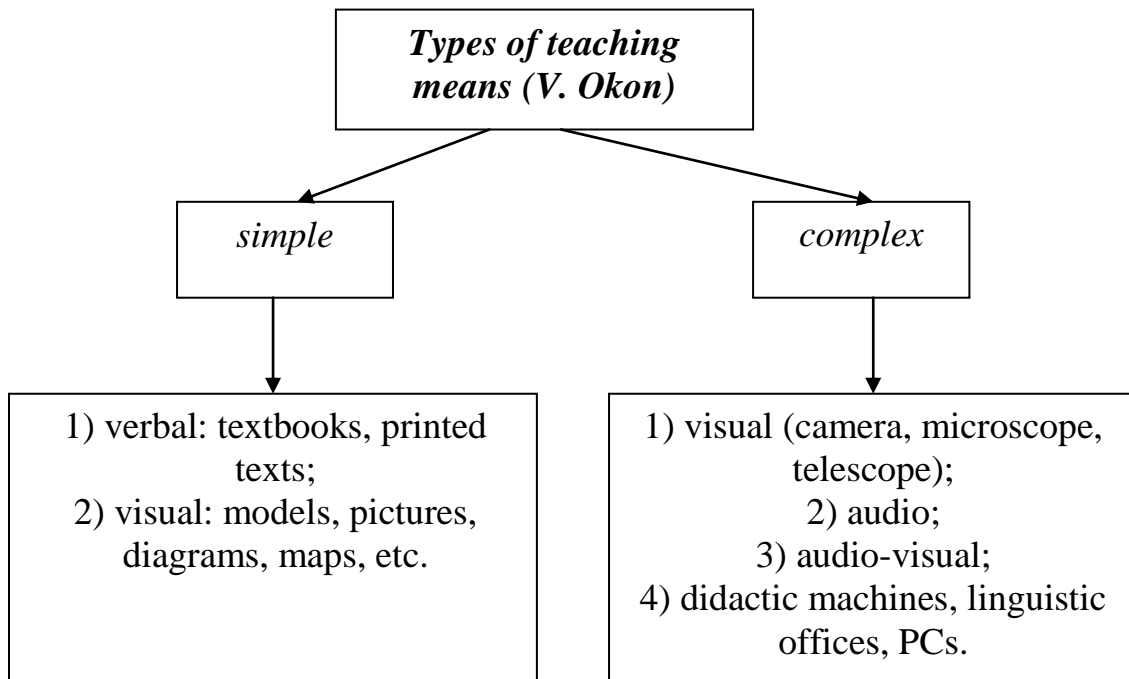
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3.4.1. Notions of Teaching Methods and Approaches to their Classification

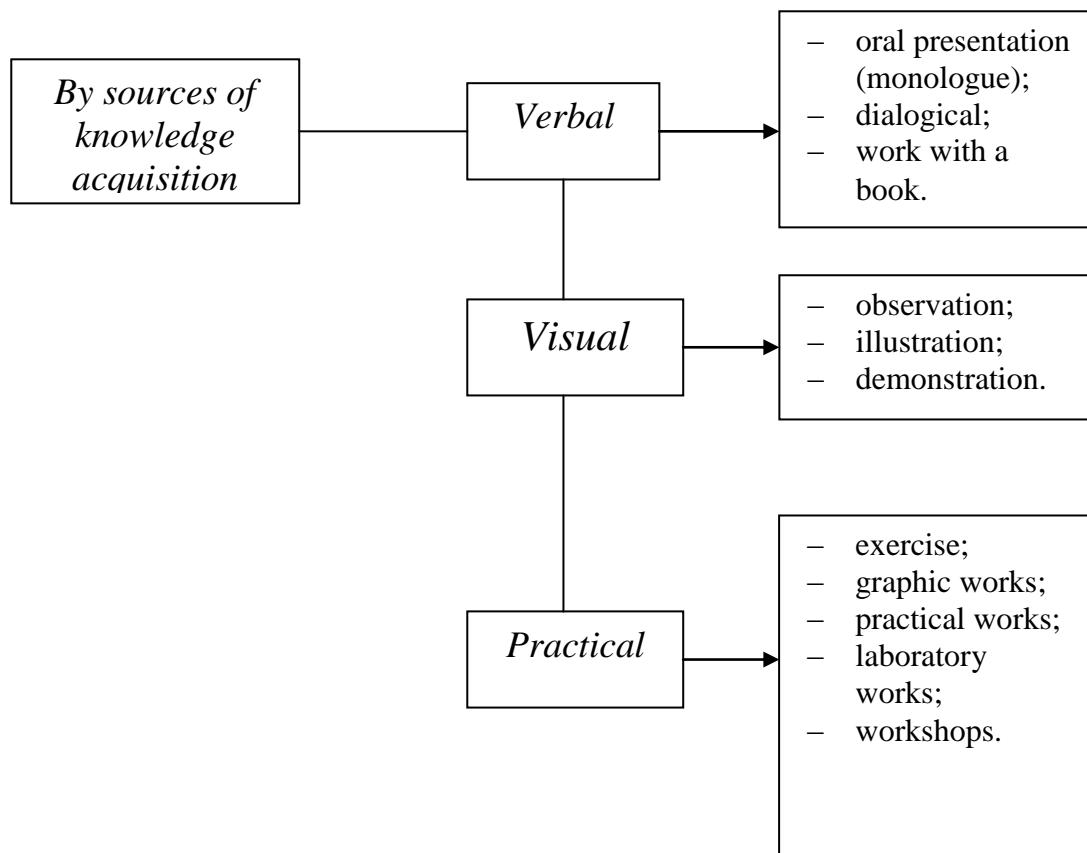


Scheme 3.22 Concept on teaching method, means, technique

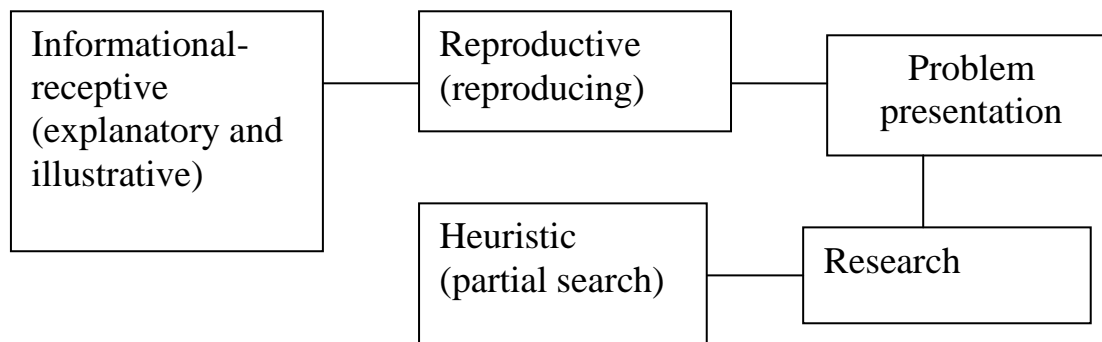


Scheme 3.23. Types of means by V. Okon

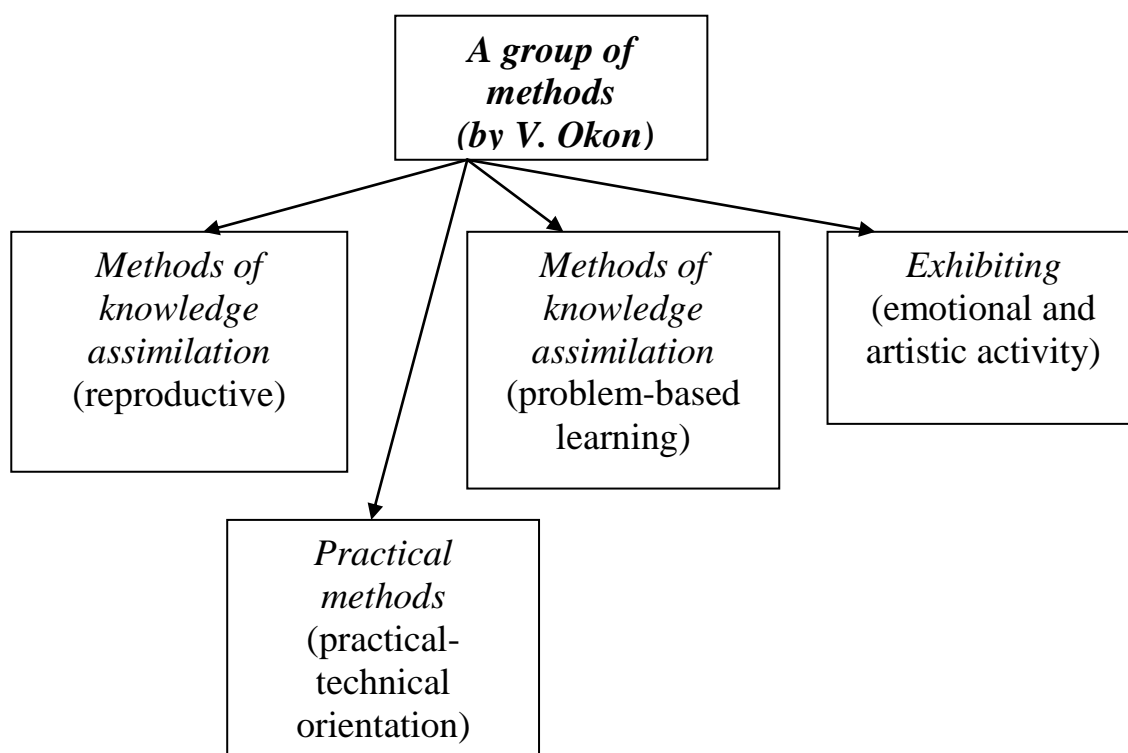
3.4.2. Characteristics of Methods by Sources of Knowledge Acquisition



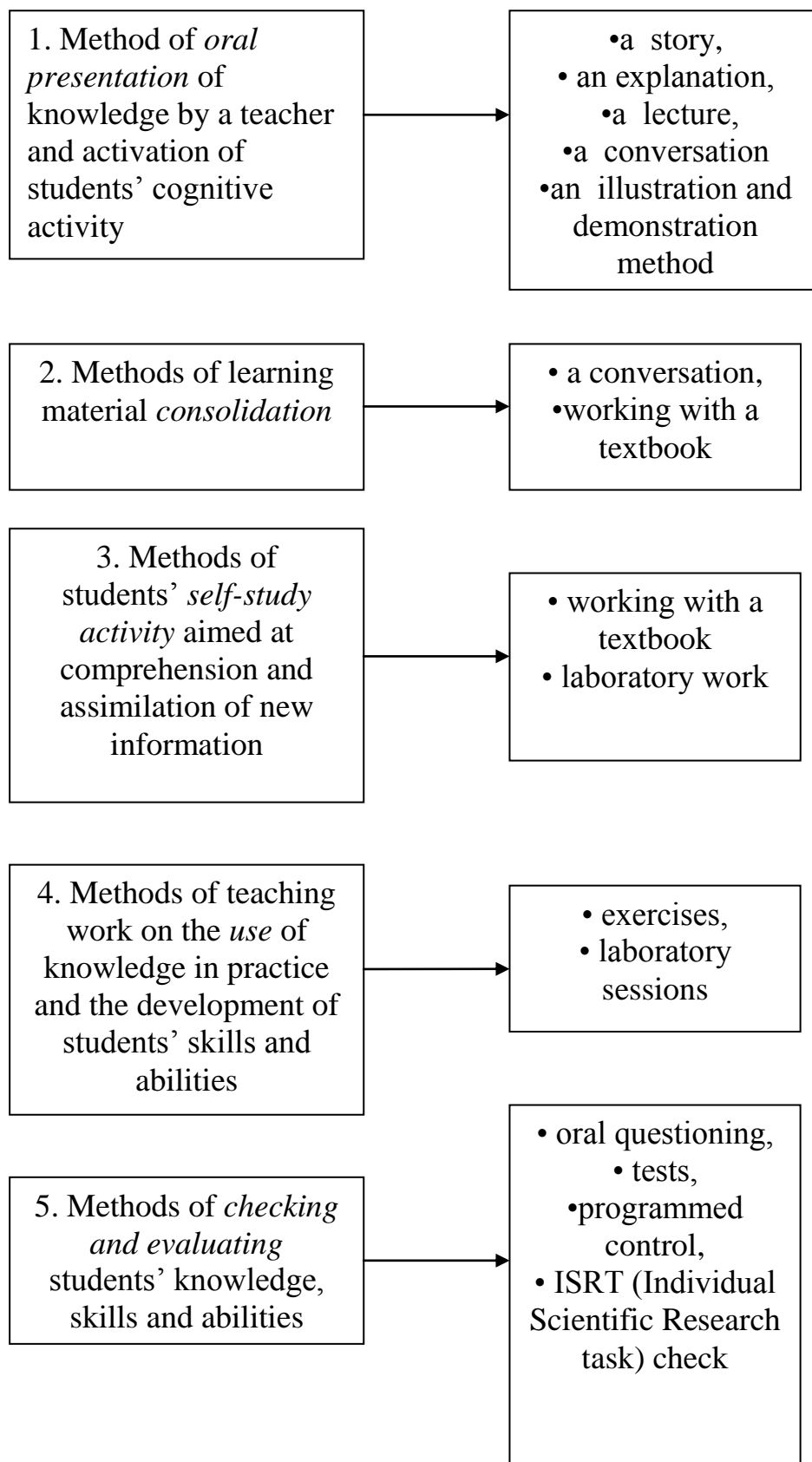
Scheme 3.24. Classification of teaching methods by source of knowledge acquisition



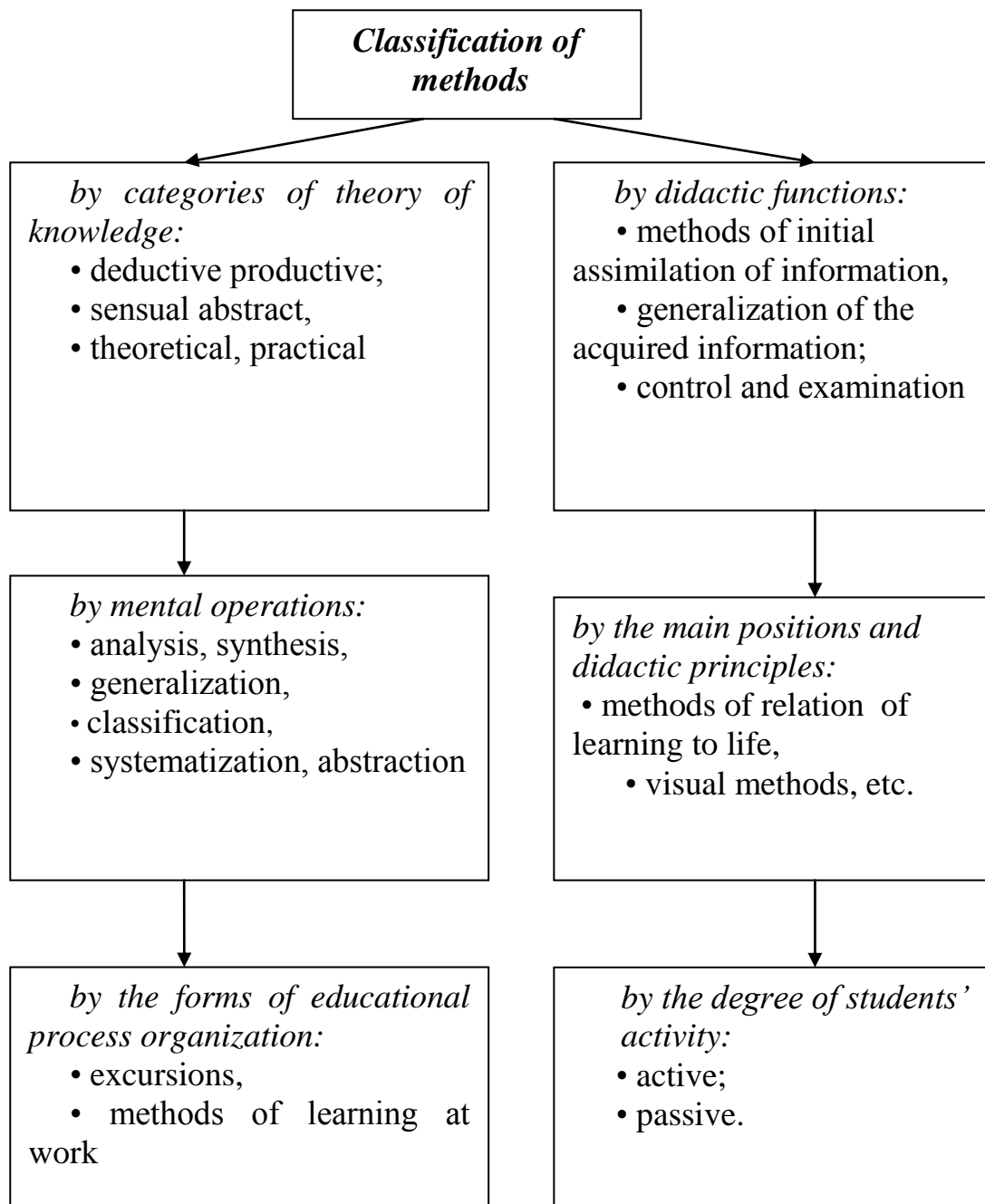
Scheme 3.25. Teaching methods (by I. Lerner)



Scheme 3.26. Types of methods (by N. Okon)



Scheme 3,27. Groups of methods (by I. Kharlamov)



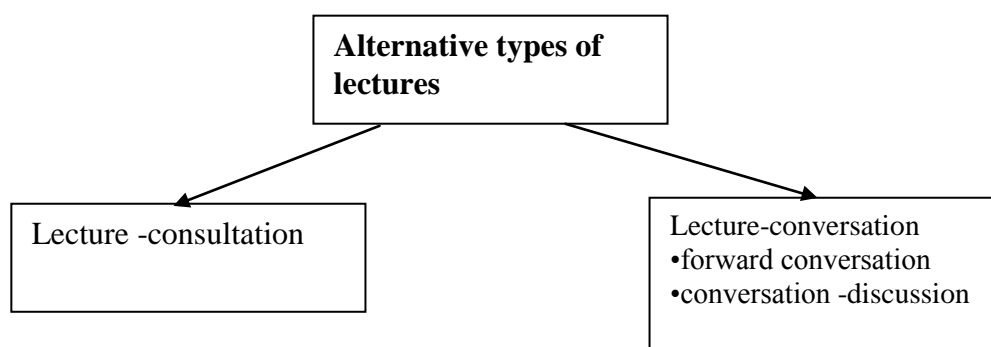
Scheme 3.28. General classification of teaching methods

Types of Lectures

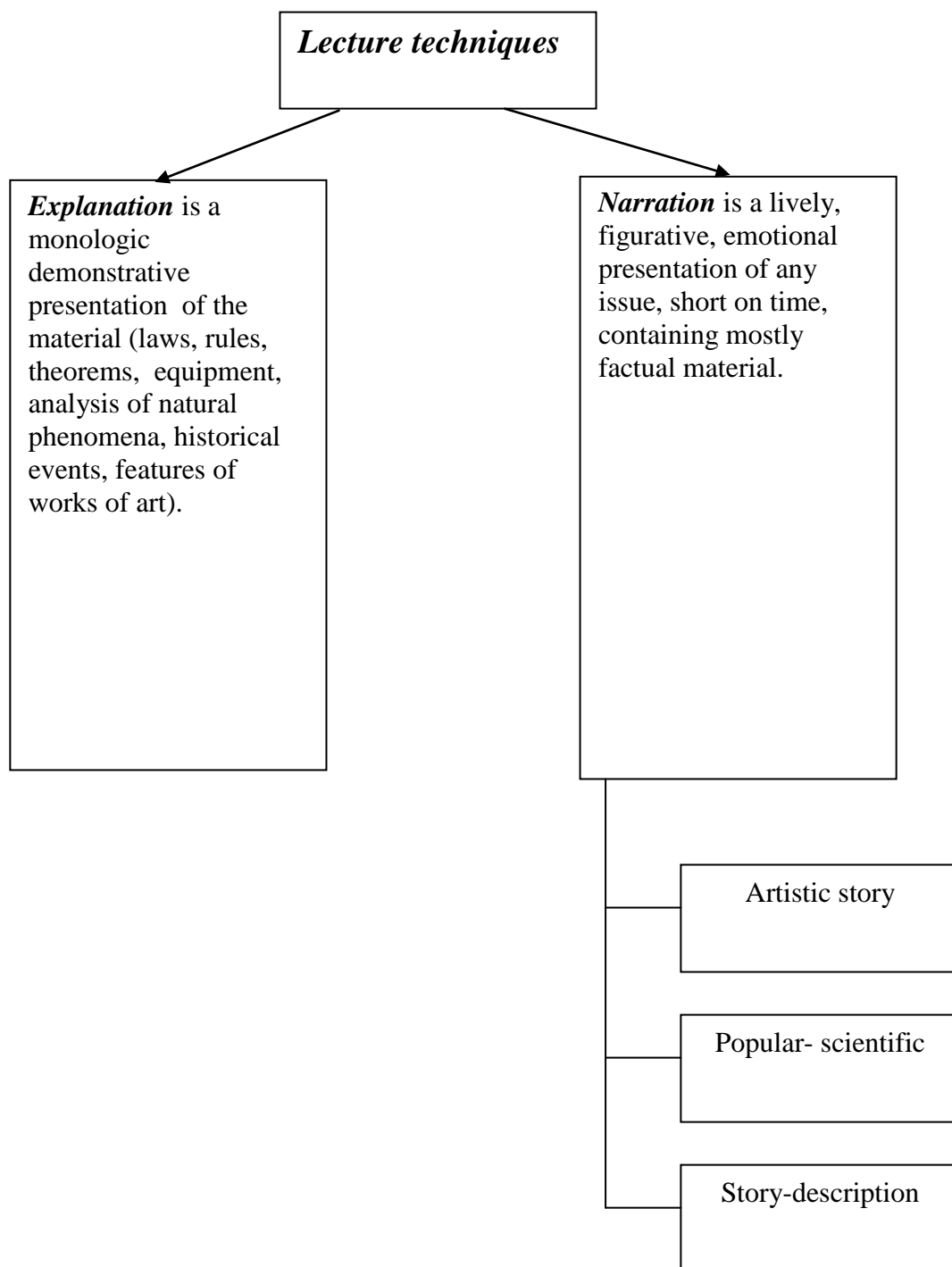
Types of lectures	Aim	Structure
Introductory	<i>Information on the plan for studying a separate discipline</i>	<ul style="list-style-type: none"> • definition of one or another discipline; • brief historical information about the field of knowledge, the role of foreign and domestic scientists in the development of science; • purpose and tasks of the discipline, its importance for professional training, connection with other courses; • basic concepts, problems of science; • methodology for studying discipline, time distribution; • basic and supplementary educational and methodical literature; • peculiarities of students' independent work, participation in research work; • control while studying the course.
Final	<i>Generalization of the main course provisions, interpretation of the prospects for further development of science</i>	<ul style="list-style-type: none"> • general overview of the main course topics, conclusions, generalizations; • disclosure of the current state of problems of this branch of science, its achievements; • the issues of further development of science.
Orientation	<i>Beginning an independent study of a particular course between sessions</i>	<ul style="list-style-type: none"> • review nature; • does not provide for a complete and systematic presentation of the program educational information; • significant concentration of material, recommendations on the sources of course study.
Traditional	<i>The teacher explains, illustrates, gives examples in the process</i>	<ol style="list-style-type: none"> 1. Previous training: selection and structuring of the content of educational information. 2. Lecture arrangement. Preparation for the presentation of the text of the lecture. A teacher learns the content of the lecture, plans the sequence of presentation, the beginning of the disclosure of the topic.

Table 3.13 (Continued)

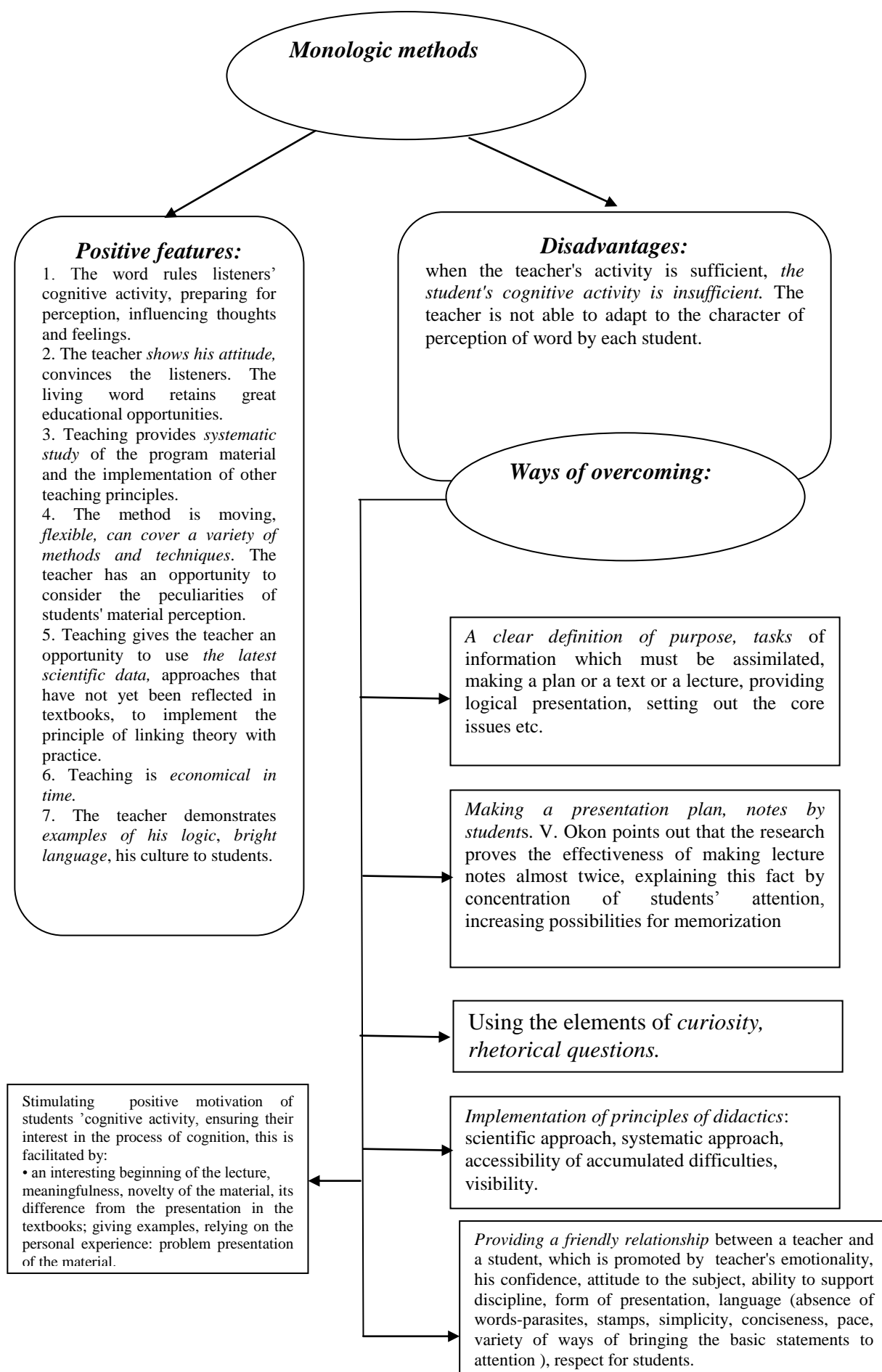
	<i>of explanation of the new material</i>	<p>3. Presentation of the content to students according to the determined plan, recorded by students.</p> <p>4. The final stage of the lecture has the following structure:</p> <ul style="list-style-type: none"> • the lecturer reminds the subject and the purpose of the lecture; • refers to the basic statements of educational information; • makes conclusions on the whole topic and the main issues; • answers students' questions. It is possible to ask questions for the next lecture in writing.
Alternative		



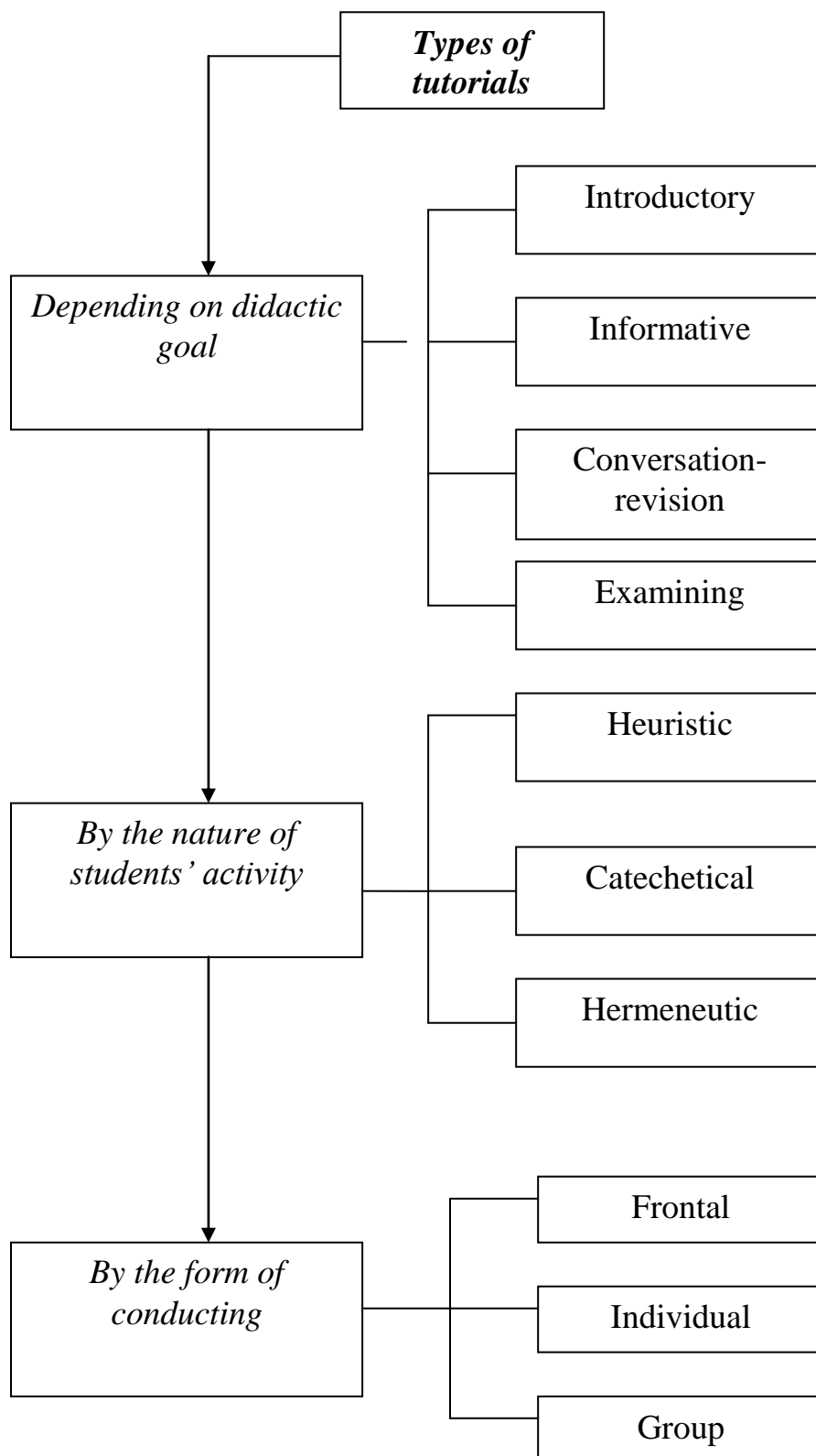
Scheme 3.29. Alternative types of lectures



Scheme 3.30. Characteristics of lecture techniques



Scheme 3.31. Positive and negative features of monologic teaching methods



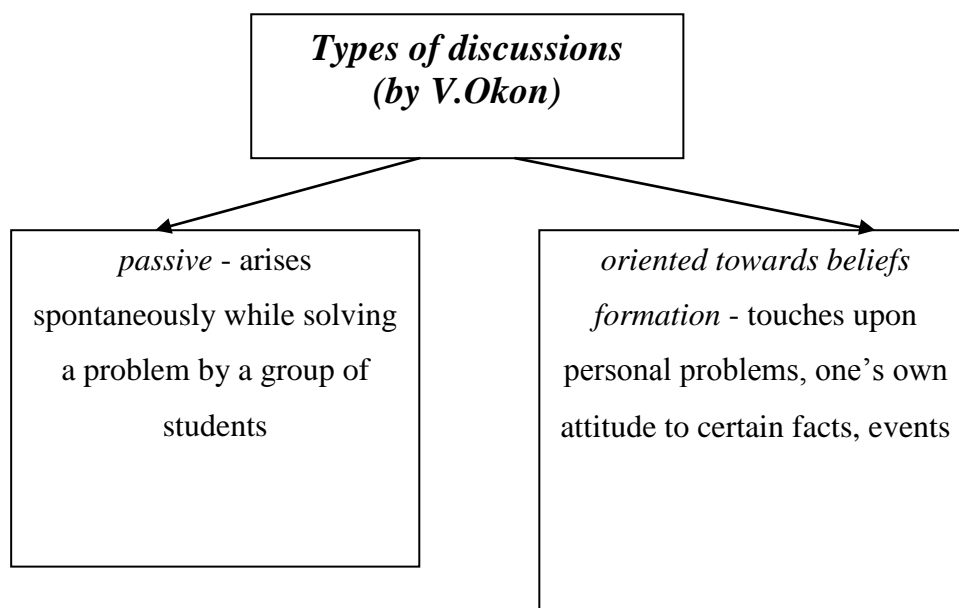
Scheme 3.32. Classification of tutorials

Methods of Conducting Tutorials and Discussions

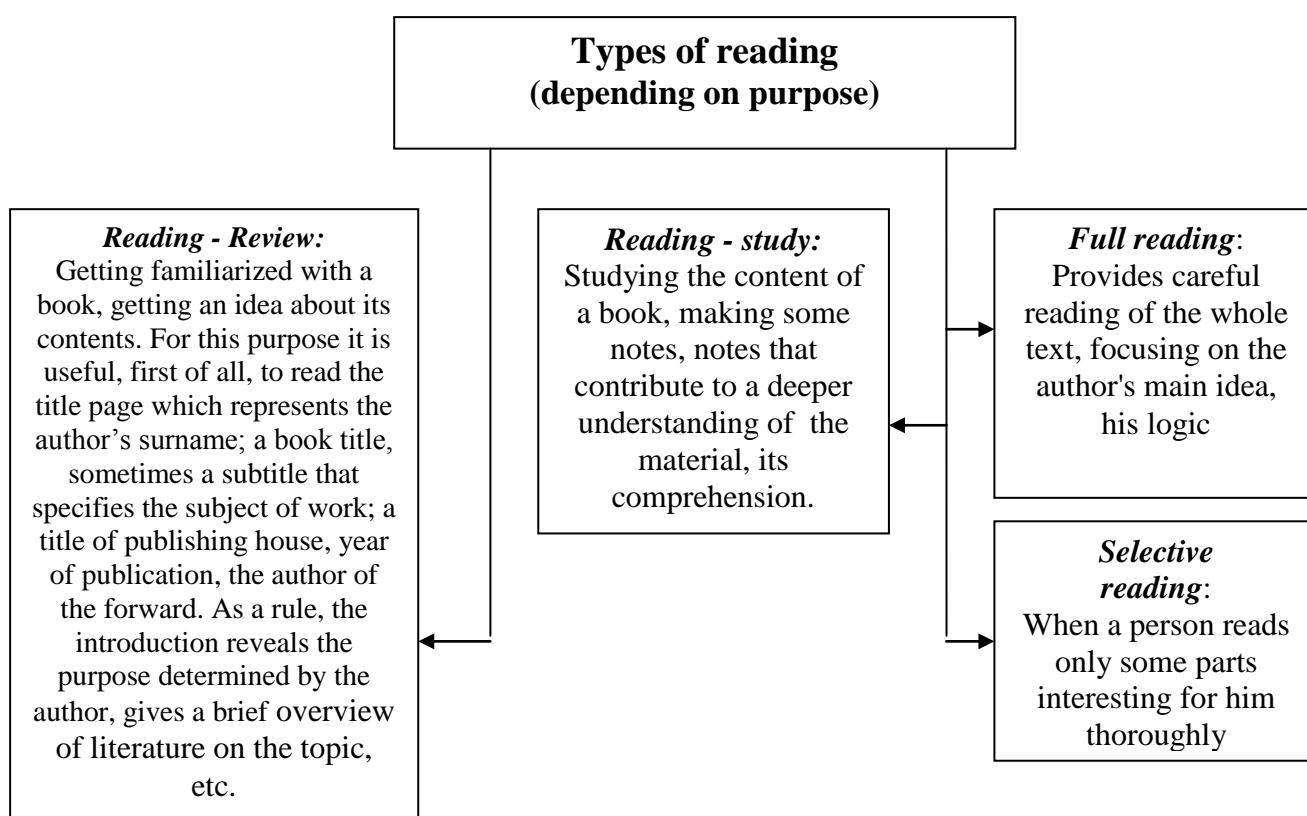
№	Types of methods	Requirements for conducting
1	<i>Tutorial</i>	<ol style="list-style-type: none"> 1. <i>Clarity</i> in determining the purpose of tutorial, its relevance to the purpose and tasks of a lesson. 2. Availability of a <i>questionnaire plan</i>. 3. Correct posing of questions: <ul style="list-style-type: none"> • briefness, accessibility, logic; • questions should not contain an answer; • avoiding “tricky” questions, avoiding uncertain questions (what do you know about ...), avoiding alternative questions (is this it?) questions that require “yes” or “no” answers, except test questions; • asking the whole group and then naming the person who answers; • asking questions of different degrees of complexity so that students of both high and average levels can be confident that they are involved in solving problems, involving all students into the conversation not only the active ones. It is necessary to induce them to doubt, to the search for their own solution or proof, to raising questions. 4. It is necessary to penetrate into the wrong answers, to help students to find an answer but not to suggest a response. 5. Showing flexibility when conducting a conversation. 6. Giving students enough time, but setting a fast pace when known facts, dates, etc. are reported. 7. Summing up the results of the conversation, drawing conclusions.
2	<i>Discussion</i>	<ul style="list-style-type: none"> • precise definition of the educational problem to be discussed; • a detailed idea of methods, techniques and ways of its solution; • a clear definition of the content of concepts, terms and categories that will be used by the participants of the discussion; • obligatory reasoning of one’s own position; • an opportunity to express one’s own thoughts openly and to respect opponents and their views.

Method of Holding a Debate (Discussion)

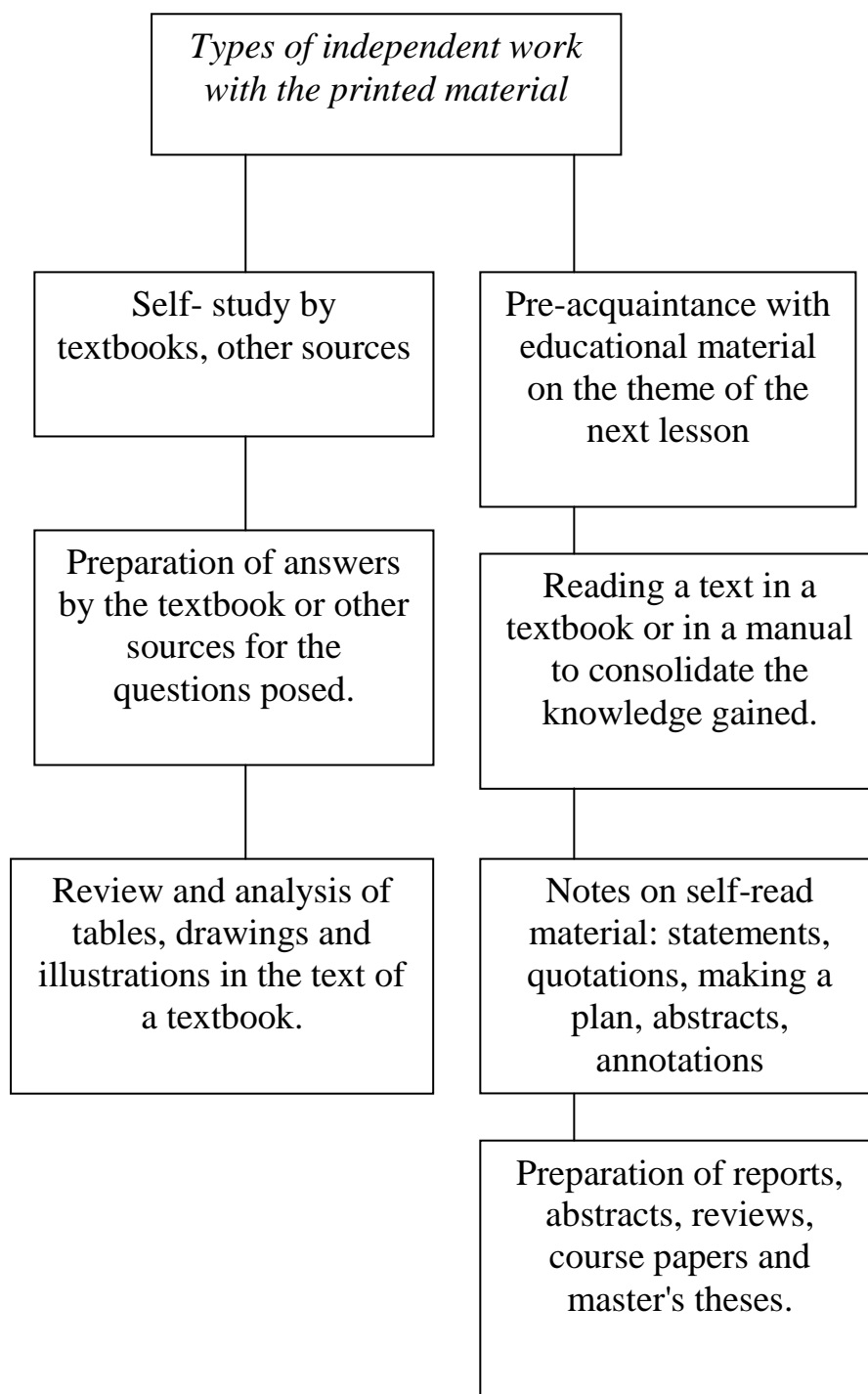
№	The name of the stage	The stages of dispute, discussions
1	Preparatory and organizational stage	<ul style="list-style-type: none"> • studying the students' level of preparation and interests to determine or correct the topic of discussion; question formulation; • studying library funds on the issues under discussion; • detecting the possible points of view on the issue by means of questionnaires, conversations; • forming a list of the sources used.
2	Preparatory and cognitive.	<ul style="list-style-type: none"> • studying the main sources of knowledge that would enrich students' arguments by students; • giving assistance to individual students; • development of problem questions by the teacher; • familiarization of students with the rules of conducting a dispute.
3	Collective and cognitive stage (direct conducting of a dispute)	<ul style="list-style-type: none"> • statement of the topic, the purpose by the teacher (or by a specially-trained student); • speaking of students who express controversial thoughts.
4	Final stage	A teacher makes general conclusions on the topic, reveals the depth of coverage of issues, complements, expresses his own point of view, evaluates individual students' work, etc.



Scheme 3.33. Types of discussions (by V. Okon)



Scheme 3.34. Types of reading



Scheme 3.35. Types of independent work with printed material

Indicators of Successful Work with a Book

№	Indicators of successful work with a book	Factors
<i>1</i>	A person's purpose, motives, needs	<ul style="list-style-type: none"> • a student's desire to get familiarized with a book to get an idea of it, especially when the book has controversial reviews; • the need to master the system of knowledge to be able to solve specific problems; • the need to review a book to speak on it in class; • including the book in scientific work; • the need for self-education, self-improvement, professional competence development, etc.
2	Student's mastering the culture of reading	<ul style="list-style-type: none"> • a person's orientation at rational work with a book; • understanding the text. It means the interpretation of meaningful bonds, relationships; • attention as a selective focus of consciousness on a particular object; • memorization - a process of preservation and reproduction; • students' mastering dynamic reading.

Table 3.17

Memo when working with literature

Recommendations when reading scientific literature	Recommendations when working with a magazine
To know some brief information about the author.	To pay attention to the fact who publishes the issue, from which year, to whom the publication is addressed.
To understand the content of a book for a short presentation in a group, during the examination.	To name the main sections, rubrics.
To highlight the main problems in the process of analysis; to show their development.	To make a brief analysis of the content of parts, chapters for a certain period.
To find out the amount of information the book has given to the reader.	To provide the detailed presentation of the most important information, according to the speaker.
To express the opinion if it is possible to use certain author's thoughts in the future professional activities.	To identify the possibilities of using material in learning, in future professional activities.
To give personal evaluation of work.	

Table 3.18

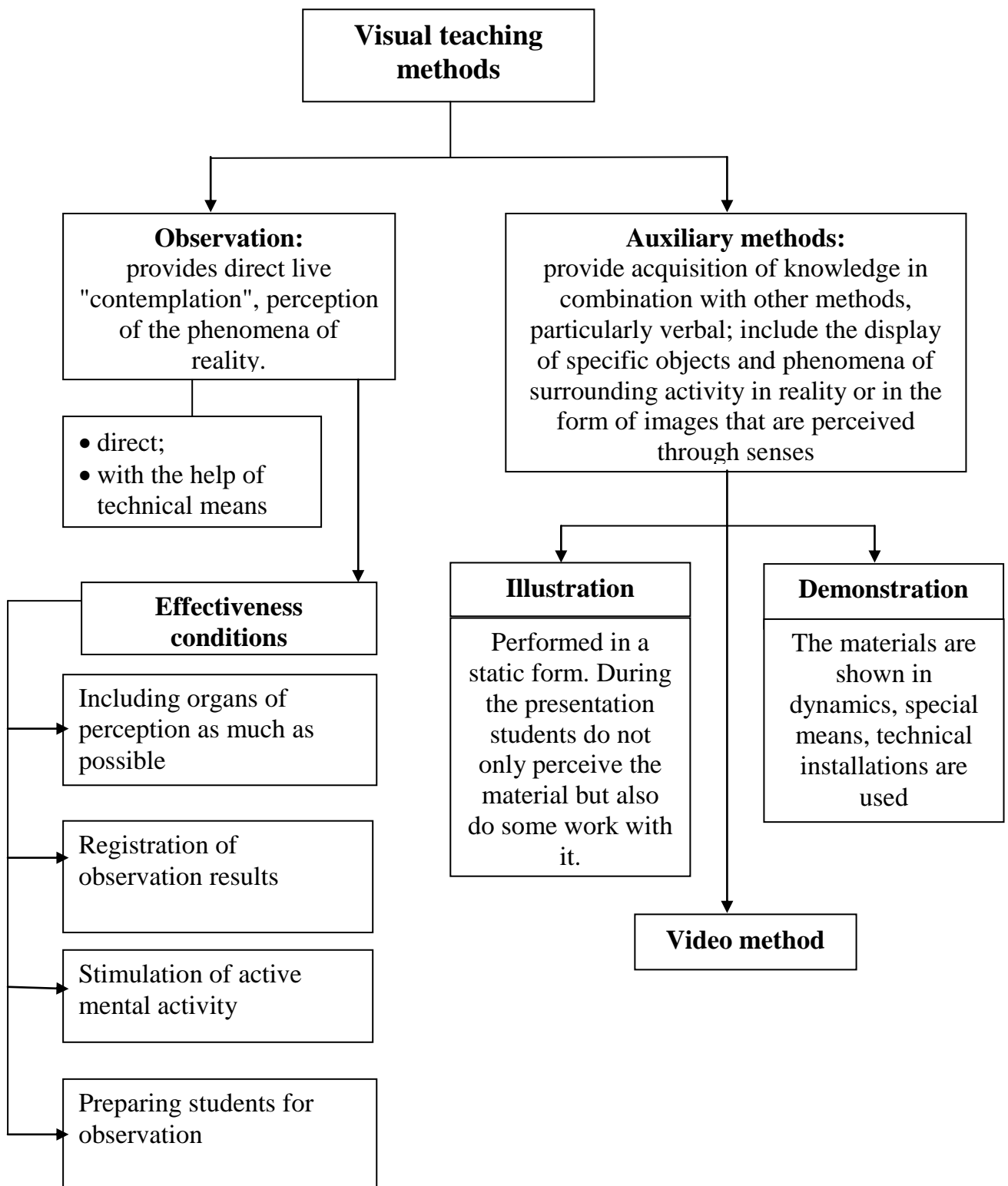
Techniques for students' independent work

№	Techniques for students' independent work
1	The culture of reading (dynamic, fast reading)
2	Short but the most rational record of (extracts, plans, abstracts, summaries, annotations, synopsis, reviews)
3	Memorization (structuring educational information, using certain mnemonic techniques based on figurative and auditory memory).
4	Focusing attention that requires the use of different types of self-control, phased self-examination of work.
5	The search for additional information (work with bibliographic materials, references, catalogues, dictionaries, encyclopedias).
6	Preparation for examinations, credits, seminars, laboratory works.
7	Rational organization of time, reasonable alternation of work and rest.

Table 3.19

Program of Students' Independent Work

№	The components of independent work program
1	Student's diagnosing personal cognitive need for extension, deepening the set of knowledge he owns.
2	Determining one's personal intellectual, physical abilities.
3	Determining the purpose of independent work - the nearest and distant.
4	An independent choice of the object of study and its justification.
5	Developing a specific plan of a long-term and up-to-date independent work program.
6	Determining the forms and time of self-control.



Scheme 3.36. Classification of visual teaching methods

Table 3.20

**Conditions that enhance the efficiency of
observation method**

№	Conditions that the effectiveness of the observation method
1	Preparing students for observation (determining the object and facilities, working out reminders, observation schemes, developing the ability to fix and process data).
2	Including the organs of perception as much as possible
3	Encouraging active mental activity (analysis of phenomena, comparison, generalization, etc.).
4	Registration of the observation results.

Table 3.21

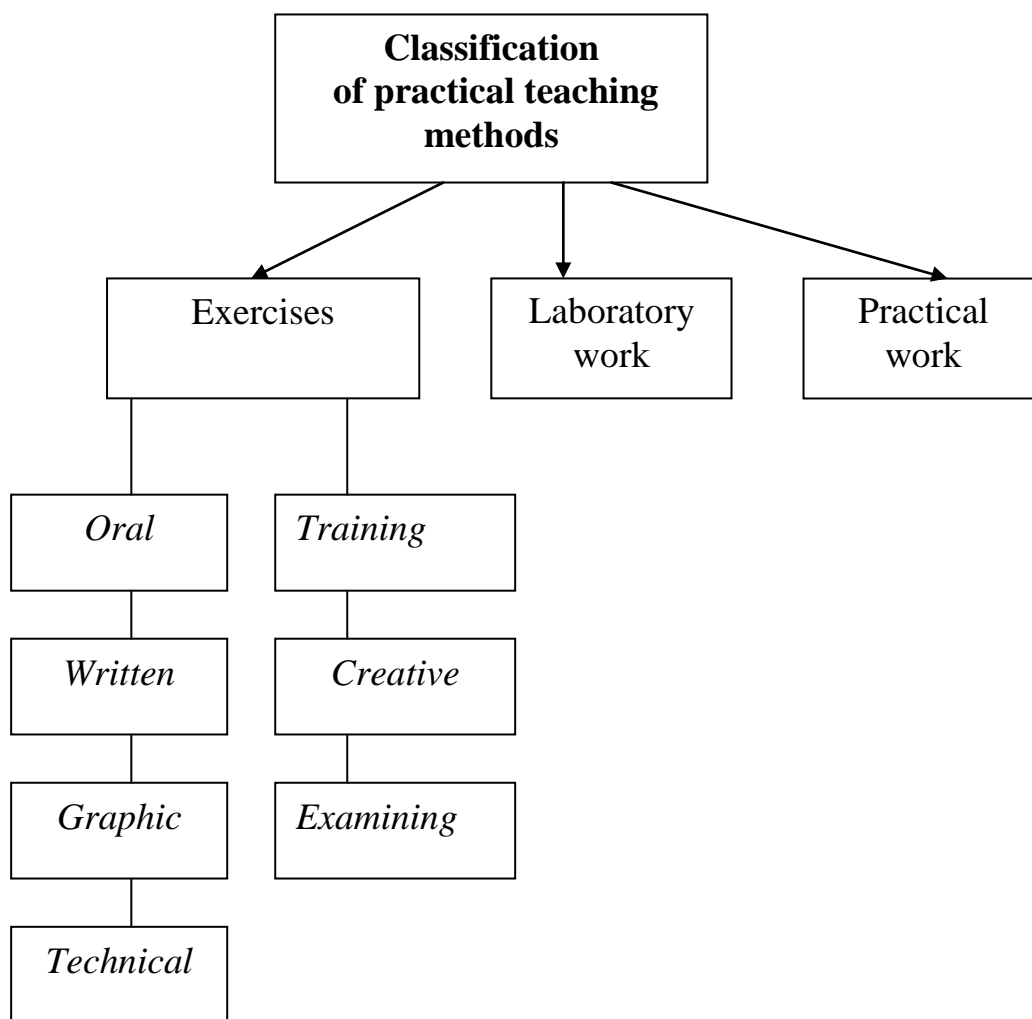
Advantages of using video method

№	Advantages of using video method
1	Gives more complete, reliable information about the phenomena and processes that are being studied.
2	Increasing the role of visibility in learning.
3	Allows satisfying requests, desires, and interests of subjects.
4	Depriving the teacher of doing technical work.
5	Ability to organize a certain and systematic control.

Table 3.22

Requirements for the use of visual teaching methods

№	Requirements
1	A clear specification of the purpose of using visual methods by a teacher which requires an introductory word from him.
2	Managing perception and understanding of what is perceived (to give explanations, comments to certain processes, phenomena).
3	Providing higher-quality illustrations and demonstrations (to allow everyone to see, hear, give time for consideration, not to overload with illustrations, etc.).



Scheme 3.37 Classification of practical teaching methods

Table 3.23

Practical teaching methods

№	Practical teaching methods	Definition	Purpose	Types
1	Exercises	The method of teaching when a student has to repeat certain actions, during which skill and abilities of using acquired knowledge are developed.	The development of attention, observation, thinking, independence, will, persistence in overcoming difficulties.	<ul style="list-style-type: none"> • <i>oral</i> • <i>written</i> • <i>graphic;</i> • <i>technical</i>

Table 3.23 (Continued)

2	Laboratory work	Based on conducting experiments, that is on creating conditions that allow to detect any phenomenon to study the causes of its demonstration, running, consequences, etc.	<ul style="list-style-type: none"> • revision of an independent experiment that was conducted in the classroom, but under the new conditions or with the new quantitative data; • confirmation of a law; • independent problem solving based on previously acquired knowledge. 	<i>Individual and group experiments</i>
3	Practical work	Applying knowledge in situations close to real life.	<ul style="list-style-type: none"> • measuring • comparison; • identification of characteristics, properties of objects; • relevant conclusions. 	

Table 3.24

Conditions for effective use of exercises

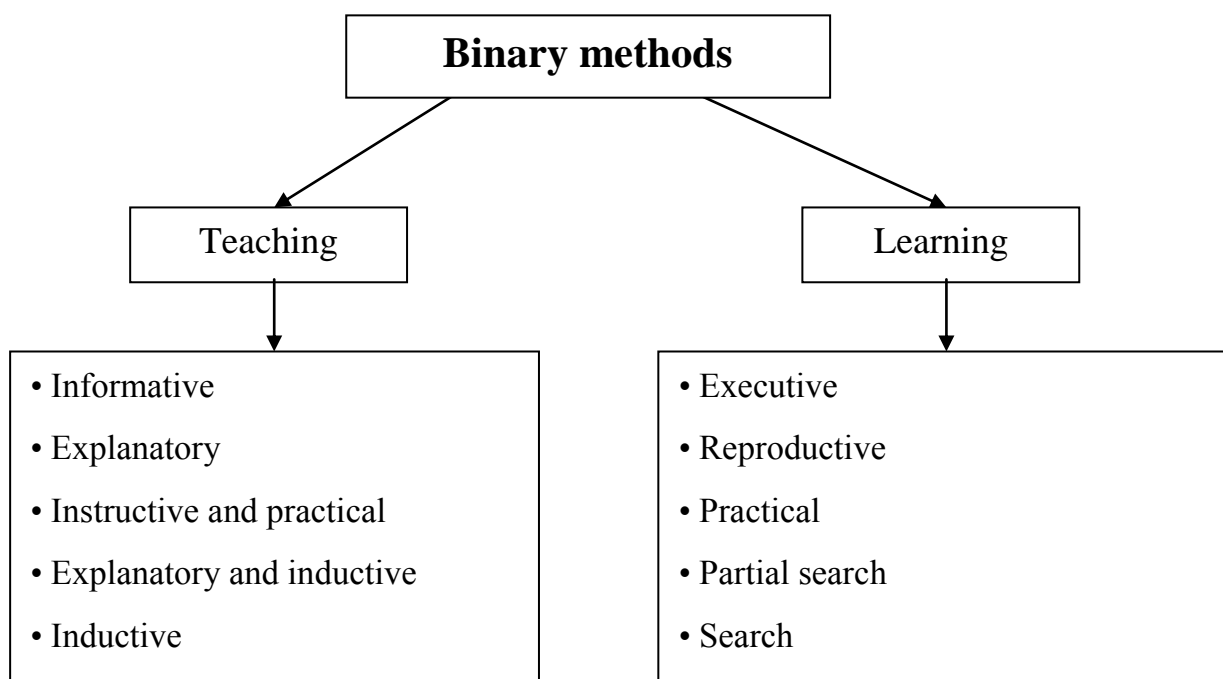
№	Conditions of effectiveness
1	Understanding the purpose of practical activity by the subjects of learning.
2	Knowledge of the rules of action, their content, sequence.
3	Maintenance of students' cognitive interest for repetition of actions, their gradual complication.
4	Accounting for achieved results.
5	Stimulating students to self-control of their activities.

