

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



## PROGRAMME OF ENTRANCE EXAMINATION

### “Theory and History of Pedagogy”

Educational and scientific level “Doctor of Philosophy”

*based on the educational degree “Master”, educational qualification level*

*“Specialist” (National Qualifications Framework 7)*

Educational programme: Educational, Pedagogical Sciences

Speciality 011 Educational, Pedagogical Sciences

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



Uman – 2023

## EXPLANATORY NOTE

The purpose of the entrance examination for postgraduate study in the speciality 011 Educational, Pedagogical Sciences in the academic discipline “Theory and History of Pedagogy” is to determine the degree of understanding and awareness of the genesis of the development of foreign and domestic pedagogical science and practice, knowledge of the essence and significance of pedagogy, the foundations of public education; possession of knowledge of the provisions and theories of modern pedagogy, modern pedagogical technologies and methods of scientific and pedagogical research; ability to independent systematic pedagogical thinking, self-assessment and self-analysis of pedagogical phenomena and situations; the state of preparedness for research activities in the field of pedagogy.

The applicant should demonstrate an understanding of the role of educational institutions in society; knowledge of the main legislative documents in the field of education, the essence of the processes of education and upbringing, their psychological foundations; knowledge of educational and upbringing systems of the past and present; preparedness to reveal general issues of organisation of pedagogical research, research methods and their possibilities, ways of generalisation and presentation of research results; ways of improving teacher’s skills and ways of self-improvement; knowledge of methods of forming skills of independent work and development of creative abilities and logical thinking of pupils, age peculiarities of the process of knowledge acquisition.

A future postgraduate student should **know**: the history of the development of pedagogy, be familiar with various pedagogical concepts, approaches and views of domestic and foreign scholars on the problems of education and upbringing; know the basic theoretical concepts of the course, the content of basic concepts; patterns, concepts and prospects for the development of pedagogy as a science and academic discipline; the content of the main state regulatory and legislative documents related to the education system of Ukraine; current trends and prospects for the development of education in Ukraine and in developed countries; structure and patterns of the pedagogical process in the system of general secondary education; mechanisms of physical, intellectual, social, spiritual development of the personality; content of upbringing and education; principles, forms of organisation and methods of education and upbringing; essence of management and administration of education and school;

A future postgraduate student should **be able to**: analyse the influence of historical, cultural, philosophical, psychological, economic, social factors and approaches on the specifics of education in different countries of the world; freely operate with pedagogical categories and concepts; define the tasks of pedagogical

science in accordance with the demands of society in the field of education; apply theoretical and empirical methods of pedagogical research.

The presented programme corresponds in content and structure to the content of pedagogical training of graduates of higher education institutions and ensures the continuity of pedagogical education.

Each of the questions requires a detailed answer. It is necessary to pay attention to the following content components that need to be covered when answering the questions.

### **EVALUATION CRITERIA FOR ASSESSING THE KNOWLEDGE OF APPLICANTS**

<i>Level</i>		<i>Points</i>	<i>Characteristics of oral answers</i>
Failed		0 – 99	The applicant names isolated concepts of the educational programme, does not answer the examiner's questions
Passed	Basic	100	The applicant demonstrates superficial knowledge of the educational programme; with the help of the examiner, reveals the essence of the question.
		101 – 109	The applicant demonstrates superficial knowledge of the educational programme; answers questions inconsistently and uncertainly; makes serious deviations from the norms of literary language
		110 – 119	The applicant reproduces part of the educational material; independently names isolated concepts of the question; makes deviations from the norms of the literary language
	Intermediate	120 – 129	The applicant demonstrates knowledge and understanding of the basic provisions of the academic discipline, but makes major mistakes in the presentation of the material, which indicate insufficiently deep understanding of theoretical concepts; has a reproductive level of knowledge, demonstrates basic skills; makes major mistakes in speech
		130 – 139	The applicant demonstrates knowledge and understanding of the main provisions of the academic discipline, but makes mistakes in the presentation of the material, is able to describe pedagogical processes; makes mistakes in speech
		140 – 149	The applicant demonstrates knowledge and understanding of the main provisions of the academic discipline, but makes mistakes in the presentation of the material, has an intermediate level of knowledge, makes mistakes in speech. The applicant answers the question partially.

	Advanced	150 – 159	The applicant demonstrates sufficient knowledge and understanding of the main provisions of the academic discipline, 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 academic discipline, 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 academic discipline, 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 educational and scientific material, knows the research methods, is able to distinguish between theoretical and factual in the pedagogical 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 and pedagogical phenomena, gives examples of social and pedagogical research
		190 – 199	The applicant thoroughly and fully presents the educational and scientific 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 and pedagogical phenomena, gives examples of social and pedagogical research and from his/her own social and pedagogical experience
		200	The applicant thoroughly, fully and consistently presents the educational and scientific 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 and pedagogical phenomena, gives examples of social and pedagogical research and from his/her own social and pedagogical experience
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## **GRADING STRUCTURE**

The questions on the exam paper are graded on a scale from 0 to 200 points. The total grade for the entrance exam is determined as the arithmetic mean of the grades for each question divided by the number of questions in the exam paper.

## **PROGRAMME CONTENT**

### **General fundamentals of pedagogy**

#### **Topic 1. Pedagogy in the system of human sciences.**

The concept of folk pedagogy, ethnopedagogy and pedagogy as an academic science. Stages of development of pedagogy. Subject and main tasks of pedagogy.

