

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRICULTURAL UNIVERSITY
Department of management**

**“Approved”
Acting Head of Department**

_____ **Doctor of
Economics, Professor,
Mykhailova L.I.**
" ____ " _____ **2019**

WORKING PROGRAM ON DISCIPLINE

Organization and Methodology of conducting training classes

Specialty: all specialties

Faculty of Economics and Management

2019 – 2020

The working program “Organization and Methodology of conducting training classes” is for graduate students of all specialties.

Developer: **Ph.D., associate professor Halynska A.V.**

_____ (_____)
name, initials *signature*

The working program is reviewed at the meeting of Department of management.
Report from «27» August 2019 № 1

Acting Head of the Department of Management _____ (**Mikhailova L.I.**)
(signature) *(name)*

Agreed:

Dean of the Faculty of Economics and Management _____ (Strochenko N.I.)

Methodist of Educational Department _____ (_____)

Registered in the electronic database: Date: _____ 2019 year

1. Description of subject

Index name	Field of knowledge , direction of training education level	Description of the subject
		Full-time education
Number of credits -3	Field of knowledge: 05 "Social and behavioral sciences"; 07 «Management and administration», etc.	<i>Elective</i>
Modules - 2	Specialties: all specialties	Year of training
Content modules:		2019-2020
		Course
		1
Total number of hours - 90		Semester
	2	
Weekly hours for full-time study: Classroom independent work of the student	Educational level: Postgraduate	Lectures
		12 hours
		Practical classes, seminars
		12 hours
		Laboratory work
		-
		Individual work
		66 hours
Individual tasks:		
-		
Type of control:		
credit		

Note.

Ratio of number of hours of classroom training for independent and individual work are, %:

for full-time studies – _____/(24/66)

2. Goal and task of the subject

Goal: The purpose of teaching the discipline "Organization and method of conducting training sessions" - formation of psychological culture and professional competence of future specialists of higher qualification: teachers, researchers, specialists in various fields of knowledge.

Task:

- 1) humanization of education by incorporating the knowledge of psychology into a subjective model of the future specialist's world;
- 2) formation of the system of theoretical and practical psychological knowledge from teachers, students, scientists;
- 3) the formation of skills of self-knowledge, self-development and self-presentation, promote successful professional adaptation and preservation of mental health.

As a result of studying the discipline, the postgraduate student must:

know:

- methodological and theoretical approaches to the study of the human psyche;
- Individual typological, age and gender characteristics of the psyche;
- characteristic of the cognitive-cognitive and emotional spheres of the psyche; methods and styles of interaction between teachers and graduate students;
- psychological peculiarities of a person who helps to understand people, adequately assess their condition, mood, behavior.

be able:

- adequately emotionally respond to the mental state of another man and his behavior;
- to choose in relation to each such form of communication, which would correspond to its individual features;
- To follow the requirements of etiquette as an external manifestation of internal respect for other people;
- apply specific psychological knowledge (laws, depending on the typology) in professional activities;
- To select and use psycho diagnostic methods for assessing their own personal and behavioral qualities, as well as features of other people.

3. The program of the subject (on approbation)

Theme 1. General Fundamentals of Psychology and Pedagogy of Higher School.

Place of psychology and pedagogy of higher education in the system of pedagogical sciences. Communication of psychology and pedagogy of higher education with other sciences.

Methodological aspects of psychology and pedagogy of the school. Methodology of Psychology and Pedagogy of Higher School in the Light of Modern Paradigm of Science.

The notion of a holistic pedagogical process. Characteristics of the components of a holistic pedagogical process in high school. The regularities of the pedagogical process in the high school. Categories of psychology and pedagogy of higher education. Methods of psychology and pedagogy of higher education.

Goal, task and content of higher education in Ukraine. The system of education in Ukraine, its structure. Principles of the activity of educational institutions

Theme 2. Subject, tasks, main categories and methods of Pedagogy of higher education

Modern pedagogy is a complex of theoretical and applied sciences on education as socially organized and purposeful processes, as well as ways of improving these processes.

Pedagogy of higher education is one of the branches of pedagogy, science of education of youth and adults. The object of the study of higher education pedagogy is the pedagogical system of higher education. In modern society, education is carried out, mainly through special pedagogical systems. The system is called a functional structure, whose activities are subordinated to a certain purpose. Specialists included in a joint activity form a system in which this activity is carried out. Consequently, educational institutions and included in special educational activities, specialists form a pedagogical system

Theme 3. Theory of pedagogical process in higher educational establishment

Didactics as a branch of higher education pedagogy. The subject and object of the didactics of the higher school. Organization of the educational process. Laws and regularities of education.

