



Syllabus

PEDAGOGY AND PSYCHOLOGY FOR PROFESSIONAL DISCIPLINES TEACHING

Degree	Master's
Field of knowledge	07 Management and Administration
Specialty	073 Management
Educational and scientific program	International Management

Year: 1, Semester: 2
Number of credits: 4 Teaching language: English

Course Instructor

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Course Description

The purpose of the academic course "Pedagogy and Psychology for Professional Disciplines Teaching" is to develop students' capacity to apply basic psychological and pedagogical knowledge to practical issues of teaching professional disciplines in higher educational institutions; effectively apply methods of teaching professional disciplines; carry out pedagogical communication, observing generally accepted norms of behavior and morality in professional relations. The primary learning objectives of the course are to study the psychological and pedagogical aspects of professional discipline teaching in higher educational institutions; clarify the peculiarities of the formation of the volume of educational information on professional disciplines in higher educational institutions; and understand the techniques for evaluating students' quality of information assimilation.

Course Structure

Hours Lec/pr	Theme	Outcomes	Tasks
4/2	Theme 1. The discipline's subject, objectives, and tasks. The foundations, components, and assignments of psychology.	To know the main problems, subject and tasks of higher and professional psychology before higher education.	Current evaluation, Standard tests Case studies
4/2	Theme 2. Students' peculiarities in age psychology. Idea of a group. Individuality and group. Being a student as a social group.	To study and use knowledge about the peculiarities of the age psychology of students and the issues of modern Ukrainian and international students.	Current evaluation, Standard tests Case studies

4/2	Theme 3. Interaction psychology between instructors and students.	To study the psychology of interaction between teachers and students, communication and the emergence of conflicts.	Current evaluation, Standard tests Case studies
4/2	Theme 4. Psychological characteristics of student motivation for learning.	Be able to manage students' motivation to study.	Current evaluation, Standard tests Case studies
4/2	Theme 5. Normative documents and the content of education as a component of the educational policy of the state. A competent approach to the formation of the content of education. Law of Ukraine "On Higher Education".	Know and apply regulatory documents and the content of vocational education as a component of the state's educational policy.	Current evaluation, Standard tests Case studies
4/2	Theme 6. Methods of teaching professional disciplines. Concepts of "technology", "methodology", "method" in modern pedagogy. The specifics of teaching methods of professional disciplines in higher education.	Study and use methods of teaching professional disciplines	Current evaluation, Standard tests Case studies
4/2	Theme 7. Pedagogical technologies of teaching professional disciplines. Individualized, individual-group and group forms of differentiated education.	To study and use pedagogical technologies of teaching professional disciplines	Current evaluation, Standard tests Case studies
2/1	Theme 8. Studying professional educational disciplines in higher education: control and assessment of outcomes. The goal, responsibilities, and importance of evaluating the outcomes of professional discipline training.	To study and use the methods and forms of control and evaluation of the results of the study of professional educational disciplines in higher education.	Current evaluation, Standard tests Case studies

Learning Recourses

1. Afanasyev M. V., Polyakova G. A. Training knowledge in laying the foundation of knowledge: basic-method. pos_b. Kharkiv: KHNEU im. S. Kuznetsya, 2018. – 323 p.
2. Bakhrushin V.Є. Problems of disaggregation of standards of the third level of high lighting in Ukraine. Lighting analysis of Ukraine. 2021. No. 4(15). pp. 46-59. (Only for standards of the 3rd level).
3. Bakhrushin V.Є. Standardization could be of great importance as a tool for ensuring the same level of knowledge in the same subject area. Lighting analysis of Ukraine. 2020. No. 2(9). pp. 50–66.
4. Bekh I. D. Specialism on the way to spiritual values: monograph. Kiev-Chernivtsi: “Bukrek”, 2018. – 296 p.
5. Gapon N. P. Theoretical and methodological problems of psychology: the beginning. pos_b. Lviv: LNU im. I. Franka, 2018. – 131 p.
6. Golovenkin V.P. Pedagogy of a high school. Podruchnik. Kiev: KPI im. Igor Sikorsky, 2019. – 290 p. URL: <https://ela.kpi.ua/handle/123456789/29032>

7. Law of Ukraine “On seeking illumination” – <http://zakon4.rada.gov.ua/laws/show/1556-18>;
8. Law of Ukraine “On lighting” – <http://zakon5.rada.gov.ua/laws/show/2145-19>
9. Ignatovich, O.M. (2018) Psychological foundations for the development of the innovative culture of pedagogical practitioners. Monograph. "DKS Center", Kiev, Ukraine. URI: <http://lib.iitta.gov.ua/id/eprint/710964>
10. Klimova K. Ya. Spinning culture as an element of pedagogical mastery laying the foundation of great illumination. Scientific book of hours NPU named after M.P. Dragomanova. The creativity of a teacher: problems of theory and practice: a collection of scientific works. VIP. 31 (41). 2019. 131 p.
11. Methodological and theoretical problems of psychology: a basic textbook for listeners and students of advanced knowledge / Korolchuk M.S. and others. K.: Nika-Center, 2018. 336 c.

EVALUATION POLICY

- **Deadline and retake policy:** Modules are retaken with the permission of the dean's office if there are good reasons (for example, sick leave).
- **Academic Integrity Policy:** write-offs during control work are prohibited (including using mobile devices).
- **Visiting policy:** Attending classes is a mandatory component of the assessment. For objective reasons (for example, illness, international internship, and other reasons), training can take place online with the permission of the university administration.

EVALUATION

The final score (on a 100-point scale) is determined as a weighted average, depending on the specific weight of each credit component:

Module 1	Module 2	Module 3	Module 4
20 %	20 %	20 %	40 %
1. Grades in classes: 4 topics of 10 points each - max. 40 points. Written work - max. 60 points.	1. Grades in classes: 4 topics of 10 points each - max. 40 points. 2. Written work - max. 60 points.	1. Participation in trainings - max. 10 points. 2. Preparation of CPIT - max. 60 points. 3. Defence of CPIT - max. 30 points.	1. Tests (5 tests - max. 25 points) 2. Theoretical question - max. 25 points. 3. Problem (case) - max. 50 points.

Evaluation scale

University's scale	National scale	ECTS scale
90 – 100	«Excellent»	A
85 – 89	«Good»	B
75 – 84	«Good»	C
65 – 74	«Satisfactory»	D
60 – 64	«Satisfactory»	E
35 – 59	«Unsatisfactory with an opportunity to retest»	FX
1 – 34	«Unsatisfactory with a mandatory course repeat»	F