

Ministry of Healthcare of Ukraine  
Poltava State Medical University

Department of Ukrainian Studies and Humanities

**AGREED**

Guarantor of the university and  
professional program «Medicine»

**APPROVED**

Chairman of the University Council  
of the Dental Faculty

**SYLLABUS**

Basic of higher education pedagogy

(title of the university discipline)

\_\_\_\_\_ compulsory \_\_\_ discipline \_\_\_\_\_

(compulsory / selective discipline)

|   |  |
|---|--|
| professional level                                      | the second (master's) level of higher<br>education |
| field of knowledge                                      | 22 «Healthcare»                                    |
| specialty   | 222 «Medicine»                                     |
| qualification   | Master of Medicine                                 |
| professional qualification                              | Medical Doctor                                     |
| educational and professional program                    | «Medicine»   |
| mode of study   | full-time  |
| course(s) and semester(s) of study of the<br>discipline | <u>3 year of study 6 term</u>                      |

**RESOLVED**

at the meeting of the Department of  
Ukrainian Studies and Humanities

## INFORMATION ABOUT LECTURERS WHO DELIVER THE UNIVERSITY DISCIPLINE

|  |  |
|--|--|
| Surname, name, patronymic of the lecturer (lecturers), scientific degree, university title | Shevchenko Olena, Assoc. Prof., PhD;   |
| Profile of the lecturer (lecturers)  | Shevchenko O. M. – <a href="https://scholar.google.com.ua/citations?user=IbKujQQAAAAJ&amp;hl=ru/jspui/handle/umsa/687">https://scholar.google.com.ua/citations?user=IbKujQQAAAAJ&amp;hl=ru/jspui/handle/umsa/687</a>   |
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| E-mail:  | Shevchenko O. M. – <a href="mailto:shevchenko.36028@gmail.com">shevchenko.36028@gmail.com</a>  |
| Department page at the website of PSMU   | <a href="https://www.umsa.edu.ua/fakultets/stomat/kafedry/ukr-znavstva">https://www.umsa.edu.ua/fakultets/stomat/kafedry/ukr-znavstva</a><br><a href="https://ukrstudy.pdmu.edu.ua/">https://ukrstudy.pdmu.edu.ua/</a> |

### MAIN CHARACTERISTICS OF THE UNIVERSITY DISCIPLINE

#### The scope of the university discipline (module)

Number of credits / hours – 3 / 90, of which: university

Lectures (hours) – 6

Seminar classes (hours) – 24

Self-directed work (hours) – 60

Type of control FMC

#### The policy of the university discipline

The policy of the university discipline is regulated by a system of teachings and university requirements. It is based on the principles of university integrity, the Charter, the provisions of the PSMU and other regulations.

While organizing the educational process in PSMU students, teachers and administration act in accordance with:

Regulations on the organization of the educational process in the Poltava State Medical University.

Regulations on university integrity of higher education seekers and employees of the Poltava State Medical University.

Rules of procedure for students of the Poltava State Medical University.

Regulations on the organization and methods of assessment of educational activities of higher education students at the Poltava State Medical University.

Regulations on the organization of independent work of students at the Poltava State Medical University.

All the above documents are posted on the page of the department for scientific and pedagogical work and organization of the educational and scientific process of PSMU (<https://www.umsa.edu.ua/n-process/departament-npr/normativni-dokumenti>).

Studying the subject “Basic of higher education pedagogy”, a student of the university has the right to safe and harmless studying, working and life conditions;

quality educational services; fair and objective assessment of learning outcomes;

respect for human dignity;

protection during the educational process from humiliation of honor and dignity, any forms of violence and exploitation, bullying, discrimination on any grounds, propaganda and agitation that could affect the health of the student;

free use of the educational and scientific bases of the university and the library in accordance with the Statute;

access to information resources and communications used in the educational process and scientific activities;

awards for achievements in education, research and community service.

While studying the subject, a student of the university is obliged to:

comply with the requirements of the Laws of Ukraine, other regulations, the Charter of the university, the Rules of Procedure of the university, respect the dignity, rights, freedoms and legitimate interests of all participants in the educational process and adhere to ethical standards;

comply with the requirements for labor protection, safety, industrial sanitation, fire safety, provided by the relevant rules and instructions;

comply with the requirements of the curriculum within the timeframe determined by the schedule of the educational process and the individual curriculum.

Observance of university integrity by the student provides:

independent performance of educational tasks, tasks of current and final control of learning outcomes; references to information sources, developments, statements, information; compliance with the legislation on copyright and related rights; providing reliable information about the results of their personal educational (scientific, creative) activities, research methods and sources of information.

