MINISTRY OF HEALTH OF UKRAINE

KHARKIV NATIONAL MEDICAL UNIVERSITY

Department of the Ukrainian Language, Fundamentals of Psychology and Pedagogy

## SYLLABUS

## OF THE EDUCATIONAL DISCIPLINE

«FUNDAMENTALS OF EDUCATION SCIENCE»

academic year 2020-2021

field of knowledge 22 «Healthcare»

specialty 222 «Medicine» (educational level „ Master ”)

course 1st

|  |  |  |
| --- | --- | --- |
| The syllabus of the discipline was approved at the meeting of the Department of the Ukrainian Language, Fundamentals of Psychology and PedagogyProtocol from “31” August 2020 № 14Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prof. Fomina L. V. \_ (signature) (surname and initials) “31” August 2020  |  | Approved by the methodical commission of KhNMU on the problems of humanitarian and socio-economic trainingProtocol from “31” August 2020 № 8Head \_\_\_\_\_\_\_\_\_\_\_\_ prof. Karpenko K. I.\_ (signature) (surname and initials)“31” August 2020  |

**Data on the teacher who teaches the discipline**

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| --- | --- |
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| Consultations | Tuesday 09.00-15.00, classroom of the Department of the Ukrainian Language, Fundamentals of Psychology and Pedagogy |
| Online consultations | Wednesday, 9.00-15.00 |

Developers: Head of the Department of the Ukrainian Language, Fundamentals of Psychology and Pedagogy Ph.D, prof. Fomina LV, Candidate of Pedagogical Sciences Ph.D, teacher at the Department of the Ukrainian Language, Fundamentals of Psychology and Pedagogy Nalyvayko NA, Candidate of Psychology. Ph.D., teacher of the Department of Ukrainian language, basics of psychology and pedagogy Sheiko AO.

**INTRODUCTION**

**The syllabus of the discipline** "Fundamentals of Education Science" is compiled in accordance with the educational and professional training program of the second (master's) level of higher education in the field of knowledge 22 "Healthcare" specialty 222 "Medicine".

**Description of the discipline (abstract).** The elective course "Fundamentals of Education Science" is an important component in the system of humanitarian training of students of higher education institutions.

The discipline "Fundamentals of Education Science" gives students an idea of the specifics of pedagogical problems, acquaints with the features of innovative educational processes, lays the foundations of pedagogical thinking, forms the ability to apply knowledge of pedagogy in professional activities.

**The subject** of study of the elective course are the basic pedagogical provisions, theories, concepts, categories, patterns of development and formation of personality.

**Interdisciplinary connections.** The discipline "Fundamentals of Education Science" is based on the study of philosophy, history, psychology, physiology by students; lays the foundations for students to study the psychology of communication, social psychology, as well as a number of disciplines, which involves integration with them.

The discipline belongs to the elective disciplines.

*Prerequisites*. The study of the discipline involves the prior mastering of credits in the history of Ukrainian and foreign culture, the general provisions of the organization of higher education in Ukraine.

*Postrequisites*. The main provisions of the discipline should be applied in the study of professional disciplines.

**1. The purpose and objectives of the discipline**

**1.1. The purpose of teaching the discipline is:** the formation of pedagogical competence of future professionals, gaining knowledge about the main categories of pedagogy, methods, tools and modern pedagogical technologies; to acquaint with the general concepts and patterns of development and formation of personality in the educational process, to ensure the formation of pedagogical skills and abilities to apply them in professional activities, which is one of the important elements in the training of future doctors.

**1.2. The main tasks of studying the discipline are:** formation of students' knowledge about the processes of educational integration into the European and world educational space; theoretical foundations of pedagogy taking into account the current state of education in Ukraine and abroad; essence, regularities, principles, methods and forms of educational process; pedagogical competence of future specialists; mastering the basic didactic concepts; formation of the ability of scientific analysis of the essence of modern didactic technologies of teaching in higher school; acquisition of skills and abilities in the selection of content and modeling of the structure of the discipline; mastering innovative educational technologies.

**1.3 Competences and learning outcomes,** the formation of which is facilitated by the discipline "Fundamentals of Education Science".

*Integral:* the ability to solve typical and complex specialized problems and practical problems in professional activities in the field of health care, or in the learning process, which involves research and / or innovation and is characterized by complexity and uncertainty of conditions and requirements.

