

Ministry of Education and Science of Ukraine  
Pavlo Tychyna Uman State Pedagogical University



**PROGRAMME OF PROFESSIONAL EXAMINATION  
(REQUIREMENTS FOR A RESEARCH  
PROPOSAL IN THE SPECIALITY)**

*based on the educational degree “Master”, educational qualification level “Specialist”  
(National Qualifications Framework 7)*

Degree of Higher Education “Doctor of Philosophy”

Educational and Research Programme: Educational, Pedagogical Sciences

Speciality 011 Educational, Pedagogical Sciences

(full-time and part-time forms of study)



## **EXPLANATORY NOTE**

Programme of entrance examination containing requirements for a research proposal in the speciality (educational degree “Doctor of Philosophy”). Educational and Research Programme: Educational, Pedagogical Sciences, speciality 011 Educational, Pedagogical Sciences), is drawn up in accordance with Annex 11 “Rules for Admission to Higher Education for Postgraduate Studies and Scientific Degree in Doctoral Studies at Pavlo Tychyna Uman State Pedagogical University in 2023” (approved by the decision of the Academic Council of Pavlo Tychyna Uman State Pedagogical University, Minutes No. 14 of 25/04/2023).

The programme contains requirements for the procedure for preparing, presenting and evaluating the research proposal of applicants in the speciality 011 Educational, Pedagogical Sciences (educational degree “Doctor of Philosophy”).

A component of the entrance examinations, as a procedure for selecting applicants for the educational and scientific programme “Educational, Pedagogical Sciences” of the third (educational and scientific) level of higher education, speciality 011 Educational, Pedagogical Sciences at Pavlo Tychyna Uman State Pedagogical University, is an interview based on the submitted research proposal, which involves the presentation of a document previously prepared by the applicant and discussion of its content.

The main purpose of the research proposal in the speciality is to establish the level of the applicant’s theoretical knowledge and ability to apply the acquired knowledge in scientific research of fundamental and applied nature using modern information technologies, determining the applicant’s ability to identify, systematise, solve and predict current educational and pedagogical problems, factors and trends in the functioning and development of domestic and foreign education, critically evaluate the results of research work, determine the prospects for further research in compliance with proper academic and professional integrity.

The research proposal in the speciality is submitted by the applicant (in printed and electronic form) together with other documents provided for in clause 6.5 of Annex 11 of the “Rules for Admission to Higher Education for Postgraduate Studies and Scientific Degree in Doctoral Studies at Pavlo Tychyna

Uman State Pedagogical University in 2023”. The results of the research proposal are taken into account during the competitive selection of applicants for the degree of Doctor of Philosophy (clause 7.1. of Annex 11).

## **INDICATIVE THEMATIC AREAS OF THE RESEARCH PROPOSAL**

A research proposal in the speciality is a scientific text (abstract), in which, based on a critical review of relevant sources of information (scientific papers, periodicals, Internet resources, etc.), the substantiation of an actual scientific problem in education or pedagogy, which the applicant plans to research while studying at the Educational and Research Programme “Educational, Pedagogical Sciences”.

### **Topics of scientific research in the field of educational and pedagogical sciences**

#### *General pedagogy and history of pedagogy*

1. Social and cultural determinants of the development of modern education.
2. Theoretical foundations of pedagogical thought.
3. Values of modern education.
4. Education and civil society: trends of mutual influence.
5. Natural, social and biological regularities of the pedagogical process.
6. Theoretical and methodological principles of reforming the education system.
7. World trends in the development of education and pedagogical science – a comparative analysis.
8. Comparative pedagogy as an area of pedagogical science.
9. Formation of pedagogical processes and educational systems.

#### *Theory and methods of professional education*

1. History of the development of professional education and its individual branches.
2. Theoretical and methodological foundations of professional education.
3. Comparative professional training.
4. Theory and methodology of multi-level education in professional educational institutions.
5. Theory and methods of studying disciplines of professionally oriented cycles.

#### *Theory and methods of education*

1. Methodology of theory and methods of research in the field of educational technologies, educational activities.
2. Formation of a culture of interpersonal communication and tolerance in a multicultural environment.
3. Problems of upbringing of children, pupils and students in modern pedagogical systems.
4. Theoretical substantiation of the optimisation of the educational process in the family, primary institutions, general secondary education institutions, out-of-school, professional and technical, higher education institutions.