The student is obliged to regularly attend all types of classes in “Basic of higher education pedagogy”, to come to classes on time, according to the schedule of classes;

rework all missed classes; to maintain discipline in the classrooms, educational premises of the Department of Ukrainian Studies and Humanities, to treat the university's property (furniture, equipment, textbooks, books, etc.) carefully and neatly.

The student of the university is not allowed to:

violate the schedule of the educational process and allow non-fulfillment of the curriculum and individual curriculum without good reason; to be late for classes;

miss classes without good reason;

to leave the classroom during the lesson without the teacher's permission;

use mobile phones and other means of communication and information without the teacher's permission;

engage in extraneous activities, distract other students and disturb the teacher.

Regular attendance at all classes is mandatory.

The teacher makes demands on the student when studying the discipline and is based on the principles of university integrity. Requirements may relate to attendance (inadmissibility of absences, delays, etc.); rules of conduct in the classroom (active participation, performance of the required minimum of educational work, disconnection of

telephones, etc.); incentives and penalties (for which points can be accrued or deducted, etc.).

### **Description of the university discipline (summary)**

“Basic of higher education pedagogy” is a discipline that involves familiarizing students with the theoretical and methodological foundations of the organization of the educational process in higher education institutions; familiarization with modern ideas about the goals and values of pedagogical education, problems of learning and education of students, traditional and innovative approaches to their solution.

### **Pre-requisites and post-requisites of the university discipline (interdisciplinary links)**

**Pre-requisites** basic knowledge of English and / or native language.

**Post-requisites** integrate with the disciplines of the humanities, natural sciences and social sciences and at the level of the use of commonly used normative vocabulary.

The aim and tasks of the university discipline:

The aim of teaching the educational discipline "Basic of higher education pedagogy" is provision of theoretical and practical training of students to perform the functional duties of a teacher of a higher medical educational institution; development of pedagogical abilities of students; education of professionally significant qualities of a teacher; thorough study by students of fundamental issues of education and upbringing, general patterns, principles, forms, methods of teaching and educating students.

The main tasks of studying the discipline are:

### **The main tasks of studying the educational discipline "Basic of higher education pedagogy" are:**

- forming an idea of the essence of professional and pedagogical activity, its holistic and creative nature;
- formation of pedagogical technique skills (skills of self-regulation, linguistic and non-linguistic contact, etc.);
- awareness of the ethical aspects of the professional activity of a teacher of a higher school;
- formation and strengthening of the attitude towards constant personal and professional self-improvement;
- equipping with the skills to creatively use the most rational means of organizational, pedagogical and managerial activity;
- deepening knowledge of the basics of pedagogy in higher education;
- understanding the significance of higher school pedagogy for teaching activities in a medical university;
- equipping with the skills to use the acquired pedagogical knowledge in everyday communication and organization of relations with other subjects and objects of the educational process in higher education;
- ensuring thorough assimilation of the basics of pedagogical science, the theory of education and the theory of learning (didactics).

### **Competences and learning outcomes in accordance with the university and professional program, the formation of which is facilitated by the discipline**

### **(integral, general, special)**

According to the requirements of the Standard and OPP discipline provides students with the following professional activities in the field of health care, or in the learning process, which involves research and / or innovation and is characterized by complexity and uncertainty of conditions and requirements.

According to the requirements of the Standard and the OPP, the discipline ensures that students acquire the following competencies:

- integral: the ability to solve complex problems, including those of a research and innovative nature in the field of medicine. The ability to continue studying with a high degree of autonomy;
- general: the ability to abstract thinking, analysis and synthesis;
- the ability to learn and master modern knowledge;
- knowledge and understanding of the subject area and understanding of professional activity;
- the ability to use information and communication technologies.
- special (professional, subject):
- the ability to determine the necessary list of laboratory and instrumental studies and evaluate their results;
- the ability to establish a preliminary and clinical diagnosis of the disease;
- the ability to determine the principles and nature of treatment and prevention of the disease;
- the ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of the individual, family, population;
- adherence to professional and academic integrity, responsibility for the reliability of the obtained scientific results.

### Program learning outcomes

- Have thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integration of knowledge. Be responsible for professional development, the ability to further professional training with a high level of autonomy;
- understanding and knowledge of fundamental and clinical biomedical sciences, at a level sufficient to solve professional tasks in the field of health care;
- specialized conceptual knowledge that includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary problems, including the system of early intervention.

