

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

“APPROVED”

Director of Admissions

Prof. Oleksandr BEZLIUDNYI



## MATRICULATION PROGRAM

### “Theory and methodology in higher education institutions”

PhD

*Master's degree, specialist degree (NQF7)*

Curriculum: Educational pedagogical sciences

Speciality 011 “Educational pedagogical sciences”

(mixed attendance mode)



Uman 2023

## EXPLANATORY NOTE

The aim of doctoral matriculation in “Theory and methodology in higher education institutions” is to identify the achievement of a coherent knowledge-based system regarding the scientific foundation of training highly trained personnel by higher education seekers; ensuring their training as professionals capable of self-education and professional development, having the basic tertiary education and successfully applying them in professional activities when solving pedagogical situations related to the education, education and development of student youth, their acquisition of professional competencies in accordance with modern requirements.

The intending student must demonstrate his/her understanding of the role of higher education institutions in society; knowledge of the fundamental legislative documents regarding higher education, the meaning of the education processes in higher education institutions; readiness to reveal general issues of organization of scientific and educational research, research methods and their possibilities, methods of generalization and design of scientific research results; methods of improving the teacher’s skills and methods of his/her self-development; knowledge of the principles, forms and methods of education in higher education institutions

The undergraduate student must **know**: different educational concepts, approaches and views of domestic and foreign scientists on the meaning of the higher education, training and education process; the content of the fundamental state regulatory and legislative documents regarding the higher education system of Ukraine; modern trends and prospects for the development of higher education in Ukraine; the structure and patterns of the pedagogical process in the higher education system; the content of education; principles, forms of organization and methods of tertiary education; features of the formation of personal qualities of the future scientist and teacher, their career development and self-development; the meaning of higher education and school management;

The undergraduate student must be **able to**: deal with challenges that require knowledge renewal and integration in case of incomplete/insufficient information and conflicting requirements; independently and autonomously find information necessary for career growth, master it, grasp and produce new knowledge, develop professional skills and qualities; demonstrate initiative, independence, originality, generate new ideas for solving professional tasks.

The content and structure of the given program corresponds to the general teacher training of college graduates and ensures the continuity of teacher education.

The matriculation problem consists of the following modules:

1. Tertiary education
2. Theory and practice of tertiary education
3. Creative education technologies in higher education institutions
4. Theory and methodology of scientific research
5. Methodology of tertiary education

The program reveals the content of the main conceptual questions for the matriculation in the theory and methodology in higher education institutions.

Key open-ended questions of academic disciplines are set. The content of each question is specified, in particular, its main components are highlighted, which must be filled with the appropriate content when giving a spoken reply.

Each ticket includes two questions. Questions cover topics of the following disciplines: Tertiary education, Theory and practice of tertiary education, Creative education technologies in higher education institutions, Theory and methodology of scientific research, Methodology of tertiary education.

### KNOWLEDGE ASSESSMENT CRITERIA

<i>Level</i>		<i>Points</i>	<i>Characteristics of spoken replies</i>
Failed		0 – 99	The intending student names individual curriculum concepts, does not answer the examiner's questions
Passed	Beginner	100	The intending student shows slight knowledge of the curriculum; comes to the point with the help of the examiner.
		101 – 109	The intending student shows slight knowledge of the curriculum; answers questions inconsistently and uncertainly; is in serious violation of literary standards
		110 – 119	The intending student reproduces part of the scientific content; independently names individual concepts of the question; violates literary standards
	Advanced	120 – 129	The intending student shows knowledge and understanding of the main provisions of the academic discipline, but makes significant mistakes in the presentation of the material, which indicate insufficiently deep acquisition of theoretical concepts; is knowledgeable about information at a reproductive level, shows initial skills; makes significant mistakes in speech
		130 – 139	The intending student shows 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 intending student shows knowledge and understanding of the main provisions of the academic discipline, but makes mistakes in the presentation of the material, is knowledgeable about information at an advanced level, makes mistakes in speech The intending student reports in partial depth.
	Proficient	150 – 159	The intending student shows proficient knowledge and understanding of the main provisions of the academic discipline, but makes mistakes which he/she corrects; the

