

**MINISTRY OF HEALTH OF UKRAINE
BUKOVINIAN STATE MEDICAL UNIVERSITY**

«APPROVE»

Vice-Rector of higher educational establishment
on scientific and pedagogical work
and international relations

« 29 / »

Oksana GODOVANETS
August 2025



**POSTGRADUATE STUDENT GUIDE
(SYLLABUS)
of studying the discipline**

"PSYCHOLOGY AND PEDAGOGY OF HIGHER EDUCATION"

Field of knowledge 22 "Health Care"

Specialty 221 "Dentistry"

Educational degree Doctor of Philosophy

Educational year 1, 2

Form of study full-time (day, evening), part-time

Department Psychology and Philosophy

Approved at a meeting of the Department of Psychology and Philosophy
August 25, 2025, protocol No. 1.

Head of Department Alla BORYSIUK

Approved by the subject methodological Commission for Social Sciences and Humanities
August 26, 2025, Protocol No. 1.

Chair of the subject methodological
commission

Nina ZORIY

Chernivtsi – 2025

1. GENERAL INFORMATION ABOUT SCIENTIFIC AND PEDAGOGICAL WORKERS WHO TEACH THE DISCIPLINE

Department	Psychology and Philosophy
Surname, name of scientific and pedagogical staff, scientific degree, academic status	Alla Borysiuk – Doctor of Psychological Sciences, Professor borysiuk.alla@bsmu.edu.ua
Web page of the department on the official website of the university	https://www.bsmu.edu.ua/psihologiyi-ta-filosofiyi/
Department website	https://psychology.bsmu.edu.ua/holovna
E-mail	psychology@bsmu.edu.ua
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Contact phone	-

2. GENERAL INFORMATION ABOUT THE ACADEMIC DISCIPLINE

Status of the discipline	Compulsory
Number of credits	3
Total number of hours	90
Lectures	16
Practical classes	24
Independent work	50
Type of final assessment	credit

3. DESCRIPTION OF THE ACADEMIC DISCIPLINE (ABSTRACT)

The program for studying the academic discipline "Psychology and Pedagogy of Higher Education" is compiled in accordance with the Standard of Higher Education of Ukraine of the third (educational and scientific) level of the field of knowledge 22 "Health Care" of the specialty 221 "Dentistry," and based on the educational and scientific program for training doctors of philosophy in specialty 221 "Dentistry."

The object of activity is higher education pedagogy, the higher education system, and pedagogical processes. In the context of higher education reform in Ukraine, priority attention should be given to training a new generation of national elites capable of mastering the new educational and worldview paradigm of national and state building. One of the prerequisites for solving this extremely important and complex task is to raise the level of psychological and pedagogical culture, in particular by improving the psychological and pedagogical training of future teachers of higher education institutions. Psychology and pedagogy in higher education is one of the key areas in the training of postgraduate students and aims to provide them with the psychological and pedagogical knowledge, skills, and abilities necessary for their future professional activities.

The subject of study is the basic psychological and pedagogical principles of higher education, methods, principles of didactics, and the patterns of personality development and formation.

4. ACADEMIC DISCIPLINE POLICY

4.1. List of regulatory documents:

- Regulations on organization the process (<https://www.bsmu.edu.ua/wp-content/uploads/2020/03/polozhennya-pro-organizacziyu-osvitnogo-procesu-u-vidnuzh-bukovinskij-derzhavnij-medichnij-universitet.pdf>);
- Instructions for assessing the academic performance of PhD students at BSMU in the context of the implementation of the European Credit Transfer System for the organisation of the educational process – (<https://dako.bsmu.edu.ua/wp-content/uploads/2025/12/33%D0%B0-%D0%94.pdf>);
- Regulations on the procedure for making up missed and uncredited classes (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/reworks.pdf>);
- Regulations on appealing the results of final knowledge assessment of higher education applicants education (<https://www.bsmu.edu.ua/wp-content/uploads/2020/07/polozhennya-pro-apelyacziyu-rezultativ-pidsumkovogo-kontrolyu-znan.pdf>);
- Code of Academic integrity (https://www.bsmu.edu.ua/wp-content/uploads/2019/12/kodeks_academic_faith.pdf);
- Moral and ethical code for students (https://www.bsmu.edu.ua/wp-content/uploads/2019/12/ethics_code.docx);
- Regulations on Prevention and detection academic plagiarism (<https://www.bsmu.edu.ua/wp-content/uploads/2019/12/antiplagiat-1.pdf>);
- Regulations on the procedure and conditions for students to choose elective disciplines (https://www.bsmu.edu.ua/wp-content/uploads/2020/04/nakaz_polozhennyh_vybirkovi_dyscypliny_2020.pdf);
- Internal labor regulations of the Higher State Educational Institution of Ukraine "Bukovinian State Medical University" (<https://www.bsmu.edu.ua/wp-content/uploads/2020/03/17.1-bdmu-kolektivnij-dogovir-dodatek.doc>).

