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THEORY AND METHODOLOGY OF UPBRINGING WORK IN HIGHER SCHOOL COURSE SYLLABUS

level of higher education	third (educational and scientific)
branch of knowledge	01 Education / Pedagogy
specialty	011 Educational, pedagogical sciences
educational program	Educational, Pedagogical sciences
type of discipline	on request
a year of training	2
semester	4
the number of credits	5
the total number of hours	150
Full-time education	lectures – 32 hours, practical, seminar classes – 32 hours, independent work 86 hours.
Correspondence (distance) form of education	lectures – 10 hours, practical, seminar classes – 10 hours, independent work – 130 hours.

INTRODUCTION

The programme of the discipline "Theory and methodology of upbringing work in higher school" is drawn up in accordance with the educational and scientific training programme of the third (educational and scientific) level of the speciality 011 Educational, Pedagogical Sciences.

1.1 The purpose of teaching the discipline: to form a system of knowledge about theoretical and methodological approaches to educational work in higher education; to develop in future teachers practical skills and abilities to use traditional and innovative technologies of upbringing in higher school, which ensures the readiness of students for professional activity.

1.2. The main tasks of studying the discipline:

- to acquaint postgraduate students with scientific and methodological principles of education in higher education, basic theoretical concepts and areas of research in the field of pedagogy, theory and methods of educational work, methods of pedagogical research, use of distance technologies in the educational environment;

- to form in postgraduate students the ability to compare existing domestic and foreign education systems in the field of educational work with higher education students; to critically evaluate educational and training programmes in order to improve approaches to upbringing work in future professional activities;

- to ensure that future teachers are aware of the need to apply the achievements of Ukrainian and world scientists in the theory and methods of education, presented in scientific research, to develop pedagogical tools for use in professional activities;

- to teach postgraduate students to select pedagogical technologies, methods, forms, tools of personal upbringing with reflection of modern requirements of education; to model the educational process, in accordance with the age and individual characteristics of future students to improve the quality of pedagogical activity in educational institutions;

- to create conditions for students to master the skills of pedagogical reflection to find their own potential opportunities and create a promising plan for self-development and self-improvement to build a successful career in the future.

According to the requirements of the educational and scientific program, graduate students must acquire the following competencies:

IC – the ability to solve complex problems in professional and scientific research activities in the field of education/pedagogy, to analyze pedagogical phenomena and processes, to construct new knowledge and ideas during conducting own scientific research;

CC 2 – the ability to understand national, European and global value priorities of education, requirements for its implementation in the modern globalized world;

CC 3 – the ability to generate new ideas in the solution process of professional-pedagogical and research tasks;

CC 8 – the ability to carry out constant professional and personal self-improvement and self-management;

CC 10 – the ability to autonomous activity and group interaction in the conditions of multicultural space, a manifestation of leadership in various professional communities;

PC 7 – the ability to study educational systems, technologies of upbringing and self-education of the individual in today's dynamically changing society, providing pedagogical support for the subject's personal growth based on taking into account his age and individual characteristics;

PC 8 – the ability to adhere to the norms of professional ethics in educational and professional activities and to focus on national and universal values;

PC 9 – the ability to improve and develop one's own educational methods and technologies, to apply in classes a wide arsenal of expediently selected methods and forms of training of students.

1.3. Planned learning outcomes:

PLO 2 – to demonstrate a systematic scientific worldview and a broad cultural outlook, to adhere to the norms of morality, professional ethics and academic integrity, to orientate one's activities on national and universal human values;

PLO 3 – to develop pedagogical concepts and theories based on humanistic social values, laws and principles of philosophy, application of its categories

PLO 5 – to demonstrate skills of independent activity and group interaction, demonstrate leadership qualities, tolerance for cultural, linguistic and individual differences of communication partners;

PLO 6 – to generalize trends in the further development of pedagogical science and education in the modern information society;

PLO 13 – to demonstrate the ability to carry out self-education, self-management skills, reflective skills for evaluating one's professional actions, the formation of professional knowledge, skills, the ability to develop and implement an individual trajectory of professional and personal development;

PLO 21 – creatively apply developments of innovative pedagogy during the implementation of teaching and scientific activities, critically evaluate the pedagogical significance of proposed educational innovations, generate own innovative ideas, single out topical and pedagogical problems that require an urgent solution;

PLO 22 – to communicate with representatives of the scientific and educational community on the basis of professional ethics, to be guided by socially significant values in their professional activity and behavior;

PLO 26 – to demonstrate creativity in teaching and research activities, generate innovative scientific ideas, propose new, non-standard ways of solving tasks, demonstrate the ability to formulate and substantiate the author's research concept.