3.4.3. Methods of Teaching Depending on the Nature of Students' Cognitive Activity

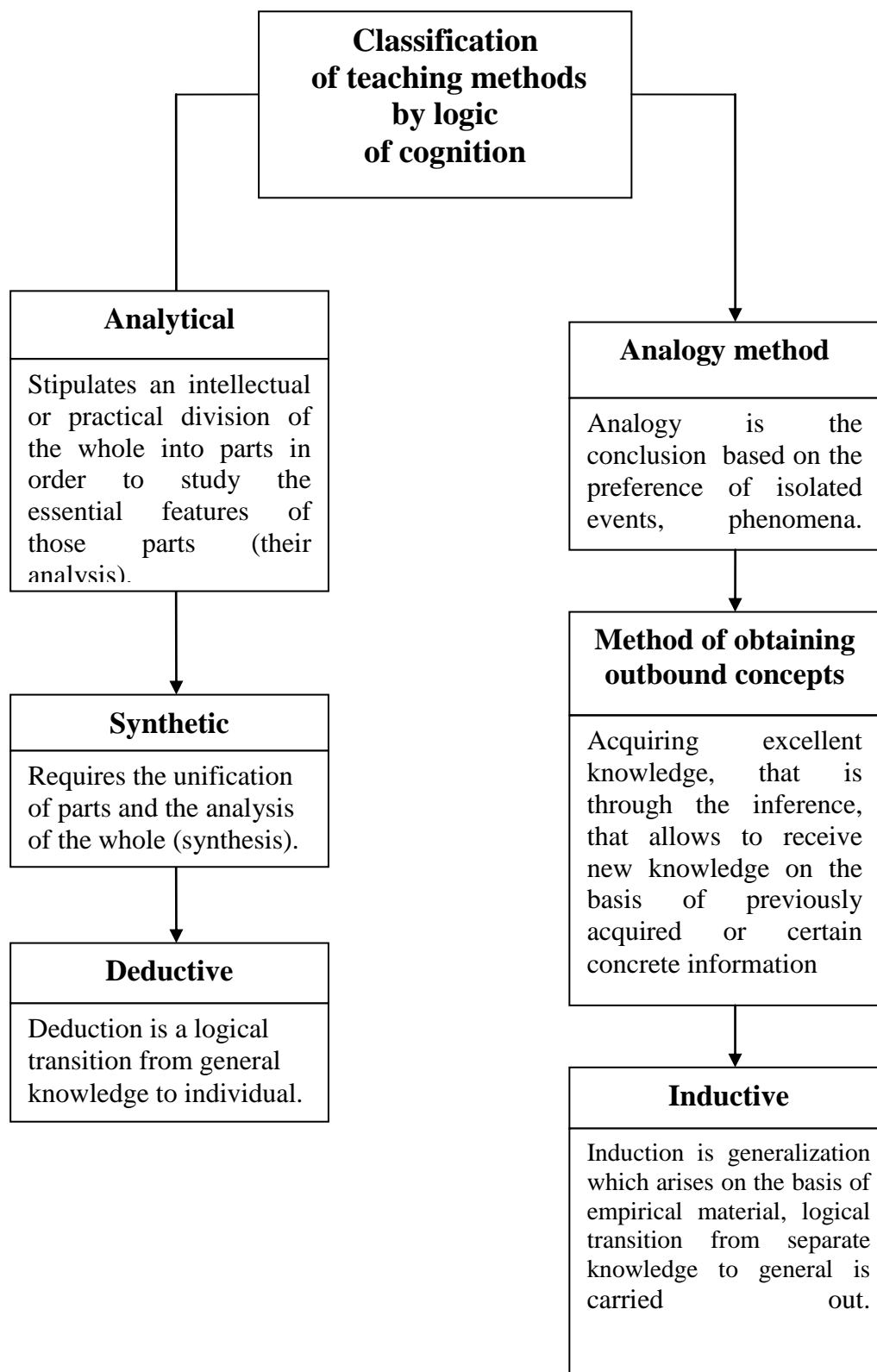
Table 3.25

Classification of teaching methods (by M. Skatkin and I. Lerner)

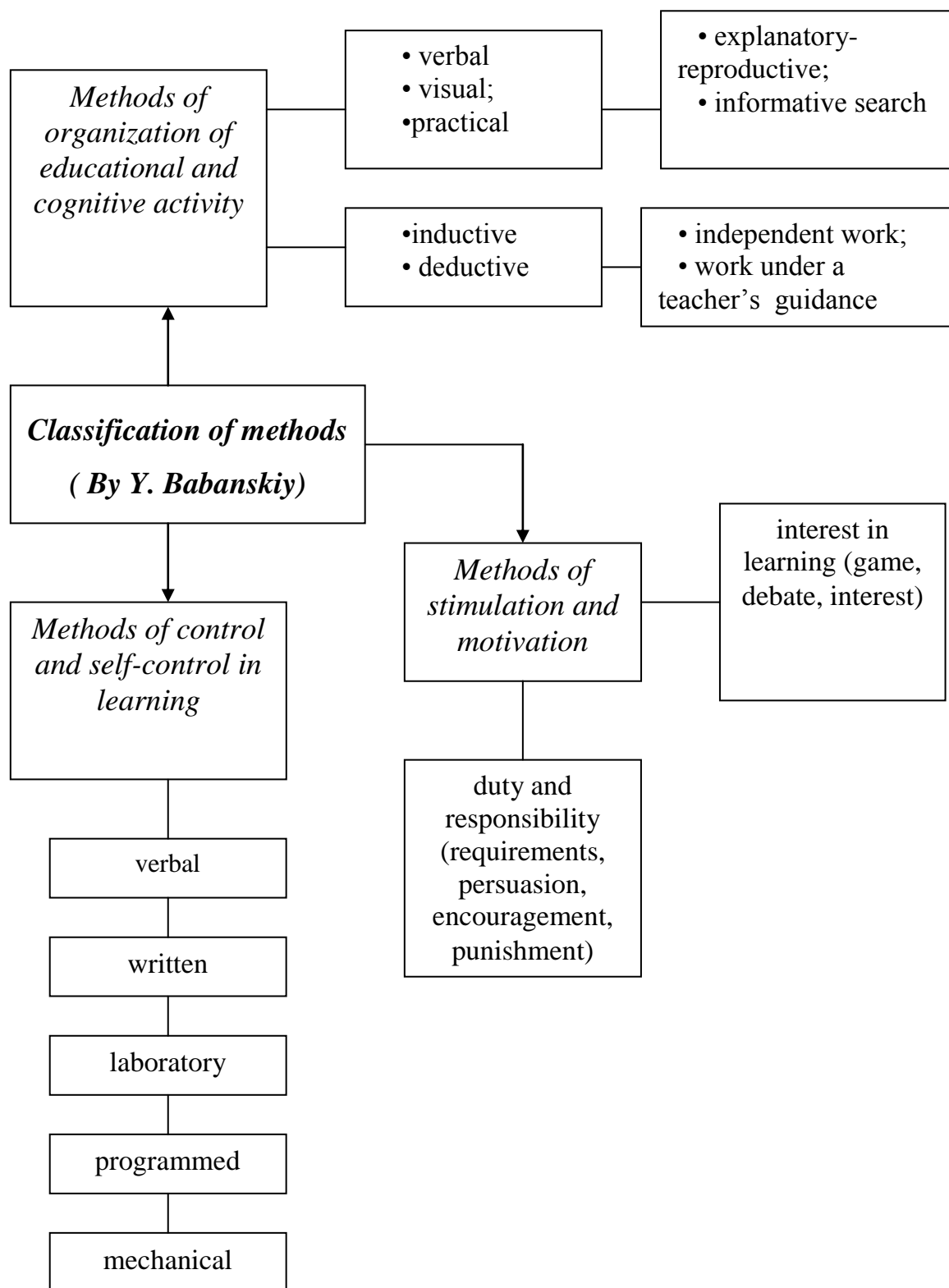
<i>The name of method</i>	<i>The essence</i>
Explanatory (informative and reproductive)	A teacher organizes perception and learners perceive certain facts, phenomena, and fix them in their memories.
Reproductive	Reproduction of knowledge, revision of methods of activity according to teacher's assignment.
Problem teaching	A teacher sets a problem and solves it himself, but at the same time he demonstrates the ways of solution.
Partial search	A teacher organizes student participation in the discovery of certain issues of the subject. A student can formulate questions on the material being studied, to gather evidence for a certain teacher's thesis to put forward hypotheses, to participate in a heuristic conversation.
Research	Students take part in scientific knowledge: observe and study facts, phenomena, identify the problem of research, put forward hypotheses, plan the ways of their verification, study literature, evaluate it, draw conclusions.



Scheme 3.38. Binary teaching methods



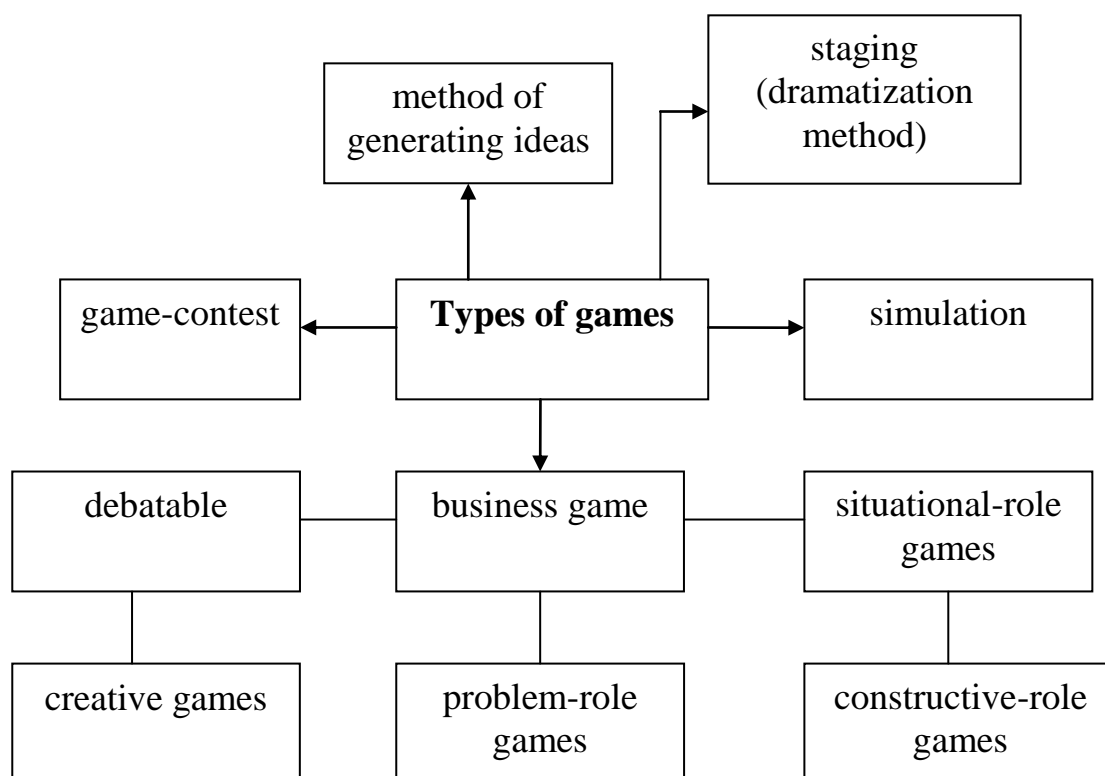
Scheme 3.39. Logical aspect of classification of teaching methods



Scheme 3.40. Classification of teaching methods (by Yu.Babanskyi)

3.4.4. Methods of Stimulation and Motivation

Game in the pedagogical practice of higher school is characterized by creative activity in which professional activity is modeled; imitation of real actions takes place.

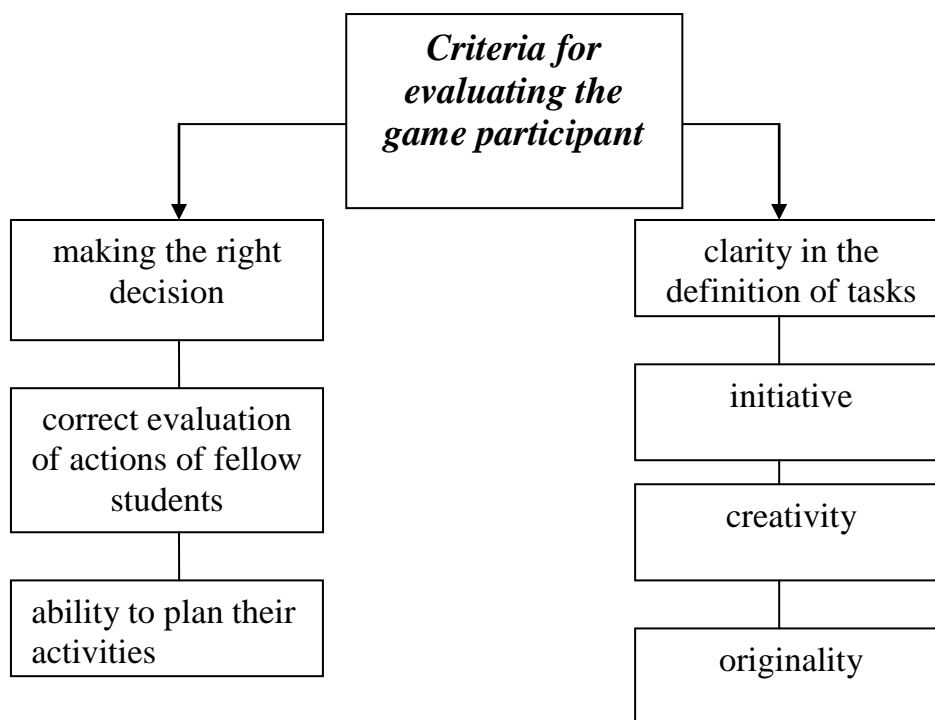


Scheme 3.41. Types of games at higher pedagogical schools

Table 3.26

Requirements for game organization

№	Requirements for game organization
1	Determining the topic, purpose, tasks, output positions.
2	Deciding on game members, their functions.
3	Developing a script for conducting.
4	Summing up the results (general assessment of the work performed, analysis of process, determining positive and negative sides in reaching the goal).



Scheme 3.42. Criteria for evaluating the game participant

Table 3.27

**Requirements for applying incentive methods
and motivation of duty, responsibility**

№	Requirements
1	Formation of understanding of personal significance of learning by the subject
2	Demonstration of the requirements which are derived from the requirements for students, criteria evaluation of the results of their educational work, combined training to do educational tasks systematically.
3	Operational control in order to identify the tasks, questions, exercises, which are difficult for students so that a teacher will help in time if needed.
4	Humane punishment which requires profound knowledge of an individual, his real educational abilities, etc.

3.4.5. The Choice of Teaching Methods

Table 3.28

Factors influencing the choice of teaching methods

№	Factors
1	Possibility of methods to realize specifically-set goals and tasks of the class.
2	Correspondence of methods to the specifics of the discipline, content and selected forms of learning organization.
3	Features of students of this particular group, as well as of individual students.
4	Features of personality traits, teacher's outlook, his abilities.
5	Material and technical base of higher educational establishments.

3.4.6. Types, Author's Didactic Teaching Systems

Table 3.29

Learning technology

№	Kind of learning	Essence	Advantages and disadvantages
1.	Dogmatic	A method of studying facts and phenomena of reality as certain unchanged provisions (dogmas) without considering human practice.	+ mechanical memory develops; - negative attitude to knowledge.
2.	Explanatory	A teacher reports a certain amount of knowledge, explains it and students having learned it, reproduce and apply it in practice.	+ accelerated character of knowledge acquisition; - has a reproductive character (traditional education).
3.	Problem	A teacher creates problem situations which students solve independently and acquire new knowledge and ways of activity.	+ self-development, formation of cognitive activity, development of language, knowledge; - a lot of effort, time consuming does not allow to work under differentiation conditions (dividing students by their activity or some features).

Table 3.29 (Continued)

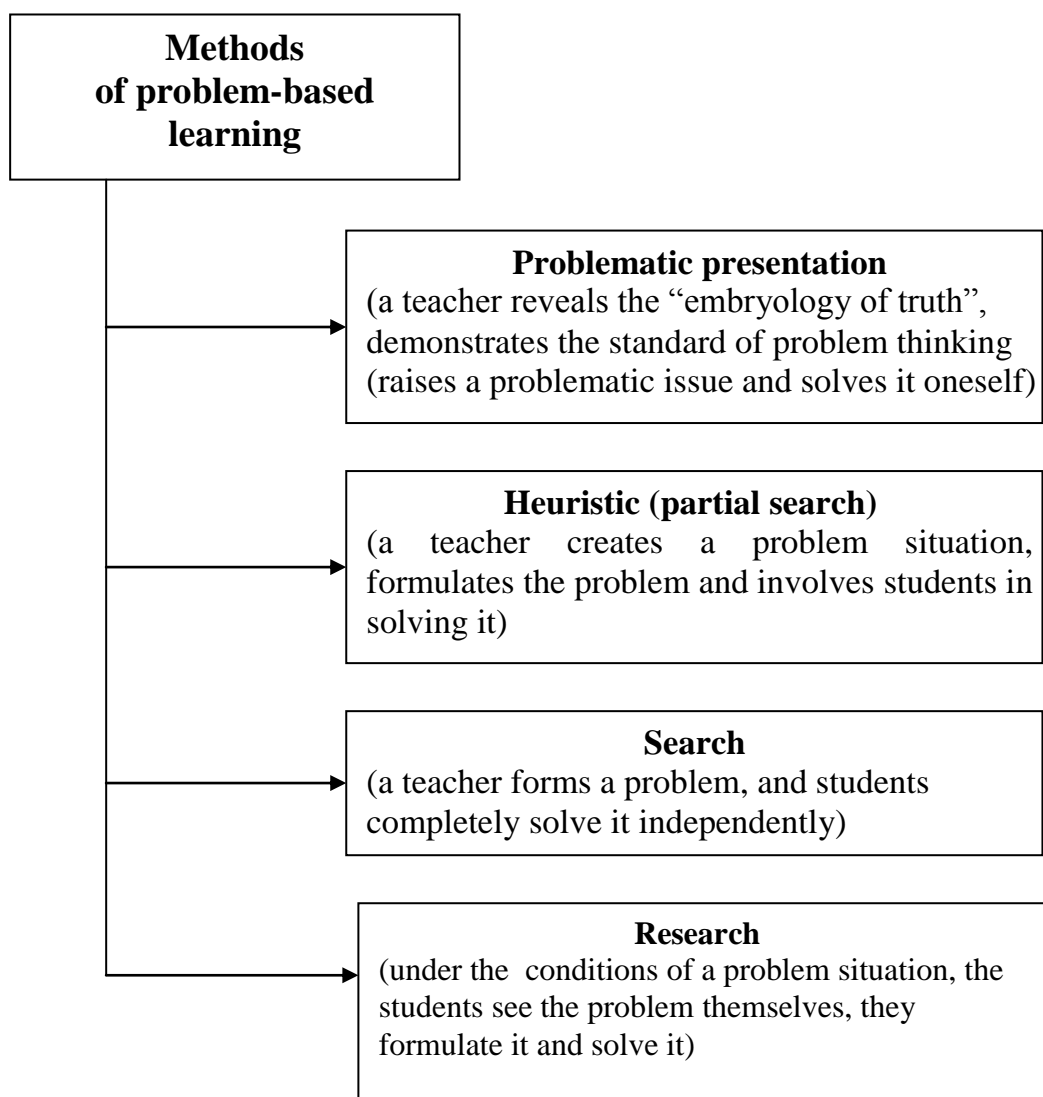
4.	Programmed		Guided learning when the program material is given in doses and the teacher and students receive data on its use immediately	+ operational control over learning, individualization of learning, working with students at an optimal pace, self-control in learning; - formalization, standardization, creation of a pattern for cognitive actions implementation.
5.	Modular		Provides the development of logically completed parts of the educational material (modules) which a student learns independently or under the teachers' guidance.	
6.	Programmed	Computer	Provides the use of a computer in the process of education.	+ changes in cognitive activity, individualization of training, develops skills of algorithmization, communication with teachers-professionals, consultations with specialists, to choose a system of learning.
		Distance	Provides spatial distance of subjects of education which interact with each other through telecommunications.	
7.	Context		<i>Context</i> - a system of internal and external conditions of a person's behavior and activities that affect a subject's perception, understanding, transformation of a specific situation which gives the content and significance of this situation as a whole and its components. The unit of contextual learning content is a problem situation.	

Table 3.29 (Continued)

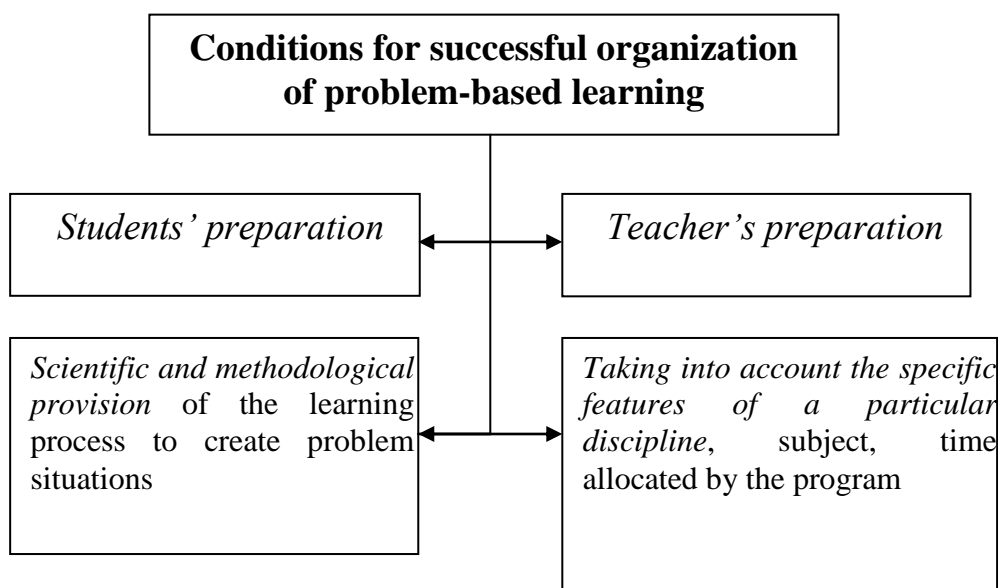
8.	Personality oriented	Recognizes identity, self-worth of each student, who has a unique subjective experience, based on which learning is organized.	+ allows to work under the conditions of differentiation (dividing students by their activity or some features).
9.	Developing	Focus on the development of students' cognitive capabilities, perception, thinking, memory, imagination, feelings, developing ways of activity, when knowledge acts as a means of achieving this goal.	+ desire for knowledge

Problem-based learning is such an organization of the process of education which is based on teacher's creation of problem situations, the definition and formulation of problems, their solving by students independently or under a teacher's guidance.

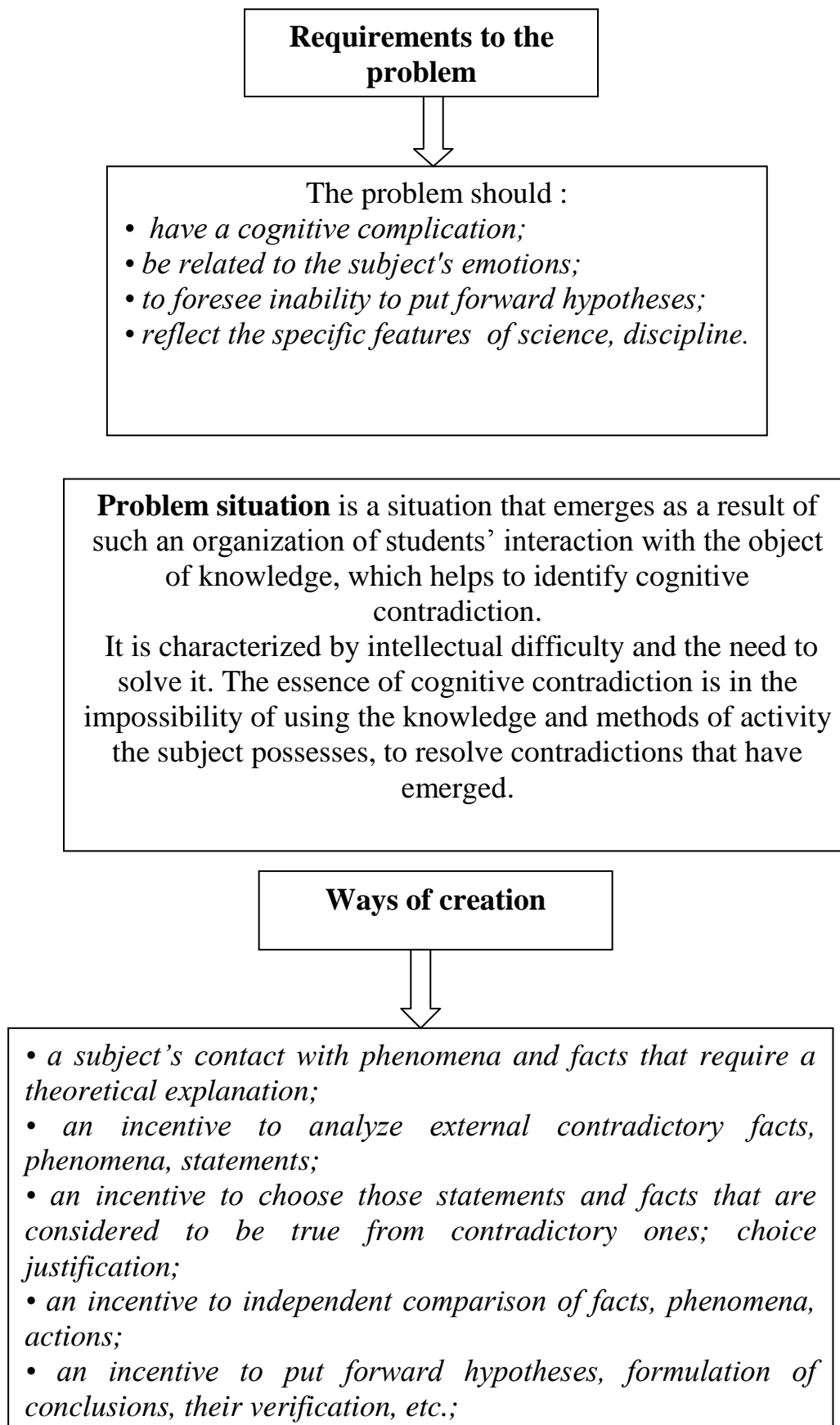
The problem is such a kind of question, the answer to which does not lie in the accumulated knowledge of the subject and methods of activity, therefore it requires appropriate practical and theoretical actions which differ from a simple information search.



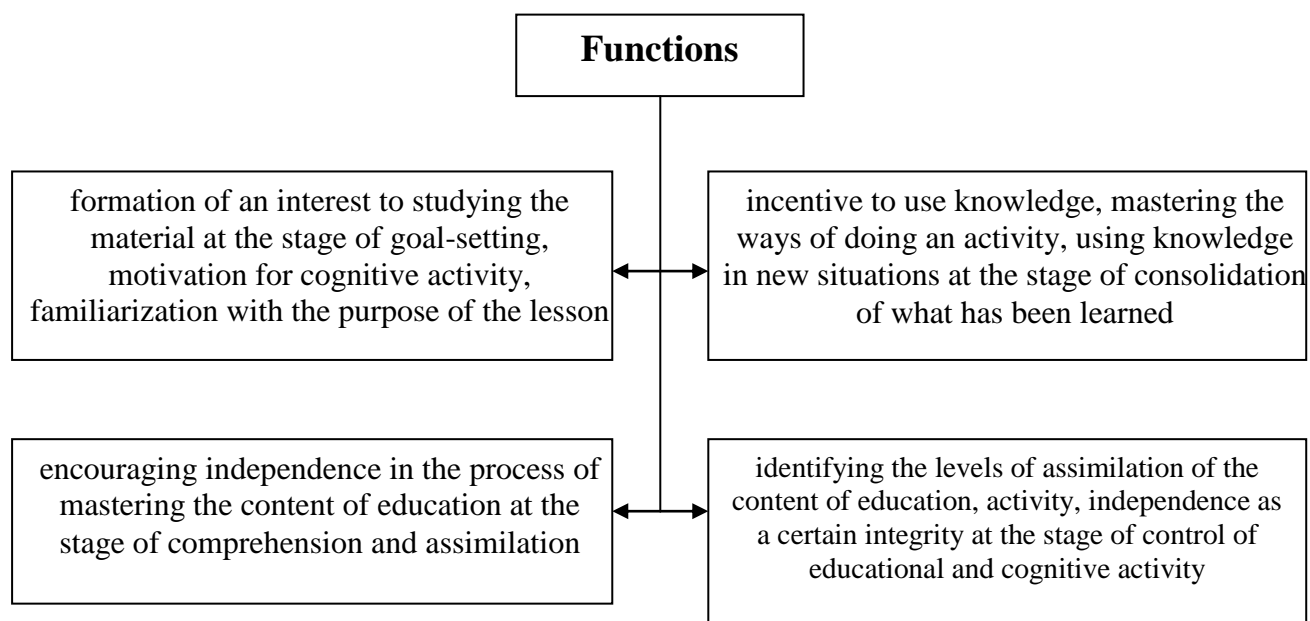
Scheme 3.43. Types of problem-based teaching methods



Scheme 3.44. Conditions for successful organization of problem-based learning



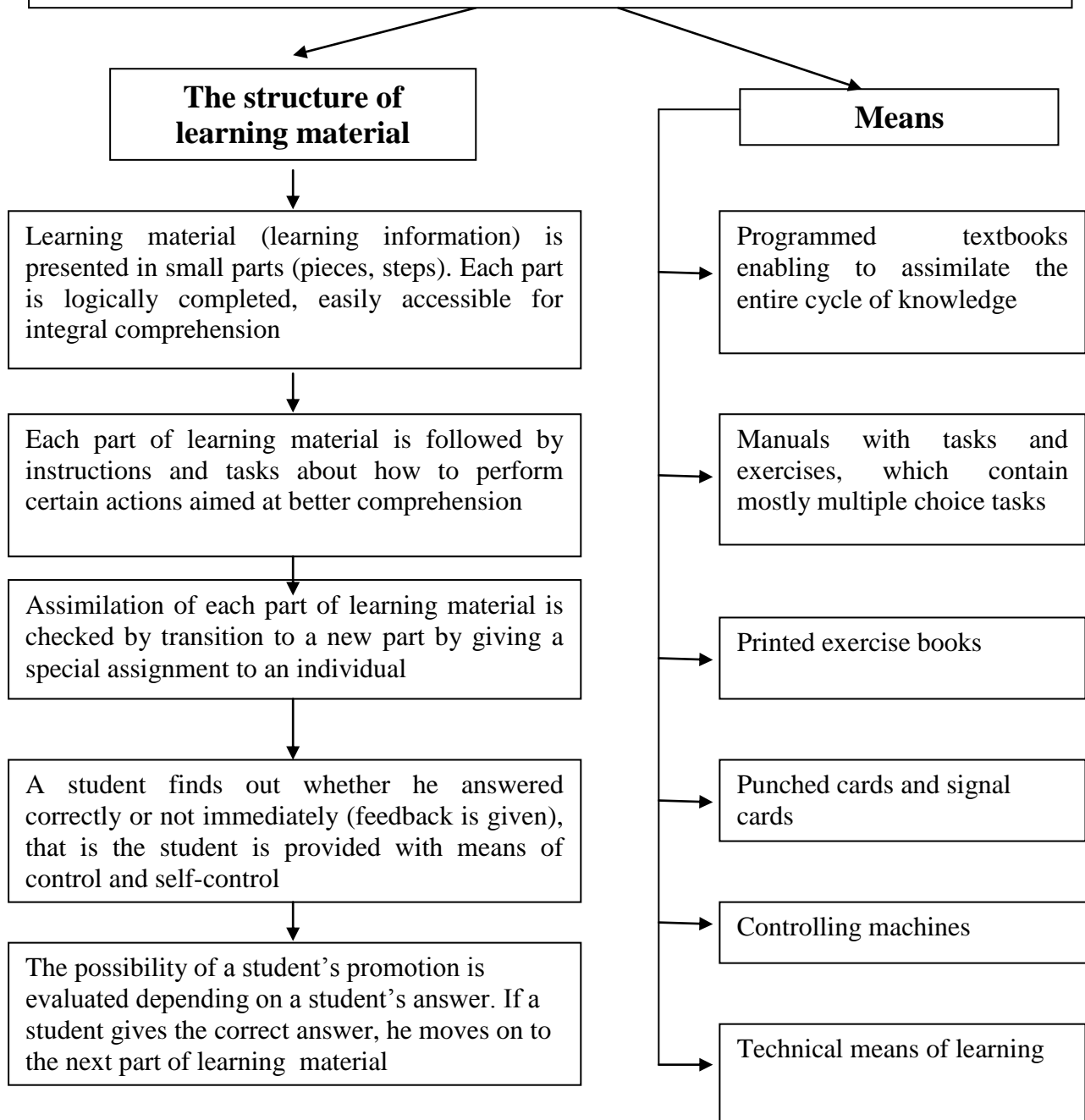
Scheme 3.46. Ways of creating a problem situation



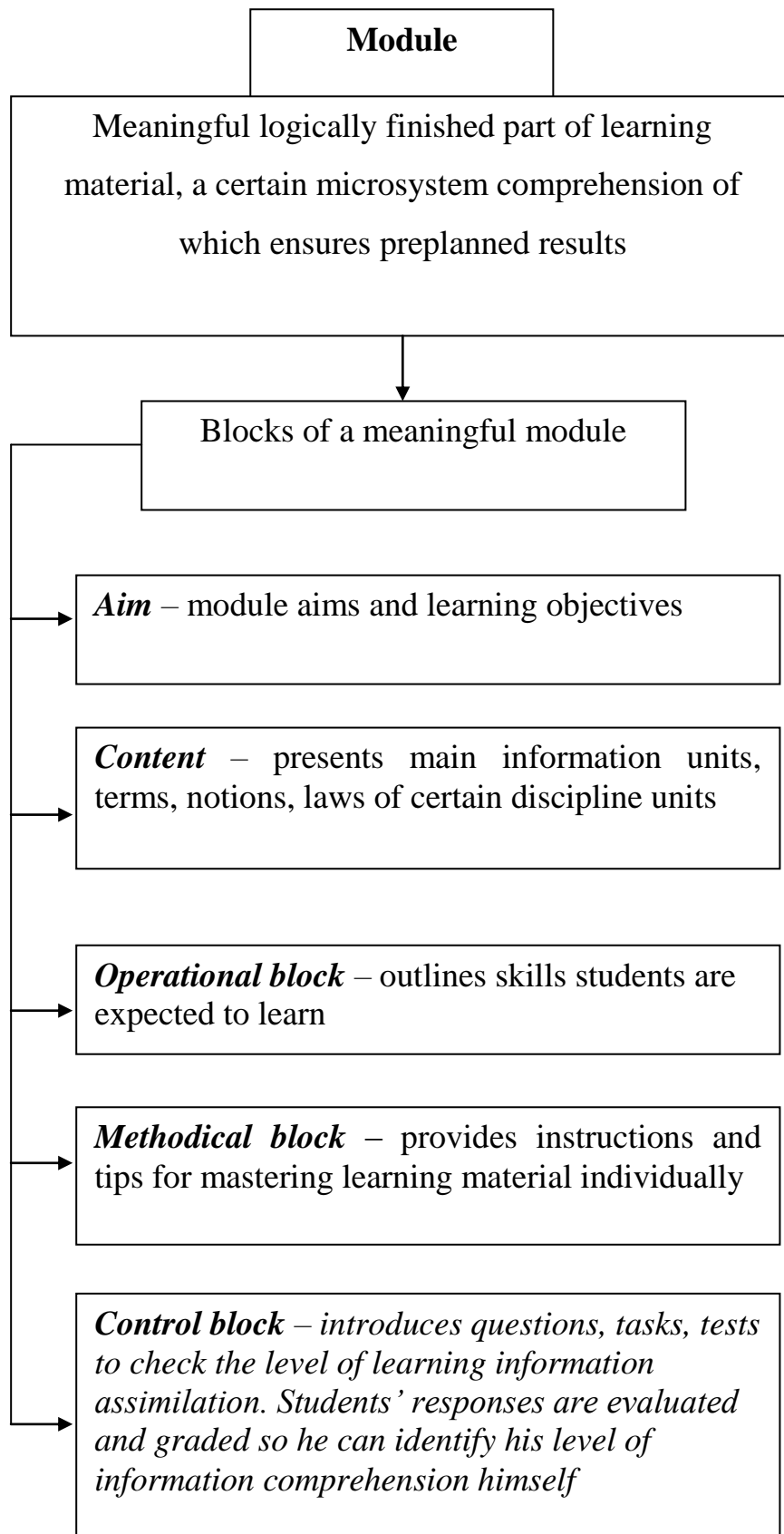
Scheme 3.46. Functions of a problem situation

Programmed learning

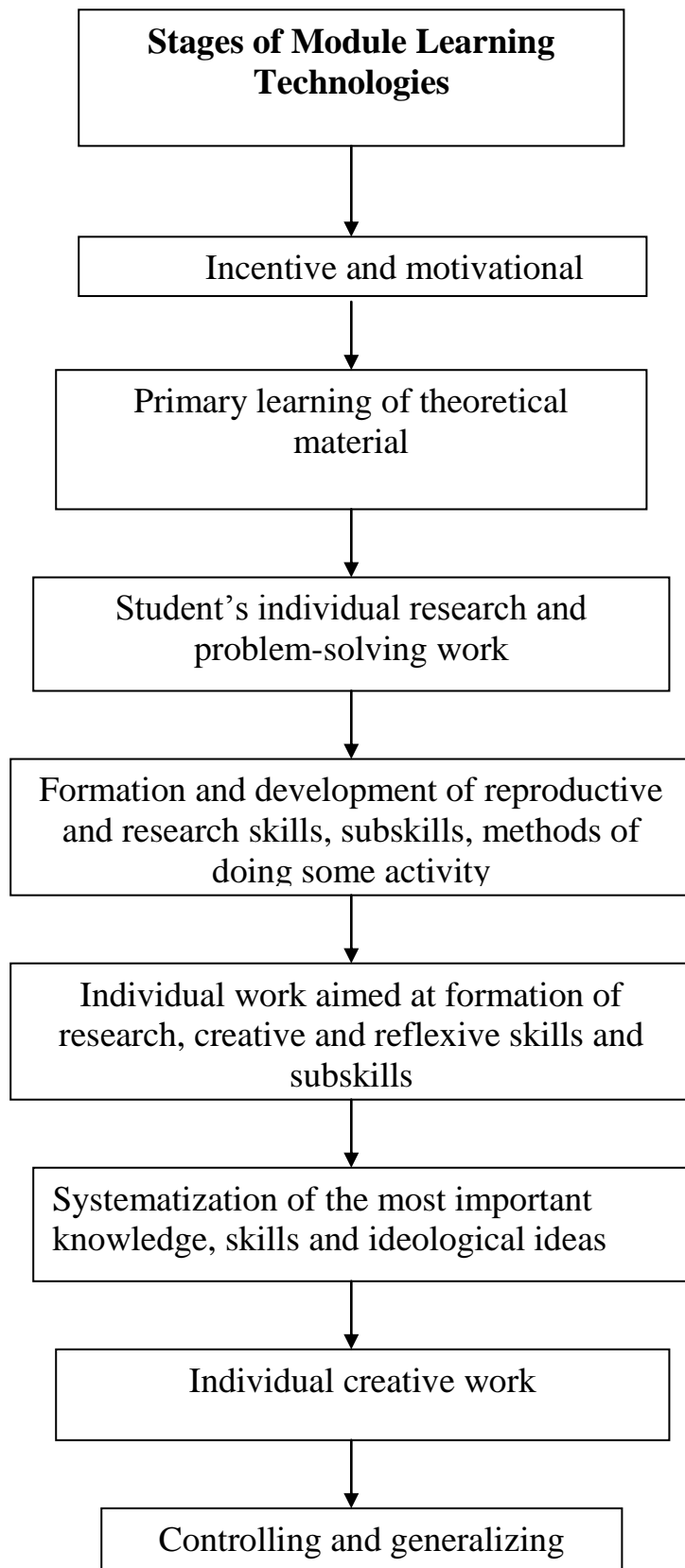
Programmed learning is a controlled learning with optimal connection that is the programme of subject's cognitive activity. It lies in three basic notions about learning: 1) learning is a management process, 2) learning is an information process and 3) learning is an individualized process.



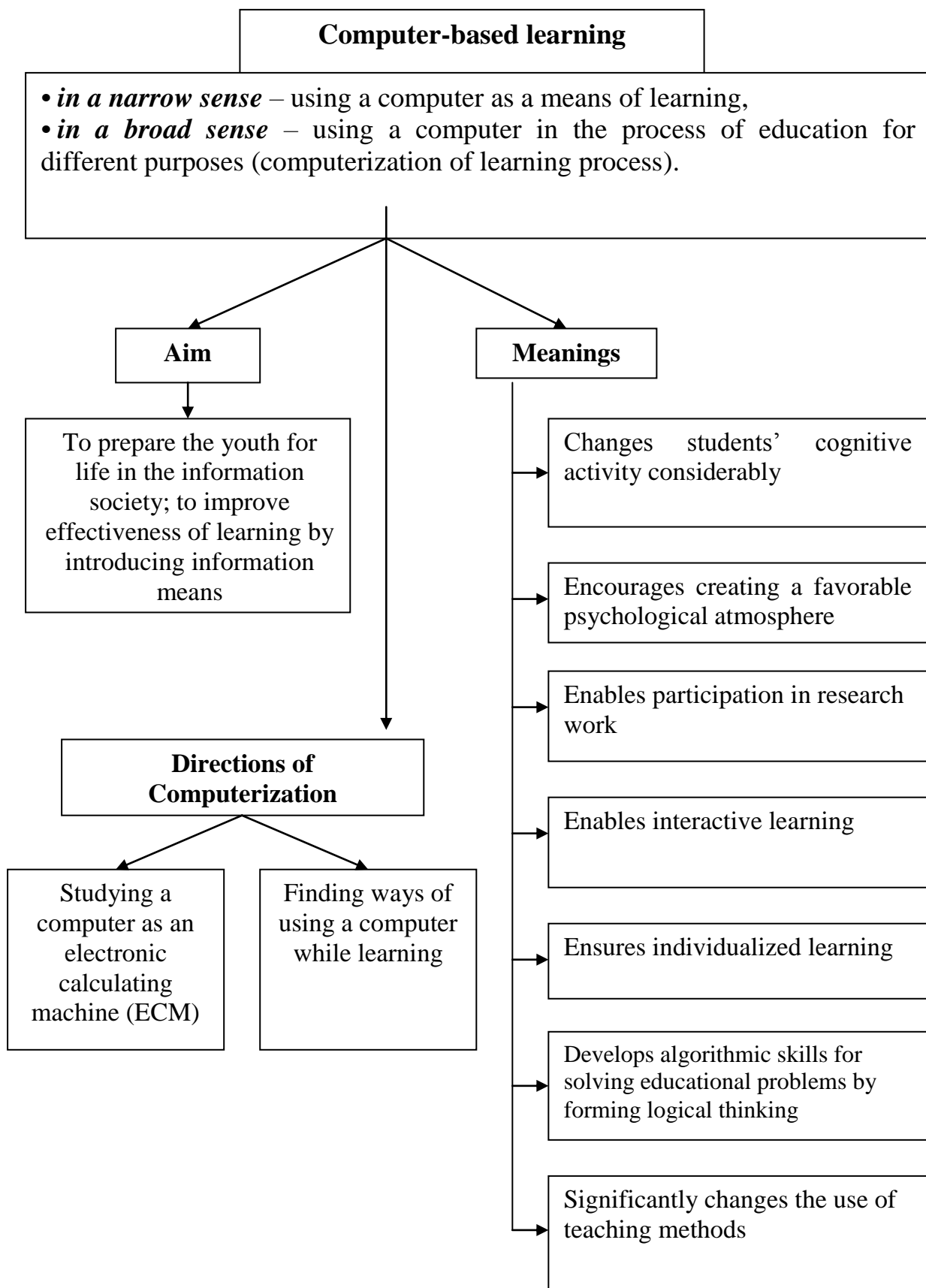
Scheme 3.48. The structure of learning material and the means of programmed learning



Scheme 3.49. Meaningful module structure

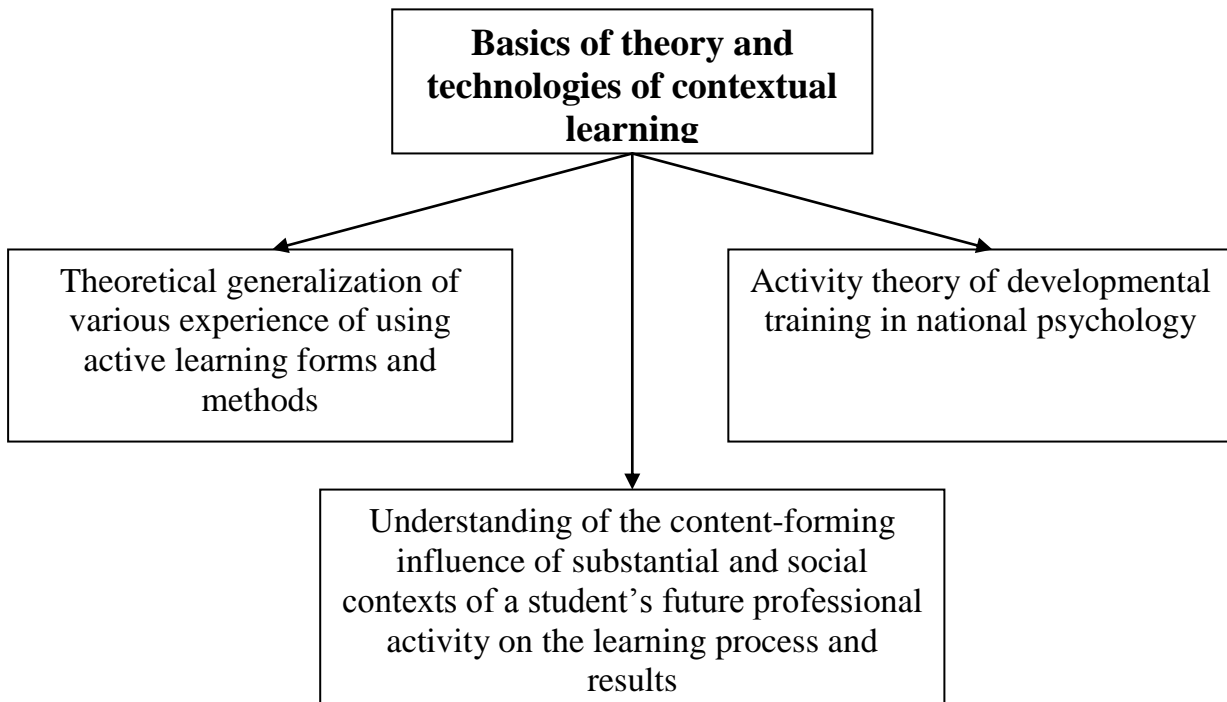


Scheme 3.50. Stages of module learning technologies

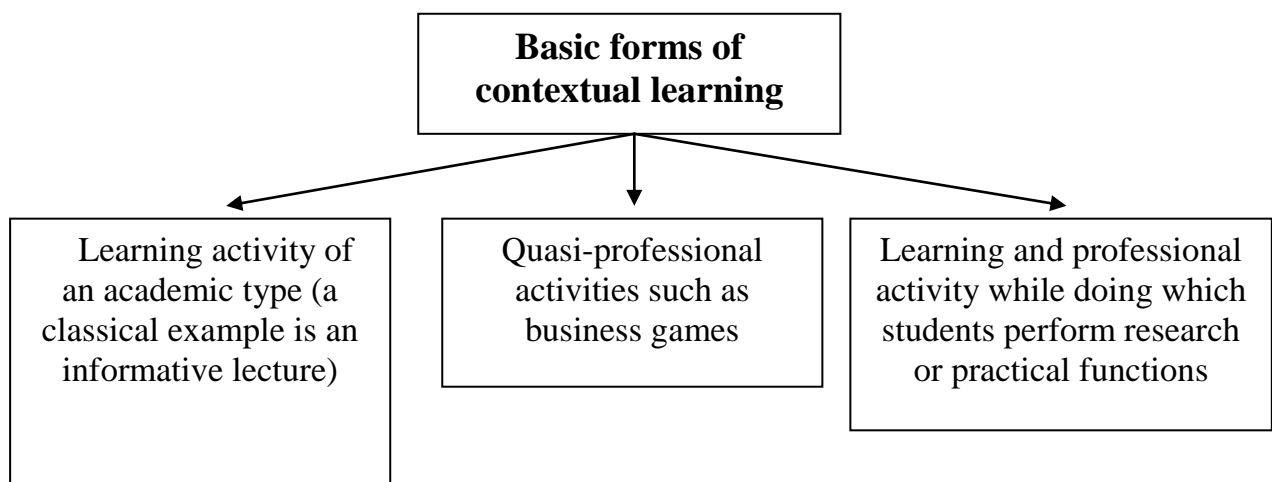


Scheme 3.51. Aim and meaning of computer-based learning, directions of computerization

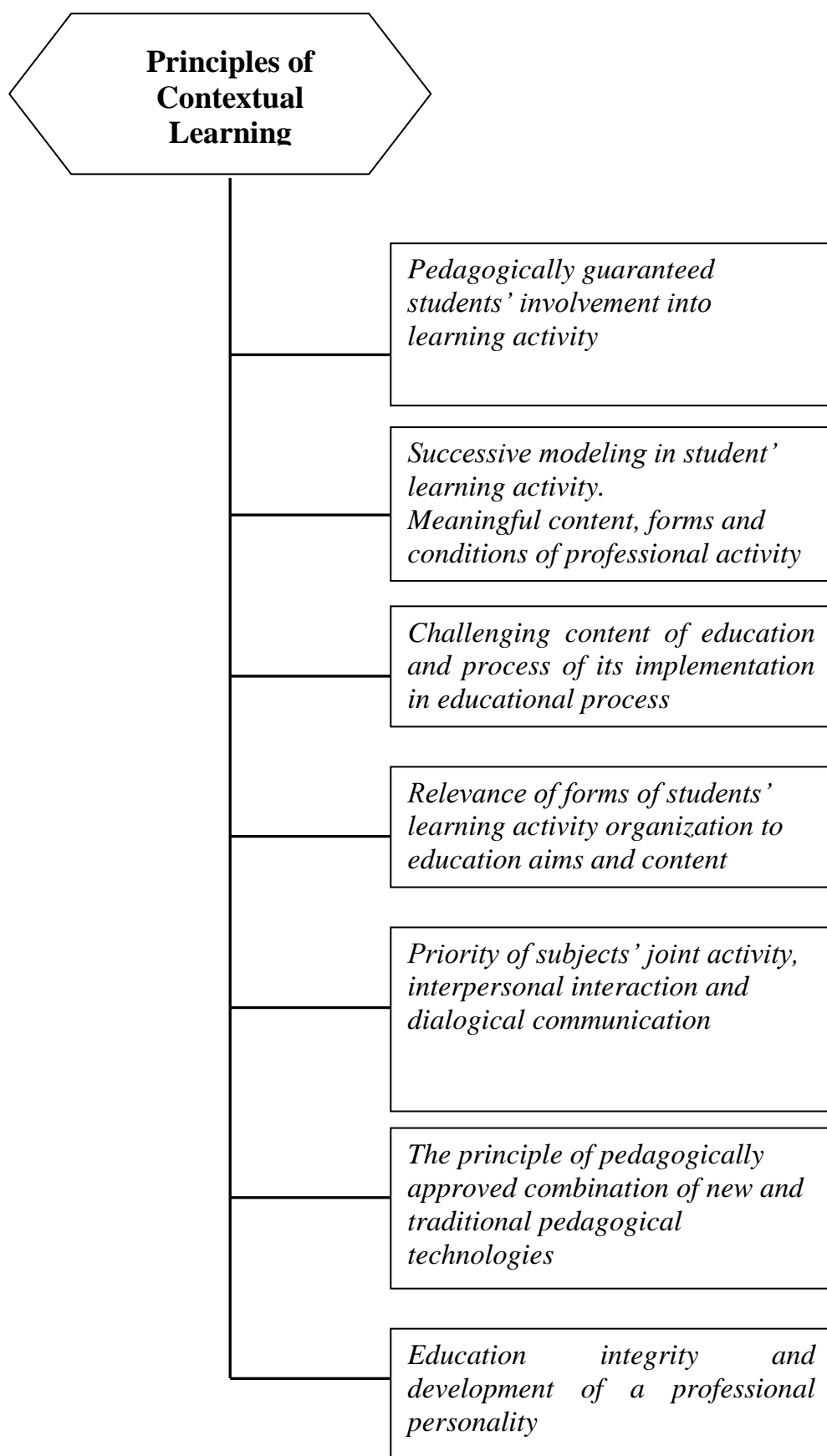
Contextual learning is a kind of learning in which things and phenomena are not presented by themselves, but in substantial and social contexts



Scheme 3.52. Basics of theory and technologies of contextual learning



Scheme 3.53 Basic forms of contextual learning



Scheme 3.54. Principles of contextual learning

Personality-oriented learning

Lies in the notion of personality, identity and value of every person which requires ensuring the development and self-development of the individual, based on the identification of his or her individual subjective experience, abilities, interests, values orientations, opportunities to realize oneself in knowledge, learning activities, behavior.

Terms of implementation

Creativity in independent activity, a student's manifestation of cognitive activity, facilitated by using dialogic methods of teaching, role-plays, encouraging looking for one's own ways of performing activities, analyzing the experience of others, etc.

Creating a freedom atmosphere that is characterized by the fact that those who are learning are not afraid of making mistakes, freely discuss problems, express their thoughts, approaches, interact with each other, ask a teacher for help and support.

Constant teacher's attention to the analysis and evaluation of individual ways of educational work, which encourages a person to realize not only the result but also the process of his or her work.

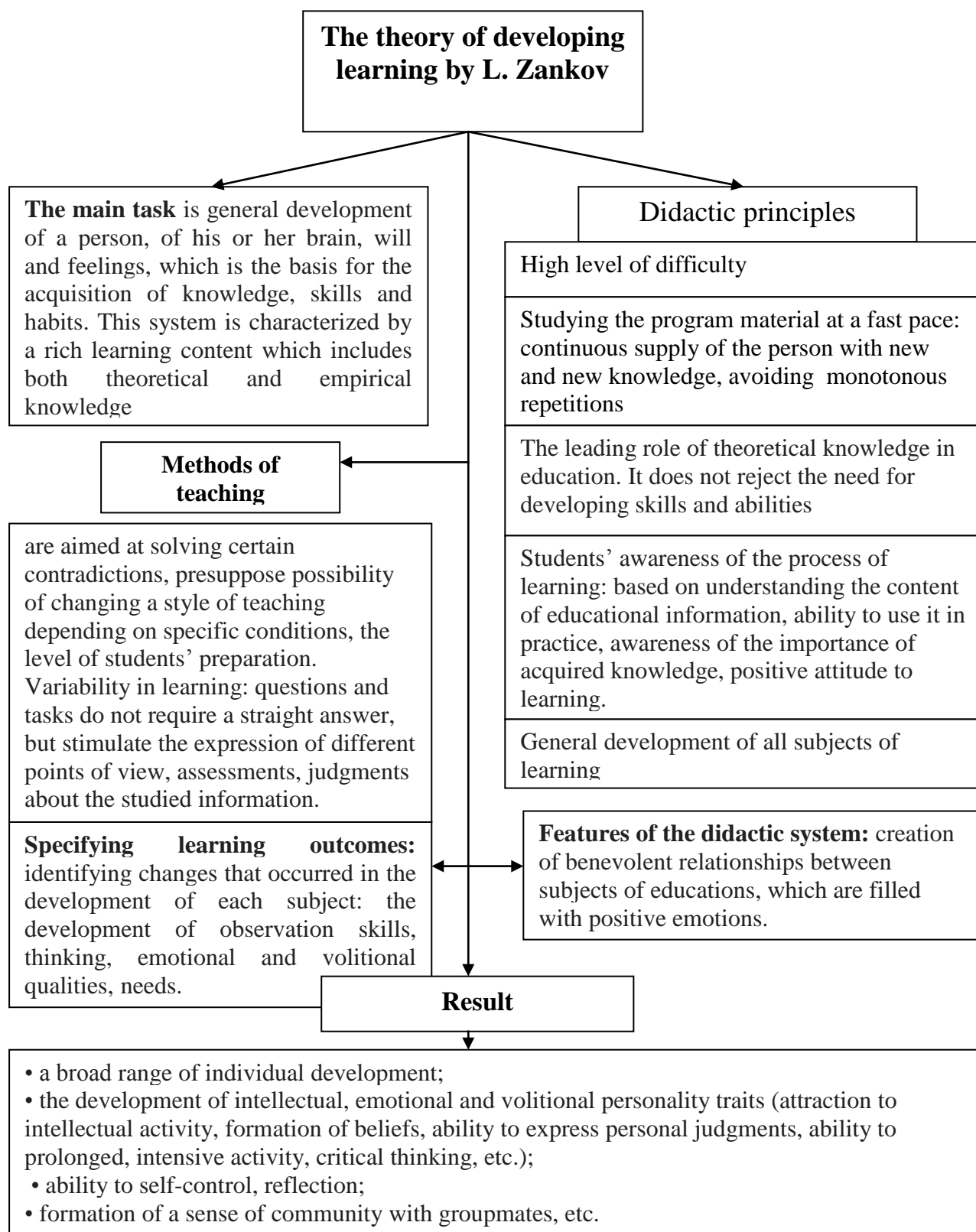
Didactic choice of a person's certain active actions aimed at identifying the advantages of one of the alternatives.

The position of a teacher as a consultant, who carries out pedagogical, educational and developmental assistance to the individual.

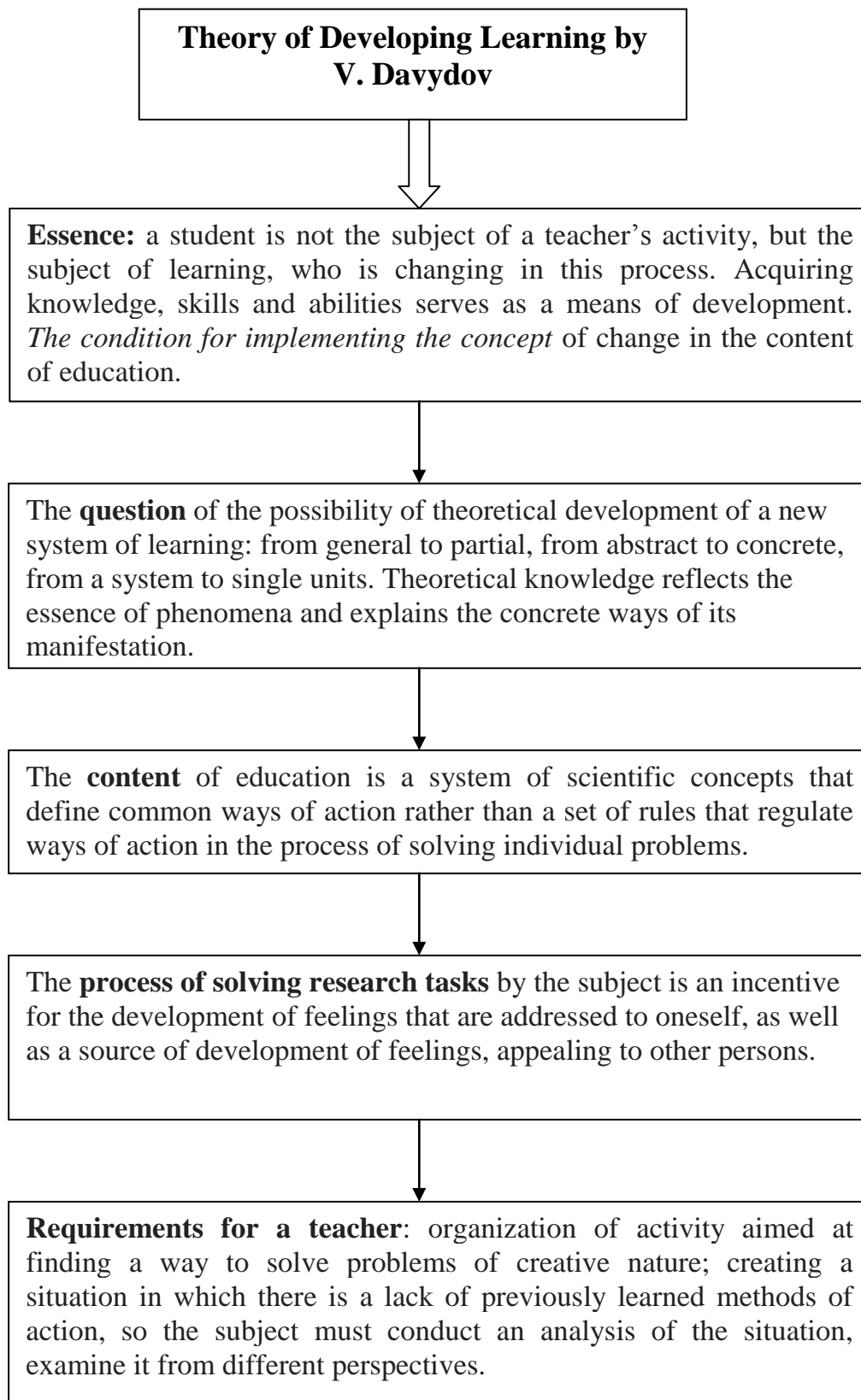
Stimulation to self-evaluation is the basis for self-education, self-development, self-expression in learning.