#### ***Learning outcomes for the discipline:***

*after completing the study of the academic discipline, students should*

#### ***know:***

- the structure and content of the educational process in the institution of higher education;
- theories of learning in a higher medical school;

- concept of didactics, categories of didactics;
- methods of ensuring an effective cognitive and educational process;
- content and directions of education in higher education in Ukraine;
- pedagogical and medical-pedagogical concepts and theories;
- valuable educational orientations of a doctor of a higher school;

**be able:**

- apply pedagogical knowledge in the daily activities of a doctor;
- plan, organize and analyze various types of educational and remote classes;
- to develop an effective didactic system for organizing the educational process;
- use modern pedagogical technologies of organizing the educational process;
- to try out and use innovative methods, methods and means of teaching and education, which are used in the system of the pedagogical process;
- to develop pedagogical technologies of educational interaction;
- to possess the skills of an innovative research-experimental form of pedagogical activity;
- to have the skills of monitoring educational achievements;
- to possess the skills of autonomous self-education of a doctor as a form of realization of one's own educational potential in medical practice.

**Thematic plan of lectures (by modules), specifying the basic issues, which are considered at the lecture.**

| <b>Seq. No.</b>  | <b>Title of the topic</b>  | <b>Number of hours</b> |
|--|--|------------------------|
| <b>MODULE 1. Basics of pedagogy</b>  |  |                        |
| Content module 1. Pedagogy in the professional training of students of higher medical educational institutions |  |                        |
| 1  | Pedagogy as a science. General principles of higher medical education pedagogy   | 2                      |
| Content module 2. Pedagogical foundations of educational activity  |  |                        |
| 2  | Didactic foundations of the educational process in a higher medical school. Organization of the educational process in the system of higher medical education  | 2                      |
| Content module 3. Pedagogical problems of educational activity   |  |                        |
| 3  | General characteristics and systematic organization of management of educational and creative activities of medical education students. Methodological foundations of teaching academic disciplines in a higher medical school | 2                      |
|  | Total  | <b>6 hours</b>         |

**Thematic plan of seminar classes by modules and content modules, specifying the basic issues, which are considered at the seminar class**

| <b>Seq. No.</b>  | <b>Title of the topic</b>   | <b>Number of hours</b> |
|--|---|------------------------|
| <b>MODULE 1. Basics of pedagogy</b>  |   |                        |
| Content module 1. Pedagogy in the professional training of students of higher medical educational institutions |   |                        |
| 1  | Pedagogy, its Branches and History. Basics of pedagogy in the professional training of doctors and teachers   | 2                      |
| Content module 2. Pedagogical foundations of educational activity  |   |                        |
| 2  | Educational Psychology. Sociocultural Approaches. Teaching Strategies. Assessment Strategies  | 2                      |
| Content module 3. Pedagogical problems of educational activity   |   |                        |
| 3  | Psychological and pedagogical problems of educational activity. General characteristics and systematic organization of motivation training. Basic approaches to the study of motivation | 2                      |
| Content module 4. Pedagogical activity in a higher medical educational institution                             |   |                        |
| 4  | Pedagogical activity in a higher medical educational institution. Education Methodology   | 2                      |
| 5  | Sociology of Education. Management of pedagogical activity  | 2                      |
| 6  | Educational and pedagogical cooperation in the educational process of a medical educational institution   | 2                      |
| 7  | Pedagogical technologies in the higher medical school. Didactic foundations of educational management   | 2                      |
| Content module 5. General characteristics of the modern system of educational and correctional services        |   |                        |
| 8  | Diagnostic Teaching – the Teacher’s New Role. Special Schools. Preparation and Supply of Defectologists   | 2                      |
| 9  | Pedagogical systems of education of persons with hearing impairments  | 2                      |
| 10   | Peculiarities of development, training and upbringing of persons with impaired visual function  | 2                      |
| 11   | Peculiarities of development, training and upbringing of persons with musculoskeletal system disorders  | 2                      |
| 12   | FMC   | 2                      |
|  | <b>Total</b>  | <b>24 hours</b>        |

**Content module 1. Pedagogy in the professional training of students of higher medical educational institutions**

**Seminar class. 1. Topic: Pedagogy, its Branches and History. Basics of pedagogy in the professional training of doctors and teachers.** Patterns and mechanisms of educational activity. The place of pedagogy as an interdisciplinary field of scientific knowledge in the process of training doctors-pedagogues. Formation and modern state of pedagogy. Pedagogy as a science: subject, tasks, research methods. Pedagogical foundations of professional training of a modern specialist.

**Content module 2. Pedagogical foundations of educational activity**

**Seminar class. 2. Topic: Educational Psychology. Sociocultural Approaches. Teaching Strategies. Assessment Strategies.**

The educational process as a social and activity system. Learning theory. L. Vygotsky's concept of development and learning. A personal and activity approach to the organization of the educational process. A competent approach to educational results. General and specific competencies.