The main categories of pedagogy: upbringing, training, education and development, their interconnection.

The system of pedagogical sciences, the relationship of pedagogy with other sciences.

Pedagogy as a science and art of education.

Methodology of pedagogical research. Stages of pedagogical research. Methods of scientific and pedagogical research: observation, pedagogical experiment, interviews, study of perspective experience; study of documentation and pupil papers, surveys, methods of modelling pedagogical phenomena, methods of quantitative and qualitative analysis of research results.

#### **Topic 2. Development, socialisation and upbringing of the personality.**

The concept of personality, individuality, individual. Content characteristics of the concepts: development, socialisation, upbringing and formation. Areas of personality development. Mental, physical, social and spiritual development.

The main objective and subjective factors of personality formation, their features and interconnection. Upbringing – a determining factor in the formation of personality.

The role of activity and communication in personality development. The interdependence of the processes of upbringing and development, the active position of the personality and its role in the process of development and upbringing.

The child as an object and subject of upbringing. Age periods of personality development. Theories of personality development.

### **Topic 3. Features of the pedagogical profession and the formation of the teacher's personality.**

Social determination of the emergence and formation of the pedagogical profession. Features of pedagogical activity. Requirements for the pedagogue's personality in accordance with the modern professional standard of a teacher of a general secondary education institution.

The system of pedagogical activity: teaching, upbringing, class supervision, professional self-improvement, organisational, methodological, extracurricular, scientific and research. The essence of pedagogical skills. The concept of pedagogical competence, pedagogical culture.

Pedagogical communication. Pedagogical ethics and pedagogical tact.

### **Theory of upbringing**

#### **Topic 4. The problem of the purpose of upbringing in pedagogy. The purpose of upbringing in a modern school.**

Purposefulness is the most important characteristic of upbringing. The concept of the purpose of upbringing. The objective nature of the purpose of upbringing. Forms of practical implementation of the purpose of upbringing. Different approaches to defining the purpose of upbringing.

Social and subjective goals. Hierarchy of goals. Genesis of the purpose of upbringing in Ukraine. Compliance of the purpose of upbringing with the needs and conditions of the current stage of social development of the Ukrainian state. State documents on the purpose of upbringing. The all-round development of the personality as a social goal of upbringing. State documents on the purpose of upbringing. The purpose of modern education.

#### **Topic 5. The essence of the upbringing process.**

Different approaches to interpreting the essence of upbringing. Theories of upbringing. The process of upbringing as a natural, consistent, continuous change in the development of interacting subjects. Personality-oriented approach to upbringing. Pedagogical interaction in upbringing, subjects of upbringing.

Features of the upbringing process: purposeful, bilateral, long-term and continuous, variable, multifactorial.

Dialectics and driving forces of the upbringing process. Democratic and humanistic nature of upbringing. Self-upbringing and reform through upbringing. The structure of the upbringing process: purpose, content, forms and methods, result. Criteria of state of upbringing. Diagnostics of students' state of upbringing.

#### **Topic 6. Patterns and principles of upbringing.**

Regularities of the process of upbringing. The objective nature of the patterns of upbringing. The concept of principles of upbringing. General principles of upbringing: purposefulness, reliance on the positive in education, connection with life; unity of consciousness and behaviour; upbringing in work and teamwork, etc.

Principles of modern upbringing: national orientation, compliance with culture, humanisation, subject-subject interaction, integrity, personal orientation,

life meaning-making, multiculturalism, technologisation, social responsibility, preventiveness.

**Topic 7. Content of upbringing in a modern school.**

The concept of the content of upbringing. Traditional approaches to defining the content of upbringing: by areas of upbringing (intellectual, physical, moral, aesthetic, etc.) and types of culture (moral, aesthetic, economic, labour, etc.). Modern understanding of the content of upbringing as a system of general cultural and national values. The content of upbringing as a unity of the personality's value attitude to the state, human, nature, labour, etc.

The main guidelines for upbringing at school.

**Topic 8. Means, forms of organisation and methods of upbringing.**

The concept of means, methods and techniques of upbringing. Characteristics of the means of upbringing. Forms of organisation of pupils' upbringing. Traditional methods of upbringing in pedagogy, their classification and characteristics. Innovative methods of upbringing. Folk and pedagogical methods of upbringing. Pedagogical skills of using various methods of upbringing of pupils, their optimal combination. Technologies of the modern upbringing process.

**Topic 9. Physical development of pupils and improvement of their health.**

The concept of physical development and upbringing. Recreational, educational and upbringing tasks of physical development. Development of a value-based attitude to one's own physical health in pupils. The content of physical upbringing. Folk-pedagogical and modern means of physical conditioning of the younger generation. Forms and methods of developing a value-based attitude to one's own physical health in pupils. Development of a healthy lifestyle for children in the family and at school. Out-of-class and out-of-school physical education and health activities of children.

**Topic 10. Intellectual development of the pupil's personality. Formation of the basics of scientific worldview.**

The concept of intellectual development and intellectual upbringing. Tasks of intellectual upbringing. The content of intellectual upbringing. Development of a culture of intellectual work. Forms and methods of intellectual education.

The concept of worldview and its functions. Structure of worldview: knowledge, views, beliefs and ideals. Types of worldview: everyday, religious, scientific. Ways of developing pupils' worldview.

