



Actual Problems of Higher School Pedagogy
Work program of the educational component
(Syllabus)

Details of the educational component

Higher education level	<i>Third (educational and scientific)</i>
Field of Knowledge	<i>G - Engineering, Manufacturing and Construction</i>
Speciality	<i>G11 Mechanical Engineering</i>
Educational program	OPP Industrial Engineering Industrial machinery engineering
Status of the educational component	<i>Mandatory</i>
Form of study	<i>full-time (daytime)</i>
Year of preparation, semester	<i>1st year, spring semester</i>
Scope of the educational component	<i>2,0 (60)</i>
Semester Control/ control measures	<i>Passed</i>
Class schedule	<i>2 hours per week (1 hour of lectures and 1 hour of practical classes)</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader / teachers	Lectures: Assoc., Ph.D., Assoc. Kazak Iryna Oleksandrivna http:// intellect.kpi.ua/profile/kio69 Practical classes: Assoc. Prof., Ph.D., Assoc. Prof. Kazak Iryna Oleksandrivna
Course placement	<i>Sikorsky Platform</i>

Program of the educational component

1. Description of the educational component, its purpose, subject of study and learning outcomes

The educational component "Actual Problems of Higher School Pedagogy" provides for the preparation of postgraduate students for future pedagogical activities in higher education institutions as assistants, which provides for the independent assimilation of pedagogical literature, the development and conduct of all types of classes and control measures in a higher education institution, the analysis and selection of effective didactic teaching methods, and a critical assessment of their classes.

The subject of the educational component "Actual Problems of Higher School Pedagogy" of postgraduate students of the specialty G11 "Mechanical Engineering" is the theoretical foundations of the organization of the educational process in a higher education institution and the scientific foundations of higher school management.

The integral competence of studying this educational component is the ability to solve complex problems in the field of professional and/or research and innovation activities, which involves a deep rethinking of existing and the creation of new holistic knowledge and/or professional practice.

The purpose of the educational component is to form the abilities of postgraduate students for the specialty G11 "Mechanical Engineering":

- Ability to abstract thinking, analysis and synthesis ZK 01;
- Ability to search, process and analyze information from various sources, generate new ideas and solve complex problems of industrial engineering ZK 02;
- Ability to work in an international context ZK 03;
- Ability to solve problems in the field of industrial engineering on the basis of a systematic scientific worldview and general cultural outlook, in compliance with the principles of academic integrity ZK 04;
- Ability to present and discuss the results of scientific research and/or innovative developments in Ukrainian and English (or other) languages orally and in writing, deep understanding of English (or other foreign language) scientific texts in the field of mechanical engineering FK 02;
- Ability to continuous self-development and self-improvement FC 04.

After mastering the educational component, postgraduate students must demonstrate the following learning outcomes:

- Have conceptual and methodological knowledge of mechanical engineering and on the frontier of subject areas, as well as research skills sufficient to conduct scientific and applied research at the level of the latest world achievements in the relevant area, gain new knowledge and/or implement innovations PRN 01;
- Freely present and discuss with specialists and non-specialists the results of research, scientific and applied problems of mechanical engineering in state and foreign languages, publish the results of research in scientific publications in leading international scientific publications PRN 02;
- Apply modern tools and technologies for searching, processing and analyzing information, in particular, statistical methods for analyzing data of large volume and/or complex structure, specialized databases and information systems PRN 05.

2. Pre-requisites and post-requisites of the educational component (place in the structural and logical scheme of education according to the relevant educational program)

The educational component "Actual Problems of Pedagogy of Higher Education" is studied after mastering the educational components of psychological orientation in the bachelor's training program and after mastering the educational components of pedagogical orientation in the master's training program. The educational component "Actual Problems of Higher School Pedagogy" provides the educational component "Pedagogical Practice".

3. Content of the educational component

Topic 1. Conceptual directions for the development of higher education in Ukraine.

Conceptual directions for the development of higher education in Ukraine. The Bologna Process as a Means of Integration and Democratization of Higher Education. Adaptation of higher education in Ukraine to the requirements of the Bologna process.

Topic 2. Didactic Foundations of Personnel Training in the Higher Education System.

Didactic foundations of the pedagogical process. Patterns of the learning process. Principles of learning. Taxonomy of the goals of the educational process. The place of higher school pedagogy in the system of pedagogical sciences. Connection of Higher School Pedagogy with Other Sciences. The concept of a holistic pedagogical process. The structure of higher education, the levels of training of specialists, the system of higher educational institutions. Principles of Activity of Educational Institutions. Components of state standards of higher education. Priority areas of reforming and modernizing higher education in Ukraine in the context of integration into the European educational space. Directions for improving higher education in Ukraine.

Topic 3. Organization of the educational process in the system of personnel training in higher education.

Educational and methodological complex in the system of training personnel in higher school. Educational schedule, work programs and thematic plans in higher school. Organization of classroom work with students. Organization of work of a teacher of higher educational institutions of III-IV levels of accreditation. The role of the department in the management of the educational process in higher

education. Participation of teachers of the department in quality control of the educational process.

Topic 4. Methods of teaching academic disciplines on organizational forms of education in higher school.

Methods of lecturing. General recommendations for the lecturer. Lecture evaluation map. Types of lectures and their features. Methods of conducting laboratory classes. Types of laboratory classes. and their features. Methods of conducting practical and seminar classes. Plan-synopsis of the practical lesson. Map of the assessment of a practical (seminar) lesson. Scale of Assessment of the Quality of Seminar Classes in Higher School.

Topic 5. Organization of control in higher school.

Methodology for assessing knowledge, skills and abilities (taking exams and tests). Organization of exams and tests. Map of assessment of the organization of exams and tests. Methodological foundations of the organization of test control of knowledge. Evaluation in testing. Grade during semester control. Methods of organization of course and diploma design. Organization of practices for training future specialists. Organization of independent and individual work of students in a higher educational institution.

Topic 6. Methodological foundations of the activation of the educational process in higher school.

Innovative pedagogical technologies for intensifying learning. Methods and forms of activating the educational process. Organization of problem-based learning. Distance education system. Cancel the features of modular learning. Principles of modular learning. Credit-modular learning technology.

Topic 7. Didactic foundations of management of educational and creative activities in higher school.

Conceptual foundations of management of educational and creative activities. The theory of step-by-step formation of creative experience. Pedagogical influence on the development of a creative personality.

Topic 8. Features of the activity of a higher school teacher.

The main components of teaching. Functional duties of a higher school teacher. Professional and pedagogical communication and typology of the personality of a higher school teacher. The essence, components and content of the pedagogical culture of a higher school teacher.

Topic 9. Pedagogical skills of a higher school teacher.

Pedagogical skills (moral and spiritual values, professional knowledge, socio-pedagogical qualities, psychological and pedagogical skills, pedagogical technique). The problem of psychological and pedagogical support of the activities of a higher school teacher. The essence and content of the main psychological and pedagogical skills of a higher school teacher.