Development of the cognitive sphere and intelligence of the individual. Strategies for the formation of new knowledge and abilities. Developmental training in educational processes. Psychological and pedagogical characteristics of the subjects of the educational process. Personality formation depending on the type of leading activity in the concepts of personality development.

**Content module 3. Pedagogical problems of educational activity**

**Seminar class. 3. Psychological and pedagogical problems of educational activity. General characteristics and systematic organization of motivation training. Basic approaches to the study of motivation.** General characteristics of educational activity. Theoretical foundations of educational activity. The structure and subject content of educational activities. The component composition of the structural organization of educational activity. Age characteristics of subjects of educational activity. Learnability is the most important characteristic of subjects of educational activity, its criteria and indicators.

Psychological and pedagogical factors affecting the learning process. Learning is the central link of educational activity. General characteristics and structural organization of learning. Formation of integrative skills in the process of assimilation. Skills formation criteria. Independent work is the highest form of educational activity.

**Content module 4. Pedagogical activity in a higher medical educational institution**

**Seminar class 4. Topic: Pedagogical activity in a higher medical educational institution. Education Methodology.** General characteristics of pedagogical activity. Pedagogical functions and skills. Psychological characteristics of teachers. Individual and personal characteristics of teachers. Styles of pedagogical activity.

**Seminar class 5. Topic: Sociology of Education. Management of pedagogical activity.** The profession of a teacher and pedagogical abilities. Pedagogical design and pedagogical technologies. Algorithm of system modeling of the educational process in a higher medical educational institution.

**Seminar class 6. Topic: Educational and pedagogical cooperation in the educational process of a medical educational institution.** Educational and pedagogical cooperation as a modern trend in education. Interaction as a category. Its main characteristics. The influence of cooperation on educational activity.

**Seminar class 7. Topic: Pedagogical technologies in the higher medical school. Didactic foundations of educational management creative activity of**

**students of medical education.** Concept of pedagogical technology and its classification. Credit-modular learning technology. Distance learning technology. Conceptual bases of management of educational and creative activities of students of higher medical educational institutions. Pedagogical regularities and principles of management of educational and creative activities of students of higher medical educational institutions.

**Content module 5. General characteristics of the modern system of educational and correctional services**

**Seminar class 8. Topic: Diagnostic Teaching – the Teacher’s New Role. Special Schools. Preparation and Supply of Defectologists.** The essence and features of corrective and developmental training. Fields of corrective and developmental training. Subject, task and conceptual and categorical apparatus of corrective and developmental pedagogy. Prospects for the development of correctional and developmental pedagogy in Ukraine.

**Seminar class 9. Topic: Pedagogical systems of education of persons with hearing impairments.** Peculiarities of development, training and upbringing of persons with impaired auditory function. The role of hearing in human development. Causes and classification of auditory function disorders. Training and upbringing of persons with impaired hearing function in special institutions. Organization of assistance to persons with hearing impairments in the conditions of a higher school.

**Seminar class 10. Topic: Peculiarities of development, training and upbringing of persons with impaired visual function.** Visual impairment as a psychological and pedagogical problem. Classification of visual function disorders and their causes. Education and upbringing of persons with visual impairments in special institutions

**Seminar class 11. Topic: Peculiarities of development, training and upbringing of persons with musculoskeletal system disorders.**

The essence, etiology and pathogenesis of disorders of the locomotors system. Psychological and pedagogical characteristics of persons with disorders of the locomotors system. Education and training of persons with musculoskeletal disorders in special institutions

**Seminar class 12. FMC.**

**Thematic plan of practical classes by modules and content modules, specifying the basic issues, which are considered at the practical class - not provided.**

**Self-directed work**

| Topic | Number of hours | Control |
|-------|-----------------|---------|
|-------|-----------------|---------|

|   |           |         |
|---|-----------|---------|
| <b>Preparation for seminar classes – theoretical preparation and development of practical skills</b>  | 44        | current |
| <b>Processing of topics that are not included in the seminar classes plan (list):</b>   |           |         |
| System of educational sciences. Medicine and pedagogy   | 2         | current |
| History, current state and prospects for the development of higher medical education in Ukraine.  | 2         | current |
| Early Greek Education. Education of Roman Youth. Erasmus, the Great Dutch Humanist. John Amos Comenius Francois Rabelais. Jean Jacques Rousseau. Johann Heinrich Pestalozzi | 2         | current |
| Methods of scientific and pedagogical research  | 2         | current |
| Communication in the educational process of a medical educational institution.  | 2         | current |
| Theories of education in a higher medical school. Problems of youth education.  | 2         | current |
| Preparation for the final module control  | 4         | current |
| <b>Total</b>  | <b>60</b> |         |