2. Thematic plan of the educational discipline

Section 1. Theoretical foundations of upbringing in higher education

Topic 1 Upbringing as a pedagogical category.

Topic 2 The emergence and development of upbringing in the human history.

Section 2 Organisation of upbringing work with students of higher education institutions

Topic 3 Principles and methods of upbringing of higher education students.

Topic 4 The use of educational technologies in the higher education system.

Topic 5 Models of educational activities in higher education institutions.

Topic 6 Forms of organisation of the educational process in higher education.

Topic 7 Ways to overcome conflicts in the educational environment of a higher education institution.

Topic 8: Approaches to educational work in the process of distance education.

Section 3 Designing the content of upbringing work in higher education

Topic 9 Areas and content of upbringing in higher education.

Topic 10 Professional growth and realisation of the teacher as a personality.

Section 4 Pedagogical management of the upbringing process in higher education

Topic 11 Planning educational work in higher education.

Topic 12 Management of the upbringing process in higher education.

Topic 13 The role of the supervisor in the educational process of higher education institutions.

Topic 14 Methodological foundations for building constructive interpersonal relationships between participants of the upbringing process in higher education institutions.

Topic 15 Monitoring the quality of upbringing work in higher education institutions.

3. The structure of the academic discipline

Names of topics	Number of hours											
	Full-time education						Correspondence (distance) form of study					
	total	including					total	including				
l		p	lab	ind	Ind.w	l		p	lab	ind	Ind.w	
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Chapter 1 Theoretical aspects of educational work in higher education</i>												
<i>Section 1 Theoretical foundations of upbringing in higher education</i>												
Topic 1 Upbringing as a pedagogical category.	12	4	2			6	10	1	1			8
Topic 2 The emergence and development of upbringing in the human history.	10	2	2			6	10	1	1			8
Total by section 1	22	6	4			12	20	2	2			16
<i>Section 2 Organisation of upbringing work with students of higher education institutions</i>												
Topic 3 Principles and methods of upbringing of higher education students.	14	2	4			8	11	1				10
Topic 4 The use of educational technologies in the higher education system.	8	2	2			4	7	1				6
Topic 5 Models of educational activities in higher education institutions.	8	2	2			4	7	1				6
Topic 6 Forms of organisation of the educational process in higher education.	10	2	2			6	11	1				10
Topic 7 Ways to overcome conflicts in the educational environment of a higher education institution.	8	2	2			4	7		1			6
Topic 8: Approaches to educational work in the process of distance education.	10	2	2			6	9		1			8
Total by section 2	58	12	14			32	52	4	2			46
<i>Section 3 Designing the content of upbringing work in higher education</i>												
Topic 9 Areas and content of upbringing in higher education.	14	2	2			10	13	1	2			10

Topic 10 Professional growth and realisation of the teacher as a person	10	2	2			6	7	1				6
Total by section 3	24	4	4			16	20	2	2			16
<i>Section 4 Pedagogical management of the upbringing process in higher education</i>												
Topic 11 Planning educational work in higher education.	10	2	2			6	13	1				12
Topic 12 Management of the upbringing process in higher education.	10	2	2			6	11	1				10
Topic 13 The role of the supervisor in the educational process of higher education institutions.	10	2	2			6	11		1			10
Topic 14 Methodological foundations for building constructive interpersonal relationships between participants of the upbringing process in higher education institutions.	8	2	2			4	11		1			10
Topic 15 Monitoring the quality of upbringing work in higher education institutions.	8	2	2			4	12		2			10
Total by section 4	46	10	10			26	58	2	4			52
Total	150	32	32			86	150	10	10			130