*General:* ability to abstract thinking, analysis and synthesis, ability to learn and be modernly trained; ability to apply knowledge in practical situations; ability to adapt and act in a new situation; ability to make an informed decision; work in a team; interpersonal skills; skills of using information and communication technologies; ability to act socially responsibly and consciously.

*Special (professional):* survey skills.

Also, the study of the discipline forms social skills (soft skills): communication (implemented through: the method of working in pairs and groups, brainstorming, self-presentation method), teamwork (implemented through: project method, openwork saw), conflict management (implemented through : dramatization method, game methods), time management (implemented through: project method, group work, trainings), leadership skills (implemented through: group work, project method, self-presentation method).

The student acquires communication skills, develops leadership skills, learns to take responsibility and work in critical conditions, resolves pedagogical situations and conflicts, is able to work in a team, manage his time, think logically and systematically, has creative approaches. to solve the problem.

As a result of mastering the discipline, the applicant must demonstrate the following **learning outcomes**:

1. Acquisition by a person of general and special fundamental and professionally-oriented knowledge, skills, abilities, competencies necessary for the performance of typical professional tasks related to his / her activity in the medical field in the relevant position.

2. Knowledge of psychophysiological features of the person, human health, health support, disease prevention, human treatment, public health.

3. Ability to apply the acquired knowledge about the existing health care system to optimize their own professional activities and participate in solving practical problems of the industry.

**2. Information volume of the discipline**

120 hours and 4 ECTS credits are allocated for the study of the academic discipline.

**Розділ 1. Theoretical foundations of teaching and education**

***Topic 1. Pedagogy as a science***

Pedagogy as a science. Subject, tasks, sources, functions, structure of pedagogical science. Comenius and his role in the formation of pedagogy as a science. Areas of pedagogy. Relationship of pedagogy with other sciences. Stages of development of pedagogical science. The main categories of pedagogy. Regulatory and legal support in school education.

***Topic 2. Historical achievements of pedagogy***

Pedagogy in ancient times. Development of pedagogical thought in the Middle Ages and the Renaissance. The main ideas of pedagogy of the eighteenth and nineteenth centuries. Development of pedagogical ideas in Ukraine. Pedagogy of cooperation and ideas of teachers-innovators. Pedagogical views of Comensky, Locke, Pestalozzi, Ushinsky, Amonashvili etc.

***Topic 3. Personality development as a pedagogical problem***

The concept of personality development. Stages of human life. Development and education. Development factors: heredity, environment, upbringing. Biological and social in development. Features of personality development and their consideration in approaches to teaching and education.

***Topic 4. Didactic systems and the content of the educational process***

The concept of didactics. Origins of didactic ideas. Current issues of didactics of the twentieth century. The essence of the learning process. The content of education. The mechanism of formation of abilities and skills. Optimization of the educational process. The essence and structure of educational and cognitive activities. Choosing the best training option. The concept of learning principles. The relationship of learning principles, their system.

***Topic 5. Regularities and principles of the educational process***

The concept of laws and patterns in pedagogy. Principles of learning. General characteristics of the principles of learning: scientific, systematic and consistent, consciousness and activity, clarity, the connection of learning with life, accessibility, strength, differentiation of learning, creating a situation of success in learning.

***Topic 6. Forms, methods and means of teaching***

The concept of the form of organization of training. Classroom and extracurricular forms of education. The concept of teaching methods and their classification. Active and interactive teaching methods: didactic games, training, coaching, "brainstorming", etc. Methods of control and self-control in learning. Teaching aids. Use of computer technology in teaching. Individual approach to learning.

***Topic 7. Control, verification and evaluation of educational achievements***

Control in the training system. Methods of control of students' knowledge. Innovative methods of control of students' knowledge. Criteria and norms of students' knowledge. Principles of pedagogical control. Types of control.

***Topic 8. Pedagogical technologies and learning technologies***

Characteristics of pedagogical technologies. Information and communication technologies of education. Problem-based learning technology. Case technology. Technology of personality-oriented learning. Distance learning technology.

***Topic 9. Pedagogical skills***

The concept of pedagogical skills. The main problems and trends. Components of pedagogical skills. Conditions for the formation of pedagogical skills. Ways to improve pedagogical skills. Pedagogical communication. The essence, content and functions of pedagogical communication. Analysis of styles of pedagogical communication. Pedagogical conflict. The culture of resolving pedagogical conflicts. Rules of conduct in a conflict situation. Pedagogical innovation. Pedagogical creativity. The system of pedagogical interaction. Preparing the teacher for the lesson.