**Individual tasks – not provided.**

**The list of theoretical questions for students' preparation for the final module control**

1. Subject and main categories of pedagogy. The essence of pedagogy as a science.
2. Tasks of higher medical school pedagogy. The place of higher medical school pedagogy in the system of pedagogical sciences.
3. Development of higher medical school pedagogy as an independent pedagogical science.
4. Concepts of domestic teachers H.S. Skovoroda, K.D. Ushinskyi, G. Vashchenko, A.S. Makarenko, V.O. Sukhomlynskyi.
5. Ideas of V. Vernadskyi in education. Problems of the higher medical school in the pedagogical legacy of M. Pirogov.
6. The current state of pedagogy. Distance learning technology. Modern information technologies of education.
7. The process of educational European integration in Ukraine.
8. Modernization of higher medical education. Competence principles as a basis for modernization.
9. Competency approach as a new paradigm of higher medical education in Ukraine.
10. Principles of education in a higher medical educational institution. Methods of organizing the educational process in the higher medical school.
11. The essence and structure of the pedagogical process. Regularities and principles of the pedagogical process.
12. Pedagogical technologies. Models of educational technologies in a higher medical school. Pedagogical activity of a teacher of a higher medical educational institution.

13. State standard of higher education.
14. Systems of higher medical education abroad. The current state and prospects for the development of medical education in the most developed countries.
15. General characteristics of the modern system of educational and correctional services.
16. The concept of higher school didactics. The main categories of didactics.
17. Modern systems of education in a medical institution of higher education. The essence and classification of pedagogical technologies.
18. Educational lecture and teaching methods. Seminar and practical (laboratory) classes, methods of their teaching.
19. Pedagogical innovations in a medical institution of higher education. Innovative types of learning.
20. The goal and task of education in a medical institution of higher education.
21. Scientific-pedagogical activity of a higher school teacher, its structure and implementation models.
22. Typology of teaching styles of a teacher of a medical institution of higher education.
23. Linguistic culture in scientific and educational communication of the teacher.
24. Pedagogical communication of a teacher of a medical institution of higher education. Classification of communication styles and models.
25. Medical pedagogy as a form of organization of the educational process in a medical institution of higher education.
26. Medical-pedagogical tradition in the author's concepts of M.I. Pirogov, I.P. Pavlova, I.O. Sykorskyi, Lesgafta, K.V. Ushinsky, A.S. Makarenko, V.M. Bekhtereva, V. M. Kashchenko ("healing pedagogy"), L.S. Vygotsky.
27. Connection of pedagogy with medicine. Problems of civilization as a factor of modern diseases.
28. Experience of the foreign system of medical and preventive schools. Orientation of doctors' preventive classes to different population groups.
29. Continuing education of a doctor. "Ethical Code of Doctors of Ukraine" on the need for continuous self-improvement and professional development of doctors.
30. The essence and features of corrective and developmental training.

**The list of practical skills required for the FMC:**

- knows and understands concepts, principles, modern methods, techniques and forms organization of the educational process, including heterogeneous groups of education seekers, in accordance with the requirements of the standard of basic education;
- understands teaching methods and ensures their use in the educational process;
- knows how to plan and organize the process of training of applicants, apply modern teaching methods and forms of organization of educational and cognitive activities of applicants; choose and apply methodical and didactic support;
- knows and understands the individual characteristics of the training of heterogeneous groups of students, demonstrates readiness to apply a differential approach to their training, organize the educational process considering their special needs.

## The form of final control of university performance – FMC.

### The system of continuous and final modal control

The final test is carried out upon completion of the study of the program material of module of the discipline and is carried out, as a rule, at the last lesson of the module. Compilation and re-compilation of the final modular control is carried out in accordance with the "Regulations on the organization and methodology of assessment of educational activities of higher education in the Poltava State Medical University".

Applicants for higher education who have scored the required minimum number of points during the current control (average grade point average 3.0 and above), do not have missed work passes, have mastered the topics made for independent work within the module and have met all the requirements of the training disciplines provided by the working curriculum of the discipline.

Questions (tasks, situational tasks), which are submitted to the test, are formulated in such a way that the reference answer of the higher education applicant for each lasts approximately 3-5 minutes. Tasks cover the most important sections of the working curriculum, sufficiently covered in the literature, recommended as the main (basic) in the study of the discipline. Test is approved at the meeting of the department. The total number of questions (tasks, situational tasks) in each ticket does not exceed three and must contain tasks on topics identified for self-study within the module.