Scheme 3.55. Terms of implementation personality-oriented learning

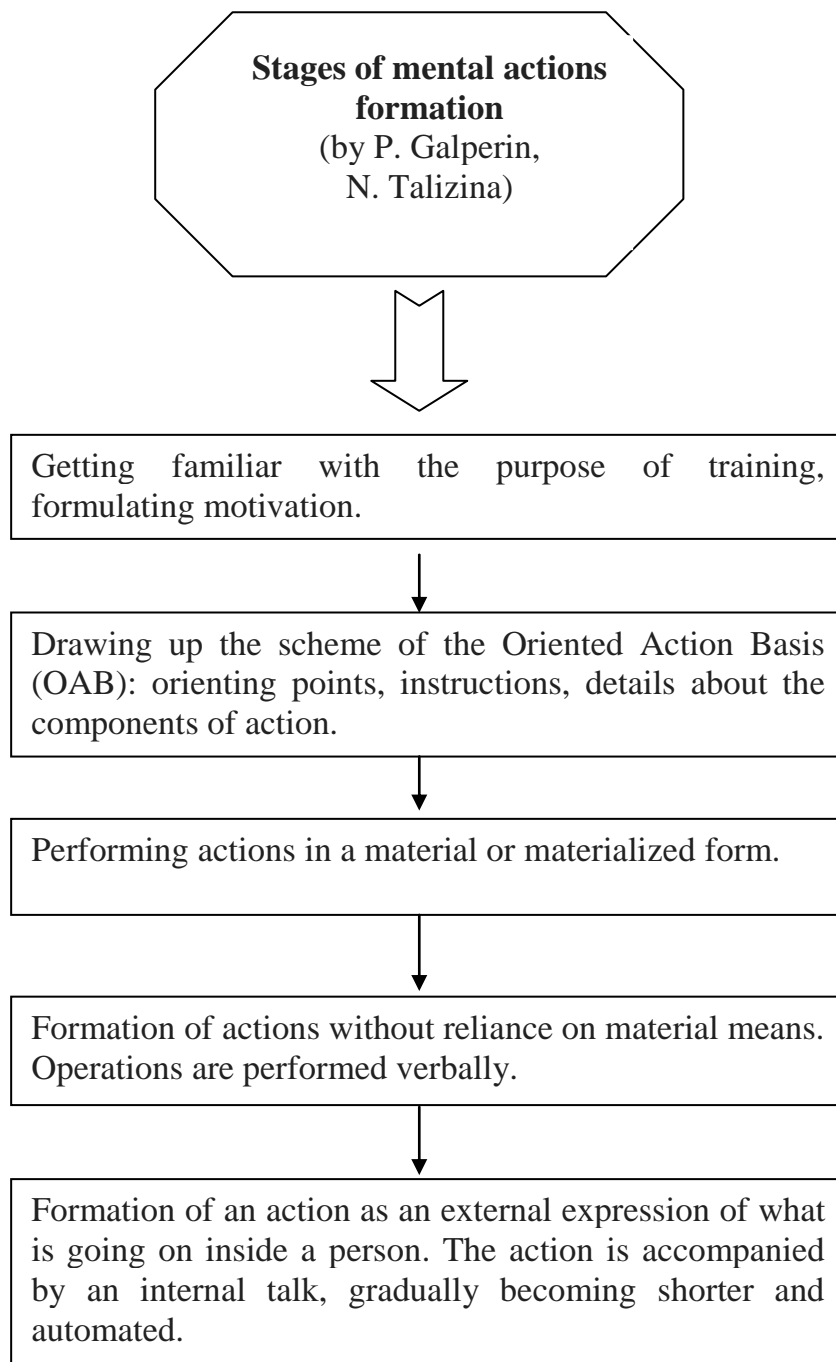
Developing learning – the orientation of the educational process, its content, principles, methods, forms at the development of a person’s potential abilities, intellectual, sensory, volitional spheres.



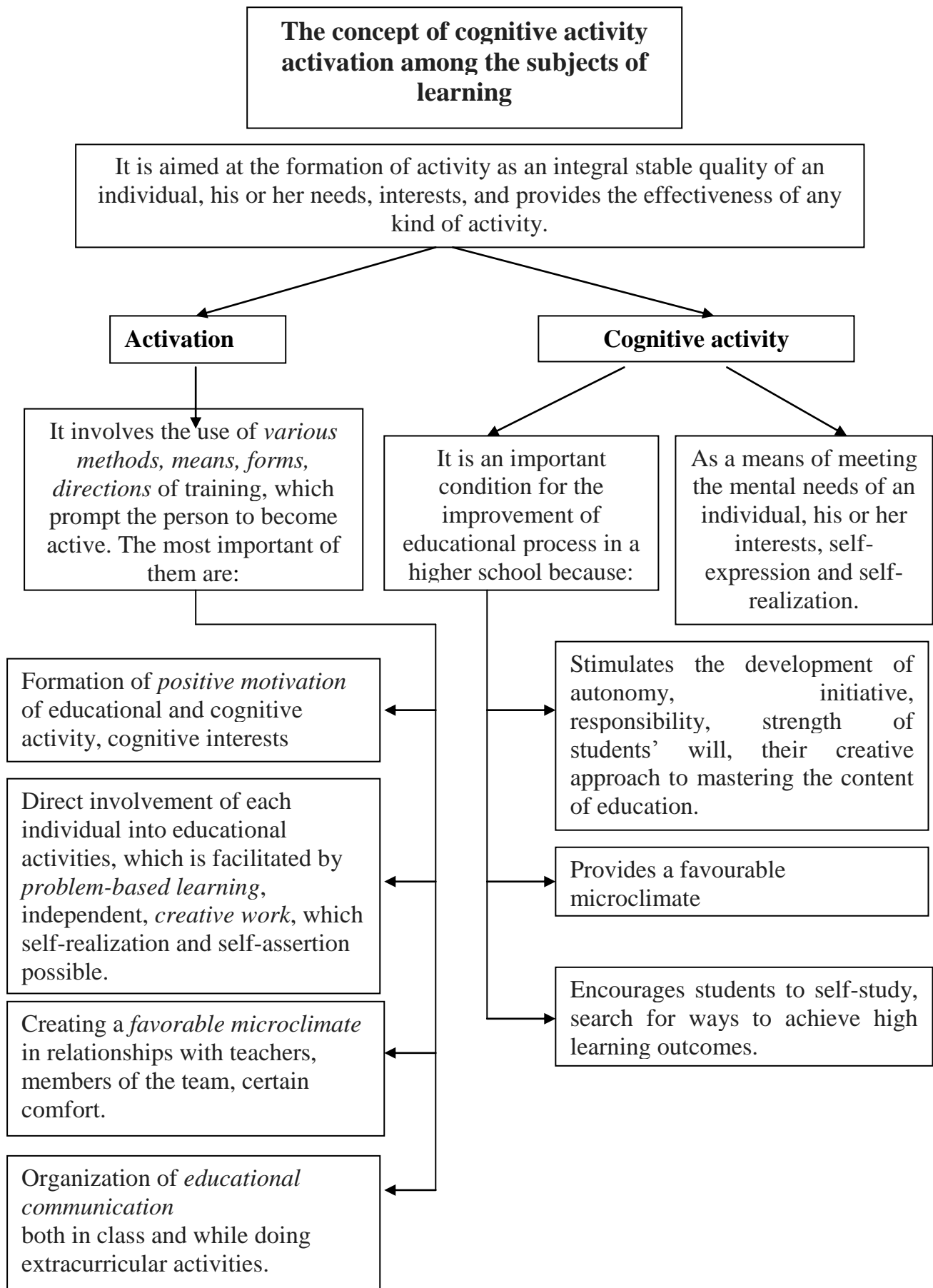
Scheme 3.56. Features of L.V. Zankov’s theory of developing learning



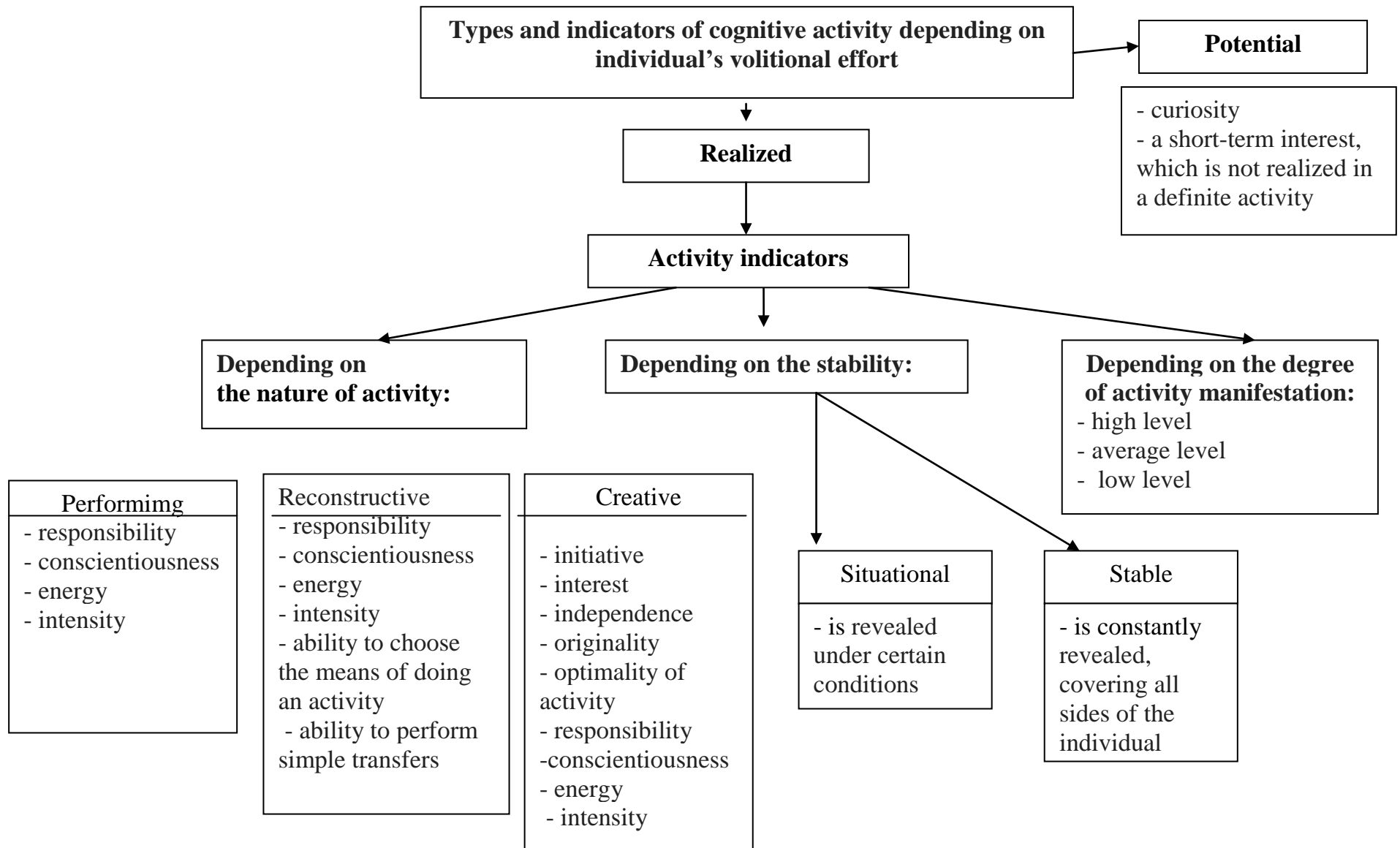
Scheme 3.57. Features of V. Davydov's theory of developing learning



Scheme 37. Stages of mental actions formation (by P. Galperin, N. Talizina)



Scheme 3.59. The essence of the concept of cognitive activity activation among the subjects of learning



Scheme 3.60.Types and indicators of cognitive activity depending on individual's volitional effort

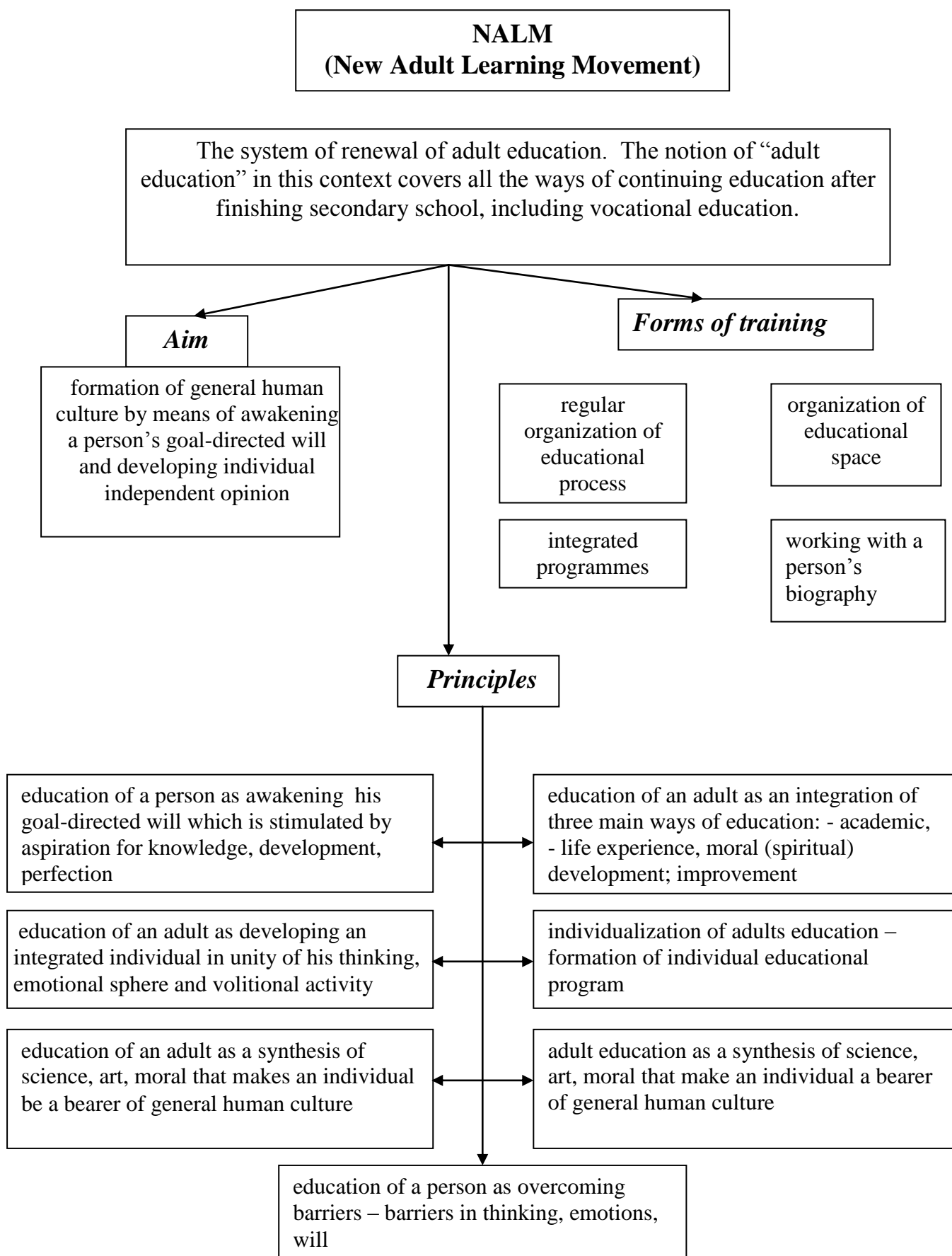
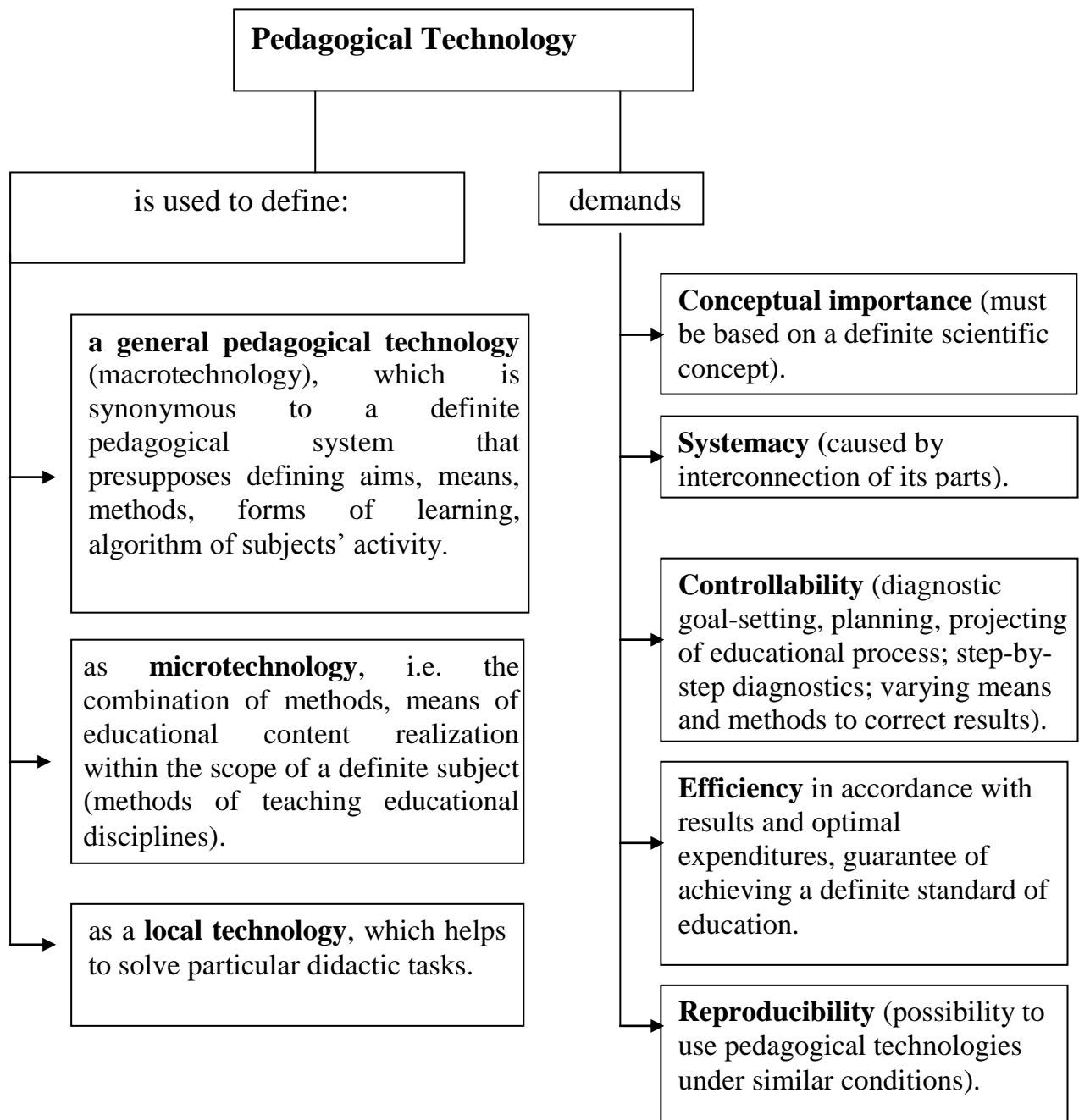


Chart 3.61. The essence of the system of adult education renewal

Pedagogical Technology – is a clear scientific projecting and reproduction of pedagogical activities which guarantee success



Scheme 3.62. The notion of pedagogical technology and the demands to it.

3.5. Forms of Learning Management

Aim: to contribute to mastering the main forms of learning at higher educational establishments, to be able to define the main principle of their formation, to determine the functions of a teacher and a student.

Basic Notions: types of forms of educational activity, their function, a lecture and a seminar (structures, types, demands), a practical class, an excursion, laboratory work, a colloquium, student's independent work.

Plan

3.5.1. The notion of forms of management of students' learning and cognitive activity at higher educational establishments.

3.5.2. A lecture as a leading form of management of students' learning and cognitive activity.

3.5.3. A seminar as a form of learning management at higher educational establishments.

3.5.4. Other forms of learning management at higher educational establishments.

Використані джерела

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3.5.1. The Notion of Forms of Organization of Students' Learning and Cognitive Activity at Higher Educational Establishments

The form of learning management at higher educational establishments – is an external look of learning and educational process, the means of existence and reflection of its content.

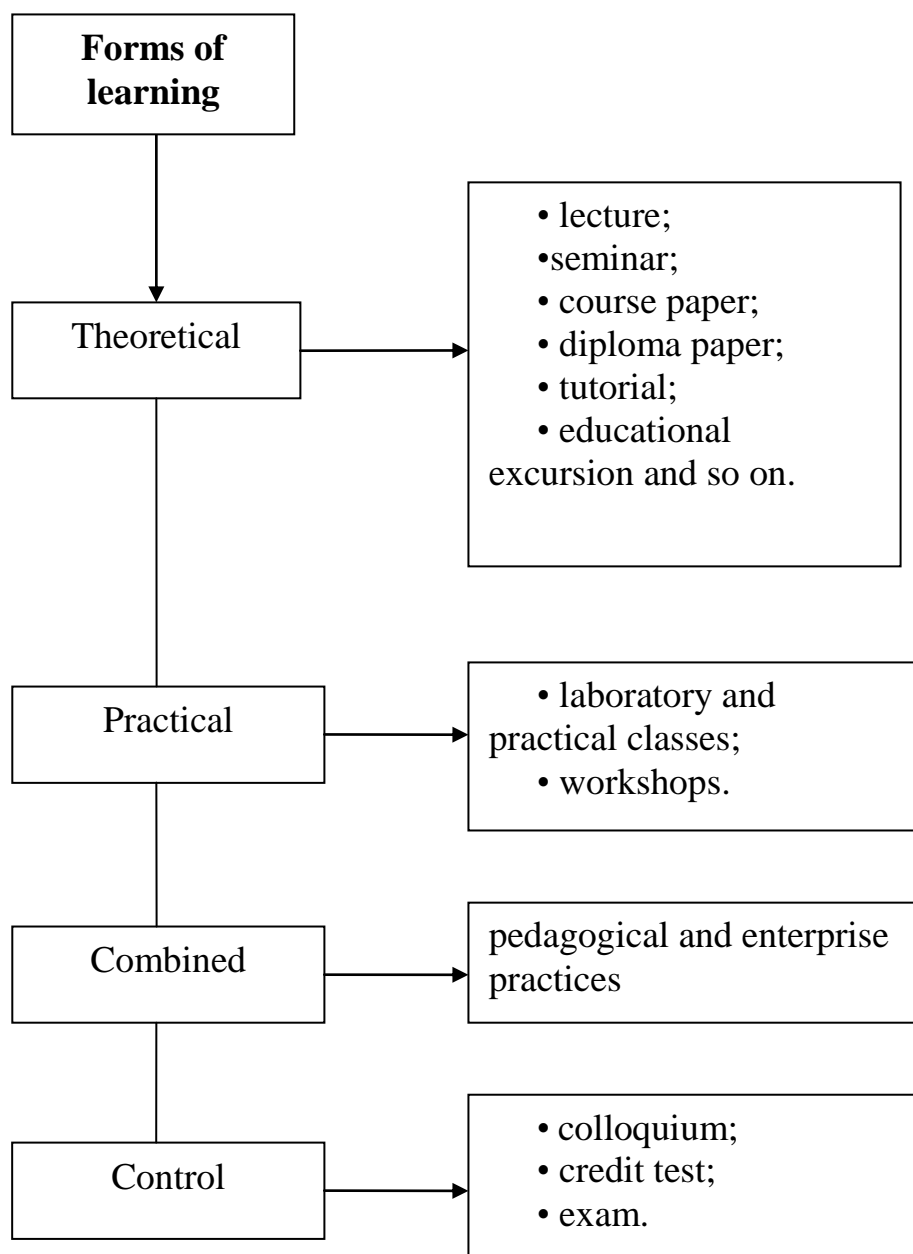
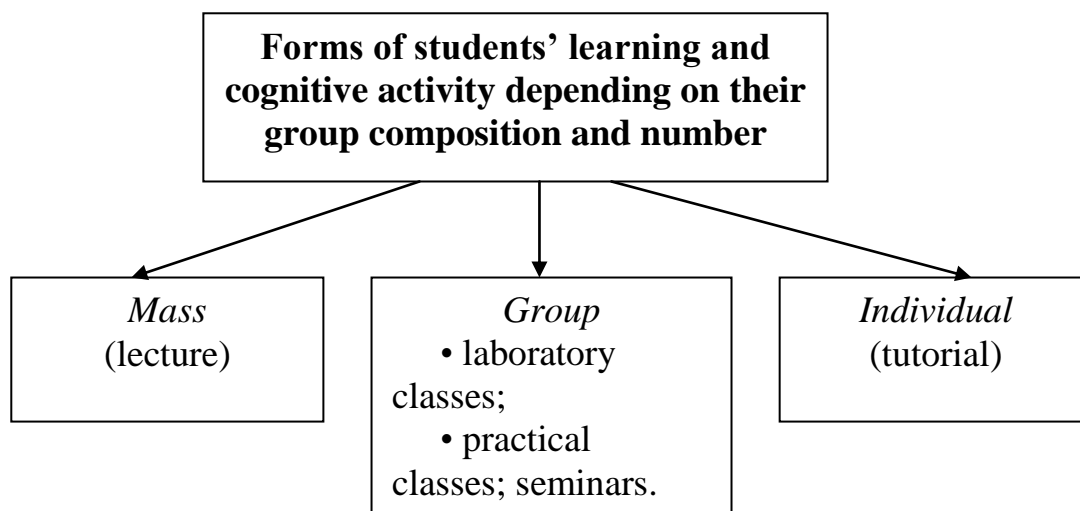


Chart 3.63. Forms of educational activity by R. Pionova.



Scheme 3.64. Forms of learning activity depending on group composition and number of students.

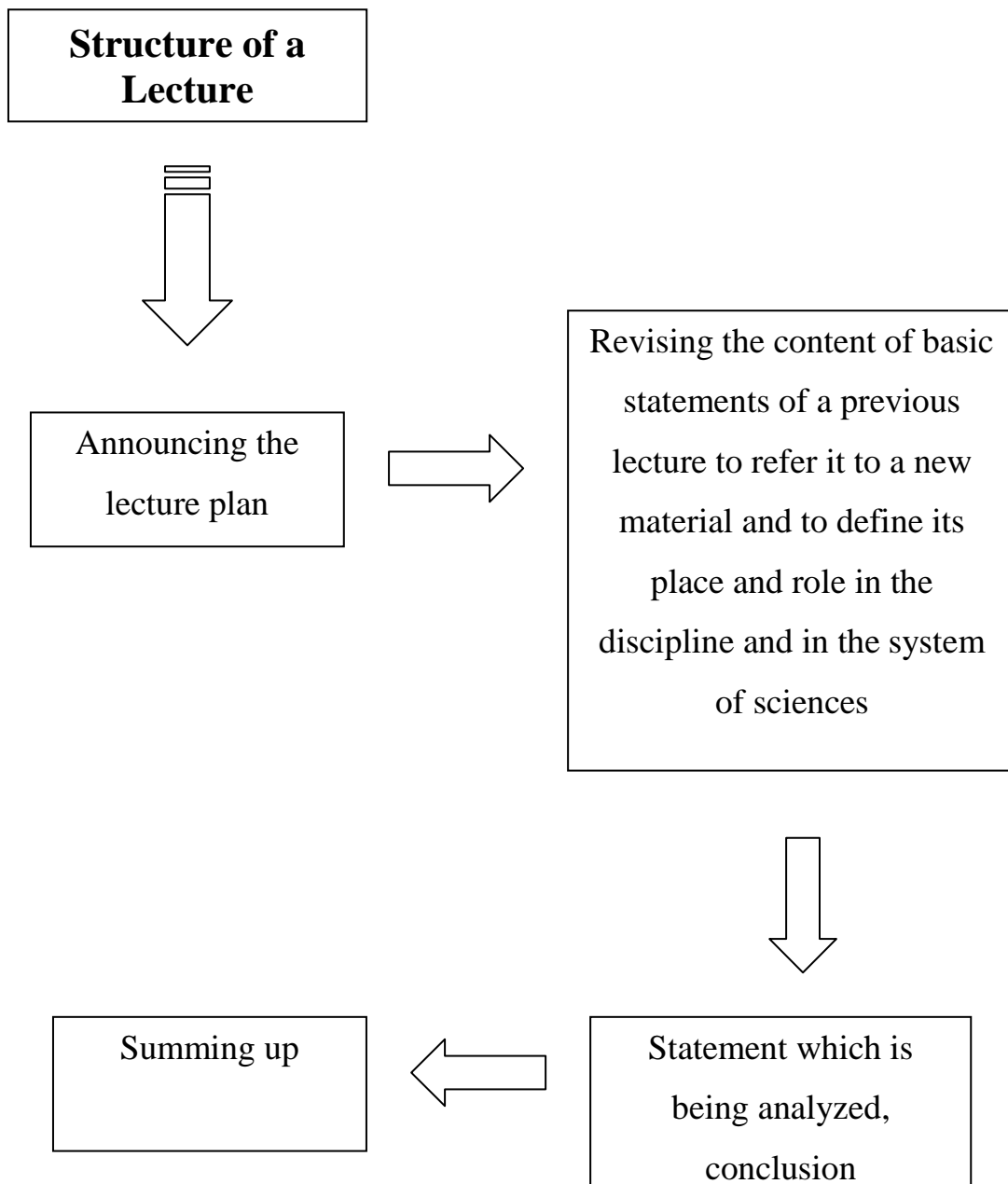
3.5.2. A Lecture as a Leading Form of Management of Students' Learning and Cognitive Activity

Lecture – is an efficient form of systematic, live, direct contact of consciousness, feeling, will, intuition, beliefs, the whole wealth of a lecturer's personality with the inner world of listeners.

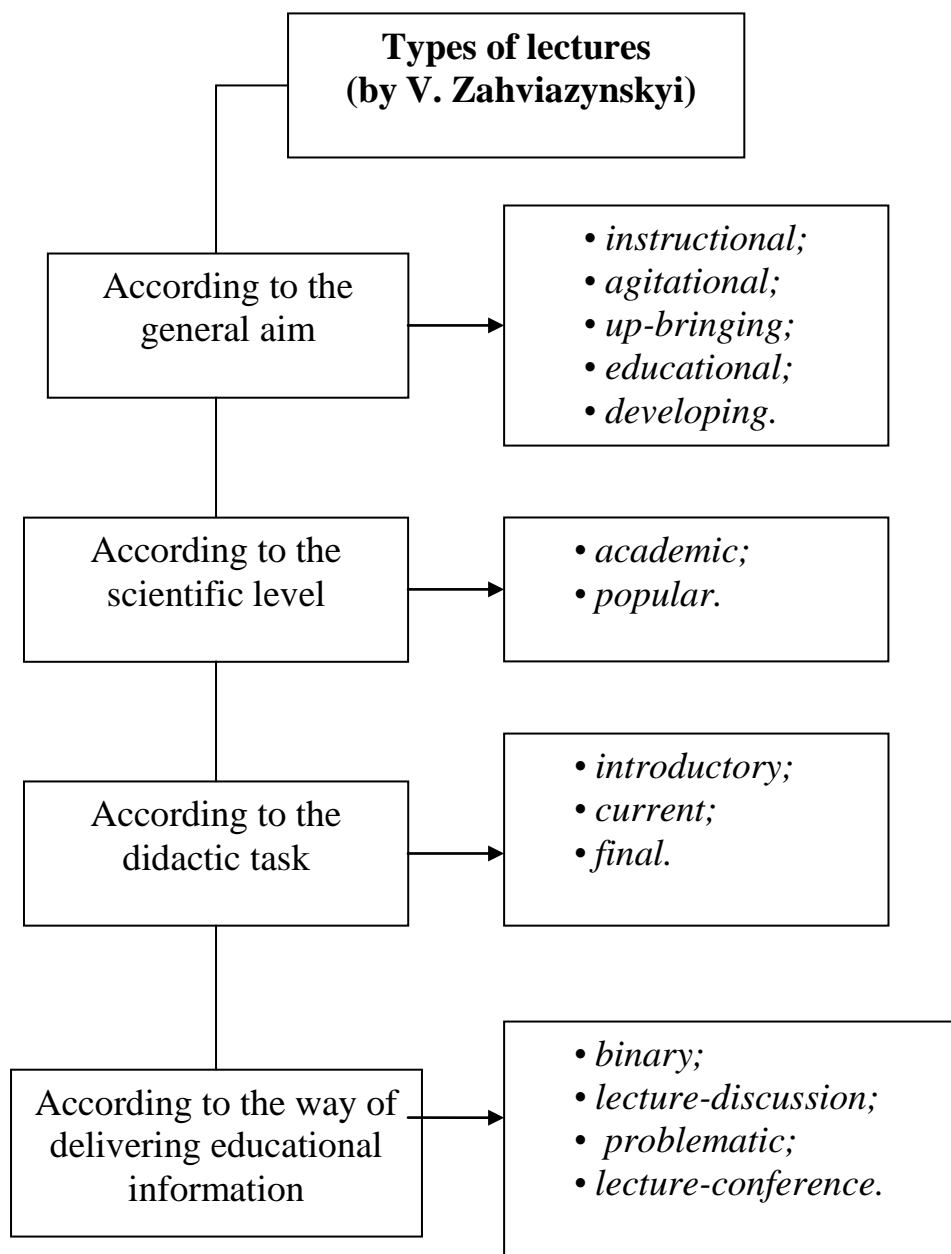
№	Methodical guide for teachers
1	Define the topic of a lecture and its type.
2	Define the place of a lecture in learning process of educational discipline.
3	Define strategic and tactic aims of a lecture.
4	Study the references of the educational programme on the topic.
5	Select the content of a lecture.
6	Chose the methods and techniques of delivering a lecture.
7	Prepare visual aids if they are necessary.
8	Prepare the text of a lecture, study it, define the form of its delivering for students.

Main Function of a Lecture

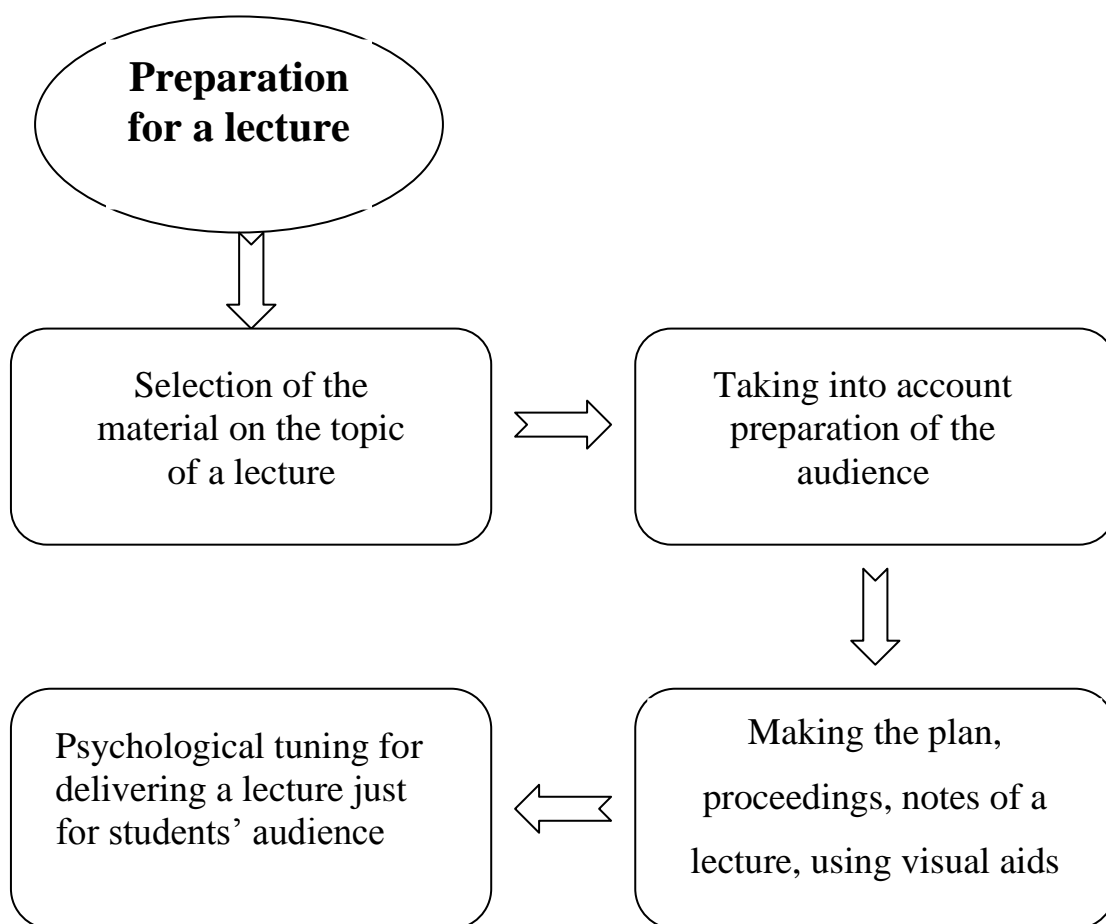
№	Name of functions	Essence
1	Informational	Necessary information is given.
2	Stimulating	Stimulates students' interest to the topic.
3	Professional and educational	Develops professional calling, professional ethics, special abilities.
4	Developing	Forms mental abilities, feelings, attitudes, evaluations.
5	Explanatory	Is aimed at the formation of the main notions of science.
6	Convincing	Pays particular attention to the system of evidence.
7	Knowledge systematization and structuring	Provides formation of logical connections between new and previously learnt information.
8	Motivating	Develops interest to science, cognitive needs, and convictions in the necessity to study science, in its theoretical and practical significance.
9	Organizational and orientational	Presupposes the study of sources, orientation in sources, literature, tips concerning organization of work, comparison and analysis of approaches, methods, ideas, conclusions.
10	Methodological	Presupposes the examples of scientific methods of research, interpretation, analysis of scientific theories of interpretation, prognosis and explanation of scientific research principles.
11	Evaluative	Promotes critical comprehension of one's own actual knowledge.



Scheme 3.65. Basic components of the structure of a lecture



Scheme 3.66. Types of lectures (by V. Zahviazynskiy)



Scheme 3.67. Stages of preparation for a lecture

Table 3.31

Main types of lectures

№	Lecture	Essence
1	Classical (informative)	<ul style="list-style-type: none"> • prepared material is delivered and explained, it is necessary to remember it; • enriches students with the newest scientific information; • outlines unsolved problems in a particular field of science; • provokes interest to an educational discipline; • gives instructions for independent work, analysis and educational search.
2	Lectures of a systematic course	<ul style="list-style-type: none"> • have a thematic character; • reveal the content of an educational subject, its place and role in training specialists successively.

Table 3.31 (Continued)

3	Lecture-discussion	<ul style="list-style-type: none"> • a teacher answers students' questions and asks new ones; • a teacher creates positive atmosphere for discussion as its participant and organizer.
4	Lecture-press conference	<ul style="list-style-type: none"> • a teacher announces the topic of a lecture; • students ask him questions on the topic in writing; • the questions are classified; • answering the questions is carried out in the context of delivering the lecture and are paid special attention to as a conclusion at the end of it.
5	Lecture-dialogue	<ul style="list-style-type: none"> • a dialogue between two (three) teachers; • real situations of discussing theoretical and practical questions by specialists and representatives of different scientific schools, a theoretician and a practitioner are modelled.
6	Lecture-visualization	<p><i>Preparation:</i> reconstructing the content of a lecture or its part into visual form for presenting students with technical means of teaching or with slides, schemes and so on.</p> <p><i>Delivering:</i> detailed commenting of the prepared visual aids (knowledge systematization, learning new information, setting and solving problem situations, demonstration of different means of visualization).</p>

Main requirements to a lecture

- high scientific level of delivered information;
- optimal amount of information and its methodical adaptation;
- evidence and validity of statements;
- sufficient number of introduced facts, examples, documents;
- clarity of introducing facts, activation of listeners' thinking, setting questions for individual work concerning the discussed problems;
- analysis of different points of view concerning the discussed problems;
- determining main ideas and statements, making conclusions;
- explaining new notions, titles, giving students an opportunity to listen, understand and make notes;
- skills of establishing pedagogical contacts with an audience and of using didactic materials and technical means of teaching;
- scientific quality and information content of a lecture;
- sufficient amount of striking examples, persuasive arguments, facts, documents;
- emotional way of delivering information.

Factors determining efficiency of a lecture

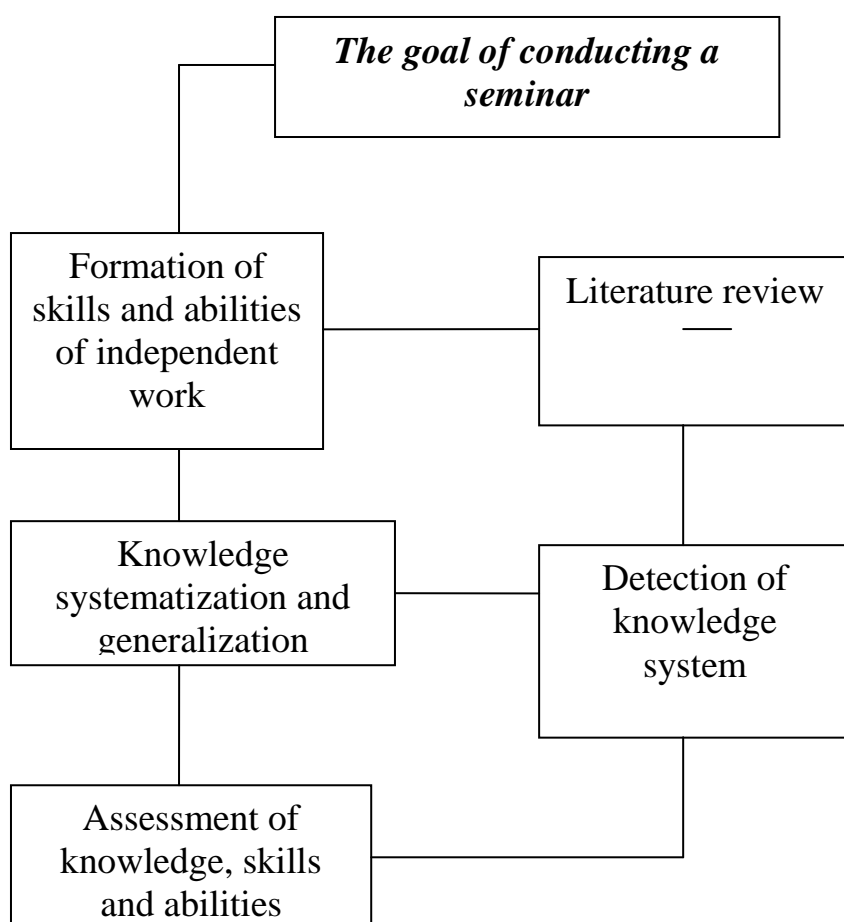
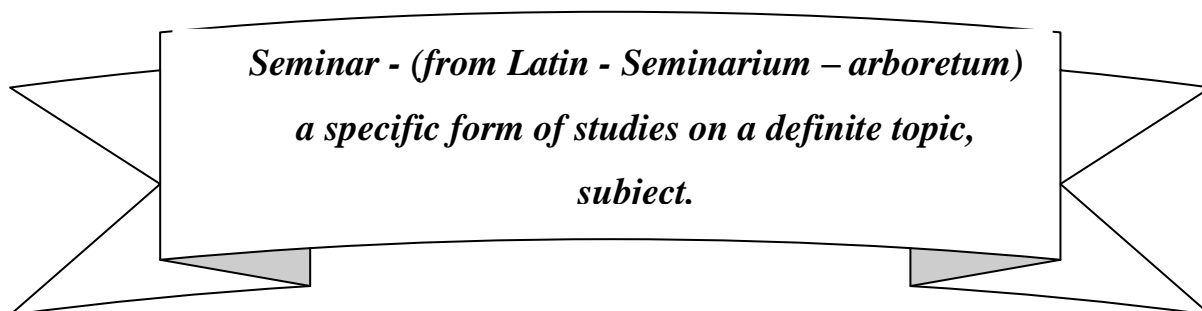
1. Depth and scientific quality of lecture content.
2. Well-defined structure.
3. Persuasiveness of a lecturer's position.
4. A lecturer's contact with an audience, the level of their interaction.
5. A lecturer's culture of speech, the way of delivering a lecture.
6. Use of visual and audiovisual aids (R. Pionova).
7. Implementation of didactic principles and different methods of teaching.
8. Students' ability to listen to a lecture:
 - *previous experience of working with educational information;*
 - *interest to the topic (motivation), adaptation to a lecturer;*
 - *amount of energy that a student spends;*
 - *skills of taking notes;*
 - *ability to adjust the speed of thinking (reflectivity) to the speed of delivering the material by a lecturer (R. Nickols).*
9. Lecturer's knowledge of scientific material and speech power (M. Pirogov).
10. Emotionality of a lecturer.
11. A lecturer must not be a photographer, but an artist, not just an acoustic instrument, but an expositor of information taken from books (K. Tymyriazev).

Criteria of lecture quality

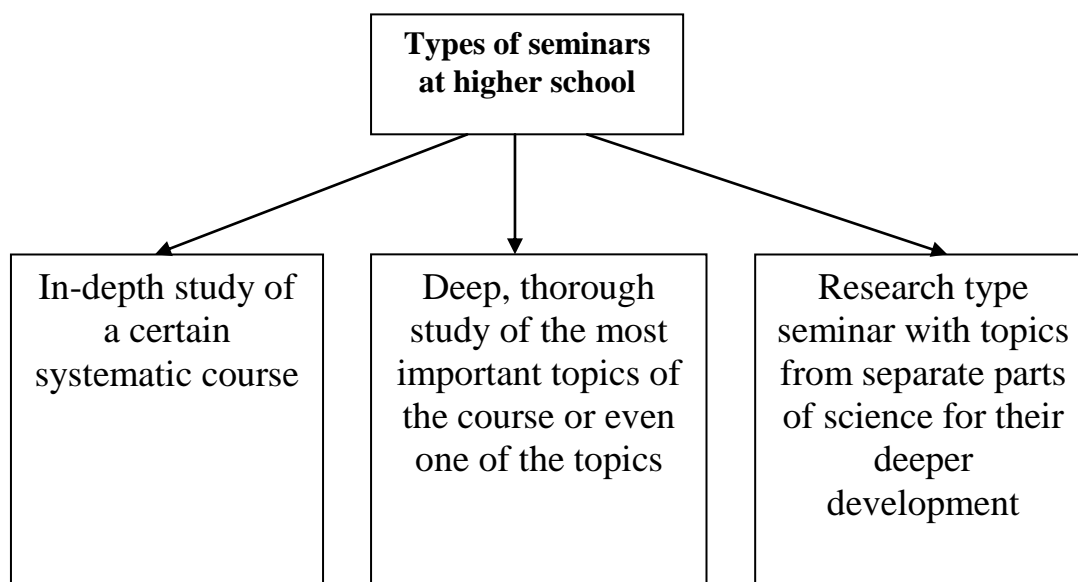
Table 3.32

№	Components	Criteria of lecture quality
1	Content of a lecture	<ul style="list-style-type: none"> • scientific quality, correspondence to the current level of science; the presence of methodical issues and their correct interpretation; • stimulating students' thinking; • covering the history of a problem, demonstrating different concepts, connection with practice; • interdisciplinary connections.
2	Delivering a lecture	<ul style="list-style-type: none"> • well-defined structure of a lecture and logical delivery; • presence or absence of a plan; • information on literature for a lecture; • new terms and notions definitions; • evidence and validity of statements; • emphasizing main ideas and conclusions; • using the methods of consolidation of educational information: revising, asking questions for attention check, lecture assimilation and summing up at the end of a lecture; • using visual aids, information and communication technologies; • using support (assistant) materials: text, abstract, notes.
3	Managing students' work	<ul style="list-style-type: none"> • teaching students the techniques of noting a lecture (pace, repetition, pauses); • looking through students' notes while delivering a lecture; • using techniques of attention support: rhetorical questions, humor, oratory techniques.
4	Lecturer's qualities	<ul style="list-style-type: none"> • knowledge of educational discipline; • emotionality; • voice, diction, culture of speech; • appearance; • ability to establish contact.
5	Efficiency	<ul style="list-style-type: none"> • informativity; • value; • educational aspect; • achieving a didactic aim.

3.5.3. A Seminar as a Form of Learning Management at Higher Educational Establishments



Scheme 3.68. The goal of conducting a seminar



Scheme 3.69. Types of seminars at higher school

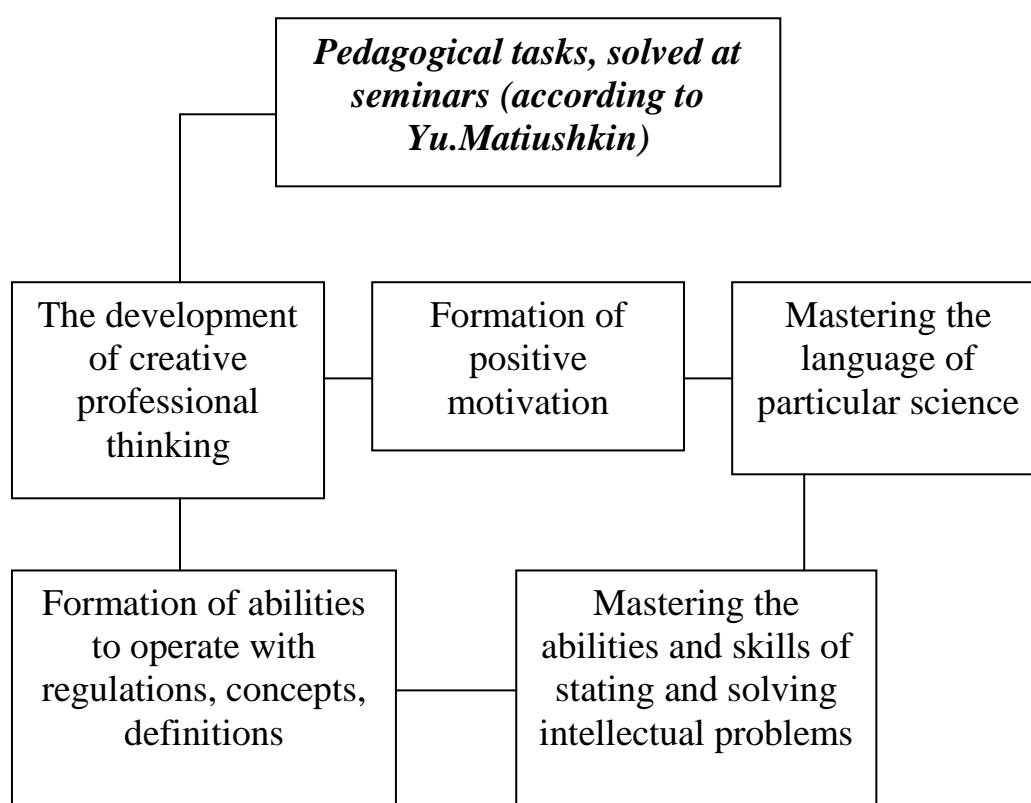


Chart 3.70. Pedagogical tasks conducted at seminars (according to Matyushkin)

Table 3.32

Criterion of seminar class estimation
(according to O. Aksonova)

№	Criterion of seminar class estimation	Characteristics
1	Purposefulness	Problem statement, desire to combine theory and practice, professional activity.
2	Planning	Determining the main issues connected with the major subjects, the presence of new literature in the list.
3	Seminar organization	<ul style="list-style-type: none"> • ability to generate and maintain a discussion; • constructive analysis of all remarks and reports; • filling the time of studies with discussing the problems; • teacher's behaviour.
4	Style of conducting	<ul style="list-style-type: none"> • revived, with formulation of topical issues, • contributing to the discussion, • anxiety of thought, • desire to express opinion.
5	Teacher-student relationship	<ul style="list-style-type: none"> • demanding, • respectful.
6	Group management	<ul style="list-style-type: none"> • quick contact with students, • confident behaviour in a group, • interaction with students is reasonable and fair
7	Teacher's remarks	<ul style="list-style-type: none"> • qualified, • generalized, • concretized.
8	Students' notes at seminars	<ul style="list-style-type: none"> • regularly, • rarely, • make no notes.

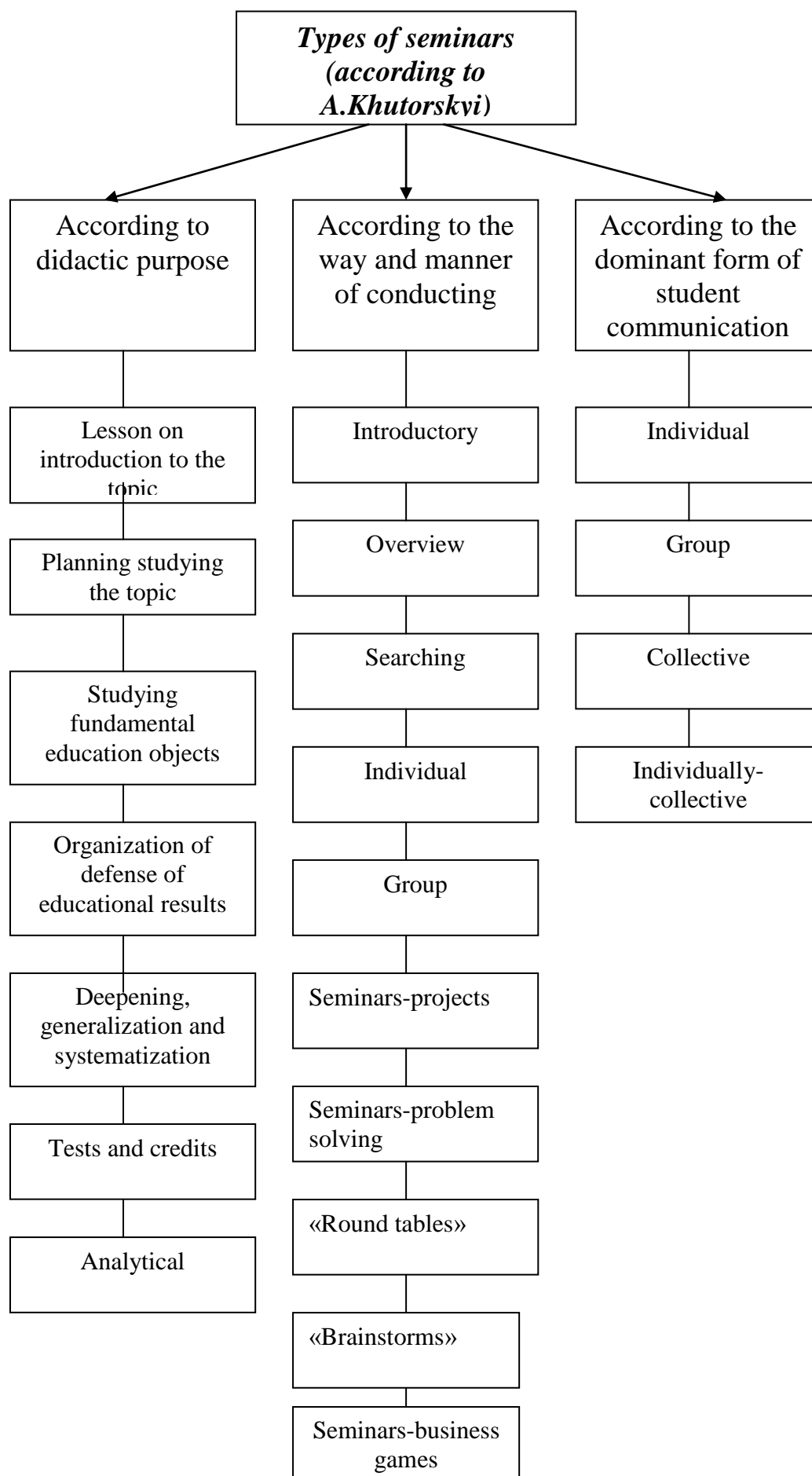


Chart 3.71. Types of seminars
(according to A.Khutorskyi)

Table 3.33

Conditions for conducting effective seminars

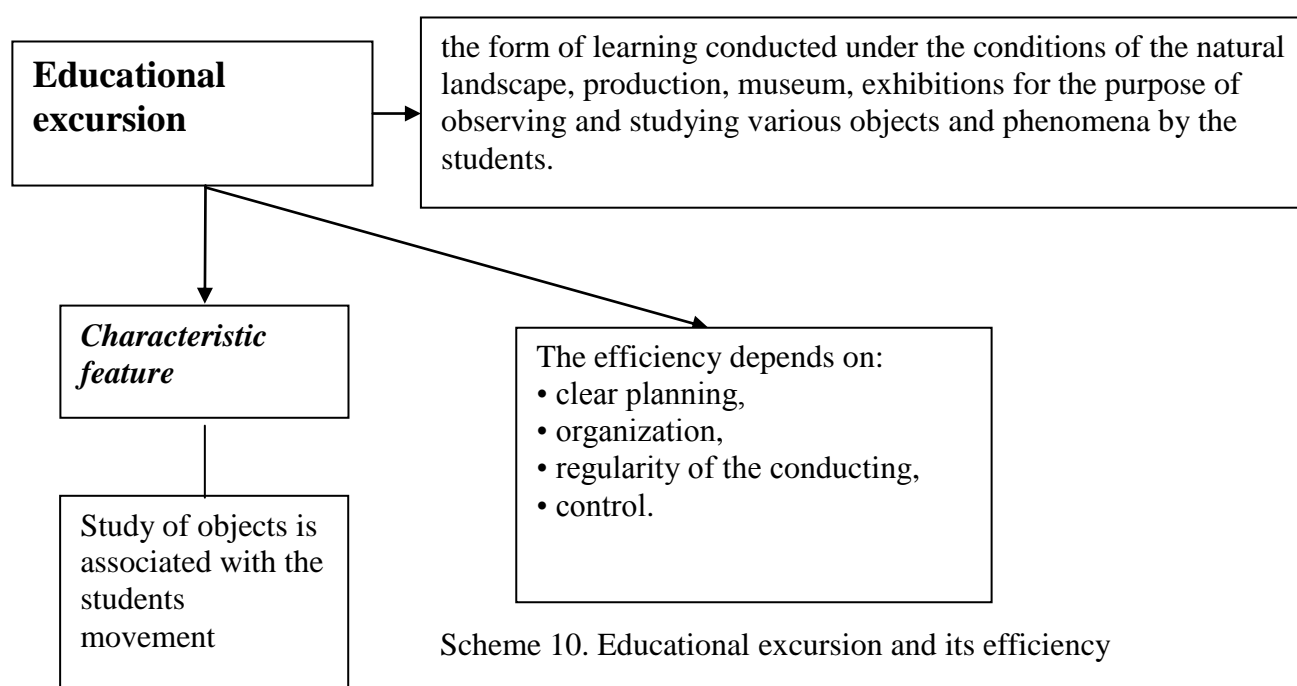
№	Conditions
1	Creation of atmosphere for cooperation and mutual understanding.
2	Encouraging students' asking questions.
3	Availability of a high level of independence.
4	Formation of abilities and desire to work with different information sources.
5	Using active forms of conducting seminars (disputes, discussions, role games, etc., expedient change of work forms, using of various options of attention activation).
6	Clear connection between seminar and objectives and tasks of the general course.
7	Maximum students' engagement in the process of learning.
8	Logical, well-balanced, consistent lesson structure.
9	Maximum lesson individualization and analyticity.