**Topic 11. Social development of the pupil's personality. Upbringing of a personality in a collective.**

The concept of socialisation and social development of the personality. The main factors influencing the socialisation of the personality. Social and civic engagement and its formation in the family and school. Organisation of social and communicative activities of pupils. Social development of pupils in the process of educational work and methods of its diagnostics.

Problems of interaction between the personality and the collective. General concepts of children's collective, its features and structure. The main types of

collectives. Dynamics and stages of team development. System of perspective lines, traditions of the collective. Principles of parallel action and unity of pedagogical requirements. Ways to unite the children's collective. Harmony of collective and personality development.

Characteristics of existing children's public organisations, their tasks; areas of activity. The system of pupil self-government.

**Topic 12. Spiritual development of the personality. Moral and aesthetic upbringing of pupils.**

The concept of spirituality and spiritual development, spiritual values. The system of spiritual values: universal, cultural and national, civil, family, personal. Ways of developing spiritual values.

Development of a value-based attitude towards human beings in pupils. The concept of morality and moral upbringing. Ways and means of developing universal values in pupils.

Development of a value-based attitude to culture in pupils. Aesthetic upbringing as a component of spiritual culture. Ways and means of aesthetic upbringing in educational, extracurricular and extracurricular work. Forms and methods of aesthetic upbringing. Aesthetic upbringing based on folk traditions, national art, folklore, etc.

**Topic 13. Development of civic culture of pupils.**

Citizenship as an integrated quality of personality. Tasks of civic upbringing. Development of a value-based attitude to the state as a goal of civic upbringing. National identity. The content of civic upbringing. Ways of forming civic culture in educational and upbringing activities. Means, forms and methods of educating pupils' civic culture.

National and patriotic upbringing of pupils at school. Purpose, tasks and means of national and patriotic education of pupils. Content, forms and methods of upbringing of growing patriots of Ukraine.

**Topic 14. Development of a value-based attitude to labour in pupils. The system of career guidance for pupils at school.**

Diligence as a national and cultural value. Labour activity as an important factor in the holistic physical, intellectual, social and spiritual development of the personality. Educational potential of labour activity. The essence and tasks of labour upbringing. The content of labour upbringing. Forms and methods of developing a value-based attitude to labour in pupils.

The concept of career guidance. Components of career guidance for pupils: professional information, professional diagnostics, professional consultation, professional selection and professional adaptation.

**Topic 15. Class teacher as an organiser of the educational process with pupils.**

Content of the class teacher's pedagogical activity. Functions of the class teacher: educational, developing, organisational, stimulating, diagnostic, social, coordinating, methodological. Rights and responsibilities of the class teacher.



Areas of activity of the class teacher: studying pupils, uniting the class collective, coordinating the pedagogical requirements of subject teachers, establishing cooperation with parents and the public.

Planning of upbringing work in the classroom. Requirements for planning and its types. Organisation of life activities of class pupils. Diagnostics of physical, intellectual, social and spiritual development of class pupils.

#### **Topic 16. Family upbringing of the pupil's personality. Cooperation of family and school.**

The essence of family upbringing. Family upbringing is the fundamental basis of child development. Influence of the atmosphere of family life, family values, general culture of parents, system of relationships on the upbringing of the child.

Modern problems of family upbringing. Cooperation between school and family. Forms and methods of interaction between school and family. Parents' committees. Formation of pedagogical culture of parents.

Public participation in the upbringing of children. Types of public organisations. Joint activities of the school, family and public in organising leisure and recreation for children, mastering social experience, preserving and developing national culture.

#### **Topic 17. Out-of-class and out-of-school upbringing work.**

The concept of out-of-class and out-of-school educational work. Features and differences of out-of-class and out-of-school work. Principles of organisation of out-of-class work. Forms of organising out-of-class work.

Out-of-school educational institutions, their types. The content of the work of out-of-school institutions.

### **Theory of education and learning**

#### **Topic 18. Subject and main categories of didactics. Learning process, its structure.**

The emergence and development of didactics as a theoretical component of pedagogy that studies the problem of learning and education. General theory of teaching and methods of individual subjects in the basic sciences, their interconnection.

The main categories of didactics: learning process, principles of learning, content of education, teaching methods, organisational forms of learning.

Learning as a type of cognitive activity of pupils, its main features.

Two-sided nature of the learning process: unity of teaching and learning. Structure of the learning process.

The main functions of learning (educational, developmental, upbringing) and their interconnection. Contradictions and driving forces of the learning process.

The main stages of knowledge mastering: perception, awareness, comprehension, memorisation and application of knowledge and skills in practical activities.

The role of incentives and motives in pupils' learning. Characteristics of incentives and motives for learning.

### **Topic 19. Different types of learning.**

Features of the explanatory and illustrative (informational) type of learning. Problem-search, research approach to learning. The concept of a problem, a problem situation in learning. Levels of problematic learning. Organisation of problem-search activities, inclusion of research elements in the learning process. The optimal combination of explanatory and illustrative and problem-based learning.

Fundamentals of programmed learning. The concept of programmed learning. Machine and machine-free programming. Methods of programming: linear, branched, mixed. Algorithm learning and learning algorithm. Prospects for the development and application of programmed learning. Computerisation of learning. The essence of modular developmental learning, ways of its implementation in modern school.

### **Topic 20. Patterns and principles of learning.**

The concept of learning patterns, the basic laws of the learning process and their characteristics.

Definition of the principles of learning as the initial provisions that determine the nature of the cognitive activity of pupils and the technology of the teacher's activity.