The final assessment of learning outcomes in PSMU is carried out on a single 200-point scale. The assessment of the applicant corresponds to the ratio of the level of professional and general competencies established in the assessment to the planned learning outcomes (in percent). At the same time, standardized generalized criteria for assessing the knowledge of higher education seekers are used (Table 1).

**Table 1.** Standardized generalized criteria for assessing the knowledge of higher education students in PSMU

| For 4-point scale | Assessment in ECTS | Evaluation criteria   |
|-------------------|--------------------|---|
| 5 (excellent)     | A                  | The student shows special creative abilities, is able to acquire knowledge independently, without the help of the teacher finds and processes the necessary information, is able to use the acquired knowledge and skills for decision-making in unusual situations, convincingly argues answers, independently reveals own talents and inclinations, possesses not less than 90 % of knowledge on the topic both during the survey and all types of control. |
| 4 (good)          | B                  | The student is fluent in the studied amount of material, applies it in practice, freely solves exercises and problems in standardized situations, independently corrects errors, the number of which is insignificant, has at least 85% knowledge of the topic as during the survey, and all types of control   |
|                   | C                  | The student is able to compare, summarize, systematize information under the guidance of a scientific and pedagogical worker, in general, independently apply it in practice, control their own activities; to correct mistakes, among which there are significant ones, to choose arguments to confirm opinions, has at  |

|                       |    |   |
|-----------------------|----|---|
|                       |    | least 75% knowledge on the topic both during the survey and all types of control.   |
| 3<br>(satisfactory)   | D  | The student reproduces a significant part of theoretical material, shows knowledge and understanding of the basic provisions with the help of a researcher can analyze educational material, correct errors, among which there are a significant number of significant, has at least 65% knowledge of the topic, and during the survey, and all types of control. |
|                       | E  | The student has the educational material at a level higher than the initial, a significant part of it reproduces at the reproductive level. has at least 60% knowledge of the topic both during the survey and all types of control.  |
| 2<br>(unsatisfactory) | FX | The student has the material at the level of individual fragments that make up a small part of the material, has less than 60% knowledge of the topic both during the survey and all types of control.  |
|                       | F  | The student has the material at the level of elementary recognition and reproduction of individual facts, elements, has less than 60% knowledge of the topic as during the survey, and all types of control.  |

The test score is evaluated in points and is not converted into a traditional 4-point score. The maximum number of test points is 80 points. The minimum number of FMC points at which the control is considered to be passed is 50 points. The maximum number of points per module is 200 points (of which up to 120 points for current performance).

In case of violation by the applicant of higher education of the rules of university integrity (p.2.2.5. Of the Rules of Procedure), the evaluation results obtained during the preparation of the PMC to the applicant for the answer is graded "unsatisfactory".

Applicants for higher education, who during the study of the module from which the final control is conducted, had an average score of current performance from 4.50 to 5.0 are exempted from the FMC and automatically (by agreement) receive a final grade in accordance with table 2, with the presence an applicant for education at the test is mandatory. In case of disagreement with the assessment, this category of higher education seekers is FMC according to the general rules.

The obtained points for the module are set by the research and pedagogical worker in the "Statement of final modular control" and the individual curriculum of the student.

**Table №2.** Unified table of correspondence of scores for current performance, scores for FMC, exam, and traditional four-point score.

| Average score for current performance (A) | Points for current success in the module (A * 24) | Points for FMC from the module (A * 16) | Module and / or exam scores (A * 24 + A * 16) | Category ECTS         | For 4-point scale  |
|---|---|---|---|-----------------------|--|
| 2   | 48  | 32                                      | 80  | <b>F</b><br><b>FX</b> | <b>2</b><br><b>незадові</b><br><b>льно</b><br><b>/unsatisfactory</b> |
| 2,1                                       | 50  | 34                                      | 84  |                       |  |
| 2,15                                      | 52  | 34                                      | 86  |                       |  |
| 2,2                                       | 53  | 35                                      | 88  |                       |  |
| 2,25                                      | 54  | 36                                      | 90  |                       |  |
| 2,3                                       | 55  | 37                                      | 92  |                       |  |
| 2,35                                      | 56  | 38                                      | 94  |                       |  |

