

BUNIN YELETS STATE UNIVERSITY

"APPROVED"
Director of the Institute of Culture, History
and Law _____ I.A. Karpacheva/



THE WORK PROGRAMME OF THE DISCIPLINE B1.C.04.02 Pedagogy

Direction of training: 44.03.01 Pedagogical Education

Programme: Fine Arts

Qualification (degree): bachelor

Mode of study: full-time

Institute of Culture, History and Law

Department: Pedagogy and Educational Technologies

	full-time form	full-time and part-time form	part-time form
Study course	1-2		
Term	1-4		
Lectures	72		
Laboratory work			
Seminars (practical work)	144		
including practical training			
Form(s) of control	Credit test, Exam – 0,6		
Control	18		
Other forms of work			
Independent work	161,4		

Total number of academic hours: 396

Labour intensity: 11 credits

Developers of the work programme:

Candidate of Pedagogical Sciences, Associate Professor M. A. Zakharova, Candidate of Pedagogical Sciences, Associate Professor I. A. Karpacheva, Candidate of Pedagogical Sciences, Associate Professor N.A. Nekhoroshikh, Candidate of Pedagogical Sciences, Associate Professor O.N. Povalyaeva

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: is to develop students general professional competencies that ensure the effective solution of scientific, pedagogical and professional tasks in their future professional activities.

Objectives of studying the discipline:

- familiarization with the main directions of development of modern pedagogical science;
- formation of a holistic view of the modern system of education in Russia and the stages of its formation;
- mastering the theoretical foundations of designing, organizing and implementing the modern educational process, diagnosing its progress and results.

The place of the discipline in the structure of the basic professional educational program it is implemented within the framework of the basic (compulsory) part of block B1. Disciplines (modules).

Planned learning outcomes for the discipline:

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
UC-6	To know: <ul style="list-style-type: none">– your resources and their limits (personal, psychophysiological, situational, time, etc.) for the successful completion of assigned work.	Knows: <ul style="list-style-type: none">– capabilities of their resources (personal, psychophysiological, situational, temporal, etc.) to successfully complete tasks.
	To be able to: <ul style="list-style-type: none">– plan long-term goals of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements;– critically evaluate the efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained.	Is able to: <ul style="list-style-type: none">– plan long-term goals of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements;– critically evaluate the efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained.
	To possess: <ul style="list-style-type: none">– the skills of implementing the intended goal of the activity taking into account the conditions, means, personal capabilities, stages of career growth, time perspective of activity development and labor market requirements; the skills of using the opportunities provided to acquire new knowledge and skills.	Possesses: <ul style="list-style-type: none">– the skills of implementing the intended goal of the activity taking into account the conditions, means, personal capabilities, stages of career growth,– time perspective of activity development and labor market requirements; the skills of using the opportunities provided to acquire new knowledge and skills.

GPC-2	To know: <ul style="list-style-type: none"> – federal state educational standards; – history, patterns and principles of construction and functioning of educational systems; – basics of didactics; – modern educational technologies, including ICT. 	Knows: <ul style="list-style-type: none"> – priority areas of development of the education system in the Russian Federation, federal state educational standards; – the history, patterns and principles of building and functioning of educational systems, the role and place of education in the life of the individual and society; – fundamentals of didactics, classification and essence of modern educational technologies, including ICT.
	To be able to: <ul style="list-style-type: none"> – develop individual components of basic and additional educational programs; – use ICT in developing educational programs; – plan educational sessions. 	Is able to: <ul style="list-style-type: none"> – classify educational systems and educational technologies; – develop and implement individual components of basic and additional educational programs; – plan training sessions.
	To possess: <ul style="list-style-type: none"> – techniques for developing programs of academic disciplines within the framework of the basic general educational program; – skills in applying modern educational technologies in a real and virtual educational environment; – ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level. 	Possesses: <ul style="list-style-type: none"> – skills in applying modern educational technologies in the real and virtual educational environment; – ICT: at the general pedagogical level.
GPC-3	To know: <ul style="list-style-type: none"> – the essence, forms and methods of organizing educational and upbringing activities; – modern technologies for organizing joint and individual educational and upbringing activities, including in the context of an inclusive educational process; – the basics of psychodiagnostics and the main signs of deviations in the development of children. 	Knows: <ul style="list-style-type: none"> – the essence, forms and methods of organizing educational and upbringing activities; – basic techniques and typology of technologies of individualization of education.
	To be able to: <ul style="list-style-type: none"> – correlate the requirements of federal educational standards with the individual educational needs of students; – organize joint educational and upbringing activities; – develop and implement individual 	Is able to: <ul style="list-style-type: none"> – correlate the requirements of federal educational standards with the individual educational needs of students; – organize joint educational and educational activities;