4.2. Policy on compliance with the principles of academic integrity of students:

- independent performance of tasks ongoing and final tests without using external sources of information;
- cheating during knowledge assessments is prohibited;
- independent performance individual tasks and correct formatting of references to sources of information in the case of borrowing ideas, statements, or information.

4.3. Policy on compliance with the principles and norms of ethics and deontology by students:

- acting in professional and educational situations from the standpoint of academic integrity and professional ethics and deontology;
- compliance with the university's internal rules and regulations, being tolerant, friendly, and thoughtful in communication with students, teachers, and medical staff of healthcare institutions;
- awareness of the importance of examples of human behavior in accordance with the norms of academic integrity and medical ethics.

4.4. Policy on attendance of classes by students:

- attendance at all classes (lectures, practical (seminar) classes, final module control) is mandatory for the purpose of current and final assessment of knowledge (except in cases of valid reasons).

4.5. Policy on deadlines and making up missed or uncredited classes by higher education students:

- make-up classes for missed classes are held according to the schedule for make-up classes and consultations.

5. PRECISIONS AND POST-REQUIREMENTS OF THE DISCIPLINE (INTERDISCIPLINARY RELATIONS)

List of disciplines, on which the study of academic discipline is based	List of academic disciplines, for which the basis is laid as a result of studying the discipline
Ethics and methodology of scientific research. Fundamentals of academic integrity.	Pedagogical practice

6. PURPOSE AND TASKS OF THE DISCIPLINE:

The purpose of studying the discipline is to develop psychological competence as a component of the psychological and pedagogical training of teachers and to develop a psychological culture aimed at developing the moral and intellectual characteristics and creative potential of teachers and students. To form an understanding of the psychological factors and determinants of the organization of the pedagogical process in higher education institutions, the management of this process in accordance with the structure and functions of specific departments of higher education institutions, and the socio-psychological phenomena that mediate and determine the processes of learning and education.

The academic discipline ensures that PhD candidates acquire competencies and skills aimed at achieving the global Sustainable Development Goals by 2030, defined by UN General Assembly Resolution No. 70/1 and Decree of the President of Ukraine No. 722/2019, in particular the implementation of Goal 4 "Quality Education", which is ensured through the implementation of research-oriented learning, the formation of universal skills of a scientist, academic integrity, pedagogical competence, and readiness for lifelong learning.

The main tasks of studying the discipline are:

- forming an understanding of the personality, its development, mental health, and the manifestation of abilities on the path to self-improvement;
- mastering knowledge about the psychological characteristics of the student period of a person's life;
- understanding the patterns of professional development and personal growth of future professionals;
- studying the psychological aspects of teaching and educating students;
- understanding the psychological characteristics of scientific and pedagogical activity and ways of mastering it; promoting professional self-determination and the acquisition of professional and pedagogical identity by students;
- developing professionally significant personal qualities; researching styles of pedagogical management;
- forming skills for constructive interaction with others; forming ideas about the psychology of management and the image of a modern teacher;

- disclosure of the scientific foundations, goals, and principles of professional education; understanding the peculiarities of the pedagogical process;
- forming ideas about the principles, methods, and forms of organizing education in higher education institutions;
- familiarization with methods of pedagogical research on issues of professional training of specialists;
- studying the pedagogical and psychological foundations of teaching and education in higher education institutions;
- mastering modern technologies, methods, and means used in the learning process, including methods of organizing independent, individual learning and research activities of students in higher education; preparing graduate students to solve communication problems that arise in the learning process;
- developing the language skills of higher education institution teachers;
- preparing graduate students for the process of organizing and managing self-education and research activities of students.

7. COMPETENCIES THAT THE ACADEMIC DISCIPLINE HELPS TO DEVELOP:

7.1. Integral competence:

The ability to generate new ideas, solve complex problems in dentistry and related interdisciplinary problems, apply scientific and pedagogical methodologies, and conduct independent scientific research whose results are scientifically novel and have theoretical and practical significance.

7.2. General competencies:

GC02. Ability to search for, process, and analyze information from various sources.

GC03. Ability to think abstractly, analyze, and synthesize.

GC04. Ability to work in an international context.

7.3. Professional (special) competencies:

PC04. Ability to carry out scientific and pedagogical activities in the specialty "Dentistry" in higher education institutions.

PC07. Ability to critically analyze, evaluate, and synthesize new and complex ideas in the field of dentistry and related interdisciplinary issues.

PC08. Ability to engage in continuous self-development and self-improvement.

8. RESULTS OF STUDYING THE DISCIPLINE.

The academic discipline ensures the formation of the following program learning outcomes:

LO02. Have a deep understanding of the general principles and methods of human health sciences, the main trends in their development, as well as the methodology of scientific research, apply them in their own scientific research in the field of dentistry and in teaching practice.

LO08. Organize and implement the educational process in the field of dentistry, its scientific, educational, methodological, and regulatory support, develop and apply innovative teaching technologies, develop and teach special academic disciplines in higher education institutions.