4. Training materials and resources

For the successful study of the educational component , it is enough to work through the educational material taught at the lectures, as well as familiarize yourself with:

Basic literature

1. Pedagogy of Higher School [Electronic resource] : textbook / V. P. Golovenkin ; Igor Sikorsky Kyiv Polytechnic Institute. – 2nd ed., revised and supplemented. – Electronic text data (1 file: 3.6 MB). – Kyiv : Igor Sikorsky Kyiv Polytechnic Institute, 2019. – 290 p. Access mode: https://ela.kpi.ua/bitstream/123456789/29032/3/Higher_School_Pedagogy_2019.pdf
2. Pedagogy of Higher School: Teaching. Manual. / M. M. Fitsula. – Kyiv: Akademvydav, 2006. - 354 p.–. Access mode: https://library.udpu.edu.ua/library_files/412096.pdf
3. Pedagogy of Higher School: Teaching. Manual. / Z.N. Kurlyand, P24 R.I. Khmelyuk, A.V. Semenova et al.— 3rd ed., rework. and additional. — Kyiv: Znannya, 2007. – 495 p. – Access mode: https://library.udpu.edu.ua/library_files/416808.pdf
4. European Credit and Transfer Accumulation System: User's Handbook. from English; per row. Dr. Techn. Sci., prof. Y. M. Rashkevych and Dr. Ped. Sci., Assoc. Prof. Zh. V. Talanova. – Lviv: Lviv Polytechnic Publishing House, 2015. 106 p. (in Russian). Access mode: <https://erasmusplus.org.ua/korysna-informatsiia/korysni-materialy/category/3-materialy-natsionalnoi-komandy-ekspertiv-shchodo-zaprovadzhennia-instrumentiv-bolonskoho-protsesu.html?download=126:yekts-dovidnyk-korystuvacha-2015-r-pereklad-ukrainskoiu-movoiu>

5. *Standards of Higher Education of NTUU "KPI": Recommendations for Development / Compiled by V. P. Golovenkin. – K. : NTUU "KPI", 2016. – 39 p. – Access mode: https://kpi.ua/files/Osvitni_programu_2018.pdf*
6. *Educational programs of NTUU "KPI": Recommendations for development / Compiled by V. P. Golovenkin. – K. : NTUU "KPI", 2016. – 40 p. – Access mode: https://kpi.ua/files/Osvitni_programu_2018.pdf*
7. *The procedure for creating and approving work programs (syllabuses) of academic disciplines (educational components) at Igor Sikorsky Kyiv Polytechnic Institute. – Access mode: <https://osvita.kpi.ua/node/174>*
8. *Methodical recommendations for the compilation of programs of academic disciplines and work programs of credit modules [Text] / Compiled by V. P. Golovenkin. – 4th ed., revised and supplemented – K. : NTUU "KPI", 2014. – 28 p. – Access mode: <https://kpi.ua/files/bologna/recommendations-programming-disciplines.pdf>*
9. *Regulations on the system of assessment of learning outcomes at Igor Sikorsky Kyiv Polytechnic Institute. – Access mode: <https://osvita.kpi.ua/node/37>*
10. *National Qualifications Framework. – Access mode: <https://mon.gov.ua/ua/tag/natsionalna-ramka-kvalifikatsiy>*
11. *Theory and Methods of Teaching in Higher School. Lecture Notes on Educational Discipline [Electronic resource]: teaching aids for the training of Doctors of Philosophy of full-time education, who study in the specialty 133 – "Branch Engineering" / I. O. Kazak. – Electronic text data (1 file: 1.37 MB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2018. – 116 p. – Access mode: <http://ela.kpi.ua/handle/123456789/25125>*

Supporting literature:

1. *Gladush V. A. Pedagogy of Higher School: Theory, Practice, History. Gladush, G. I., Lysenko – D., 2014. – 416 p. – Access mode: <http://distance.dnu.dp.ua/ukr/nmmateriali/documents/pedagogikavsh.pdf>*
2. *Dychkivska I. M. Innovative Pedagogical Technologies: Teaching Aid. / I. M. Dychkivska. – Kyiv: Akademvydav, 2004. – 352 p. – Access mode: <http://194.44.152.155/elib/local/r726.pdf>*
3. *Vitvytska S. S. Fundamentals of Pedagogy of Higher School: Methodological Manual. – Kyiv: Center for Scientific Literature, 2003. – 316 p. – Access mode: <http://irbis-nbuv.gov.ua/ulib/item/UKR0009426>*
4. *Zgurovskyi M. Z. State and tasks of higher education of Ukraine in the context of the Bologna process / M. Z. Zgurovsky; National Technical University of Ukraine "Kyiv Polytechnic Institute". – Kyiv: Polytechnic, 2004. – 76 p. (in Russian).*
5. *Zgurovskyi M. Z. Bologna Process: Main Principles and Ways of Structural Reform of Higher Education of Ukraine: Educational and Methodological Edition / M. Z. Zgurovskyi; Ministry of Education and Science of Ukraine, NTUU "KPI". – Kyiv: NTUU "KPI", 2006. – 544 c.*
6. *Educational technologies: Teaching method. Manual. / O. M. Pekhota, A. Z. Kiktenko, O. M. Lyubarska et al.; For a row. O. M. Pekhoty. – Kyiv: A.S.K., 2001. – 256 p.*
7. *Nisimchuk A. S. Modern Pedagogical Technologies / A. S. Nissimchuk, O. S. Padalka, O. T. Shpak. – K., 2000. – 368 p.*
8. *Textbook on the discipline "Pedagogy of Higher School" / A.V. Lysenko – Poltava: PoltNTU, 2018. – 102 p. – Access mode: <http://reposit.nupp.edu.ua/bitstream/PolNTU/5297/1/posibnukfinalredaktor.pdf>*
9. *Lectures on Pedagogy of Higher School: Teaching. Manual. / For order. V. I. Lozova. – Kharkiv: "OVS", 2006. – 496 p.*
10. *Sikorsky P. I. Credit-modular technology of learning: Teaching. manual. — Kyiv: Vyd-vo Evropep. UNTU, 2004. — 127 p.*
11. *Kaidalova L. G. Pedagogical Mastery of the Teacher: Manual. / L. G. Kaidalova, N. B. Shchokina, T. Y. Vakhrusheva. – Kharkiv: NUPh Publ., 2009. – 150 p. – Access mode: <http://dspace.nuph.edu.ua/handle/123456789/1759>*
12. *Culture of communication: educational and methodological manual for teachers. schools, students. ped. universities / F. S. Arvat, E. I. Kovalenko, S. V. Kyrylenko, P. M. Shcherban; per row. P. M. Shcherbanya. – Kyiv: IZMN, 1997. – 328 p. .*
13. *Volkova N. P. Professional-pedagogical communication: study. Manual. / N. P. Volkova. – Kyiv: Academy, 2006. – 256 p.*
14. *Pedagogical Mastery: Textbook / ed. I. A. Ziaziuna. – 2nd ed., add. and processing. – Kyiv:*

Vyshcha shkola, 2004. – 422 p.