5. Comparative analysis of domestic and foreign educational systems.
6. New technologies of personality formation in the process of education and self-education.
7. Humanisation of the educational process in different types of educational institutions.
8. Formation of a system of value orientations, moral and spiritual world and ethics of communication of children and youth.
9. Educational activities of general secondary education institutions, out-of-school, professional and technical and higher education institutions, family and state orphanages, boarding schools.

#### *Preschool pedagogy*

1. Theory and practice of education in preschool education institutions
2. Inclusive practices in preschool education institutions.
3. Digital technologies and media education in the system of preschool education.
4. Innovative technologies in preschool education.
5. Professional and pedagogical training of specialists of preschool education institutions on the basis of a competence-based approach;
6. Management in the system of preschool education.

Other topical issues by areas and priorities.

### **REQUIREMENTS FOR THE STRUCTURE AND FORMATTING OF THE RESEARCH PROPOSAL**

If the applicant has certain achievements or own developments on the topic of the research proposal (participation in research projects, articles, abstracts, conference presentations) or a chosen and approved thesis topic at a meeting of the Academic Council of Pavlo Tychyna Uman State Pedagogical University, it is advisable to note this in the text of the research proposal.

The abstract as a research proposal in the speciality should be:

- informative, convey information objectively, and have a complete presentation;
- correctly assess the material contained in the primary source;
- productive – contain a creative or critical reflection on the sources being abstracted.

The style of presentation is scientific and business.

The structure of the abstract includes the following elements: title page, table of contents, introduction, main body (sections, paragraphs, and subparagraphs), conclusions, references, and annexes.

The title page is the first page of the abstract (Annex 1).

The table of contents of the abstract (Annex 2) is placed on a new page immediately after the title page. The table of contents includes: introduction; sequentially listed titles of all sections, subsections, conclusions; references; and

annexes.

The material is distributed evenly in accordance with the plan of the abstract:

- introduction (the relevance of the chosen topic of the abstract should be substantiated, the purpose, objectives, object, subject and methods of research, scientific and practical significance should be defined). When assessing the state of research on a scientific problem, it is necessary to briefly highlight the range of scientific ideas known to the author that have developed in science on this issue. In a brief review of the literature and sources with which the author has worked, it is necessary to assess their usefulness, accessibility, and express the author's attitude to their content;

- the main part (the topic of the abstract is presented by highlighting the main issues. In doing so, it is necessary to focus on the analysis of the issues raised in the sources used with conclusions about their theoretical and practical significance). The content of the abstract should correspond to its topic, purpose and objectives. In the sections of the main body, it is necessary to consistently disclose all the issues provided for in the plan, justify and explain the main provisions, supporting them with specific examples and facts, and formulate thoughts clearly, simply, correctly and unambiguously. The text should be logically structured;

- conclusions – scientific, theoretical and practical results of the analysis on the subject matter of the abstract (assess the degree of achievement of the purpose and fulfilment of the objectives of the work; list and briefly describe the known scientific approaches to the issues under research, as well as highlight new aspects, discussion issues to be further studied; determine what is valuable in the abstracted works, what requires additional analysis and clarification, and what is questionable); theoretical and practical recommendations arising from the analysis (they should be logically related to the content).

- references;

- annexes (these may include regulatory documents, materials that reveal the author's own experience of pedagogical work, methodical developments, research results, diagnostic materials, as well as tables, statistics, diagrams, which the author refers to in the text of the abstract, etc.);

### ***Requirements for the abstract formatting***

The volume of the abstract is **15-20 pages**. The total volume of the abstract does not include references, annexes, tables and figures, which completely occupy the page space. However, all pages of these elements are subject to continuous numbering. The paper should be neatly handwritten or typed in compliance with

stylistic and grammatical norms. The text should contain references to the literature and other sources used in the preparation of the abstract.

The text of the abstract should be written in the state language.

A4 format, Times New Roman font, size 14, line spacing 1.5, paragraph indentation 1.25 cm, all margins 2.5 cm, Word editor, DOCX file type.

The following symbols should be used in the text: quotation marks like "...", hyphen (-), dash (—), apostrophe (').

References to the sources used are made in square brackets, where the source number and the page of the citation in this edition are indicated after the comma (example: [4, p. 56]).