As a result of studying the academic discipline, the student should:

Know:

- regulatory and legal acts, documents of the Ministry of Health and the Ministry of Education and Science of Ukraine;
- higher education standards;
- quality assessment criteria;

- forms and methods of evaluating the results of educational and scientific activities
- the basics of bibliographic search;
- list of scientometric databases and their significance;
- leading information resources for searching for information;
- modern information technologies;
- patterns of scientific development;
- stages and patterns of the cognitive process;
- stages of the research process;
- the basics and conditions of creativity;
- specificity and sensitivity of various research methods;
- research methods for the subject of a scientific project, their possibilities and limitations
- higher education standards in their specialty;
- didactic foundations of problem-based learning;
- competence-based approach to the design and implementation of educational activities;
- forms of organizing educational and cognitive activities;
- principles of student-centered learning;
- patterns of cognitive processes;
- methods of productive learning;
- theory of value orientations and personal motivation.

Be able to:

- use modern information technologies to search for and process information;
- conduct information searches;
- analyze and adequately interpret data from foreign-language sources of information;
- analyze data obtained from information sources;
- monitor the educational and scientific process;
- apply effective methods of assessing the cognitive sphere;
- develop proposals for its improvement;
- use modern research methods;
- use research methodologies;
- modify and improve research methodologies;
- formulate learning objectives and ways to achieve them;
- competently determine the content of learning and forms of control;
- apply the latest pedagogical technologies;
- monitor and manage the learning process;
- use modern information technologies to optimize learning.

Demonstrate:

- the ability to practically identify one's own psychological characteristics and use personal resources for professional and personal development;
- the ability to use observation, imagination, attention, mnemonics, and thinking development techniques;
- the ability to identify individual psychological characteristics and emotional states of a person;
- the ability to form and develop personal traits on which behavioral integrity and professional effectiveness depend;
- the ability to reveal the essence of the main pedagogical categories and principles of the educational process;
- the ability to justify the methodological basis of pedagogy and apply it in the practice of teaching and education;
- the ability to analyze ways of constructing and structuring the educational process in

modern conditions;

- the ability to determine indicators of educational quality and correlate them with the main goals of the educational system;
- ability to conduct a comparative analysis of the educational space in Ukraine and global educational trends;
- ability to integrate psychological and pedagogical knowledge to solve practical problems in the field of education and professional activity.

9. INFORMATION CONTENT OF THE COURSE

9.1. Specific objectives of the module (content modules).

Content module 1. Psychology of higher education.

Specific objectives:

- practically determine one's own mental characteristics and be able to use personal reserves;
- use skills of observation, perception, imagination, attention, mnemonics, and thinking development;
- use skills to identify individual psychological characteristics of a person;
- master the skills of identifying emotional states of a person;
- develop personal traits that determine holistic behavior and future professional activity.

Content module 2. Pedagogy of higher education.

Specific objectives:

- reveal the essence of the main categories of the pedagogical system and the main aspects of education;
- characterize the main pedagogical categories that determine the implementation of didactic processes;
- justify the methodological basis of pedagogy;
- analyze ways of constructing and structuring education in modern conditions;
- to determine the indicators of education quality and the main goals of the educational system;
- analyze the educational space of Ukraine.

9.2. Thematic structure of the module (content modules).

Module 1. Psychology and pedagogy of higher education

Content module 1. Psychology of higher education.

The development of the psyche of animals and humans. The subject and tasks of higher education. Psychology of personality. The communication process. Psychology of higher education. Psychology of personality and activity of higher education teachers. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways to prevent and resolve them. Psychology of communicative interaction between teachers and students. Psychology of educating young people. Psychological analysis of student learning. Psychological foundations of managing the educational process in higher education. Psychology of student groups. Professional development of students as future higher education professionals. Psychology of higher education, its subject, tasks, and methods. General psychological characteristics of students. Means and barriers of communication. Behavioural strategies in conflict situations. Types of conflict personalities. Personality and activity.

Content module 2. Pedagogy of higher education.

General foundations of higher education pedagogy. Subject and objectives of higher education pedagogy. Features of the formation of the pedagogical system of higher education institutions, including medical ones (standards, models). Philosophy of education. Methods of scientific and pedagogical research. The pedagogical process in higher education. Theory and

practice of education. Credit-modular system. Didactics of higher education (patterns and principles of teaching, content of education, types of teaching). Methods of conducting lectures, practical, seminar, and laboratory classes; individual classes and consultations; independent work. Monitoring of students' academic activities. Assessment in higher education, diagnostic tools. Education in higher education institutions.