Traditional principles of learning: connection with life, consistency and systematicity, educational nature of learning, scientific nature, systematicity, visualisation, strength of knowledge, skills and abilities, accessibility, activity in learning, individualisation of learning, etc.

### **Topic 21. Content of education in a modern secondary school.**

Scientific basis of the content of education in a civilised society. Theories of educational content. The content of education in a modern school, its main components. General, polytechnic and professional education. Updating the content of education in a modern school.

State standards of educational content. Curriculum for different types of secondary schools in Ukraine. Scientific and pedagogical basis of the curriculum. Principles of its construction. Types of curricula. Educational programmes, principles of their construction, requirements for programmes, their structure. Types of textbooks for Ukrainian schools. New textbooks for schools.

### **Topic 22. Methods and means of teaching and activating pupils' cognitive activity.**

Definition of a teaching method. Techniques as an integral part of the method and as an independent didactic category. Different approaches to the classification of methods: by the sources of knowledge, by the peculiarities of the teacher's and student's activities, by the nature of the pupil's cognitive activity.

Teaching methods by sources of knowledge: verbal, visual, practical.

Methods by the nature of pupils' cognitive activity (explanatory and illustrative, reproductive, problem-based, partially searching, research)

The role and importance of teaching aids in the organisation and implementation of pupils' learning and cognitive activities. Classification of

teaching aids. Natural objects, schematic images, electronic and sound equipment. technical teaching aids, classrooms, computers.

**Topic 23. Organisational forms of educational and cognitive activity of pupils.**

Forms of organisation of the educational process. Historical development of organisational forms of education. The emergence and development of the classroom system of education in Ukraine. The main existing forms of organisation of the educational process (lesson, excursion, homework, independent work, additional classes, electives, workshops, seminars, lectures, etc.

Forms of organisation of pupils' activity in the classroom: individual, pair, group, collective.

Modern teaching systems: module-developmental, lecture-seminar, cycle-block.

**Topic 24. Lesson in a modern school.**

Lesson as the main form of education at school. Requirements for a modern lesson.

Traditional typology of lessons. Structure of the lesson depending on its purpose. Teacher preparation for the lesson and its main stages. Non-traditional lessons at school.

**Topic 25. Control of pupils' learning achievements.**

The concept of control and its importance in the educational process. Functions of control. Evaluative judgements as an important lever for managing the development of consciousness, character, will and learning abilities of pupils. Pedagogical requirements for testing. Methods of control and types of its implementation at different stages of education.

Assessment of pupils' learning achievements, its purpose. Criteria for the quality of knowledge and skills of pupils. Characteristics of the grading system. Levels of academic achievement. Certification of pupils.

**School science**

**Topic 26. The system of education in Ukraine.**

The concept of the education system. The purpose and basic principles of education in Ukraine. The education system of Ukraine and its structure. Issues of education management in the Law of Ukraine "On Education".

General secondary education. General education school of three levels: the first – primary school, the second – basic school, the third – high school.

Participants of the educational process. School activities as an open social and pedagogical system. Social work, family upbringing, pedagogical support for families, cooperation between schools and families in the upbringing of children, the role of children's and public organisations in the upbringing of children. Spheres of activity and functions of social institutions and social workers.

**Topic 27. General principles of management. Principles of education and school management.**

The concept of management. Scientific basis of management. Principles of education management. The main functions of management. The education system in Ukraine and its components. Education and school management bodies:

state and public. Democratisation of education system management. Pedagogical council at school and school council, their functions, content and forms of activity.

#### **Topic 28. School management.**

The concept of management. School management. In-school management and control. Planning the work of an educational institution. Principles and methods of in-school management, its content and forms of implementation.

Organisation of in-school control over the activities of teachers, educators, class teachers, methodological associations, forms of control and their improvement.

#### **Topic 29. Professional development and certification of pedagogical workers.**

Problems of professional development, study, generalisation and dissemination of promising experience of teachers and pedagogical collectives, implementation of achievements of pedagogical science into school practice as the main tasks of improving teachers' professionalism. Involvement of teaching staff in pedagogical research, study of topical issues of education and upbringing of pupils, improvement of the educational process, revival of Ukrainian culture, etc.

Criteria and stages of studying perspective pedagogical experience. Forms of experience dissemination. Activities of the best schools of Ukraine, peculiarities of work of teachers-innovators.

#### **Topic 30. School documentation.**

Types of school documentation. General school documentation. Teacher and class teacher documentation. Rules for keeping school records. Storage of school records.

### **History of foreign schools and pedagogy**

#### **Topic 31. Education and upbringing in the world social civilisation. Pedagogical thought of the Ancient World.**

Subject, objectives, significance and structure of the course "History of Pedagogy". History of Pedagogy as a historical and pedagogical science. The relationship of the history of pedagogy with the history of material and spiritual culture. History of Pedagogy as a professional and cultural discipline. Principles of structure and methods of researching the history of pedagogy. Sources of the history of pedagogy, their classification.

Characteristics of the main theories of the origin of education. Sources of studying the pedagogical experience of primitive people. Features of education at different stages of development of the primitive communal system. The emergence of organised forms of upbringing. Primitive educational institutions: kin, tribe. Age initiation. Children's games, traditions, customs, rituals, ceremonies, their role in the upbringing of the younger generation. The first educational institutions in history. The emergence of writing. Pictographic writing. The prerequisites and process of separating education into a special form of social activity. The problem of separating intellectual education from physical labour.