15. Tsymbalyuk I. M. Psychology of communication: study. Manual. / I.M. Tsymbalyuk. – Kyiv: Professional, 2004. – 304 p.

16. Slepkan Z. Scientific Principles of the Pedagogical Process in Higher School / Z. Slepkan. – Kyiv: NPU, 2005. – 239 p.

17. Turkot T. Pedagogy of Higher School: Textbook for Students of Higher Educational Institutions / T.I. Turkot. – Kyiv: Condor, 2011. – 628 p.

18. Ushkarenko V. Organization of students' independent work / V.O. Ushkarenko, N.D. Smolienko, I.V. Osadchuk, T.I. Vinogradova. – Kherson: Ailant, 2005. – 96 p.

19. Tsekhmistrova G. Fundamentals of Scientific Research: Textbook / G.S. Tsekhmistrova. – Kyiv: Slovo Publishing House, 2004. – 240 p.

20. Yaksa N. Fundamentals of pedagogical knowledge: teaching. manual / N. Yaksa. – Kyiv: Znannya, 2007. – 357 p.

21. Theory and Methods of Teaching in Higher School. Practicum on Educational Discipline [Electronic resource]: teaching aids for the preparation of doctors of philosophy of full-time form of education, who study in the specialty 133 – "Branch Engineering" / I. O. Kazak. – Electronic text data (1 file: 559 kbytes). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2018. – 38 p. – Access mode: <http://ela.kpi.ua/handle/123456789/25126>

Information resources on the Internet

1. Syllabus of the educational component "Actual Problems of Higher School Pedagogy" for postgraduate students in the specialty G11 "Mechanical Engineering" of the Faculty of Engineering and Chemistry in the electronic Campus of Igor Sikorsky Kyiv Polytechnic Institute. Igor Sikorsky, <http://login.kpi.ua/> "Campus";

2. Synopsis of lectures on the discipline "Theory and Methods of Teaching in Higher School" on the website of the department: Website of the Department of Higher Education <https://cpsm.kpi.ua/metodichni-rozrobki/dlia-phd/5733-teoriia-i-metodyka-vykladannia-v-vyshchii-shkoli.html>

3. Methodical instructions on the discipline "Theory and Methods of Teaching in Higher School" for the implementation of tasks from practical classes and independent work on the website of the department: Website of the Department of Higher Education <https://cpsm.kpi.ua/metodichni-rozrobki/dlia-phd/5733-teoriia-imetodyka-vykladannia-v-vyshchii-shkoli.html>

4. Electronic archive of KPI <https://ela.kpi.ua/>

5. Sikorsky distance learning platform <https://sikorsky-distance.kpi.ua/>

6. It is possible to conduct On-line classes using the Zoom platform.

Educational content

5. Methods of mastering the educational component

Lectures

Lectures are aimed at:

- providing modern, holistic, interdependent knowledge on the educational component "Actual Problems of Higher School Pedagogy", the level of which is determined by the target setting for each specific topic;
- ensuring the creative work of postgraduate students in the course of the lecture together with the teacher;
- education of professional and business qualities in graduate students and the development of independent creative thinking in them;
- formation of the necessary interest in postgraduate students and providing direction for independent work;
- reflection of methodological processing of the material (highlighting the main provisions,

conclusions, recommendations, their formulation);

- accessibility for perception by this audience.

№ sala ry	Title of the lecture topic and list of main questions	Hours
1	2	3
1	Lecture 1. Topic 1. Conceptual directions for the development of higher education in Ukraine Conceptual directions for the development of higher education in Ukraine. The Bologna Process as a Means of Integration and Democratization of Higher Education. Adaptation of higher education in Ukraine to the requirements of the Bologna process. References: [Foundations 1, 11, Additions 1, 4, 5, 8, 17]. <u>Tasks for the SRS:</u> Study of the lecture material. Formulate the priority directions of state policy for the development of higher education in Ukraine. Formulate the principles of the Bologna process. Formulate the differences between the national education system and the European one. References: [main 1, 11, add. 1, 4, 5, 8, 17].	2
2	Lecture 2. Topic 2. Didactic Foundations of Personnel Training in the Higher Education System Didactic foundations of the pedagogical process. Patterns of the learning process. Principles of learning. Taxonomy of the goals of the educational process. The place of higher school pedagogy in the system of pedagogical sciences. Connection of Higher School Pedagogy with Other Sciences. The concept of a holistic pedagogical process. The structure of higher education, the levels of training of specialists, the system of higher educational institutions. Principles of Activity of Educational Institutions. Components of state standards of higher education. Priority areas of reforming and modernizing higher education in Ukraine in the context of integration into the European educational space. Directions for improving higher education in Ukraine. References: [Foundations 1, 11, Additions 1, 3, 8]. <u>Tasks on the SRS:</u> Study of the lecture material. Reveal the meaning of the concept of "pedagogy of higher education". Give the main activities of a higher educational institution in Ukraine. Formulate the patterns of the pedagogical process in higher school. Describe the components of the integral pedagogical process in higher education. References: [Foundations 1, 11, Additions 1, 3, 8].	2
3	Lecture 3. Topic 3. Organization of the educational process in the system of personnel training in higher education Educational and methodological complex in the system of training personnel in higher school. Educational schedule, work programs and thematic plans in higher school. Organization of classroom work with students. Organization of work of a teacher of higher educational institutions of III-IV levels of accreditation. The role of the department in the management of the educational process in higher education. Participation of teachers of the department in quality control of the educational process. References: [Foundations 1, 5, 6, 7, 11, Add. 3, 17]. <u>Tasks on the SRS:</u> Study of the lecture material. Determine the components of organizational and methodological support of the educational process in the system of training personnel in higher school. Reveal the purpose of the educational schedule, work program and thematic plans in higher school. Reveal the meaning of the concept of "educational and professional program" (OPP) of training personnel in higher school. Explain the purpose of the individual curriculum of a teacher in higher school. Literature: [Bass. 1, 5, 6, 7, 11, add. 3, 17].	2