***Topic 10. The essence, content and structure of education. Principles and methods of education***

The essence of the process of education. Components of education. Principles of the process of education. Methods of education. The system of pedagogical interaction.

**Description of the discipline**

|  |  |  |
| --- | --- | --- |
| Name of indicators  | Field of knowledge | Characteristics of the discipline |
| **full-time education** |
| Number of credits – 4 | Training direction22 "Healthcare" | Elective  |
| Total number of hours – 120 | Specialty:222 "Medicine" | **Year of preparation:** |
| 1st |
| **Semester** |
|  |
| **Lectures** |
| Hours for full-time study:classroom – 30,independent student work – 90 | Education level:Master | 10 hrs |
| **Practical, seminar classes** |
| 20 hrs |
| **Laboratory classes** |
| - |
| **Individual work** |
| 90 hrs |
| **Individual tasks:** - |
| Type of control: credit |

**3. The structure of the discipline**

|  |  |
| --- | --- |
| Names of sections of the discipline and topics | Number of hours |
| Form of study (full-time) |
| total  | Including |
| lect. | pract | lab. | individ | independ |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Section 1. Theoretical foundations of teaching and education** |
| **Topic 1.** Pedagogy as a science | 13 | 2 | 2 |  |  | 9 |
| **Topic 2.** Historical achievements of pedagogy | 11 |  | 2 |  |  | 9 |
| **Topic 3.** Personality development as a pedagogical problem | 11 |  | 2 |  |  | 9 |
| **Topic 4**. Didactic systems and the content of the educational process | 11 |  | 2 |  |  | 9 |
| **Topic 5.** Regularities and principles of the educational process | 13 | 2 | 2 |  |  | 9 |
| **Topic 6**. Forms, methods and means of teaching | 13 | 2 | 2 |  |  | 9 |
| **Topic 7.** Control, verification and evaluation of educational achievements | 11 |  | 2 |  |  | 9 |
| **Topic 8.** Pedagogical technologies and learning technologies | 11 |  | 2 |  |  | 9 |
| **Topic 9.** Pedagogical skills | 13 | 2 | 2 |  |  | 9 |
| **Topic 10.** The essence, content and structure of education. Principles and methods of education | 13 | 2 | 2 |  |  | 9 |
| Together under section 1 | 120 | 10 | 20 |  |  | 90 |
| Total hours of discipline | 120 | 10 | 20 |  |  | 90 |

1. **Topics of lectures**

|  |  |  |
| --- | --- | --- |
| № | Topic | Number of hours |
| 1 | Pedagogy as a science | 2 |
| 2 | Regularities and principles of the educational process | 2 |
| 3 | Forms, methods and means of teaching | 2 |
| 4 | Pedagogical skills | 2 |
| 5 | The essence, content and structure of education. Principles and methods of education | 2 |
| Total hours | 10 |

1. **Topics of seminars**

Not provided by the curriculum.

**6. Topics of practical classes**

|  |  |  |
| --- | --- | --- |
| № | Topic | Number of hours |
| 1 | Pedagogy as a science | 2 |
| 2 | Historical achievements of pedagogy | 2 |
| 3 | Personality development as a pedagogical problem | 2 |
| 4 | Didactic systems and the content of the educational process | 2 |
| 5 | Regularities and principles of the educational process | 2 |
| 6 | Forms, methods and means of teaching | 2 |
| 7 | Control, verification and evaluation of educational achievements | 2 |
| 8 | Pedagogical technologies and learning technologies | 2 |
| 9 | Pedagogical skills | 2 |
| 10 | The essence, content and structure of education. Principles and methods of education | 2 |
| Total hours | 20 |

**7. Topics of laboratory classes**

Not provided by the curriculum.