Education and educational practice in the countries of the Ancient East. The main features of education during the formation of a slave owning system. Prerequisites for the emergence of the first schools. Development of writing systems among ancient peoples. Characteristics of schooling in ancient Sumeria, Egypt, China, India.

Educational and upbringing systems in the countries of Ancient Greece. Characteristics of the Spartan and Athenian educational and upbringing systems, their comparative analysis. Content and methods of teaching in schools of Ancient Greece. The letter-by-letter method of teaching literacy. Individual form of education in the schools of Ancient Athens. Education in the Hellenistic period. Socialisation of schooling. "The Seven Liberal Arts". Characteristics of the Hellenic education system.

The origin of pedagogical theory in the philosophical doctrines of ancient Greek philosophers. Pedagogical ideas of Democritus, Socrates, Plato, Aristotle. Upbringing and school education in ancient Rome. The main types of schools, the content of education and upbringing in them. Pedagogical ideas of M. F. Quintilian.

### **Topic 32. School and pedagogy of the Middle Ages.**

General characteristics of the Middle Ages in Europe. The main features and conditions for the development of upbringing and education. The main types of upbringing and education in Europe during the heyday of feudalism: church, knightly, burgess, practical. Upbringing and education of women. The content of education in church schools. Individual and group form of education. Catechistical method of mastering knowledge. The purpose, content and system of knightly upbringing. City schools, their historical and pedagogical significance. Upbringing of peasant children. Features of the upbringing of girls. Pedagogical thought of the Middle Ages. Scholasticism, its influence on the content and methods of education. Quotemanship and dogmatism of scholastic education. Development of university education in medieval Europe. Social and economic conditions of their emergence, democratic principles of the first universities.

### **Topic 33. School and pedagogy of the Renaissance.**

General characteristics and conditions of the European Renaissance (XIV-XVI centuries). The main features of the pedagogy of the humanist era. School and pedagogical thought of the Renaissance. Pedagogical ideas of humanist teachers (E. Roterodamus, F. Rabelais, M. Montaigne, T. More, T. Campanella, V. Feltre).

### **Topic 34. Pedagogical theory of J. A. Comenius.**

Life, pedagogical activity and theoretical heritage of Jan Amos Comenius. J.A. Comenius and the democratic movement of the XVII century. The main features and contradictions of the worldview. The pedagogical theory of J.-A. Comenius as part of the plan for the improvement of humanity. The general purpose and objectives of upbringing. "Great Didactics" – theoretical justification of modern pedagogy. The principles of conformity with nature and national character of education - the methodological basis of the pedagogical theory of J.-A. Comenius.

The doctrine of the school. Principles of building a school education system. Age periodisation. Structure of educational institutions, content of education in them and requirements for the organisation of their activities.

Didactic views of J.A. Comenius. The essence of the learning process and the objectives of education. Requirements for determining the content of education. Principles of learning. "Golden rule of didactics". The problem of organising school education. Justification of the classroom system. Requirements for the lesson. Methods and rules of teaching. The problem of the textbook and its requirements. Characteristics of textbooks compiled by J.A. Comenius.

Problems of upbringing and discipline in the pedagogical theory of J.A. Comenius. Objectives, means and methods of moral education. The problem of school discipline. J.A. Comenius on the pedagogical profession and requirements for teachers.

### **Topic 35. Schooling and pedagogical thought in Europe in the XVII-XVIII centuries.**

English pedagogy of the XVII century. The bourgeois revolution in England in the XVII century, its impact on the development of upbringing and education. Pedagogical concept of J. Locke. Ways of forming the personality of a gentleman. J. Locke on the content and methods of intellectual, moral and physical education of children.

French enlightenment of the XVIII century. Pedagogical ideas of the French enlightenment philosophers of the XVIII century C. Helvetius and D. Diderot.

Pedagogical theory of J.-J. Rousseau, general principles of the educational system developed by him. The innovative nature of J.-J. Rousseau's ideas. The theory of natural and free education. Periodisation of the child's life, content and methods of education and upbringing at each of the age periods. The method of natural consequences. J.-J. Rousseau on the upbringing of women. Contradictions in the pedagogical views of J.-J. Rousseau's pedagogical views.

Features of public education in Western Europe in the XVII-XVIII centuries. The Bell-Lancaster monitoring system.

### **Topic 36. Western European pedagogy of the late XVIII – first half of the XIX century.**

The pedagogical system of J. Pestalozzi. Life and work, pedagogical experiments of Pestalozzi. Sociological, psychological and general pedagogical foundations of Pestalozzi's ideas. The principle of conformity with nature. The theory of elementary education. Didactic views, the beginnings of the theory of formal education. Content and methods of mental, moral, physical and labour education. Methods of primary education. The problem of combining learning with productive work of pupils. The problem of interaction between family and school in the upbringing of children, the priority of family education. J. Pestalozzi about the teacher.

Development of philanthropy and neohumanism in Germany. The main ideas of philanthropic pedagogy and its representatives: I. Bazedov, H. Saltzman et al. Organisation of philanthropin and the educational process in them.

Neohumanist direction in pedagogy. Basic ideas of neohumanists. Pedagogical ideas of V. Humbolt.

Pedagogical views of A. Diesterweg. General pedagogical ideas. Substantiation of methodological principles of education in the works of A. Diesterweg. Didactics of developmental learning. A. Diesterweg about the teacher and his/her training.