№ sala ry	Title of the lecture topic and list of main questions	Hours
1	2	3
4	Lecture 4. Topic 4. Methods of teaching academic disciplines on organizational forms of education in higher school. Methods of lecturing. General recommendations for the lecturer. Lecture evaluation map. Types of lectures and their features. Methods of conducting laboratory classes. Types of laboratory classes. and their features. Methods of conducting practical and seminar classes. Plan-synopsis of the practical lesson. Map of the assessment of a practical (seminar) lesson. Scale of Assessment of the Quality of Seminar Classes in Higher School. References: [Foundations 1, 2, 11, Additions 1, 2, 3, 8, 9, 10, 17, 20]. <u>Tasks on the SRS:</u> Study the material of the lecture. Reveal the content of the lecture evaluation map in higher school. Describe the types of laboratory classes. and their features in higher school. Reveal the content of the assessment map of a practical (seminar) lesson in higher school. References: [Foundations 1, 2, 11, Additions 1, 2, 3, 8, 9, 10, 17, 20]. Topic 5. Organization of control in higher education Methodology for assessing knowledge, skills and abilities (taking exams and tests). Organization of exams and tests. Map of assessment of the organization of exams and tests. Methodological foundations of the organization of test control of knowledge. Evaluation in testing. Grade during semester control. Methods of organization of course and diploma design. Organization of practices for training future specialists. Organization of independent and individual work of students in a higher educational institution. References: [Foundations 1, 2, 4, 11, Additions 2, 8, 10]. <u>Tasks on the SRS:</u> Study of the lecture material. Describe the types of control of assessment of knowledge, skills and abilities in the educational process in higher school. What does the assessment card of the organization of exams and tests in higher school contain. Formulate the methodological foundations for the organization of test control of knowledge in higher school. Reveal the meaning of the concept of "test" for knowledge control in higher school. Describe how a course project differs from course work in higher school. References: [Foundations 1, 2, 4, 11, Additions 2, 8, 10].	2
5	Lecture 5. Topic 6. Methodological Foundations of Intensification of the Educational Process in Higher Education Innovative pedagogical technologies for intensifying learning. Methods and forms of activating the educational process. Organization of problem-based learning. Distance education system. Cancel the features of modular learning. Principles of modular learning. Credit-modular learning technology. References: [Foundations 1, 2, 3, 11, Supplements 2, 6, 7, 9, 10]. <u>Tasks on the SRS:</u> Study of the lecture material. Give the types of innovative pedagogical technologies for intensifying learning in higher school. Reveal the meaning of the concept of "teaching methods" in higher school. References: [Foundations 1, 2, 3, 11, Supplements 2, 6, 7, 9, 10]. Topic 7. Didactic Foundations of Management of Educational and Creative Activities in Higher School Conceptual foundations of management of educational and creative activities. The theory of step-by-step formation of creative experience. Pedagogical influence on the development of a creative personality. References: [Foundations 1, 11, Additions 1, 2]. <u>Tasks on the SRS:</u> Study of the lecture material. Reveal the conceptual foundations of the management of educational and creative activities. Reveal the essence of the	2

	<i>theory of the phased formation of creative experience. Describe the ways of pedagogical influence on the development of a creative personality. References: [Osn. 1, 11, Add. 1, 2].</i>	
6	Lecture 6. Topic 8. Features of the activities of a higher school teacher <i>The main components of teaching. Functional duties of a higher school teacher. Professional and pedagogical communication and typology of the personality of a higher school teacher. The essence, components and content of the pedagogical culture of a higher school teacher. References: [Foundations 1, 11, Additions 1, 3, 12, 13, 15, 17]. Tasks on the SRS: Study the material of the lecture. Describe the main components of teaching in higher school. Explain the essence, components and content of the pedagogical culture of a higher school teacher. References: [Foundations 1, 11, Additions 1, 3, 12, 13, 15, 17].</i> Topic 9. Pedagogical Skills of a Higher School Teacher <i>Pedagogical skills (moral and spiritual values, professional knowledge, socio-pedagogical qualities, psychological and pedagogical skills, pedagogical technique). The problem of psychological and pedagogical support of the activities of a higher school teacher. The essence and content of the main psychological and pedagogical skills of a higher school teacher. References: [p. 11, add. 1, 11, 14]. Tasks on the SRS: Study the material of the lecture. Reveal the meaning of the concept of "pedagogical skills" of a higher school teacher. Reveal the meaning of the concept of "pedagogical technique", the features of its manifestation in the activities of a higher school teacher. References: [p. 11, add. 1, 11, 14].</i>	2
7	Lecture 7. Modular control work	2
8	Lecture 8. Passed	2
	<i>Just</i>	16

Seminar (practical) classes

The main tasks of the cycle of seminar (practical) classes are to form the ability of postgraduate students to substantiate the rules for applying the principles of didactics in conducting various types of educational classes, to choose a communication strategy, to work with pedagogical literature, to prepare speeches, to formulate and defend their position, to take an active part in the discussion.

No. s/p	The title of the topic of the practical lesson and the list of main questions (list of didactic support, references to literature and tasks of the Special Surveillance Devices)	Hours
1	Practical lesson 1. Topic 1 Conceptual directions for the development of higher education in Ukraine <i>1. Conceptual directions for the development of higher education in Ukraine. 2. The Bologna Process as a Means of Integration and Democratization of Higher Education. 3. Adaptation of higher education in Ukraine to the requirements of the Bologna process. References: [Foundations 1, 11, Additions 1, 4, 5, 8, 17]. Task for the CPC: Reveal the purpose of the Bologna process. Describe the main stages of Ukraine's entry into the Bologna process. References: [Foundations 1, 11, Additions 1, 4, 5, 8, 17].</i>	2
2	Practical lesson 2. Topic 2. Didactic Foundations of Personnel Training in the Higher Education System <i>1. Didactic foundations of the pedagogical process. 2. Patterns of the learning process. 3. Principles of learning.</i>	2

	4. Taxonomy of the goals of the educational process. 5. The place of higher school pedagogy in the system of pedagogical sciences. 6. The concept of an integral pedagogical process. 7. Structure of higher education, levels of training of specialists, system of higher educational institutions. 8. Principles of activity of educational institutions. 9. Components of state standards of higher education. 10. Priority areas of reforming and modernizing higher education in Ukraine in the context of integration into the European educational space. References: [Foundations 1, 11, Additions 1, 3, 8]. Tasks for the SRC: Formulate the tasks of higher education in Ukraine. Identify priority areas for reforming and modernizing higher education in Ukraine in the context of integration into the European educational space. References: [Foundations 1, 11, Additions 1, 3, 8].	
3	Practical lesson 3. Topic 3. Organization of the educational process in the system of personnel training in higher education 1. Educational and methodological complex in the system of personnel training in higher school. 2. Educational schedule, work programs and thematic plans in higher school. 3. Organization of classroom work with students. 4. Organization of work of a teacher of higher educational institutions of III-IV levels of accreditation. References: [Osn. 1, 11, Add. 3, 17]. Tasks for the SRS: Determine the components of organizational and methodological support of the educational process in the system of personnel training in higher school. Describe the purpose of working curricula in higher education. [Foundations 1, 11, Additions 3, 17].	2
4	Practical lesson 4. Topic 4. Methods of teaching academic disciplines on organizational forms of education in higher education 1. Methods of lecturing. 2. General recommendations for a lecturer in higher school. 3. Types of lectures and their features in higher school. 4. Methods of conducting laboratory classes. 5. Types of laboratory classes. and their features. 6. Methods of conducting practical and seminar classes in higher school. References: [Foundations 1, 2, 11, Additions 1, 2, 3, 8, 9, 10, 17, 20, 21]. Tasks for the SRS: Give general recommendations for a lecturer in higher education. Describe the plan-synopsis of a practical lesson in higher school. References: [Foundations 1, 2, 11, Additions 1, 2, 3, 8, 9, 10, 17, 20, 21].	2
5	Practical lesson 5. Topic 5. Organization of control in higher education 1. Methods of assessment of knowledge, skills and abilities (acceptance of exams and tests). 2. Organization of exams and tests. Map of assessment of the organization of exams and tests. 3. Methodological foundations of the organization of test control of knowledge. Evaluation in testing. 4. Assessment during semester control. 5. Methods of organization of course and diploma design. 6. Organization of practices for training future specialists in higher education. 7. Organization of independent and individual work of students in a higher educational institution. References: [Foundations 1, 2, 4, 11, Additions 2, 8, 10, 21]. Tasks for the SRS: Give the types of control in higher school. Describe the structure of the pedagogical test. Explain how the assessment on the test differs from the exam in high school.	2