References should be formatted in accordance with DSTU 8302:2015.

Abbreviations of words and phrases must comply with the current standards in library science and publishing (for example: Ministry of Education and Science of Ukraine (hereinafter referred to as MES).

Sections and subsections should contain headings that should be reproduced exactly in the table of contents. Section headings are usually placed in the middle of the line. The titles of the sections are printed in capital letters without punctuation at the end, without underscores. Section headings should be indented appropriately.

The paragraph indentation should be the same throughout the text and should be five characters (the standard indentation defined by PC text editors).

If a heading consists of two or more sentences, they are separated by a full stop. The distance between the heading and the following or previous text, in case of printed production of a written work, should be at least two lines.

Page numbering should be consecutive. The page number is indicated by an Arabic numeral and placed in the upper right corner of the page without a dot or dashes. The title page (Annex 1) is included in the general page numbering of the written work, but the page number on the title page is usually not put. Sections should also be numbered in Arabic numerals.

Illustrative material – drawings, graphs, diagrams, etc. should be placed immediately after the first reference to it in the text. If a graph, diagram, or table does not fit on the page where it is referenced, it should be placed on the next page. Each illustrative material should be referenced in the text.

## EVALUATION CRITERIA OF THE RESEARCH PROPOSAL

Discussion and evaluation of the research proposal takes place at a meeting of the working group of the Department of Pedagogy and Educational Management of Pavlo Tychyna Uman State Pedagogical University.

The procedure for discussing a research proposal includes:

- presentation of the research proposal (report of the applicant up to 10 minutes);
- questions to the applicant;
- answers of the applicant to the questions;
- formulation of the working group's conclusions on the submitted research proposal and its evaluation.

### Criteria for evaluating a research proposal (abstract)

No .	Evaluation criteria
1.	Justification of the relevance, formulation of the purpose, objectives, object, subject, and methods of the research
2.	Drawing up an outline of the abstract
3.	Critical analysis of the essence and content of primary sources. Presentation of facts, ideas, research results in a logical sequence. Analysis of the current state of research on the problem, consideration of trends in the further development of the issue
4.	Availability of a sufficient number of modern regulatory and scientific sources.
5.	Compliance with the rules of abstracting scientific publications
6.	Evidence of conclusions, validity of own position, proposals for solving the problem, identification of research prospects
7.	Compliance with the requirements for the technical formatting of the structural elements of the paper (title page, outline, introduction, main body, conclusions, references, annexes)
8.	Persuasiveness of the research proposal presentation

The research proposal is evaluated on a 200-point scale.

<i>Level</i>		<i>Points</i>	<i>Characteristics of oral answers</i>
Failed		0 – 99	the applicant mentions some isolated information, but does not fully understand the content of the research proposal; does not demonstrate the required amount of knowledge and skills.
Passed	Basic	100 – 104	the applicant demonstrates superficial knowledge and understanding of the main provisions of the research proposal, while making major mistakes in the presentation of the material, which indicate an insufficiently deep

			understanding of theoretical concepts; has a reproductive level of knowledge, demonstrates basic skills; makes major mistakes in speech.
		105 – 109	the applicant demonstrates superficial knowledge and understanding of the main provisions of the research proposal, but makes some mistakes in the presentation of the material, which indicate an insufficiently deep understanding of theoretical concepts; has a reproductive level of knowledge, demonstrates basic skills; makes mistakes in speech.
		110 – 119	the applicant demonstrates superficial knowledge and understanding of the main provisions of the research proposal, but makes occasional mistakes in the presentation of the material; has a reproductive level of knowledge, demonstrates basic skills; makes minor mistakes in speech.
	Intermediate	120 – 129	the applicant demonstrates knowledge and understanding of the main provisions of the research proposal, but makes major mistakes in the presentation of the material, which indicate an insufficiently deep understanding of theoretical concepts; has a reproductive level of knowledge, partially answers questions, demonstrates basic skills; makes major mistakes in speech.
		130 – 139	the applicant demonstrates knowledge and understanding of the main provisions of the research proposal, but makes major mistakes in the presentation of the material, which indicate insufficiently deep understanding of theoretical concepts; has a reproductive level of knowledge, partially answers questions, demonstrates basic skills; makes mistakes in speech.
		140 – 149	the applicant demonstrates knowledge and understanding of the main provisions of the research proposal, but makes some mistakes in the presentation of the material; has a reproductive level of knowledge, partially answers questions, demonstrates basic skills; makes minor mistakes in speech.
	Advanced	150 – 159	the applicant demonstrates sufficient knowledge and understanding of the main provisions of the research proposal, but makes some mistakes that he/she corrects; the answer contains isolated flaws in the sequence of the presentation of the material and minor deviations from the norms of literary language. The applicant is able to compare and summarise the material learned.