10. STRUCTURE OF THE ACADEMIC DISCIPLINE

Names of content modules and topics	total	Number of hours			
		including			
		Classroom		Independent students' work	Individual work.
		Lectures	Practicals		
1	2	3	4	5	6
Module 1. Psychology and pedagogy of higher education					
Content module 1. Psychology of higher education					
Topic 1. Psychology of higher education. Subject and objectives of higher education.	2	2			
Topic 2. Psychology of personality.	2	2			
Topic 3. The communication process.	2	2			
Topic 4. Psychology of conflict.	2	2			
Topic 5. Psychology of higher education, its subject, tasks, and methods.	2		2		
Topic 6. General psychological characteristics of student age	2		2		
Topic 7. Professional development of students as future specialists with higher education.	2		2		
Topic 8. Psychology of the student group.	2		2		
Topic 9. From the history of psychology. Branches of psychology.	5				5
Topic 10. Development of the psyche of animals and human psyche. Human consciousness.	5				5
Topic 11. Personality and activity.	5				5
Topic 12. Means and barriers of communication.	5				5
Topic 13. Behavioural strategies in conflict situations. Types of conflict personalities.	5				5
Total for content module 1	41	8	8	-	25
Content module 2. Pedagogy of higher education					
Topic 1. Subject and tasks of higher education pedagogy.	2	2			
Topic 2. Systemic processes in higher education in Ukraine and abroad at the present stage.	2	2			
Topic 3. Methods and forms of organizing teaching and education in higher education.	2	2			
Topic 4. Features of pedagogical activity in higher education institutions.	2	2			
Topic 5. Psychological foundations of management the educational process in higher education.	2		2		
Topic 6. Psychological analysis of student learning.	2		2		
Topic 7. Psychology of educating students.	2		2		
Topic 8. Psychology of pedagogical Communicative interaction between teachers and students.	2		2		
Topic 9. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways to prevent and resolve them.	2		4		

Topic 10. Psychology of personality and activity of a higher education teacher.	2		4		
Topic 11. Methodology of pedagogy. Indicators of education quality and main goals of the educational system. Educational space of Ukraine.	5				5
Topic 12. Features of the organization of the educational process in higher education institutions in accordance with the Bologna Declaration and conditions for the introduction of a credit-modular system of education in higher education. European Credit Transfer and Accumulation System (ECTS) in the creation of a single educational space.	5				5
Topic 13. Features of problem-based learning and programmed learning. Reproductive and creative learning style learning.	5				5
Topic 14. Main forms of learning in higher education.	5				5
Topic 15. The role of scientific and pedagogical employees in the development of society.	5				5
Total for content module 2	49	8	16		25
Total hours	90	16	24		50

11. THEMATIC PLAN OF LECTURES

№	Topic	Number of hours
Content module 1. "Psychology of higher education"		
1.	Psychology of higher education. Subject and objectives of higher education.	2
2.	Psychology of personality.	2
3.	Communication process.	2
4.	Psychology of conflict.	2
Content module 2. "Pedagogy of higher education"		
5.	Subject and tasks of pedagogy of higher education.	2
6.	Systemic processes in higher education in Ukraine and abroad at the present stage.	2
7.	Methods and forms of organizing teaching and education in higher education.	2
8.	Features of pedagogical activity in higher education institutions.	2
Total		16

12. THEMATIC PLAN OF PRACTICAL CLASSES

№	Topic	Number of hours
Content module 1. "Psychology of Higher Education"		
1	Psychology of higher education, its subject, tasks, and methods.	2
2	General psychological characteristics of student age.	2
3	Professional development of students as future higher education specialists.	2
4	Psychology of the student group.	2

Content module 2. "Psychology and pedagogy of higher education"		
5.	Psychological foundations of managing the educational process in higher education.	2
6	Psychological analysis of student learning.	2
7	Psychology of student education.	2
8	Psychology of communicative interaction between teachers and students	2
9-10	Psychological analysis of contradictions and conflicts in pedagogical interaction, ways to prevent and resolve them.	4
11-12	Psychology of personality and activity of a higher education teacher.	4
Total		24

13. THEMATIC PLAN FOR INDIVIDUAL WORK

No	Topic	Number of hours
Content module 1. "Psychology of Higher Education"		
1.	From the history of psychology. Branches of psychology.	5
2.	Development of the psyche of animals and humans. Human consciousness.	5
3.	Personality and activity.	5
4.	Means and barriers of communication.	5
5.	Behavior strategies in conflict situations. Types of conflict personalities.	5
Content module 2. "Higher education pedagogy"		
6.	Methodology of pedagogy. Indicators of education quality and main goals of the education system. Educational space of Ukraine.	5
7.	Features of the organization of the educational process in higher education institutions in accordance with the Bologna Declaration and the conditions for the introduction of the credit-modular system of education in higher education. European Credit Transfer and Accumulation System (ECTS) in creating a single educational space.	5
8.	Features of problem-based learning and programmed learning. Reproductive and creative learning styles.	5
9.	Basic forms of learning in higher education.	5
10.	The role of scientific and pedagogical workers in the development of society.	5
Total		50

14. LIST OF INDIVIDUAL TASKS

1. Adaptation of first-year students to studying at higher education institutions.
2. Types and characteristics of student activities.
3. Types and characteristics of higher education institution teaching staff activities.
4. Motives and incentives in the educational process at higher education institutions.
5. Motivation for student learning.
6. The impact of motivation on the effectiveness of teaching activities.
7. Pedagogical features of the development of volitional skills in humans.