Contents of education. Normative documents defining the content of higher education. Curriculum, curriculum and textbook of higher education. The essence and structure of the process of studying at universities.

Principles, methods and means of study at a higher educational establishment. Didactic requirements for the choice of teaching methods at a higher educational institution.

As the subject of study didactics is divided into general didactics and specific didactics. General didactics considers general laws and principles of teaching. Specific didactics study the contents of the learning subject.

Theme 4. Forms of organization of studies in high school. The system of diagnostics of students' knowledge and abilities in higher educational institutions

Lectures and methods of conducting them. Psychological and pedagogical requirements for conducting lectures in higher education.

Seminars and practical classes in higher education institutions.

Complex forms of training organization. Didactic bases of individual classes.

Pedagogical and industrial practice of students. Independent work, requirements for its organization.

Distance education in the education system: socioeconomic need, essence, conditions of effectiveness.

Forms, types and methods of organization of research work of students.

System of diagnostics of knowledge and skills of students in higher educational institutions. The value and function of evaluating student achievements. Control over educational and cognitive activity of students.

Theme 5. Verbal, non-verbal communication. Business communication

One of the means of communication is non-verbal (non-verbal) communication. These are various body movements (gestures, facial expressions, pantomime), other means of external non-verbal transmission of human emotional states (for example, redness, change in the rhythm of breathing, etc.), which serve as means of information exchange between people.

For a businessman, it is important, on the one hand, to be able to control their movements and facial expressions, and on the other hand, to understand the language of gestures and facial expressions of the interlocutor.

Theme 6. Professional burnout as a result of organizational stress

Burnout often takes place over a longer period. You might experience it if you believe your work is meaningless; when there's a disconnect between what you're currently doing and what you truly want to be doing; or when things change for the worse – for example, when you lose a supportive boss, or when your workload increases beyond a sustainable point.

You go through "the motions" instead of being truly engaged. Over time, this leads to cynicism, exhaustion, and poor performance.

4. Structure of the subject

Titles of content modules and themes	Hours					
	Full-time					
	Total	including				
		l	p	lab.	Ind	per
1	2	3	4	5	6	7
Module 1. General Fundamentals of Psychology and Pedagogy of Higher School						
Theme 1. General Fundamentals of Psychology and Pedagogy of Higher School	10	2	2	-	-	6
Theme 2. Subject, tasks, main categories and methods of Pedagogy of higher education	10	2	2	-	-	6
Theme 3. Theory of pedagogical process in higher educational establishment	10	2	2	-	-	6
Theme 4. Management Of Higher education in Ukraine. Pedagogical Management	6	-	-	-	-	6
Theme 5. Forms and methods of Education In Higher education	6	-	-	-	-	6
Theme 6. Modern Technologies of Education (Innovations in the system).	6	-	-	-	-	6
Together Module 1	48	6	6	-	-	36
Module 2. Didactics and upbringing in high school						
Theme 7. Forms of organization of studies in high school. The system of diagnostics of students' knowledge and	9	2	2	-	-	5

abilities in higher educational institutions						
Theme 8. Verbal, non-verbal communication. Business communication	9	2	2	-	-	5
Theme 9. Professional burnout as a result of organizational stress	9	2	2	-	-	5
Theme 10. Pedagogical communication and Pedagogical Creativity	5	-	-	-	-	5
Theme 11. Psychological structure of cognitive activity and characteristics	5	-	-	-	-	5
Theme 12. Pedagogical Conflict	5	-	-	-	-	5
Together Module 2	42	6	6	-	-	30
Total	90	12	12	-	-	66