	educational routes, individual development programs and individually oriented educational programs taking into account the personal and age characteristics of students.	– develop and implement individual educational routes.
	To possess: <ul style="list-style-type: none"> – methods of organizing joint and individual educational and upbringing activities; – methods of identifying children with special educational needs. 	Possesses: <ul style="list-style-type: none"> – methods of organizing joint and individual educational and educational activities.
GPC-4	To know: <ul style="list-style-type: none"> – the basics of the theory and methods of education: principles and approaches to the implementation of the educational process, forms, methods and technologies of education, the content of education and the components of the basic culture of the individual; – methods and techniques for forming value orientations of students, developing moral feelings (conscience, duty, empathy, responsibility, etc.), forming a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show selflessness, readiness to overcome life's trials), moral behavior (readiness to serve people and the Fatherland). 	Knows: <ul style="list-style-type: none"> – general principles and approaches to the implementation of the process of education; – forms, methods and technologies in the field of nutrition, the content of education and the components of the basic culture of the individual; – methods and techniques of forming students' value orientations, developing personal qualities.
	To be able to: <ul style="list-style-type: none"> – create educational situations that contribute to the development of a moral position, spirituality, and a value-based attitude towards a person in students. 	Is able to: <ul style="list-style-type: none"> – create and analyze educational situations in all areas of education, including in the sphere of spiritual and moral education.
	To possess: <ul style="list-style-type: none"> – methods and techniques for forming a moral attitude of students to the surrounding reality; – methods of assimilation by the younger generation and implementation into practical actions and behavior of spiritual values (individually personal, universal; national, family, etc.). 	Possesses: <ul style="list-style-type: none"> – methods and techniques of education, including in the sphere of spiritual and moral education; – ways to form moral behavior in students.
GPC-5	To know: <ul style="list-style-type: none"> – principles of organizing monitoring and evaluation of students' educa- 	Knows: <ul style="list-style-type: none"> – principles of organization of monitoring and evaluation of students' edu-

	<p>tional results;</p> <ul style="list-style-type: none"> – technologies and methods of monitoring and evaluation of educational results; – special technologies and methods that allow identifying and correcting learning difficulties. 	<p>cational results;</p> <ul style="list-style-type: none"> – technologies and methods for monitoring and evaluating educational outcomes.
	<p>To be able to:</p> <ul style="list-style-type: none"> – apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – conduct pedagogical diagnostics and correction of learning difficulties. 	<p>Is able to:</p> <ul style="list-style-type: none"> – apply methods of diagnostics and assessment of indicators of the level and dynamics of students' development in relation to the formation of personal qualities, the development of students; – conduct pedagogical diagnostics of the reasons for students' failure.
	<p>To possess:</p> <ul style="list-style-type: none"> – methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject); – special methods that allow identifying and correcting learning difficulties. 	<p>Possesses:</p> <ul style="list-style-type: none"> – general pedagogical methods for monitoring and evaluating educational results (personal, meta-subject) of students

II. CONTENT AND SCOPE OF THE DISCIPLINE

indicating the number of hours allocated for contact work of students with the teacher
(by type of class) and for independent work

Full-time education

№	Name of sections and topics	Total	Classroom lessons			Ind. work.
			Lec.	Sem. (pract.)	Lab.	
	Section 1. " Introduction to pedagogical activity. General principles of pedagogy"	72	18	36		18
1.	Topic 1. "General characteristics of the teaching profession"	8	2	4		2
2.	Topic 2. "Professional activity of a teacher "	8	2	4		2
3.	Topic 3. "Requirements for the teacher's personality"	8	2	4		2
4.	Topic 4. "Pedagogical communication"	8	2	4		2
5.	Topic 5. "Pedagogy as a science"	8	2	4		2
6.	Topic 6. "Personal development as a pedagogical problem"	8	2	4		2
7.	Topic 7. "Education as a social phenomenon and pedagogical process"	8	2	4		2

8.	Topic 8. "The concept of the methodology of pedagogical science"	8	2	4		2
9.	Topic 9. "Scientific and pedagogical research: essence, classification and methods of research"	8	2	4		2
	<i>Credit test</i>					
	<i>Total for 1 term</i>	72	18	36		18
	Section 2. "The theory of education. Pedagogical technologies "	98.7,7	18	36		44,7
1.	Topic 1. " Didactics as a science of teaching children and adults"	10.77	2	4		4.7
2.	Topic 2." The learning process"	11	2	4		5
3.	Topic 3. "Content of education: essence, scientific foundations and current trends of formation".	11	2	4		5
4.	Topic 4. "Methods and learning environments".	11	2	4		5
5.	Topic 5. "Forms of organizing learning and their development in didactics"	11	2	4		5
6.	Topic 6. "Diagnostics of training".	11	2	4		5
7.	Topic 7. "General characterization of modern pedagogical technologies".	11	2	4		5
8.	Topic 8. "Active technologies and learning strategies".	11	2	4		5
9.	Topic 9. "Author's training technologies".	11	2	4		5
	<i>Control</i>	9				
	<i>Exam</i>	0.3				
	<i>Total for 2 term</i>	108	18	36		44,7
	Section 3. "Theory and methodology of education"	108	18	36		54
1.	Topic 1. "Education in a holistic pedagogical process"	10	2	4		4
2.	Topic 2. "Content of education"	10	2	4		4
3.	Topic 3. " Basic Culture of the Person as a Basis for Education"	10	2	2		6
4.	Topic 4. "Forms of organization of the educational process"	10	2	4		4
5.	Topic 5. "The system of methods and means of education"	10	2	4		4
6.	Topic 6. "Personal education in the team"	10	2	2		6
7.	Topic 7. " Pedagogical interaction in the educational process. Functions and content of the class teacher's activity "	10	2	4		4
8.	Topic 8. " Studying the effectiveness of the educational process.	10	2	4		4