3.5.4. Other Forms of Learning Management at Higher Educational Establishments

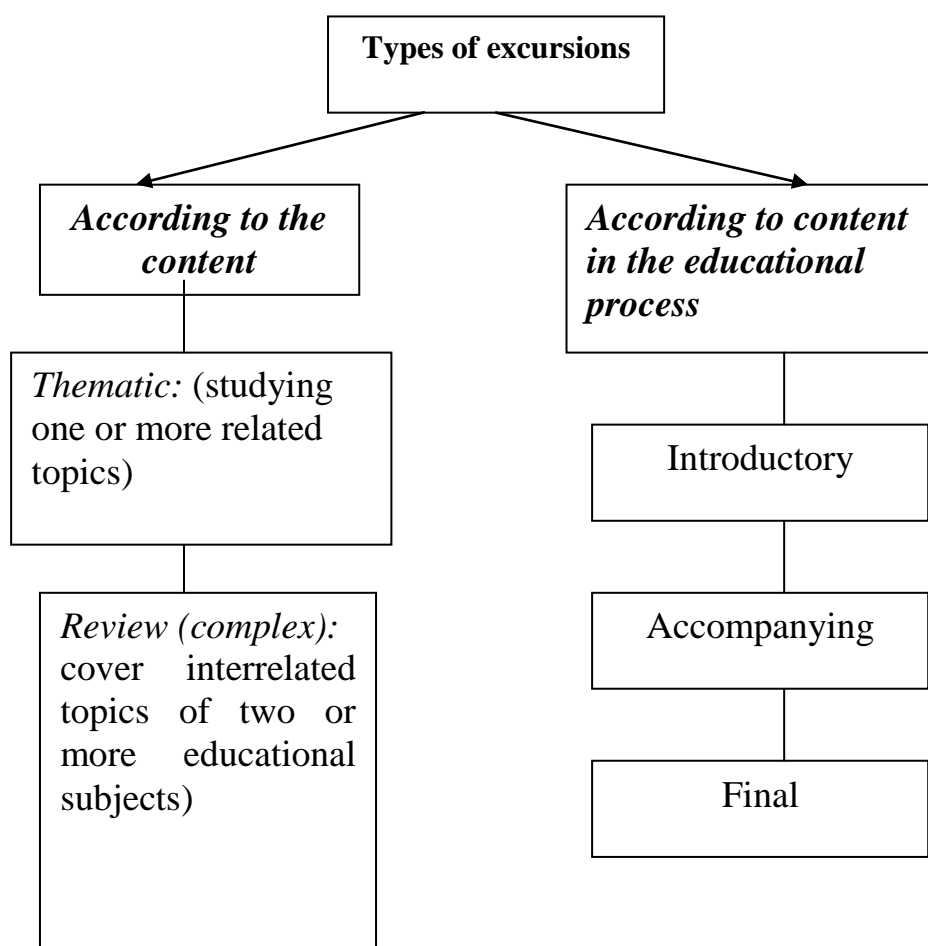
Workshop – the form of organization of learning, conducted after studying the modules (sections) of educational courses. It can also anticipate their studying, creating searching experimental image of theoretical educational information to be studied.

Main components of the workshop structure

№	Structure of the workshop training lessons
1	A teacher informs on the topic and purpose of the workshop.
2	Actualization of students' basic knowledge.
3	Motivation of their educational activity, getting familiar with the instruction.
4	Selection of the necessary tools and educational information.
5	Performing work by students.
6	Writing a report.
7	Discussion and theoretical interpretation of the results.
8	Defending the results.
9	Reflection on activity.



Scheme 10. Educational excursion and its efficiency

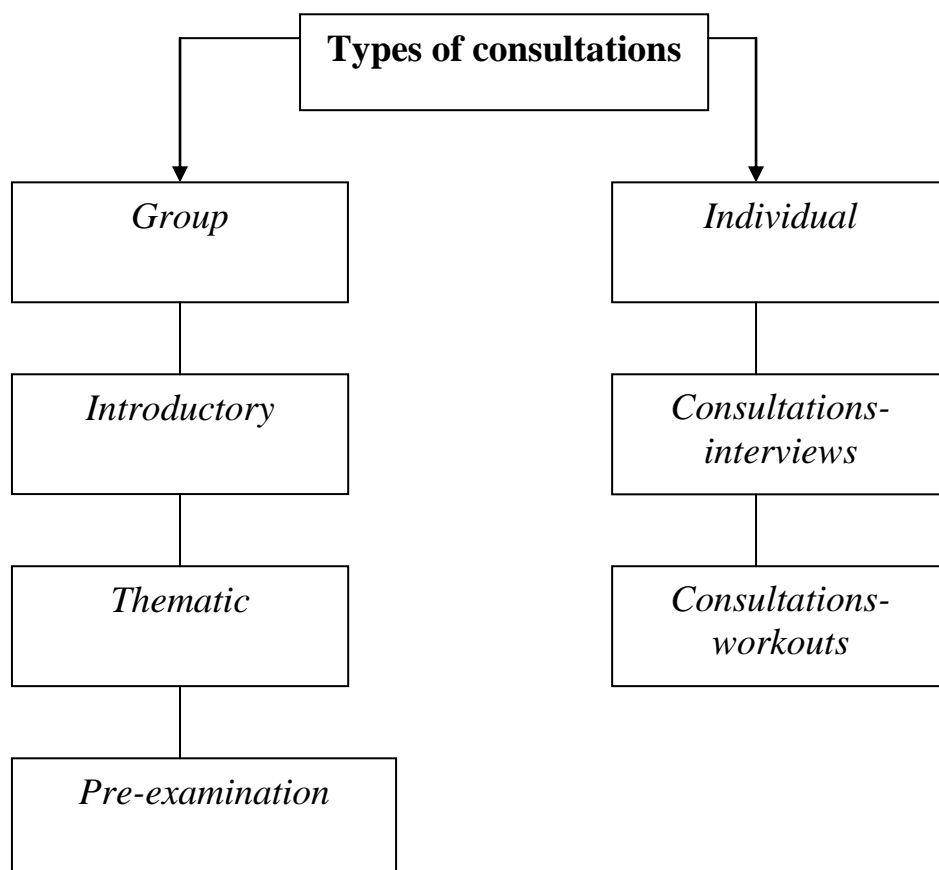


Scheme 3.73. Types of excursions

Table 3.35

Stages of preparation for the excursion

№	Stages of preparation for the excursion
1	Preliminary study of the object, revealing its educational properties.
2	Defining the purpose, tasks, type and structure of the excursion.
3	Preparing of problem questions and tasks for students.
4	Deciding on information sources.
5	Deciding on the optimal combination of educational methods and techniques.
6	Making an excursion plan.
7	Determining the route.
8	Preparing additional visual aids and necessary tools.
9	Conducting an organizational talk with students.

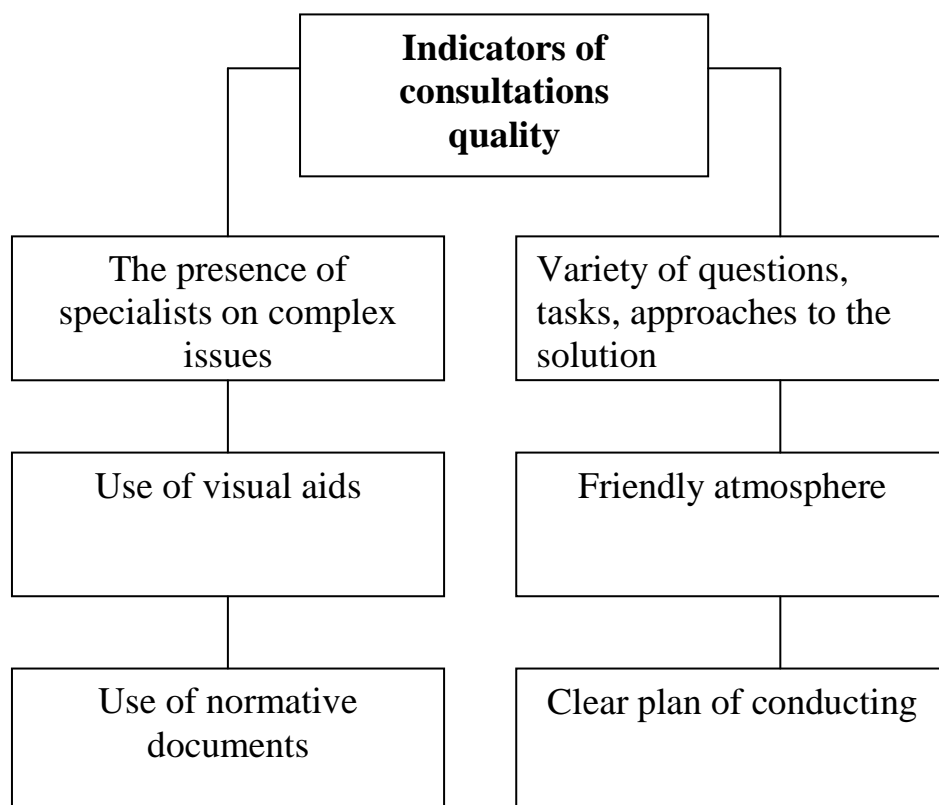


Scheme 3.74. Types of consultations

Factors of consultations efficiency

Table 3.36

№	Factors
1	Teachers' competence.
2	Degree of students' preparation.
3	Features of the discipline.
4	Selected topic, purpose.
5	Clarity of determined issues.
6	Topicality.

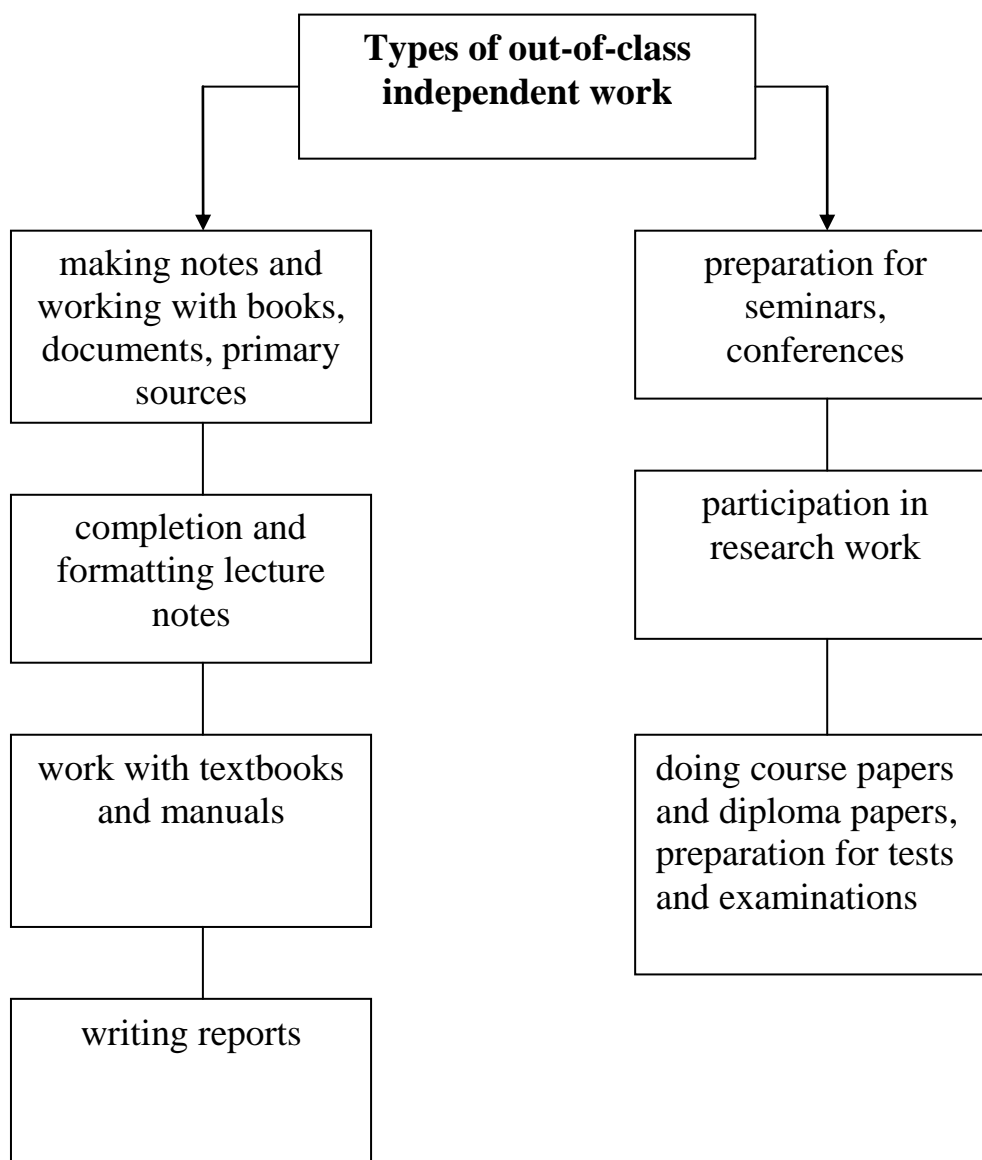


Scheme 3.75. Indicators of consultations quality

Table 3.37

Signs of the laboratory work efficiency

№	Signs of the laboratory work efficiency
1	Organization of joint, group activity.
2	Stimulation of students for further more profound independent work.
3	Activation of mental activity.
4	Providing methods of practical work.
5	Using of various exercises.



Scheme 3.76. Types of out-of-class independent work

Requirements for working with a book

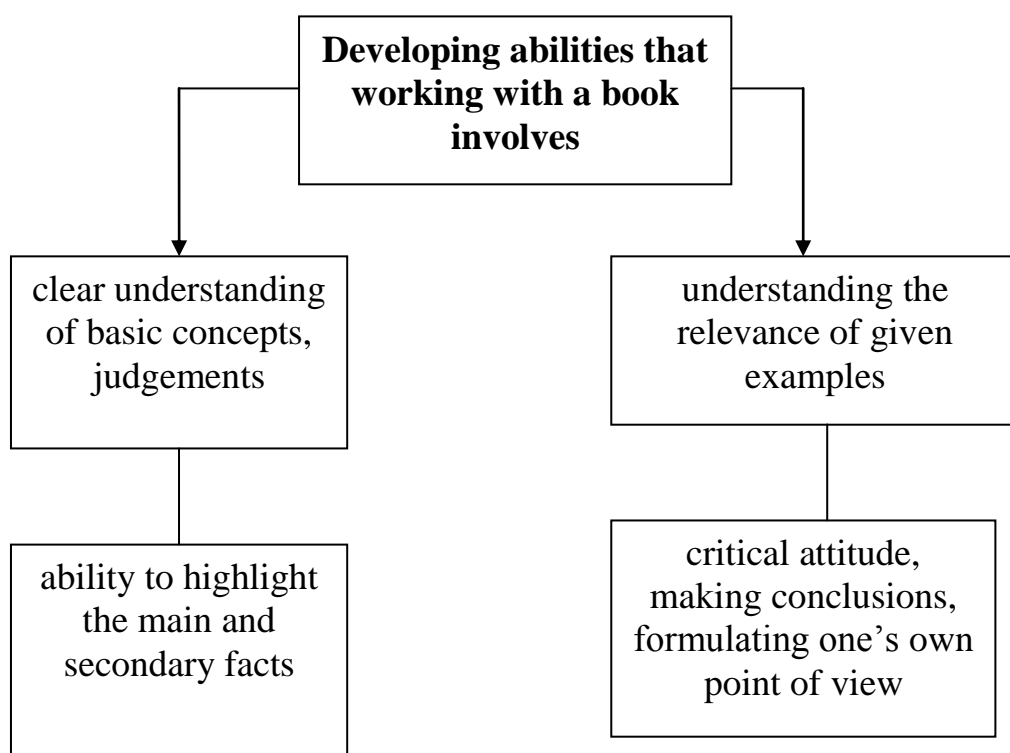
Table 3.38

№	Requirements
1	Pursuing a certain succession (getting acquainted with the general structure of a book, plan, content, and introduction).
2	Reading (to read the educational information from beginning to end to get the general idea, to reread to understand each part properly, to highlight the key ideas, a system of arguments, vivid examples, etc.).
3	Picking out unfamiliar words, terms, expressions, unknown surnames, and names.
4	Working with bibliography, which involves the ability to use scientific apparatus of the book quickly, to search for the necessary information in encyclopedias, dictionaries, electronic catalogues, reference literature, process and organize it.
5	Keeping records of what has been read, which allows to organize the knowledge acquired while reading into a system, to focus on the main provisions, to organize them.

Conditions providing successful implementation of students' independent work

Table 3.39

№	Conditions
1	The formation of positive motivation for doing an independent educational task.
2	Clear statement of cognitive tasks.
3	Development, if necessary, of the algorithms of doing the work (considering student's learning abilities)
4	Using the best types of counselling assistance for students.
5	Determining the assessment criteria for evaluating the work performed. Students' getting familiar with the forms of reporting
6	Types and forms of control.



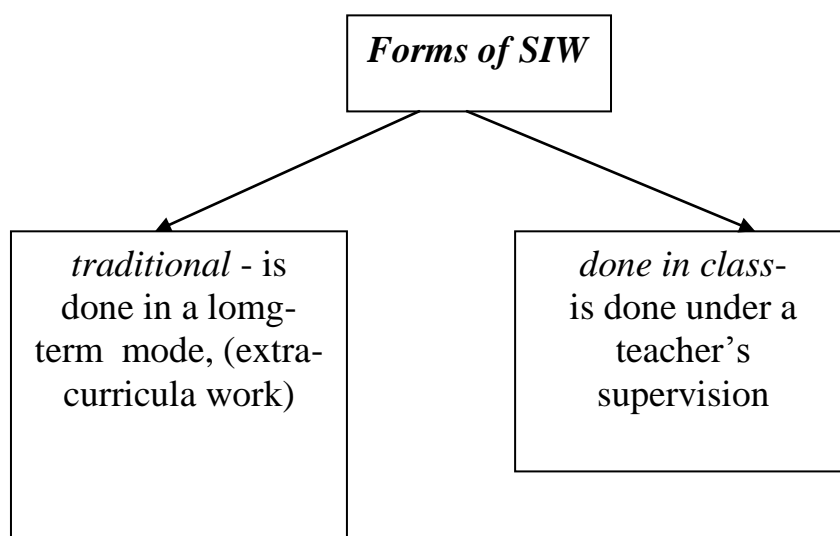
Scheme 3.77. Types of abilities that working with a book involves

Table 3.40

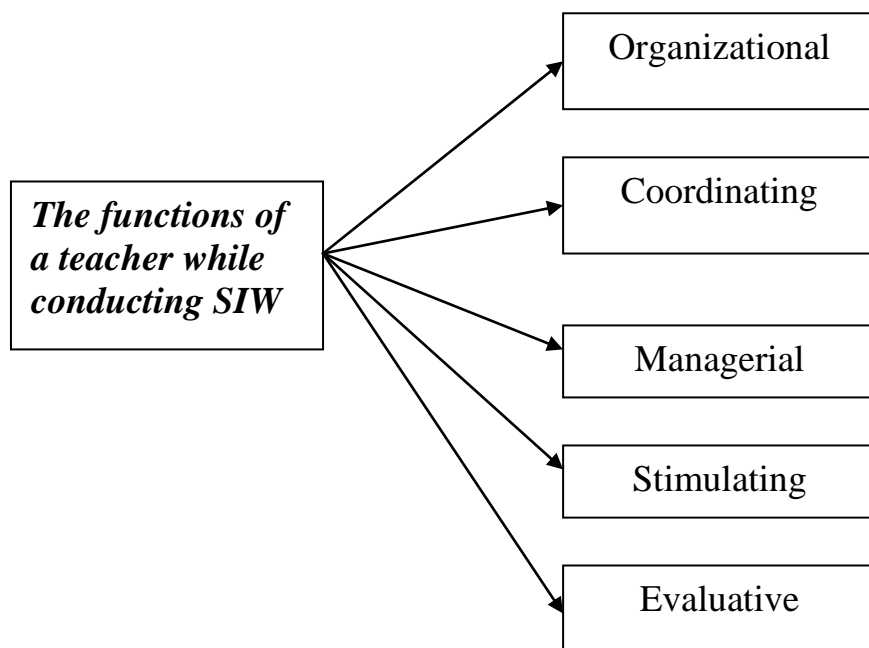
Levels of independent students work		
№	Level	Content
1	Reproductive (training)	<i>Doing various tasks according to the model for knowledge consolidation, skills and abilities formation.</i>
2	Reconstructive	<i>Making plans, writing thesis, annotations of literature, preparing reports</i>
3	Creative	<i>Analysis of the problem situation, obtaining new information</i>

Means of improvement of students' independent work

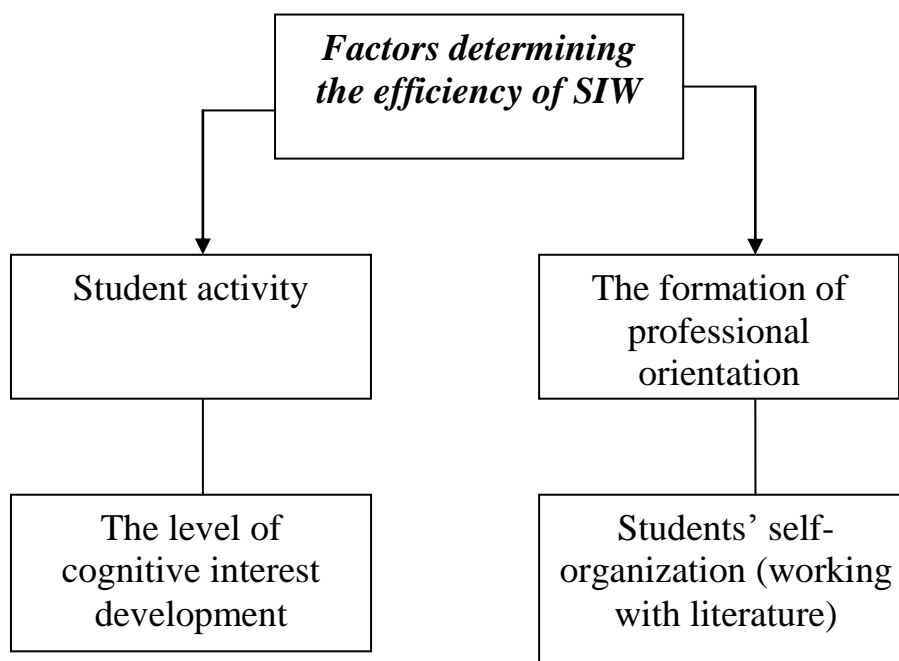
№	Means
1	Analysis of the problem situation, obtaining new information.
2	Including SIW into the curriculum and making the timetable including the organization of individual tutorials at the departments.
3	Creating of a set of educational and teaching aids for doing SIW.
4	Orientation of lectures at independent work.
5	Using the rating method for SIW control.
6	Conducting lectures at which speakers and co-speakers are students themselves.
7	Increasing the number of hours for SIW.



Scheme 3.78. Forms of SIW



Scheme 3.79. The functions of a teacher while conducting SIW



Scheme 3.80. Factors determining the efficiency of SIW

Forms of studies organization at higher school

№	Forms of studies organization	Essence	Task
1	Lecture	A lecture is an oral, consistent, systematic presentation of the content of science, educational activity, a certain topic and its recording.	<ul style="list-style-type: none"> • to promote student's independence and activism; • students' preparation for independent working with a book; • means of developing students' active attention, mental activity
2	Seminar	Seminar - (from Latin - Seminarium – arboretum) a specific form of classes on a definite topic, subject.	<ul style="list-style-type: none"> • formation of skills and habits of independent work; • analysis of literature; • detection of the system of knowledge; • knowledge systematization and generalization; • assessment of knowledge, skills and habits.
3	Workshop	A workshop is a form of SIW in practical and laboratory classes. Workshops are held after studying major sections of educational courses. They also can anticipate their study, creating a searching experimental image of theoretical information to be studied (Workshops are usually conducted two-four weeks).	<ul style="list-style-type: none"> • verification of scientific validity of certain regularities, theoretical positions; • measurement of constant values, • conducting chemical experiments, • doing graphic works, etc.
4	Practical classes	Practical classes are closely related to lectures and seminars and are their direct extension (business and pedagogical games, trainings, exercises, doing creative self-assignments with their obligatory discussion in the audience).	<ul style="list-style-type: none"> • verification of theoretical knowledge in practice, • proving the necessity for the relationship between theory and practice to master future professional activity.

Table 3.42 (Continued)

5	Proseminar	Proseminar is a form of class that informs and prepares students for a seminar (held at junior courses, when students have difficulties in preparing for the seminar).	<ul style="list-style-type: none"> • making students familiar with features of independent work; • methodology of working with literature, primary sources; • making reports on certain topics, reading and discussing them.
6	Laboratory work	This type of class integrates theoretical and methodological knowledge, students' practical skills and habits in the process of learning.	Using mental and physical efforts to solve scientific and life tasks.
7	Tutorial	Tutorial is one of the important forms of educational process and is in direct interaction with other forms of working with students. It is also a method of interaction between a teacher and students, students and the material being studied (V.Savchenko).	Tutorials open up additional opportunities for learning about each student, his or her interests, potential, level of preparation, attitude to the subject being studied, logic of thinking, etc.
8	Conference	Confernces are held within the framework of a separate group or an educational course. They are held at a specified time, up to 2 hours.	<ul style="list-style-type: none"> • consolidation of knowledge; • systematization of the material; • comparison of different points of view; • defending one's own position in a free discussion.
9	Excursion	Excursion is a form of learning organization under the conditions of the natural landscape, production, museum, exhibitions for the purpose of observing and studying various objects and phenomena by students.	<ul style="list-style-type: none"> • the development of students' ability to act from cognitive position in the world; • mastering the ability to perceive and study life events and processes; • formation of emotional qualities (sence of beauty, joy of knowledge, desire to be useful for the society);

Table 3.42 (Continued)

			<ul style="list-style-type: none"> • contribute to the perception of interconnection between phenomena and laws; • formation of skills to be used in practice.
10	Independent work (SIW)	SIW is planned; it is done in accordance with teacher's tasks and under his supervision, but without his direct participation (method, technique and means of education).	<ul style="list-style-type: none"> • mastering academic disciplines; • formation of skills of independent work in educational, scientific, professional activity; • ability to assume responsibility; • ability to solve problems independently; • the ability to find constructive solutions; • promotes mastering creative, research, social-evaluative activities; • contributes to deepening and expanding of knowledge; • formation of interest to cognitive activity.
11	Colloquium	Colloquium is one form of classes, a teacher's talks with students to establish the level and quality of knowledge (it is efficient when the subject lasts 2 or 3 semesters, and there is only one final control). It is can be conducted instead of a seminar, a practical class, or additionally.	<ul style="list-style-type: none"> • performs control and educational, stimulating functions.

3.6. Control over Educational and Cognitive Activity

Aim: to assist in mastering the main concepts of the topic, to highlight the essential features of different types of control, to consider the components of control and functions; to characterize methods and forms of control.

Basic concepts: control (components, functions, methods, forms, requirements), mark, validity, groups of competences, levels of learning outcomes.

Plan

3.6.1. Concept about the essence of control, its components.

3.6.2. Functions of control.

3.6.3. Pedagogical requirements for evaluating students' achievements.

3.6.4. Criteria for assessing students' academic achievements.

3.6.5. Methods and forms of control.

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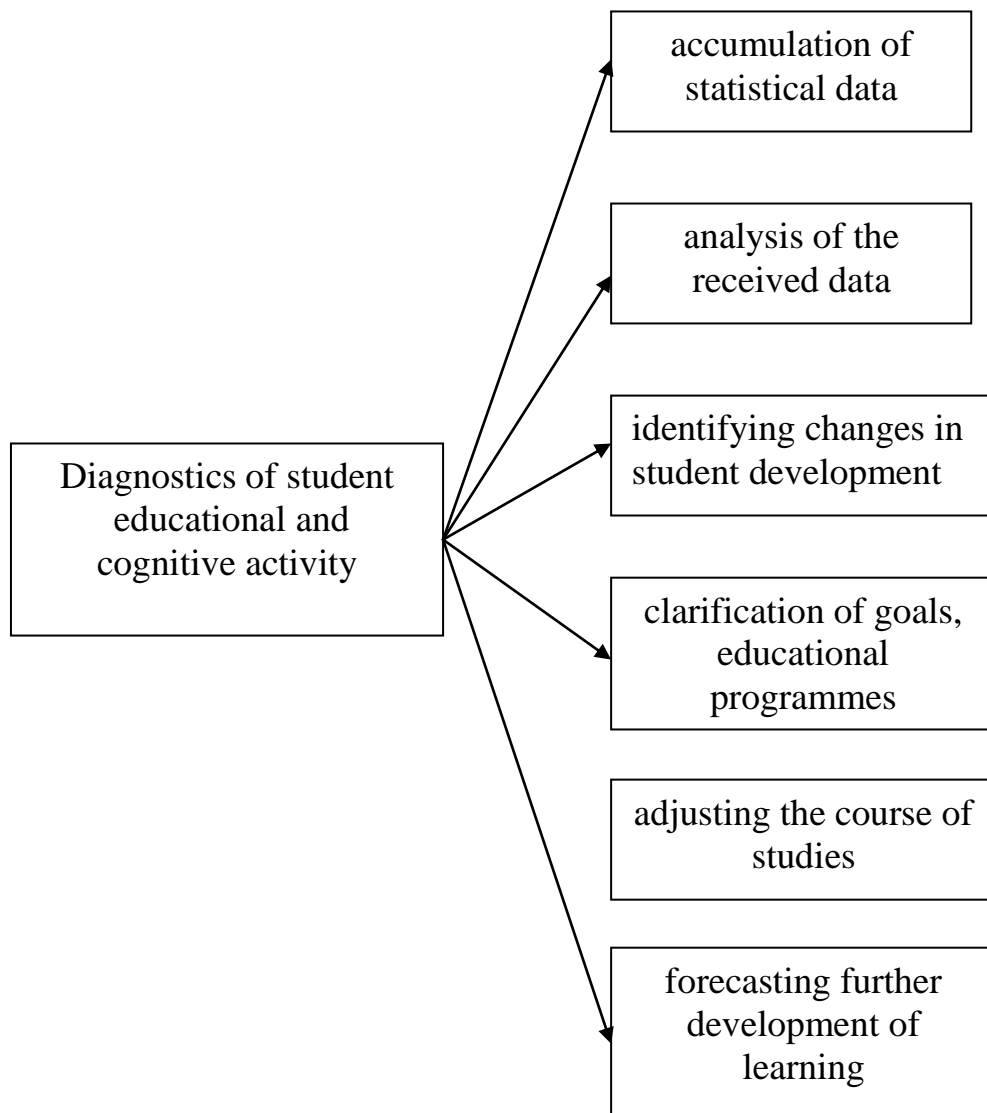
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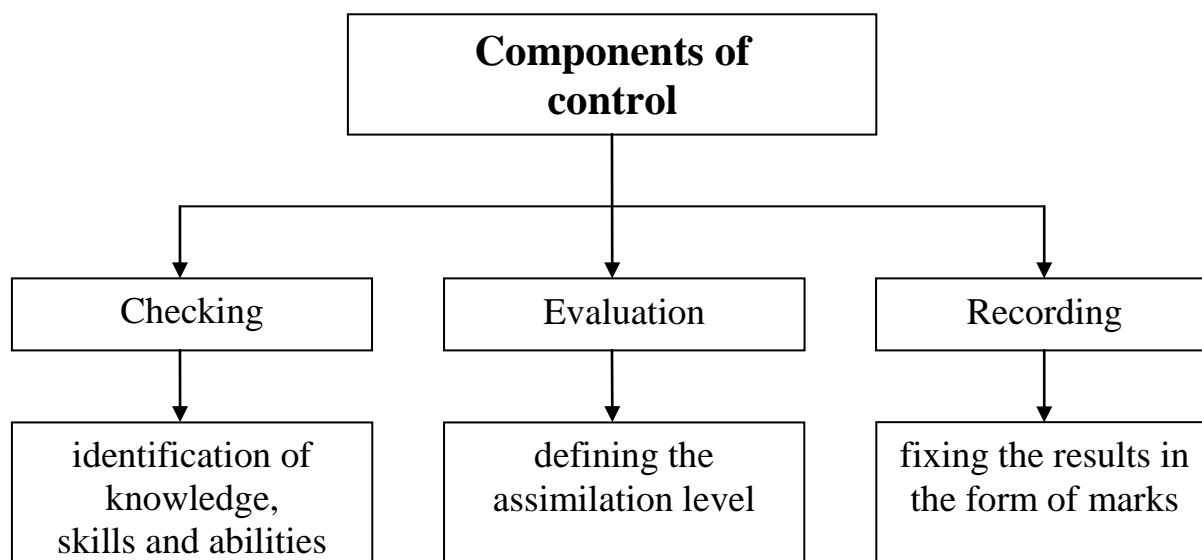
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3.6.1. Concept About the Essence of Control, its Components

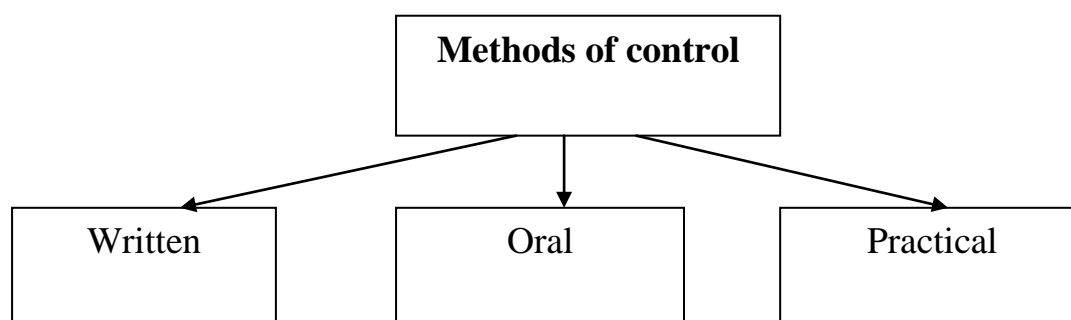
Control over students' educational and cognitive activities is a component of the HEI educational process, which helps to improve students' work, formation of their personalities, identification of real academic achievements, disclosure of causes of their poor learning of education content, etc. Control provides diagnostics of educational activities results of students and a teacher in order to identify, analyze, evaluate and correct the learning.



Scheme 3.81. Components of diagnostics of students' educational and cognitive activities



Scheme 3.82. Components of control over the results of students' educational and cognitive activities (ECA)



Scheme 3.83. Types of control methods

3.6.2. Functions of Control

Table 3.43

Control functions and their essence

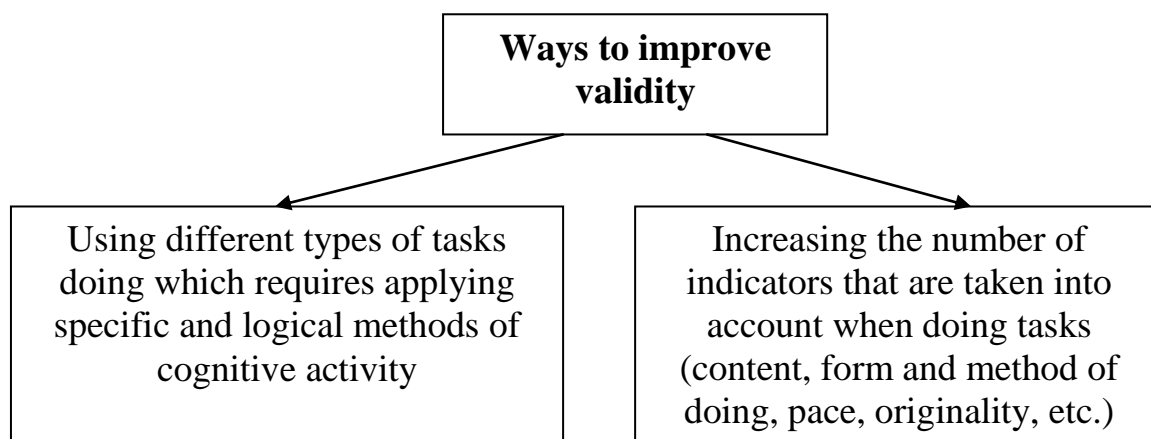
№	Functions	Essence
1	<i>Controlling</i>	Checking knowledge provides a teacher with information on the course of students' cognitive activities, on how good the assimilation is in order to determine the possibilities for further advancement in mastering the education content. Checking is also the means of identifying the efficiency of methods and techniques of education used by a teacher.
2	<i>Educational</i>	More profound assimilation of the programme material (that is, the systematization of knowledge and its consolidation is done while listening to groupmates' answers, teacher's remarks). A student is learning how to analyze his groupmates' answers and his/her own knowledge critically.
3	<i>Diagnostic and control</i>	Provides identification of the difficulties causes encountered by the student while learning, the gaps in knowledge and skills, and the identification of specific remedies for deficiencies.
4	<i>Stimulating and motivational</i>	To stimulate students' desire to improve their results, self-realization in education.
5	<i>Developing</i>	Aiming evaluation at the formation of students' independent creative thinking, ability to draw conclusions, generalize, apply knowledge in modified or new situations, determine the main points, etc.
6	<i>Bringing-up</i>	Control teaches students to work systematically, contributes to the formation of discipline, responsibility, activity, independence, helps to understand themselves. It has a great influence on the formation of <i>students' moral qualities, their consciousness</i> , on the basis of which adequate self-esteem, critical attitude to their and their groupmates' achievements is created. All this contributes to the formation of such qualities as truthfulness, honesty, hard work.

3.6.3. Pedagogical Requirements for Evaluating Students' Achievements

Table 3.44

Requirements for evaluation of students' academic

№	Requirements	Essence
1	<i>Objectivity</i>	Scientifically grounded content of questions, tasks, requirements, teacher's impartial attitude to students, and adherence to the criteria for evaluating academic achievements in a particular discipline.
2	<i>Individual nature of evaluation</i>	Taking into account each student's level of knowledge, his achievements and difficulties in work, which allows to determine the actual state of student's knowledge and skills as well as the nature of individual assistance that is provided to him.
3	<i>Openness of control</i>	A student should be informed about the evaluation results, the assessment should be explained, strengths and weaknesses in his work should be pointed out so that the student can analyze his knowledge himself. It means the mark should be motivated. Encouraging students to develop the skills of self-control and self-evaluation.
4	<i>Comprehensiveness</i>	It is important to evaluate students' knowledge and skills in different parts of the programme both theoretically and in terms of applying the acquired knowledge in practice, mastering the skills of independent work.
5	<i>Differentiation</i>	Taking into account specifics features of the academic discipline, students' individual characteristics (shyness, stuttering).
6	<i>A variety of forms, methods of control</i>	Creating conditions for the implementation of control function, increasing students' interest to having a check and its results.
7	<i>Ethical attitude towards a student</i>	Belief in each student's abilities and prospects; pedagogical tact, teacher's sensitivity. Teacher's ethics affects the general atmosphere of mutual respect, development of students' morality and contributes to increasing the authority of both a teacher and a student.
8	<i>Control validity and reliability</i>	Validity should concern the subject knowledge, types and methods of cognitive activity and satisfy the requirements of two types of validity: meaningful and functional. Such elements of knowledge and such types of cognitive activity are subject to control, which testify to the assimilation of the whole system of knowledge and its respective activities.
9	<i>Preparation of students for the control of knowledge and reflection</i>	It involves teaching students how to work with textbooks, manuals while revising the material, generalizing educational information (defining the main points; making notes; making visual support, schemes, graphs; finding arguments, etc.).



Scheme 3.84. Ways to improve validity

Validity is the compliance of control tasks with the material that has to be checked.

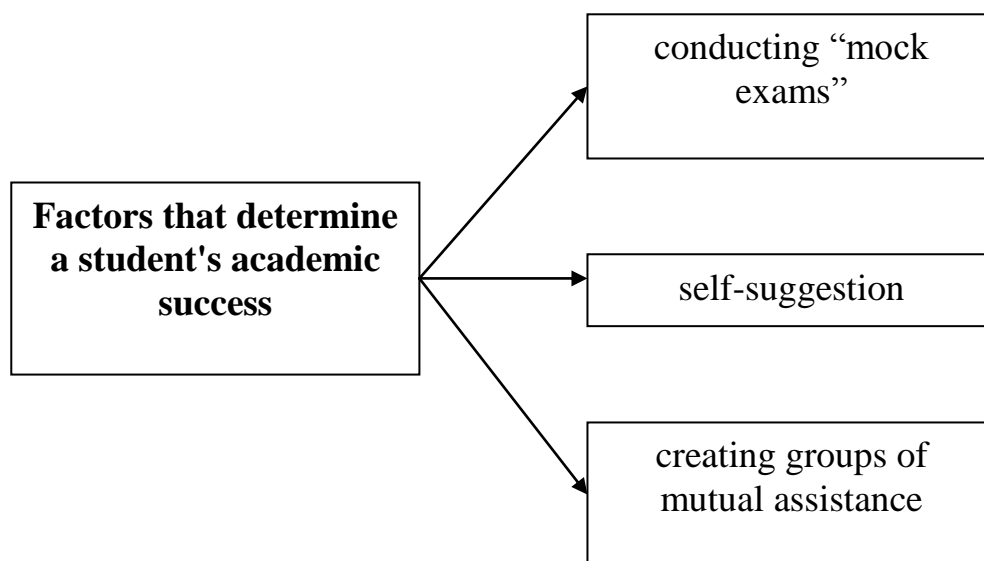
Table 3.45

Types of memory

№	Types of memory	Recommendations for memorization of educational information
1	<i>Visual</i>	<ul style="list-style-type: none"> • While listening (to a lecture, report), a student should briefly make notes of what he has heard on paper; • while studying learning material, a student should read it himself, and not to entrust reading to others; • if possible, a student should use textbooks and manuals which contain illustrations; • while working with his notes, a student should underline the text with coloured pens, pencils, make some marks (for example, using an exclamation point or NB (note bene)).
2	<i>Auditory</i>	<ul style="list-style-type: none"> • a student should listen to others more often (when preparing for the class, exam); • a student should read aloud to himself; • a student should work in silence so that unwanted noise will not attract attention; • a student should talk and think aloud, even when he is alone and no one is listening to him.
3	<i>Motor</i>	<ul style="list-style-type: none"> • a student should always work with a pencil: write down, highlight, write out, draw up a plan, make notes, write summaries; • material with numbers should be written out and arranged in the form of tables, graphs; • what possible should be done with one's hands in laboratories, workshops.

Table 3.45 (Continued)

4	<i>Mixed</i>	<ul style="list-style-type: none"> • a student should underline what is necessary and make notes on the margins of notebooks (visual memory); • a student should retell the material (auditory memory); • a student should make notes, write out some data (motor memory); • a student should repeat information aloud according to the compiled plan, summary (mixed memory).
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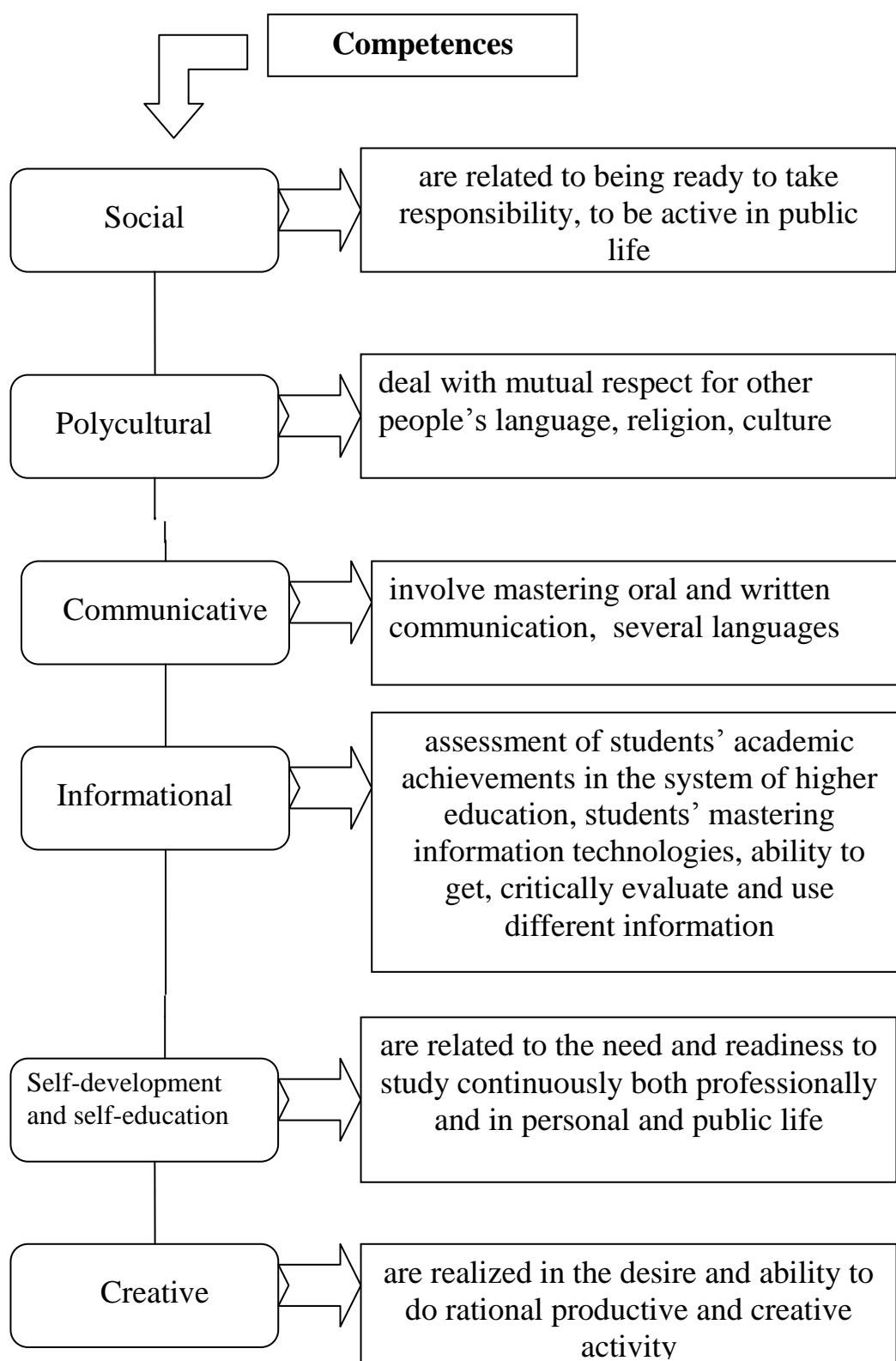
Scheme 3.85. Factors that affect a student's academic success

Table 3.46

**Requirements for humanization of students'
academic success evaluation**

№	Requirements
1	Establishing humane relationship between a teacher and a student and between students.
2	Establishing a relationship between a teacher and students, aimed at creating friendly atmosphere of student life.
3	Preparing students for control, self-control.
4	The optimal choice of means of control that would meet students' needs and contribute to positive motivation formation.
5	Unity in teachers' requirements.

3.6.4. Criteria for Assessing Students' Academic Achievement



Scheme 3.86. Groups of competences

Levels of students' academic achievement

№	Level	Criteria for evaluation
1	<i>Low</i>	A student can reproduce a small amount of educational information, has an unclear idea about the object of studies, shows the ability to put forward elementary ideas.
2	<i>Intermediate</i>	Student reveals knowledge and understanding of the main points of educational information, is able to provide definitions of notions inaccurately, to formulate a rule; a student's answers are correct but are not understood completely. A student is able to analyze, generalize, compare, draw conclusions, and apply knowledge when doing tasks according to the model with a teacher's assistance.
3	<i>Sufficient</i>	A student knows the essential features of concepts, phenomena, and connections between them, is able to explain the basic laws, applies knowledge in standard situations independently. A student performs intellectual operations (analysis, abstraction, generalization, classification, comparison), is able to draw conclusions, correct the mistakes independently. A student's answer is complete, true, logical, well-grounded, but it lacks a student's personal opinion. A student is able to carry out the main types of educational activity independently, apply knowledge not only in familiar but also in modified situations.
4	<i>High</i>	A student has systemic deep scope of knowledge within the requirements of the curriculum, uses it in different situations reasonably, and applies it to perform creative tasks. A student is able to analyze, evaluate, generalize mastered information independently, use information sources independently, make decisions, manifest and defend a personal opinion.

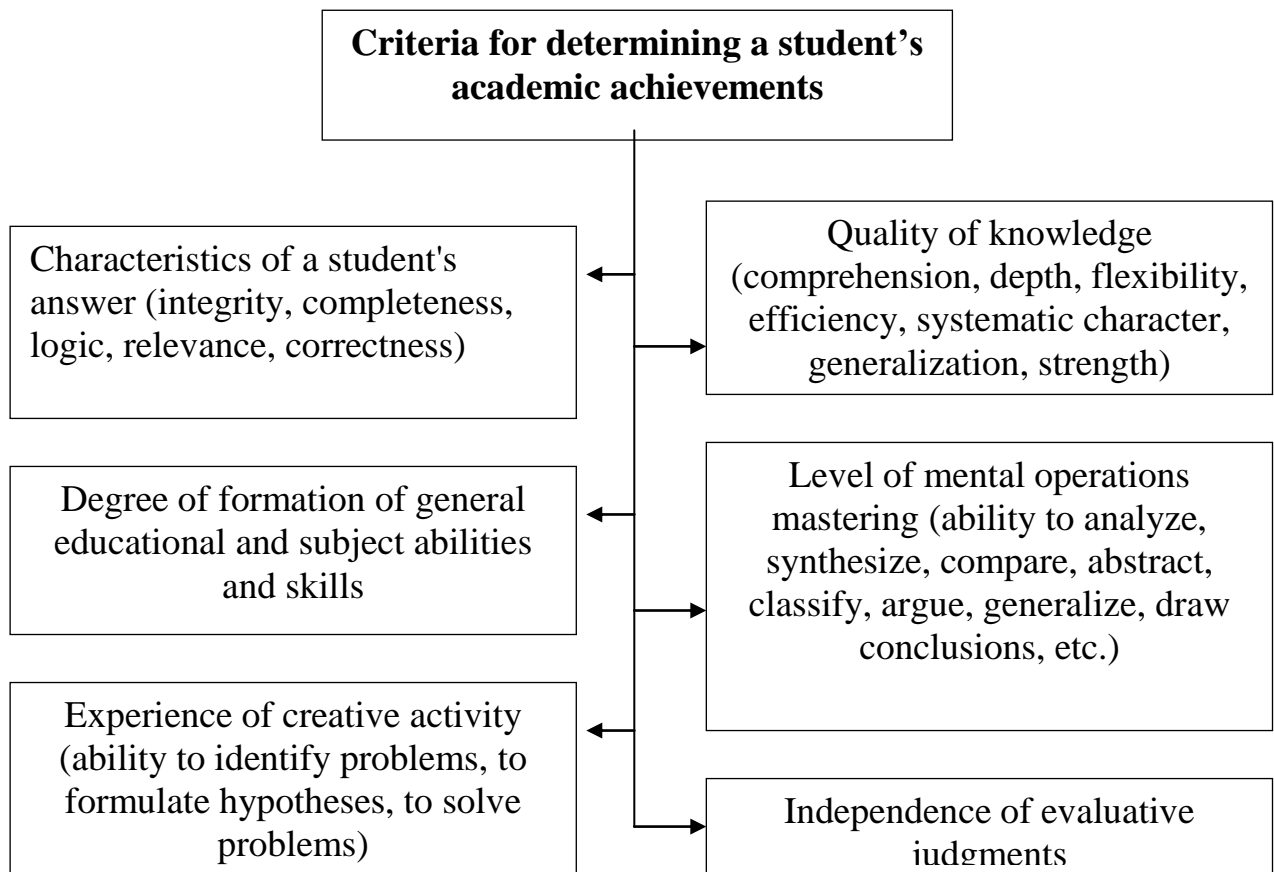


Chart 3.87. Criteria for determining a student's academic achievements

3.6.5. Methods and Forms of Control

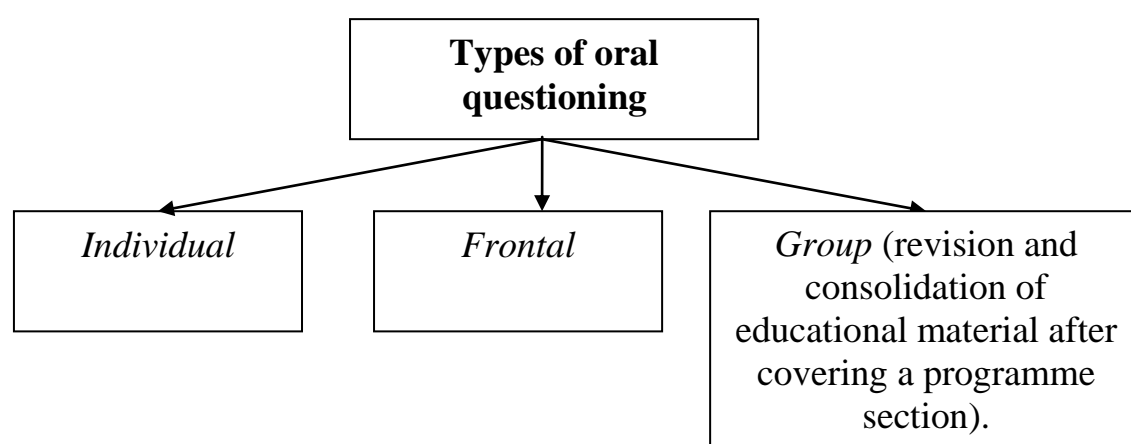
Methods and forms of control are the means by which the feedback between a student and a teacher in the educational process is ensured.

Methods and Forms of Control at HS

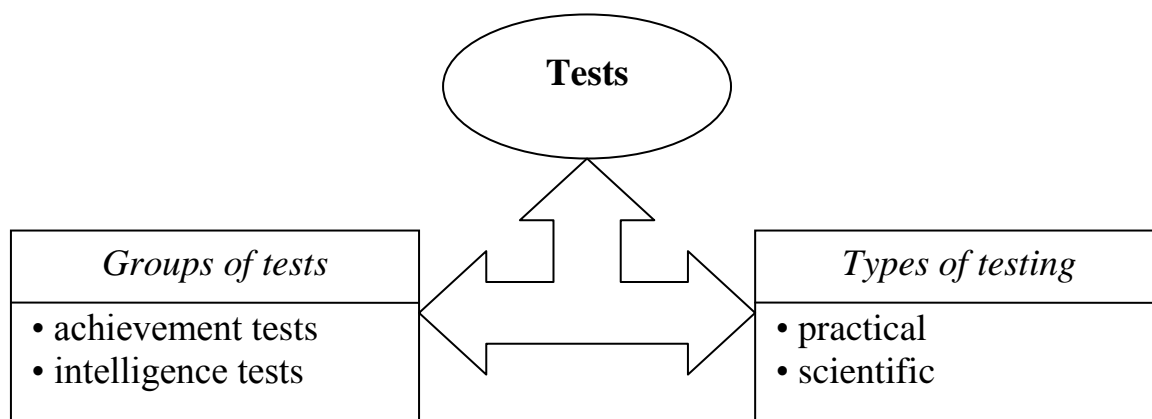
№	Methods and forms of control	Essence
1	<i>Observation of students' academic work</i>	Students' attention, diligence, their reaction to a teacher's questions, students' answers, desire to take part in the work on supplementing, reviewing groupmates' answers, the character of questions to the teacher, colleagues, general interest in cognitive activity, taking part in the preparation of experiments, visual aids, systematic character of doing homework are considered.
2	<i>Oral questioning</i>	A student outlines the essence of a question in the form of a story, a report on the conducted research, observation reports.
3	<i>Written control</i>	Answers to questions, problem solving, doing exercises, laboratory and graphic works (tables, schemes, charts), writing reports, analysis of conducted practical work, reviewing fellow students.
4	<i>Combined questioning (consolidated)</i>	A teacher offers several students to answer his questions simultaneously. One of the students answers orally, one or two prepare for answering at the board (working with cards, drawing up an answer plan), three to four students work with cards at desks. Another type of work is carried out with the rest of the students. It is either similar to the one done at the board or is done using some other material.
5	<i>Test control</i>	A short-term, technically easily-conducted experiment, a set of tasks that correspond to the content of education and ensure the identification of the degree of mastering educational information.
6	<i>Programmed control</i>	Punched cards, signal cards, content-based workbooks, PC control are used.
7	<i>Computer-aided control</i>	Valuable qualities of such programmes are the availability of continuous improvement of a specific base of tasks, the simplicity of presentation to students, as well as the versatility of forms of teacher reporting.
8	<i>Practical control</i>	Establishment the level of a student's knowledge and skills assimilation, how well he uses gained knowledge in practical work (conducting experiments, working during workshops, solving economic problems).

Table 3.48 (Continued)

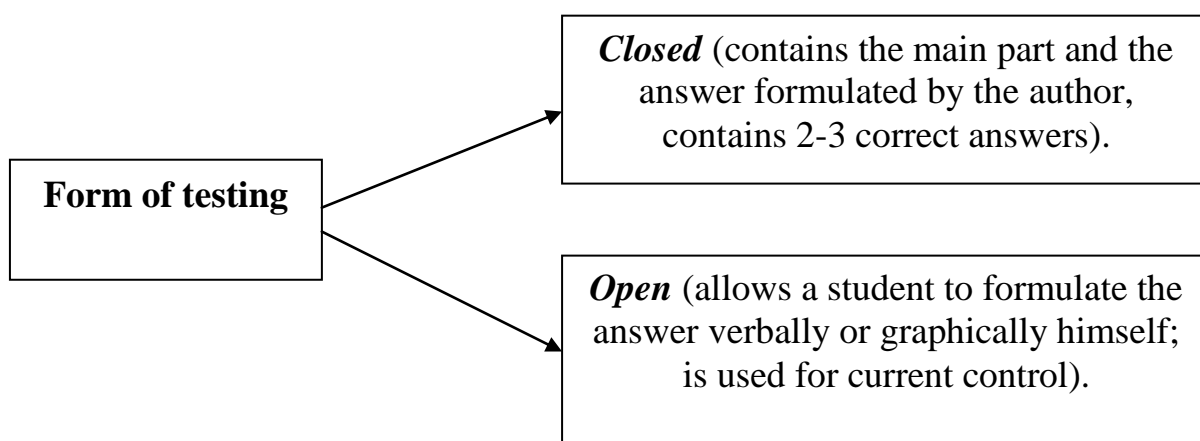
9	<i>Self-control</i>	Ensures internal feedback: students' receiving information about their educational achievements, about the difficulties that arose. The value of self-control is in the fact that it can self-stimulate learning, form critical thinking. (reviewing performed work).
10	<i>Credits and exams</i>	Doing final assessment of students' academic achievements, public and state control over the work of students, teachers, and educational institutions as a whole. The analysis of the assessment results makes it possible for a teacher to identify the strengths and weaknesses in his work. Assessment results often signal the teacher about certain drawbacks in his own work.
11	<i>Modular-rating control</i>	It is a complex indicator of success, a peculiar index (integral), a class. The basis of the rating system is the accumulation of marks for a certain period of study (module, semester, year, 5 years) and for diversified activities. The sum of these marks serves as a quantitative indicator of the quality of a student' work compared to the success of his/her fellow-students. However, it does not only reflect the quality of knowledge and skills, but also the accuracy of work, activity, independence, creativity. The periodic ranking of students (and also final rating of undergraduates) is conducted.