			answer has individual flaws in the sequence of presentation of the material and minor violations of literary standards The intending student is able to compare and summarize the learned material
		160 – 169	The intending student shows proficient knowledge and understanding of the main provisions of the academic discipline, but makes mistakes which he/she corrects; the answer has individual flaws in the sequence of presentation of the material and minor violations of literary standards The intending student is able to compare and summarize the learned material, draws his/her own conclusions
		170 – 179	The intending student shows proficient knowledge and understanding of the main provisions of the academic discipline, but makes mistakes which he/she corrects; the answer has individual flaws in the sequence of presentation of the material and minor violations of literary standards The intending student is able to compare and summarize the learned material, draws his/her own conclusions, shows partly heuristic interest
	High	180 – 189	The intending student thoroughly and fully presents the educational material, possesses research methods, knows how to distinguish between the theoretical and the actual parts in the educational material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently gives reasons for his/her opinions; comes to the point, applies theoretical knowledge to analyse socio-pedagogical phenomena, gives examples of socio-pedagogical research
		190 – 199	The intending student thoroughly and fully presents the educational material, possesses research methods, knows how to distinguish between the theoretical and the actual parts in the material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently gives reasons for his/her opinions; comes to the point, applies theoretical knowledge to analyse socio-pedagogical phenomena, gives examples of socio-pedagogical research and from his/her own socio-pedagogical experience
		200	The intending student fully and consistently presents the educational material, possesses research methods, knows how to distinguish between the theoretical and the actual parts in the material; shows a complete understanding of the material, is familiar with theoretical approaches and concepts, logically and consistently gives reasons for his/her opinions; comes to the point, applies theoretical knowledge to analyse socio-pedagogical phenomena,

			gives examples of socio-pedagogical research and from his/her own socio-pedagogical experience
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## **ASSESSMENT DESIGN**

The examination paper question is scored on a scale of 0 to 200. The total matriculation score is defined as the arithmetic mean of points for each question divided by the number of examination paper questions.

## **PROGRAM CONTENT**

### **Module 1. TERTIARY EDUCATION**

- Theme 1. Subject, tasks and fundamental categories of tertiary education
- Theme 2. European educational integration
- Theme 3. A reader as an organizer of the educational process Educational culture of a reader
- Theme 4. A student as an object and subject of the educational process
- Theme 5. Organization of educational work in a higher education institution
- Theme 6. Concept of tertiary didactics
- Theme 7. Organization of the tertiary educational process
- Theme 8. Laws, patterns and principles of education
- Theme 9. Methods and means of tertiary education
- Theme 10. Forms of tertiary education organization A lecture at a higher education institution
- Theme 11. Methodology of practical and laboratory classes in a higher education institution
- Theme 12. Independent and individual work of students
- Theme 13. Control of scientific achievements of students
- Theme 14. Management of creative projects of students

### **MODULE 2. THEORY AND PRACTICE OF TERTIARY EDUCATION**

#### **Theme 1. Education as a purposeful pedagogical system**

- Theme 2. General psychological patterns of the functioning and development of the student's personality
- Theme 3. Theoretical foundations of student youth socialization
- Theme 4. Areas of tertiary education
- Theme 5. Methods and means of tertiary education Management of the educational process
- Theme 6. Forms of tertiary education organization
- Theme 7. Functions and planning of the work of an academic adviser, job analysis
- Theme 8. Team formation and its impact on the student's personality
- Theme 9. Competence of an academic adviser

### **MODULE 3. CREATIVE EDUCATION TECHNOLOGIES IN HIGHER EDUCATION INSTITUTIONS**

Theme 1. Creative technologies as a scientific category

Theme 2. Structure and classification of creative technologies in a higher education institution

Theme 3. Technology of situated learning in teacher training

Theme 4. Technology of on-line training in a higher education institution

Theme 5. Technology of project-based learning in a higher education institution

Theme 6. Creative information and communication technologies in higher education institutions

Theme 7. Kinds of creative technologies in a higher education institution

### **MODULE 4. THEORY AND METHODOLOGY OF SCIENTIFIC RESEARCH**

Theme 1. Science and scientific research within the context of the everyday world

Theme 2. Methodology, methods and principles of scientific research

Theme 3. Educational and research work and scientific research work of students

Theme 4. Information support of scientific work

Theme 5. Preparation of abstracts as a form of scientific research work of higher education seekers

Theme 6. Meaning, structure and preparation step of a research project

Theme 7. Technology of preparation and protection of a research project

Theme 8. Academic integrity in the context of academia: fundamentals and strategies

Theme 9. Meaning and controversial issues of the academic integrity issue

### **MODULE 5. METHODOLOGY OF TERTIARY EDUCATION**

Theme 1. Subject, tasks, fundamental categories of methodology of tertiary education an academic teacher as an organizer of the educational process

Theme 2. Higher education legislation

Theme 3. Meaning of leadership-based education Interactive technologies in a higher education institution

Theme 4. Methods of student-centred learning and teaching

Theme 5. Methods of team work

Theme 6. Methodology of preparing and delivering lectures in a higher education institution

Theme 7. Methodology of giving practical and seminar classes in a higher education institution

Theme 8. Methodology of organization and control of independent, individual and scientific research work of higher education seekers

Theme 9. Evaluation of learning outcomes of higher education seekers

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Reviewed and approved at a meeting of the Department of Pedagogy and Educational Management (Minutes No. 14 dated April 13, 2023).

Director of Admissions

Oksana BIALYK

Acting Head of Department

Oksana BIALYK