Pedagogical theory of J. Herbart. Development of methodological principles of pedagogy by J. Herbart. The theory of multilateral interest. The structure of the learning process and its formal stages. The doctrine of teaching methods. The idea of upbringing learning. The main means of managing children. The system of moral education.

Pedagogical views and activities of socialist utopians R. Owen and S. Fourier.

Social and pedagogical experiments of R. Owen in New Lanark. The system of schools. The problem of combining education with productive work of children in the practice of R. Owen. Pedagogical experience of the New Harmony commune. Pedagogical ideas in the works of S. Fourier. The plan of the ideal social and labour organisation of the Harmony society. The system of education in Harmony society.

### **Topic 37. General trends in world pedagogy in the late XIX – early XX century.**

New trends in the pedagogical theory and practice of foreign countries in the late XIX – early XX century. School in the leading countries of the world in the late XIX – early XX century. The main scientific directions of foreign reformist pedagogy of the late XIX – early XX century and their characteristics.

Pedagogy of “free education”. Pedagogical ideas of E. Kay, G. Charrelman. Pedagogical system of M. Montessori. Experimental pedagogy and its representatives. The origin of paedology – scientific childhood studies. Pragmatic pedagogy. Pedagogical ideas of J. Dewey. The theory of “civic education” and “labour school” by G. Kerschensteiner. Pedagogy of “new education” and “new schools”.

### **Topic 38. Modern education systems in the most developed countries of the world.**

Evolution of educational systems in the most developed countries at the turn of the XXI century. The education system in the USA. The educational system in the UK. Characteristics of the educational system in Germany. Characteristics of the educational system in France. The educational system in Japan.

#### **History of the national school and pedagogy**

### **Topic 39. Folk wisdom of upbringing of children and youth. Education, school and pedagogical thought before the princely and princely era of the IX – XVI centuries.**

Traditions and rituals as the basis of Ukrainian ethnopedagogy. Means of folk upbringing of children and youth. Ways of folk upbringing influence. Forms and methods of folk upbringing of a growing personality.

Upbringing of the Eastern Slavs. The purpose, content, means and traditions of upbringing among the Eastern Slavs. Ethnopedagogy. Sources of educational wisdom. The emergence and spread of writing among the Eastern Slavs.

The origin and development of school education in Kievan Rus. Prerequisites for the emergence of schools. Characteristics of the main types of schools and upbringing. Content and methods of school education. Education and upbringing of women. Yaroslav the Wise and the spread of book writing in Rus. Comparative analysis of schooling and upbringing in Kievan Rus and Western European countries. Reasons for the widespread and growth of education in Kievan Rus.

Pedagogical thought in Kievan Rus. Characteristics of translated and original literary and pedagogical monuments of Kievan Rus of the XI-XII centuries. Historical and pedagogical significance of the “Instruction to Children” by Volodymyr Monomakh.

#### **Topic 40. The development of education and pedagogical thought in the Ukrainian Renaissance (XVI – mid-XVIII century).**

Conditions and general characteristics of the development of education in Ukraine in the XVI – first half of the XVII century. The emergence and development of fraternal schools in Ukraine. Statutes of fraternal schools. Principles of organisation, stages of development, content and methods of teaching in fraternal schools. Lviv fraternal school and its significance. Creative use by J.A. Comenius of the achievements of Ukrainian fraternal schools. Pedagogical activity of teachers of fraternal schools. The role of fraternal schools in the Ukrainian national renaissance.

Cultural and educational centres and the first higher educational institutions in Ukraine. The Ostroh Academy, its foundation, the content of education and its role in the development of public education. The Kyiv-Mohyla Academy, its organisation, content and methods of education, and its role as a national educational centre. The international significance of the Academy. Pedagogical activity of the teachers of Ostroh and Kyiv-Mohyla Academies.

Upbringing and education in the Zaporozhian Sich. The main features and tasks of Cossack pedagogy. Content and structure of Cossack education and upbringing. The content and means of upbringing children. The system of schools of the Zaporozhian Sich, characteristics of their work.

Pedagogical thought in Ukraine in the XVI – first half of the XVII century. Educational literature. Educational activities of I. Fedorov, his first alphabet book. Progressive pedagogical ideas in the works of prominent figures of the Ukrainian Renaissance Lavrentii and Stefan Zyzanii, I. Vyshenskyi, K. Stavrovetskyi, I. Boretskyi, Pamva Berynda, H. Smotrytskyi, M. Smotrytskyi, E. Slavynetskyi et al.

#### **Topic 41. Ukrainian school and pedagogy in the second half of the XVII – late XVIII century.**

Social and political conditions and reasons for differences in the development of education on the Left Bank and Right Bank of Ukraine. Education on the Right Bank and Western Ukraine in the second half of the XVII – XVIII



centuries. Jesuit, Protestant, and Uniate schools on the Right Bank. Increased denationalisation of the Ukrainian people through the means of a foreign language school. The activities of the Commission of National Education. Austro-Hungarian school reforms of the late XVIII century and their impact on the development of education in Western Ukraine. The opening of Lviv University.