**8. Individual work**

|  |  |  |
| --- | --- | --- |
| № | Topic | Number of hours |
| 1 | Pedagogy as a science *Elaboration of educational literature, drawing up of the expanded plan of answers to questions of a theme, preparation of the dictionary of the basic concepts* | 9 |
| 2 | Historical achievements of pedagogy*Independent elaboration of theoretical material according to the plan of practical lesson. Preparation for an express survey and a practical presentation* | 9 |
| 3 | Personality development as a pedagogical problem *Write an essay in digital format up to 3 pages* | 9 |
| 4 | Didactic systems and the content of the educational process*Elaboration of educational literature, drawing up of the expanded plan of answers to questions of a theme, preparation of the dictionary of the basic concepts* | 9 |
| 5 | Regularities and principles of the educational process*Drawing up a detailed plan of answers to questions of the topic. Development of cases (pedagogical situations)* | 9 |
| 6 | Forms, methods and means of teaching*Drawing up a detailed plan of answers to questions of the topic. Development of a didactic game* | 9 |
| 7 | Control, verification and evaluation of educational achievements *Drawing up a detailed plan of answers to questions of the topic. Development of 10-15 test tasks of various forms* | 9 |
| 8 | Pedagogical technologies and learning technologies*Creating a multimedia presentation* | 9 |
| 9 | Pedagogical skills *Prepare a presentation (topic of choice)* | 9 |
| 10 | The essence, content and structure of education. Principles and methods of education*Elaboration of educational literature, drawing up of the expanded plan of answers to questions of a theme, preparation of the dictionary of the basic concepts* | 9 |
| Total hours | 90 |

**9. Tasks for independent work**

Preparation for practical classes. Processing of material according to the reference abstract. Work with supporting literature. Search and analytical work.

**10. Teacher and department policy**

**Academic expectations from students**

Course requirements

Students are expected to attend all lectures and workshops. If they missed a lesson, you need to work it out.

Written and homework must be completed completely and on time, if students have questions, you can contact the teacher in person or by e-mail, which the teacher will provide in the first practical lesson.

During the **lecture**, students are encouraged to keep a synopsis of the lesson and keep a sufficient level of silence. Asking questions to the lecturer is perfectly normal.

**Practical training**

Active participation during the discussion in the audience, students should be ready to understand the material in detail, ask questions, express their views, discuss. During the discussion such factors are important:

* respect for colleagues,
* tolerance for others and their experiences,
* susceptibility and impartiality,
* the ability to disagree with the opinion, but to respect the personality of the opponent,
* careful argumentation of one's opinion and courage to change one's position under the influence of evidence,
* self-expression, when a person avoids unnecessary generalizations, describes his feelings and formulates his wishes based on their own thoughts and emotions,
* obligatory acquaintance with primary sources.

A creative approach in its various manifestations is welcome. Students are expected to be interested in participating in city, national and international conferences, competitions and other events in the subject profile.

**Occupational health**

During the first lesson of the course the basic principles of labor protection by will be explained. It is expected that everyone should know where the nearest evacuation exit to the audience, where the fire extinguisher is, how to use it, etc.

**Behavior in the audience**

**Basic "yes" and "no"**

It is important for the student to follow the rules of good behavior at the university. These rules are common to all, they also apply to all teachers and staff, and do not differ in principle from generally accepted norms.

It is allowed during classes:

* leave the audience for a short time if necessary and with the permission of the teacher;
* drink soft drinks;
* take photos of presentation slides;
* take an active part in the class (see Academic expectations from the students).

It is forbidden:

* to eat (except for persons whose special medical condition requires another – in this case medical confirmation is required);
* smoking, drinking alcohol and even low-alcohol beverages or drugs;
* use obscene language or use words that offend the honor and dignity of colleagues and teachers;
* gambling;
* to damage the material and technical base of the university (damage inventory, equipment; furniture, walls, floors, litter the premises and territories);
* shouting or listening to loud music in classrooms and even in corridors during classes.

**Plagiarism and academic integrity**

**The Department of the Ukrainian Language, Fundamentals of Psychology and Pedagogy maintains zero tolerance for plagiarism.** Students are expected to constantly raise their awareness of academic writing. The first lessons will provide information on what to consider plagiarism and how to properly conduct research and scientific research.

**11. Teaching methods**

Verbal (lecture, conversation); visual (illustration); practical (independent work, case method, brainstorming, work in pairs, work in groups).

**12. Control methods**

When studying the discipline, the current and final semester control is used. Also, there is a mandatory control of the assimilation of educational material of the discipline, assigned to independent work.

**Current control** is carried out in the form of oral interviews, testing, conversations of students on predetermined issues, in the form of speeches of higher education students with reports when discussing educational issues in practical classes.