1. Topics of seminar (practical, laboratory) classes

№	Topic title	Number of hours	
		Full-time	correspondence
<i>Section 1. Theoretical foundations of upbringing in higher education</i>			
1	Topic 1 Upbringing as a pedagogical category.	2	1
2	Topic 2 The emergence and development of upbringing in the human history.	2	1
<i>Section 2 Organisation of upbringing work with students of higher education institutions</i>			
3	Topic 3 Principles and methods of upbringing of higher education students.	4	
4	Topic 4 The use of educational technologies in the higher education system.	2	

5	Topic 5 Models of educational activities in higher education institutions.	2	
6	Topic 6 Forms of organisation of the educational process in higher education.	2	
7	Topic 7 Ways to overcome conflicts in the educational environment of a higher education institution.	2	1
8	Topic 8: Approaches to educational work in the process of distance education.	2	1
Section 3 Designing the content of upbringing work in higher education			
9	Topic 9 Areas and content of upbringing in higher education.	2	2
10	Topic 10 Professional growth and realisation of the teacher as a personality.	2	
Section 4 Pedagogical management of the upbringing process in higher education			
11	Topic 11 Planning educational work in higher education.	2	
12	Topic 12 Management of the upbringing process in higher education.	2	
13	Topic 13 The role of the supervisor in the educational process of higher education institutions.	2	1
14	Topic 14 Methodological foundations for building constructive interpersonal relationships between participants of the upbringing process in higher education institutions.	2	1
15	Topic 15 Monitoring the quality of upbringing work in higher education institutions.	2	2
Total		32	10

5. Tasks for individual work

№	Types, content of individual work		Number of hours	
			Full-time	correspondence
Section 1. Theoretical foundations of upbringing in higher education				
1	Topic 1 Upbringing as a pedagogical category.	Preparation of a report on the topic of the class	6	8
2	Topic 2 The emergence and development of upbringing in the human history.	Preparation of a report with a multimedia presentation	6	8
Section 2 Organisation of upbringing work with students of higher education institutions				
3	Topic 3 Principles and methods of upbringing of higher education students.	Preparation of training fragments on the topic of the class	8	10
4	Topic 4 The use of educational technologies in the higher education system.	Preparation of a report with a multimedia presentation	4	6
5	Topic 5 Models of educational activities in higher education institutions.	Development of a role-playing game scenario	4	6

6	Topic 6 Forms of organisation of the educational process in higher education.	Organization and conduct of "brainstorming" on the topic of the class	6	10
7	Topic 7 Ways to overcome conflicts in the educational environment of a higher education institution.	Preparation of a report on the topic of the class	4	6
8	Topic 8: Approaches to educational work in the process of distance education.	Preparation of a report with a multimedia presentation	6	8
<i>Section 3 Designing the content of upbringing work in higher education</i>				
9	Topic 9 Areas and content of upbringing in higher education.	Preparation of a report on the topic of the class	10	10
10	Topic 10 Professional growth and realisation of the teacher as a personality.	Search for an educational video on the topic on the Internet and demonstrate it	6	6
<i>Section 4 Pedagogical management of the upbringing process in higher education</i>				
11	Topic 11 Planning educational work in higher education.	Drawing up a plan of upbringing in the academic group	6	12
12	Topic 12 Management of the upbringing process in higher education.	Drawing up methodological recommendations for the formation of the leadership position of the personality	6	10
13	Topic 13 The role of the supervisor in the educational process of higher education institutions.	Preparation of a report on the topic of the class	6	10
14	Topic 14 Methodological foundations for building constructive interpersonal relationships between participants of the upbringing process in higher education institutions.	Creation of recommendations for constructive resolution of interpersonal conflicts	4	10
15	Topic 15 Monitoring the quality of upbringing work in higher education institutions.	Preparation of a report on the topic of the class	4	10
Total			86	130

6. Individual tasks

Not provided for in the work plan.

7. Teaching methods

- verbal methods (lecture, discussion, interview, briefing, discussion, brainstorming, work with scientific and educational literature);
- practical methods (practical tasks, webinars, project work);
- visual methods (the method of illustrations and the method of demonstrations, multimedia presentations, videos);
- individual work (performance of tasks);

- interactive digital technologies (work on online boards, WebQuests).

8. Control methods

Current assessment of knowledge, control papers, tests, project evaluation, final, credit.