8. Factors in the development of the personality of the student.
9. The role of the teacher's personality in the educational process in higher education institutions.
10. Temperament in the adaptation of students to learning in higher education institutions.
11. The influence of character on learning effectiveness.
12. Abilities – the basis for effective learning.
13. Perception of educational material by students.
14. Organization of group and individual attention of students during learning.
15. Patterns of memorization, retention, and reproduction of educational material.
16. Creative thinking and learning effectiveness.
17. Teacher's speech: requirements, ways of improvement.
18. P. Ya. Galperin's theory of the phased formation of mental actions.
19. Cognitive-behavioral approach to learning.
20. The model of student-teacher interaction in the learning process according to K. Rogers.
21. The impact of interactive learning on the personal, cognitive, and emotional spheres of the learner.
22. Features of the communication process in higher education institutions.
23. Formation and stages of development of a student group. Group structure, roles in the group.
24. The problem of leadership in a group.
25. The influence of the group on the personality of the student.
26. The productivity of group work in learning.
27. Students in dormitories: problems of cohabitation, assistance and control from teachers, conflict prevention.
28. Socio-historical characteristics and trends in the development of higher education institutions in Ukraine
29. History of the development of higher education institutions
30. Methodology and methods of pedagogical research in the work of a higher education teacher.
31. History of higher education institutions in Europe (5th century – mid-20th century)
32. Professionalization of the personality of the student as a new phenomenon of the age.
33. Professional competence as an indicator of the psychological readiness of students for professional activity.
34. The role of self-education in the professional growth of students.
35. Psychological characteristics of pedagogical interaction.
36. Difficulties and barriers in professional and pedagogical communication between teachers and students.
37. Dialogical communication, its psychological characteristics.
38. Rules for conducting discussions.
39. Features of pedagogical conflict.
40. Training future teachers to resolve pedagogical conflicts.
41. Psychological and pedagogical aspects of learning motivation in higher education institutions
42. Innovative teaching methods in higher education institutions.
43. The essence, didactic purpose, and general structure of a lecture

44. Methods of organizing and conducting practical, laboratory, and seminar classes in higher education institutions.
45. Methods of organizing and conducting individual classes, consultations, colloquiums, and games
46. Methods of independent preparation of students for seminars, practical and laboratory classes
47. Scientific and research work of students in the formation of a competent professional
48. Inclusive education in higher education institutions
49. Distance learning technology. Advantages and disadvantages
50. Game-based learning technologies
51. Methods for organizing pedagogical control of student academic achievement in higher education institutions
52. Individual educational work with students
53. Formation and development of the personality of students
54. Contradictions and crises of student age
55. Pedagogical foundations of student self-government
56. The activities of the first-year curator and their impact on the adaptation period
57. Scientific and pedagogical staff of higher education institutions
58. Management of a higher education institution
59. Bullying and mobbing: what is the difference?

15. METHODS AND FORMS OF CONTROL (including criteria for assessing learning outcomes)

15.1. Form, procedure, methodology, and criteria for assessing current learning activities.

When assessing the mastery of each topic of the module, graduate students are graded on a 4-point (traditional) scale and a 200-point scale using accepted and approved assessment criteria. All types of work provided for in the methodological development for studying the topic are taken into account. Postgraduate students must receive *a grade for each topic*. Grades given on the traditional scale are converted into points depending on the number of topics in the module.

The final score for current activities is recognized as the arithmetic sum of the scores for each class and for individual work.

The maximum number of points that a graduate student can earn for current activities while studying the module is calculated by multiplying the number of points corresponding to a grade of "5" by the number of topics in the module, adding points for the graduate student's individual assignment, but not exceeding 200 points.

15.2. Form, procedure, methodology, and criteria for assessing individual independent work.

Points for individual assignments are awarded to the graduate student only if they are successfully completed and defended.

The number of points awarded for different types of individual assignments depends on their scope and significance, but shall not exceed 8 points. They are added to the total number of points earned by the graduate student in classes during the current academic activity. *In no case may the total number of points for current academic work and the completion of individual assignments exceed 200 points.*

15.3. Conditions for admission to the final assessment.

The final score for current activities is recognized as the arithmetic sum of the points for each class and for individual work.

The maximum number of points that students can earn for current activities while studying the module is calculated by multiplying the number of points corresponding to a grade of "5" by the number of topics in the module, adding points for the student's individual assignment, but not exceeding 200 points.

The minimum number of points that a student must earn while studying the module in order to be admitted to the final exam is calculated by multiplying the number of points corresponding to a grade of "3" by the number of topics studied in practical classes.

15.4. Form, procedure, methodology, and criteria for assessment during the final assessment.

The assessment of a discipline, the form of final control of which is a test, is based on the results of current educational activities and is expressed on a two-point scale: "pass" or "fail." To pass, a graduate student must receive a score of at least 60% of the maximum number of points for the discipline (120 points) for current academic activity.