		160 – 169	the applicant demonstrates sufficient knowledge and understanding of the main provisions of the research proposal, but makes some mistakes that he/she corrects; the answer contains isolated flaws in the sequence of the presentation of the material and minor deviations from the norms of literary language. The applicant is able to compare and summarise the material learned, draw his/her own conclusions.
		170 – 179	the applicant demonstrates sufficient knowledge and understanding of the main provisions of the research proposal, but makes some mistakes that he/she corrects; the answer contains isolated flaws in the sequence of the presentation of the material and minor deviations from the norms of literary language. The applicant is able to compare and summarise the material learned, draw his/her own conclusions, demonstrates partially heuristic interest.
	Expert	180 – 189	the applicant thoroughly and fully presents the material, knows the research methods, is able to distinguish between theoretical and factual in the material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently justifies his/her thoughts; deeply reveals the essence of the issue, applies theoretical knowledge to analyse educational or pedagogical phenomena, gives examples of research.
		190 – 199	the applicant thoroughly and fully presents the material, knows the research methods, is able to distinguish between theoretical and factual in the material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently justifies his/her thoughts; deeply reveals the essence of the issue, applies theoretical knowledge to analyse social phenomena, gives examples of research and from his/her own experience of pedagogical work.
		200	the applicant thoroughly, fully and consistently presents the material, knows the research methods, is able to distinguish between theoretical and factual in the material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently justifies his/her thoughts; deeply reveals the essence of the issue, applies theoretical knowledge to analyse educational and pedagogical phenomena, gives examples of his/her own research and own pedagogical experience.

## RECOMMENDED SOURCES

### Main sources

#### Regulatory documents:

1. The Law of Ukraine “On Education” (2017, as amended). Available at: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
2. The Law of Ukraine “On Higher Education” (2014, as amended). Available at: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>
3. The Law of Ukraine “On Amendments to Certain Laws of Ukraine on the Regulation of Certain Issues of Awarding Academic Degrees and Licensing of Educational Activities” (No. 1369-IX of 30/03/2021). Available at: <https://zakon.rada.gov.ua/laws/show/1369-20#Text>
4. The Law of Ukraine “On Scientific and Scientific-Technical Activities” (2015, as amended). Available at: <https://zakon.rada.gov.ua/laws/show/848-19#Text>
5. Concepts and plans for the implementation of state policy to achieve objectives 1.1-1.5 of the Action Programme of the Cabinet of Ministers of Ukraine, 2019. (Draft). Available at: <http://surl.li/bfwog>
6. Methodological recommendations for the development of higher education standards (Order of the Ministry of Education and Science of Ukraine No. 600 of 01/06/2017 (as amended by Order of the Ministry of Education and Science of Ukraine No. 584 of 30/04/2020). Available at: <https://cutt.ly/gOorFrA>
7. Educational and scientific programme “Educational, Pedagogical Sciences” of the third (educational and scientific) level of higher education. Available at: <https://fspu.udpu.edu.ua/wp-content/uploads/2022/03/ОНП-Освітні-педагогічні-науки-3-1.09.2021.pdf>
8. National Qualifications Framework (Resolution of the Cabinet of Ministers of Ukraine No. 1341 of 23/11/2011 as amended by No. 519 of 25/06/2020). Available at: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>
9. Regulations on educational programmes at Pavlo Tychyna Uman State Pedagogical University (2021). Available at: <https://cutt.ly/rOotSGa>
10. Regulations on the organisation of the educational process at Pavlo Tychyna Uman State Pedagogical University (2021). Available at: <https://cutt.ly/cOot7sE>
11. The Procedure for the training of higher education seekers of the degree of Doctor of Philosophy and Doctor of Science in higher education institutions (research institutions), approved by the Resolution of the Cabinet of Ministers of Ukraine No. 261 of 23/03/2016 (as amended by the Resolution of the Cabinet of Ministers of Ukraine No. 283 of 03/04/2019). Available at: <https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#Text>
12. Resolution of the Cabinet of Ministers of Ukraine No. 309 of 01/03/99 on Approval of the Regulation “On training of scientific and pedagogical and scientific personnel”. Available at: <https://zakon.rada.gov.ua/laws/show/309-99-%D0%BF#Text>
13. Professional Standard for the group of professions “Teachers of higher education