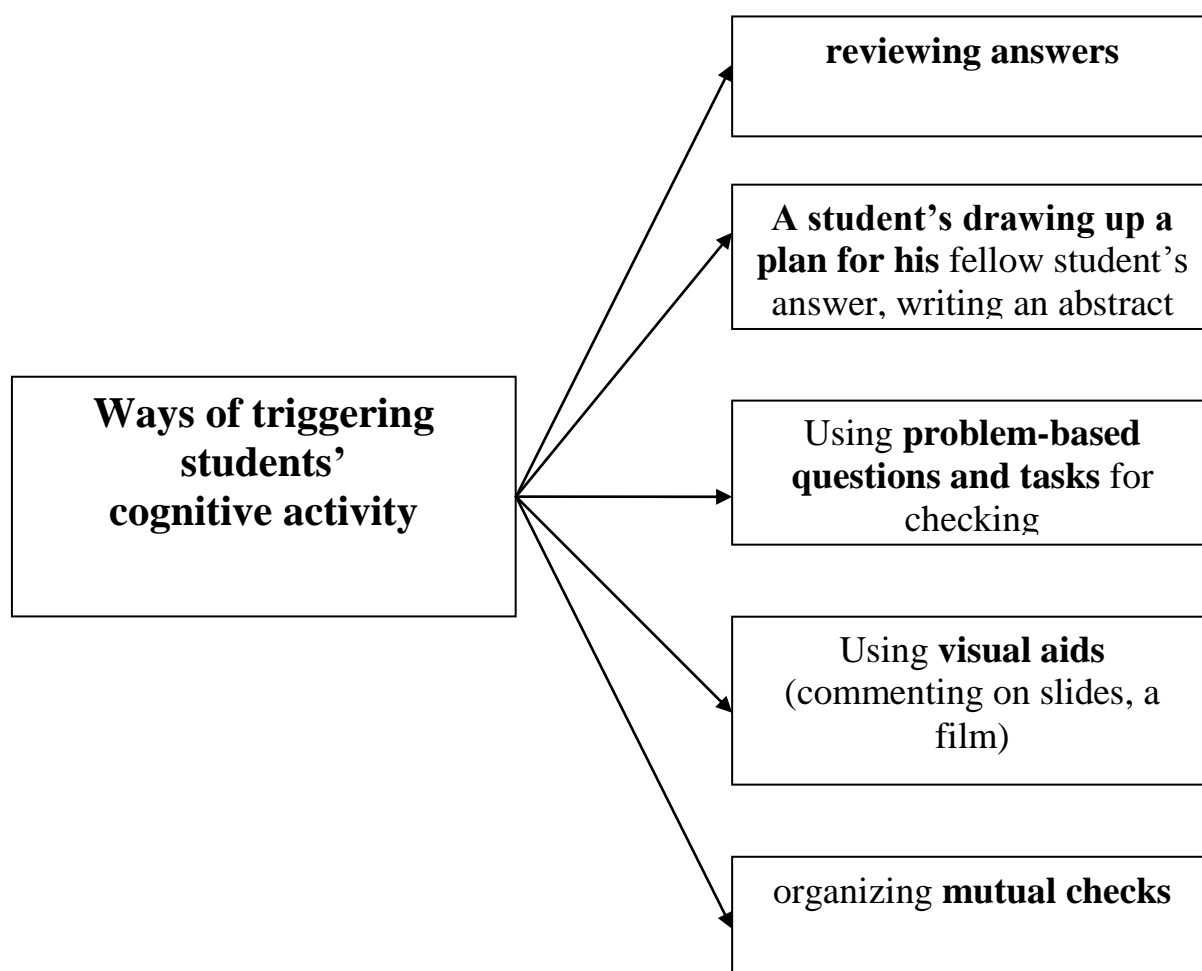
Scheme 3.88. Types of oral questioning



Scheme 3.89. Classification of tests



Scheme 3.90. Forms of testing



Scheme 3.91. Ways of triggering students' cognitive activity

Requirements for the closed form of testing

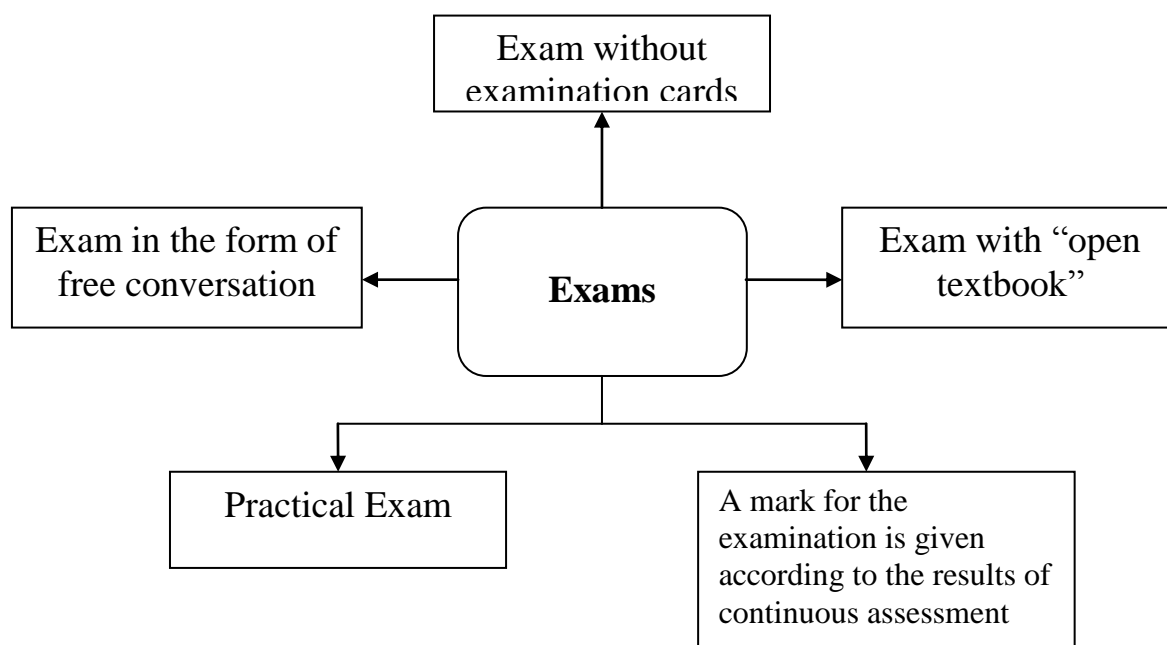
Table 3.49

№	Requirements
1	Standard construction.
2	Full clarity of the text.
3	Grammatical brevity.
4	Simple stylistic construction.
5	The task contains more words than the answer.
6	Includes verbal associations that help to choose the correct answer.
7	Excludes extra words on drawings.
8	Has only one correct answer.

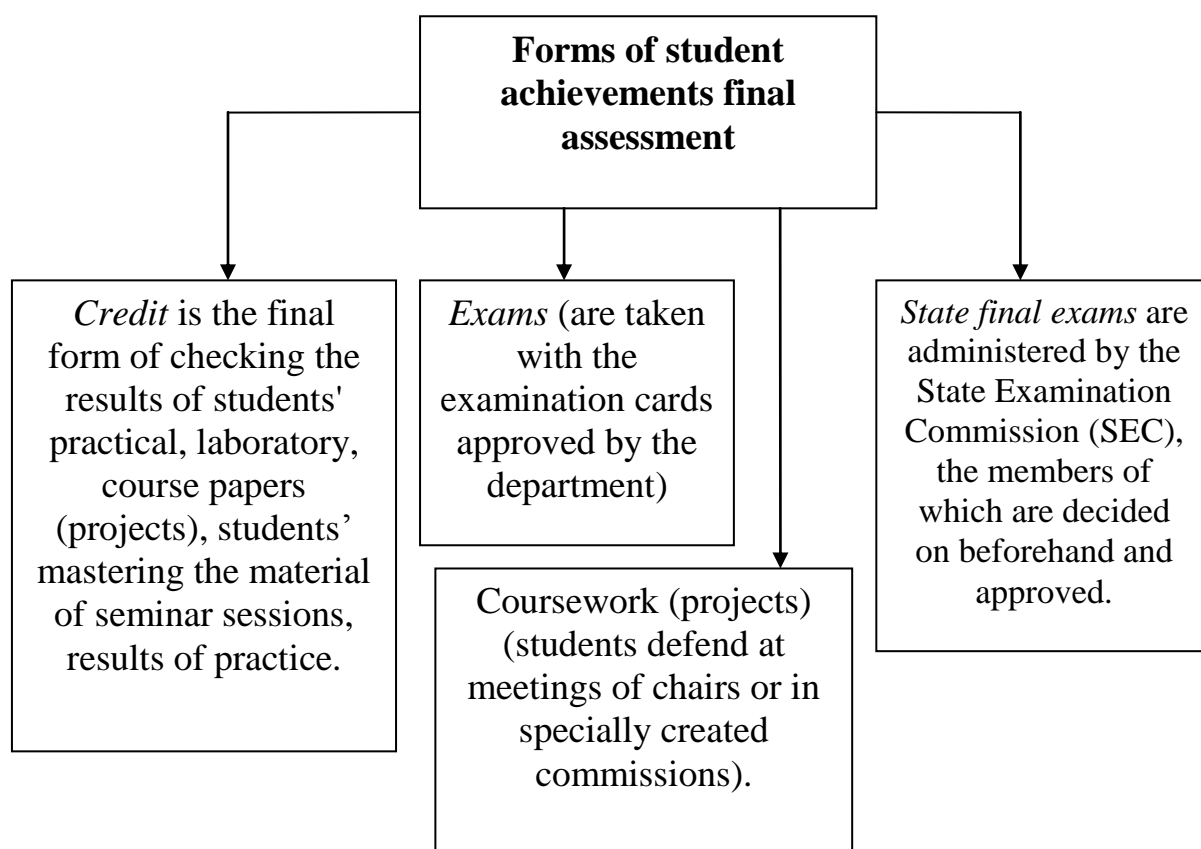
Steps of test tasks development

Table 3.50

№	Steps
1	Selecting task content.
2	Deciding on the task form.
3	Making test instructions and test description
4	Trying the test out
5	Processing of collected empirical data
6	Processing results interpretation
7	Test quality examination



Scheme 3.92. Types of exams



Scheme 3.93. Forms of the student achievements final assessment

Module 4. Students' Educational-Research and Scientific-Research Work

Aim: to master the main components of students' educational-research work; to analyze and compare meeting the requirements while doing educational-research and scientific-research work in the framework of the educational institution.

Basic concepts: students' educational-research work and its types, scientific-research work and its forms, stages and requirements for writing reports, the structure of a course paper, the plan for writing a master's thesis, types of student work in the SSS (students' scientific society), research skills.

Plan

- 4.1. The essence of students' educational-research work
- 4.2. Students' scientific-research work as a component of professional training
- 4.3. Forms of scientific-research work of students in present-day higher educational institutions (HEI)

4.1. The Essence of Students' Educational-Research Work

Students' educational-research work is a means of improving a specialist's training, the type of research activity performed within the framework of academic and educational process, provided by the university curriculum and is mandatory.

Table 4.1

Types of students' educational-research work

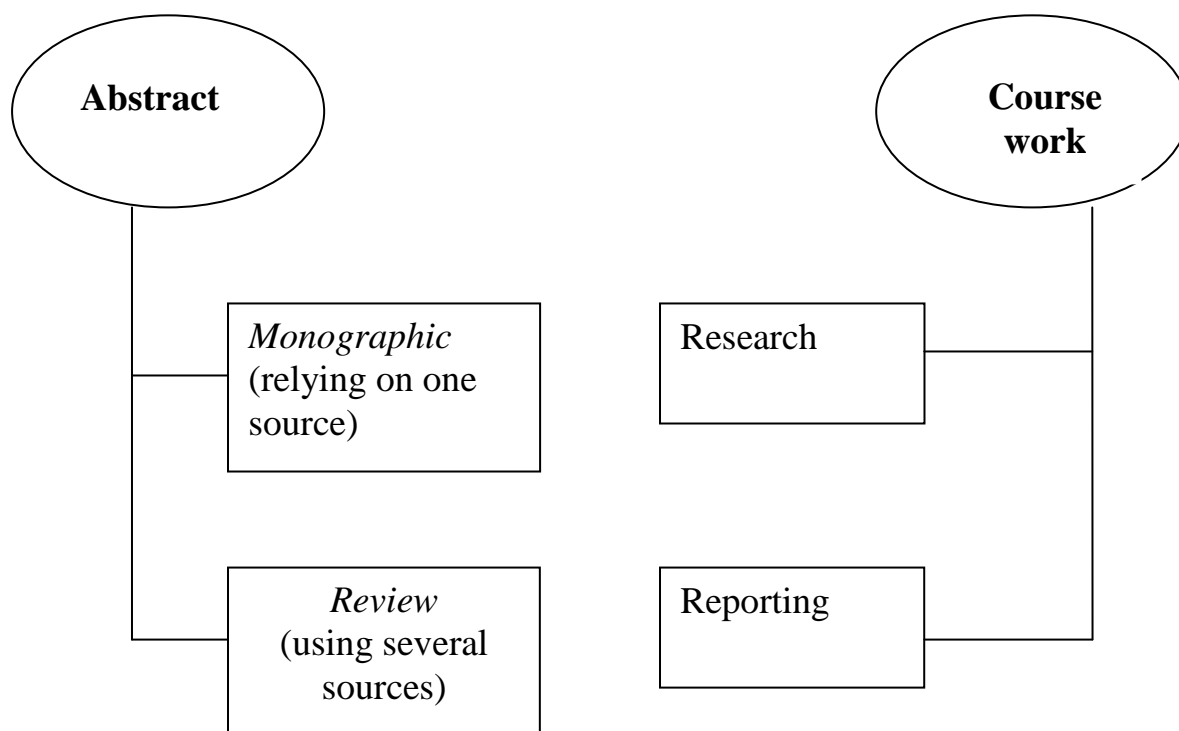
<i>Nº</i>	Name	Essence	Requirements
<i>1</i>	<i>Abstract</i>	Report on a specific topic, which supposes an overview of relevant literature and other sources; presentation of content of scientific work, books, articles.	<i>Volume</i> - 10-15 pages of typewritten text printed in 2 intervals. <i>Formatting requirements:</i> 1. Using a kind of paper of a standard format. 2. Fixing and numbering pages. 3. Correct layout of the title page.

Table 4.1 (Continued)

<i>Nº</i>	Name	Essence	Requirements
			<p>4. Listing literature in the alphabetical order, in accordance with the rules of scientific apparatus (opens the list of references to the textual source of the studied work).</p> <p>5. Unacceptance of any excesses in formatting (frames, drawings, etc.) that are not related to the content of work.</p>
2	<i>Course work</i>	The first independent scientific research work either of theoretical or experimental-research character	<p>1. The work shouldn't include anything extra, no materials that are not related to the topic.</p> <p>2. It is inappropriate to repeat the same idea, to use the same examples, words and phrases.</p> <p>3. It is necessary to present the work in a simple way, to avoid unnecessarily large amounts of material.</p> <p>4. The work should not be written quickly as anything written in haste turns out to be immature.</p> <p>5. It is advisable to present the results of research work at the students' scientific society meeting. That will help to include all the comments in the final version.</p>
3	<i>Senior Thesis</i>	Advancement of previous research at a higher level	<p>1. <i>Introduction</i> reveals the essence of the scientific problem, its significance, the grounds and initial data for developing the topic, the state of development, justification for the need for research.</p> <p>2. <i>Problem topicality</i>, which predetermined the choice of the topic of the research (the viability of work for the development of a relevant field of science through critical analysis and comparison with already known solutions to the problem is formulated);</p> <p>3. <i>The object of the research</i> (the process or phenomenon that generates a problem situation and is chosen for the study);</p>

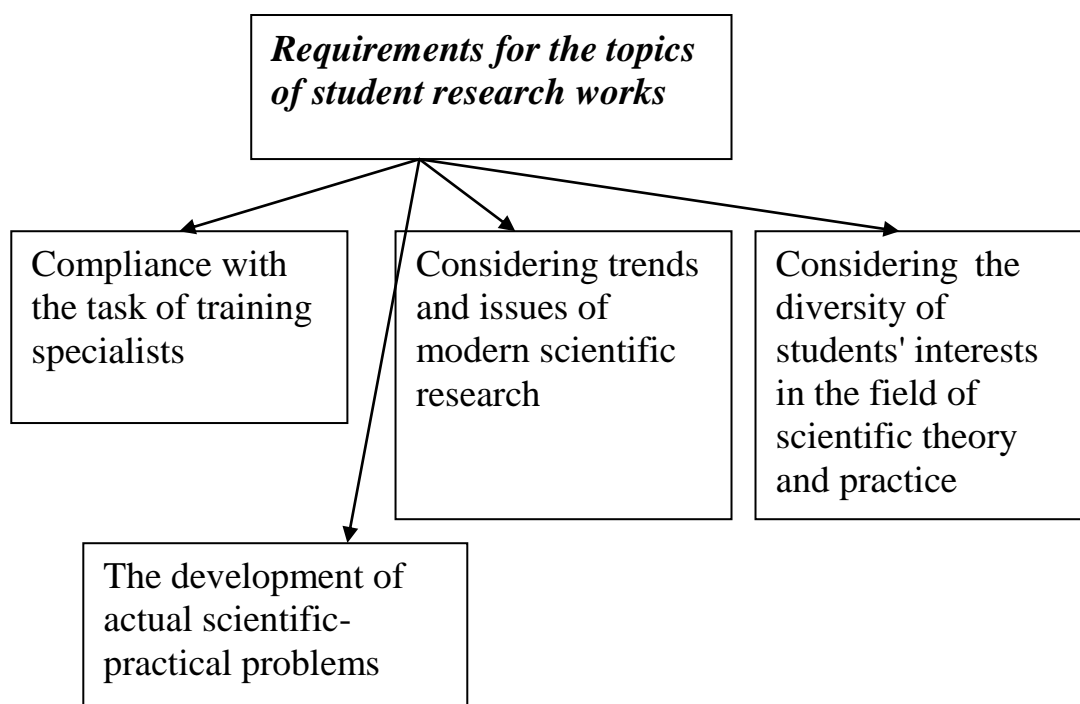
Table 4.1 (Continued)

			<p>4. <i>The subject of the research</i> (within the boundaries of the object - it needs to be in the focus, since it determines the topic of senior thesis);</p> <p>5. <i>Purpose and tasks</i> to be resolved to achieve the goal;</p> <p>6. <i>Methods of the research</i> used to achieve the goal set in the paper;</p> <p>7. <i>Material of the research</i> and its volume, used to achieve the goal set in the paper;</p> <p>8. <i>Scientific originality</i> (short annotation of new provisions or decisions proposed personally by the author, with the obligatory indication of the difference between these provisions from the already known).</p>
4	<i>Master's thesis</i>	It is intended to certify the appropriate level of a student's professional education. The requirements regarding its content, creative nature, theoretical and practical significance of the results are much higher than the requirements for senior thesis.	<p>Volume of work: 60-70 computer typed pages (font 14 with 1.5 line spacing. Fields: right – 30 mm, left – 10 mm, upper and lower – 25 mm). The list of literature and appendices are not included in the volume of work.</p> <p>The work must contain an author's proper empirical study.</p> <p>The ratio of theoretical and practical parts is 40% of the text should be the theoretical part, 60% – the description of the empirical study.</p> <p>Sources: 45-50 items, among them at least 3 - in foreign languages.</p> <p>Methods: the minimum number is 4 (they must contain at least 12 scales).</p> <p>The number of subjects under research: under the condition of a group study of 80-90 people, under the condition of an individual study-50-60 people. In case it is impossible to collect the appropriate amount of data, the issue of reducing the number of object is decided at the meeting of the department. It is obligatory to use the methods for statistical empirical data processing.</p>

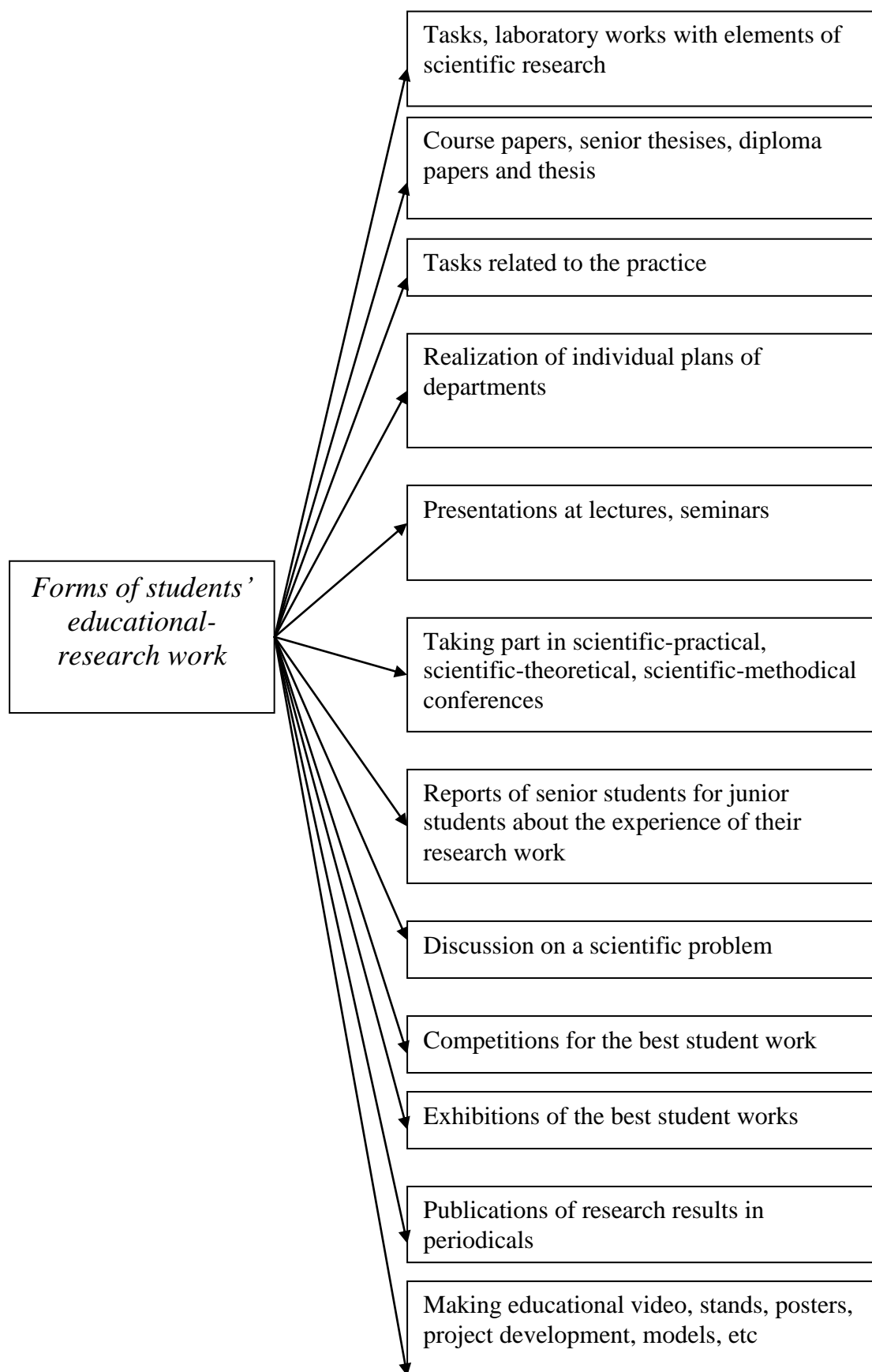


Scheme 4.1. Types of reports

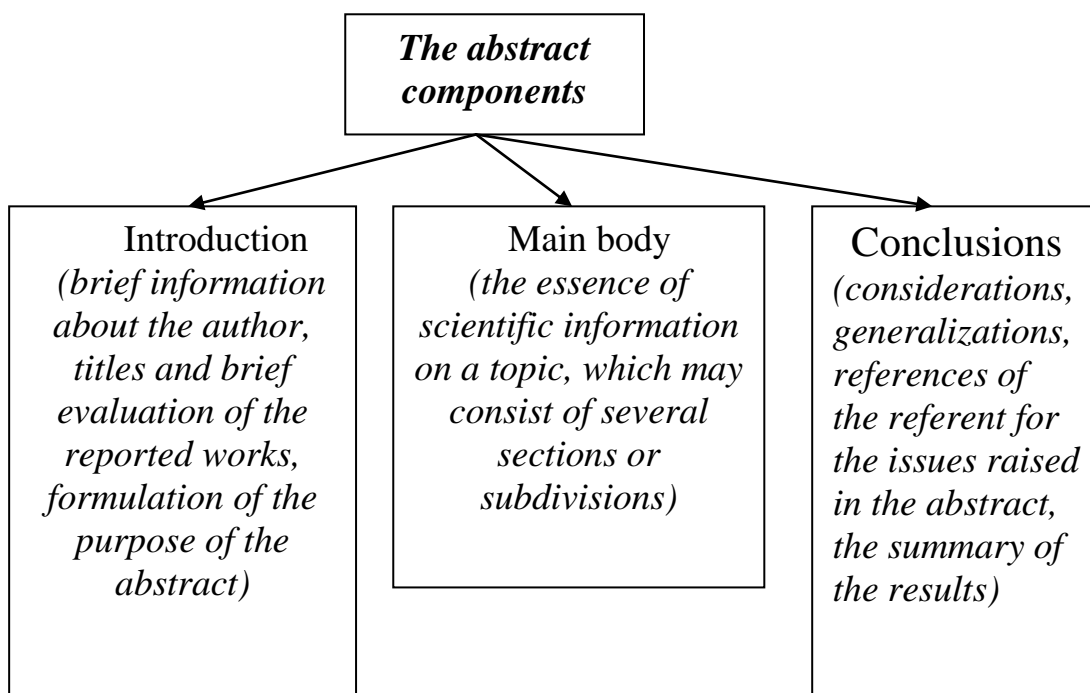
Scheme 4.2. Types of course papers



Scheme 4.3. The requirements for topics of student research papers



Scheme 4.4. A variety of forms of students' educational- research work



Scheme 4.5. The main content of the report

Table 4.2

Stages of writing an abstract

Stage	Essence
<i>I</i>	The choice or formulation of the topic. Clarification of the form of the abstract, which would correspond to its purpose.
<i>II</i>	Thinking about the topic, compiling the preliminary plan of the abstract.
<i>III</i>	Getting familiar with scientific literature, corresponding to the topic of work. Selecting the sources revealing the topic.
<i>IV</i>	Formulating the purpose of the abstract, correcting the original plan.
<i>V</i>	Presentation of the material in accordance with the compiled plan.

Criteria for abstract assessment

1. Correspondence to the topic, content and form of the abstract.
2. Depth, completeness of covering the topic.
3. Logic of material presentation.
4. Clarity of terminology.
5. The level of skills of independent work with scientific literature and the ability to evaluate it critically.
6. The researcher's own view of the problem, the creative character of work.
7. Ability to select the most essential material for short presentation.

Table 4.3

Stages of writing course work

Stage	Essence
<i>I</i>	The selection of literature (bibliography), studying it, making notes of the most important provisions; the idea of the current positions in science concerning the problematics of the course paper.
<i>II</i>	The stage of factual material accumulation and processing. Selecting examples, recording them on index cards (files) indicating the source, the page, the analysis of illustrative material.
<i>III</i>	Careful consideration of formulating the topic, its comprehension.
<i>IV</i>	Preparation of the work plan (a sequential list of the key issues that will need to be covered; the central issues should be elaborated).
<i>V</i>	Presenting the collected and studied material from the author's point of view.

Table 4.4

The structure of the course paper

<i>Nº</i>	Component	Essence
1	<i>Content</i>	A sequential list of parts of work with the indication of page numbers.
2	<i>Introduction</i>	<ul style="list-style-type: none"> • Justification of the chosen topic; • topicality; • significance to science and practice; • determination of goals and objectives of paper; • statement of the problem; • determining the subject and object of research; • generalization and evaluation of the reviewed literature.
3	<i>Main body</i>	Covering the topic: observation, reasoning, reinforcing theory with examples, commenting.
4	<i>Conclusions</i>	Brief generalized positions, sometimes in the form of abstracts.
5	<i>Bibliography</i>	The list of references in alphabetical order in compliance with the rules of scientific apparatus (referring).

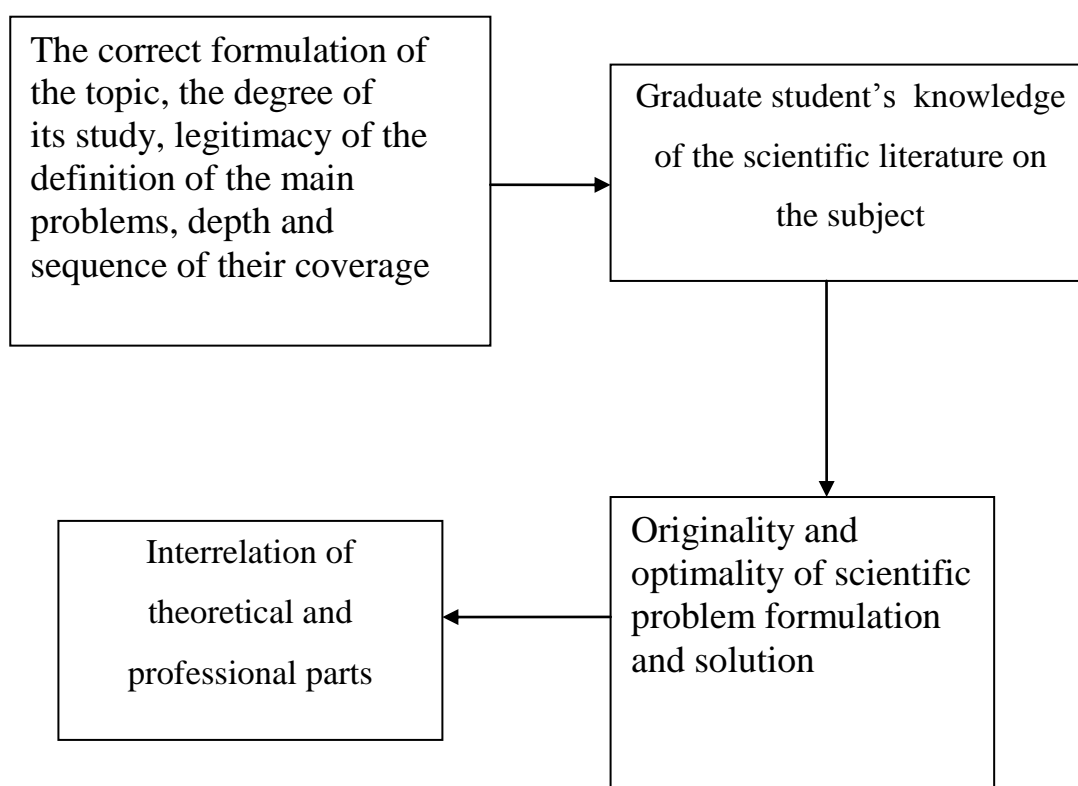
Table 4.5

Plan for doing the senior thesis

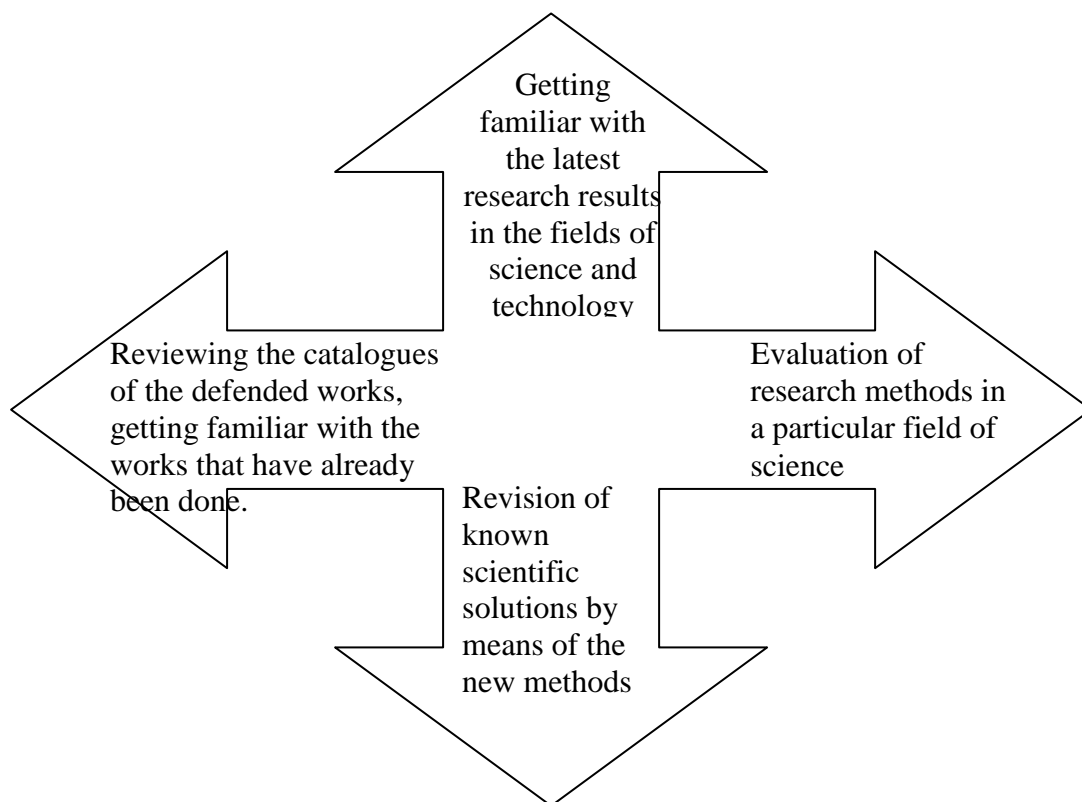
<i>Nº</i>	<i>Clarification of the points of the plan</i>
1	Selecting one of the directions of the course paper for in-depth analysis. Specifying the topic of the senior thesis.
2	Making of a list of literature on the topic of the research.
3	Definition of the problem and the analysis of its state in science and practice.
4	Definition and analysis of basic concepts on the topic of research.
5	Preparing a work plan.
6	Justification of the topicality of the topic, defining the main characteristics of work (object, subject, goal, tasks).
7	Making a meaningful review of theoretical sources on the topic of research.
8	Writing the section "Analysis of literature on the topic of the research".
9	Developing different ways of solving a particular problem.
10	Determining the best way to solve the problem

Table 4.5 (Continued)

11	Preparation for conducting the ascertaining experiment
12	Conducting the ascertaining experiment to get the idea about the level of the subject being studied.
13	Analysis of the results of the experiment, drawing up tables, diagrams, illustrations, conclusions formulation.
14	Conducting a forming experiment to test the hypothesis (preparation, conducting, analysis of results, their inclusion into tables, schemes, diagrams, etc.), formulation of conclusions, recommendations.
15	Arrangement of prepared texts into sections
16	Writing conclusions to the sections, to the diploma paper
17	Making a list of literature.
18	Formatting appendices.
19	Clarifying the content of the diploma paper
20	Formatting the title page.

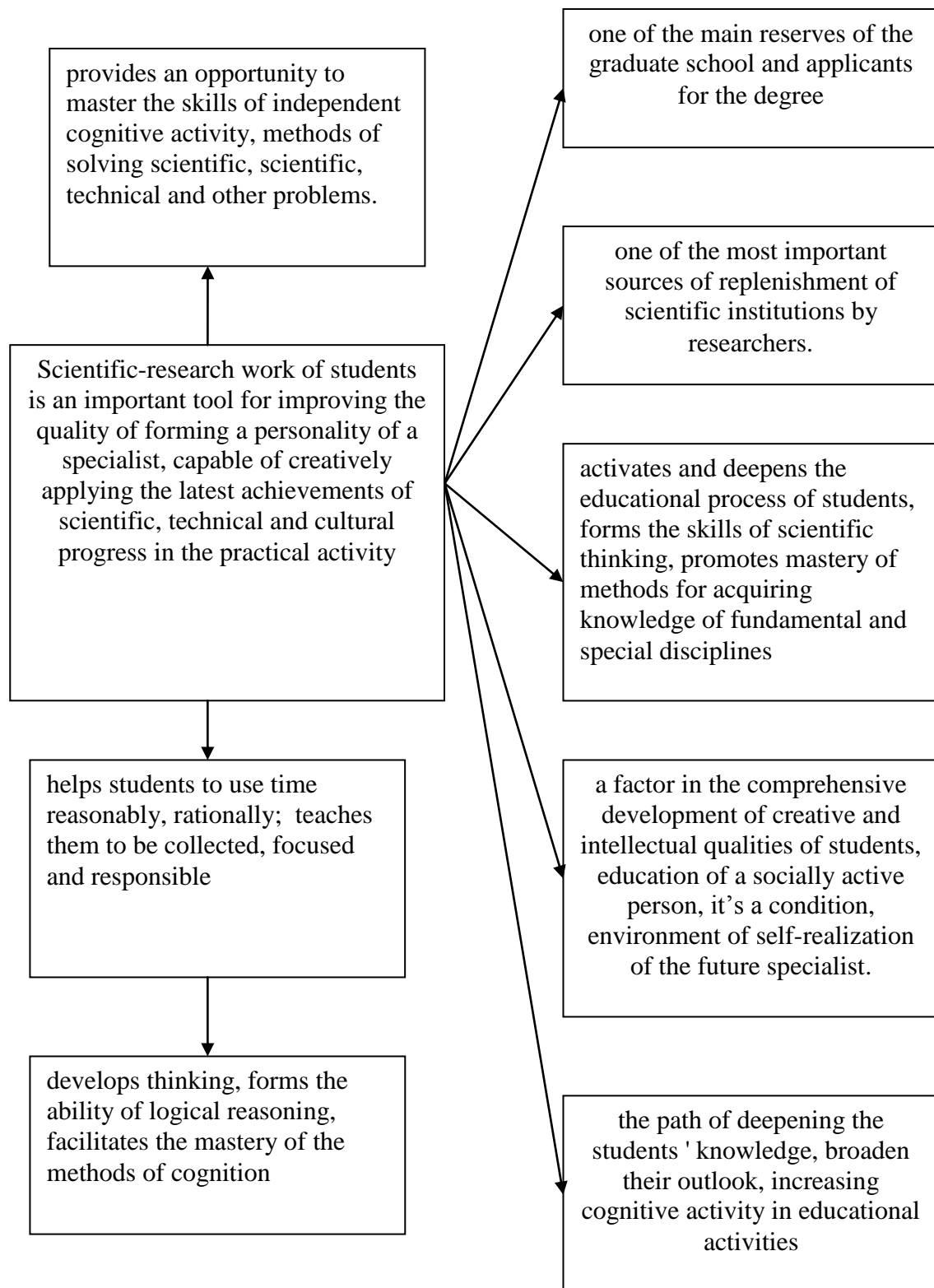


Scheme 4.6. Components of the diploma paper review.



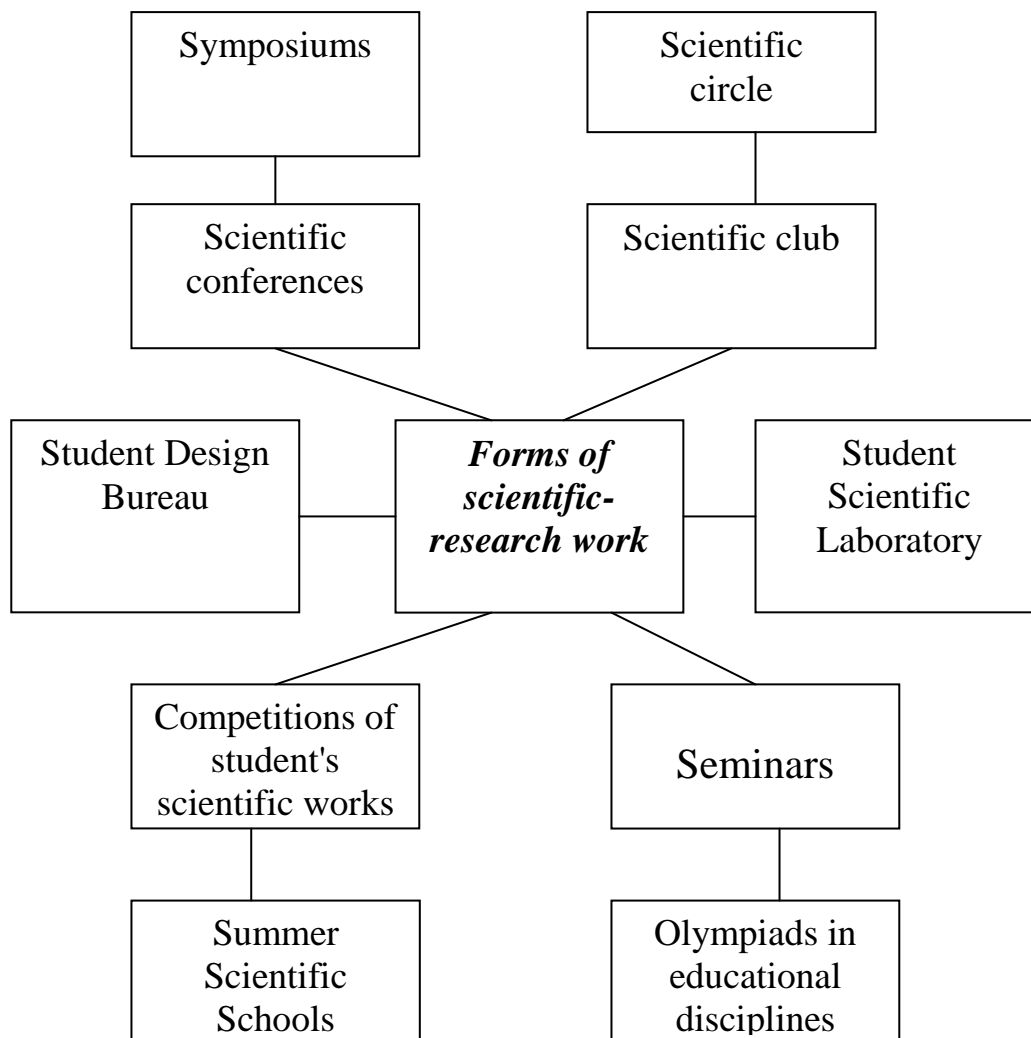
Scheme 4.7. Ways of choosing the topic of master's thesis

4.2. Students' Scientific-Research Work as a Component of Professional Training

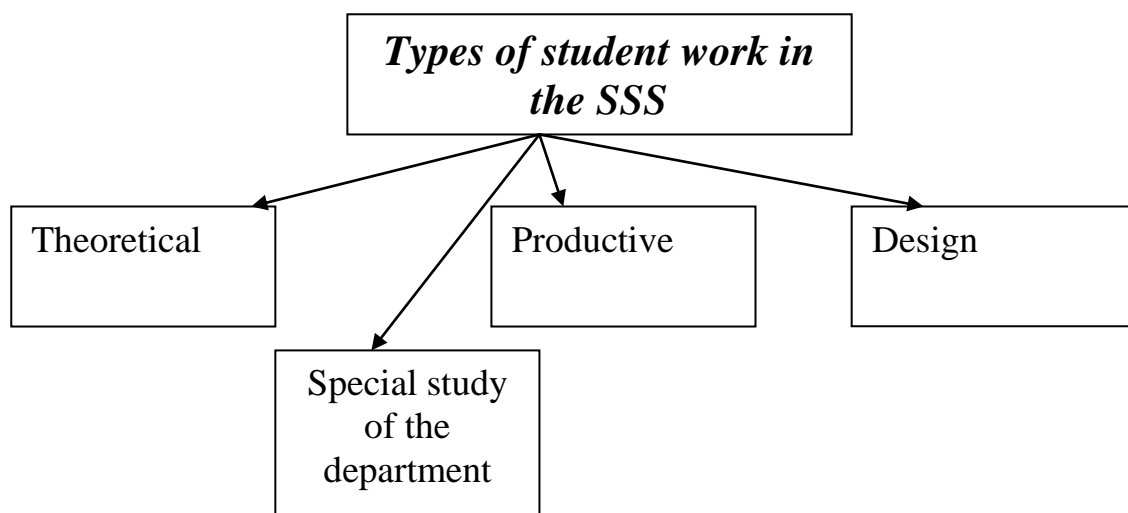


Scheme 4.8. Concept about the essence of scientific-research work of students

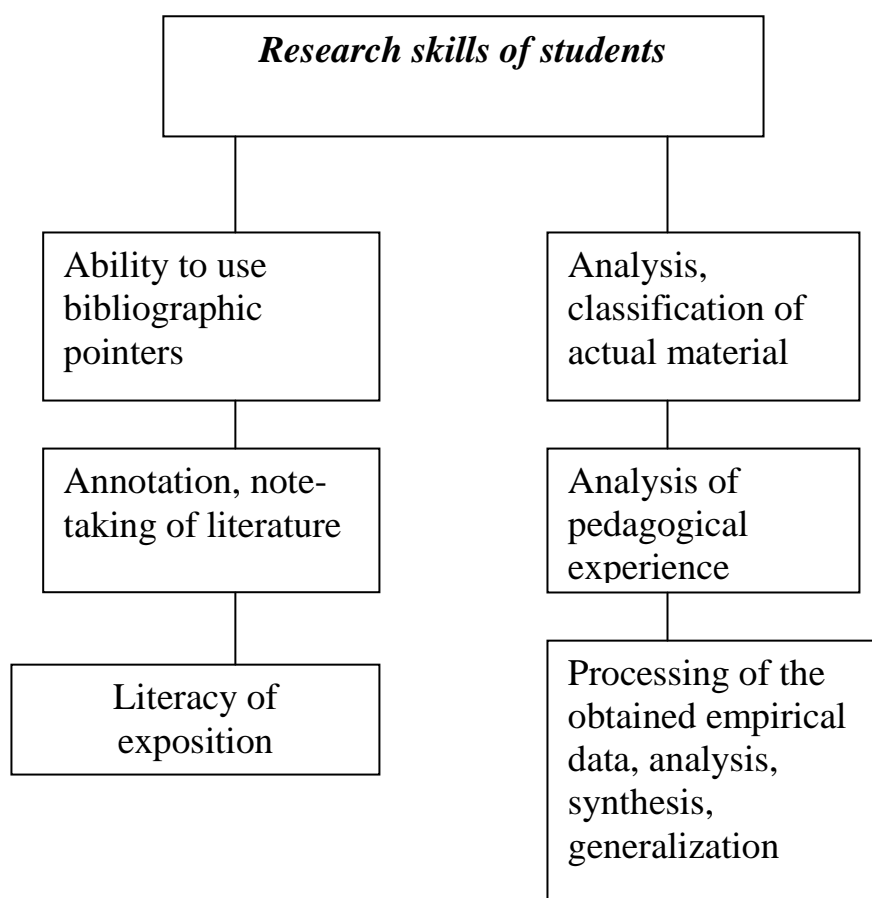
4.3. Forms of Scientific-Research Work of Students in Present-Day Higher Educational Institutions



Scheme 4.9. Classification of forms of scientific work of students



Scheme 4.10. The main types of student work



Scheme 4.11. Required skills of students in research work

Module 5. Students' Extra-curricular Activity

Aim:

- to formulate the concept of the pedagogical process;
- to know the classification and the essence of the main methods of pedagogy, to be able to highlight the essential features of their implementation;
- to characterize the types of the pedagogical process;
- to reveal the essence and ways of implementing pedagogical principles;
- to formulate the definition of student body, to characterize the types and structure of student body, as well as the ways of its formation;
- to reveal the essence of the content and forms of pedagogical work.

Basic concepts: pedagogical process (aim, components, features), pedagogical principles; pedagogical methods, means, techniques (classification, characteristics), content of education, moral education, moral skill, labour education, ecological education, civic education, aesthetic education, physical education, citizen, student body, types and structure of student body, group in a student body, conformism, student self-government

Plan

- 5.1. The essence of the pedagogical process, its principles
- 5.2. The content-related component of the pedagogical process
- 5.3. Methods, techniques and means of pedagogical process
- 5.4. Student body in the system of pedagogical process

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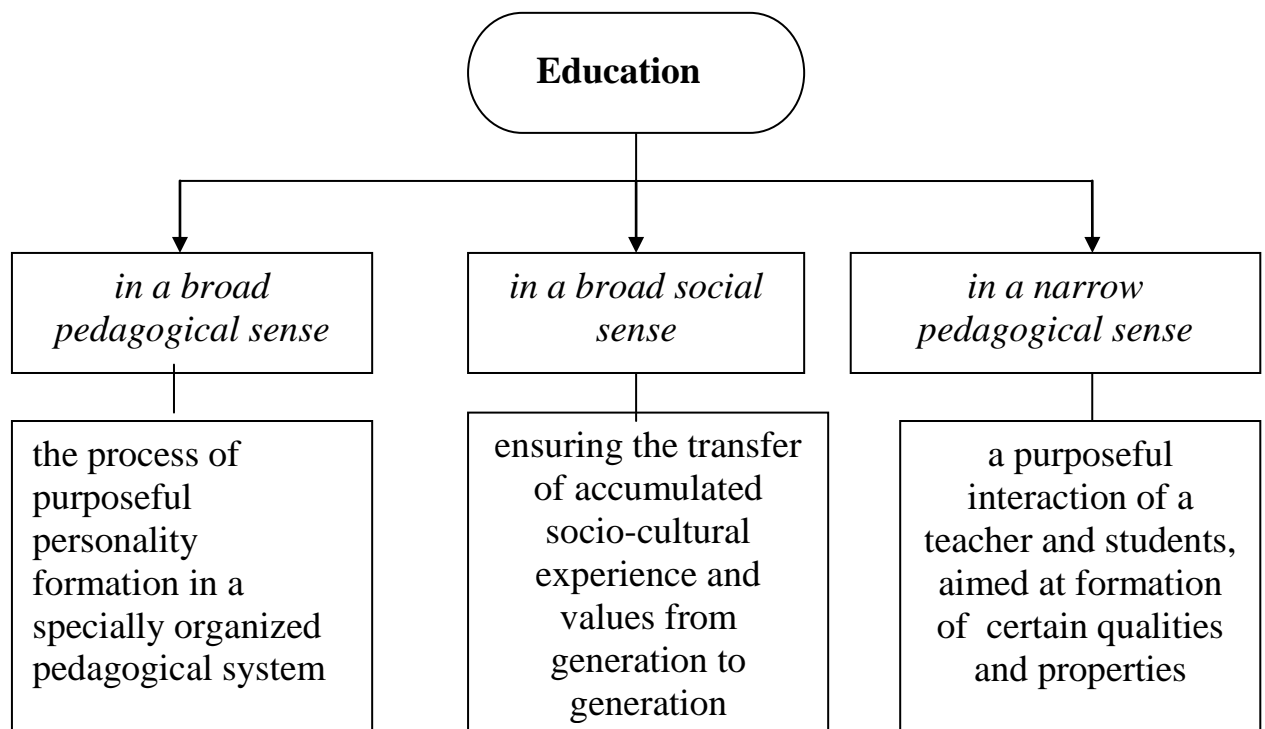
5.1. The Essence of the Pedagogical Process, its Principles

The pedagogical process is a system of interaction of subjects, which ensures the development of personality, the formation of its relation to reality (people, oneself, family, labour, state, nature, the world of objects, etc.), involves a successive change in purpose, tasks, content, methods, forms, conditions necessary to achieve specific positive results.

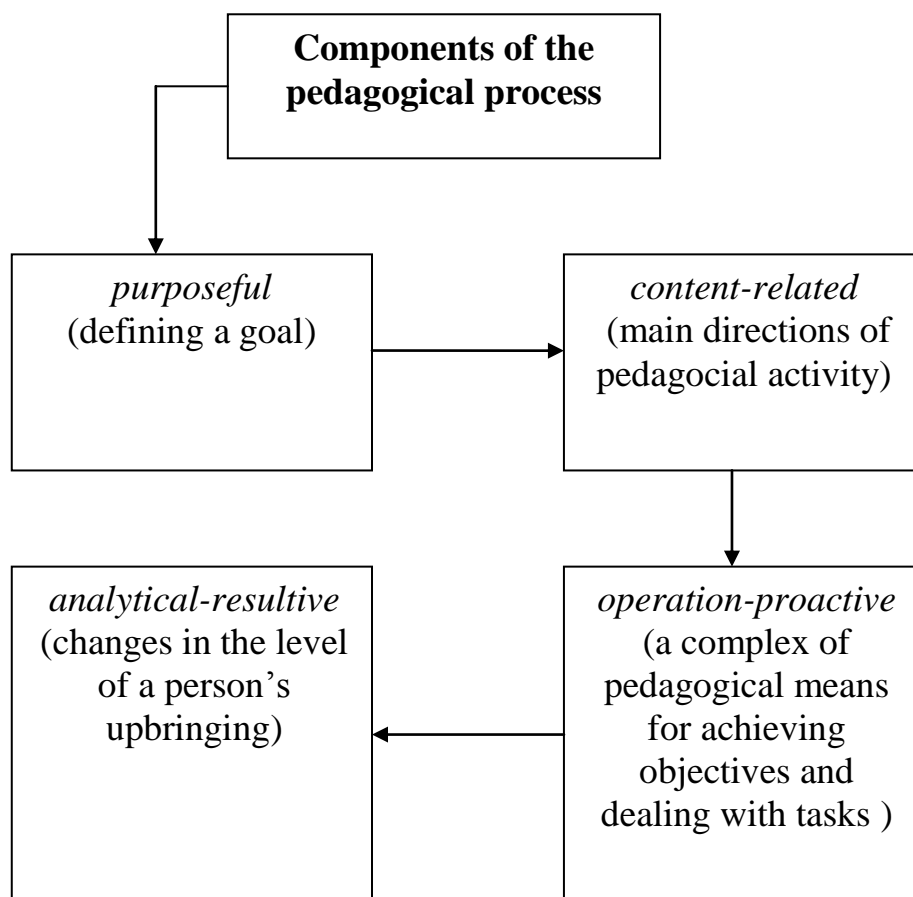
The aim of pedagogy is a comprehensive harmonious development of a personality.

The purposes of pedagogy are amateur work
aimed at a student's self-development, self-realization.

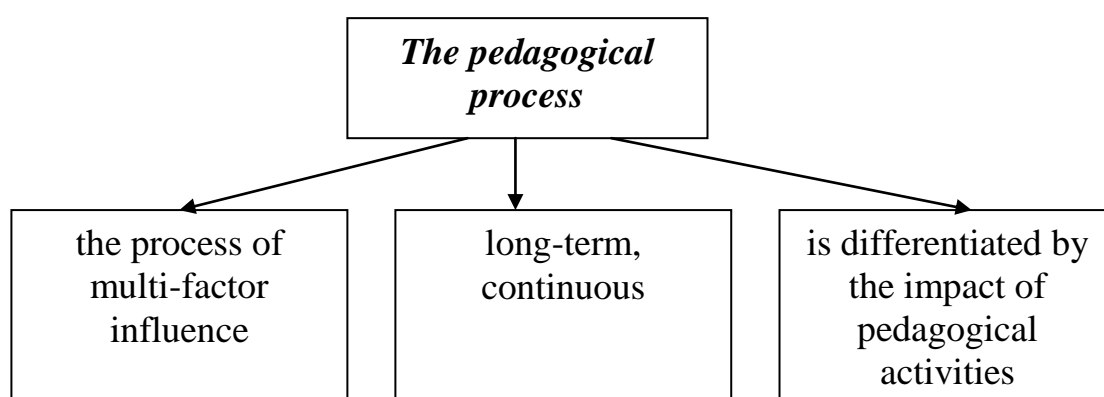
The principles of pedagogy are a system of requirements that define
the purpose, content, methods and forms of organization of education.



Scheme 5.1. Definition of the process of education



Scheme 5.2. The main components of the pedagogical process



Scheme 5.3. Features of the pedagogical process

**The tasks of extra-curricular professionally oriented
pedagogical work with students**

Table 5.1

№	Tasks
1	The development of students' spiritual culture, engaging them in different types of activity (sport, artistic and creative, spiritual and moral, labour), enrichment of the content of student groups activity, creating demands, motives for self-education, self-training, creating conditions for self-realization.
2	Formation of a system of professional values, a developed positive attitude to independent professional activity among students, creation of the need for mastering a professional culture.

Table 5.2

The main pedagogical principles

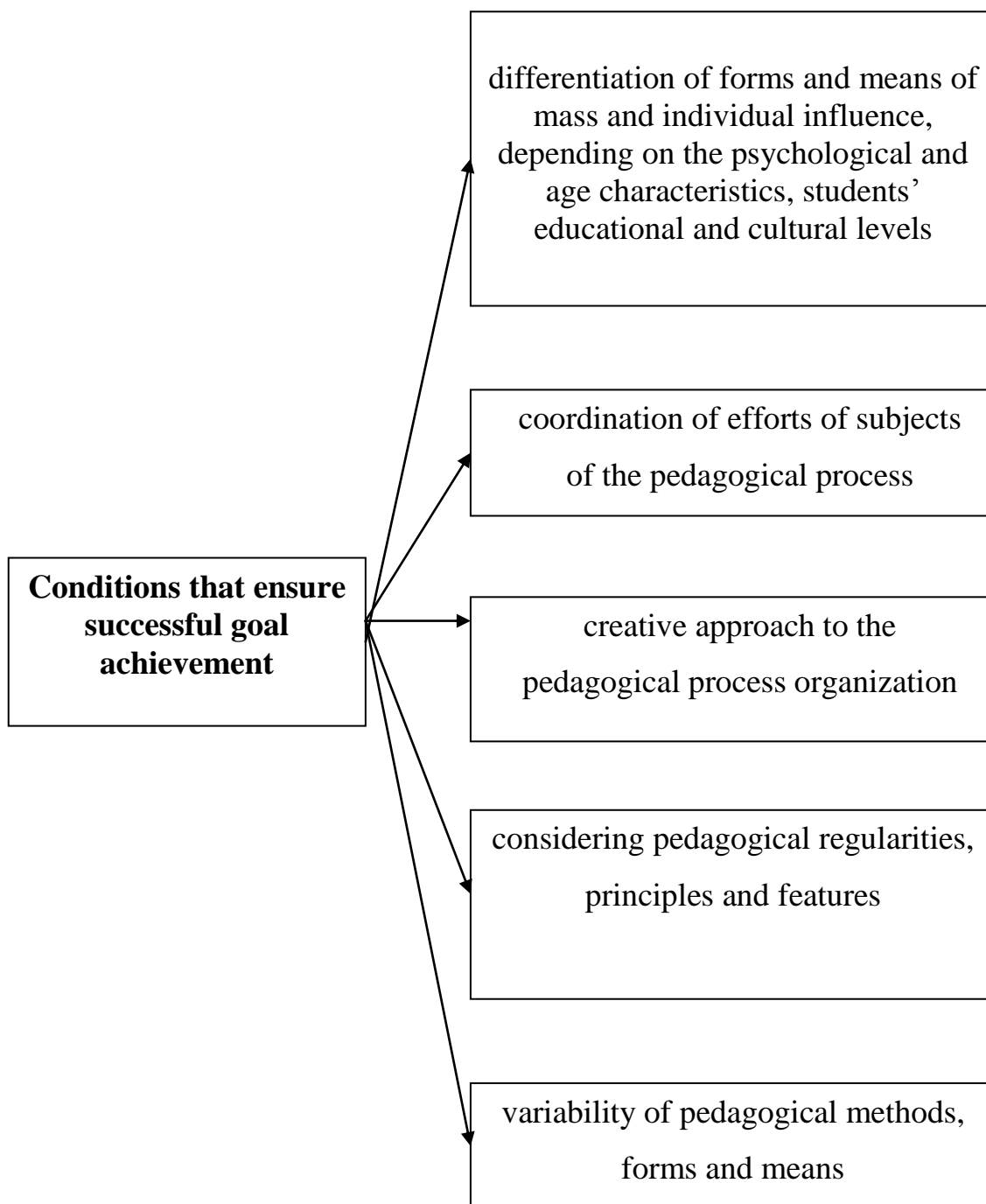
Principle	Essence	Ways of implementation
<i>Principle of humanization</i>	Recognizing the value of each person as a personality, his rights for freedom, happiness, protection and protection of life, health, creation of positive emotional background, atmosphere of emotional inspiration, conditions for a child's development, a child's creative potential, inclinations, abilities, providing a child with assistance in life self-determination and full self-realization.	Studying a person's individual features, considering a person's interests, individual tastes, needs, views; demonstration of trust, kindness, sensitivity; dialogical character of communication, that means having dialogues based on participants' equal positions.
<i>Principle of individual and personal orientation</i>	It is focused on considering a future specialist's individual level of education of culture, which requires creation of conditions for one's physical and spiritual development, defining the content, forms and methods of pedagogical work, depending on actual achievements of individual students or groups.	Using individually-oriented methods of influence: a request, a piece of advice, a confidential conversation; emphasis on dignity, sympathy, projecting of results, ability to take another person's position into account, mutual discussion of different situations; empowerment.