	References: [Foundations 1, 2, 4, 11, Additions 2, 8, 10, 21].	
6	Practical lesson 6. Topic 6. Methodological Foundations of Intensification of the Educational Process in Higher Education 1. Innovative pedagogical technologies for intensifying learning in higher education. 2. Methods and forms of activation of the educational process in higher school. 3. Organization of problem-based learning in higher school. 4. Distance education system in higher school. 5. Credit-modular technology of teaching in higher school. References: [Foundations 1, 2, 3, 11, Supplements 2, 6, 7, 9, 10]. Tasks for the SRS: Explain what is the mechanism of subject-subject interaction between the teacher and the student in higher school. Reveal the meaning of the concept of "teaching methods" in higher school. References: [Foundations 1, 2, 3, 11, Supplements 2, 6, 7, 9, 10]. Topic 7. Didactic Foundations of Management of Educational and Creative Activities in Higher School 1. Conceptual foundations of management of educational and creative activities. 2. Theory of step-by-step formation of creative experience. 3. Pedagogical influence on the development of a creative personality. References: [Foundations 1, 11, Additions 1, 2]. Tasks on the SRS: Give the main difference between productive and reproductive activity in the educational and creative activity of the student. Describe the ways of pedagogical influence on the development of a creative personality. References: [Foundations 1, 11, Additions 1, 2].	2
7	Practical lesson 7. Topic 8. Features of the activity of a higher school teacher. Topic 9. Pedagogical skills of a higher school teacher. 1. The main components of teaching. 2. Functional duties of a higher school teacher. 3. Professional and pedagogical communication and typology of the personality of a higher school teacher. 4. The essence, components and content of the pedagogical culture of a higher school teacher. 5. Pedagogical skills (moral and spiritual values, professional knowledge, socio-pedagogical qualities, psychological and pedagogical skills, pedagogical technique) of a higher school teacher. 6. The problem of psychological and pedagogical support of the activities of a higher school teacher. 7. The essence and content of the main psychological and pedagogical skills of a teacher of higher education School. References: [Main 1, 11, Add. 1, 3, 11, 12, 13, 14, 15, 17]. Tasks for the SRS: Give the functional responsibilities of a higher school teacher. Reveal the meaning of the concept of "professional and pedagogical communication". Reveal the meaning of the concept of "pedagogical tact" of a higher school teacher. References: [Main 1, 11, Add. 1, 3, 11, 12, 13, 14, 15, 17].	2
	<u>Just</u>	14

Laboratory classes

Laboratory classes on the educational component "Actual problems of higher school pedagogy" are not provided for in the working curriculum.

6. Independent work of a student/postgraduate student

Independent work takes 50% of the time to study the educational component, including preparation for the exam. The main task of independent work of masters is to master knowledge that is not included in the list of lecture questions through personal search for information, the formation of an active interest in a creative approach in educational work. In the process of independent work within the framework of the educational component, the postgraduate student must learn to analyze modern sources, educational literature.

The study of the educational component "Actual Problems of Higher School Pedagogy" is carried out in accordance with the existing methodology for organizing the educational process in higher education institutions, which provides for the specific weight of independent work of postgraduate students.

Independent work consists in preparing for lectures, seminars (practical) classes, working out the tasks received in classroom classes, preparing for modular control work and credit. The list of questions for preparation for modular and credit tests is given in paragraph 9 to this syllabus.

<i>No sala ry</i>	<i>Name of the topic submitted for independent study</i>	<i>Quantity hours of SRS</i>
1	2	3
1	Topic 1. Conceptual directions for the development of higher education in Ukraine. 1. Describe the conceptual directions of the development of higher education in Ukraine. 2. Formulate the main goals of the Bologna Process as a means of integration and democratization of higher education. 3. Explain the essence of adaptation of higher education in Ukraine to the requirements of the Bologna process. 4. Describe the system of organization of the educational process in Europe. 5. Reveal the content of the European Credit Transfer System (ECTS). <u>Tasks for the SRC:</u> Formulate the priority directions of state policy for the development of higher education in Ukraine. Formulate the principles of the Bologna process. Formulate the differences between the national education system and the European one. Reveal the purpose of the Bologna Process. Describe the main stages of Ukraine's entry into the Bologna Process. References: [Foundations 1, 11, Additions 1, 4, 5, 8, 17].	2
2	Topic 2. Didactic Foundations of Personnel Training in the Higher Education System. 1. Formulate the purpose, objectives and content of higher education in Ukraine. 2. Reveal the meaning of the concept of "pedagogy", the subject and development of science. 3. Reveal the meaning of the concept of "pedagogy of higher education". 4. Define the methods of higher school pedagogy 5. Reveal the content of the principles of learning. 6. Determine the connection of higher school pedagogy with other sciences 7. Describe the pedagogical system. 8. Analyze the structure of higher education, the levels of training of specialists, the system of higher educational institutions in Ukraine. 9. Describe the components of state standards of higher education in Ukraine. 10. Determine the directions for improving higher education in Ukraine. <u>Tasks on the SRS:</u> Study of the lecture material. Reveal the meaning of the	2

