

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF  
ECONOMICS

APPROVED:

Head of the Admissions Committee

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**PROFESSIONAL EXAM PROGRAM**

Master's Degree

**Speciality 011 "Educational, Pedagogical Sciences"**

educational and professional program "Pedagogy and Administration of  
Education",

**Speciality 053 "Psychology"**

educational and professional program "Psychology"

Kharkiv

2024

The Programme of the professional exam is made up in accordance with the Programme of the subject test in Pedagogy and Psychology within the unified professional entrance test for admission to study for the Master's degree, approved by the order of the Ministry of Education and Science of Ukraine of April 4, 2024 No. 426.

The professional test is a comprehensive exam containing test tasks of varying degrees of complexity for the preparation of masters in the speciality 011 "Educational, Pedagogical Sciences" and 053 "Psychology" (Table 1).

Table 1

Generalised structure of the professional exam

Section Name	Share of section, %
1. Fundamentals of Pedagogy and Psychology	13 – 17
2. History and Theory of Pedagogy and Psychology	20 – 30
3. Research Methods in Pedagogy and Psychology	13 – 17
4. Applied Psychological and Pedagogical Principles of Education, Training, Upbringing and Personal Development	40 – 50

## CONTENT OF PROFESSIONAL ENTRANCE EXAMS

### SECTION 1. FUNDAMENTALS OF PEDAGOGY AND PSYCHOLOGY

#### 1.1. Fundamentals of Pedagogy

**Pedagogy in the structure of modern sciences.** Pedagogy is the science of learning and education of the individual, pedagogical patterns, principles, forms, and teaching methods. Object, subject, functions and tasks of pedagogy. Main categories of pedagogy. The structure of pedagogical science, its branches. Connection of pedagogical science with other sciences.

#### 1.2. Fundamentals of Psychology

The subject, tasks, and principles of modern psychology and its place in the system of sciences. Object, Subject, Functions, and Tasks of Psychology. The main categories of psychology. The structure of modern psychology, the classification of branches of psychology, and the subject of their study. Fundamental and Applied Psychology.

#### 1.3. General patterns of personality development and socialisation

**The process of personal development.** The process of development and formation of personality. Directions of human development. Age periodisation. Types of personality development and formation. The main factors of personality development and formation. Biological and social factors of mental development of

the individual. Motives and motivation of the individual. The role of activities, activity and communication in personal development. Humanistic paradigm. Correlation of the concepts of "person", "person", "individual", "personality", and "individuality". Socialisation of personality: essence, stages, mechanisms, subjects and agents. Students as a subject of the educational process. Playing, studying, and work as activities. Students' activities in the educational process and their types. The essence and characteristics of the student's educational activity. Values and value orientations of the individual. Life goals and goal setting. Self-actualisation and self-realisation of the individual.

## **SECTION 2. HISTORY AND THEORY OF PEDAGOGY AND PSYCHOLOGY**

### **2.1. Pedagogical and psychological thought of the seventeenth and early twentieth centuries.**

**History of Pedagogy as a Science.** The importance of pedagogical views and activities of J.-A. Comenius. Educational activity and pedagogical views of H. Skovoroda as the founder of the national education theory. Pedagogical activity, didactic views, and ideas for reviving the national school. K. Ushinsky. Educational activity and pedagogical ideas of M. Hrushevsky. M. Drahomanov's educational and pedagogical activity, his pedagogical views, the struggle for the Ukrainian national education system, and the teaching of children in their native language. Wundt's Psychological System. Patterns of Memorisation by G. Ebbinghaus. The Doctrine of Giftedness by O. Lazursky.

### **2.3. Pedagogical thought of the XX – early XXI centuries.**

**Reformatory pedagogy.** The pedagogical ideas and concepts of reformatory pedagogy: pedocentrism, free education, experimental pedagogy, pragmatist pedagogy, pedagogy of personality, functional pedagogy, education using art, labour training, and upbringing. The pedagogical ideas of E. Kay, G. Charrelman, J. Dewey, and M. Montessori's pedagogical system. The pedagogical activity and theoretical heritage of A. Makarenko and G. Vashchenko, G. Kostyuk. V. Sukhomlinsky.

### **2.4. Psychological thought of the twentieth and early twenty-first centuries.**

Freud's Psychoanalytic Theory. C. Jung's Analytical Psychology. Neo-Freudianism (E. From, E. Erikson). Behaviorism (J. Watson, B. Skinner) and neobehaviorism (A. Bandura). Humanistic psychology (A. Maslow, C. Rogers). The Idea of Educational Psychology by S. Baley.