institutions” (Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine No. 610 of 23/03/2021). Available at: <https://mon.gov.ua/ua/news/zatverdzheno-standart-na-grupu-profesij-vikladachi-zakladiv-vishoyi-osviti>

14. Regulations on the Postgraduate and Doctoral Studies Department of Pavlo Tychyna Uman State Pedagogical University (2021). Available at: <https://cutt.ly/kOoiEOJ>

15. On state certification of higher education institutions in terms of their scientific (scientific and technical) activities. Available at: <https://cutt.ly/JOoiFsZ>

16. On the distribution of state budget expenditures between higher education institutions based on the indicators of their educational, scientific and international activities. Available at: <https://zakon.rada.gov.ua/laws/show/1146-2019-%D0%BF#Text>

17. Articles of Association of Pavlo Tychyna Uman State Pedagogical University (2020). Available at: <https://cutt.ly/yOoi4xt>

18. Uman State Pedagogical University Development Strategy for 2021-2025. (2021). Available at: <https://cutt.ly/OOoof8w>

### **Educational and methodological materials:**

1. Batenko L. P. Project management: Study guide / L. P. Batenko, O. A. Zahorodnikh, V. V. Lishchynska. Kyiv: Kyiv National Economic University, 2003. 231 p.

2. Vazhynskyi S. E., Shcherbak T.I. Methods and organisation of scientific research: study guide. Sumy: Sumy State A. S. Makarenko Pedagogical University, 2016. 260 p.

3. Debych M. Theoretical foundations of internationalisation of higher education: international experience: a monograph. Nizhyn: PE Lysenko. 2019. 408 p.

4. Internationalisation of higher education in Ukraine: methodological recommendations / L. Horbunova, M. Debych, V. Zinchenko, I. Sikorska, I. Stepanenko, O. Shypko / Ed. I. Stepanenko. Kyiv: Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, 2016. 158 p.

5. Internationalisation as a tool for developing the leadership potential of the university: study guide / I. Stepanenko, M. Debych. Kyiv: SE “R&D Centre “Priorytet”, 2017. 44 p.

6. Kobernyk O.M. Modern trends in the development of the theory and methodology of education: study guide. Uman: Vizavi, 2019. 211 p.

7. Methodical recommendations for writing thesis papers in the speciality 011 Educational, Pedagogical Sciences / Compiled by O. M. Kobernyk. I. I. Osadchenko, V. O. Koblyk. Uman. 2021. 76 p.

8. Scientific research and academic integrity: a study guide. / Compiled by N. M. Koliada, N. V. Levchenko. Uman: Vizavi, 2021. 140 p.

9. National report on the state and prospects of education in Ukraine: a monograph / National Academy of Pedagogical Sciences of Ukraine; [editorial board: V. H. Kremen (head). V. I. Luhovyi (deputy chairman), O. M. Topuzov (deputy chairman)]; under the general editorship V. H. Kremen. Kyiv: KONVI PRINT, 2021. 384 p.

10. Fundamentals of methodology and organisation of scientific research: study guide / ed. A. Ye. Konverskyi. Kyiv: Centre for Educational Literature, 2010. 352 p.

11. Fundamentals of scientific research: study guide / under the general editorship T. V. Honcharuk. Ternopil, 2014. 272 p.

17. Strategies of higher education in the context of internationalisation for sustainable development of society: a monograph / V. Zinchenko, N. Bazeliuk, M. Boichenko, L. Horbunova, S. Kurbatov, Yu. Mielkov, O. Shypko ; Ed. V. Zinchenko. Kyiv: Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, 2020. 199 p.

18. Suslikov L. M., Studeniak I.P. Management of scientific projects: an electronic textbook. 100 MB. Uzhhorod: State University "Uzhhorod National University", 2020. 409 p.