	concept of "pedagogy of higher education". Give the main activities of a higher educational institution in Ukraine. Formulate the patterns of the pedagogical process in higher school. Describe the components of a holistic pedagogical process in higher education. Formulate the tasks of higher education in Ukraine. Identify priority areas of reform and modernization of higher education in Ukraine in the context of integration into the European educational space. References: [Foundations 1, 11, Additions 1, 3, 8].	
3	Topic 3. Organization of the educational process in the system of personnel training in higher education. 1. Describe the schedule of the educational process, its purpose. 2. Reveal the meaning of the concept of "Working Curriculum" and its components. 3. Describe the teaching load of the teacher and its types in higher school. 4. List the functions and rights of the curator of the academic group. 5. Give the types of control of teachers over the quality of the educational process in higher school. 6. Give the forms of control over the work of teachers by the head of the department in higher education. <u>Tasks on the SRS:</u> Study of the lecture material. Determine the components of organizational and methodological support of the educational process in the system of training personnel in higher school. Reveal the purpose of the educational schedule, work program and thematic plans in higher school. Reveal the meaning of the concept of "educational and professional program" (OPP) of training personnel in higher school. Explain the purpose of the individual curriculum of a teacher in higher school. Determine the components of organizational and methodological support of the educational process in the system of personnel training in higher school. Describe the purpose of working curricula in higher education. Literature: [Bass. 1, 5, 6, 7, 11, add. 3, 17].	2
4	Topic 4. Methods of teaching academic disciplines on organizational forms of education in higher school. 1. Reveal the meaning of the concept of "lecture". 2. What does the preparation of a teacher for a lecture entail? 3. Reveal the meaning of the concept of "practical lesson". 4. Reveal the meaning of the concept of "laboratory work". 5. Describe the organization of laboratory work in higher school depending on the form. 6. Give the procedure for preparing and conducting seminars in an active form. <u>Tasks on the SRS:</u> Study the material of the lecture. Reveal the content of the lecture evaluation map in higher school. Describe the types of laboratory classes. and their features in higher school. Reveal the content of the assessment map of a practical (seminar) lesson in higher school. Give general recommendations for a lecturer in higher school. Describe the plan-synopsis of a practical lesson in higher school. References: [Foundations 1, 2, 11, Additions 1, 2, 3, 8, 9, 10, 17, 20].	4

№ sala ry	Name of the topic submitted for independent study	Quantity hours of SRS
5	Topic 5. Organization of control in higher education 1. Reveal the meaning of the concept of "exam" in higher school. 2. Reveal the meaning of the concept of "credit" in higher school. 3. What are tests used for in higher school? 4. What are the types of tests depending on the form of the answer? 5. Describe the types of closed tests. 6. Describe the organization of practices for training future specialists in higher education. 7. Describe the organization of independent and individual work of students in a higher educational institution. 8. Describe the organization of independent and individual work of students in a higher educational institution. <u>Tasks on the SRS:</u> Study of the lecture material. Describe the types of control over the assessment of knowledge, skills and abilities in the educational process in higher school. Describe what the assessment card of the organization of exams and tests in higher school contains. Formulate the methodological foundations for the organization of test control of knowledge in higher school. Reveal the meaning of the concept of "test" for knowledge control in higher school. Describe how a course project differs from course work in higher school. Give the types of control in higher school. Describe the structure pedagogical test. Explain how the assessment on the test differs from the exam in high school. <u>References:</u> [Foundations 1, 2, 4, 11, Additions 2, 8, 10].	2
6	Topic 6. Methodological Foundations of Intensification of the Educational Process in Higher Education 1. Reveal the meaning of the concept of "technocratic pedagogy". 2. What are the innovative pedagogical technologies for intensifying learning in higher education? 3. Describe the abolition features of modular learning in higher school. 4. Formulate the principles of modular learning in higher education. 5. Describe the organization of problem-based learning in higher education. 6. Describe the distance education system in higher school. 7. Describe the credit-modular technology of teaching in higher school. <u>Tasks on the SRS:</u> Study of the lecture material. Give the types of innovative pedagogical technologies for intensifying learning in higher school. Reveal the meaning of the concept of "teaching methods" in higher school. <u>References:</u> [Foundations 1, 2, 3, 11, Supplements 2, 6, 7, 9, 10].	2
7	Topic 7. Didactic foundations of management of educational and creative activities in higher school. 1. Give the elements of designing a system for managing educational and creative activities in higher school. 2. Describe the levels of assimilation of educational information according to V. P. Bepalko. 3. What are the main stages of making a scientifically based solution to a creative problem? 4. Reveal the meaning of the concept of "pedagogical creativity". 5. What elements should the creative environment model have. <u>Tasks for the SRS:</u> Study the material of the lecture. Reveal the conceptual foundations of the management of educational and creative activity. Reveal the essence of the theory of the phased formation of	2

	creative experience. Describe the ways of pedagogical influence on the development of a creative personality. Explain what is the mechanism of subject-subject interaction between the teacher and the student in higher school. Reveal the meaning of the concept of "teaching methods" in higher school. References: [Osn. 1, 11, Add. 1, 2].	
8	Topic 8. Features of the activities of a higher school teacher 1. What are the main components of teaching? 2. Give a classification of styles of pedagogical communication in higher school. 3. What are the basic requirements that a higher school teacher should meet? 4. Formulate the functional responsibilities of a higher school teacher. <u>Tasks for the SRS:</u> Study the material of the lecture. Describe the main components of teaching in higher school. Explain the essence, components and content of the pedagogical culture of a higher school teacher. References: [Foundations 1, 11, Additions 1, 3, 12, 13, 15, 17]. Topic 9. Pedagogical Skills of a Higher School Teacher 1. Reveal the meaning of the concept of "pedagogical skills" of a higher school teacher. 2. Describe the structural components of the pedagogical skills of a higher school teacher. 3. Reveal the meaning of the concept of "pedagogical tact" of a higher school teacher. 4. Describe the main psychological and pedagogical skills of a higher school teacher. <u>Tasks on the SRS:</u> Study the material of the lecture. Reveal the meaning of the concept of "pedagogical skills" of a higher school teacher. Reveal the meaning of the concept of "pedagogical technique", the features of its manifestation in the activities of a higher school teacher. Give a list of the main psychological and pedagogical skills of a higher school teacher. Reveal the meaning of the concept of "professional and pedagogical communication". Reveal the meaning of the concept of "pedagogical tact" of a higher school teacher. References: [p. 11, add. 1, 11, 14].	4
9	Preparation for the modular test work	4
10	Preparation for the test	6
Just		30

Policy and control

7. Policy of the educational component

Rules for attending classes and behavior in the classroom

Lectures, seminars. The topics of lectures are covered in the syllabus of the educational component. Questions from graduate students to the teacher during the lecture are welcome. A dialogue between a graduate student and a lecturer is allowed and welcomed. At seminar classes, postgraduate students focus their attention on the analysis of pedagogical and psychological-pedagogical phenomena and master active methods of discussion management.

Communication with the teacher is possible and will be encouraged during training sessions, as well as within the framework of consultations with the teacher, which are carried out according to the schedule available on the website of the Department of Psychology and Pedagogy. In addition, for more effective

communication in order to understand the structure of the educational component and assimilate the material, a distance course on the Sikorsky platform, Telegram messenger, is used.

Attendance at lectures is not evaluated, but it is desirable, since the educational material is presented in an accessible form and there is an opportunity to discuss debatable issues and clarify incomprehensible points. It will be difficult for a postgraduate student to properly prepare for a seminar class, to complete a practical task if he misses lectures. However, it is not necessary to practice missed lectures.

Active participation of postgraduate students in seminar (practical) classes is mandatory.

Rules for assigning incentive and penalty points

Incentive points can be awarded by the teacher only for the performance of creative reports at seminars on the educational component.

The rating of a postgraduate student will be largely formed based on the results of his/her work in seminar classes. Each missed seminar lesson (regardless of the reasons for the omission) reduces the final rating in the discipline. In case of missing a seminar class by a postgraduate student, the topics must be studied, as well as all tasks completed. which can be found in the teacher of the educational component.