**2.5. The system of Ukrainian education: principles, types, levels of education, and types of educational institutions (according to the Law of Ukraine "On Education" (current version).**

## **SECTION 3. RESEARCH METHODS IN PEDAGOGY AND PSYCHOLOGY**

### **3.1. Research Quality Planning and Assurance**

**Scientific Research in Pedagogy:** The concept of pedagogical methodology and its levels; methodological principles of scientific and pedagogical research; organisation of pedagogical research; pedagogical research as a component of scientific activity: varieties, problem, goal, task, object, subject; ethics of pedagogical research; design and planning of pedagogical research; quality of information: representativeness, validity, reliability.

**Scientific Research in Psychology.** Features of scientific research in psychology (problems, types, goals, objects and subjects of research). Psychological research program: structure, requirements, stages and hypotheses. sampling research method: population, sampling and its qualities

### **3.2. Methods of Information Collection**

**Characteristics of scientific research methods.** Theoretical, empirical, mathematical and statistical research methods. Observation, its features, and the role of the observer. Experimental method of psychology: types, stages and features. Testing, its types and features. Survey methods: questionnaires, interviews, expert surveys. Method of modelling, sociometry, measurement. Method of analysis of activity products (document analysis and content analysis)

### **3.3. Methods of empirical data analysis.**

Measurement and its features. Descriptive statistics. Correlation between variables and correlation coefficients.

## **SECTION 4. APPLIED PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF EDUCATION, TRAINING, UPBRINGING AND PERSONAL DEVELOPMENT**

### **4.1. Education and training of the individual**

**Didactics as a theory of education and training.** The concept of didactics. The Subject and Tasks of Modern Didactics. The main didactic categories: the purpose of learning, patterns and principles of learning, the learning process, methods and means of teaching, the content of training, organisational forms of training and quality control of knowledge, skills, and competence. Achievements of didactics at the present stage of school development.

**The learning process as a holistic system.** Methodological foundations of the learning process (essence, goals, components, structure, laws, integrity). The main functions of the learning process. Characteristics of the principles of learning.

**The content of education:** the concept and essence. Implementing the principles of humanisation, humanitarianisation, fundamentalization, individualisation, information, and differentiation in determining education content. The structure of the content of education. Standardisation of education in higher education institutions. Characteristics of curricula, programs, textbooks, and manuals.

**The forms of education organisation as a didactic category.** The classification of forms of education, the functions of forms of education, the methodical aspect of using different forms of education, and traditional and non-traditional (innovative) forms of education are discussed.

**Types of training, new learning technologies, teaching methods and tools. The essence of the concepts "types of training" and "learning technologies." Methods, methodical techniques, and teaching aids. Classifications and didactic systems of teaching methods.** Actual problems of developing and implementing new teaching technologies in the educational process. The essence of learning control as a didactic concept. Methods and forms of control. Control functions.

#### **4.2. Personality education**

**The essence and content of the process of education.** The process of education and its features. The nature of the process of education. The main features of the process of education (systematic, integral, bilateral, comprehensive, humane, planned, focused on a specific result, continuity, duration and organisation). Principles of the process of education, their characteristics. The content of the process of education. The main directions of national education.

**Self-education of the individual.** The essence, purpose, methods, and techniques of self-education. The main stages of the process of self-education. Basic principles of self-education. The concept of person-centred education.

**Forms of organisation of the educational process:** extracurricular, mass, group, and individual forms of educational work; traditional, non-traditional, innovative, and interactive forms of educational work.

**Student self-government:** types, bodies, and tasks of student self-government; the main activities of student self-government bodies; democratic environment and democratic self-government; formal and informal groups of students.

#### **4.3. Personality in the life and professional space**

**Socio-psychological structure of personality.** Social statuses and social roles. Types and conditions of their changes.

**Sex and gender:** masculinity, femininity, androgyny. Gender identity and its crises. Gender stereotypes. Gender equality and discrimination. Sexism and feminism.

**Professional activity.** The essence of professional activity and stages of professional development. Professional crises. Professionally determined requirements for the personality of the teacher. The role of teacher's personal qualities in pedagogical activity. Problems of teacher's professional development. Directions for the development of teachers' professional skills. Motivation and stimulation of professional activity. Professional burnout of a teacher.

**Communication in pedagogical activities:** the essence of pedagogical communication, its structure, functions, and styles; components of communication; barriers to pedagogical communication.

**Conflict and conflict situation.** The essence and types of conflicts (intrapersonal, interpersonal, intragroup, intergroup). Styles of behaviour in conflict (rivalry, avoidance, adaptation, compromise, cooperation) and ways to resolve conflict situations. Mediation as a method of conflict resolution. Conflict prevention.