|      |     |    |     |          |   |
|------|-----|----|-----|----------|---|
| 2,4  | 58  | 38 | 96  |          |   |
| 2,45 | 59  | 39 | 98  |          |   |
| 2,5  | 60  | 40 | 100 |          |   |
| 2,55 | 61  | 41 | 102 |          |   |
| 2,6  | 62  | 42 | 104 |          |   |
| 2,65 | 64  | 42 | 106 |          |   |
| 2,7  | 65  | 43 | 108 |          |   |
| 2,75 | 66  | 44 | 110 |          |   |
| 2,8  | 67  | 45 | 112 |          |   |
| 2,85 | 68  | 46 | 114 |          |   |
| 2,9  | 70  | 46 | 116 |          |   |
| 2,95 | 71  | 47 | 118 |          |   |
| 3    | 72  | 50 | 122 | <b>Е</b> | <b>3</b><br>задо-<br>вільно /<br>satisfactor<br>у |
| 3,05 | 73  | 50 | 123 |          |   |
| 3,1  | 74  | 50 | 124 |          |   |
| 3,15 | 76  | 50 | 126 |          |   |
| 3,2  | 77  | 51 | 128 |          |   |
| 3,25 | 78  | 52 | 130 | <b>Д</b> |   |
| 3,3  | 79  | 53 | 132 |          |   |
| 3,35 | 80  | 54 | 134 |          |   |
| 3,4  | 82  | 54 | 136 |          |   |
| 3,45 | 83  | 55 | 138 |          |   |
| 3,5  | 84  | 56 | 140 |          |   |
| 3,55 | 85  | 57 | 142 |          | <b>С</b>  |
| 3,6  | 86  | 58 | 144 |          |   |
| 3,65 | 88  | 58 | 146 |          |   |
| 3,7  | 89  | 59 | 148 |          |   |
| 3,75 | 90  | 60 | 150 |          |   |
| 3,8  | 91  | 61 | 152 |          |   |
| 3,85 | 92  | 62 | 154 |          |   |
| 3,9  | 94  | 62 | 156 |          |   |
| 3,95 | 95  | 63 | 158 |          |   |
| 4    | 96  | 64 | 160 | <b>В</b> |   |
| 4,05 | 97  | 65 | 162 |          |   |
| 4,1  | 98  | 66 | 164 |          |   |
| 4,15 | 100 | 66 | 166 |          |   |
| 4,2  | 101 | 67 | 168 |          |   |
| 4,25 | 102 | 68 | 170 |          |   |
| 4,3  | 103 | 69 | 172 |          |   |
| 4,35 | 104 | 70 | 174 |          |   |
| 4,4  | 106 | 70 | 176 |          |   |
| 4,45 | 107 | 71 | 178 |          |   |
| 4,5  | 108 | 72 | 180 | <b>А</b> |   |
| 4,55 | 109 | 73 | 182 |          |   |
| 4,6  | 110 | 74 | 184 |          |   |
| 4,65 | 112 | 74 | 186 |          |   |
| 4,7  | 113 | 75 | 188 |          |   |
| 4,75 | 114 | 76 | 190 |          |   |

|      |     |    |     |  |  |
|------|-----|----|-----|--|--|
| 4,8  | 115 | 77 | 192 |  |  |
| 4,85 | 116 | 78 | 194 |  |  |
| 4,9  | 118 | 78 | 196 |  |  |
| 4,95 | 119 | 79 | 198 |  |  |
| 5    | 120 | 80 | 200 |  |  |

### **Teaching methods**

#### Active teaching methods

verbal: conversation, narration, explanation, work with a book (guidelines for individual work of students, workbook);

visual: illustration, demonstration (presentation);

practical methods: exercises (preparatory, trial, training, creative, control), individual work.

#### Interactive teaching methods:

small (competitive) group method, discussion, case method, project method, microphone method, unfinished sentence method, business game, Chamomile method, Press method, Fishbone method, problem situations, etc.

### **Control methods**

The current educational activities of students are controlled in practical classes in accordance with the specific objectives of the class:

oral examination (individual, frontal);

written control (system of training exercises and creative tasks);

blocks of test tasks;

oral and / or written individual or frontal control of students' independent work during preparation for practical classes, which involves the implementation of oral and written language, communication tasks and exercises, the creation of dialogues of various types, work with dictionaries; independent home reading (reading, translation and answering questions, reproduction of what has been listened to or read, etc.);

presentations, group control, self-control, mutual control.

### **Methodological support**

1. Syllabus.
2. Textbooks and manuals.
3. Methodical instructions for independent work of students during preparation for a practical lesson and in class.
4. List of recommended reading.
5. Multimedia presentations.
6. The list of practical skills required for the final module control and semester final assessment.
7. Dictionaries and reference books.