No points are given for attending seminar classes. At the seminar lesson, the graduate student can use written notes prepared by him on the topics of the lesson (or provided for by the task), but it is not worth expressing a position by reading from a sheet of paper or gadgets. It is also not worth answering the teacher's questions by reading from the screen of a smartphone, laptop or textbook. This characterizes the level of training of a graduate student not from the best side.

Penalty points within the educational component can be received for late completion or for unpreparedness in seminar classes.

Deadline and retake policy

In case of debts from the educational component or any force majeure circumstances, graduate students should contact the teacher through the available (provided by the teacher) communication channels to solve problematic issues and agree on an algorithm of actions for an uncompleted task in practical (seminar) classes.

Academic Integrity Policy

Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the absence of references when using printed and electronic materials, quotes, opinions of other authors. All tasks designed for individual performance must be performed personally by a graduate student. Hints and cheating during writing tests, control, conducting classes are unacceptable; defense of practical (seminar) tasks, passing the test for another student; copying materials protected by the copyright system without the permission of the author of the work.

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Read more: <https://kpi.ua/code>

Academic Conduct and Ethics Policy

The main types of academic responsibility are established by the Law of Ukraine "On Education". According to Part 6 of Article 42, the main types of academic responsibility of students include: repeated assessment (test, exam, test, etc.); repeated completion of the relevant educational component of the educational program; expulsion from an educational institution; deprivation of academic scholarship; deprivation of tuition benefits provided by the educational institution.

The policy, standards and procedures for observing academic integrity are contained in the following regulatory documents of Igor Sikorsky Kyiv Polytechnic Institute. Igor Sikorsky, published on the website of the University: Code of Honor of Igor Sikorsky Kyiv Polytechnic Institute. Igor Sikorsky <https://kpi.ua/files/honorcode.pdf>, Regulations on the system for preventing academic plagiarism <https://rb.gy/agihij>, as well as regulatory documents, official recommendations, orders and orders,

sociological research of Igor Sikorsky Kyiv Polytechnic Institute. Igor Sikorsky, methodological materials, educational courses <https://kpi.ua/academic-integrity>.

The norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Read more: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of NTUU "KPI" https://data.kpi.ua/sites/default/files/files/2015_1-140a1.pdf

8. Types of control and rating system for assessing learning outcomes (RSO)

Distribution of study time by types of classes and tasks from the educational component:

Semester	Study time		Distribution of training hours					Control measures		
	Credit to you	Acad. H.	Lecture	Practices (Seminar) sky)	Lab. Rob.	Indus. zan.	SRS	MCW	RR	Semester control
2	2	60	16	14	-	-	30	1	–	Passed

The rating of a postgraduate student in the educational component consists of the points that he receives for:

performing tasks from seminar (practical) classes and modular control work.

Semester control is a test.

System of rating (weight) points and evaluation criteria

The system of rating points and evaluation criteria consists of points for:

Completing tasks in seminar (practical) classes.

The weight score for the seminar (practical) task is 11 points, 7 tasks are provided.

Criteria for evaluating the performance of the task at the seminar lesson

Completeness and signs of task completion	Points
active participation in the lesson; providing a complete and reasoned, logically stated report, answer, expressing one's own position on the issues to be discussed, or completely correct performance of tasks with appropriate justification, combined with appropriate additions to the answers of other graduate students in the process of discussion	11
active participation in the lesson; providing a complete and reasoned, logically stated report, answer, expressing one's own position on controversial issues or completely correct performance of tasks with appropriate justification	10-9
active participation in the lesson; providing correct answers or correctly completing tasks with minor inaccuracies	8-7
participation in the lesson; providing correct answers or correctly performing a task with significant inaccuracies or violations of the logic of presentation in the answer or justification for solving the problem	6-5
providing answers with numerous significant errors, or Completing a task without justification	4-0

Completing tasks with MCW

There are 2 hours of MCW, which is held at the penultimate practical lesson. The weight score of the modular test is 24 points: The card with the MCW contains 4 tasks on different topics of the discipline, each task is evaluated by 4.5 points.

Criteria for evaluating the performance of each task at the MCW

Completeness and signs of task completion	Points
The task is completed in full	4,5
Minor shortcomings in the task	4
Completing the task incompletely or with many flaws	3,5-3
Poor performance of the task with gross errors	2,5-1
Failure to complete the task	0

Incentive and penalty points:

- incentive points are provided for exclusively creatively completed tasks from reports at seminar classes on the educational component (+1.) up to +5 . per semester;
- penalty points can be received for late completion or for unreadiness in seminar classes (-1 b.) to -5 b. per semester.

Thus, the rating semester scale from the educational component is:

$$R_c = R_{sem}(pr) + R_{mcw} + R_{zaooh}(fine) = 11 \cdot 7 + 4.5 \cdot 4 + (\pm 1b....-\pm 4b) = 77 + 18 + (\pm 1... \pm 5) = 100 \text{ points}$$

According to the results of educational work for the first 7 weeks, the postgraduate student should score 36 points. At the first attestation (8th week), a postgraduate student receives "attested" if his current rating is at least 16 points.

According to the results of academic work for 13 weeks of study, a graduate student should score 90 points. At the second attestation (14th week), a postgraduate student receives "attested" if his current rating is at least 45 points.

The maximum amount of points for the educational component is 100 points. To obtain admission to the test in the educational component "Actual Problems of Higher School Pedagogy", a postgraduate student must have passed all the tasks from seminar classes on the credit module and have a minimum rating of 24 points. Postgraduate students who have scored $R_c = 60$ points or more per semester can receive a credit automatically based on the points scored. Postgraduate students who did not score a semester rating of 60 points and have a minimum of 24 points, or graduate students who want to increase their scores from the credit module, write a credit written test. The test card contains 4 questions. The weight score of each question is estimated at 25 points, which is evaluated:

"excellent", complete answer (at least 90% of the required information) – $24 \div 25$ points;

"very good", answer with 1-2 (at least 85% of the required information) – $20 \div 23$ points;

"good", a sufficiently complete answer (at least 75% of the required information or minor inaccuracies) – $12 \div 19$ points;

"satisfactory", incomplete answer (at least 70% of the required information and some errors) – $6 \div 11$ points;

"enough", incomplete answer (at least 60% of the necessary information and some gross errors) –

1÷4 points;

"unsatisfactory", unsatisfactory answer – 0 points.