	Educational Diagnosis					
9.	Topic 9. "Educational systems"	10	2	2		6
10.	Topic 10. "Organization of life of permanent and temporary children's housing activities team"	6		2		4
11.	Topic 11. "Methods, techniques, forms, techniques, content of educational work with permanent and temporary children's collections"	6		2		4
12.	Topic 12. "Diagnostics in the activity of a counselor (primary, current, final). Methods for studying the personality of a child and the development of permanent and temporary children's collective "	6		2		4
	<i>Credit test</i>					
	<i>Total for 3 term</i>	<i>108</i>	<i>18</i>	<i>36</i>		<i>54</i>
	Section 4. "History of Pedagogy. Philosophy of Education "	98,7	18	36		44,7
1.	Topic 1. "Influence of religion, natural, historical and economic factors on the character of children's upbringing. System of primary education. Philosophical thought of the ancient world "	10,7	2	4		4,7
2.	Topic 2. "The system of Western European scholastic education. Medieval universities. The Age of Renaissance of Rebirth "	11	2	4		5
3.	Topic 3. "The system of education in Western Europe in Modern times"	11	2	4		5
4.	Topic 4. "Cultural and historical features of the development of ancient Russian education. Influence of religion, natural, historical and economic factors on the character of children's upbringing "	11	2	4		5
5.	Topic 5. "School and science in the Russian state from the 13th to the 17th centuries"	11	2	4		5
6.	Topic 6. "Organizational reforms in Russia in the XVIII century"	11	2	4		5
7.	Topic 7. "Education in Russia of the XIX century"	11	2	4		5
8.	Topic 8. "Russian philosophical thought of the second half of the XIX century"	11	2	4		5
9.	Topic 9. "Peculiarities of state policy in the field of education in Russia of XX-XXI centuries" .11	11	2	4		5

	<i>Control</i>	9				
	<i>Exam</i>	0.3				
	<i>Total for 4 term</i>	108	18	36		44.7
	Total number of academic hours:	396	72	144		161,4

Full-time and part-time education (not implemented)

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTER-IM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is carried out in the form of a test paper (in the traditional) or test form, abstracts.

Section 1

Standard version of the test paper (in the traditional form)

1. List the most important features of the teaching profession, specify possible ways to master it.
2. Identify the criteria and conduct a comparative analysis of the main types of educational activities.
3. Explain the thesis: "Pedagogical culture is a combination of a high level of development and improvement of all components of pedagogical activity."

Standard version of the test

1. **The predictive function of pedagogy is to study:**
 - a) the essence of pedagogical processes and phenomena;
 - б) structure, mechanisms and specifics of personality formation;
 - В) prospects and ways of developing the education system;
 - г) methodological foundations of science.
2. **Main types of teaching activities:**
 - a) communication and explanation;
 - b) consulting and teaching;
 - c) teaching and educational work;
 - d) explanation and control.
3. **What acts as a system-forming characteristic of pedagogical activity:**
 - a) the goal;
 - b) educational environment;
 - c) the teacher's personality;
 - d) practical activities.
4. **What is the main social function of a teacher:**

- a) transfer of generalized experience of older generations;
- b) training program;
- c) educating;
- d) developing.

5. Pedagogy is closely related to..., which studies a person as an individual

- a) philosophy.
- б) psychology;
- в) biology;
- г) by history.

6. Enter an incorrect answer: education is...

- a) the way a person enters the world of science and culture;
- b) the innate ability of the individual;
- c) the process of transferring accumulated knowledge and cultural values;
- d) learning outcomes.

7. Of these, the broadest pedagogical category in the section on the temporal theory and practice of pedagogy is

- a) education;
- b) training;
- c) education;
- d) development.

8. What aspect can be identified as the most important for the characterization of the concept of "profession":

- a) type of activity, system of labor functions;
- b) a socially recognized, legally fixed employment position;
- c) a group of related specialties;
- d) professional training system, corporate identity.

9. Which of the following categories is not a specific feature of the teaching profession?

- a) creative;
- b) humanistic;
- c) collective;
- d) public.

10. The essence of humanization of the pedagogical process consists in ...

- a) providing freedom for self-development;
- б) humanizing relations.
- в) taking into account the specific characteristics and level of development of students;
- г) taking students' abilities into account.

11. The following levels of general education are established in the Russian Federation:

- a) pre-school, primary general, basic general, secondary general education;
- b) pre-school, primary general and full general education;
- c) primary general, basic general, secondary general education;
- d) preschool, primary, general, secondary, higher, postgraduate education.

12. The level of higher education includes:

- a) bachelor's degree, specialist's degree, master's degree, training of highly qualified personnel;
- b) only bachelor's and master's degrees;
- c) only master's and specialist programs;
- d) only master's degree programs and training of highly qualified personnel.

13. The unity of the educational space of the Russian Federation is both linked by:

- a) federal state educational standards;
- b) federal state requirements;
- c) federal state educational standards and federal state requirements;
- d) professional standards.

14. Additional educational programs include:

- a) additional general education programs - additional general development programs, additional pre-professional programs;
- b) additional professional programs - advanced training programs, professional re-training programs;
- c) all of the above.

15. Federal state educational standards and federal state requirements ensure:

- a) unity of the educational space of the Russian Federation; continuity of basic educational programs; state guarantees of the equality of education;
- b) the unity of the educational space of the Russian Federation; continuity of the main educational programs; variability of the content of educational programs;
- c) the unity of the educational space of the Russian Federation; continuity of the main educational programs; variability of the content of educational programs; state guarantees of the level and quality of education.

Section 2

Standard version of a test paper (in the traditional form)

1. Reveal the essence of the didactic process and describe its main stages.
2. Describe standardization as a trend in shaping the content of modern general education. Explain your point of view and give examples.
3. Identify the most relevant, in your opinion, problems of implementing the idea of specialized education in a modern school.

Standard version of a test

1. The term "didactics" was first introduced into scientific and practical use:

- a) Ya. A. Komensky;
- b) V. Ratke;
- c) J. J. Rousseau;
- d) I. G. Pestalozzi.