Table 5.2. (Continued)

<p><i>Principle of educating while doing an activity and communication</i></p>	<p>The principle requires such organization of activity and communication so that they will become a means of shaping a personality, a form of revealing a student's attitude, evaluating attitude to the reality, the arena of self-realization of an individual's opportunities, needs and interests.</p>	<p><u>Conditions:</u></p> <ol style="list-style-type: none"> 1. A student, his ability to regulate, organize his life, to gain some values which contribute to successful activity, communication in the process of its implementation have to become a subject of activity and communication. 2. Activity has to be meaningful for a person, to have a personal sense for him / her. In that case a person feels pleasure from doing it. Such an activity is a factor of an individual's development. 3. Engaging students with doing various types of activities: game-related activities, cognitive, labour, public, athletic, aesthetic activities in order to realize the purpose of ensuring comprehensive development of a student's personality, student's self-realization. 4. Providing positive interpersonal relations between the subjects of pedagogical process – relation of respect, mutual assistance.
<p><i>Principle of stimulating a person to self-education</i></p>	<p>To constantly motivate a person to self-education as a definite goal-oriented systemic self-influence aimed at the self-formation of desired qualities (moral, physical, intellectual, etc.).</p>	<p>Self-responsibility, self-instruction, self-affirmation, self-persuasion, self-construction, self-regulation, self-reminding, self-suggestion, self-recognition, self-consolation, self-control, self-esteem, correlation of the plan of activity.</p>

Table 5.2 (Continued)

<p><i>Principle of a holistic approach to pedagogy</i></p>	<p>1. The need to consider the whole set of economic, social, moral and other factors that have an impact on the formation of a person as a personality, which makes it possible to specify the purpose of pedagogical work of an educational institution or of a student group.</p> <p>2. The formation of the diversity of qualities of a student's personality, of a future specialist (intellectual, moral, aesthetic, economic, political, legal, ecological, physical, professional, communicative culture, culture of labour, family relations) as a holistic process that requires the selection of the content of educational activities.</p> <p>3. The optimal choice of methods and means of goal-achievement, their differentiation, depending on socio-economic features, the level of students' culture.</p>	<p>Coordination of efforts of all participants of the process; considering different factors that affect a personality; taking into account a student's individual characteristics; creative approach to pedagogical process organization; considering a particular pedagogical situation; considering regularities, principles and features of pedagogical process; continuity, regularity of instruction; variability of forms, methods, means of the pedagogical process.</p>
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Scheme 5.4. Conditions for successful goal achievement

Table 5.3

Requirements for communication activity organization

<i>Nº</i>	Requirements
1	A subject of communication activity is a student himself, his ability to regulate, organize his life, and master certain values. All that contributes to the activity success, communication in the process of its implementation.
2	Activity should be meaningful for a person, should have a personal meaning.
3	Involvement of students in various types of activities: playing games, cognitive, labour, public, sports, aesthetic activities in order to achieve the goal of comprehensive development of a student's personality and self-realization.
4	Providing positive interpersonal relationships between the subjects of the pedagogical process that is the relation of respect, mutual assistance, trust, collaboration, aimed at the development of initiative, activity, independence, moral culture.

5.2. The Content-Related Component of the Pedagogical Process

Table 5.4

The Content of the Pedagogical Process

<i>Nº</i>	Content	Nature
1	<p>Moral education</p> <p><i>1) ecological education</i></p>	<p>A purposeful process aimed at a person's mastering moral culture (the most important component of a person's spiritual life, which characterizes his / her achievements in the assimilation of moral principles as a set of principles, requirements, norms, rules that govern actions in all spheres of human life, in moral consciousness formation, in the development of moral feelings and habits of an individual's moral behaviour). This determines a person's attitude towards the real world. Kindness, duty, conscience, dignity, honour.</p> <p>The formation of the system of scientific knowledge, value orientations, views and beliefs that ensure the formation and a person's necessary attitude to the environment on the basis of the principles of morality; the formation of the need to adhere to environmental norms and rules of behaviour; intolerance to manifestations of irresponsible attitude towards the environment; the formation of the skills of ecological activity which are expressed in the actions concerning the protection, care and improvement of the environment, promotion of environmental knowledge.</p>

Table. 5.4 (Continued)

	<p>2) <i>sexual education</i></p> <p>3) <i>legal education</i></p>	<p>The formation of moral relations between men and women; educating the culture of intimate feelings – commitment, friendship, love; the formation of concepts about biological and social problems of men and women; the development of women’s feminine features and such traits of men's character as courage; preparing young men and women for getting married, creating a healthy and happy family.</p> <p>To provide students with a system of knowledge on state and law; to raise a respectful attitude to the laws of their state, to convince students to implement these laws; to develop the skills of legal behaviour, the need to protect personal interests and rights, state and public interests and rights; to educate active citizenship, intolerance to violators of law and order.</p>
2	Labour education	It ensures the formation of a student’s attitude to work, profession, awareness of its importance and the need to master basic scientific knowledge, skills in the chosen professional field, educating such qualities of an individual as diligence, discipline, and responsibility.
3	Economic education	Economic education; mastering the basics of moral behaviour in a particular professional activity; educating the qualities of economical owners, careful attitude to material values, nature, school property, economy in using energy sources, food, that is, the formation of a competitive personality; the formation of legal culture, which ensures the observance of moral principles in economic activity; the formation of ecological culture which promotes an individual’s economic education.
4	Aesthetic education	The process of students’ mastering the aesthetic culture, which involves the formation of aesthetic knowledge, tastes, ideals, the development of abilities to aesthetic perception of the phenomena of reality, works of art, the need to bring beauty into the world and to save it.
5	Civic education	The process of forming citizenship as a personality trait, characterized by a person’s awareness of rights and responsibilities in relation to the state, people, laws, norms of life; caring for the well-being of his / her country, preserving human civilization by specific actions in accordance with his / her own beliefs and values.
6	Physical education	Focused on the development of the body, improving health, ensuring the harmony “of physical development and spiritual life of varied human activities”.

5.3. Methods, Techniques and Means of the Pedagogical Process

Methods of pedagogical process are methods of interaction of the subjects of pedagogical process, as a result of which certain changes in the development of a person's qualities, beliefs, feelings, and skills take place.

A technique of pedagogical process is a component of a method that ensures its application under certain conditions. That is why some researchers consider methods of pedagogical process to be a certain set of methods of educational interaction. Methods and techniques can be used in specific pedagogical situations and move from one to another.

Means are those instruments with which the pedagogical process takes place: objects, works of spiritual and material culture (scientific textbooks, books, newspapers, works of art); educators' instructions, various kinds of activities: learning, games, amateur performances, sport; specific events: thematic parties, political information, meetings.

Table 5.5

Classification of Methods of Pedagogical Process

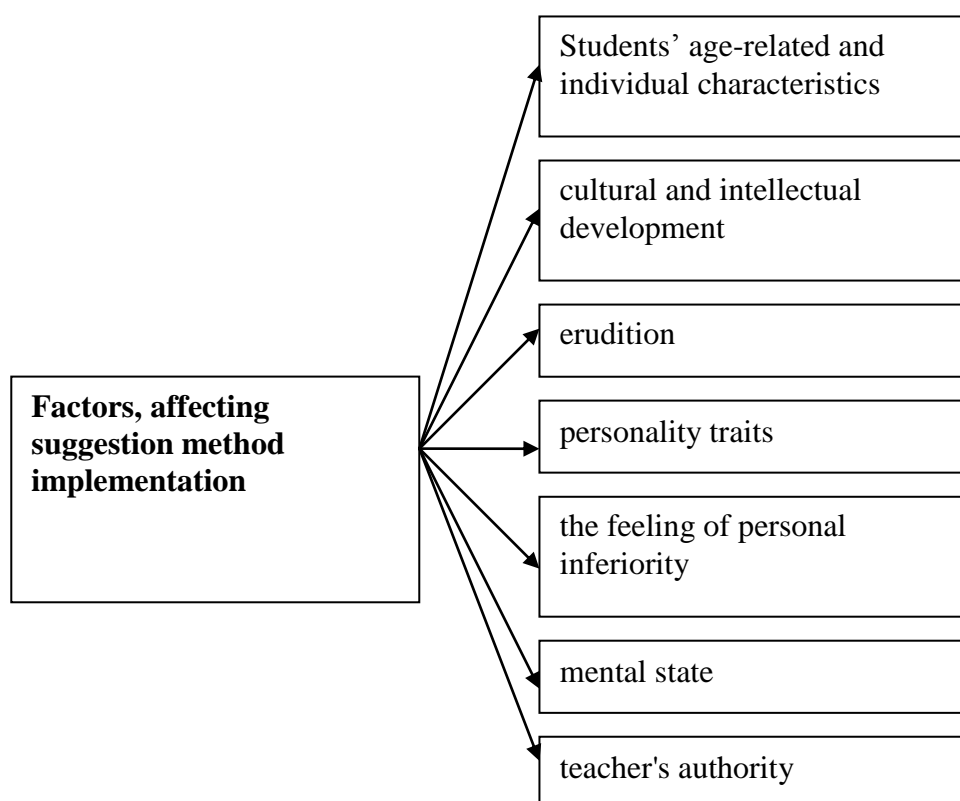
Nº	Classification of methods	Types of methods
1	Methods of consciousness formation	Methods of explanation, suggestion, persuasion, example
2	Methods of activity organization and behavioural experience formation	Training, exercises, assignments, pedagogical situations, etc
3	Methods of human behaviour stimulation and correction	Encouragement, punishment

Methods of Consciousness Formation

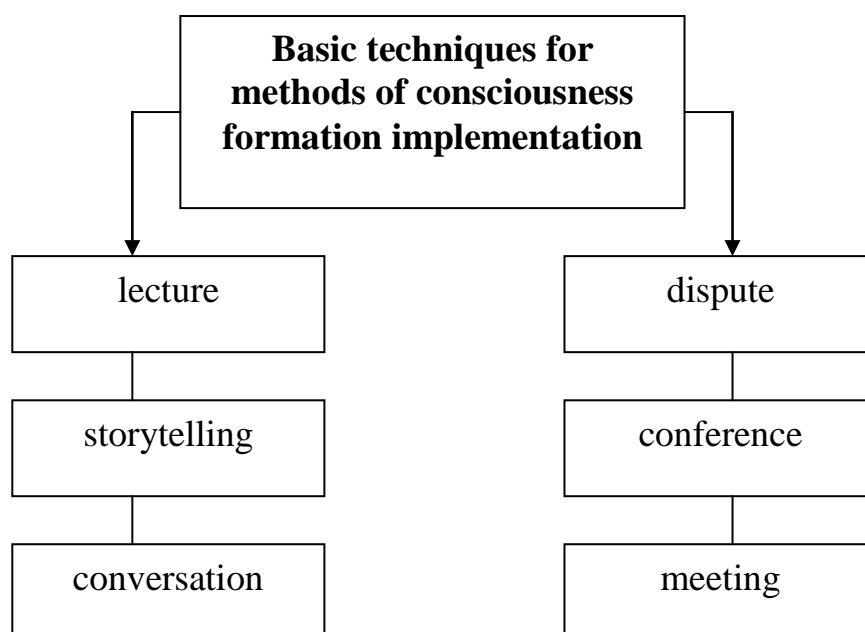
Explanation involves information, reporting about facts, actions, events, as well as clarification of essence, significance of various personal qualities, principles, norms and rules of behaviour, ways of goal achievement, methods of self-instruction, self-education in order to form certain concepts on the basis of acquired knowledge.

Suggestion is a method of psychological influence on a person, aimed at uncritical perception of others people's words and thoughts, which leads either to a person's demonstration of a certain state, feelings, attitude even beyond his / her will and consciousness or to performing actions which are not characteristic of his / her principles of activity and behaviour.

Persuasion is a method of influence on a person's consciousness or will, which contributes to the formation of his / her new opinions, attitudes or changes that do not conform to universal human and national norms and principles. This method stipulates justification of a certain concept, maintaining one's moral position, actions evaluation, etc.



Scheme 5.5. Factors, affecting suggestion method implementation

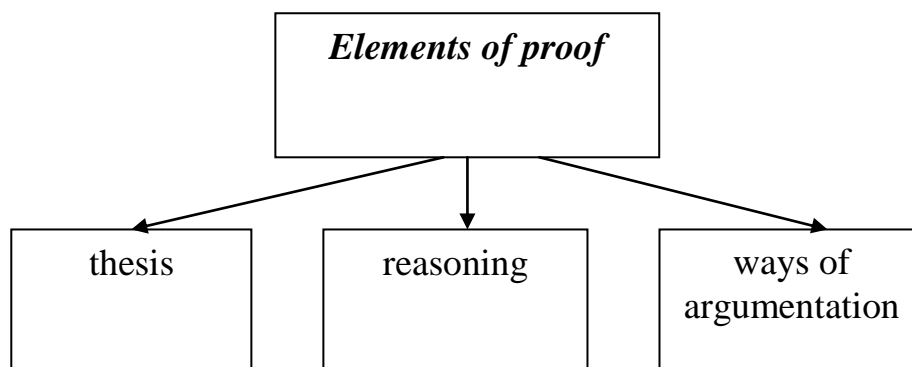


Scheme 5.6. The basic techniques for methods of consciousness formation implementation

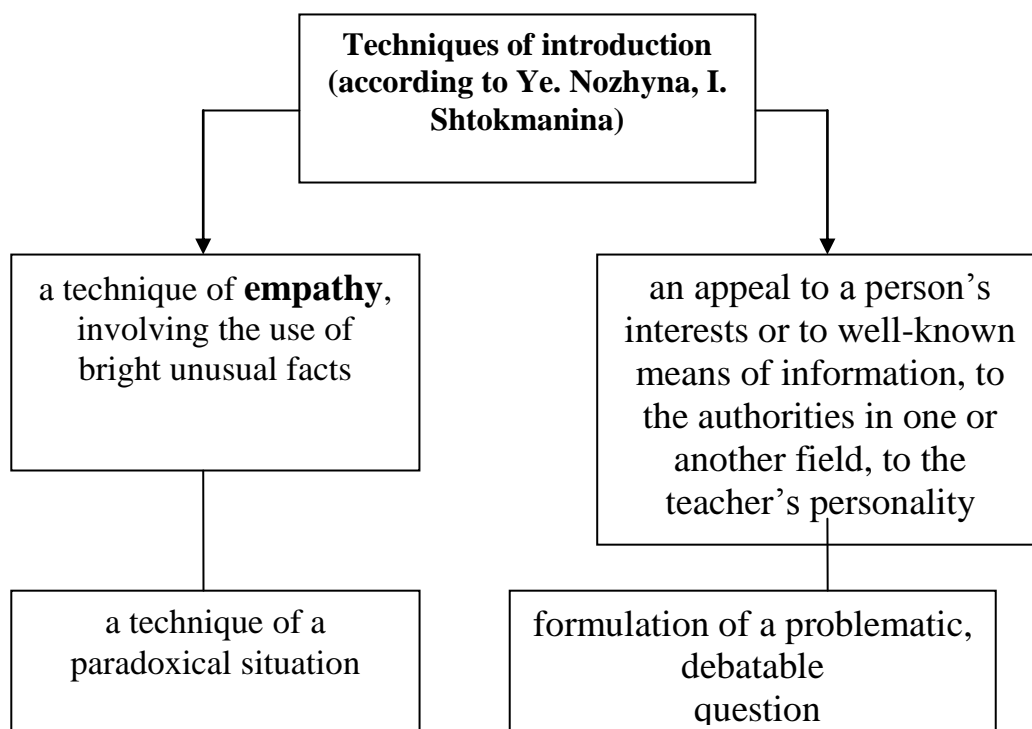
Table 5.6

**Conditions for Efficient Use of Methods of
Consciousness Formation**

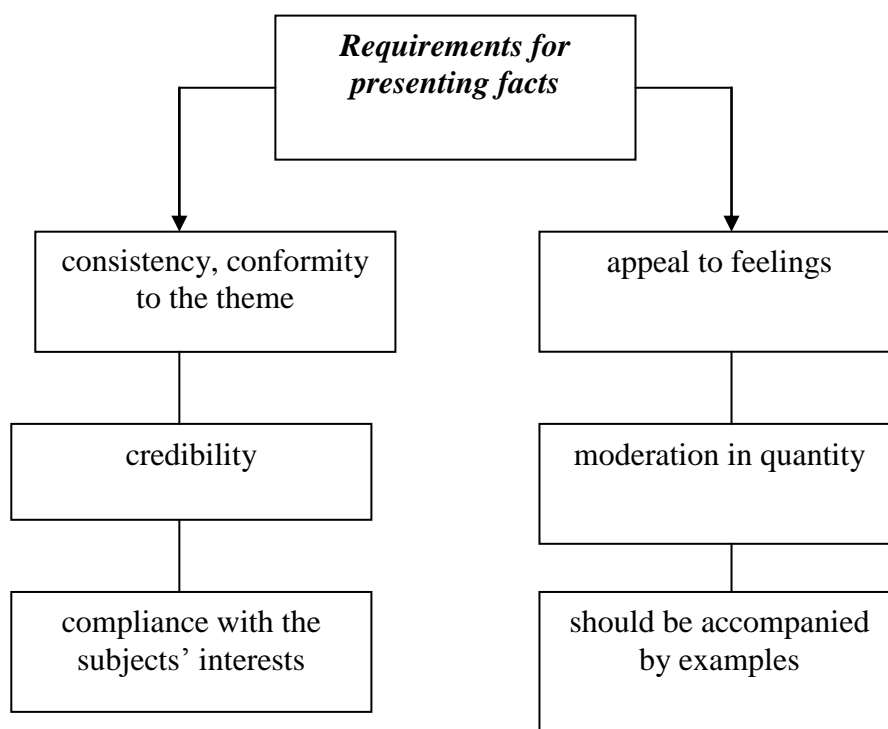
№	Conditions
1	Positive interaction between a teacher and a pupil or pupils, establishing a contact between them.
2	Formation of interest and attention to the content of information reported by teachers or peers.
3	Providing evidence in the process of persuasion, ability to explain one's opinion with the help of other well-known facts, which are the basis for the persuasiveness of reasoning.
4	Appeal to listeners' sensual-volitional sphere.
5	The personality of a teacher is a key factor for the success of using the methods of explanation, suggestion, persuasion; especially his erudition, pedagogical skills, linguistic culture, lifestyle, manners, gestures, facial expressions, pedagogical tact.



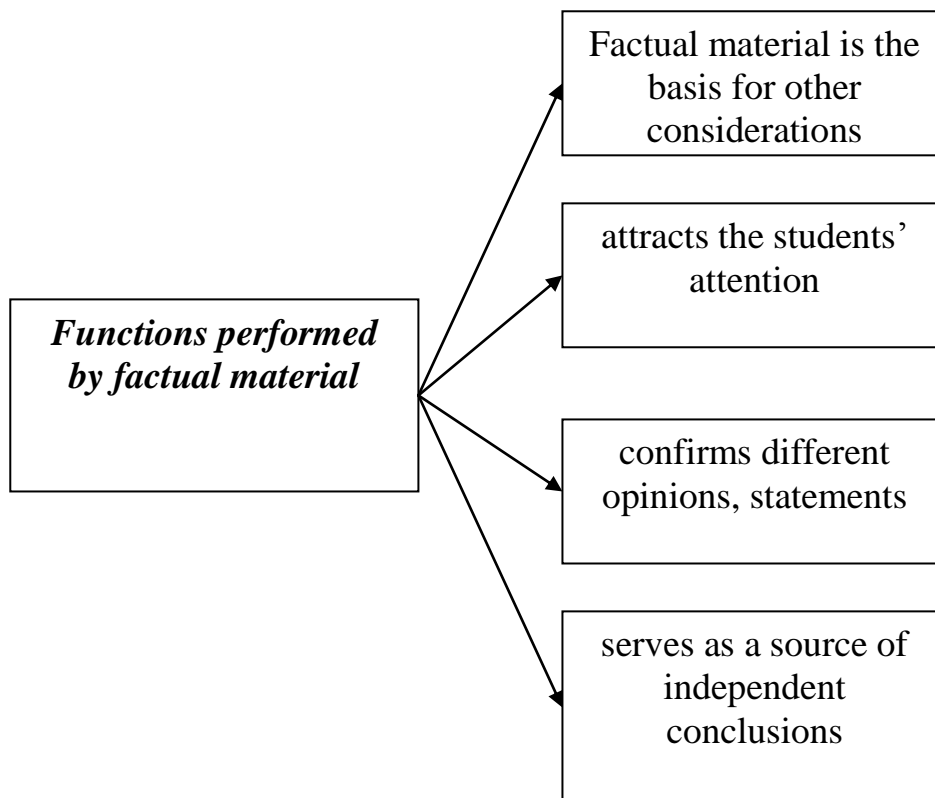
Scheme 5.7. Elements of proof



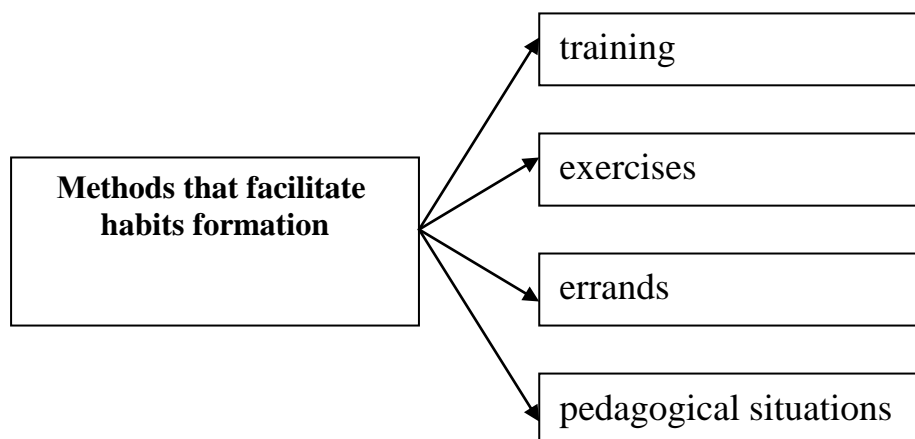
Scheme 5.7. Techniques of introduction (according to Ye. Nozhyna, I. Shtokmanina)



Scheme 5.9. Requirements for presenting facts



Scheme 5.10. Functions performed by factual material

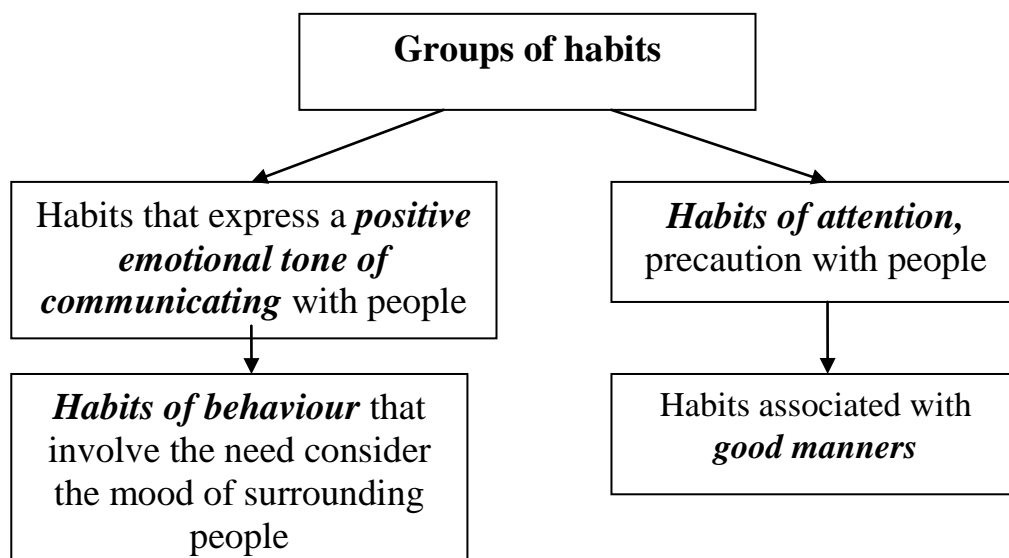


Scheme 5.11. Methods that facilitate habits formation

Training is the organization of subject's systematic and regular performing of certain actions in order to transform them into a habit of behaviour.

Exercises include multiple repetition, consolidation, improving the ways of actions as a stable basis of social behaviour, that is a systematically-organized performance of various actions, doing practical skills in order to form and develop certain patterns of behavior, traits of character.

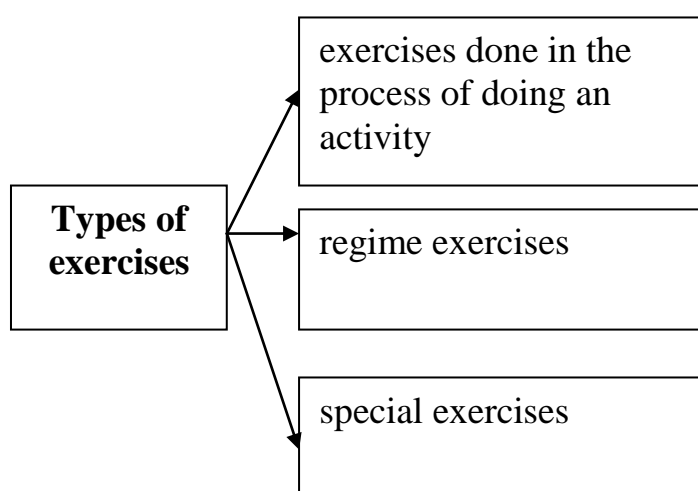
Habit is a stable form of behaviour, based on stable skills of a person's organization of activities and communication, which are reinforced in behaviour and become a trait of a person's character.



Scheme 5.12. Groups of habits (according to H. Shchukina)

**Rules of Repetition, which Promote Positive Habits
Development (according to H. Shchukina)**

№	Rules or repetition
1	The process of training should be aimed at a useful habit consolidation.
2	Repetition of positive habits requires observance of the accuracy of conditions, the nature of actions, determined circumstances, time.
3	Habits should become automated gradually. Initial repetitions should be accurate, then fast, after that automated.
4	Repetition should not lead to a student's negative emotions.
5	Repetition should be diversified in order to avoid overload and nervous system fatigue.
6	The number of repetitions should be individual.
7	It is necessary to worry about formation of a person's motivation for self-control, self-check of performing assimilated actions.



Scheme 5.13. Types of exercises (according to M. Boldyriev)

Requirements for Errands

№	Requirements for errands
1	A clearly defined purpose of an errand before running it.
2	Determining the essence of an errand, methods and terms of running it.
3	Compliance with a person's interests, needs and opportunities, feasibility.
4	Providing assistance while running an errand, correction.
5	The presence of a creative component, opportunity to demonstrate independence, initiative.
6	Evaluating the results of running an errand.

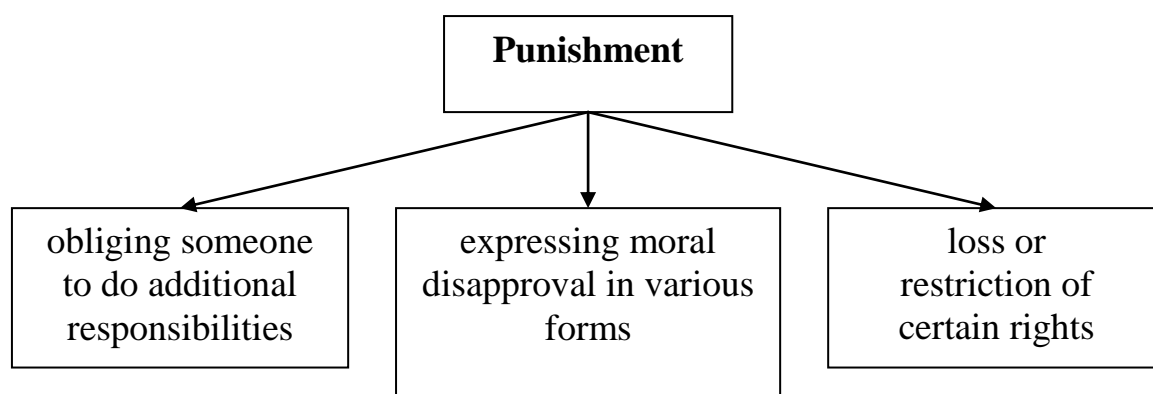
Methods of Students' Behaviour Stimulation and Correction

Encouragement is approving of a person's actions and deeds. Its significance is in the fact that it promotes fixation of a person's positive forms of behaviour and can be expressed in various forms.

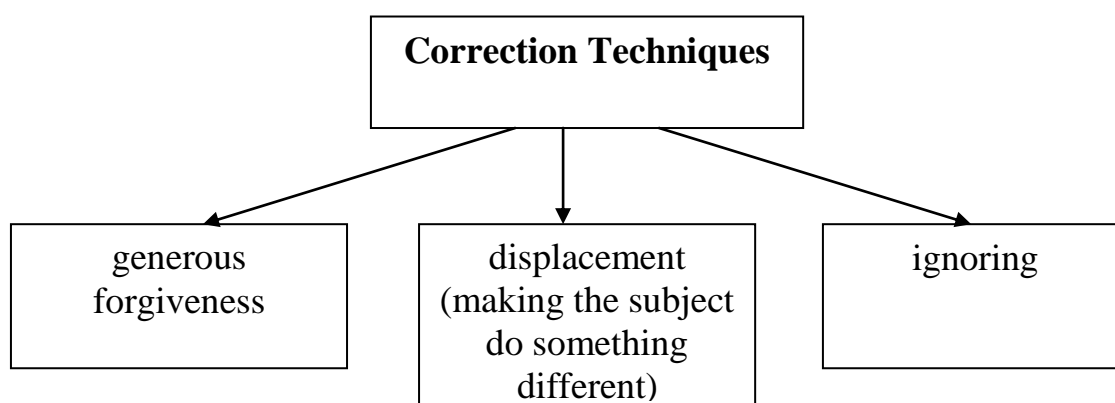
Punishment is influence on a person's personality, which reflects disapproval of a person's deeds, actions which contradict the norms, principles of behaviour in society. This influence forces an individual to adhere to norms and principles of social behaviour. The task of punishment is to educate the ability to suppress manifestations of actions and desire for doing the deeds which under certain conditions contradict moral norms.

The Conditions under Which Punishment Has a Positive Effect

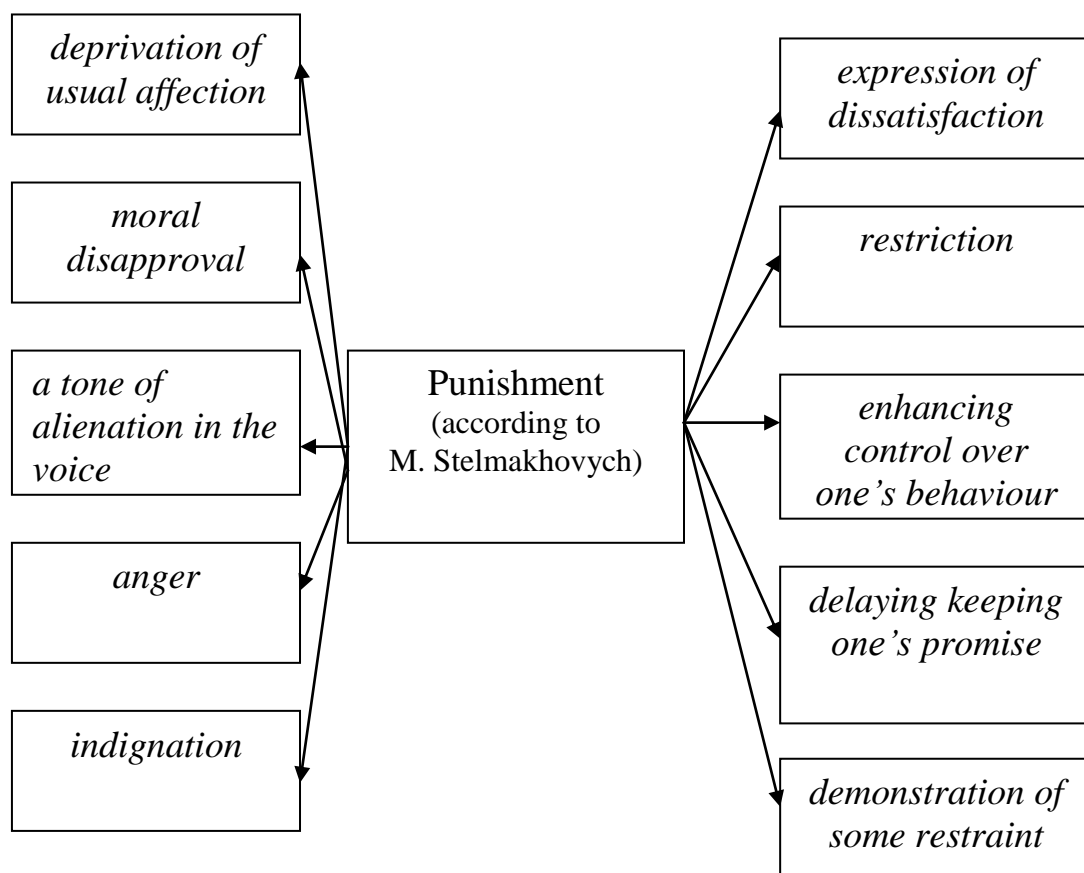
№	Conditions
1	Justice that is, encouraging only definite positive actions and deeds.
2	Timely encouragement.
3	Observing certain degree of encouragement.



Scheme 5.14. Types of punishments



Scheme 5.15. Correction techniques



Scheme 5.16. Types of punishments (according to M. Stelmakhovych)

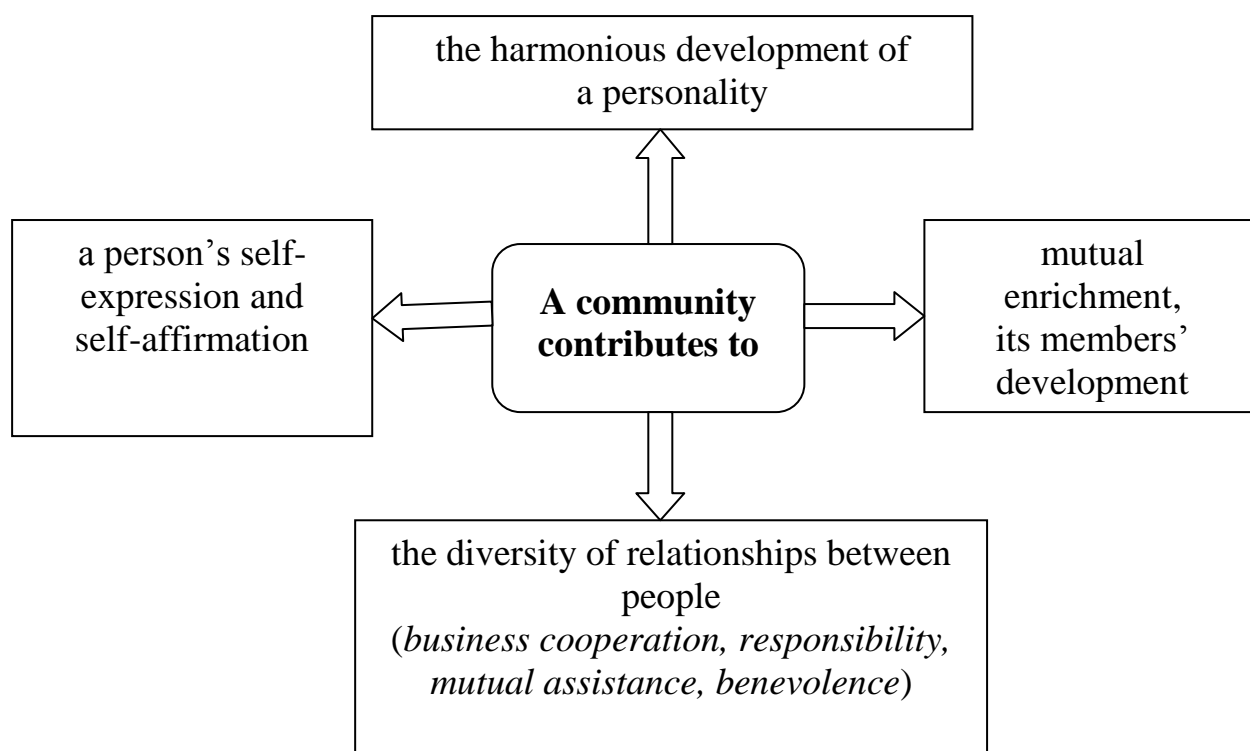
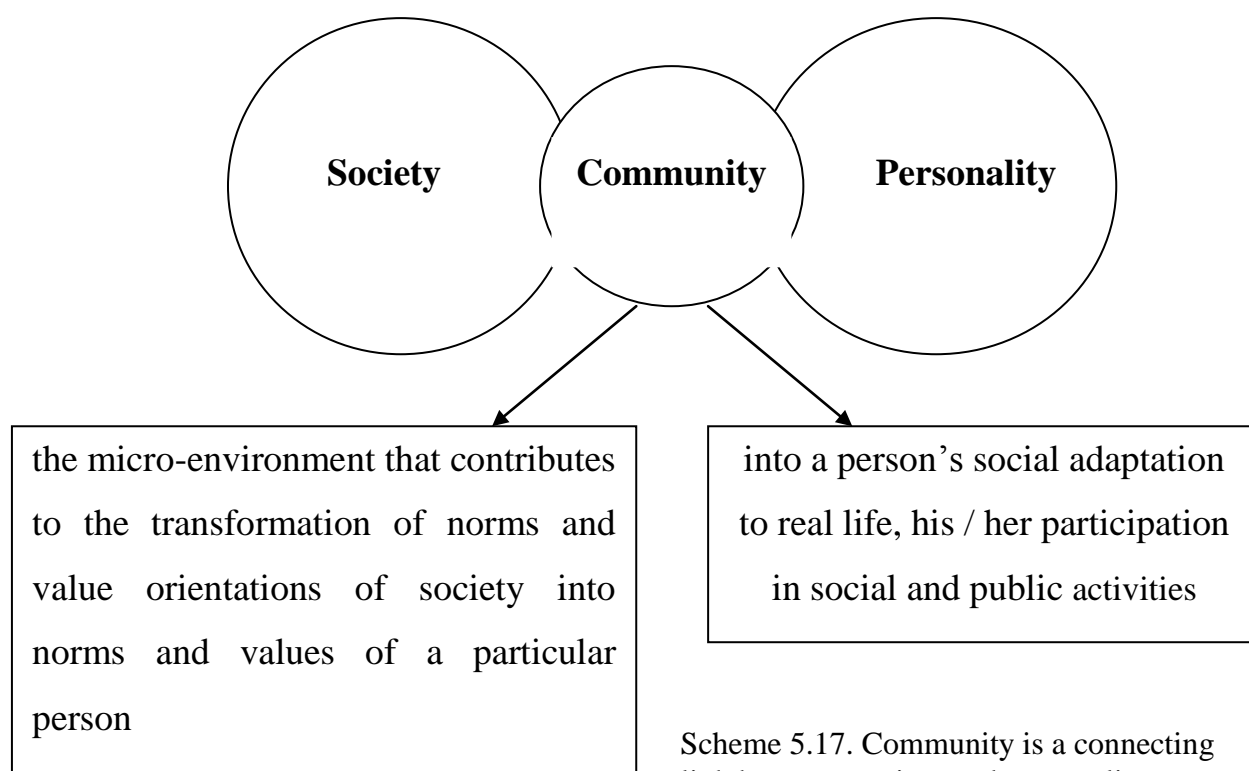
Table 5.10

<i>Nº</i>	Requirements
1	It is necessary to consider the following points: the situation; the condition of the person who did something wrong; a teacher's personality and teacher-student relationships.
2	To combine demands of students with respect for students' personalities, punishment with persuasion.
3	Adherence to pedagogical tact.
4	Demonstration of justice while applying punishment.
5	Avoidance of collective punishment
6	One shouldn't be punished for inability (it is corrected by training); misunderstanding (something is necessary to be explained).

Factors that Determine the Choice of Pedagogical Methods

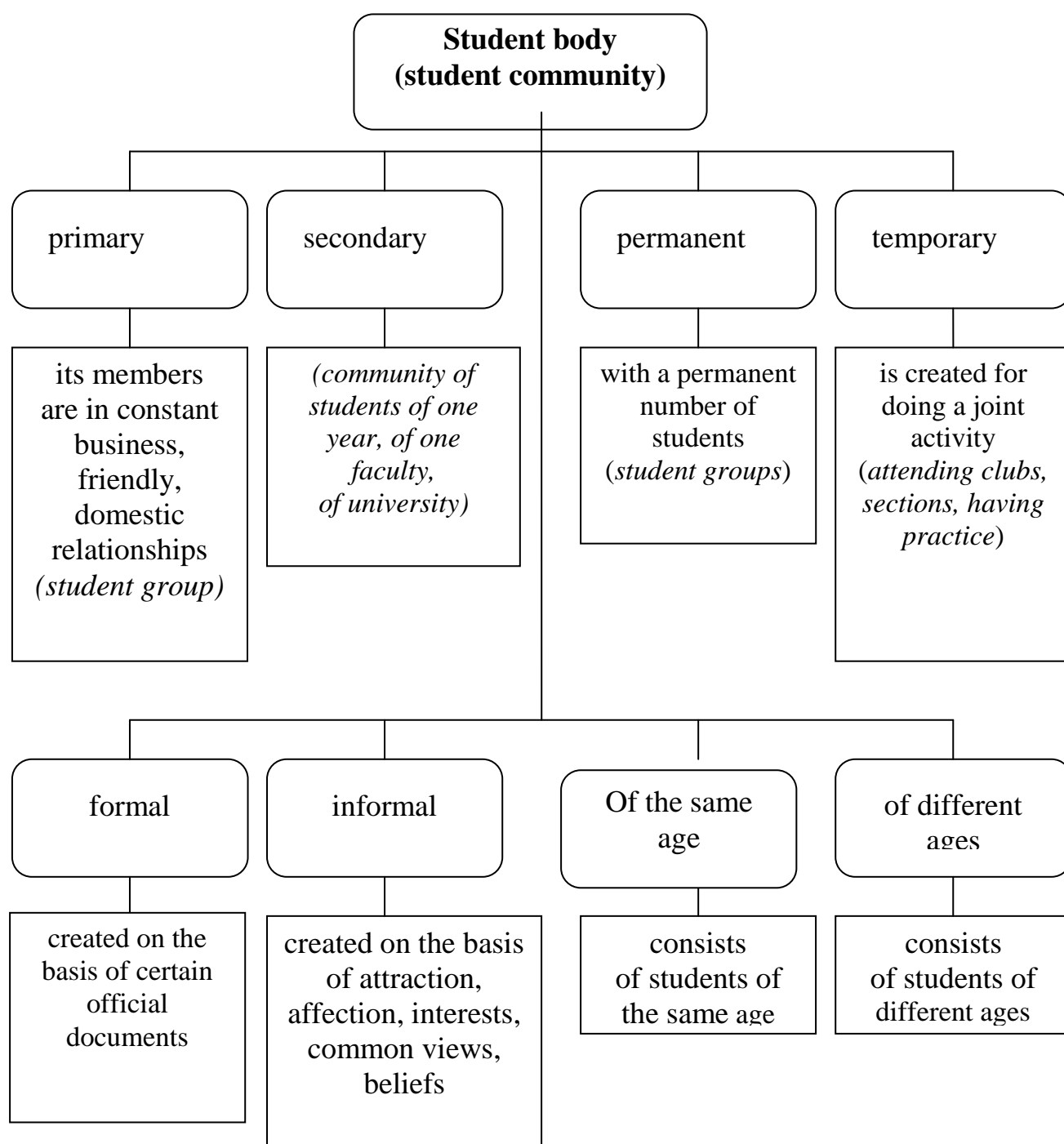
№	Factors
1	Pedagogically grounded comparison of the used pedagogical methods with the purpose, tasks, content, principles of education, especially the principle of considering students' individual and age-related characteristics.
2	The use of combined methods of formation of consciousness, formation of the experience of social behaviour, stimulation of activity and behavioural correction, self-education.
3	Considering features of a pedagogical situation.
4	The analysis of influence the applied methods had on a personality.
5	A teacher's personality, his / her pedagogical reflection.

5.4. Student Body in the System of Pedagogical Process

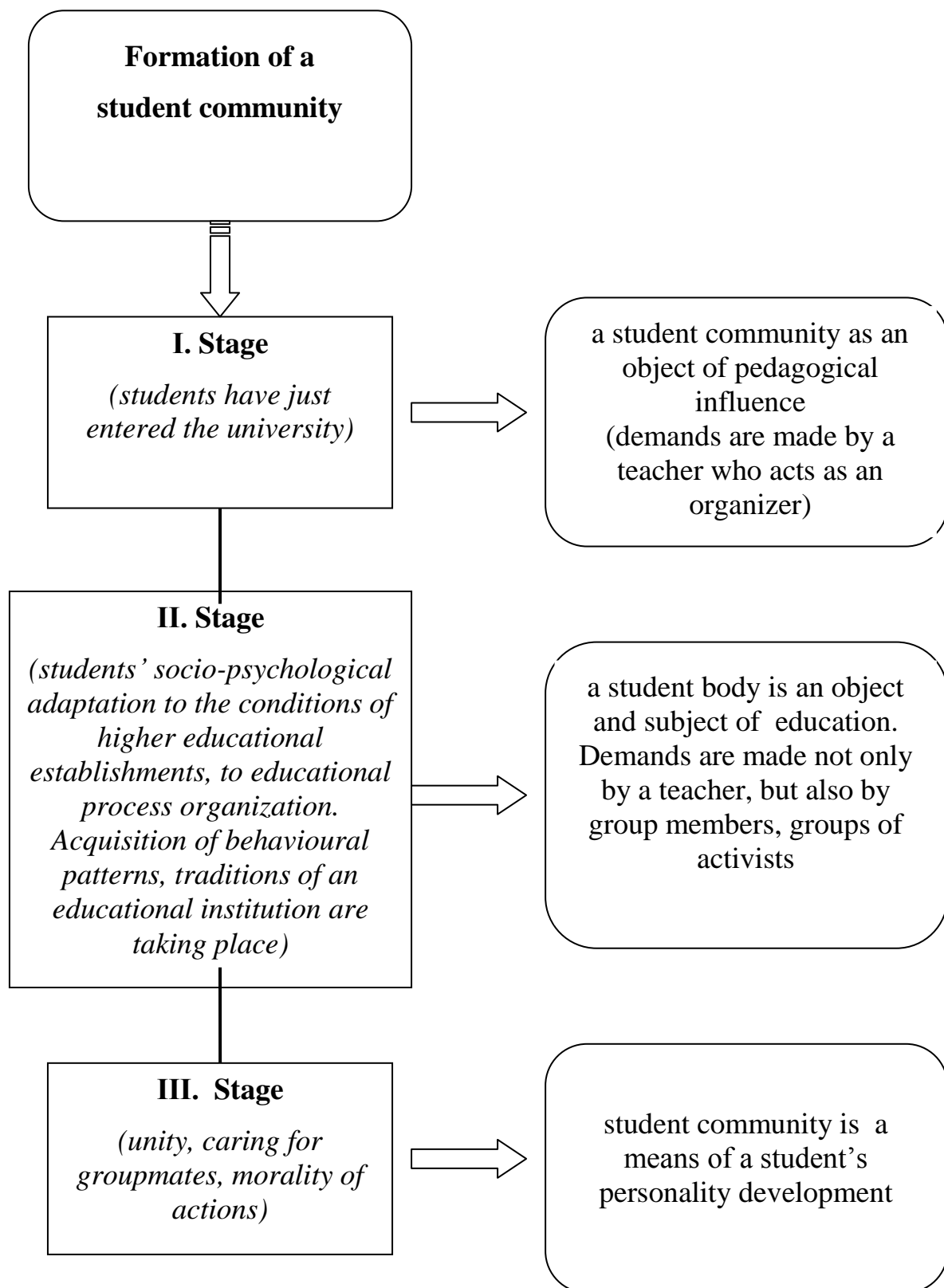


Scheme 5.18. Consequences of a person's presence in a community

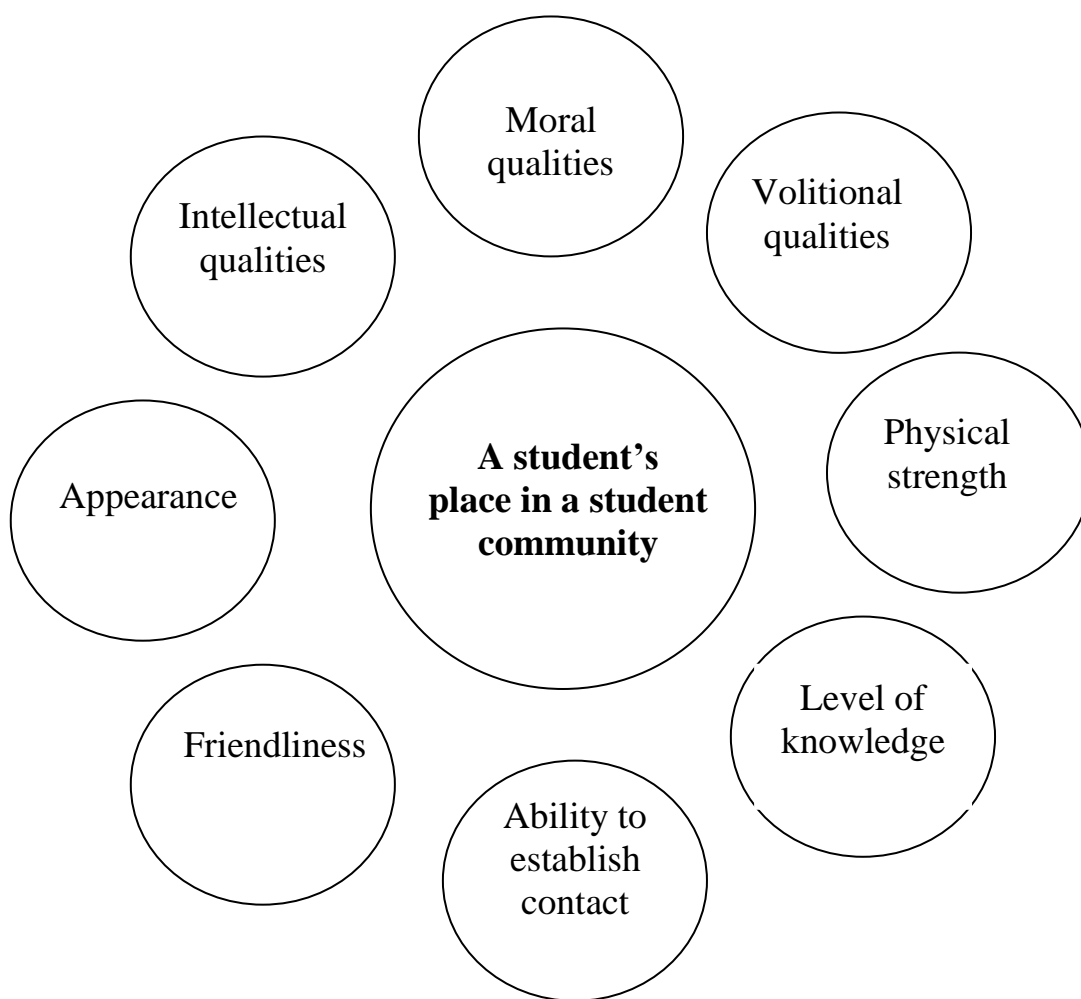
A community is a group of people, who are united by socially meaningful goals, common value orientations, joint activity, communication, mutual responsibility.



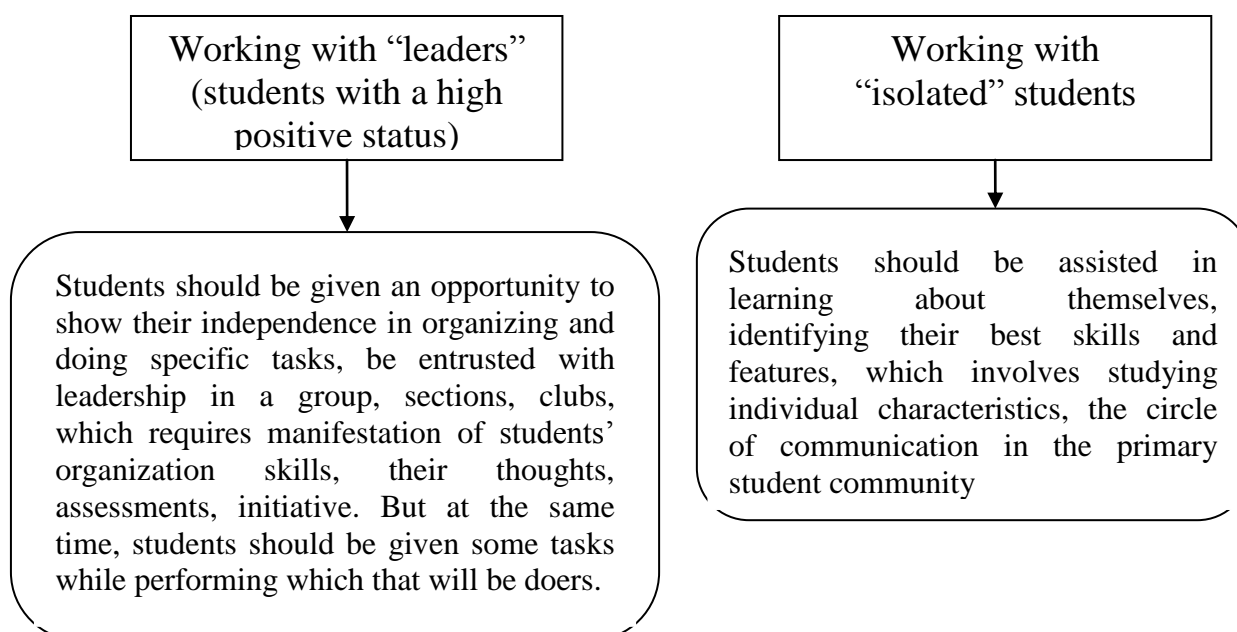
Scheme 5.19. Types of student body (student communities)



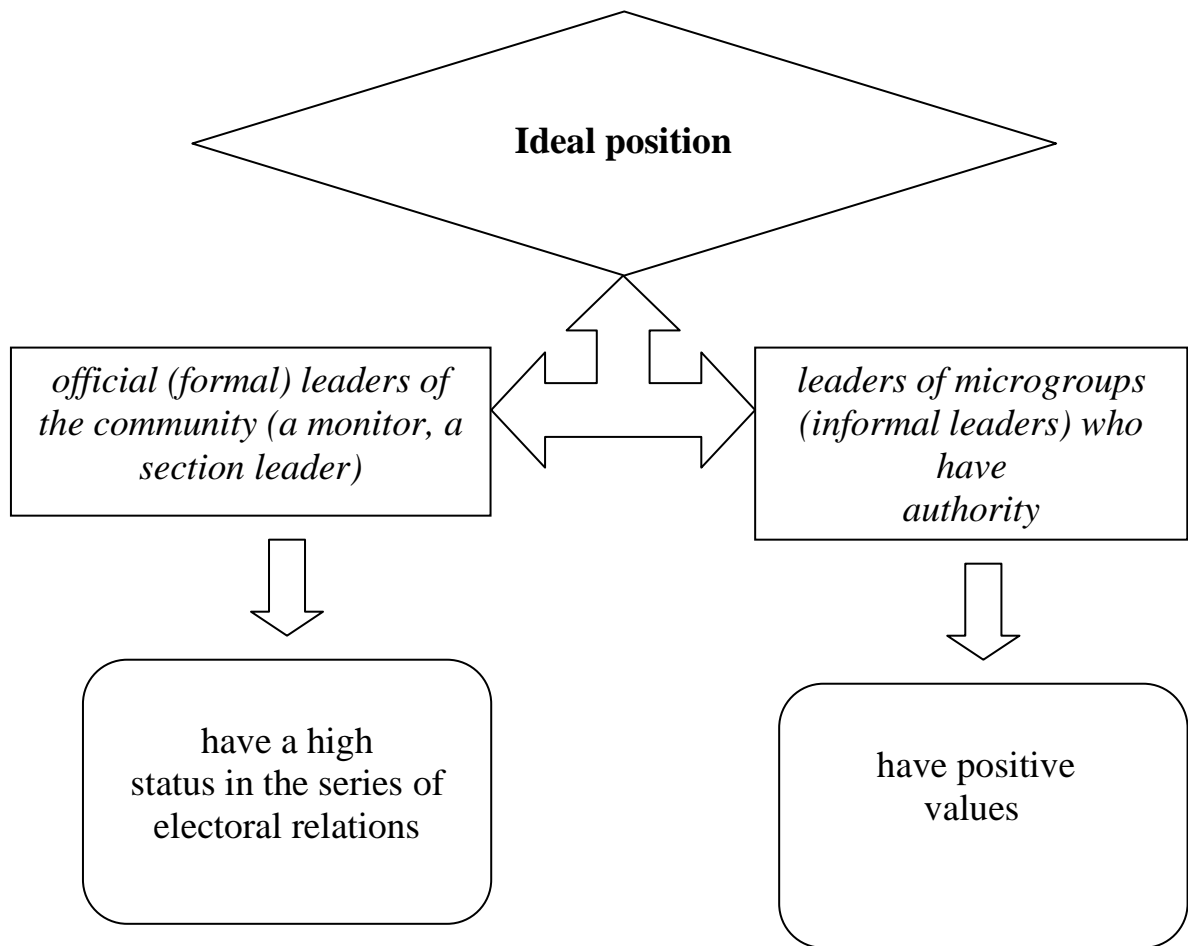
Scheme 5.20. Phases of student community formation and development



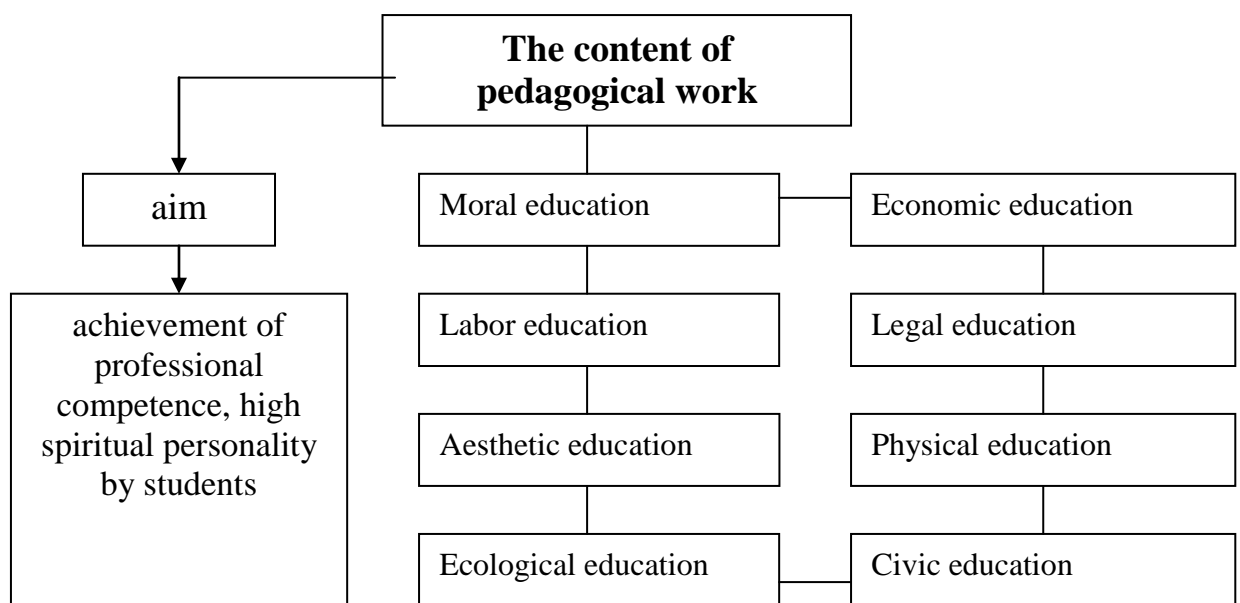
Scheme 5.21. Factors determining a student's place in a student community



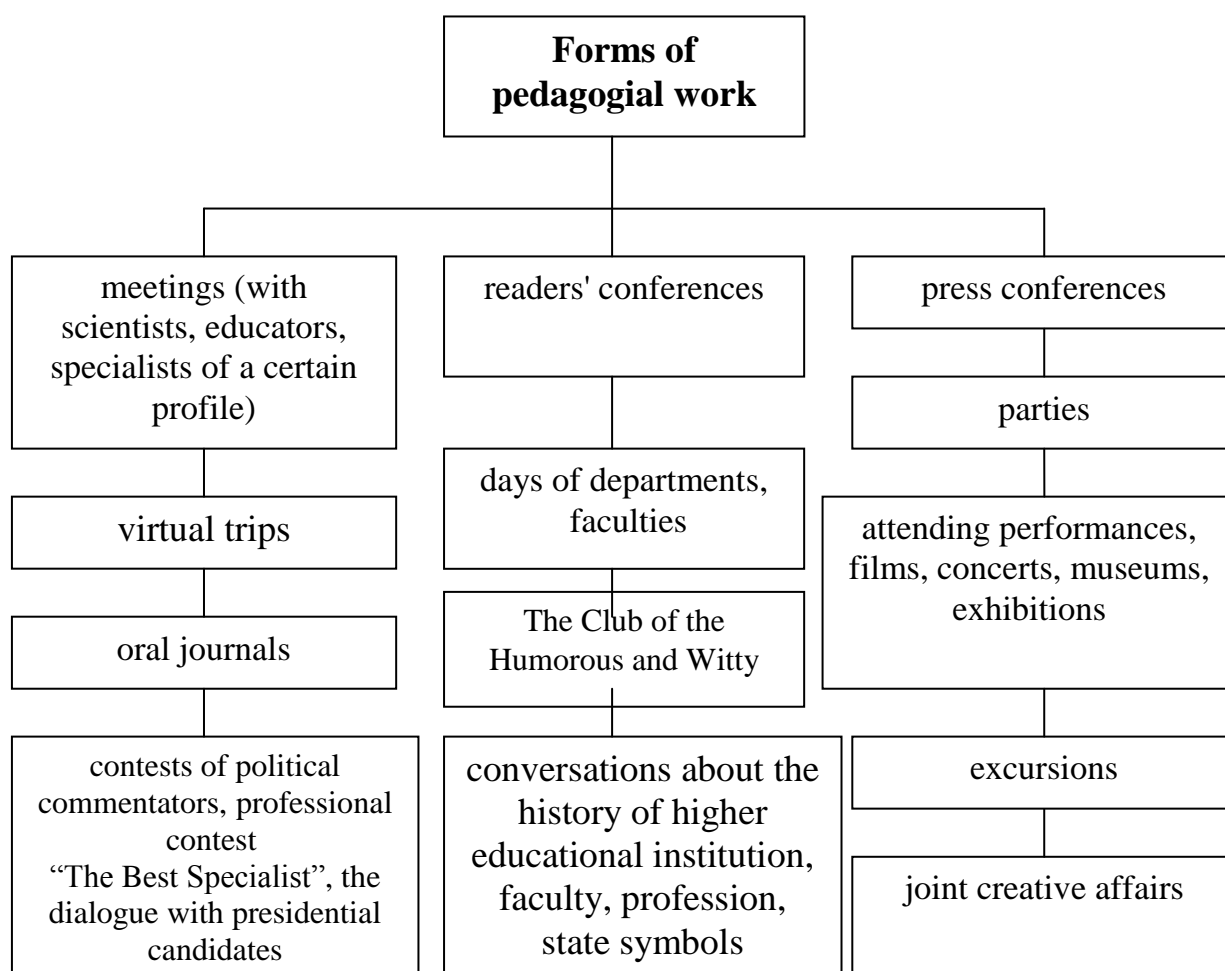
Scheme 5.22. Areas of working with students in a student community



Scheme 5.23. The ideal proportion of formal and informal structures



Scheme 5.24. Content and aim of pedagogical work



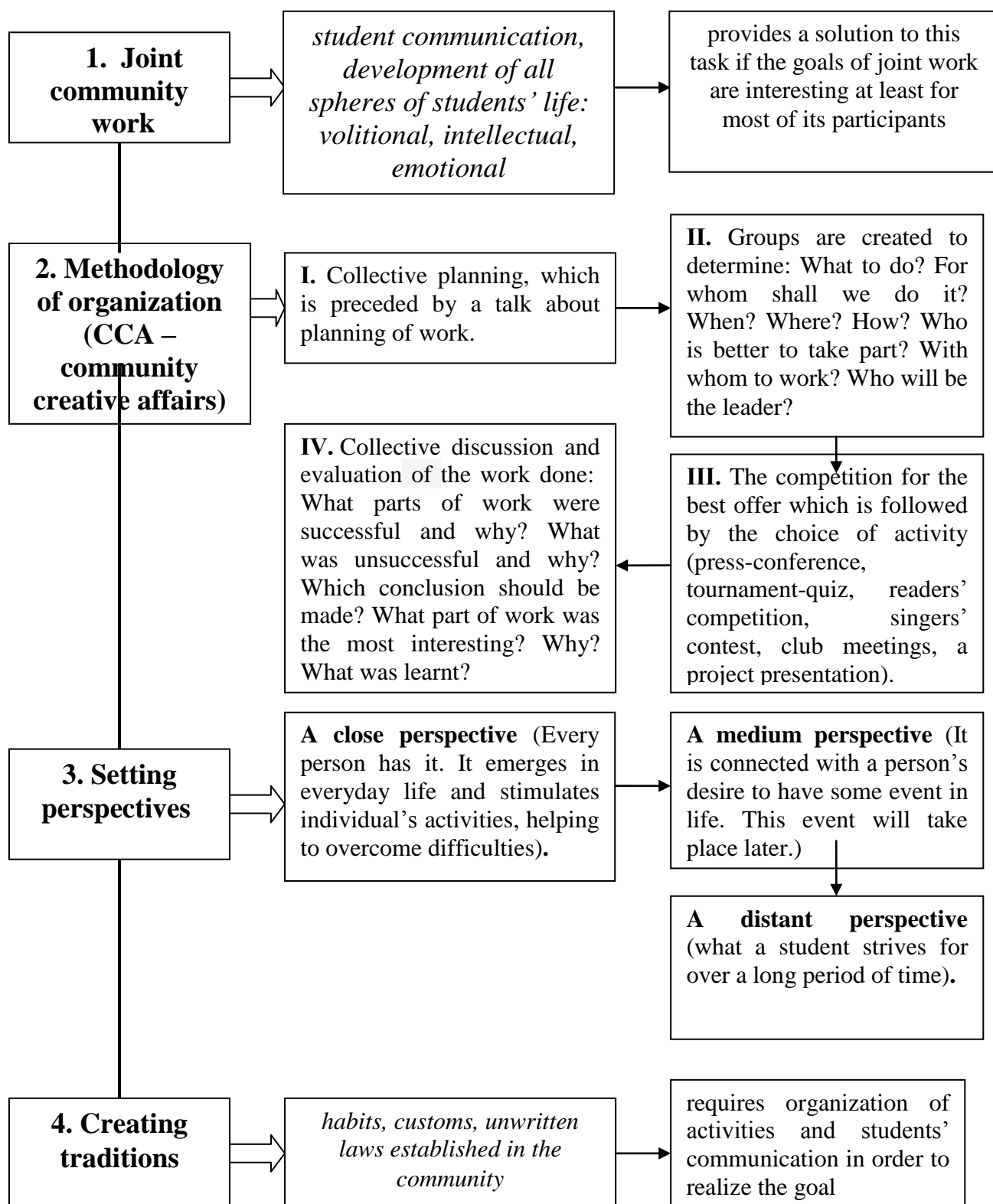
Scheme 5.25. Forms of pedagogical work

Student self-government is the form of students' community organization which interesting and diverse and involves delegation of rights to plan social activity, to assign responsibilities, to assess the quality of their performance to the individuals chosen by the community, etc.