The sum of all rating points received on the R test in the discipline is as follows:

$$R=4*25 = 100 \text{ points}$$

To obtain a grade from the test from the educational component, the sum of all received rating points R is converted according to the table:

Score	Score
95...100	Perfectly
85...94	Very good
75...84	well
65...74	Satisfactory
60...64	enough
$RD < 60$	Disappointing
$R_c < 24$ Admission Conditions Not Met	not allowed

9. Additional information on the educational component

Approximate list of questions for credit and modular test work

1. To list the conceptual directions for the development of higher education in Ukraine.
2. To characterize the Bologna process as a means of integration and democratization of higher education.
3. To characterize the historical stages of the development of the Bologna process.
4. Explain how the Bologna process develops.
5. What are the reasons for the introduction of the Bologna process?
6. Explain the purpose of the Bologna Process.
7. List the principles of the Bologna process.
8. What are the main stages of Ukraine's entry into the Bologna process?
9. Explain the structure of the pedagogical system in a higher educational institution.
10. To characterize the patterns of the learning process.
11. List the principles of learning.
12. To characterize the taxonomy of the goals of the educational process.
13. To characterize the place of higher school pedagogy in the system of pedagogical sciences.
14. To explain the connection of higher school pedagogy with other sciences.
15. To reveal the essence of the concept of an integral pedagogical process (pedagogical process, pedagogical interaction).
16. List the components of the integral pedagogical process in higher education
17. Explain the purpose of professional training of specialists.
18. To characterize the categories of pedagogy of higher education (upbringing, education and training of students).
19. To characterize the structure of higher education in Ukraine.

20. *To characterize educational levels in Ukraine.*
21. *To characterize the educational and qualification levels of higher education in Ukraine*
22. *To characterize the system of higher educational institutions in Ukraine.*
23. *Principles of Activity of Educational Institutions in Ukraine.*
24. *To characterize the components of state standards of higher education in Ukraine.*
25. *To name the priority areas of reforming and modernizing higher education in Ukraine in the context of integration into the European educational space.*
26. *Name the directions for improving higher education in Ukraine.*
27. *To characterize the educational and methodological complex in the system of personnel training in higher school.*
28. *To explain the essence of the concepts of educational schedule, work programs and thematic plans in higher school.*
29. *To explain the essence of the concept of organization of classroom work with students.*
30. *To explain the essence of the concept of organization of work of a teacher of higher educational institutions of III-IV levels of accreditation.*
31. *Explain the role of the department in the management of the educational process in higher education.*
32. *To explain what is the participation of the teachers of the department in the control over the quality of the educational process.*
33. *To characterize the educational and professional program (OPP) of training personnel in higher education.*
34. *To characterize the curriculum, its structure and order of implementation.*
35. *To explain the essence of the schedule of the educational process, its role and the order of compilation*
36. *To explain the essence of the curriculum, to characterize the types of curricula*
37. *Explain the essence of the working curriculum and its components.*
38. *To explain the essence of the teacher's educational load and its types.*
39. *To characterize the categories that underlie pedagogical science and the subject of pedagogy*
40. *To define the pedagogy of higher education as a science and the subject of pedagogy of higher education*
41. *To characterize independent branches that are traditionally distinguished in the system of pedagogical sciences*
42. *To characterize the target component of the integral pedagogical process*
43. *To characterize the procedural component of the integral pedagogical process*
44. *To characterize the effective component of the integral pedagogical process*
45. *To characterize the analytical-corrective component of the integral pedagogical process in higher education*
46. *Name the main activities of a higher educational institution in Ukraine*
47. *Name the main tasks of a higher educational institution*
48. *To characterize the subdivisions of higher educational institutions of the third and fourth levels of accreditation*
49. *To characterize the main organizational forms of the educational process in higher school*
50. *To list the participants of the educational process in higher educational institutions of the third and fourth levels of accreditation*
51. *Explain the method of lecturing.*
52. *List general recommendations for the lecturer.*

53. *To characterize the lecture evaluation map.*
54. *Explain the methodology of conducting practical and seminar classes.*
55. *Explain the purpose of the plan-synopsis of the practical lesson.*
56. *To characterize the assessment map of a practical (seminar) lesson.*
57. *To characterize the scale of quality assessments of seminar classes.*
58. *Explain the methodology for assessing knowledge, skills and abilities (organization of exams and tests).*
59. *To characterize the assessment map, the organization of exams and tests.*
60. *To characterize the methodological foundations of the organization of test control of knowledge.*
61. *Characterize the assessment during testing.*
62. *To characterize the grade during semester control.*
63. *To characterize the main functions of test control tasks.*
64. *List the requirements that the pedagogical test must meet.*
65. *To characterize the types of open tests.*
66. *To explain the methodology of organizing course and diploma design.*
67. *To explain the essence of organizing practices for training future specialists.*
68. *To explain the essence of the organization of independent and individual work of students in a higher educational institution in Ukraine.*
69. *To characterize the lecture, its functions and classification.*
70. *To characterize the stages of preparation of the lecture and the compositional structure of the report.*
71. *List the criteria for evaluating lectures and lecture skills.*
72. *To characterize the practical lesson, its purpose, functions and structure.*
73. *To explain the essence of organizing a practical (seminar) lesson*
74. *Explain the essence of organizing a laboratory lesson*
75. *List the criteria for assessing the quality of practical classes.*
76. *Explain the essence of control, its purpose and functions.*
77. *To characterize the types of control (current, intermediate, final).*
78. *To characterize the types of practices, the features of their implementation.*
79. *To explain the essence of organizing the internship of masters.*
80. *To explain the essence of the organization of the protection of reports on industrial practice.*
81. *To explain the essence, purpose and tasks of students' independent work.*
82. *To characterize the forms of independent work of students.*
83. *To explain the essence of managing students' independent work.*
84. *To characterize innovative pedagogical technologies for intensifying learning.*
85. *To characterize the methods and forms of activating the educational process.*
86. *To characterize the forms of activation of the educational process.*
87. *To characterize the didactic means of activating the learning process.*
88. *To characterize pedagogical educational technologies.*
89. *To characterize teaching methods.*
90. *To characterize problem-search methods of teaching.*
91. *To characterize logical teaching methods.*
92. *To characterize the methods of forming interest in learning.*
93. *To characterize game design, operational-role-playing and business games.*
94. *Explain the essence of the organization of problem-based learning.*
95. *Explain the essence of the distance education system.*

96. *Name the cancellation features of modular learning and the principles of modular learning.*
97. *To characterize the credit-modular technology of learning.*
98. *To explain the conceptual foundations of the management of educational and creative activities.*
99. *To explain the essence of the theory of the phased formation of creative experience.*
100. *To explain the essence of pedagogical influence on the development of a creative personality.*
101. *List the main components of higher school teaching.*
102. *List the functional responsibilities of a higher school teacher.*
103. *To characterize professional and pedagogical communication and personality typologies of a higher school teacher in Ukraine.*
104. *To explain the essence, components and content of the pedagogical culture of a teacher of a higher education institution.*
105. *To list and characterize the structural components of pedagogical skills*

Work program of the educational component (syllabus):

Compiled by Assoc. Prof., Ph.D., Assoc. Prof. Kazak I.O.

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Approved by the Department of machines and apparatuses of oil refining industries (Minutes No. 20 dated 12.06.2025)

Approved by the Methodological Commission of the Faculty of Engineering and Chemistry (Minutes No. 11 dated 27.06.2025)