2. What processes manifest the two-way nature of learning

- a) teaching and learning;
- b) teaching and upbringing;
- c) education and development;
- d) teaching and development.

3. Establish the correspondence of general patterns of the learning process with their characteristics.

- | | |
|----------------------------|---|
| 1. Lawfulness of the goal. | a) It depends on the level and pace of development of society, whether its needs and capabilities are met, and on the level of development and capabilities of pedagogical science and law. |
| 2. Legislation of content. | b) The effectiveness of each new stage of training depends on the productivity of the previous stage and the results achieved on it, the nature and volume of the material studied, the organizational and pedagogical impact of teachers, the learning ability of students and the time of training. |
| | c) Learning productivity depends on the intensity of feedback loops in the learning system and the reasonableness of corrective actions. |
| | d) Learning productivity depends on internal incentives (motives) of learning and external (social, economic, pedagogical) incentives. |
| | e) Effectiveness depends on the knowledge and skills in the application of methods, the purpose and content of training, the age of students, the learning capabilities of students, material and technical support and organization of the educational process. |
| | f) It depends on the social needs and goals of education, the pace of social and scientific and technological progress, the age capabilities of schoolchildren, the level of development of theory and practice of teaching, and the material, technical and economic capabilities of educational institutions. |

4. Complete the definition.

The system of knowledge about nature, society, and man, as well as the corresponding skills, the mastery of which ensures the harmonious development of the student's personality, is _____.

5. Complete the missing component of the educational content.

cognitive experience of the individual,

_____,

creative experience,

personal relationship experience.

6. Complete the definition.

A normative document containing a list of subjects, the sequence and timing of their study, and the number of hours for each subject is _____ .

7. Determine the type of curriculum.

It is developed on the basis of a basic plan for a long period and reflects the specifics of particular school _____ the curriculum.

8. Determine the type of training program.

Reflects the national and regional component, whether local or school; it takes into account the potential of teachers, technical support, and the level of training of students _____ the program.

9. From the listed alternatives, select the groups of methods selected by the source of knowledge.

- | | | |
|----------------|--------------------------------|--------------------------|
| 1) incentives; | 4) visual; | 7) partially searchable; |
| 2) research; | 5) organization of activities; | 8) verbal; |
| 3) practical; | 6) control and correction; | 9) problem-based |

10. The binary classification of M. I. Makhmutov's teaching methods is based on a combination of:

- a) data from two (or more) sciences.
- b) teaching and learning methods;
- c) features of the teacher's personality and individual characteristics of scientists;
- d) explanations and practical activities.

11. Choose verbal learning methods from the listed alternatives.

- | | | |
|------------------|------------------|---------------------|
| 1) story; | 4) illustration; | 7) exercise; |
| 2) observation; | 5) experiment | 8) demonstration; |
| 3) explanation; | (laboratory); | 9) problem solving. |
| 6) conversation; | | |

12. A material or ideal object that is used by the teacher and students to assimilate knowledge

- a) receiving training;
- b) a learning tool.
- c) training method.
- d) training method.

13. Make sure that the lesson structure matches the lesson type.

Structure

Lesson type

of students 'learning motivation.

Communication of the topic, goals and objectives of the lesson

Repetition and systematization of the main theoretical propositions and leading ideas of the previous lessons.

Summing

up the lesson Homework assignment.

- a) Lesson type Lesson of learning new knowledge
- b) Lesson of forming skills.
- c) Lesson on applying knowledge and skills.
- d) The lesson of generalization and begins with thematization.
- e) Lesson on control and coordination.

f) Combined lesson.

14. Complete the missing function of monitoring students ' knowledge and skills.

_____,
training (didactic),
organizing company,
educational program.

15. Complete the list of requirements for checking and evaluating your knowledge.

creating psychologically comfortable conditions;
systematic approach.
objectivity;
comprehensive approach;
unity of control and self-control.

Section 3

Standard version of a test paper (in the traditional form)

1. Give a definition and description of the principles of parenting.
2. Give examples of the organization of collective, group, and individualy work of students that you observed during your school years.
3. How do you answer the question of A. S. Makarenko: "Does the teacher have the right to interfere in the movement of the child's character and direct it to the right place, or should he passively follow this character?"

Standard version of a test

1. Education means:

- a) adaptation of a person to the norms and values of society;
- b) a purposeful process of creating favorable conditions for the education, development and self-development of the child's personality;
- c) consciously regulated process of human appropriation of social experience, system of cultural values and social roles of society;
- d) all answers are correct.
- e) there are no correct answers.

2. Education as a pedagogical process is characterized by the following regularity:

- a) regulation;
- b) purposefulness.
- c) closeness.
- d) all answers are correct.
- e) there are no correct answers.

3. The stages in the educational process include:

- a) planning and application;
- b) aftereffect and reflection.
- c) all answers are correct.

4. The main types of educational activities include:

- a) rehabilitation activities;
- b) organizational activities;
- c) training activities;
- d) all answers are correct.
- e) there are no correct answers.

5. The structure of the components of the education system assumes:

- a) arrangement of the components of the educational system that ensures the unity and integrity of the social phenomenon under study;
- b) regularities of the educational system;
- c) cause-and-effect relationships of components.
- d) all answers are correct.
- e) there are no correct answers.

6. Pedagogical diagnostics means:

- a) a special type of knowledge of the essence of the phenomenon;
- b) a type of pedagogical activity that allows you to identify the features of the development of the pedagogical process, predict the near future and determine the ways of development or correction;
- c) recognition of a single case with a client in comparison with the general symptoms of the disease;
- d) all answers are correct.
- e) there is no correct answer.