5. Themes and plan of lectures

№	Name of Topics and plan	Hours
1.	Theme 1. General Fundamentals of Psychology and Pedagogy of Higher School Plan 1. Psychology and pedagogy of higher education: subject, tasks, methods 2. Methodological foundations of higher education pedagogy	2
2.	Theme 2. Subject, tasks, main categories and methods of Pedagogy of higher education Plan 1. Subject, functions and tasks of Pedagogy of higher education. 2. Connection of Pedagogy of higher education with other sciences. 3 Subject, functions and tasks of higher education pedagogy.	2
3.	Theme 3. Theory of pedagogical process in higher educational establishment Plan 1. General concepts of didactics. Functions of didactics and basic categories. 2. Structure of the educational process in the higher schools	2
4.	Theme 4. Forms of organization of studies in high school. The system of diagnostics of students' knowledge and abilities in higher	2

	educational institutions Plan 1. Forms, types and methods of organization of research work of students. 2. System of diagnostics of knowledge and skills of students in higher educational institutions.	
5.	Theme 5. Verbal, non-verbal communication. Business communication Plan 1. Forms of verbal, non-verbal communication 2. Business communication	2
6.	Theme 6. Professional burnout as a result of organizational stress Plan 1. Notion and causes of “Burnout” 2. Symptoms of Stress vs. Burnout.	2
TOTAL		12

6. Topics of practical classes

№	Name of Topics and plan	Hours
1.	General Fundamentals of Psychology and Pedagogy of Higher School	2
2.	Subject, tasks, main categories and methods of Pedagogy of higher education	2
3.	Theory of pedagogical process in higher educational establishment	2
4.	Forms of organization of studies in high school. The system of diagnostics of students' knowledge and abilities in higher educational institutions	2
5.	Verbal, non-verbal communication. Business communication	2
6.	Professional burnout as a result of organizational stress	2
TOTAL		12

7. Independent work

№	Name of Theme	Hours
1.	Theme 1. General Fundamentals of Psychology and Pedagogy of Higher School Plan 1. Psychology and pedagogy of higher education: subject, tasks, methods 2. Methodological foundations of higher education pedagogy	6
2.	Theme 2. Subject, tasks, main categories and methods of Pedagogy of higher education	6

	<p>Plan</p> <ol style="list-style-type: none"> 1. Subject, functions and tasks of Pedagogy of higher education. 2. Connection of Pedagogy of higher education with other sciences. 3 Subject, functions and tasks of higher education pedagogy. 	
3.	<p>Theme 3. Theory of pedagogical process in higher educational establishment</p> <p>Plan</p> <ol style="list-style-type: none"> 1.General concepts of didactics. Functions of didactics and basic categories. 2.Structure of the educational process in the higher schools 	6
4.	<p>Theme 4. Management of Higher Education in Ukraine. Pedagogical management.</p> <p>Plan</p> <ol style="list-style-type: none"> 1. The system of higher education in Ukraine 2. Pedagogical management 	6
5.	<p>Theme 5. Forms and Methods of Education in Higher Education</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Didactic basis of the process of studying at universities 2. Forms of organization of studies in high school 	6
6.	<p>Theme 6. Modern Technologies of Education (Innovation in the system)</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Differentiated study at a high school 2. Interactive teaching methods 	6
7.	<p>Theme 7. Forms of organization of studies in high school. The system of diagnostics of students' knowledge and abilities in higher educational institutions</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Forms, types and methods of organization of research work of students. 2. System of diagnostics of knowledge and skills of students in higher educational institutions. 	5
8.	<p>Theme 8. Verbal, non-verbal communication. Business communication</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Forms of verbal, non-verbal communication 2. Business communication 	5
9.	<p>Theme 9. Professional burnout as a result of organizational stress</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Notion and causes of “Burnout” 2. Symptoms of Stress vs. Burnout. 	5
10.	<p>Theme 10. Pedagogical Communication and Pedagogical Creativity</p> <p>Plan</p> <ol style="list-style-type: none"> 1. Pedagogical culture of a teacher of higher education 2. Pedagogical communication. Psychological peculiarities of pedagogical communication of the teacher with students in the conditions of the 	5

	university	
11.	Theme 11. Psychological structure of cognitive activity and characteristics Plan 1. Problems of motivation in higher education 2. Student as a subject of pedagogical activity	5
12.	Theme 12. Pedagogical Conflict Plan 1. Psychological analysis of contradictions and conflicts in pedagogical interaction 2. Ways of preventing and solving pedagogical conflict	5
TOTAL		66

8. Methods of Teaching

1. Methods of learning source of knowledge:

- 1.1. Verbal: story, explanation, conversation (heuristic and reproductive), lectures, instruction, work with the book (reading, transfer, discharge, a plan, reviewing, summarizing, making tables, graphs, summaries of support, etc.).
- 1.2. Visual: demonstration, illustration.
- 1.3. Practical: practical work, exercise, production practices.