19. Project management: study guide / Yu. I. Burimenko, L. V. Halan, I. Yu. Lebedieva, A. Yu. Shchurovska ; Ed. Yu. I. Burimenko. Odesa: O. S. Popov Odesa National Academy of Telecommunications, 2017. 208 p.

### **Scientific papers:**

1. Vavilina N. I. Training of scientific personnel as a basis for the formation of the country's intellectual capital. SCIENCE, TECHNOLOGY, INNOVATION. 2019,

No. 4. P. 16–27. Available at: <https://cutt.ly/7OopwAW>

2. Vynnytskyi M. Implementation of the third cycle of higher education is the key to the success of the Bologna process. Vyscha shkola. 2008. No. 12. P. 20–27.

3. Demidova Yu. The system of training of scientific and scientific-pedagogical personnel in Ukraine: retrospective of development and features of formation. Theory and practice of social systems management. 2019. P. 115–129. Available at: <https://cutt.ly/BOopQU1>

4. Doctoral programmes in Ukraine: the experience of National University of Kyiv-Mohyla Academy / Ed. V. P. Morenets. Kyiv : Pulsary University Press, 2010. 160 p.

5. Kobernyk O.M. Developing a value-based attitude towards others in students. *Humanities studies*: collection of scientific works of Drohobych Ivan Franko State Pedagogical University. Series : Pedagogical sciences. Issue 7. Drohobych: Drohobych Ivan Franko State Pedagogical University, 2018. P. 179–192.

6. Kobernyk O.M. Personal and professional development of the teacher of labour training in the system of continuous pedagogical education. *Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems*: collection of scientific works of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. Issue 51. Vinnytsia, 2018. P. 21–25.

7. Kobernyk O.M., Biletska I.O. Pedagogy of partnership and its implementation in the creative heritage of V. Sukhomlynskyi. *Scientific notes*. Issue 171. Series: Pedagogical sciences. Kropyvnytskyi: The Republican Volunteer Centre of the Central State Pedagogical University, 2018. P. 34–39

8. Kobernyk O.M., Osadchenko I.I. Personally oriented model of education and teachers readiness for its implementation (Ukrainian experience). *Humanities*

*studies*. Series “Pedagogy”. 2019. No. 9. P. 13–26.

9. Kobernyk O.M., Slipenko V.O. The model of formation of entrepreneurial competence of pupils in secondary schools in the USA. Collection of scientific works of Uman State Pedagogical University. Issue 1. Uman: Publishing and printing centre “Vizavi”, 2020. P. 159–167.

11. Kobernyk O.M., Biletska I.O. The category of education in pedagogical discourse *Problems of training a modern teacher*. Collection of scientific works of Uman State Pedagogical University. 2020. No. 2. P. 70–80.

10. Kobernyk O.M., Denysiuk M.S. Ability to work in a team as a professional competence of a pedagogical worker *Psychological and pedagogical problems of the modern school*. Collection of scientific works of Uman State Pedagogical University. Issue 2. 2021. No. 2. P. 70–81.

11. Luhovyi V. I. Modernisation of training of scientific-pedagogical and scientific personnel in postgraduate and doctoral studies of scientific institutions of the Academy of Pedagogical Sciences of Ukraine in the context of the Bologna Process: experience, problems, prospects / V. I. Luhovyi, V. A. Semychenko O. L. Kononko et al. *Pedagogy and psychology*. 2008. No. 1. P. 94–102.

12. Methods of teaching pedagogy: practice-oriented aspect: a study guide / Ed. O.M. Kobernyk. Uman. 2017. 226 p.

13. Training of Doctors of Philosophy (PhD) in the context of higher education reform: materials of the All-Ukrainian scientific and practical conference (Zaporizhzhia, October 5-6, 2017). Zaporizhzhia: Zaporizhzhia National University, 2017. 216 p.