7. Comprehensive personal development is:

- a) organizational and pedagogical task of the school;
- b) a tactical task.
- c) a global goal.
- d) all answers are correct.
- e) there is no correct answer.

8. Methods of studying the team include:

- a) mathematical statistics method.
- b) sociometry;
- c) a belief.
- d) all answers are correct.
- e) there is no correct answer.

9. After a series of sociometric tests and drawing tests, the class teacher finally became convinced that one of her sixth graders did not fit in to the class ' collective relations system. What to do?

- a) call the parents and show them the results of their son's sociometric tests, after all, this is their concern;
- b) do not pay attention, the presence of an "outcast" is a natural phenomenon with such a large number of children in the class.
- c) talking to a class asset is, after all, the team's own responsibility.
- d) when organizing educational work, always find assignments and tasks for him that would "highlight" this student from an interesting side;

e) instruct 2-3-sixth graders to take care of him and take care of him.

10. The content of education includes:

- a) a set of knowledge, skills and abilities of educational and cognitive activity;
- b) a set of theoretical provisions and ideas of scientific and pedagogical activity;
- c) a set of goals, values, attitudes, and leading activities aimed at the education and development of the child's personality;
- d) all answers are correct.
- e) there is no correct answer.

11. The totality of knowledge, skills and abilities, methods of activity, thinking and communication, behavioral stereotypes, value orientations and social attitudes of society is denoted by:

- a) experience in educational and cognitive activities;
- b) with social experience;
- c) individual and personal experience;
- d) all answers are correct.
- e) there is no correct answer.

12. Factors of a adolescent to socialization include:

- a) your family.
- b) youth subculture.
- c) the state.
- d) all answers are correct.
- e) there are no correct answers.

13. The method of education is defined as:

- a) the main rule of interaction of subjects of education;
- b) a method of interaction between the subjects of education aimed at achieving the educational goal;
- c) a set of ways and techniques of interaction between subjects of education;
- d) all answers are correct.
- e) there is no correct answer.

14. The classification of Y. K. Babansky's educational methods includes the following group of methods:

- a) methods of forming a team;
- b) methods of stimulating and motivating children;
- c) methods of studying personality;
- d) all answers are correct.
- e) there is no correct answer.

15. The leading method of moral education is:

- a) censure;
- b) exercise;
- c) a belief.
- d) all answers are correct.
- e) there is no correct answer.

Section 4

Standard version of a test paper (in the traditional form)

1. General characteristics of K. D. Ushinsky's views on primary education.
2. The main differences between Moscow State University and Western European universities.
3. Features of teaching in the junior classes of the L. N. Tolstoy Yasnopolyansk school.

Standard version of a test

- 1) **Education in the conditions of primitive society assumed:**
 - a) early inclusion of the child in the labor activity;
 - b) religious education;
 - c) a long period of childhood.
 - d) A esthetic development.
- 2) The first school of book teaching opened
 - a) in Kiev in 988.
 - b) in Novgorod in 1028.
 - c) in Vladimir in 988.
 - d) in Kiev in 1028.
- 3) **The Seven Liberal Arts program at the Medieval University was based on:**
 - a) философском faculty of Philosophy;
 - b) юридическом faculty of Law;
 - c) artistic faculty;
 - d) all faculties.
- 4) **Under the principle of natural conformity, Ya. A. Komensky understood:**
 - a) taking into account the individual characteristics of the child;
 - b) study of nature in geography lessons;
 - c) a special type of teacher-student relationship.
 - d) compliance of the laws of education with the laws of nature.
- 5) **What pedagogical idea is central to the world-famous textbook of the Latin language by J. A. Komensky "The World of Sensible Things in pictures"?**
 - a) development of sensory perception in children in the first place;
 - b) children in the process of school education should receive a real and interactive - education that corresponds to the level of their understanding and development.
 - c) transition in learning from concrete to abstract, from simple to complex, from general to special;
 - d) learning should be fun for your child.
- 6) **Education of a gentleman according to D. Locke should have the following special features:**
 - a) character building, asceticism, physical development, craft;
 - b) maximum development of mental abilities, mastery of social etiquette, contempt for manual labor;

- c) religiousness, asceticism, and contempt for physical and labor education;
 - d) free education, physical and labor education.
- 7) **What did J.-J. mean? Rousseau under natural education?**
- a) age-appropriate development of the child, in the bosom of nature, in order to prepare for social relations and responsibilities;
 - b) education without any restrictions or violence;
 - c) self-education of the child in specially organized conditions that stimulate this process;
 - d) development of the child's basic psychophysiological needs.
- 8) **A teacher who was one of the first to put forward the requirement of a culturally appropriate nature of education:**
- a) Ya. A. Komensky;
 - b) A. Diesterweg;
 - c) J. J. Rousseau;
 - d) V. V. Rozanov.
- 9) **Among the formal stages of training at I. F. Herbart there are no:**
- a) an association.
 - b) clarity.
 - c) problem;
 - d) method.
- 10) **What is the specificity of foreign reform pedagogy (late XIX-early XX centuries)?**
- a) turn to the child's world;
 - b) radical reform of state education systems;
 - c) search for alternative methods and forms of training;
 - d) using automated learning.
- 11) **What central task of education, according to Dewey's pedagogical concept, should be solved by turning schools into a pedagogized social environment?**
- a) the task of creating a self-managed discipline;
 - b) the task of optimizing the management of the educational process;
 - c) the task of improving the quality of education;
 - d) the task of mastering students' social behavior skills and work experience.
- 12) **The fundamental principle of Waldorf pedagogy:**
- a) first artistic, then intellectual;
 - b) first intellectual, then artistic;
 - c) only artistic and aesthetic education;
 - d) practical training and moral education.
- 13) **Creator of the projects method:**
- a) V. A. Lai;
 - b) D. Dewey;
 - c) M. Montessori;
 - d) P. Petersen.
- 14) **The principle of "discovery" formed the basis of problem-based learning, based on the concept of D. Dewey. What does this principle imply?**