### **Recommended reading**

**Basic (available at the library of PSMU)**

1. Lillian L. C. Wong, Ken Hyland. Faces of English Education Students, Teachers, and Pedagogy // <https://www.routledge.com/Faces-of-English-Education-Students-Teachers-and-Pedagogy/Wong-Hyland/p/book/9781138201590>
2. Mike Sharples. Practical Pedagogy: 40 New Ways to Teach and Learn // [https://www.yakaboo.ua/ua/practical-pedagogy-40-new-ways-to-teach-and-learn.html?gad\\_source=1&gclid=Cj0KCQjwsuSzBhCLARIsAicdLm5Rc27i6tCWuNOynb8tHCiVLtyJ1rVJIA4wMLEjuyQJd5vLzgBaUIQaAngAEALw\\_wcB](https://www.yakaboo.ua/ua/practical-pedagogy-40-new-ways-to-teach-and-learn.html?gad_source=1&gclid=Cj0KCQjwsuSzBhCLARIsAicdLm5Rc27i6tCWuNOynb8tHCiVLtyJ1rVJIA4wMLEjuyQJd5vLzgBaUIQaAngAEALw_wcB)
3. Ludic Pedagogy: A Seriously Fun Way to Teach and Learn outlines // [https://www.yakaboo.ua/ua/ludic-pedagogy-a-seriously-fun-way-to-teach-and-learn-2574150.html?gad\\_source=4&gclid=Cj0KCQjwsuSzBhCLARIsAicdLm67Lzr8CAOmMxuC386sWKkb8jCwNEpOc3DzHyHc1wOFkt8dSRJqK9EaAsxaEALw\\_wcB](https://www.yakaboo.ua/ua/ludic-pedagogy-a-seriously-fun-way-to-teach-and-learn-2574150.html?gad_source=4&gclid=Cj0KCQjwsuSzBhCLARIsAicdLm67Lzr8CAOmMxuC386sWKkb8jCwNEpOc3DzHyHc1wOFkt8dSRJqK9EaAsxaEALw_wcB)
4. Анєнкова І. П. Педагогіка. Навчальний посібник / І. П. Анєнкова, М. А. Байдан, О. А. Горчакова, В. М. Русол. – Львів: Новий світ-2000, 2018. – 567 с.
5. Вітвицька С. С. Основи педагогіки вищої школи. Навчально- методичний посібник для студентів закладів вищої освіти / С. С. Вітвицька, Н. М. Андрійчук. – 2-ге вид. перероб і доп. – Житомир: Вид-во ЖДУ, 2019. – 312 с.

### Supplementary

1. Rustamova Mavluda, Sunnat Qosimov. ENGLISH LANGUAGE EDUCATION & PEDAGOGY, 2023  
[https://www.researchgate.net/publication/376580837\\_ENGLISH\\_LANGUAGE\\_EDUCATION\\_PEDAGOGY](https://www.researchgate.net/publication/376580837_ENGLISH_LANGUAGE_EDUCATION_PEDAGOGY)
2. Pedagogy of English (Part I) Department of Teacher ...  
<https://uou.ac.in/sites/default/files/slm/CPS-5.pdf>
3. PEDAGOGY OF ENGLISH  
<https://www.egyankosh.ac.in/bitstream/123456789/46834/1/BES-144B1E.pdf>

### Information resources

1. <http://www.nbuv.gov.ua> – Національна бібліотека України імені В.І.Вернадського, електронний каталог періодичних видань.
2. <http://www.library.edu-ua.net/id/485/> – Державна науково-педагогічна бібліотека України імені В.О. Сухомлинського НАПН України.
3. <http://library.gov.ua/> - національна наукова медична бібліотека України.
4. <http://vognutyi.ru/lib/> – колекція електронних книг.
5. <https://mon.gov.ua/ua> – Міністерство освіти і науки України – офіційний сайт.
6. <http://enc-dic.com/pedagogics> – педагогічний словник.
7. <http://uk.wikipedia.org/wiki> – Вікіпедія, вільна енциклопедія.
8. [http://www.klex.ru/books/age\\_psychology/diary.rar](http://www.klex.ru/books/age_psychology/diary.rar) – електронна бібліотека праць класиків педагогіки.
9. <http://www.ukrainians-world.org.ua/ukr/peoples/?letter=%D0%9C> – енциклопедія «Українці в освіті».
10. Сайт ПДМУ, сторінка кафедри; репозитарій ПДМУ.

- <https://ukrstudy.pdmu.edu.ua/>

<https://ukrstudy.pdmu.edu.ua/common/navchalno-metodichni-vidannya>

<https://repository.pdmu.edu.ua/collections/558d0c0d-d847-48f5-923f-4c4c0da68faf>  
<https://repository.pdmu.edu.ua/handle/123456789/225>

## **Developers**

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