**The final semester control** in the discipline is a mandatory form of control of academic achievements of higher education students. The terms of the final semester control are set by the schedule of the educational process, and the amount of educational material is determined by the working program of the discipline.

The total number of rating points for the study of the discipline for the semester is calculated as the sum of points obtained from the results of current control and points obtained from the results of the final semester control. The maximum amount of points for the semester is 200 points, the minimum - 120 points.

### 13. Form of assessment of students' knowledge

The form of final control of academic performance in the discipline is a credit.

**13.1 Recalculation of the average score for current activities**

**on a multi-point scale**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |
| 5 | 200 | 4.22-4,23 | 169 | 3.45-3,46 | 138 |
| 4.97-4,99 | 199 | 4.19-4,21 | 168 | 3.42-3,44 | 137 |
| 4.95-4,96 | 198 | 4.17-4,18 | 167 | 3.4-3,41 | 136 |
| 4.92-4,94 | 197 | 4.14-4,16 | 166 | 3.37-3,39 | 135 |
| 4.9-4,91 | 196 | 4.12-4,13 | 165 | 3.35-3,36 | 134 |
| 4.87-4,89 | 195 | 4.09-4,11 | 164 | 3.32-3,34 | 133 |
| 4.85-4,86 | 194 | 4.07-4,08 | 163 | 3.3-3,31 | 132 |
| 4.82-4,84 | 193 | 4.04-4,06 | 162 | 3.27-3,29 | 131 |
| 4.8-4,81 | 192 | 4.02-4,03 | 161 | 3.25-3,26 | 130 |
| 4.77-4,79 | 191 | 3.99-4,01 | 160 | 3.22-3,24 | 129 |
| 4.75-4,76 | 190 | 3.97-3,98 | 159 | 3.2-3,21 | 128 |
| 4.72-4,74 | 189 | 3.94-3,96 | 158 | 3.17-3,19 | 127 |
| 4.7-4,71 | 188 | 3.92-3,93 | 157 | 3.15-3,16 | 126 |
| 4.67-4,69 | 187 | 3.89-3,91 | 156 | 3.12-3,14 | 125 |
| 4.65-4,66 | 186 | 3.87-3,88 | 155 | 3.1-3,11 | 124 |
| 4.62-4,64 | 185 | 3.84-3,86 | 154 | 3.07-3,09 | 123 |
| 4.6-4,61 | 184 | 3.82-3,83 | 153 | 3.05-3,06 | 122 |
| 4.57-4,59 | 183 | 3.79-3,81 | 152 | 3.02-3,04 | 121 |
| 4.54-4,56 | 182 | 3.77-3,78 | 151 | 3-3,01 | 120 |
| 4.52-4,53 | 181 | 3.74-3,76 | 150 | **Less than 3** | **Not enough** |
| 4.5-4,51 | 180 | 3.72-3,73 | 149 |  |  |
| 4.47-4,49 | 179 | 3.7-3,71 | 148 |
| 4.45-4,46 | 178 | 3.67-3,69 | 147 |  |  |
| 4.42-4,44 | 177 | 3.65-3,66 | 146 |  |
| 4.4-4,41 | 176 | 3.62-3,64 | 145 |  |  |
| 4.37-4,39 | 175 | 3.6-3,61 | 144 |  |  |
| 4.35-4,36 | 174 | 3.57-3,59 | 143 |  |  |
| 4.32-4,34 | 173 | 3.55-3,56 | 142 |  |  |
| 4.3-4,31 | 172 | 3.52-3,54 | 141 |  |  |
| 4,27-4,29 | 171 | 3.5-3,51 | 140 |  |  |
| 4.24-4,26 | 170 | 3.47-3,49 | 139 |  |  |

**13.2 Credit**

**The credit** for the disciplines, the study of which has been completed, is conducted by the teacher of the academic group at the last lesson in the discipline and involves taking into account the IPA and checking the mastering of all topics in the discipline. The grade is determined in points from 120 to 200 and marked "credited", "not credited".