- a) study of practical and theoretical problems that have not yet been solved in science;
 - b) Independent acquisition of knowledge by purposefully seeking an answer to a problem posed by the teacher or by the students themselves;
 - c) students' study of scientific discoveries;
 - d) presentation of the material by the teacher in the form of problem solving.
- 15) The initial thesis of A. Neill's concept is that education should prepare the child for life, and the goal of any person's life is happiness. According to A. Neill, only a free person can be happy: "We need to give the child freedom, and then instead of incompetent lawyers, gray teachers and illiterate doctors, we can get good mechanics, great masons and first-class policemen." What is the principle of education?**
- a) the principle of free education;
 - b) the principle of tolerance, tolerance;
 - c) the principle of taking into account the individual characteristics of the child's development;
 - d) the principle of non-interference in the child's development.

Sample topics for abstracts

Section 1

1. Classics of Russian and foreign pedagogy about the pedagogical profession.
2. Pedagogical profession: its origin, development, formation and its main features.
3. Humanistic nature of pedagogical activity.
4. Creative nature of pedagogical activity.
5. Comparative characteristics of the main types of pedagogical activity.
6. Characteristics of personally significant qualities of a teacher.
7. Professional self-education of a teacher.
8. Philosophical foundations of pedagogy.
9. System of methods of pedagogical research.
10. Education as a socio-cultural phenomenon, socio-historical phenomenon, system.
11. Innovative processes in education.
12. Professional aptitude, professional readiness and professional competence of the teacher.
13. Professional standard of a teacher.
14. Personally significant personal qualities of a teacher.
15. Current trends in the development of modern pedagogical science.
16. Современная Modern system of education in Russia and the stages of its formation.
17. Priority directions of development of the education system in the Russian Federation, federal state educational standards and their characteristics.
18. Historical patterns and principles of building and functioning of educational systems, the role and place of education in the life of the individual and society.
19. Normative bases of professional activity of a teacher.

20. Principles of organization of a holistic pedagogical process.

Section 2

1. Individualization and differentiation of learning as trends in the development of modern education.
2. Humanization and humanitarization of school education.
3. Innovative processes in education.
4. Informatization of education as a trend in the development of modern education.
5. I. F. Herbart's concept of teaching and reformatory didactic system J. Dewey: comparative characteristics.
6. Alternative approaches to developing a system of learning principles.
7. Learning as co-creation of teachers and students.
8. Ways to implement intersubject communication in training.
9. Problems of education of children with disabilities.
10. Federal State Educational Standard for General Education: purpose, structure.
11. History of standardization of general education in Russia.
12. Lipetsk experience of rational lesson organization.
13. Electronic textbook as a learning tool.
14. Portfolio as a form of evaluating students' achievements.
15. Alternative methods for evaluating learning outcomes.
16. Домашняя работа Students' homework: pros and cons.
17. Modern humanitarian technologies and educational technologies: general and specific.
18. Interactive and discussion technologies for solving educational problems.
19. Research methods of teaching as sources of technology of the pedagogical workshop.
20. Organization and technologies of educational and research activities of students in a modern school.

Section 3

1. The educational function of religion.
2. Efficiency and problems of applying methods of encouragement and punishment at early age stages.
3. History of the development of the family institute in Russia.
4. Problems of children's relationships in the family.
5. Features of continuity of preschool and primary education.
6. Creating a developing environment in educational institutions.
7. Specific features of the classroom teacher's educational work.
8. The system of extracurricular educational work at school.
9. The role of the children's collective in the upbringing and development of the child.
10. Labor as a means of raising children.
11. Development of the collective theory in the works and practice of A. S. Makarenko.
12. Persuasion as the most important method of education.
13. Social protection of the child as the main function of the class teacher.

14. Forms of work of a class teacher with students ' parents.
15. Interaction between the class teacher and subject teachers.
16. Homeroom teacher and student club associations.
17. Organization of collective planning of educational work in the classroom.
18. Collective creative works in the heritage of I. P. Ivanov.
19. Extracurricular educational activities: the essence, planning, preparation, implementation, analysis.
20. Psychological foundations of mental education.

Section 4

1. The place of folk pedagogy in the education of the ancient Slavs.
2. Classical and real education in the Russian school of the second half of the XIX century.
3. V. Ratke's pedagogy.
4. Pedagogy of the Russian Abroad.
5. The pedagogy of Erasmus of Rotterdam.
6. Pedagogical views of the Holy Spirit. Tikhon Zadonsky.
7. The educational role of hagiographic literature. Hagiographies (p. Radonezh, Feodosiy Pecherskogo, A. Nevsky, D. Donskoy).
8. Educational significance of the "teacher's literature" of the XI-XII centuries.
9. The pedagogical activity of F. Prokopovich, L. Magnitsky, I. Pososhkov, V. Tatishchev.
10. Pedagogical ideas and activities of M. V. Lomonosov.
11. Content and methods of teaching in real and classical gymnasiums.
12. K. D. Ushinsky's views on pedagogy as a science.
13. Philosophical and pedagogical views of V. V. Rozanov.
14. Priority of the native language as a subject of school education in K. D. Ushinsky.
15. L. N. Tolstoy's pedagogy
16. The idea of free education of L. N. Tolstoy.
17. Caring for the versatile development of the child's personality N. A. Dobrolyubov.
18. GUS programs. Search for new methods and forms of learning.
19. Children's and youth socio-political organizations.
20. Soviet school of the 30-40s of the XX century.