9. Scoring criteria

Current control, individual work, individual tasks															Credit	Sum					
Section 1		KW1	Section 2					KW2	Section 3		KW3	Section 4					KW4	Разом			
T1	T1		T3	T4	T5	T6	T7		T8	T9		T10	T11	T12	T13	T14			T15		
2	2	6	2	2	2	2	2	2	10	2	2	6	2	2	2	2	2	8	60	40	100

Rating scale

The total mark for all types of educational activities during the semester	Mark according to a two-level rating scale
	For credit
90-100	passed
70-89	
50-69	
1-49	not passed

Conditions for the student's admission to the final semester control (credit): participation in practical classes and study of at least $\frac{3}{4}$ of the course topics.

The system for scoring the success of students

according to a two-level rating scale	Marks criteria
90-100	The applicant has firmly mastered the theoretical material, has a deep and comprehensive knowledge of the content of the academic discipline, the main provisions of scientific primary sources and recommended literature, thinks logically and constructs an answer, freely uses the acquired theoretical knowledge when analyzing practical material, expresses his attitude to certain problems, demonstrates a high the level of learning practical skills
70-89	The applicant has mastered the theoretical material well, has the main aspects from primary sources and

passed		recommended literature, presents it in a reasoned way; has practical skills, expresses his thoughts on certain problems, but certain inaccuracies and errors are assumed in the logic of the presentation of theoretical content or in the analysis of practical
	50-69	The applicant has mainly mastered the theoretical knowledge of the academic discipline, orients himself in primary sources and recommended literature, but answers unconvincingly, confuses concepts, additional questions cause uncertainty or lack of stable knowledge; when answering questions of a practical nature, reveals inaccuracies in knowledge, does not know how to evaluate facts and phenomena, connect them with future activities
Not passed	1-49	The applicant has not mastered the educational material of the discipline, does not know scientific facts, definitions, is almost not oriented in primary sources and recommended literature, lacks scientific thinking, practical skills are not formed

10. Recommended methodological support

Basic literature

1. Bashkir O. I. Teoriya vixovannya [Theory of upbringing]: navch.-metod. posib. Xarkiv: XNPU imeni G. S. Skovorody, 2016. 96 s.
2. Pedagogika vyshhoyi shkoly [Higher School Pedagogy]: Pidruchnyk dlya zdobuvachiv drugogo rivnya vyshhoyi osvity pedagogichnyx universytetiv / S. G. Nemchenko, V.V. Kryzhko, I. F. Shumilova, O. M. Starokozhko, O. B. Golik. Berdyansk: BDPU, 2020. 517 c.
3. Golovenkin V. P Pedagogika vyshhoyi shkoly [Higher School Pedagogy]: pidruchnyk [2-ge vy`d., pererobl. i dopovn.], Kyiv: KPI im. Igorya Sikors`kogo, 2019. 290 s.
4. Lappo V. V. Pedagogichna innovatyka [Pedagogical Innovation]: navchalno-metodychnyj posibnyk. Ivano-Frankivsk: NAIR, 2020. 360 s.

Additional literature

1. Onlajn-bezpeka uchasnkiv osvitnogo procesu v umovax dystancijnogo i zmishanogo navchannya [Online safety of participants in the educational process in the conditions of distance and mixed learning]: educational method. section]: navch.-metod. posib. / S. O. Docenko, V. V. Vorozhbit-Gorbatyuk, T. M. Sobchenko. Harkiv: Vyd-vo «Ranok», 2021. 192 s.
2. Innovacijni texnologiyi v suchasnomu osvitn`omu prostori [Innovative technologies in the modern educational space]: kolekty`vna monografiya / Za zag. redakciyeyu G. L. Yefremovoyi. Sumy: Vy`d-vo SumDPU imeni A. S. Makarenka, 2020. 444 s.

Links to information resources on the Internet, video lectures, other methodological support

1. Zakon Ukrainy «Pro osvitu». URL: <https://zakon.rada.gov.ua/go/2145-19>
2. Naukova elektronna biblioteka. (Knygy, pidruchnyky, dysertaciyi, avtoreferaty). URL: <http://www.nbuv.gov.ua/portal>
3. Naczialna biblioteka Ukrainy imeni V. I. Vernadskogo URL: <http://www.nbuv.gov.ua>.