**14. Recommended literature**

**Basic literature**

1. Артемова Л. В. Педагогіка і методика вищої школи : навч. посіб. / Л. В. Артемова. – К. : Кондор, 2008. – 272 с.
2. Вітвицька, С. С. Основи педагогіки вищої школи / С. С. Вітвицька. – К. : Центр учбової літератури, 2018. – 383 с.
3. Лекції з педагогіки вищої школи : навч. посіб. / за ред. В. І. Лозової. – Х. : ОВС, 2006. – 496 с.
4. Калашнікова Л. М., Жерновникова О.А. Педагогіка вищої школи у схемах і таблицях : навчальний посібник. – Харків, 2016. – 260 с.
5. Максименко С. Д. Педагогіка вищої медичної освіти [текст]: підручник / С. Д. Максименко, М. М. Філоненко – К. :«Центр учбової літератури», 2014. – 288 с.
6. Педагогіка вищої школи : підручник / В. П. Андрущенко, І. Д. Бех, І. С. Волощук [та ін.] ; за ред. В. Г. Кременя ; АПН України, Інститут вищої освіти. – К. : Педагогічна думка, 2009. – 256 с.
7. Педагогіка вищої школи : навч. посібник / І. О. Бартєнєва, І. М. Михайлова, І. М. Бужина [та ін.] ; Південноукраїнський держ. пед. ун-т ім. К. Д. Ушинського. – Одеса : ПДПУ ім. К. Д. Ушинського, 2002. – 344 с.

**Supporting literature**

1. Дичківська, І. М. Інноваційні педагогічні технології : навч. посібник для студентів вищих навч. закладів / І. М. Дичківська. – К. : Академвидав. – 2004. – 334 с.
2. Кіржнер Л. О. Методика викладання у вищій школі : навчальний посібник / Л. О. Кіржнер, Т. І. Лепейко. – Харків : ХНЕУ, 2006. – 96 с.
3. Лекції з педагогіки вищої школи / за ред. В. І. Лозової. – Х. : ОВС, 2006. – 496 с.
4. Нагаєв В. М. Методика викладання у вищій школі : навч. посіб. / В. М. Нагаєв. – К. : Центр учбової літератури, 2007. – 232 с.
5. Ортинський, В. Л. Педагогіка вищої школи / В. Л. Ортинський. – К. : Центр учбової літератури, 2009. – 470 с.
6. Педагогіка вищої школи : навч. посіб. / З. Н. Курлянд, Р. І. Хмелюк, А. В. Семенова [та ін.] ; за ред. З. Н. Курлянд. – 3-тє вид., перероб. і доп. – К. : Знання, 2007. – 495 с.
7. Фіцула М. Педагогіка вищої школи : навч. посібник / М. Фіцула. - 2-ге вид., доп. – К. : Академвидав, 2014. – 456 с.

**15. Information resources**

1. <http://www.osvita.org.ua>
2. <http://nbuv.gov.ua>

3. <http://korolenko.kharkov.com>

**16. List of questions before the credit**

1. The genesis of the term "pedagogy".

2. Stages of development of pedagogical science.

3. Branches of pedagogical science.

4. The relationship of pedagogy with other sciences.

5. Comensky and his role in the formation of pedagogy as a science.

6. Age features of the individual.

7. Heredity, environment and upbringing as factors of personality development.

8. Signs of the learning process.

9. The main categories of didactics.

10. Principles of learning.

11. Classification of teaching methods.

12. Forms of organization of training in university: general characteristics.

13. Types of lectures.

14. Practical, seminar and laboratory classes: general characteristics

15. Types of training: general characteristics.

16. Traditional education: general characteristics.

17. Problem-based learning: general characteristics

18. Modular learning technology: basic ideas, principles and rules of implementation.

19. Criteria for assessing academic achievement in the higher school system

20. Types of control. Advantages and disadvantages of written and oral control.

21. The essence of the process of education.

22. Components of education.

23. Principles of the process of education.

24. Methods of education: general characteristics.

25. Comensky on the stages of education. Age periodization and school system.

26. The system of education and upbringing Ushinsky.

27. The system of education Makarenko.

28. The teachings of Makarenko about the team.

29. Types of parental authority by Makarenko.

30. The system of education and upbringing Sukhomlinsky.

31. The main ideas of pedagogy of cooperation.

32. Pedagogical communication: its types, general characteristics.

33. Signs of good language teacher.

34. Humane pedagogy of Amonashvili.

35. Conditions for the formation of pedagogical skills.

36. Pedagogical skills and its components.

37. Classification of teaching methods.

38. Styles of pedagogical communication.

39. The role of pedagogy in the education of the doctor. The main tasks and features of medical and pedagogical activity.

40. The language of the doctor as an indicator of personal culture and a means of influencing the patient.