16. LIST OF TASKS TO THE FINAL CONTROL

16.1. List of theoretical questions for the credit.

1. The subject of higher education psychology, its tasks, main categories.
2. The role of psychological and pedagogical training of future higher education teachers.
3. Structure and interdisciplinary connections of the course "Psychology of Higher Education."
4. Methodology of scientific and psychological research. Classification of methods of higher education psychology and their general characteristics.
5. Studenthood as a special socio-psychological phenomenon. The peculiarity of the social situation of the development of a modern student.
6. Characteristics of student age as a special period of human development.
7. Contradictions of student age and ways to resolve them.
8. Adaptation of first-year students to higher education.
9. The dynamics of the development of students during their studies at a higher education institution (problems and tasks).
10. New developments in student age as a prerequisite for the successful solution of professional tasks by young professionals.
11. Requirements for the personality of a professional with higher education.
12. Factors that determine the socio-psychological portrait of a modern student.
13. Analysis of the personality of student youth depending on their motives for choosing a profession (specialty) and obtaining higher education.
14. Typology of modern students.
15. Psychological and pedagogical model of the personality of a higher education institution teacher.
16. Psychological types of teachers and assessment of the effectiveness of their pedagogical activity.
17. Types of teachers identified by students.
18. Mechanisms and sources of socialization of the personality of a student in higher education institutions.

19. Formation of the "I-concept" of the student as an indicator of his personal growth during university studies.
20. Formation of the professional orientation of the student's personality. Development of professional identity.
21. Psychological features of student education in the learning process.
22. Self-education and self-development of future professionals with higher education.
23. Social and psychological factors and psychological mechanisms of the formation of students' moral qualities.
24. Formation of students' psychological readiness to independently perform professional functions after graduation from higher education institutions.
25. Psychological foundations of pedagogical management of the educational process in higher education institutions.
26. Psychological foundations of pedagogical control and assessment of the quality of student learning.
27. Educational and professional activity as the leading activity of students, its psychological features, structure, and functions.
28. Motivation for learning among students, its development in the learning process.
29. Cognitive mental processes in the educational activities of students.
30. Emotional and volitional processes and mental states in the educational and professional activities of students.
31. Psychological features of knowledge acquisition by students.
32. Psychological and pedagogical aspects of organizing independent work for students.
33. Development of independent creative thinking in students in the learning process.
34. Academic success of students, criteria and conditions for its effectiveness. Reasons for failure and how to overcome them.
35. The individual style of educational and cognitive activity of students, its formation and consideration in the learning process.
36. Features of the content and structure of the scientific and pedagogical activity of a teacher.
37. Psychological prerequisites for the effectiveness of a teacher's activities. The role of their attitudes and characteristics of their "self-concept."
38. Ways of forming pedagogical skills and improving the level of professionalism of a higher education teacher.
39. Psychological features of a student academic group, its structure and content of activities.
40. Social and psychological phenomena in a student academic group and their impact on the personality of the student.
41. Levels of development of a student academic group and ways of forming a student collective.
42. The problem of management and leadership in a student academic group. Psychological foundations of student self-government.
43. Professional and pedagogical communication and its features in the context of higher education institutions.
44. Styles of professional and pedagogical communication and assessment of their effectiveness.
45. Psychological conditions for effective professional dialogue.

46. Barriers to professional and pedagogical communication, their causes and ways to overcome them.
47. Teacher-student relationships as a factor in the formation and development of the personality of future specialists and their optimization.
48. The position of the teacher in educational and professional interaction with students (understanding, recognition, and acceptance of students).
49. Conflicts in "student-teacher" and "teacher-student academic group" relationships, their causes and ways of constructive resolution.
 - The main directions of the implementation of educational functions in higher education institutions.

16.2. List of practical tasks and assignments for the credit.

- Resolving pedagogical situations;
- preparation of presentations;
- characterization of cognitive processes;
- assessment of emotional states and individual typological characteristics;
- research and interpretation of the characteristics of the motivational sphere of the personality;
- assessment of pedagogical communication skills;
- providing recommendations on the use of certain principles of didactics when conducting practical classes;
- filling in tables;
- schematic development of the topic;
- developing topics for curatorial hours;
- determining the method of education;
- planning teaching methods for different groups.

17. SCORE CALCULATION AND DISTRIBUTION SCHEME

Upon completion of each module topic, the postgraduate student's current academic performance is graded on a 4-point (traditional) scale, which is then converted into points depending on the number of topics in the module, as follows:

Module number Number of teaching hours/number of ECTS credits	Number of content modules, their numbers	Number of practical classes	Conversion of traditional grades into points					Minimum number of points*
			Traditional grades				Points for completing an individual assignment	
			"5"	"4"	"3"	"2"		
Module 1 90/3	2 (Nos. 1-2)	12	16	13	10	0	8	120

*The minimum number of points that a graduate student must earn for their current academic performance in a discipline in order to be admitted to the final exam (test).

The weight of each topic within a single module in terms of points is the same.

The forms of assessment of current academic activity are standardized and include testing of theoretical and practical training.

The final score for current activities is calculated as the arithmetic sum of the scores for each class and for individual work.

The maximum number of points that a graduate student can earn for current activities while studying a module is calculated by multiplying the number of points corresponding to a grade of "5" by the number of topics in the module, adding points for the student's individual work, but not exceeding 200 points (16 points x 12 topics + 8 points for individual work = 200 points).