Development of schooling on the Left Bank of Ukraine in the second half of the XVII – XVIII centuries. Primary educational institutions as the most common form of education on the Left Bank of Ukraine. Regimental and sotnia schools of Hetman's Ukraine. Development of Sich schools in the second half of the XVII – XVIII centuries. Folk schools of literacy. Peculiarities of the development of schooling in connection with the loss of Ukraine's autonomy in the second half of the XVIII century. The Russian educational reform of 1786 and its impact on Ukrainian education. Creation of new educational institutions: Kharkiv, Chernihiv, Pereiaslav colleges, and the Hlukhiv music and singing school. Higher education on the Left Bank of Ukraine in the second half of the XVII – XVIII centuries. Ukrainian enlightenment of the XVIII century.

Pedagogical views and activities of H. Skovoroda. The philosophical foundations of Skovoroda's pedagogical ideas, the idea of "related work". The idea of natural education. The principle of nationality in Skovoroda's pedagogical heritage. Skovoroda on the tasks and means of intellectual, moral, physical, labour, aesthetic education. The problem of family education in Skovoroda's works. Skovoroda on the teacher and teacher's work.

Educational activities of S. Yavorsky, F. Prokopovych.

#### **Topic 42. School and pedagogical thought in Ukraine (first half of the XIX century).**

Characteristics of the system of educational institutions in Ukraine under the Russian Empire in the first half of the XIX century. The impact of the Russian educational reforms of 1804 and 1828 on Ukrainian schooling. Creation of the state education system; opening of new types of educational institutions in Ukraine. Peculiarities of the development of schooling in different educational districts of Ukraine under Russian rule. Formation and development of university education.

Education in Eastern Galicia, Bukovina and Zakarpattia in the first half of the XIX century. The Austro-Hungarian school reforms of the early XIX century and the creation of a state system of public education in western Ukraine. The system of primary and secondary schools. Transfer of public schools to the jurisdiction of consistory. Peculiarities of the development of schooling in Bukovyna and Zakarpattia. Higher education in Western Ukraine in the first half of the XIX century. Intensification of the struggle of the Ukrainian people for their native school and language. Features of pedagogical education.

Pedagogical thought in Ukraine in the first half of the XIX century. Pedagogical ideas of T. Shevchenko. T. Shevchenko about the educational ideal. The problem of the Ukrainian national school and its revival in the works of T. Shevchenko. The activity of T. Shevchenko in creating textbooks for Ukrainian

schools. The reflection of the problem of family upbringing in the heritage of T. Shevchenko. T. Shevchenko on the teacher's personality.

Development of progressive pedagogical ideas in the work and activities of I. Kotliarevskiy and P. Kulish. P. Kulish and the problem of creating a Ukrainian textbook. Creation of the Ukrainian alphabet, orthography "Kulishivka". Educational ideas of M. Kostomarov. Pedagogical views and activities of M. Drahomanov. Historical and pedagogical significance of the activities of the "Russian Trinity" – M. Shashkevych, Ya. Holovatskyi, I. Vahylevych.

Pedagogical activity of O. Dukhnovych. The historical and pedagogical significance of textbooks for primary school and a textbook on pedagogy created by O. Dukhnovych. The idea of the nationality of education. Dukhnovych on the principle of conformity with nature in education. Problems of physical, moral, and intellectual education in the legacy of O. Dukhnovych. Didactic views of O. Dukhnovych. O. Dukhnovych on the role of the teacher in the formation of personality.

The main milestones of K. Ushynskiy's life and work. Worldview. Innovation and pedagogical work of K. Ushynskiy. Theoretical substantiation of pedagogy.

Ushynskiy on pedagogy as a science and as an art of upbringing. The problem of the purposes of upbringing in the works of Ushynskiy. The principle of nationality of education. Development of scientific foundations of public education by K. Ushynskiy. K. Ushynskiy about the mother tongue. Implementation of the traditions of folk pedagogy in the heritage of K. Ushynskiy.

Didactic views of K. Ushynskiy. The basic laws of the learning process.

The doctrine of the stages of cognition. K. Ushynskiy about the formal and material purposes of learning. The main functions of learning. Innovation of K. Ushynskiy in the development of didactic principles. Improvement of the classroom teaching system. Types and structure of lessons. Development of teaching methods. Requirements for textbooks. Characteristics of textbooks compiled by Ushynskiy: "Native Word", "Children's World".

K. Ushynskiy about the harmonious development of personality. Six great educators. The main means and methods of moral, physical, aesthetic and labour upbringing. The role of labour in human life and education.

K. Ushynskiy about the teacher and his/her training. The system and content of teacher education. Pedagogical practice as an element of teacher training. The problem of teacher training. The influence of K. Ushynskiy's pedagogical ideas on the development of pedagogy and school in Ukraine.

### **Topic 43. Education and pedagogical thought in Ukraine in the second half of the XIX – early XX century.**

Characteristics of the development of education in Ukraine under the Russian Empire in the second half of the XIX century. The impact of Russian school reforms of the 60s and 70s on Ukrainian schooling. The system of primary and secondary education and the peculiarities of its spread in Ukraine. Reactionary policy of the tsarist government of Russia in the field of public education. Development of Sunday schools. Development of private educational institutions.

Pavel Galagan Collegium. Reform of higher education. Features of higher women's education in Ukraine. Froebel Women's Pedagogical Institute. Creation of new types of educational institutions. Characteristics of the system of public education that developed in Russia and in the territories of Ukraine under Russian rule in the early XX century.