The main function of self-government in the community is involving its members in conscious and systematic participation in management by means of organizing active members of the community.

The Value of Student Self-government

№	The value of student self-government
1	Contributes to personality socialization.
2	Helps students feel the complexity of social relationships, form a social position, identify their opportunities in leadership functions realization.
3	Provides education qualities that are necessary to overcome the difficulties of social life.
4	Develops students' organizational skills by increasing the number of skilled organizers of specific cases.
5	Forms a sense of responsibility.
6	Educates independence and initiative as students' qualities.
7	Develops a relationship of mutual responsibility.
8	Promotes self-activation, implementation of self-regulation, self-control, providing control over the process of solving various tasks.



Scheme 5.26. Ways of joint community formation

Table 5.13

Groups of Traditions in Higher Educational Institutions

Group	Tradition
<i>Traditions related to fostering students' love for the educational institution</i>	The holiday of the first bell, freshmen's week, university establishment celebrations, sharing faculty achievements, meetings with graduates, the week of the faculty, etc.
<i>Traditions that form professional pride</i>	Professional holidays, meeting with professionals
<i>Traditions that develop students' cognitive interests, spiritual needs, general culture</i>	Weeks devoted to specific disciplines, contests, scientific conferences, contests of amateur arts, competition "In Favour of My Profession", etc..
<i>Traditions that form social and labour activity</i>	Posters competitions, competitions of faculty press, gatherings of high achievers, exhibitions of the best scientific developments, etc.

Table 5.14

Basic Principles of Organization of CCA (Community Creative Activities) (according to I. Ivanova)

№	Principles
1	Activity means caring about something, someone, that is, activities should bring joy and benefit to people.
2	All members of a certain community should participate in activities.
3	Romantic form of carrying out activities.
4	Creative basis of activities.
5	Changing leaders.

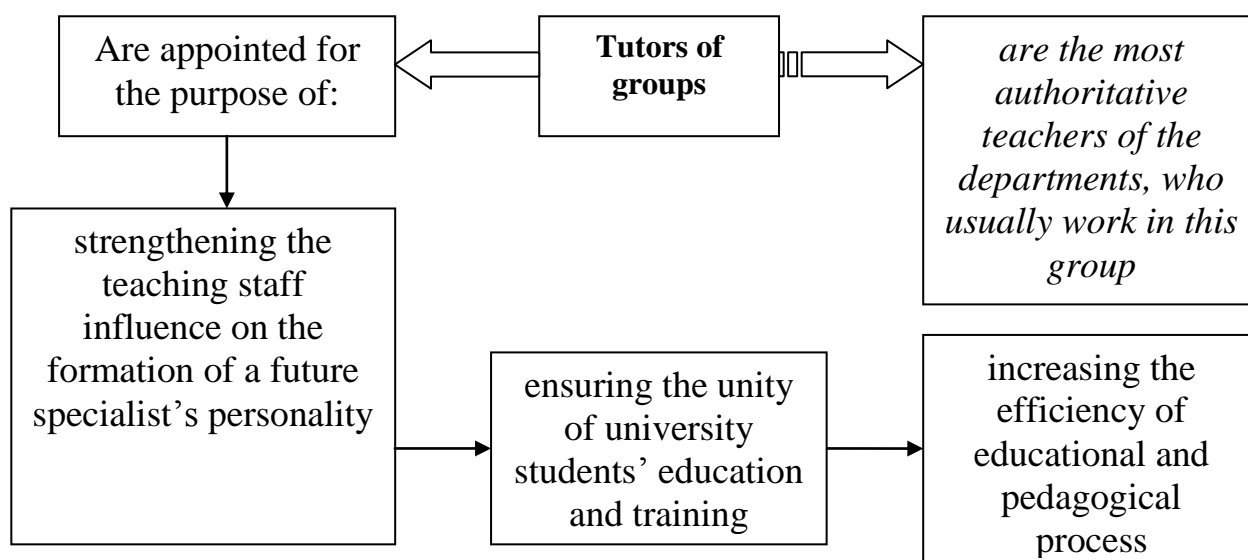
Organizational and methodological support for pedagogical work with students is provided by deputy deans for pedagogical work, who are members of higher educational institution administration and are appointed by a rector's order.

The Most Important Activities of Deputy Deans

№	Activities	Types of activities
1	Organizational and methodological support for pedagogical work provision at the faculty	Conducting the meetings with group monitors, assisting students' deanery, student council in the dormitory, appointing group tutors, organizing pedagogically competent planning of tutors' work, organizing the exchange of tutors' work experience.
2	Studying the efficiency of pedagogical work with students	Cooperation with a sociological laboratory in order to receive information about the level of students' education, the state of pedagogical process at the faculty, communication with students, attending meetings with tutors.
3	Analysis, generalization and propaganda of tutors' experience	Cooperation with students' self-government bodies, studying public opinion, organizing seminars for tutors, assessing the efficiency of tutors' activities and making suggestions on encouraging the best tutors.
4	Accumulation and systematization of methodical materials to assist a tutor	Developing the criteria and indicators for evaluating tutors' work, revealing the dynamics of their creative growth.

A **tutor** is a person who supervises the pedagogical process in a student group.

A **group in a community** is a relatively stable unity of people, who are related by a system of relations, regulated by common values and norms.



Scheme 5.27. The purpose of appointing group tutors

Table 5.16

Areas of Tutors' Activities in the Academic Group of Higher Educational Establishments

№	Areas of tutors' activities
1	Formation of a modern specialist's culture and professional qualities.
2	The acquisition of modern experience of inheriting spiritual achievements of the Ukrainian people by student groups.
3	Engaging students with scientific work, conducting national-cultural, educational and organizational-pedagogical work with the youth.
4	Formation of historical memory, national consciousness, dignity and a clear civic position of a student.
5	Assisting students in mastering the new intellectual vision of the world and their place in it, the development of personal abilities, and their full realization in various activities.
6	Continuous cooperation, creative co-working with groups of student leaders and organs of student self-government, creative youth associations, movements, as well as organization of activities of academic groups, development of initiative, creativity, independence, acquisition of organizational knowledge, skills and abilities.
7	Active involvement of students in the management of the educational and pedagogical process by transferring real rights and powers for solving various life problems, creating a healthy moral and psychological climate in the academic group.
8	Conducting pedagogical work with students living in dormitories, promoting

	the organization of students' healthy lifestyle, providing assistance in solving housing and living problems.
9	Constant conducting of psychological and pedagogical diagnostics of the level of intellectual development and moral education of students.
10	Taking part in the work of the faculty academic council, meetings of the departments for discussing the issues connected with the work of a student group or its members.
11	Attending classroom or individual classes of the group.
12	Offering the administration, deans of faculties to provide material encouragement of the best students and to make violators of educational and labour discipline take responsibility for their actions.
13	Involving students' parents in the educational process.
14	Encouraging students to actively counteract the manifestations of immorality, offences, lack of spirituality, antisocial activities, the use of drugs, alcohol and smoking.

Table 5.17

Tutors' Rights and Responsibilities

A tutor has the right:	A tutor must:
<ul style="list-style-type: none"> - to take part in the work of educational and methodological, social organizations of the university while discussing issues concerning the group or certain students; - to attend lectures and seminars, to be present at tests, examinations of their group; - to submit proposals concerning work and life of the students of their group to the administration, dean's office and public organizations of the university; - to take part in all the activities held in the group, in the work of organs of student self-government, to make proposals for improving the work of these organs, to recommend candidates to be elected to the organs of student self-government; - to take part in the work of grants committee; 	<ul style="list-style-type: none"> - know students and conditions of their lives well, apply an individual approach to them; - assist the group leaders in making the plans for conducting pedagogical work in groups and realizing them; - participate in students' professional practice organization; - systematically increase their pedagogical skills in the process of educating the youth, take an active part in the work of the psychological and pedagogical seminar at the faculty, in scientific and methodical conferences on the issues of educating the youth, studying, generalizing and exchanging the experience of tutoring; - be responsible for the moral climate in the student group, for students' attitude to the fulfilment of their educational responsibilities as well as for students' following the rules of internal regulations that exist in a certain higher educational establishment

Table 5.17 (Continued)

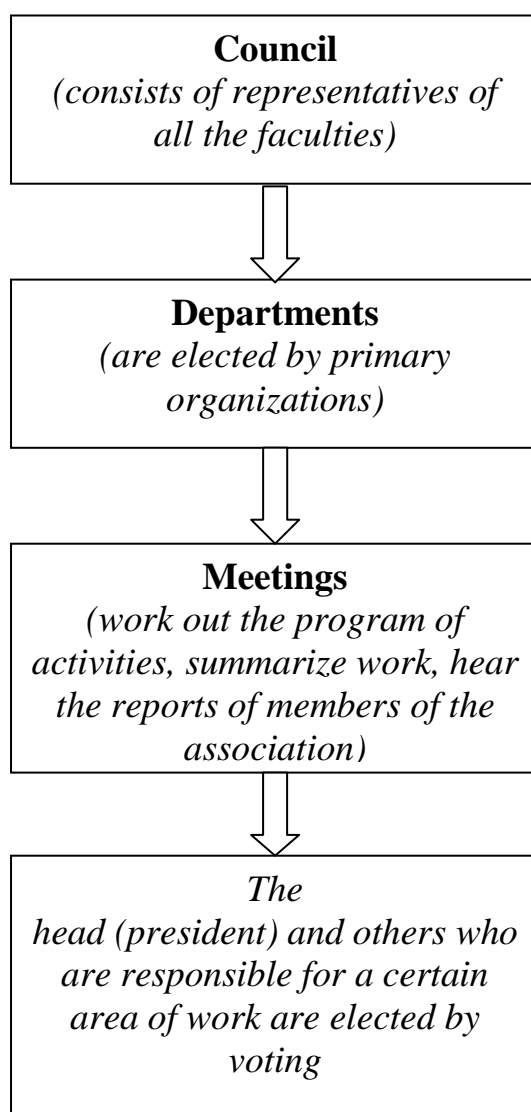
- to put forward the names of students who should be encouraged and those who should be punished for violating working discipline to the administration and public organizations of the faculty.	<ul style="list-style-type: none"> - report about work at the meetings of the departments and the councils of faculties periodically; - combine determination, high culture, self-discipline, specificity and efficiency, respect and high requirements for students while working with a student academic group; - base his activity on firm contacts and coordinated actions with the university social organizations; - be aware of the main criteria for the efficiency of his work. The criteria are a high level of indicators of pedagogical work, work discipline and student group activity in contests, amateur art performances and other forms of pedagogical activities; - be aware of the fact that the high efficiency of a tutor's work is considered when he is attested. The best tutors of the faculty should be encouraged by the rector, a trade union organization, and the experience of a tutor's work should be covered in newspapers and analyzed at tutors' seminars.
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Table 5.18

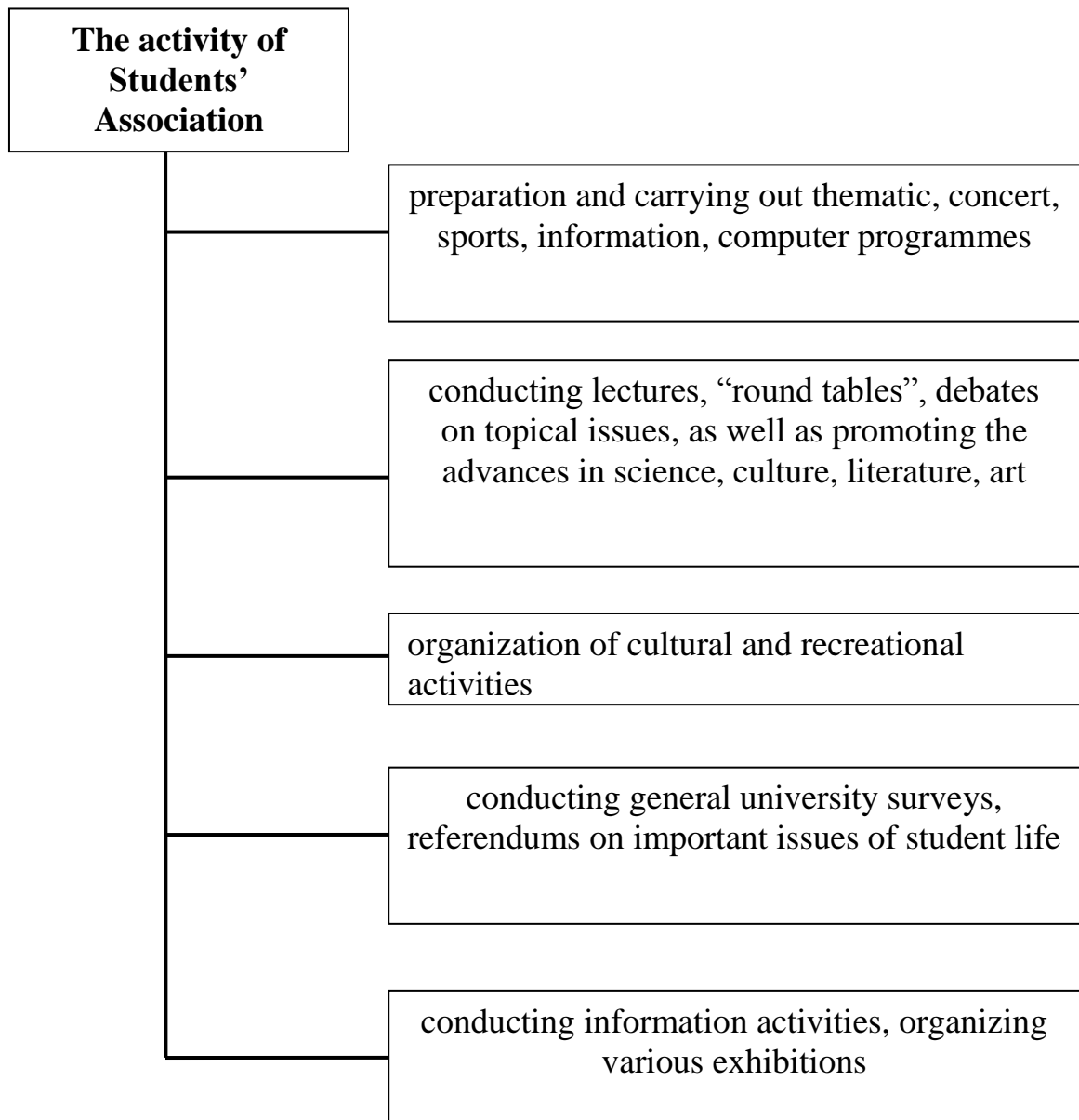
Students' Public Organizations

Date	Organisation
1989	Ukrainian Students' Association (USA).
1991	The Association of Ukrainian Students (AUS).
1991	The Ukrainian Students' Foundation.
1991	The All-Ukrainian Council of Young Scientists.

The main goal of student associations' activities is to promote the democratization of Ukraine's social life, to protect students' interests, their social rights and freedoms; to create the conditions for personal development, the formation of a future specialist; to shape students' universal values and culture.



Scheme 5.28. The structure of a student public organization administration authorities



Module 6. The Subjects of the Pedagogical Process

Aim: to learn the concept of the subjects of the pedagogical process, the forms and results of the subjects' pedagogical interaction.

Basic concepts: pedagogical values and their types, professional culture, professional and pedagogical culture, professional pedagogical competence and its components, a student, a teacher, pedagogical interaction and its types, pedagogical communication and its kinds.

Plan

- 6.1. A student as a subject of the pedagogical process
- 6.2. A teacher as a subject of the pedagogical process
- 6.3. Pedagogical interaction of the subjects of the pedagogical process

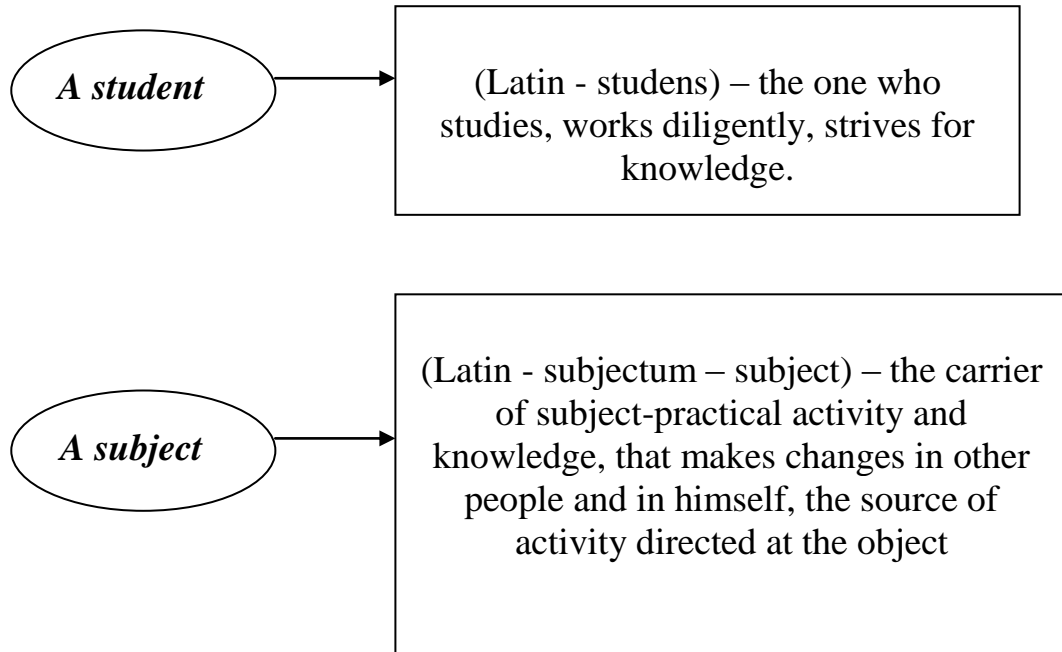
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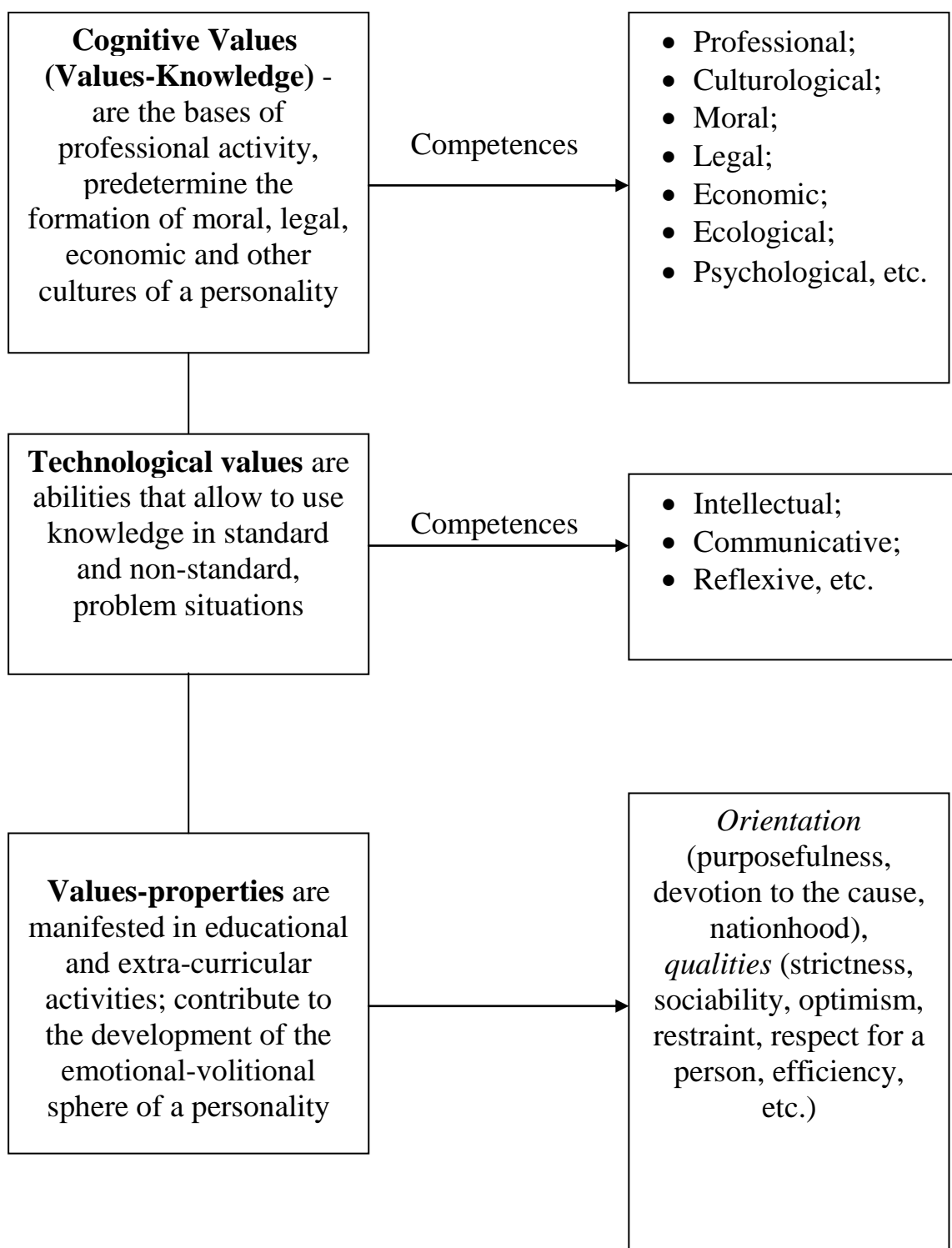
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6.1 A Student as a Subject of the Pedagogical Process



Professional culture is a system of values that forms its internal world and serves as a guide for behavior and formation of vital and professional attitudes.

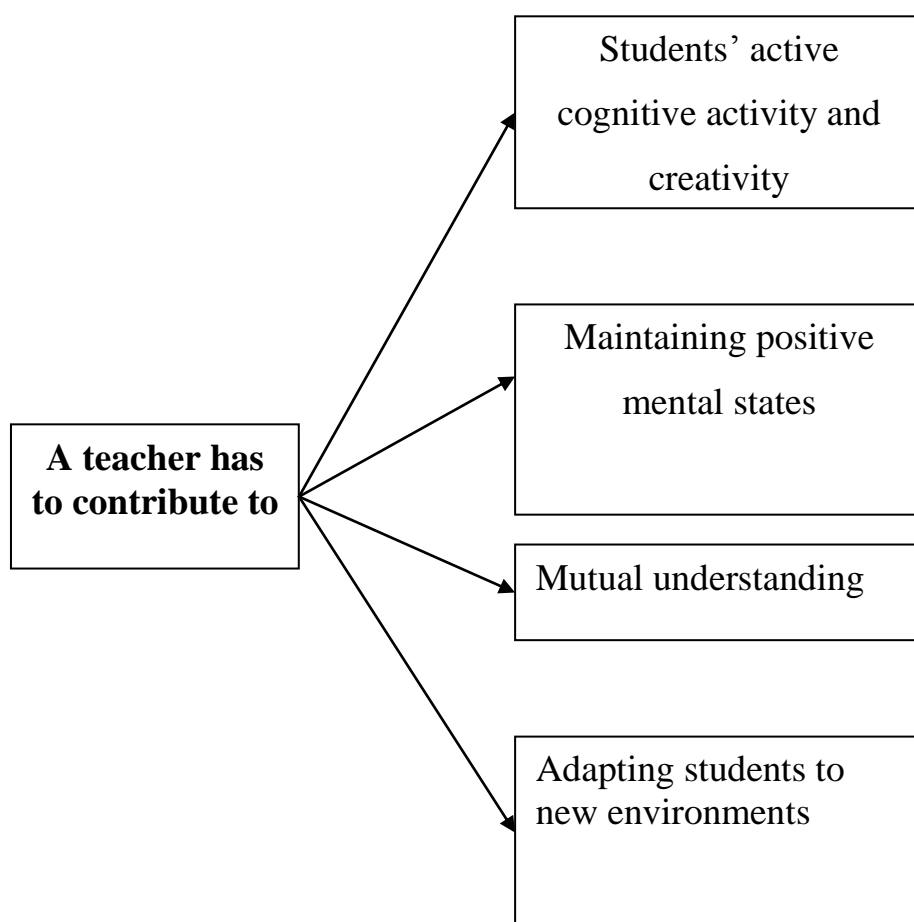
Pedagogical values are the norms regulating pedagogical activity and acting as a cognitive-effective system that serves as an indirect and connecting link between the social outlook in the field of education and teacher's activity.



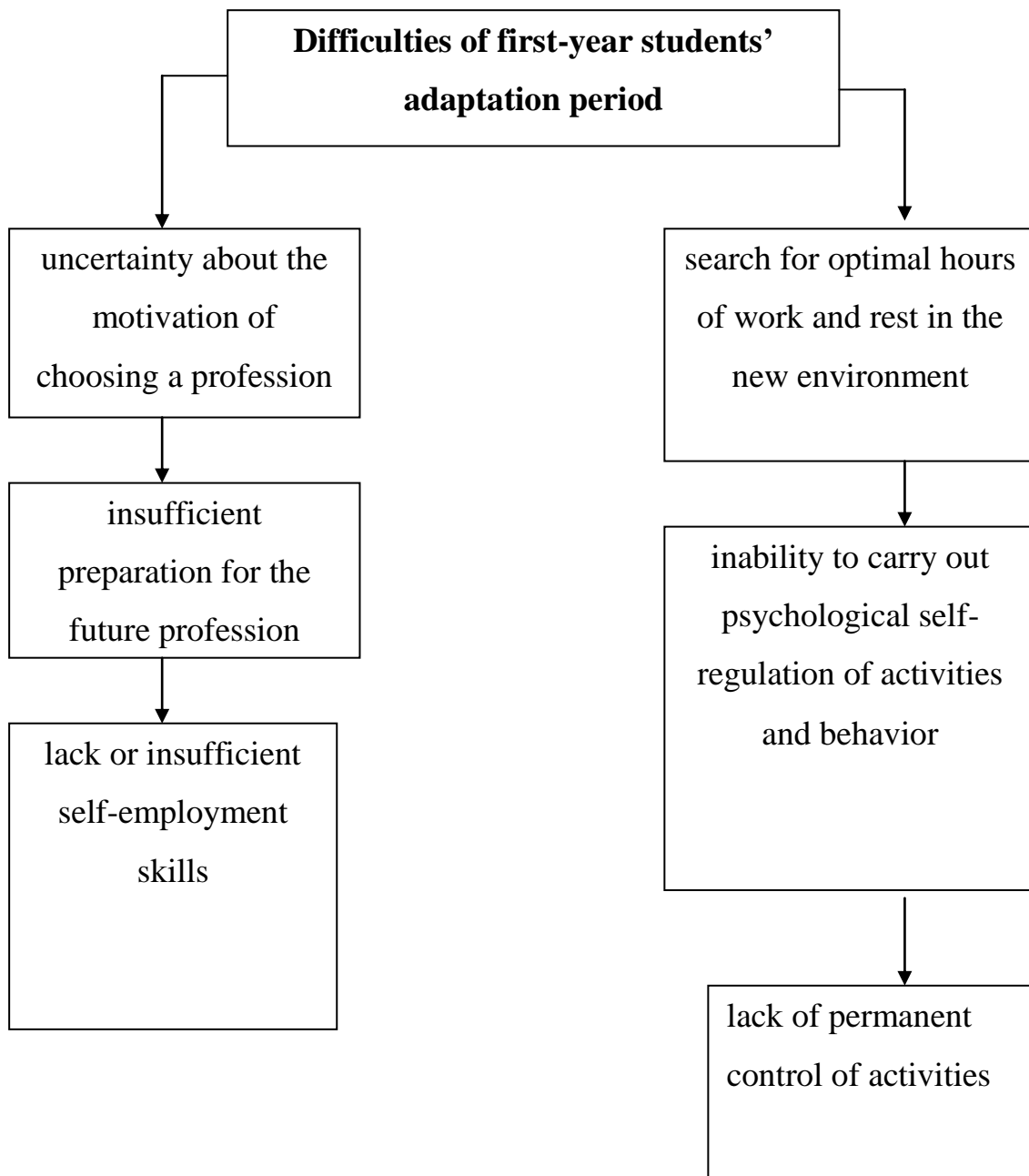
Scheme 6.1. The system of pedagogical values

6.2 A Teacher as a Subjects of the Pedagogical Process

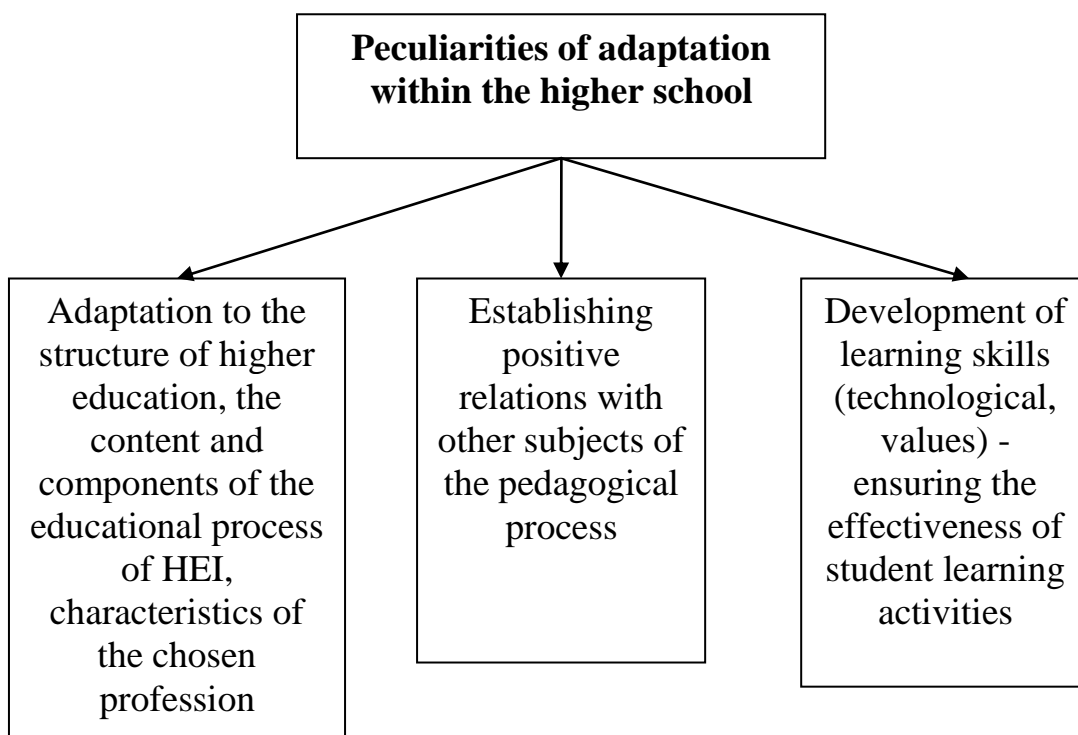
A teacher is an employee of a higher, secondary specialized or general comprehensive school, who teaches a certain subject (discipline); a full-time position at higher educational institutions(HEI) and secondary specialized schools.



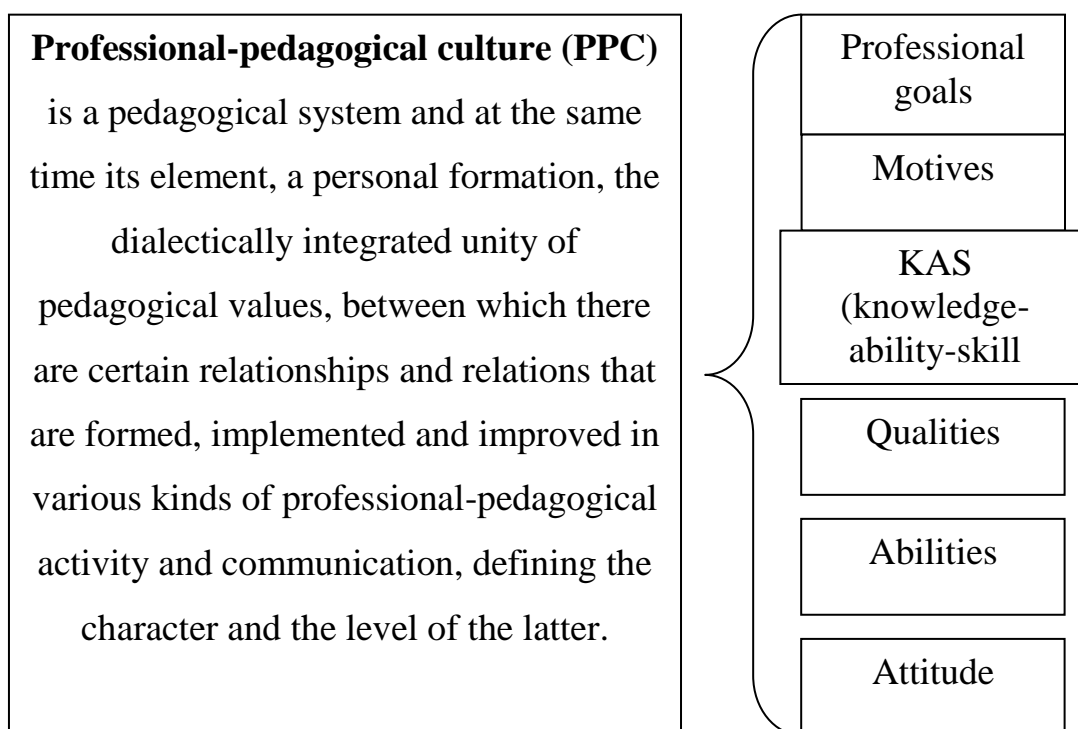
Scheme 6.2. Features of teacher communication with students



Scheme 6.3. Initial adaptation requirements for students in higher education



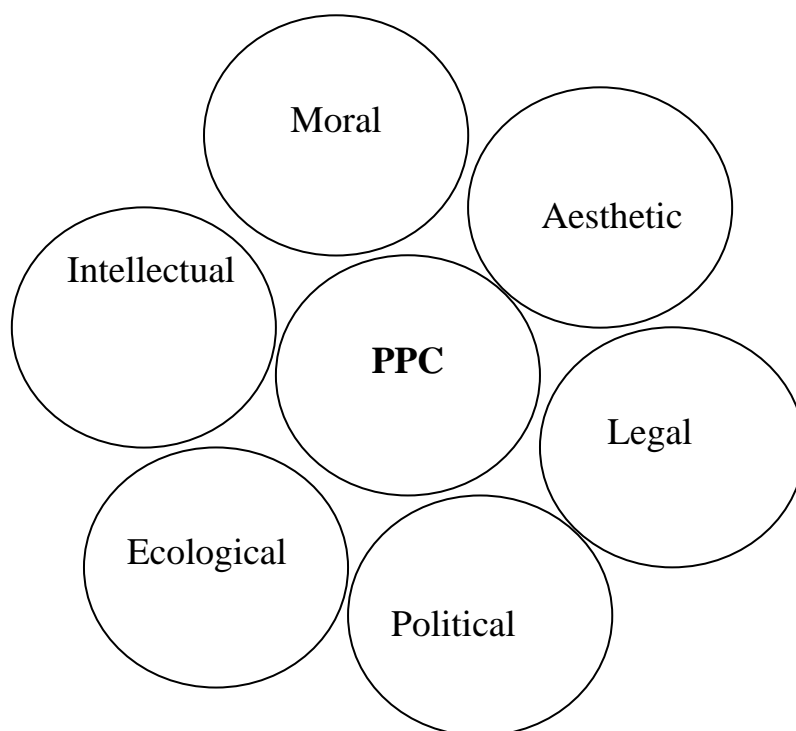
Scheme 6.4. Stages of adaptation to the educational process



Scheme 6.5. Components of PPC

Professional-pedagogical culture implies:

- self-improvement of unique creative personality (spirituality, spiritual culture, humanistic orientation);
- awareness of one's individuality, uniqueness in comparison with other people;
- clear goals and motives for self-development;
- self-affirmation and awareness of one's own competence, which is provided by a system of knowledge, skills and beliefs;
- self-realization in certain types of activities;
- integrity and harmonious unity of individual properties (creativity);
- dynamism and continuity of self-development;
- constant work on oneself in order to increase the level of vocational and pedagogical culture;
- awareness of personal significance in personal, professional and social aspects.



Scheme 6.6. PPC as an element of a cohesive system of cultures

Table 6.1

Types of pedagogical values

№	Components of the system of pedagogical values	Essence
1	<i>Values-goals and values-motives</i>	Goals are a logical core, the meaning of a person's activity, which is determined by the motives that require the formation of interest in the profession, a student's personality, his or her development, educational process.
2	<i>Values-knowledge</i>	The spirituality of a teacher's personality is based on them. A teacher's possession of a system of general cultural, special and psychological and pedagogical knowledge; general erudition of a teacher, availability of cultural, scientific, technical and other information.

Table 6.1 (Continued)

3	<i>Technological values</i>	Methods of a person's communicative activity, skills of pedagogical technique.
4	<i>Values-qualities</i>	<ul style="list-style-type: none"> • professionally directed parameters (love for students and profession, dedication to their cause, etc.); • intellectual parameters (flexibility, variability, independent thinking, attention, imagination, etc.); • individual psychological qualities (restraint, high demands, observation skills, etc.); • socio-psychological qualities (respect for people, communication skills, justice, etc.).
5	<i>Values-relationship</i>	<ul style="list-style-type: none"> • attitudes to students (orientation at understanding, empathy, relative independence and independence of students, detection of each student's creative potential); • attitude to the organization of collective activities (orientation at the development of democratic self-government, collective creativity, etc.); • a teacher's attitude toward himself (orientation at an interest in successful professional activities, focusing on professional and personal growth and self-analysis).

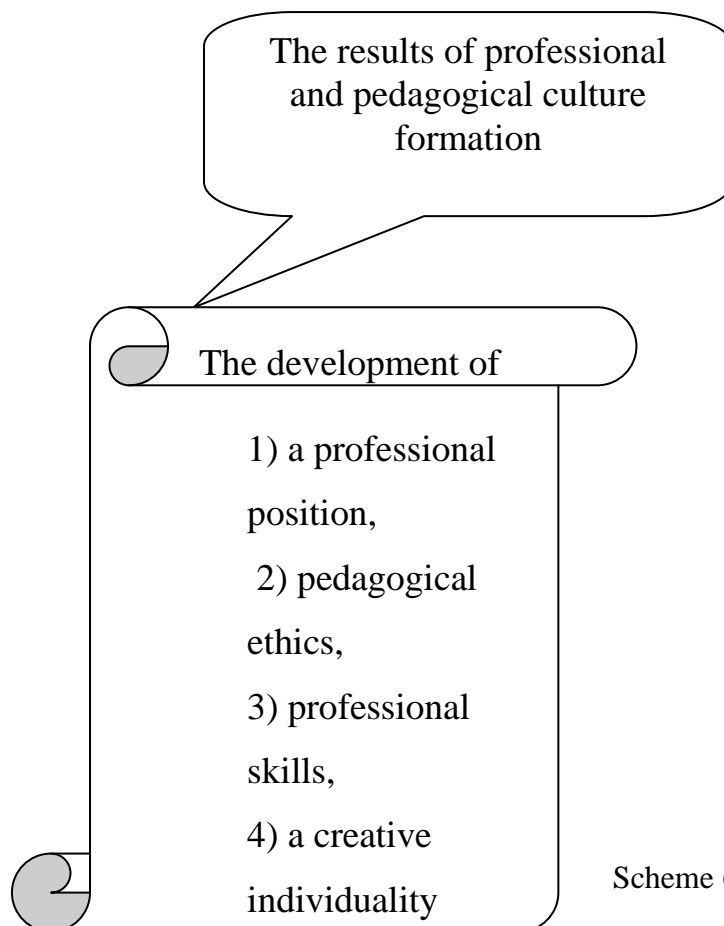
Table 6.2

Classification of PPC Functions

№	The name of PPC function	Essence	The ways of realisation
1	Cognitive	A teacher provides for a complex analysis of pedagogical phenomena, processes, activities and the environment on the basis of the established system of knowledge, as well as on the basis of the study, awareness and analysis of their individual psychological characteristics, experience, the level of cultural formation.	Development of methodological culture, culture of thinking and intellectual work.

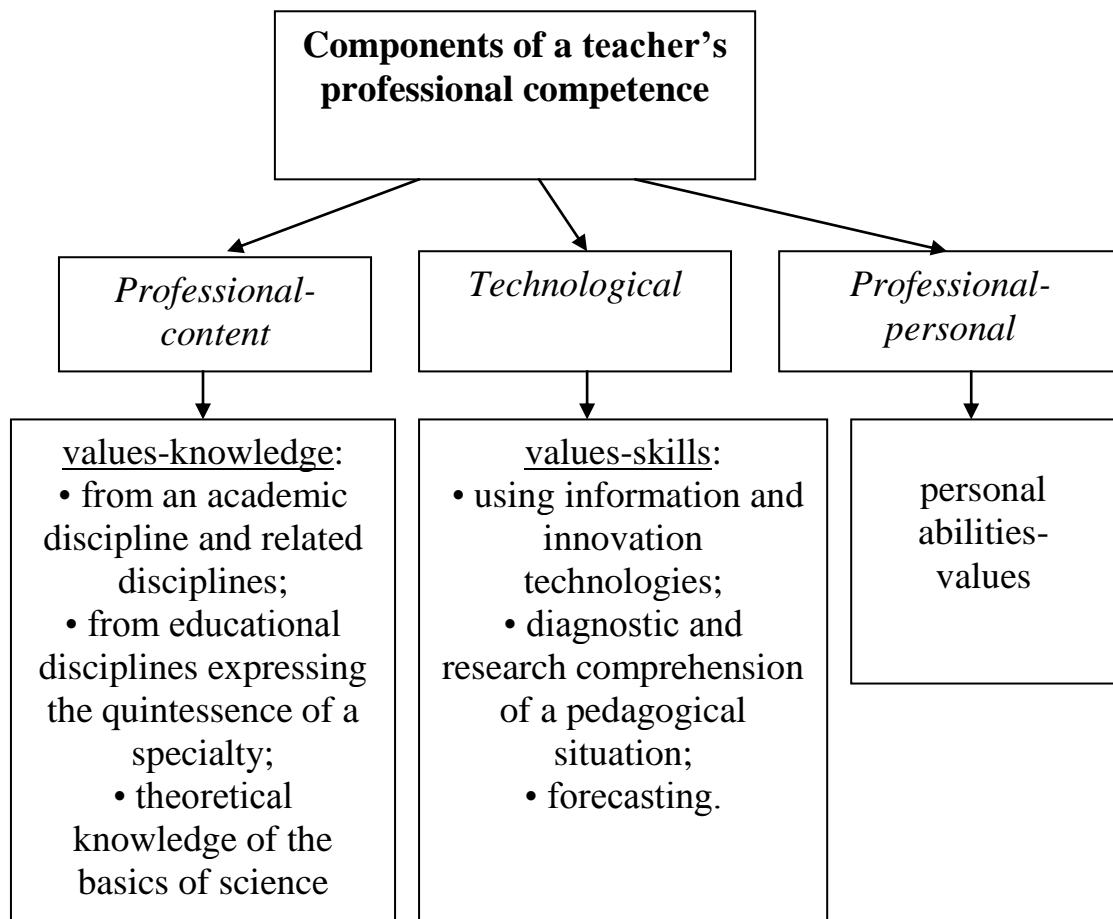
Table 6.2 (Continued)

2	Humanistic	Orientation at students' humanitarian and personal development.	Formation of moral culture.
3	Educational	Assimilation of the system of pedagogical values, which forms an active attitude to the surrounding reality, and most importantly - to a person as the highest value, those cultural riches that are the basis of an individual's spiritual culture.	Ethical, aesthetic, ecological, economic, physical, deontological culture.
4	Communicative	Establishing contacts between those who teach and those who learn helps to exchange information, establish feedback.	Formation of communication culture and the culture of speech
5	Didactic-professional	Teacher's assimilation of the systems of knowledge, abilities and skills, mastering certain experience and method of teaching subjects, conducting research work that is, mastering the profession.	Development of didactic, methodological and research cultures.
6	Normative	Organization of learning and educational process, activities and communication, ensuring its high performance and goal achievement.	Formation of legal and managerial culture, culture of behavior.
7	Protective	Ensures removal of tension and stress relief in the process of activity; recreation and organization of a teacher's leisure based on the acquired skills of vocational psychology.	Formation of a culture of self-education and leisure



Scheme 6.7. Constituents of PPC

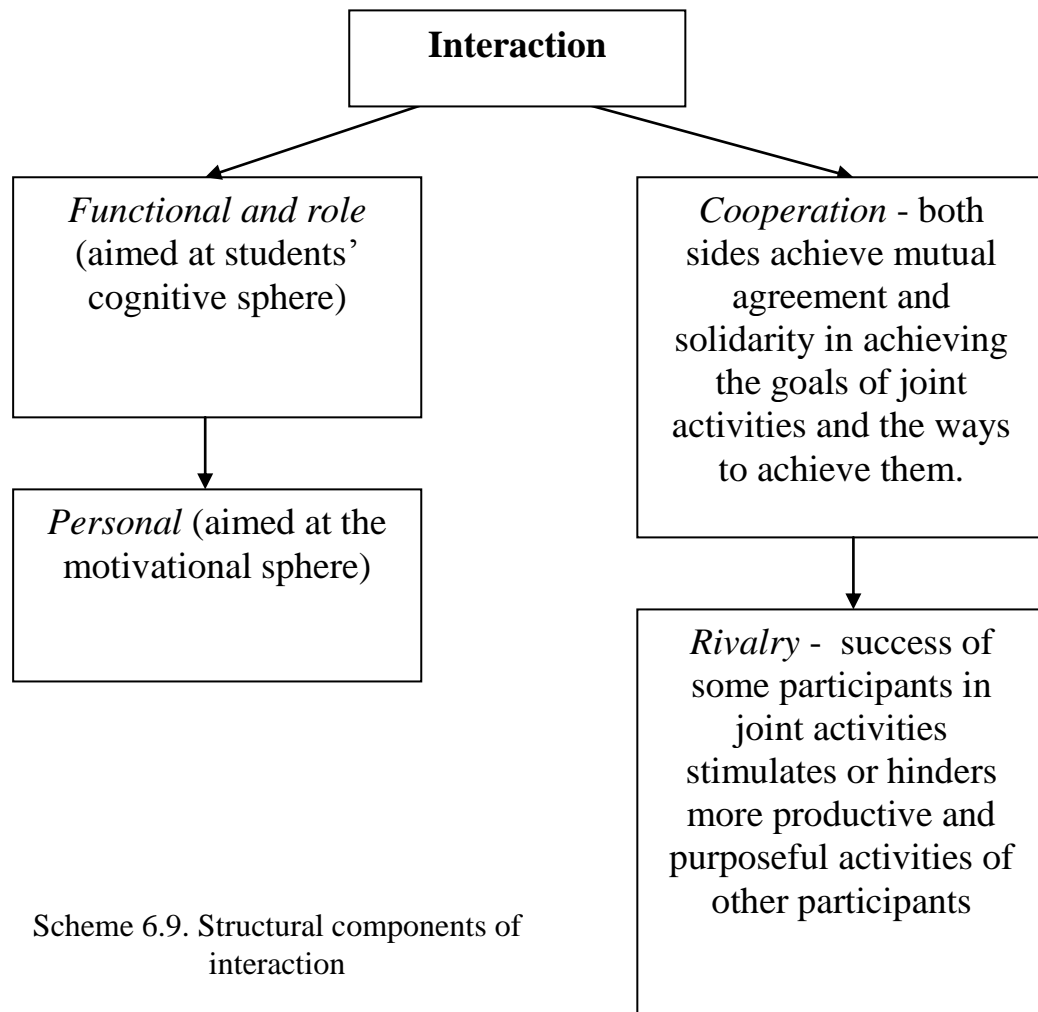
A teacher's professional competence is a complex individual-psychological formation on the basis of theoretical knowledge, practical skills, important personal qualities and experience, which determine his readiness to perform pedagogical activities and ensure a high level of self-organization; it does not have narrowly professional boundaries, since a teacher has to reflect on the diversity of social, psychological, pedagogical and other issues associated with education constantly.



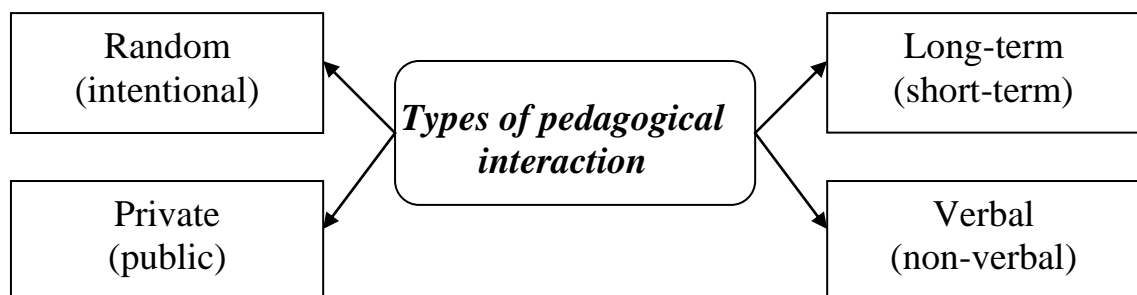
Scheme 6.8. Components of a teacher's professional competence

6.3. Pedagogical Interaction of the Subjects of the Pedagogical Process

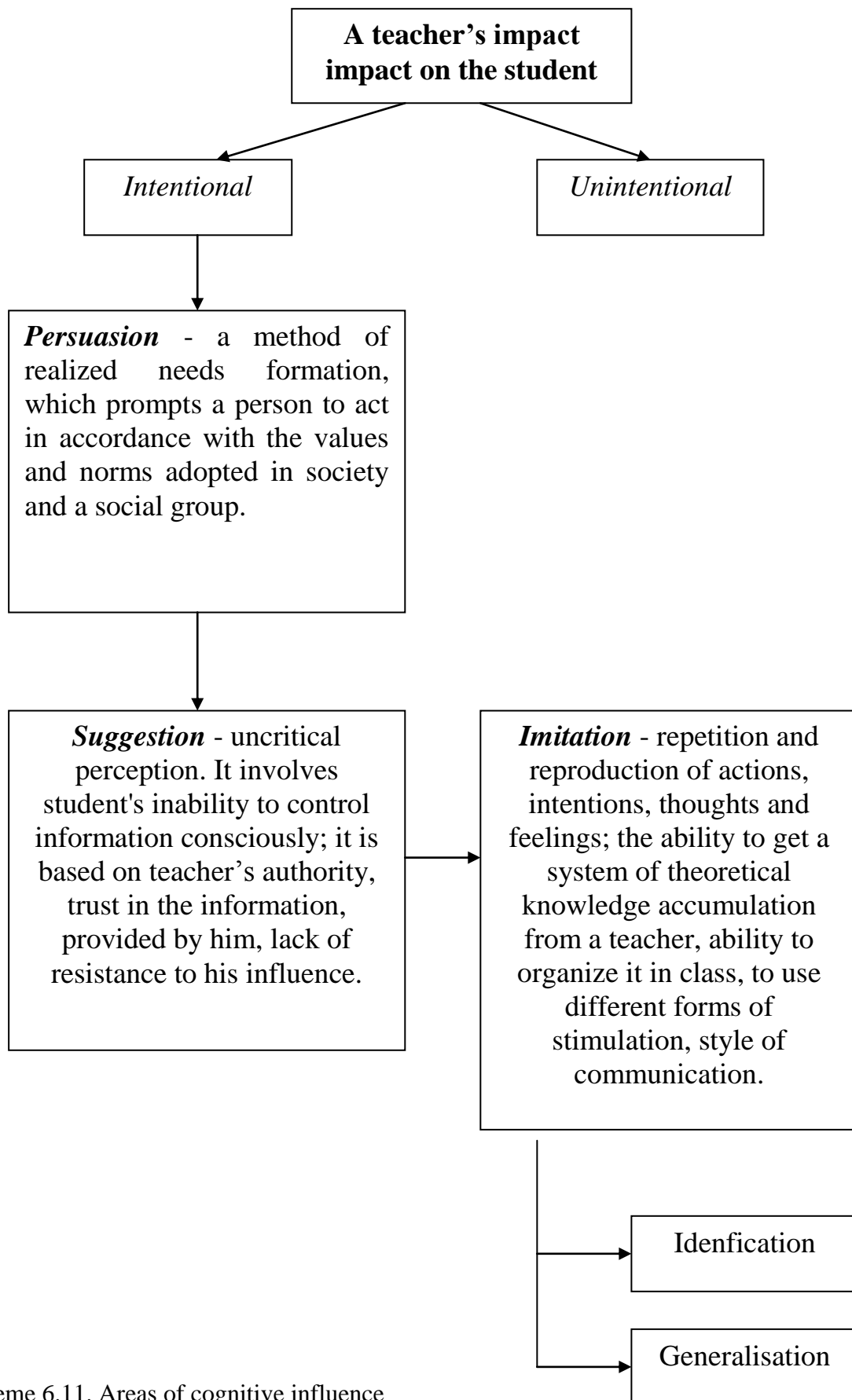
Interaction – a co-ordinated activity to achieve common goals and results while trying to solve the problem or task important for the participants.