Interim assessment of students is carried out in the form of a credit test, an exam using the following assessment materials: list of questions for a credit test, list of questions for an exam.

List of questions for the credit test (1 term, full -time education)

1. General characteristics of the teaching profession.
2. Teaching activities.
3. Professional and pedagogical abilities.
4. Professionally significant personal qualities of the teacher.
5. Professional standard of a teacher.
6. General and professional culture of teachers.

7. Professional competence of the teacher.
8. Content and structure of the teacher's theoretical readiness.
9. Content and structure of the teacher's practical readiness.
10. Teacher's professional profile.
11. Pedagogical creativity.
12. Pedagogical skills.
13. Pedagogical communication. Style and individual features of pedagogical communication.
14. Holistic pedagogical process.
15. Personal development, socialization and upbringing.
16. Age and individual characteristics of the student's personality development.
17. Education as a social phenomenon and pedagogical process.
18. Trends in the development of modern Russian education.
19. The education system of the Russian Federation.
20. Pedagogy as a science.
21. The categorical apparatus of modern pedagogy.
22. Methodological foundations of pedagogy.
23. Research approaches in pedagogy.
24. Theoretical methods of pedagogical research.
25. Empirical methods of pedagogical research.
26. Pedagogical experiment.
27. Scientific apparatus and logic of scientific research.

**List of questions for the exam
(2 term, Full-time education)**

1. The concept of didactics. Subject and main tasks of didactics. Communication with other sciences.
2. The essence of the learning process. Stages and functions of training.
3. Driving forces of the learning process.
4. Learning as a two-way process. Teaching and learning in the structure of the learning process.
5. Activities of teachers and students in various types of training.
6. Traditional and modern learning concepts: a general overview.
7. Concepts of developing learning.
8. Regularities and principles of training.
9. Learning objectives in a modern school. Goal setting levels.
10. The essence of the content of education, its structure. Requirements for the content of modern education.
11. Standardization of education. Educational variability.
12. Profilization of training.
13. Inclusive processes in education.
14. Carriers of educational content. Federal State educational Standard for preschool and general education.

15. Training methods. Method and method of training. Approaches to the classification of teaching methods.
16. Verbal teaching methods.
17. Visual and practical teaching methods.
18. Forms of organization of training: essence, development in didactics.
19. Additional and related forms of training.
20. Classroom-based learning system. A lesson is the main form of organization of an organization.
21. Types of lessons and their structure. Non-standard lessons.
22. Forms of organization of students' learning activities in the classroom.
23. Excursion as a form of training: stages of preparation and methods of conducting.
24. Teaching tools: concepts, classifications, and didactic requirements for their use in the educational process.
25. Technical training tools. Modern computer training tool.
26. Traditional and electronic textbooks as a learning tool.
27. Diagnostics of training. Training and trainability as diagnostic objects.
28. Types and forms of control of students' knowledge, skills and abilities.
29. A system of methods for monitoring and evaluating the results of academic work.
30. Assessment of students' knowledge. Traditional and alternative assessment systems.
31. Testing as one of the technologies of pedagogical diagnostics.
32. The essence and classification of pedagogical technologies.
33. Technology of consolidation of didactic units (P. M. Erdniev).
34. Collective way of training (V. N. Dyachenko).
35. Pedagogy of cooperation.
36. Humane and personal pedagogy Sh. Amonashvili.
37. Technology of training based on schematic and sign models of educational material (V. F. Shatalov).
38. Contextual technologies.
39. Simulation training technologies.
40. Project technology.

**List of questions for the credit test
(3 term, Full-time education)**

1. The essence and features of education.
2. Goals and objectives of education.
3. Logic of the educational process.
4. Regularities and principles of education.
5. Means of education. Functions and conditions for using educational tools.
6. Forms of education: concept, classification, and choice factors.
7. Educational means: essence and classification.
8. Correlation and specificity of methods and techniques of education.
9. Classification and characteristics of educational methods.
10. The essence and organizational bases of functioning of the children's collective.
11. Stages, levels, and conditions of development of the children's team.

12. Models of the development of relations between the individual and the team.
13. Content and features of family education.
14. Features of interaction between teachers and parents in raising children.
15. Educational system: concept, tasks, functions, attributes, components.
16. Foreign and domestic educational systems
17. Educational system of the school.
18. Author's educational systems.
19. Criteria for the effectiveness of the educational process.
20. Criteria, methods and techniques for diagnosing children's upbringing.
21. The class leader: his / her functions, rights, and responsibilities.
22. The main areas of activity of the class teacher and criteria for the effectiveness of his work.
23. Forms of work of a class teacher with students and their parents.
24. Mental education of schoolchildren: tasks, forms, means.
25. Formation of the foundations of the moral culture of the individual.
26. Theoretical foundations of civic education of children.
27. Labor and physical education of children: tasks, content, organization.
28. Theoretical foundations of aesthetic education of children.
29. Ecological education of children: theory and practice.
30. Raising children in a multinational environment.
31. About the concern about the organization and life of permanent and temporary children's collective.
32. Specifics and content of the counselor's activity.
33. The main directions of education in a permanent and temporary children's collective.
34. Methods, techniques, forms, technologies, and content of educational work with permanent and temporary children's groups.
35. Methods for studying the child's personality and developing permanent and temporary children's groups.
36. Technologies of work of a counselor in an educational organization and a children's camp.