**Deviant behaviour of the individual:** essence, concept, and types of deviations. Suicidal and addictive behaviour. Bullying, mobbing, ageism. Levels and consequences of deviant behaviour. Social and psychological factors of deviant behaviour. Prevention of deviant behaviour (education, social advertising, correction programs).

**Management in the education system.** Bodies of state administration of education. Principles of management. Managerial activity. Leadership styles. Corporate culture. Leadership and management in the managerial sphere. Typology of leadership.

### RECOMMENDED READING

1. Волкова Н.П. Педагогіка: посіб. [для студ. вищ. навч. закл.]. Київ : Видавничий центр «Академія», 2001. 576 с.
2. Гладуш В. А. Педагогіка вищої школи: теорія, практика, історія. Навч. посіб. Дніпропетровськ : Акцент, 2014. 416 с.
3. Городиська В., Пантіюк М., Міляєва В. Педагогіка та психологія вищої школи : тексти лекцій. Дрогобич : ДДПУ, 2014. 307 с.
4. Даценко О.А. Основи соціальної психології: навчально-методичний посібник. Кривий Ріг, 2018. 143 с.
5. Дуткевич Т. Загальна психологія. Київ: ЦНЛ, 2019. 388 с.
6. Корольчук М. С., Крайнюк В. М., Марченко В. М. Основи психології: опорні конспекти, схеми, методики. Київ : Ніка-Центр, 2018. 320 с.
7. Кузьмінський А. І. Педагогіка вищої школи : навчальний посібник. Київ : Знання, 2011. 486 с.
8. Кутішенко В. П. Вікова та педагогічна психологія: навч. посіб. [2-ге вид.]. К.: Центр учбової літератури, 2019. 124 с.
9. Кучинська І. О. Педагогіка вищої школи : навч. посіб. Кам'янець-Подільський : Зволейко Д. Г., 2020. 291 с.
10. Лозова В.І., Троцько Г.В. Теоретичні основи виховання і навчання: навч. посіб. Харків: ОВС, 2002. 400 с.
11. Максименко С. Д., Носенко Е. Л. Експериментальна психологія: підручник. Київ: Центр учбової літератури, 2020. 360 с.
12. Максименко С. Загальна психологія. Київ: ЦНЛ, 2019. 272 с.
13. Москалець В. П. Загальна психологія: підручник. Київ: Ліра-К, 2020. 564 с.
14. Основи психології. Заг. ред. О. В. Киричука, В. А. Роменця. Київ: Либідь, 2018. 632 с.

15. Педагогіка та психологія вищої школи : навч. посіб. / Л. Г. Кайдалова, І. С. Сабатовська-Фролкіна, Н. В. Альохіна, Н. В. Шварп. Харків : НФаУ, 2019. 248 с.
16. Поліщук С. А. Методичний довідник з психодіагностики. Київ. Вид-во: Університетська книга. 2019. 442 с.
17. Полякова Г.А., Борова Т.А. Педагогіка: навчальний посібник. Харків: Вид. «ІНЖЕК», 2011. 368 с.
18. Сергеєнкова О. П. Вікова психологія: навч. посіб. Київ: Центр учбової літератури, 2019. 376 с.
19. Фіцула М.М. Педагогіка вищої школи: Навч. посіб. Київ : «Академвидав», 2006. 352 с.
20. Якса Н.В. Основи педагогічних знань: навч. посіб. (Вища школа ХХІ століття). Київ: Знання, 2007. 358 с.

#### Інформаційні ресурси

21. Про освіту [Електронний ресурс] : Закон України № 2145-VIII від 05.09.2017 р. – Режим доступу : <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
22. Про позашкільну освіту [Електронний ресурс] : Закон України № 1841-III від 22.06.2000 р. (зі змінами і доповненнями, чинна редакція згідно із Законом № 2581- VIII від 04.11.2018 р.). – Режим доступу : <https://zakon.rada.gov.ua>
23. Про повну загальну середню освіту [Електронний ресурс] : Закон України № 463-IX від 16 січня 2020 року р. – Режим доступу : <https://zakon.rada.gov.ua>
24. Навчальні матеріали онлайн / Психологія. URL: <https://pidru4niki.com/psihologiya/>
25. Безкоштовна бібліотека підручників. URL: <http://www.info-library.com.ua/>
26. Енциклопедія практичної психології URL: <http://psychologis.com.ua/>
27. Сайт «Освіта.уа». URL: <https://osvita.ua/>

Head of the Attestation Commission



Zhanna BOGDAN