The minimum number of points for the module that a student must earn while studying it in order to be admitted to the final module control is calculated by multiplying the number of points corresponding to a grade of "3" by the number of topics in the module, but not less than 120 points (10 points x 12 topics = 120 points).

The grade for a discipline, the final assessment of which is a test, is based on the results of current academic activity and is expressed on a two-point scale as "pass" or "fail." To pass, a graduate student must receive a score of at least 60% of the maximum number of points for the discipline (120 points) for their current academic performance.

Conversion of the number of points in a discipline into grades on the ECTS scale and on the four-point (traditional) scale

ECTS points are NOT CONVERTED to a four-point scale and vice versa.

Points for the discipline for graduate students who have successfully completed the program in the discipline are converted by the department into the traditional four-point scale according to the absolute criteria as shown in the table below.

The assessment of the compulsory discipline "Pedagogy and Psychology of Higher Education" is based on a rating system and is determined taking into account the current educational activities of the student (taking into account the topics of independent work and IND).

Assessment criteria (distribution of points received by students)

Recalculation of *the current academic performance* of students in the study of a separate topic of Module 1 from the traditional scale to ECTS points:

grade "excellent" - 16 points;

grade "good" - 13 points;

grade "satisfactory" - 10 points;

grade "unsatisfactory" - 0 points.

The assessment criteria are determined according to the national scale – "5", "4", "3", "2" and the ECTS scale – A, B, C, D, E, FX, F (**Table 1, Table 2, Table 3, Table 4**).

Table 1.

Assessment scale: national and ECTS		
<i>Total points for all types of educational activities</i>	<i>ECTS grade</i>	<i>Assessment on the national scale</i>
180	A	Excellent
165	B	good
150-164	C	
135-149	D	Satisfactory
120-134	E	

70-119	FX	unsatisfactory with the possibility of retaking the exam
1	F	unsatisfactory with mandatory retake of the course

Table 2.

Unified criteria for assessing the academic achievements, knowledge, and skills of students (answers in practical classes, tests).

5 (excellent)	A	Given when the student knows the content of the class and lecture material in full, illustrating answers with various examples; gives comprehensive, accurate, and clear answers without any leading questions; presents material without errors or inaccuracies; freely solves problems and performs practical tasks of varying degrees of complexity.
4.5 (very good)	B	The student has a thorough knowledge of the subject matter and is able to apply it in practice, but may make some inaccuracies or individual errors in the formulation of answers.
4 (good)	C	Given when the student knows the content of the lesson and understands it well, answers questions correctly, consistently, and systematically, but their answers are not exhaustive, although the student answers additional questions without errors; solves all problems and performs practical tasks, experiencing difficulties only in the most difficult cases.
3.5 (more than satisfactory)	D	Given to the student based on their knowledge of the entire content of the lesson and a satisfactory level of understanding. The student is able to solve modified (simplified) tasks with the help of leading questions; solves problems and performs practical skills, experiencing difficulties in simple cases; is not able to systematically present the answer independently, but answers direct questions correctly.
3 (satisfactory)	E	The student has gaps in their knowledge of the topic. Instead of a clear terminological definition, they explain the theoretical material at an everyday level.
2 (unsatisfactory)	F	The student has fragmentary knowledge of the subject. Does not have a command of terminology, as the conceptual apparatus is not formed. Is unable to present the program material.
1 (unsatisfactory)	F	The student is completely unfamiliar with the program material and refuses to answer.

Table 3.

SCHEME of criteria for assessing the results of the performance and defense of the student's individual work (in ECTS points)

<i>Criterion No.</i>	<i>Rating criterion</i>	<i>Max Number of ECTS points</i>
1	Compliance of the content of the work performed with the task set and the completeness of its disclosure	4
2	Compliance with the format	2
3	Defense of individual work: content and depth of the report, completeness and logic of answers to questions during the defense	4
	Maximum number of points	10

Table 4.

Criteria for assessing independent work		
Indicator		Characteristic
Excellent	A	The proposed work is presented in sufficient detail, formatted in accordance with the requirements, contains basic theoretical and practical material, new and unconventional information on the subject, and proposals for its practical application.
Good	B	The work is presented in the required volume, formatted in accordance with the requirements, contains mainly basic theoretical and practical material, and offers fragments of new, unconventional information
	C	The work is presented in the required volume, formatted correctly, includes basic theoretical and practical output, but contains certain shortcomings in the coverage of the issue under study.
Satisfactory	D	The work contains basic theoretical and practical material, but has no practical outcome. The presentation of the material is inaccurate, and there are shortcomings in the coverage of the the topic
	E	The work contains basic theoretical and practical material, but the topic is not fully covered. The presentation of the material is inaccurate, and there are shortcomings in the coverage of the topic. The scope of the proposed work does not meet requirements
Unsatisfactory (points are not counted)	FX	The work is based on fragmentary knowledge of the course. The topic of the work is not fully explored
	F	The work has not been completed, or the student refuses to present it

The total number of points based on current performance and points for individual assignments should not exceed 200 points.