2. Methods of studying the nature of logic knowledge.

- 2.1. Analytical
- 2.2. Synthesis
- 2.3. Inductive method
- 2.4. Deductive method
- 2.5. Traductive

3. Methods of studying the nature and level of independent intellectual activity of students.

- 3.1. Problem (problem-information)
- 3.2. Part-search (heuristic)
- 3.3. Exploratory
- 3.4. Reproductive
- 3.5. Explanatory, demonstrative

4.Active learning methods - use of technical training, brainstorming, solving crosswords, debates, round tables, business and role-playing games, training, use of problematic situations, self-knowledge, use of training and control tests, using supporting lectures.

5. Interactive learning technologies - the use of multimedia technology, interactive whiteboard and spreadsheets, case-study (method of analyzing specific situations) dialog learning, students' cooperation (cooperation) and others.

9. Methods of control

1. Rating control a 100-point scale assessment ECTS

2. Policretaria evaluation of the current work of students:

- Activity when discussing issues submitted to school;
- The results of the laboratory work and protection;
- Rapid control during classes;
- Independent study of the topic in general or specific issues;
- Implementation of analytical and computational tasks;
- Writing essays, essays, reports;
- test results;
- Writing assignments during tests.

10. Distribution of points that students get

Current testing and individual work								Total for module and ind. work	Attestation	Total	
Module 1 - 35				Module 2 - 35							Ind. work
T1	T2	T3	T4	T5	T6	T7	T8	15	85 (70+15)	15	100
3-5	3-5	4-10	5-10	5-10	5-10	5-10	5-10				

Grading scale: national and ECTS

Total points for all the educational activities	Rating ECTS	Assessment of national scale	
		for exam, course project (work), practice	to offset
90 – 100	A	Excellent	Accepted
82-89	B	Good	
75-81	C		
69-74	D		
60-68	E	Satisfactory	Not credited with the possibility of re-assembly
35-59	FX	Poor - need to work before you get a positive assessment	
1-34	F	Poor – need to work seriously	Not credited with mandatory courses re-learning

11. Recommended Literature

Main

1. Ken Robinson, Lou Aronica, Creative Schools: The Grassroots Revolution That's Transforming Education / Ken Robinson, Lou Aronica // Published April 21st 2015 by Viking ISBN0670016713 (ISBN13:9780670016716), 320 pages.

2. Tara Westover, *Educated* / Tara Westover // Hardcover, Published February 20th 2018 by Random House, ISBN0399590501 (ISBN13:9780399590504), 352 pages
3. Vasyanovich G. *Pedagogical Ethics: Teaching. Manual* - K.: "Akademvydav", 2015. - 248 p.
4. Podolak L.G. *Psychology of Higher School: Workshop: Teach. pos.* / L.G. Podolyak, V.I. Yurchenko - K.: Karavela, 20013
5. Decree of the President of Ukraine No. 344/2013 "On the National Strategy for the Development of Education in Ukraine until 2021". - Access mode: <http://www.president.gov.ua/documents/15828.html>

Auxiliary

1. . *Higher education of Ukraine and the Bologna Process: Teaching. Manual* / ed. V.G. Kremenya. Author's team: M.F.Stepko, Y.Ya.Bolyubash, V.D.Shinkaruk, V.V.Grubinco, I.I. Babi -Ternopil: Educational book - Bogdan, 2014. – 384p.
3. Goncharov SM *Credit-modular system of educational process organization in the light of the Bologna Declaration: documents, materials, facts.* - Rivne: UDUVGP, 2013. – 34p.

13. Information resources

1. The Law of Ukraine "On Higher Education" // *Voice of Ukraine.* - August-6th, 2014. - Access mode: <http://zakon4.rada.gov.ua/laws/show/1556-vii>
2. The Law of Ukraine "On Education" (as amended in 2008). - Access mode: [www/osvita.org.ua/xcore/core_session.lib.php](http://www.osvita.org.ua/xcore/core_session.lib.php) on line 64
3. Law of Ukraine "On General Secondary Education" - Mode of access: zakon4.rada.gov.ua/laws/show/651-14
4. National strategy for the development of education in Ukraine for 2012-2021 years. ~ Access mode: <http://www.mon.gov.ua/images/files/news/12/05/4455.pdf>