14. Rachynskyi A.P. Institutional and legal framework for training and certification of scientific and scientific-pedagogical personnel in Ukraine: formation and development. Available at: <https://cutt.ly/QOop7rZ>

15. Reshetniak O.I. Peculiarities of training of scientific personnel in the education systems of the world. Economy and state. Economy and State No. 4/2020. P. 96–103. Available at: <https://cutt.ly/AOoaum7>

16. Riznyk V.V., Riznyk N.A. National peculiarities and foreign practice of training scientific and scientific-pedagogical personnel. “Young Scientist”. No. 10 (50). October, 2017. P. 525–529. Available at: <https://cutt.ly/ROoakfY>

17. Talanova Zh. V. Doctoral training in the world and Ukraine. Kyiv: Millennium, 2010. 475 p.

#### **Periodicals (speciality 011 Educational, pedagogical sciences)**

1. Collection of scientific papers of Uman State Pedagogical University. Available at: <https://www.apsijournal.com/index.php/psyjournal/indexing>

1. Bulletin of Taras Shevchenko National University of Kyiv. Series “Pedagogy”. Available at: <https://bpsy.knu.ua/index.php/psychology>

2. Scientific notes of the National University of Ostroh Academy: Series “Psychology”. Available at: <https://psj.oa.edu.ua/about>

3. Bulletin of Lviv University. Series Pedagogical Sciences. Available at: <http://psy-visnyk.lnu.lviv.ua/uk/>

4. Bulletin of the National Defence University of Ukraine. Series Pedagogical Sciences. Available at: <http://visnyk.nuou.org.ua/about>

5. Collection of scientific papers of the National Academy of the State Border Guard Service of Ukraine. Series: pedagogical sciences. Available at:



<https://nadpsu.edu.ua/zbirnyk-naukovykh-prats-psykholohichni-nauky-natsionalnoi-akademii-derzhavnoi-prykordonnoi-sluzhby-ukrainy-drukovane-vydannia/>

6. Bulletin of the National Aviation University. Series: Pedagogy, Psychology. Available at: <https://jrnl.nau.edu.ua/index.php/VisnikPP>

7. Bulletin of Odesa I. I. Mechnikov National University. Available at: <http://psysocwork.onu.edu.ua/old/about>

8. Scientific journal of the National Pedagogical Dragomanov University. Series: Pedagogy. Available at: <https://sj.npu.edu.ua/index.php/pn/about>

9. Scientific bulletin of Kherson State University. Series “Pedagogical sciences”. Available at: <http://pj.journal.kspu.edu/index.php/pj>

10. Bulletin of H.S. Skovoroda Kharkiv National Pedagogical University “Pedagogy”. Available at: <http://journals.hnpu.edu.ua/index.php/psychology>

11. Bulletin of Odesa National University: collection of scientific papers, Series: Pedagogy. Available at: <http://psysocwork.onu.edu.ua/old>

12. Scientific bulletin of Mukachevo State University. Series “Pedagogy and psychology”. Available at: <https://pp-msu.com.ua/uk>

#### **Information sources**

Scientific portal. Pavlo Tychyna Uman State Pedagogical University. Available at: <https://nauka.udpu.edu.ua/>

National Agency for Higher Education Quality Assurance. Available at: <https://naqa.gov.ua/>

Science. Ministry of Education and Science of Ukraine. Available at: <https://mon.gov.ua/ua/tag/nauka> Vernadsky National Library of Ukraine Available at:

<http://www.nbuv.gov.ua>

Electronic Library of the National Academy of Sciences of Ukraine Available at: <http://lib.iitta.gov.ua>

Electronic Library Available at: <https://lib.imzo.gov.ua/>

Institutional repository of Pavlo Tychyna Uman State Pedagogical University Available at: <https://dspace.udpu.edu.ua/>

#### **Web resources**

<https://scholar.google.com/>

<https://www.scopus.com/home.uri>

<https://www.webofknowledge.com>

Guarantor

of the educational and scientific programme

Educational, Pedagogical Sciences

Oleksandr Kobernyk

Approved at the meeting of the Department of Pedagogy and Educational

Management Minutes No. 12, May 5, 2022.

Acting Head of the Department of Pedagogy and Educational Management

of Pavlo Tychyna Uman State Pedagogical University

Oksana Bialyk

Stamp: True copy



## **ANNEXES**

### **EXAMPLES OF FORMATTING OF THE STRUCTURAL COMPONENTS OF A RESEARCH PROPOSAL**

#### **Annex 1**

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**FORMATION OF FUTURE PEDAGOGUES' PREPAREDNESS FOR  
TEAMWORK IN PROFESSIONAL ACTIVITY**

**RESEARCH PROPOSAL IN THE SPECIALITY**

Degree of Higher Education "Doctor of Philosophy"

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