Scheme 6.9. Structural components of interaction

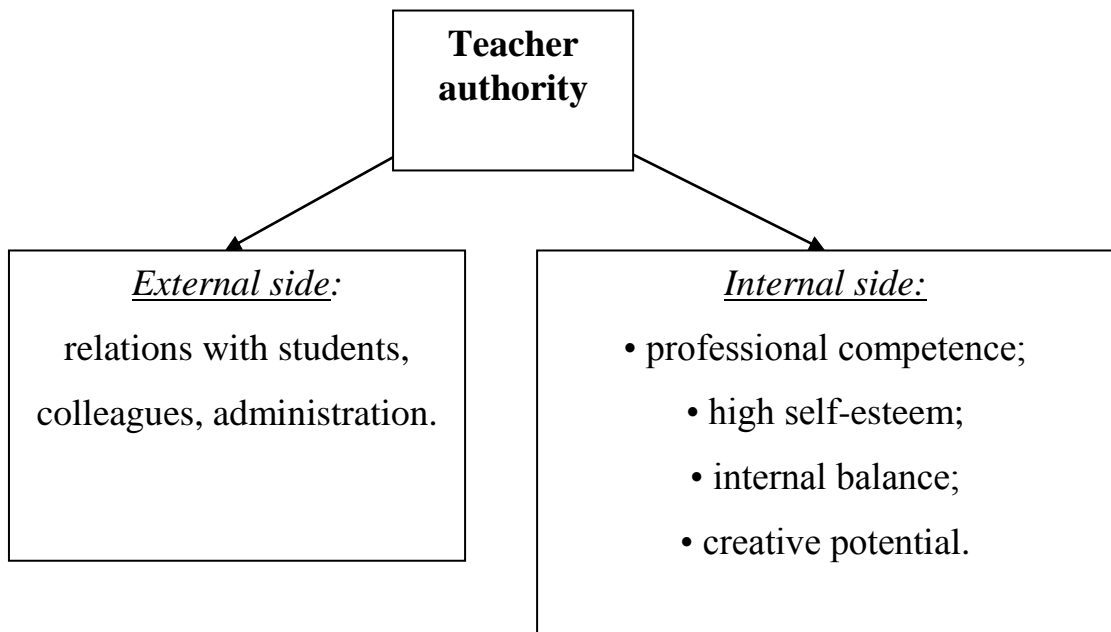


Scheme 6.10. Variety of pedagogical interaction



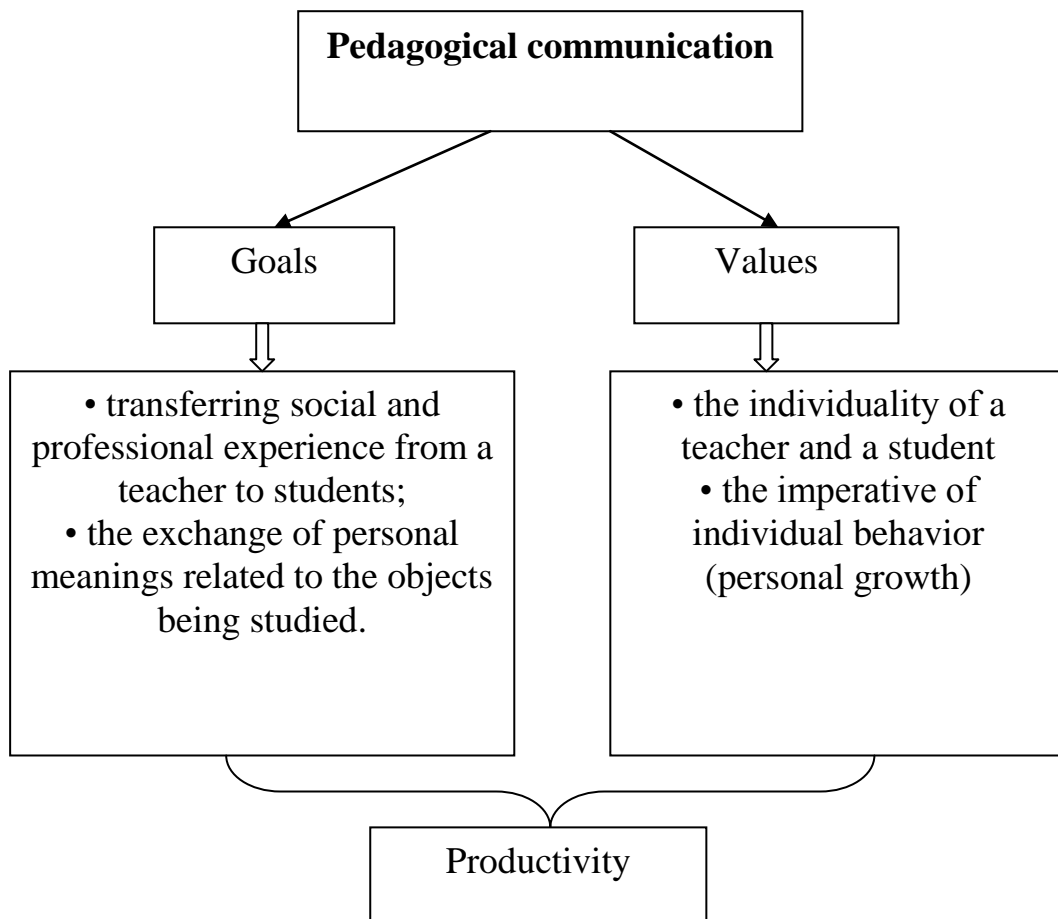
Scheme 6.11. Areas of cognitive influence

Teacher authority - (Latin - auctoritas - dignity, power, influence), the ability to direct (without enforcing) another person's actions and logic of thinking by the desired way.

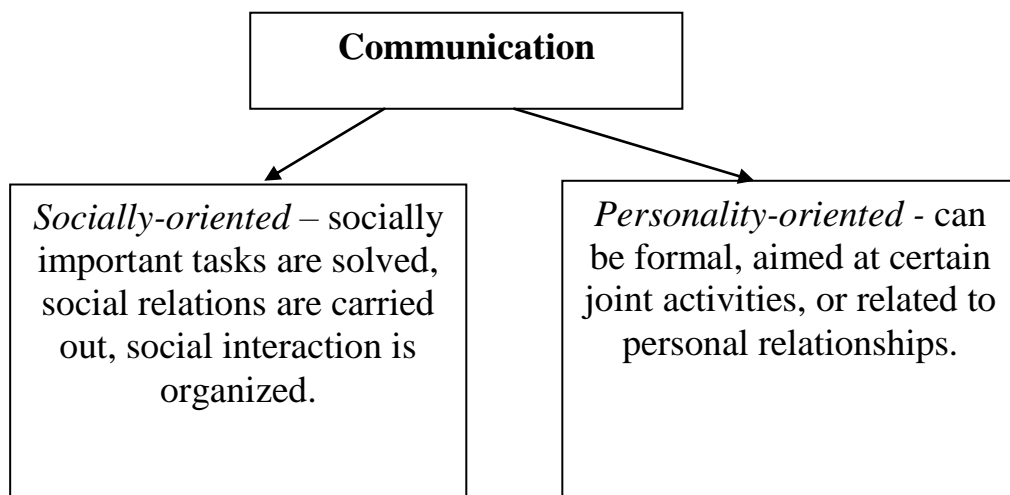


Scheme 6.12. Components of authority

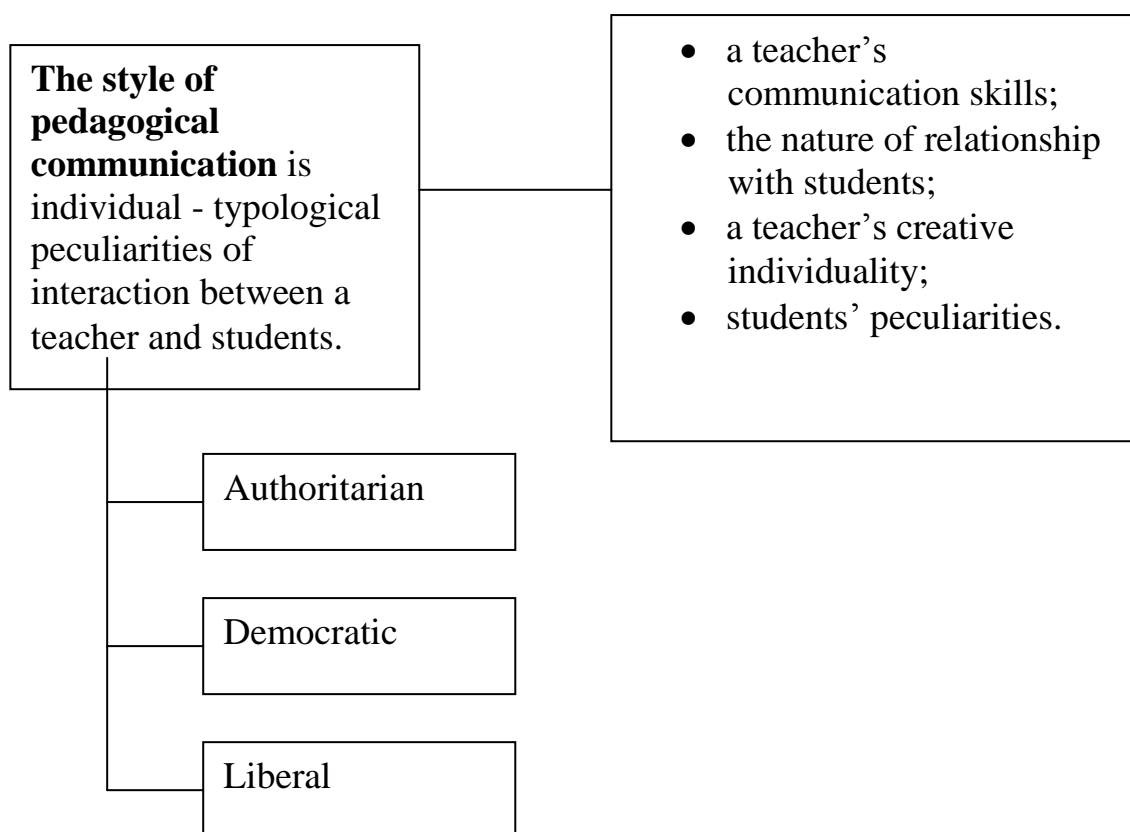
Pedagogical communication - is the interaction of subjects of pedagogical process, which is carried out with the help of sign vehicles and is aimed at making significant changes in subjects' properties, states, behavior and personal sensory entities.



Scheme 6.13. System integrity of communication



Scheme 6.14.Types of communication



Scheme 6.15. The essence and basic styles of pedagogical communication

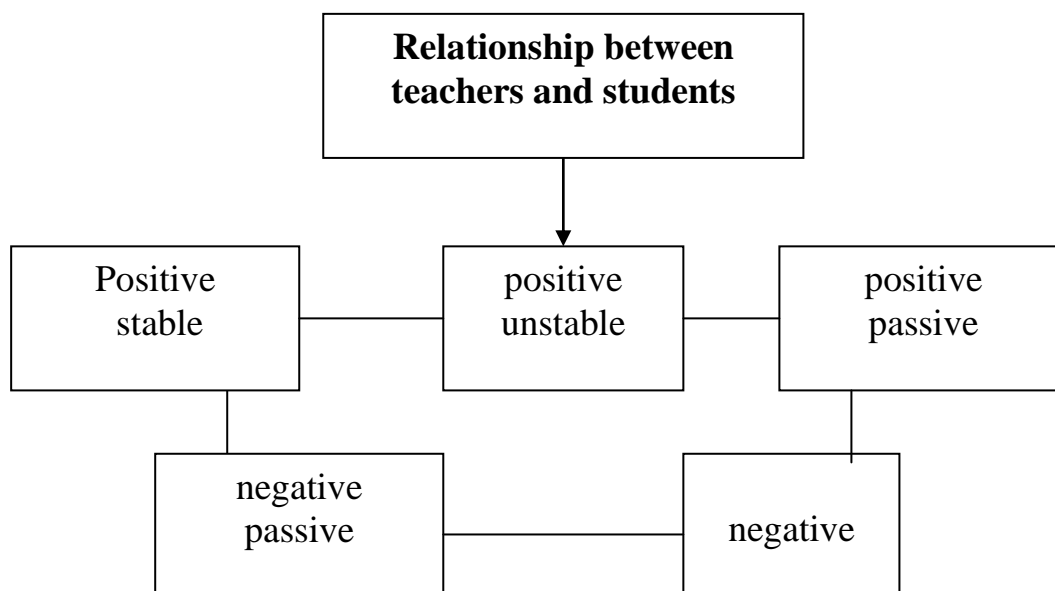
Table 6.3

Stages of communication	
№	Stages
1	<p>A teacher's simulation of future communication with students while preparing for interaction:</p> <ul style="list-style-type: none"> • setting a pedagogical task, • the choice of methods and ways of its solution, • distinguishing a communicative task, • proper communication modelling
2	Organization of direct communication with students.
3	Communication management in the process of pedagogical interaction.
4	Analysis of communication results of and modelling of a new pedagogical task.

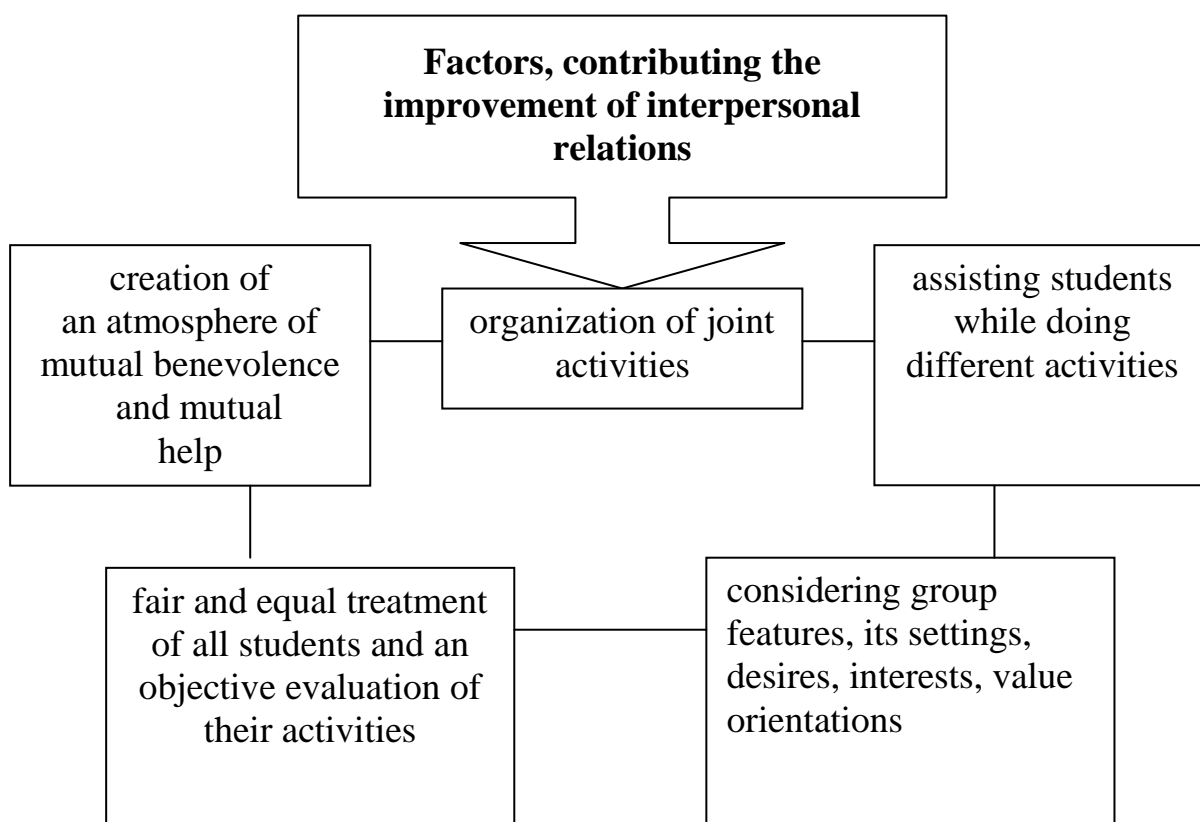
Table 6.4

Characteristics of communication functions

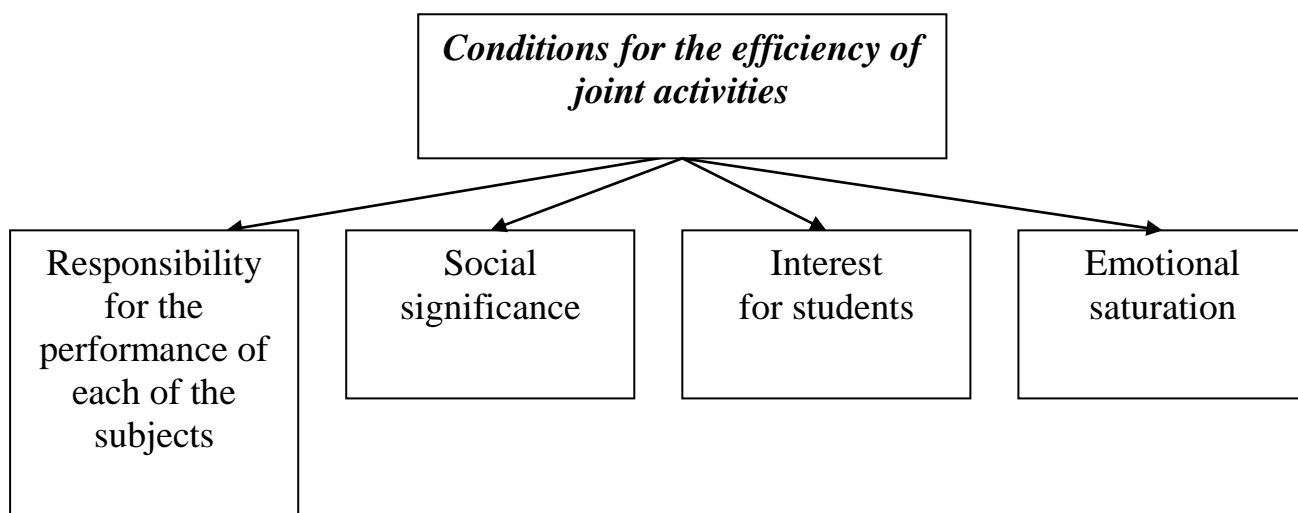
№	Function name	Essence
1	Constructive	Pedagogical interaction between a teacher and a student when discussing and explaining the content of knowledge and its practical significance.
2	Organizational	Organization of joint educational activities, mutual personal awareness and overall responsibility for the success of learning and educational activities.
3	Communicative stimulating	Combination of different forms of educational and cognitive activity, organization of mutual assistance for the purpose of cooperation, students' knowledge about what they need to know, understand during the lesson, and what to learn.
4	Information-learning	Establishing the connection of an educational subject with production for the correct perception of the world and a student's orientation in the events of social life, the mobility of the level of information capacity of educational classes and its completeness in combination with the emotional presentation of educational information, based on students' visual-sensory sphere.
5	Emotional corrective	Realization of the principle of "open prospects" in the educational process and the principle of "victorious" learning in the process of changing the types of educational activities; trustful communication between a teacher and a student.
6	Control and evaluation	Organization of mutual control of a teacher and a student, making joint conclusions, self-check and self-assessment.



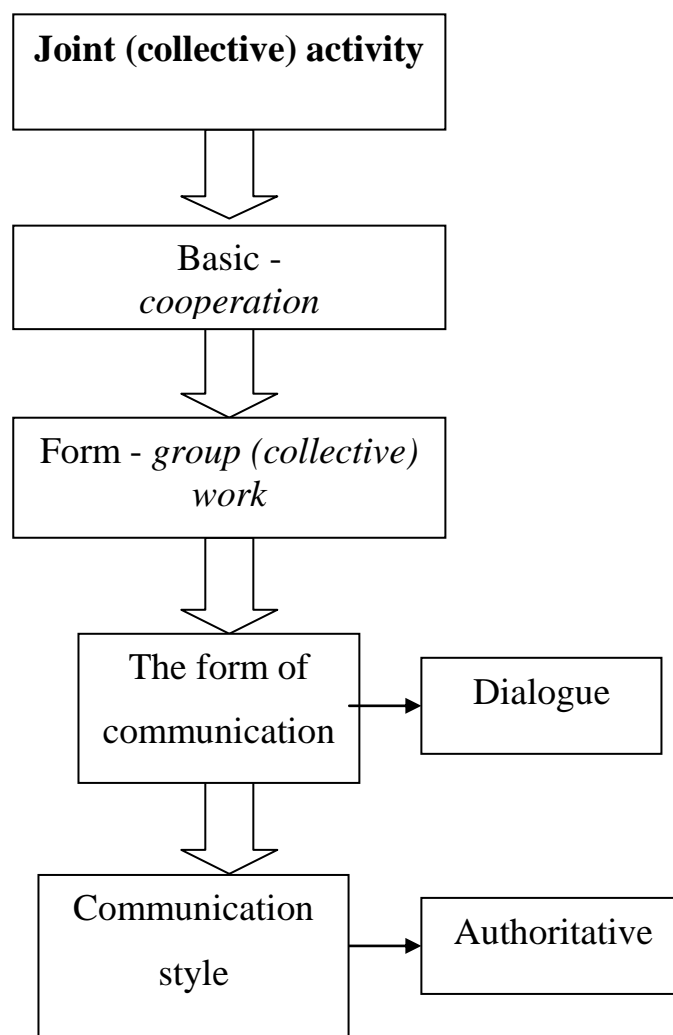
Scheme 6.16. Types of interpersonal relationships between teachers and students



Scheme 6.17. Factors of qualitative interpersonal relations

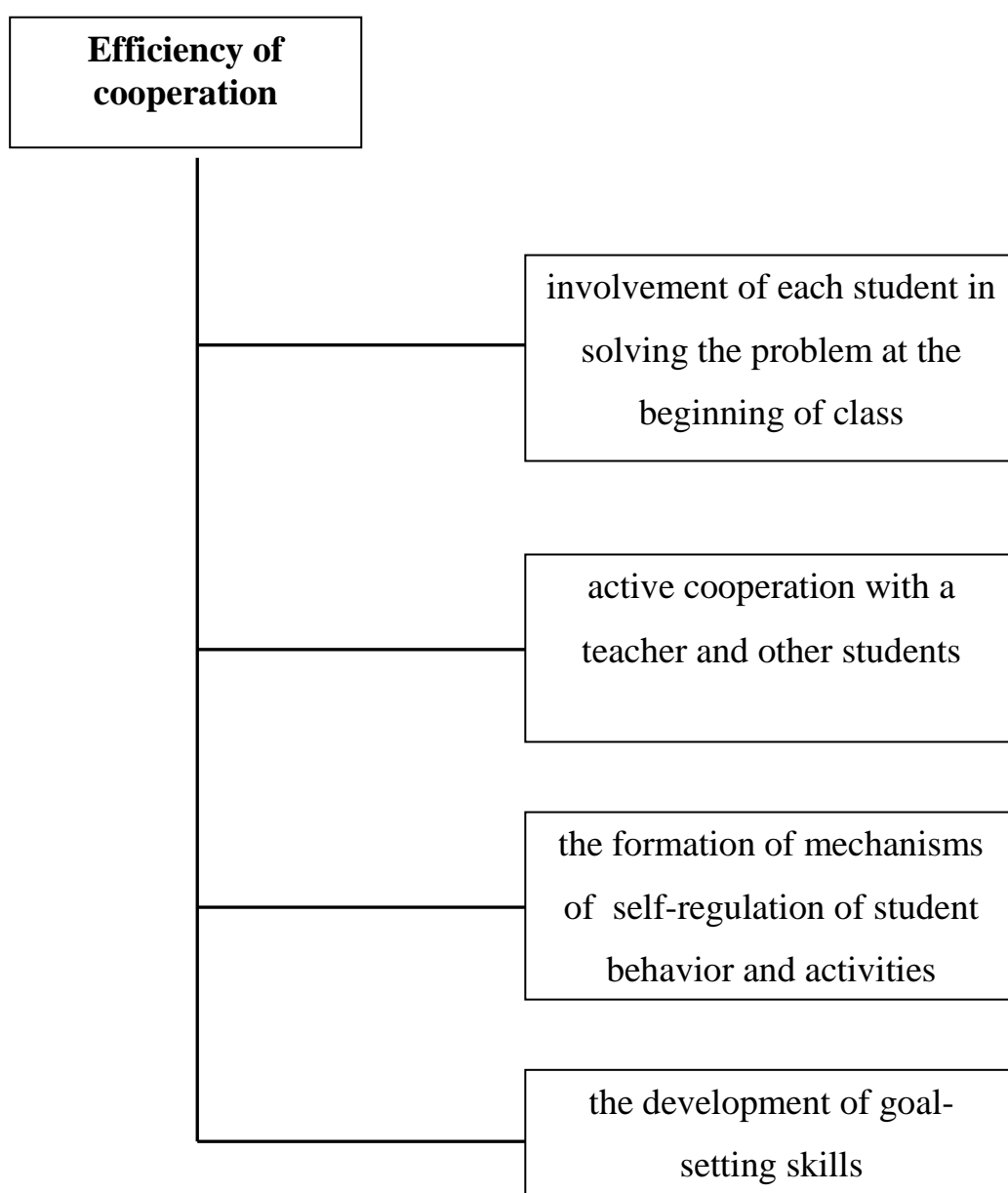


Scheme 6.18. Features of joint activities efficiency



Scheme 6.19. The structure of collective activity

Joint (collective) activity - activity, the task of which is a group task, requiring cooperation to resolve; there is mutual dependence while doing the task that requires separation of duties, mutual control and responsibility.



Scheme 6.20. Conditions of cooperation efficiency

Dictionary of Pedagogical Terms and Concepts

Notion/Term	Definition
Abstraction	<p>(Latin “abstractio” - removal, distraction) - the process of cognitive activity, which consists of imaginary distinguishing some properties of objects and phenomena and distracting from others. Abstraction is also the result of the abstraction process. Abstraction lies in the basis of the processes of <i>generalization</i> and <i>creation of concepts</i>. It also exists in the form of a sensory-visual image (drawings, diagrams, schemes, models, etc.). The process of abstraction formation takes place alongside with analysis, synthesis, generalization, specification and other mental operations.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
Authority	<p>(Germ. Autoritat, from Latin “autoritas” - power) - unconditional significance and influence of an individual or group of organization based on knowledge, moral merits, life experiences and traditions. They distinguish religious, political, scientific, pedagogical authority, etc. In the narrow sense authority is one of the forms of exercising power. In order to win and maintain authority a teacher must combine words with actions while doing his work. Authority is expressed in a teacher’s ability to direct his students’ thoughts, feelings and actions without compulsion. Authority is also expressed in recognizing a teacher’s authority by students, their to follow his instructions and advice.</p> <p>(Гончаренко С. Український педагогічний словник / С. Гончаренко. – К.: Либідь, 1997. – 376 с.)</p>
Adaptation	<p>(From medieval Latin “adaptatio” - adaptation, adjustment) - body’s ability to adapt to different conditions of the environment. Body's reactions are at the core of adaptation. They are aimed at maintaining the sustainability of its internal environment. A teacher’s adaptation to the audience is a kind of coping with it, capturing its interest and respect. A beginning teacher needs to select and comprehend the material for classes, as well as conduct internal work connected with his mood, formation of belief in the necessity and correctness of his actions.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<i>A didactic game</i>	<p>Is a method of imitation (imitating, reflection), making managerial decisions in various situations by playing games (losing, performing) according to given rules or rules offered by participants themselves.</p> <p>(Психолого-педагогічні аспекти реалізації сучасних методів навчання у вищій школі: навч. Посіб. / за ред. М.В.Артюшиної, О.М.Котикової, Г.М. Романової. – К.: КНЕУ, 2007. – С. 240.).</p>
<i>Assessment of Educational Activities</i>	<p>This is establishing the ratio between the actual results and standard results of education/</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 214.).</p>
<i>A modular rating system for controlling students' academic achievements</i>	<p>It is a consistent and systematic assessment of students' actions and results of actions done with tasks for each topic of academic discipline throughout the academic year (continuous assessment) and assessment of the level of mastering basic provisions of the discipline during the exam (final control)</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 249.).</p>
<i>Axiology</i>	<p>Axiology is a theory that describes and explains human values. Foundation of axiology as an independent discipline was caused by removing value problems from the science of modern and contemporary time. For modern science, the main features of which were outlined after the works of Galileo Galilei (research and experiment, which are necessarily connected with the procedure of measuring something), the world is deprived of value definitions. By itself, it is neither bad nor good for science; pure science does not speak the language of values. It is not the matter of science to praise or condemn, admire and be afraid. However, in recent years, pedagogical practice has been encouraging the formation of humanistic values among young people (respect for a different position, the need to consider a well-grounded opposite opinion, a desire to find a compromise, etc.), positive attitude to students' assimilation of Christian commandments.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<p><i>Active forms and methods of teaching</i></p>	<p>The activization of educational activity refers to a teacher's purposeful actions aimed at the development and use of such forms, methods and means of teaching that contribute to the increase of students' interest, independence and creativity in knowledge acquisition, formation of skills and habits of their practical application, as well as to the formation of ability to predict working situation and make independent decisions. The form of class is a system of class organization, its internal structure, a certain order of conducting it. The method of conducting a lesson is a way of transferring knowledge to students and its assimilation. Forms and methods are dialectically linked to each other. On the one hand, forms are filled with specific content with the help of methods; on the other hand, forms affect the quality of methods themselves. Active methods are such methods and techniques of influence that motivate students to do mental activity, to the manifestation of creative, research approach in knowledge and skills acquisition.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Business game</i></p>	<p>is a form of reproduction of substantive and social content of specialist's future professional activities, modelling such systems of relations that are characteristic of this activity as a whole. In a business game a student learns to perform quasi-professional activity, combining educational and professional elements. Knowledge and skills are not acquired by students in an abstract way, but in the context of future profession.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Belief</i></p>	<p>A belief is a person's conscientious need, which prompts him / her to act in accordance with his value orientations. The content of needs which manifest themselves in the form of beliefs reflects determined understanding of nature and society.</p> <p>A person's outlook helps to create an ordered system of views (political, philosophical, ethical, aesthetic, etc.), a set of beliefs. Various types of deep knowledge are the core of beliefs. Nevertheless, knowledge does not change into beliefs automatically. In order to make it a belief there should be the unity of knowledge and special attitude to it as to the thing that reflects the reality and has to define behavior. The emotional side of beliefs is connected with experiencing them sincerely. Effectiveness of beliefs is conditioned by the need to be guided by them in behavior, in daily activities. Beliefs make a person's</p>

	<p>behavior consistent, logical and purposeful.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Brainstorming</i>	<p>is an effective method of collective discussion, a search for a solution while discussing all participants' views.</p> <p>(Психолого-педагогічні аспекти реалізації сучасних методів навчання у вищій школі: Навч. посіб. / за ред. М.В.Артюшиної, О.М.Котикової, Г.М. Романової. – К.: КНЕУ, 2007. – С. 184.).</p>
<i>Consolidating students' knowledge, skills and abilities</i>	<p>Is a teacher's activity, aimed at profound knowledge consolidation. It is conducted at all stages of learning. Condolidation can be divided into the following types: reproducing memorization (students can re-think mastered educational material. They can retell it, write it down and generalize); training memorization (at first the acquired skills and habits are mastered to a necessary degree); creative memorization (students do not only reproduce and improve knowledge, skills and habits, but also reveal new aspects of the covered issues, study them from a different perspective and solve them).</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Content of Higher Education</i>	<p>Is a system of knowledge, skills and competences, professional ideological and civil qualities that should be formed in the process of learning, considering prospects for the development of society, science, technology, culture and art.</p> <p>(Лекції з педагогіки вищої школи: Навчальний посібник/ за ред. В.І.Лозової. – Харків: «ОВС», 2006. – с. 406).</p>
<i>Control over a student's educational and cognitive activities</i>	<p>Is a component of higher school educational process, which involves checking, assessment, and considering the evaluation results in the form of points.</p> <p>(Лекції з педагогіки вищої школи: Навчальний посібник/ за ред. В.І.Лозової. – Харків: «ОВС», 2006. – с. 267).</p>
<i>Competences</i>	<p>Are a person's abilities to perform certain actions while doing some activity on the basis of relevant knowledge. Competences are means of doing some actions mastered by a person and provided by a combination of acquired knowledge and skills. Competences can be both intellectual (e.g. performing grammatical analysis of words), and practical (literate writing). Unlike skills, competences can be formed without special exercises while doing some activity. In these cases, it relies on</p>

	<p>knowledge and skills acquired earlier while doing the similar actions. For example, skills of riding a bicycle and driving a car combined with knowledge of how to ride a motorcycle can determine the ability to ride a motorcycle without purposeful exercising. At the same time, competences are improved while the skills are mastered. A high level of competence means the ability to use different skills to achieve the same goal, depending on action conditions. When the competence is highly developed, the action can be performed in different ways. Competences acquired by a person do not only determine the quality of his / her activity and enrich his / her experience, but also can become an indicator of the level of a person's general mental development.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
Definition	<p>Definition, logical skill, with the help of which the content of concept is revealed, essential features of objects, reflected in the given content become clear. In the process of education (wider - in cognition), definition is used to establish the exact content of terms, original concepts.</p> <p>(Гончаренко С. Український педагогічний словник / С. Гончаренко. – К.: Либідь, 1997. – 376 с.)</p>
Didactics	<p>(from Greek “didaktikas” - instructive) is the most important branch of pedagogy, which studies theoretical foundations of education process organization, its regularities, principles, methods.</p> <p>(Педагогика : учебник / Л. П. Крившенко и др.; Под ред. Л.П. Крившенко. – М.: «Проспект», 2004. – С. 232).</p>
Distance education	<p>Is a complex of educational services provided to a wide range of people in the country and abroad with the help of a specialized informational and educational environment based on means of exchange of educational information at a distance (satellite television, radio, computer communication, etc.). This is education during which the subjects of study (teachers and students) who are separated from each other, carry out an educational process with the help of telecommunication facilities. The educational process is accompanied by creation of educational products and participants' internal changes (improving education). Modern distance education is carried out mainly through technology and Internet resources. In connection with the intensive development of information technologies, there are grounds for revising approaches to the education of young people who will live in the system of</p>

	<p>knowledge and activities. The development of local and global electronic networks, multimedia learning tools, rapid household computing significantly change and complement education form and content. These changes relate, first of all, to education conducted with the use of Internet resources and technologies. The development of a system of distance education is stipulated by a number of its advantages and abilities. These are, first of all, more flexible conditions for educating young people who can not get full-time education because of being far away from educational institutions, physical disadvantages and lifestyle peculiarities.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Didactic test (pedagogical test)</i>	<p>Is a set of standardized tasks prepared in accordance with certain requirements, which enable to identify competencies among participants of testing. The competences are subject to certain assessment according to pre-established criteria.</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 231.).</p>
<i>Education humanization and humanitarization</i>	<p><i>Education humanization</i> in higher education means the educational process conducted in accordance with the conditions of self-realization, self-determination of a student's personality in the sphere of modern culture. Creation of humanitarian sphere in the university, which contributes to revealing students' creative potential, formation of noosphere thinking, value orientation and moral qualities, followed by their actualization in professional and social activities.</p> <p><i>Education humanitarization</i>, especially humanitarization of technical education, involves expanding the list of humanitarian subjects, deepening the integration of their content for systemic knowledge acquisition.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Educational task</i>	<p>An educational task is a kind of teacher's order to students, which contains requirement to do some educational (theoretical and practical) actions. Doing tasks systematically contributes to mastering learning information.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<p><i>Educational excursion</i></p>	<p>Is the form of organization of training under the conditions of production, museum, exhibition, natural landscape in order to observe and study various objects and phenomena of reality by students. It involves a special organization of interaction between a teacher and students.</p> <p>(Педагогіка: Учебник / Л.П. Крившенко, М.Е. Вайндорф-Сысоева и др.; Под ред. Л.П. Крившенко. – М.: ТК Велби, Изд-во Проспект, 2004. – С. – 305).</p>
<p><i>Educational discussion</i></p>	<p>Is a method by which a group discussion of the problem is conducted in order to find out the truth by comparing different thoughts (Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 87.).</p>
<p><i>Educational tasks</i></p>	<p>They are clearly formulated problems and conditions for their solution, in which known and unknown is differentiated. That is what should be found out by doing a certain sequence of actions.</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 52.)</p>
<p><i>Educational and qualification characteristic (EQC)</i></p>	<p>Is a component of the higher education field standard, which summarizes the content of higher education. It reflects the aim of higher education and professional training, determines a graduate's place in the structure of the state economy and requirements of his/her competence, determines other socially important qualities, the system of production functions and typical tasks of activities and skills necessary for their implementation. EQCs of a graduate from a higher educational establishment is a normative document that summarizes the content of education, reflects the purpose of educational and vocational training, determines a graduate's place in the structure of the state's economy and requirements for his competence, as well as a graduate's socially important and personal qualities.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<p><i>Educational and professional programme (EPP)</i></p>	<p>Is a component of a field standard of higher education. It determines whether the normative term and normative part of the content of education match the direction of the corresponding educational and qualification level. It sets the requirements for the content, volume and level of a graduate's professional education. EPP is a state normative document that defines the normative content of education, sets requirements for the content, volume, level of education and professional training of specialists of the corresponding educational-qualification level according to the determined directions. It is used for developing and correcting the corresponding structural and logical schemes for specialists' training, curricula and programmes of educational disciplines; developing methods for diagnosing the level of a specialist's educational and professional training; determining the content of education as the basis for mastering a specialty or qualification; determining the content of education in the system.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p>Educational activity</p>	<p>Educational activity is a type of professional activity, the content of which is students' education, learning, training, development... One of the most important characteristics of educational activity is its joint nature: it always involves a teacher and the one whom he teaches, educates and develops. This type of activity cannot be the activity only "for himself". Its essence is in transition of activity "for himself" to activity "for another person", "for others". This activity combines a teacher's self-realization and his purposeful participation in changing the learner (the level of his / her preparation, development, education).</p> <p>(Введение в педагогическую деятельность: Учеб. пособие для студ. высш. учеб. заведений /А. С. Роботова, Т. В. Леонтьева, И. Г. Шапошникова и др.; Под ред. А. С. Роботовой. – 2-е изд., стереотип. – М.: Издательский центр «Академия», 2004. – С. 6)</p>
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	<p>teacher's self-realization and his purposeful participation in changing the learner (the level of his / her preparation, development, education).</p> <p>(Введение в педагогическую деятельность: Учеб. пособие для студ. высш. учеб. заведений / А. С. Роботова, Т. В. Леонтьева, И. Г. Шапошникова и др.; Под ред. А. С. Роботовой. – 2-е изд., стереотип. – М.: Издательский центр «Академия», 2004. – С. 6)</p>
<i>Electronic textbook</i>	<p>Electronic textbook is prepared in a format that uses hyperlinks, graphics, animation, a presenter's talks, registration forms, interactive tasks, multimedia effects. Electronic textbooks have significant advantages over their paper predecessors. Thus, a single CD-ROM (650 MB) contains about 4000 volumes of books which corresponds to a large home library. A teacher who has educational information on his discipline in electronic form can quickly edit it and post the material on the website so that all his students can have access to it. Electronic textbooks are almost eternal, they take up little space and are very mobile. The electronic textbook is varied in usage: one can adjust it to any readable form, change the colour of the background, text size, font size. If there is a need, one can print a part of a textbook or publish as many copies as needed, decorating it as one desires (complying with copyright). Textbooks, created in html format, which is the main format of the Internet, are simple to design and use.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Exercises</i>	<p>Exercises are multiple repetitions of mental or practical actions in order to master them.</p> <p>(Психологія діяльності та навчальний менеджмент: навчальний посібник. / М.В. Артющина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артющиної. – К.: КНЕУ, 2008. – С. 88.).</p>
<i>Encouragement</i>	<p>Encouragement is a form of moral sanction. It is a positive influence of an authoritative person, any state or public authority on a person in order to consolidate the results achieved by him (actions, behavior, position, etc.) and praise him in public. Encouragement is manifested in merit recognition (usually done in public). In education, encouragement is a method which stimulates a young person's development. In practice, encouragement has a much more powerful effect than punishment. Encouragement causes positive emotions, promotes self-esteem, discipline,</p>

	<p>responsibility, and so on. Encouragement is done in various verbal forms (gratitude, approval, etc.), awards, gifts depending on a person's age, interests, habits, goals of education and specific situations.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Experiment</i>	<p>(Latin “experimentum” - experience, trial) - in pedagogy and psychology, experiment is one of the main (along with observation), methods of scientific knowledge, with which the phenomena of reality are investigated under controlled and guided conditions. In psychological and pedagogical studies, the experiment aims at identifying changes in human behavior with a systematic manipulation of factors (variables) that determine this behavior. A correctly staged experiment makes it possible to test hypotheses about causal relationships, not being limited to establishing the connection (correlation) between variables. The experiment procedure lies in directed creation and selection of such conditions, which ensure a reliable distinction of the investigated factor, as well as in the registration of changes connected to its effect. Most often, two groups take part in a psychological and pedagogical experiment. They are: the experimental group which includes the investigated factor, and the control group, in which the investigated factor is absent. According to the purpose, there are summative and formative experiments. The purpose of the summative experiment is to measure the existing level of personality development. Formative (transforming, educational) experiment does not aim at stating the level of formation of some activity or developing some aspects of the psyche, but at pupils' or students' active formation or education. The theoretical basis for formative experiment is the concept of the leading role of teaching and education in mental development.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Examination</i>	<p>Is a form of education aimed at systematization, revealing and control of students' knowledge.</p> <p>(Педагогика: Учебник / Л.П. Крившенко, М.Е. Вайндорф-Сысоева и др.; Под ред. Л.П. Крившенко. – М.: ТК Велби, Изд-во Проспект, 2004. – С. – 307.)</p>

<i>ECTS</i>	<p>ECTS is a European credit transfer accumulation system, which involves introduction of a system of transferring academic work load which is understood in all European countries. ECTS credits reflect a student's total workload when studying a particular course or a part of it (a block), as well as what part of the total annual academic workload is distributed for studying a particular course (or a block of course) at a school that defines credits.</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник / За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 250-251).</p>
<i>Field of Study in Higher Educational Establishments</i>	<p>is a group of specialities with related content of higher education and professional training.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Further Training (refresher courses, improvement of professional skills)</i>	<p>is a kind of additional postgraduate professional education, recovery and deepening of previously obtained professional knowledge, improvement of employees' business skills, satisfying their educational needs connected with professional activities.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Form of study</i>	<p>This is the external side of educational process organization, which reflects the way of organizing students' and teachers' activities that are carried out in a certain order and mode and depend on the number of students, the character of interaction of subjects of the educational process, the level of autonomy and specific pedagogical activities.</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 144.).</p>
<i>Graduates' State Certification</i>	<p>According to the educational-professional programmes of bachelors' preparation, graduates' state certification is realized in the form of solving complex qualification tasks, that is, typical professional tasks, which simulate real productive situations of future activities. The form of masters' state certification involves doing complex tests and master's thesis defence.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<i>Generalization in education</i>	Is a mental action, which reveals relations and connections of the separate and general qualities of the material to be learnt. Generalization is one of the main mental actions. It is featured in any activity, allowing a person to find something general among variety of objects which is necessary for proper orientation in the outside world. Generalization is indispensably connected with the process of abstraction and in the process of learning it enables students to identify and highlight common properties among specific mastered knowledge. Generalization gives knowledge some integrity, which grants students' thinking a sense of certainty, consistency and discipline. (Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Higher education</i>	Is the result of assimilation of such a combination of systematized knowledge and skills, which allows to solve research and practical problems independently and responsibly, use and develop the achievements of culture, science and technology creatively. The specific character of higher education is in direct interaction of educational and scientific activities, teaching disciplines at the level that is as close to speciality or specialization as possible. (Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Higher Educational Establishments (HEE)</i>	HEE provide higher education to people studying in accordance with the programmes of different levels of education to meet educational needs and professional training in various fields of economy, culture, healthcare, science. They also conduct research work, retraining and advanced training of specialists. (Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Higher School Pedagogy</i>	Higher School Pedagogy is a branch of pedagogical science that studies theoretical and practical problems of students' personality development and their professional education in higher educational establishments. The subject of higher school pedagogy is educational process in higher school. They distinguish the following branches of higher school pedagogy: theory of educational and cognitive activities (it is sometimes called higher school didactics); psychology of learning and developing active mental activity; theory of information components of educational process; general methodology of

	<p>educational and scientific work; scientific organization and management of educational process; theory and methods of development and use of technical teaching aids (TTA); history of higher education and higher school pedagogy. Pedagogy uses a wide range of general scientific methods when studying its problems.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
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<i>Knowledge</i>	<p>Knowledge is the result of cognition process, verified by social practice, and reflection of it. It is logically recorded in a person's consciousness. Knowledge is a category that reflects the connection between a person's cognitive and practical activities. Knowledge is manifested in the system of concepts, judgements, ideas and images, oriented actions, etc., which has a certain amount and quality. Knowledge can be identified when it is manifested as an ability to perform certain mental or physical actions. Scientific knowledge can be transferred by means of organized goal-oriented learning. It is characterized by understanding the facts in the system of concepts of a particular science. That is why knowledge is wrongly identified with information. Scientific knowledge should be systematic, cover all the main issues in the studied area, be interdependent, have a certain logical structure and be assimilated in a definite sequence.</p>

	(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Learning module</i>	In the practice of education organization in Ukraine learning module is considered to be: a) a content-based unit of measurement of educational information; b) a relatively integral set of educational elements consisting of separate or integrated disciplines, or their parts, a set of themes or separate issues (Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 243.).
<i>Learning</i>	Is a joint and purposeful activity of a teacher and his students, during which the development of personality, his / her education and training are carried out. Didactics of education is manifested in the unity of teaching as a teacher's activity with learning. That is, learners' activity while social experience in the form of content of education is transferred to them. Educational unity, which educates and develops the functions of learning, serves as a principle of pedagogical activity. (Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Learning (Education) technology</i>	Is a lawful pedagogical activity that implements a scientifically-grounded project of didactic process and which has a higher degree of effectiveness, reliability, and result assurance than the traditional methods of education (Сериков В.В. Образованность и личность. Теория и практика проектирования образовательных систем. – М.: Логос, 1999.- С. 105).
<i>Mark</i>	Quantitative reflection of evaluation. (Лекції з педагогіки вищої школи : навчальний посібник/ за ред. В.І.Лозової. – Харків: «ОВС», 2006. – с. 297).
<i>Means of education</i>	Means of education is an obligatory element of educational process provision, which makes up its informational and subject environment along with content of education. Means of education are one of the main components of didactic systems along with aims, content, forms and methods of education. The main groups of means of education include natural objects, images and reflections, descriptions of objects and phenomena, technical means of education (see Technical means of education). The system of means of education is a set of objects of educational equipment, which is marked by a certain integrity, autonomy and is intended to solve educational and pedagogical tasks.

	(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)
<i>Management of higher educational establishment</i>	<p>The system of HEE management is aimed at creating optimal conditions for implementation of the constitutional right of Ukrainian citizens to receive higher education in accordance with a person's abilities and needs and is based on the following principles: separation of rights, powers and responsibilities of the owner, higher education authorities, administration of university and its structural divisions; the unity of collegiality and administration; independence from political parties, public and religious organizations; ensuring democracy of educational activities management; realization of democratic freedoms of all participants of educational activity and ensuring responsibility for students' academic achievements; creating conditions for free search, teaching and spreading truthful information; providing social and legal guarantees for lecturers' creative activity; efficiency of interaction of all levels of management vertical; transparency of qualification requirements for the positions of higher education teaching personnel, procedures and criteria for evaluating the quality of teachers' work.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Method of presentation</i>	<p>Is used to present achievements or material, which require maximum visualization</p> <p>(Психолого-педагогічні аспекти реалізації сучасних методів навчання у вищій школі: Навч. Посіб. / за ред. М.В.Артюшиної, О.М.Котикової, Г.М. Романової. – К.: КНЕУ, 2007. – С.187).</p>
<i>Methods of activating educational and cognitive activity</i>	<p>They are a complex of methods and techniques of psychological and pedagogical influence on students, which (in comparison with traditional methods of learning), in the first turn, are aimed at developing students' creative independent thinking, activating their cognitive activity, forming creative skills and skills of solving certain professional problems in a non-standard way and improving skills of professional communication.</p> <p>(Ягупов В.В. Педагогіка: Навч. посібник. – К.: Либідь, 2002. - С. 352).</p>

<i>Method of instruction</i>	<p>Is an ordered system of purposeful successive actions of subjects of learning done to a consciously determined subject of activity using corresponding means. The system is ordered according to certain principles and results in receiving expected learning outcomes.</p> <p>(Козаков В.А., Дзвінчук Д.І. Психолого-педагогічна підготовка фахівців у непедагогічних університетах: К.: ЗАТ «НІЧЛАВА», 2003. – С. 35.)</p>
<i>Module</i>	<p>A module is a logically completed part of educational material, which must be supplemented by control of the level of knowledge and formation of students' skills and abilities (Товажнянский Л.Л., Романовський О.Г., Бондаренко В.В., Пономарьов О.С., Черваньова З.О. Основи педагогіки вищої школи: Навч. посібник. – Харків, НТУ "ХП", 2005.- С.300).</p>
<i>Pedagogy</i>	<p>(From Greek: paidagogike te'achne, skill, from pais, genitive case from paidos - child, and ago - lead) – a branch of science that reveals the essence, patterns of education, the role of educational processes in the development of a personality that develops the ways and methods of improving their effectiveness. The contents of pedagogy, the ideas about its status and main categories changed with the development of Arts and Sciences. Being developed as a science about bringing up children (it is where the name came from), pedagogy expanded its sphere in the process of evolution of schooling, mass general European school and the systems of general and professional education. Pedagogy currently covers issues that are not only related to childhood and adolescence, but also to other age periods of a human life as well as various forms of organization of academic, pedagogical and educational activities. As there is no consensus among theorists on either the full set of pedagogical categories or on their usage, scholars usually focus on such basic concepts of pedagogy as education, training, learning, development and socialization.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Pedagogical technology</i>	<p>Pedagogical technology is a systematic and consistent implementation of pre-planned educational and pedagogical process into practice. It is the project of a certain pedagogical system carried out in practice.</p> <p>(В.П.Беспалько Слагаемые педагогической технологии. – М.: Педагогика, 1989. – С. 5-6).</p>

<p><i>Pedagogical practice (Teaching practice)</i></p>	<p>Is a form of professional training in a higher and secondary specialized pedagogical educational institution, which serves as a link for future educators' practical training. Pedagogical practice (teaching practice) is conducted under the conditions which are as close to the teacher's professional activities as possible. In the process of pedagogical practice future teachers' professional and personal development are intensified. Students are involved into real practical activities, get familiar with teachers' duties and master the logic of teacher's professional behavior. Content and structure of students' activity during practice is close to real teacher's professional activity and is characterized by the same variety of relations (with students, their parents, other teachers) and functions as professional teacher's work.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Pedagogical projection</i></p>	<p>Pedagogical projection is a preliminary development of the main idea and details of students' and teachers' future activity. It is based on a teacher's ability to create possible options of future activity and anticipate (project) future results. Pedagogical projection is any teacher's function, it is no less important that organizational, gnostic (search for content, methods and means of interaction with students) or communicative function. The objects of pedagogical projection are: pedagogical systems, pedagogical process and pedagogical situations. Pedagogical process is the main projection object for a teacher as it is the unity of those components (factors), which contribute to the development of students and teachers in their direct interaction.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Pedagogical process design</i></p>	<p>Is a purposeful creative preliminary definition and design of the program of subjects' joint activity and its further implementation, which is aimed at ensuring a personal development approach.</p> <p>(Підготовка майбутнього вчителя до впровадження педагогічних технологій: Ніч. посіб. / О.М.Пехота, В.Д.Будак, А.М.Старева та ін; За ред. І.А.Зязюна, О.М.Пехоти. – К.: Видавництво А.С.К., 2003. – С. 104.).</p>

<p><i>Pedagogical interaction</i></p>	<p>Pedagogical interaction is a process that takes place between a teacher and his students during academic and educational work and aims at their personalities development. Interaction is a philosophical category that reflects the overall intrinsic (ontological) connection between all the things alive. In pedagogical science pedagogical interaction serves as one of the key concepts and as a scientific principle. It is the process of development of a favourable formation of both a pupil's and a teacher's personalities when an authoritative teacher has a leading role. Interaction of these parties is evident in all kinds of activities, in cognition, play, work, communication; its influence penetrates into the "core" of participants' personal relationships; it awakens students' willingness to be, according to V. Sukhomlinskii's words, "the one who is educated". Pedagogical interaction is a complex process that consists of many factors, the most important of which are - didactic, educational, socio-educational interactions.</p> <p>(Словник термінів і понять з педагогіки вищої школи: посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Pedagogical system</i></p>	<p>Combines a complex of pedagogical goals; people who realize them in the process of purposeful activity; relations that arise between its participants; managerial activity to ensure pedagogical system viability.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<p><i>Professional Practice (Traineeship)</i></p>	<p>Is a form of higher school educational process organization, the didactic aims of which are the formation of professional abilities and skills; extension, consolidation, synthesis and systematization of knowledge while using it for performing certain activities.</p> <p>(Педагогіка: Учебник / Л.П. Крившенко, М.Е. Вайндорф-Сысоева и др.; Под ред. Л.П. Крившенко. – М.: ТК Велби, Изд-во Проспект, 2004. – С. – 306.).</p>
<p><i>Problem-based learning</i></p>	<p>Is such an organization of the process of learning, the essence of which is in creating problem situations during the process of education, students' singling out and solving problems.</p> <p>(Педагогіка вищої школи: Навч. посіб. /З.Н. Курлянд, Р.І. Хмелюк, А.В. Семенова та ін.; За ред. З.Н. Курлянд. – 3-е вид., перероб. і доп. – К.: Знання, 2007. – С.119).</p>

<i>Problematic presentation of educational information</i>	<p>Is a lecturer's activity, aimed at creating problem situations, setting educational problems and guiding students' independent cognitive activity in the process of formulating or solving problems (or in both of these components).</p> <p>(Дрибан В.М. Активизация обучения в высшей школе; аспект проблемного обучения /Учебное пособие – изд. 2-е, доп. – Донецк: Дон ГУЭТ, 2002. – С.44).</p>
<i>Problem issues</i>	<p>Are the issues answers to which can't be found either in prior students' knowledge, nor in available presented information. These issued cause intellectual strain (Махмутов М.И. Проблемное обучение. Основные вопросы теории. – М.: Педагогика, 1975 – С. 220).</p>
<i>Practical class</i>	<p>(From Latin. practicos - active) is a form of class during which a teacher organizes the study of certain theoretical provisions of a discipline by students and forms abilities and skills of their practical implementation by means of students' performing various tasks individually.</p> <p>(Кузмінський А.І. Педагогіка вищої школи: Навчальн. посіб. – К.: Знання, 2005. – С. 302).</p>
<i>Postgraduate education</i>	<p>Postgraduate education is specialized improvement of education and professional skills of people of some profession by means of deepening, expansion and renewal of their professional knowledge, competences and skills or obtaining another profession on the basis of his / her educational and qualification level and practical experience. Postgraduate education creates conditions for continuous education and includes retraining, specialization, profile extension and internship. Retraining is obtaining another speciality on the basis of existing educational qualification level and practical experience. Profile extension (improving one's professional skills) is person's mastering the ability to perform additional tasks and duties within his / her specialty. Internship is a person's receiving new experience performing tasks and duties of the defined speciality.</p> <p>A person who attended a retraining course and passed the state certification successfully, receives a document about corresponding higher education. A person who completed internship, specialization or a profile extension (improved qualification) successfully, receives a corresponding document on postgraduate education.</p> <p>(Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>

<i>Rating of education</i>	<p>“Accumulated mark” or a mark that includes “prehistory”, that is, the result of a student's work during a certain period of time, such as a term.</p> <p>(Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 245.).</p>
<i>Seminar</i>	<p>(From Lat. seminarium – “arboretum”) is a form of lessons, during which a teacher organizes a discussion of predefined topics to which students prepare abstract responses or individual reports.</p> <p>(Педагогіка вищої школи: Навч. посіб. / З.Н. Курлянд, Р.І. Хмелюк, А.В. Семенова та ін.; За ред. З.Н. Курлянд. – 3-тє вид., перероб. і доп. – К.: Знання, 2007 – С.135).</p>
<i>Social pedagogy</i>	<p>Is a purposeful creation of conditions (spiritual, material, organizational) for human development. Pedagogy in the narrow sense is a purposeful activity, aimed at formation of a system of personal qualities, attitudes and beliefs among children and young people. Pedagogy in the local sense is the solution of some particular educational problem (for example, educating social activity, collectivism, etc.). Pedagogy as a part of an individual’s socialization is carried out through education and organization of student body life. Pedagogy involves education, that is, propaganda and spread of culture and learning. The most generalized classification consists of mental, labour and physical education. According to the dominant principles and style of relations between educators and pupils, they distinguish between authoritarian, free and democratic education.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Teaching</i>	<p>Is pedagogical management of learners’ educational and cognitive activity; one of the components of the process of education. Teaching is carried out both directly by a teacher and in the mediated form, and involves a counter directed learning process. Teacher’s activities include selection, systematization, structuring, perception, awareness and mastery of educational information, methods of students’ working with it and presenting it to those who are taught during pedagogical practice. They also involve organization of learners’ rational, effective activities which correspond to the teaching tasks and include mastering a presupposed system of knowledge and skills. A teacher’s activity also includes planning and organization of his own work. In this context, management as</p>

	<p>pedagogical influence does not bear corrective but formation character and is aimed at educating students; developing their different structures of mental activity and is aimed at personality development. Management of learning and cognition is interpreted as a process of presenting such a system of educational tasks to students, which involves students' gradual and consistent advancement in cognitive stages while solving the tasks, from the low level tasks and cognitive autonomy to the creative one.</p> <p>(Словник термінів і понять з педагогіки вищої школи: Посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Teacher's competences</i>	<p>Teacher's competences are a set of a teacher's actions, which primarily relate to the functions of pedagogical activities. They primarily reveal teacher's individual psychological characteristics and testify about his subject and professional competence. In terms of didactics, teaching competences contain three main types of skills. They are: ability to transfer available knowledge, variants of solution, teaching and pedagogical skills and abilities into the conditions of a new pedagogical situation; ability to find a new solution for every pedagogical situation; ability to create new elements of pedagogical knowledge and ideas, to construct new compositions of pedagogical knowledge and ideas, and finally, the ability to work out new techniques for solving specific pedagogical situation. (Словник термінів і понять з педагогіки вищої школи : посібник / В.В. Приходько, В.В. Малий, В.Л. Галацька, М.А. Мироненко. – Дніпропетровськ, 2005. – 181 с.)</p>
<i>Test tasks</i>	<p>Are certain types of learners' actions, which must be accepted as evidence of achievement result (Психологія діяльності та навчальний менеджмент: Навчальний посібник. / М.В. Артюшина, Л.М. Журавська, Л.А. Колесніченко та ін.; За заг. ред. М.В.Артюшиної. – К.: КНЕУ, 2008. – С. 231.).</p>
<i>Training</i>	<p>Is a multifunctional method of predicted changes in psychological phenomena of a person, group and organization in order to harmonize a person's professional and personal life (Макшанов С.И. Психология тренинга. – Спб.: Б.в., 1997. – 212 с.).</p>

Educational publication

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**HIGHER SCHOOL PEDAGOGY
IN TABLES AND SCHEMES**

Manual

Responsible for the issue: Zelens'ka L. D.

Computer layout: Zhernovnykova O.A.

Corrector: Shcheblykina T.A.

Print subscription 13.03.2019 Format 60x84 1/16. Offset paper.

Font: Times New Roman, offset printing, conditional printed sheets: 16,19 ,
accounting sheets: 7,80 , Order №492, Edition 300 copies, negotiated price.

H.S.Skovoroda Kharkiv National Pedagogical University
Ukraine, 61002, Kharkiv, Alchevskyh st., 29.

«Mitra» publishing house

Registration certificate: ДК №1635 from 25.12.2003

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