Characteristics of the development of education and schooling in the western Ukrainian lands in the second half of the XIX – early XX century. Changes in the development of Ukrainian education under the influence of the democratic revolution in Austria-Hungary in 1848. Austria-Hungarian school reforms in the second half of the XIX century. Changes in the development of education in Western Ukraine under the influence of new educational laws. Peculiarities of the spread of primary and secondary educational institutions in Western Ukraine in the second half of the XIX – early XX century. The introduction of utraquist schools. Development of women's education. Features of the development of teacher education in Western Ukraine. Higher education.

Pedagogical views and activities of M. Pyrohov, Kh. Alchevska, M. Korf, B. Hrinchenko, I. Franko, L. Ukrainka, T. Lubenets.

#### **Topic 44. School and pedagogy of Ukraine in the Soviet period.**

The era of the Ukrainian Revolution and the beginning of the national, cultural and educational revival. The emergence of the Central Rada and its activities. Influence of the February Revolution of 1917 in Russia on the social and political situation and conditions for the development of education in Ukraine. Education in Ukraine during the Provisional Government (February-June 1917). The role of public organisations in the development of education. The All-Ukrainian Congress of Teachers in April 1917 and its decisions. Schooling in the Ukrainian state during the rule of the Central Rada. Ukrainianisation of the school. Decisions of the All-Ukrainian Teachers' Congresses (summer 1917), their significance for the formation of the public education system. Development of education during the Hetmanate. Educational policy in the period of the Directory of the restored UPR. "The project of a unified school in Ukraine". Activities of the WUNR in the field of education and upbringing. Pedagogical ideas of S. Siropolko.

Development of Ukrainian pedagogical science in the XX century. Educational activities and pedagogical views of famous figures of the Ukrainian Revolution (1917-1919): M. Hrushevskyi, I. Steshenko, S. Rusova. The concept of public education by S. Rusova. Development of fundamental problems of the theory of education and upbringing by S. Rusova.

Basic principles of the educational policy of the Ukrainian Bolsheviks. Work on the creation of the Ukrainian Soviet education system. "Regulations on the Unified Labour School of the Ukrainian SSR". "Declaration on the Social Education of Children". Scheme of the school world according to H. Hrynko's project. Differences between the education systems of Soviet Ukraine and Russia. The development of Ukrainian education between the First and Second World Wars. "The Code of Laws on Public Education in the Ukrainian SSR" (1922). Variety of types of educational institutions in Soviet Ukraine in the 20s of the XX

century. Characteristics of the programme and methodological work, content, organisation and methods of the educational process in general schools of Soviet Ukraine in the 20-30s.

Life, pedagogical activity and theoretical heritage of A. Makarenko. The doctrine of the upbringing children's collective. The problem of upbringing of conscious discipline. The issue of labour education of children and the combination of education with productive work. Upbringing of children in the family. A. Makarenko's thoughts on pedagogical skills.

Pedagogical heritage of H. Vashchenko. Creation of Ukrainian national pedagogy by Vashchenko. H. Vashchenko on the Ukrainian upbringing ideal. H. Vashchenko on the task of harmonious upbringing of Ukrainian youth. Creation of the Ukrainian national system of education and upbringing by H. Vashchenko.

Resolutions of the Central Committee of the All-Union Communist Party (Bolsheviks) on the school of the 1930s – a brake on the democratic principles of schooling. Unification of education in Soviet Ukraine in the 1930s of the XX century, introduction of a new education system. Characteristic features of the Soviet totalitarian school and education system.

Ukrainian school during the Second World War. Development of Ukrainian education in the postwar period. Educational reforms of the 50-80s of the twentieth century.

Life, pedagogical activity and theoretical heritage of Vasyl Oleksandrovych Sukhomlynskyi. V. Sukhomlynskyi and folk pedagogy. The problem of human design. The issue of forming a culture of intellectual work of schoolchildren in the heritage of V. Sukhomlynskyi. Comprehensive and harmonious personality development as the basis of child upbringing. The problem of moral, aesthetic, labour and physical education. The problem of self-education. Development of collectivism, harmony of interests of the personality and the collective.

Popularisation and creative implementation of the ideas of A. Makarenko and V. Sukhomlynskyi in the practice of schools. Creation of author's schools.

Innovative pedagogy of the 80s and 90s (V. Shatalov, M. Huzyk, O. Zakharenko, etc.).

Revival of the traditions of Ukrainian national pedagogy in the late XX century. Pedagogy of ethnography, Cossack pedagogy. Leading directions of modern pedagogical science in Ukraine: pedagogy of cooperation, pedagogy of life-creation, pedagogy of tolerance, personality-oriented pedagogy, reflective pedagogy, psychopedagogy of personality, etc. Implementation of innovative technologies in the pedagogical process: modular developmental learning; school of dialogue of cultures; ecology and dialectics, etc. Prospects for the development of pedagogical science in Ukraine in the XXI century.

#### **Topic 45. Establishment of education in Ukraine at the current stage of spiritual and national revival**

Establishment of democratic state and public principles of education and upbringing of young people. Modernisation of education at the current stage of development of Ukrainian society. Approval of ways and means of public education of children and youth.

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13. Outstanding figures of Ukraine: [biographical reference book] / H. V. Shchokin, M. F. Holovatyi, V. A. Haichenko et al.] Kyiv: IAPM: Book Chamber of Ukraine, 2004. 872 p.
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15. Volkova N. P. Pedagogy: study guide [for students of higher educational institutions]. [3rd edition, stereotype]. Kyiv: Akademvydav, 2009. 616 p.
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Head of the subject commission

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