Current grades are converted into a final grade as the average sum of academic performance grades in ECTS points according to the conversion scale of traditional grades (average grade accurate to two decimal places) into a rating of 200 points.

The procedure for assessing the academic achievements of students in ECTS points and the procedure for converting traditional grades into ECTS rating points are shown in the table below.

Table 5.

Universal conversion scale for traditional grades to rating points (200 points) for subjects that end with a test

Grade	ECTS points	Grade	ECTS points	Grade	ECTS points	Rating	ECTS points	Rating	ECTS points	Rating	ECTS points
5.00	200	4.37	175	3.74	150	3.12	125	2.49	100	1.87	75
4.97	199	4.34	174	3.72	149	3.09	124	2.47	99	1.84	74
4.94	198	4.32	173	3.69	148	3.07	123	2.44	98	1.82	73

4.92	197	4.29	172	3.67	147	3.04	122	2.42	97	1.79	72
4.89	196	4.27	171	3.64	146	3.02	121	2.39	96	1.77	71
4.87	195	4.24	170	3.62	145	3.0	120	2.37	95	1.74	70
4.84	194	4.22	169	3.59	144	2.97	119	2.34	94	1.72	69
4.82	193	4.19	168	3.57	143	2.94	118	2.32	93	1.69	68
4.79	192	4.17	167	3.54	142	2.92	117	2.29	92	1.67	67
4.77	191	4.14	166	3.52	141	2.89	116	2.27	91	1.64	66
4.74	190	4.12	165	3.49	140	2.87	115	2.24	90	1.62	65
4.72	189	4.09	164	3.47	139	2.84	114	2.22	89	1.59	64
4.69	188	4.07	163	3.44	138	2.82	113	2.19	88	1.57	63
4.67	187	4.04	162	3.42	137	2.79	112	2.17	87	1.54	62
4.64	186	4.02	161	3.39	136	2.77	111	2.14	86	1.52	61
4.62	185	4.00	160	3.37	135	2.74	110	2.12	85	1.51	60
4.59	184	3.97	159	3.34	134	2.72	109	2.09	84		
4.57	183	3.94	158	3.32	133	2.69	108	2.07	83		
4.54	182	3.92	157	3.29	132	2.67	107	2.04	82		
4.52	181	3.89	156	3.27	131	2.64	106	2.02	81		
4.49	180	3.87	155	3.24	130	2.62	105	1.99	80		
4.47	179	3.84	154	3.22	129	2.59	104	1.97	79		
4.44	178	3.82	153	3.19	128	2.57	103	1.94	78		
4.42	177	3.79	152	3.17	127	2.54	102	1.92	77		
4.39	176	3.77	151	3.14	126	2.52	101	1.89	76		

18. RECOMMENDED READING

18.1. Basic

1. Moskalenko, V. P. General Psychology: Textbook. Kyiv: Lira-K, 2020. 564 p.
2. Osmanova A. M., Khorunzhenko G. V. **Clinical Psychology: Textbook**. Kyiv: Ukrainian University, 2023. 312 p.
3. Pedagogy of Higher Education: Textbook / O. I. Fedorenko, V. O. Tyurina, S. P. Girenko, S. M. Boiko, M. O. Kotelukh, P. D. Chervonyi, O. V. Medvedeva; edited by O. I. Fedorenko. Kharkiv: FOP Brovin O.V., 2020. 240 p.
4. Miroschnichenko V. I., Goncharenko O. A., Tushko K. Yu. Teaching Methods in Higher Education: Textbook. Khmelnytskyi: NADPSU Publishing House, 2021. 168 p.

18.2. Supplementary

1. Dmytruk V. I. Higher education against the backdrop of globalization processes in the context of the Bologna Process [Electronic resource] / V. I. Dmytruk, V. V. Kushnarev // Image of a modern teacher. 2016. No. 10. P. 6-9.
2. Kozlakova G. Regional university as a scientific and educational environment for training leaders of higher education. Higher Education in Ukraine. 2016. No. 4. P. 64-69.

18.3. Information resources

1. Website of Bukovinian State Medical University. URL: www.bsmu.edu.ua
2. Website of the Department of Psychology and Philosophy of BSMU. URL: www.psychology.bsmu.edu.ua
3. Features of pedagogical activity in higher education institutions. URL: https://pidruchniki.com/17540906/pedagogika/osoblivosti_pedagogichnoyi_diyalnosti_vnz#50
4. Regeylo I. Stanford Graduate School of Education: training a new generation of PhD specialists / I. Regeylo, N. Bazelyuk // Continuing professional education: theory and practice. 2016. Issue 3-4. P. 90-98. URL: http://nbuv.gov.ua/UJRN/NPO_2016_3-4_19
5. Safonova N. M. The mission of higher education in Ukraine in the modern context. Bulletin of the Volodymyr Dahl East Ukrainian National University. 2017. No. 1. P. 100-104. URL: http://nbuv.gov.ua/UJRN/VSUNU_2017_1_17

19. COMPILERS OF THE POSTGRADUATE STUDENT GUIDE (SYLLABUS)

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