List of questions for the exam (4 term, Full-time education)

1. Education in a primitive society.
2. The Athenian system of education. The Spartan system of education.
3. Pedagogical thought of Ancient Greece (Socrates, Plato, Aristotle).
4. School of Ancient Rome of the Republic period. The education system of the Roman Empire.
5. Pedagogical thought in Ancient Rome (Cato, Cicero, Seneca, Quintilian, Boethius).
6. Early Christian pedagogy (Clement of Alexandria, Origen, Augustine the Blessed, John Chrysostom).
7. Formation of church education in Western Europe.
8. Universities in the system of medieval European education.

9. Pedagogical ideas in scholastic philosophy (Boethius, Alcuin, Rabanus the Moor, Hugh of Saint-Victor, Thomas Aquinas, Pierre Abelard).
10. Humanism as a spiritual basis of Renaissance pedagogy. Pedagogy of Humanism (Vittorino de Felte, Juan Luis Vives, Francois Rabelais, Erasmus of Rotterdam).
11. Pedagogy of the Reformation and Counter-Reformation (Martin Luther, Philip Melanchthon, Jean Calvin, Ignace Loyola).
12. Ya. A. Komensky on the purpose of education and ways to achieve it. Didactics of J. A. Komensky.
13. Features of the "education of a gentleman" by J. Locke.
14. Free education as a basis for natural education of young people Russo.
15. Pedagogical ideas of I.G. Pestalozzi.
16. Pedagogical views of F.V.A. Disterweg.
17. The main provisions and components of the pedagogical system of I. F. Herbart. Educating agency.
18. Raising children among the ancient Slavs.
19. Characteristic features of child rearing in pre-Christian Russia.
20. The value of education in Ancient Russia.
21. The influence of Christianity on the development of ancient Russian education.
22. Education and training in Kievan Rus'.
23. Education and school in Moscow Rus of the XIV-XVI centuries.
24. The influence of South-Western Russia on the formation of primary education.
25. School and pedagogical thought in the Moscow state of the 17th century.
26. Reforms in the field of education of Peter the Great
27. Special estate educational institutions in the XVIII century.
28. Features of home education in noble families. Education of peasant children of the XVIII B century.
29. Types of public schools. Educational books of the XVIII century.
30. The role of Moscow University in the development of pedagogy and school XVIII century.
31. Alexander I's school reforms Characteristics of the reform of the 60s of the XIX century.
32. Reactionary reform of the 70s of the XIX century.
33. Westerners and Slavophiles on the system of education and upbringing
34. Social and pedagogical movement of the XIX century.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Divnenko, O. V. Fundamentals of pedagogy and psychology : textbook : [12+] / O. V. Divnenko. - Moscow ; Berlin : Direct-Media, 2021. - 297 c. : ill., tabl. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=610922> (date of access: 02 April 2024).
2. Mezinov, V. N. Practicum on the history of foreign pedagogy : a textbook : [16+] / V. N. Mezinov, N. A. Nekhoroshikh, O. N. Povalyaeva ; Eletsy State University named

after I.A. Bunin. I.A. Bunin. - Elets : Elets State University named after I. A. Bunin. I. A. Bunin, 2023. - 77 c. : ill. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=702138> (date of access: 02 April 2024).

3. Pedagogy : educational and methodical manual for students of creative specialties : [16+] / author-composer. T. V. Leontieva, L. F. Mustafina. - Ed. 2nd. - Moscow : Direct-Media, 2023. - 274 c. : ill., tabl. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=602471> (date of access: 02 April 2024).

4.2. Additional literature

1. Aron, I.S. Pedagogy : textbook / I.S. Aron ; Volga State Technological University. - Yoshkar-Ola : PSTU, 2018. - 144 c. : tabl., schemes. - Bibliogr. in book - ISBN 978-5-8158-2015-9 ; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=496200> (date of access: 02 April 2024).
2. Kurochkina, I.N. Russian pedagogy. Pages of formation (VIII -XVIII centuries.) : textbook / I.N. Kurochkina. - 3rd ed., er. - Moscow : Flinta Publishing House, 2018. - 113 c. - Bibliogr. in book - ISBN 978-5-89349-366-5 ; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=79560> (date of access: 02 April 2024).
3. Popov, E.B. Fundamentals of pedagogy : textbook / E.B. Popov. Popov. - 3rd ed., er. - Moscow ; Berlin : Direct-Media, 2018. - 133 c. : ill, tabl. - ISBN 978-5-4475-2798-3; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=494796> (date of access: 02 April 2024).
4. Tsibulnikova, V.E. Pedagogical technologies. Health-saving technologies in general education : a textbook (with a workshop) for students of pedagogical universities / V.E. Tsibulnikova, E.A. Levanova ; Ministry of Education and Science of the Russian Federation, Faculty of Pedagogy and Psychology ; founder Moscow Pedagogical State University ; under general ed. by E.A. Levanova. - Moscow Pedagogical State University, 2017. - 148 c. : tabl. - Bibliogr. in book - ISBN 978-5-4263-0490-1 ; Same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=471794> (date of access: 02 April 2024).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION AND REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	https://e.lanbook.com/	Electronic library system (ELS) Lan	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.

VII. LICENSED AND FREELY DISTRIBUTABLE SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.