

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

APPROVED:

Chairman of the Admissions
Committee

Simon Kuznets Kharkiv National
University of Economics

Volodymyr PONOMARENKO

2025 p.



PROGRAM OF THE ENTRANCE PROFESSIONAL EXAM

Educational degree "MASTER"

Speciality A1 "Educational Sciences"

Educational and Professional Program – Educational,
Pedagogical Sciences

Speciality C4 "Psychology"

educational and professional program – Psychology

Kharkiv

2025

The program of the professional exam is compiled following the Program of the Subject Test in Pedagogy and Psychology of the Unified Professional Entrance Test for Admission to Study for a Master's Degree, approved by the Order of the Ministry of Education and Science of Ukraine dated 01.04.2024, No. 426.

The entrance professional exam contains test tasks of varying degrees of complexity, intended for admission to study for a master's degree in the specialities A1 "Educational Sciences", C4 "Psychology" (Table 1).

Table 1

Generalised structure of the entrance professional exam

Section name	Relative weight of the 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

COGNITIVE LEVELS OF COVERAGE

Level A. A qualified level of "Knowledge" is required.

Level B. A qualified level of "Knowledge" and "Understanding" is required.

Level C. A qualified level of "Knowledge", "Understanding", and "Application" is required.

Level D. A qualified level of "Knowledge", "Understanding", "Application" and "Analysis" / "Synthesis" / "Evaluation" is required.

DETAILED STRUCTURE OF THE ENTRANCE PROFESSIONAL EXAM

No. s/p	Section title and its content	Specific gravity, %	Cognitive level of coverage
1	CHAPTER 1. FUNDAMENTALS OF PEDAGOGY AND PSYCHOLOGY	13-17	
1.1	Pedagogy and Psychology in the Structure of Modern Sciences	5-7	
1.1.1	Pedagogy in the structure of modern sciences. Object, subject, functions and tasks of pedagogy. Pedagogical patterns, principles, forms, and	0,5-1,5	High

	methods of teaching.		
1.1.2	Psychology in the structure of modern sciences. The subject, tasks and principles of modern Psychology, its place in the system of sciences. Object, subject, functions and tasks of Psychology.	0,5-1,5	High
1.1.3	Pedagogy is the science of learning and education of the individual. The main categories of Pedagogy.	0,5-1,5	High
1.1.4	The main categories of Psychology: psyche, consciousness, personality, activity, and communication.	0,5-1,5	High
1.1.5	The structure of pedagogical science and its branches. Connection of pedagogical science with other sciences.	0,5-1,5	High
1.1.6	Structure of modern Psychology. Fundamental and Applied Psychology	0,5-1,5	High
1.2	General patterns of development and socialisation of personality	8-10	
1.2.1	The process of development and formation of personality.. Directions of human development. Biological and social factors of the mental development of the individual.	0,5-1,5	High
1.2.2.	Correlation of the concepts of "person", "individual", "personality", and "individuality".	0,5-1,5	High
1.2.3	Characteristics of the student as a subject of the educational process.	0,5-1,5	High
1.2.4	Age periodisation. Types of development and personality formation. The main factors of development and formation of personality.	0,5-1,5	High
1.2.5	Motives and motivation of the individual. The role of activity, activity and communication in the development of personality.	0,5-1,5	High
1.2.6	Play, study, and work as activities. Students' activity in the educational process and its types. The essence and characteristics of the student's educational activity.	0,5-1,5	High
1.2.7	Patterns of mental development and principles of teaching and upbringing as the main mechanisms of socialisation and development and development of the student's personality.	0,5-1,5	
1.2.8	Socialisation of the individual: essence, stages,	0,5-1,5	Middle

	mechanisms, subjects and agents.		
1.2.9	Values and value orientations of the individual. Life goals and goal-setting. Self-actualisation and self-realisation of the individual.	0,5-1,5	High
2	SECTION 2. HISTORY AND THEORY OF PEDAGOGY AND PSYCHOLOGY	20-30	
2.1	Pedagogical and psychological thought of the seventeenth and early twentieth centuries.	8-12	
2.1.1	The significance of the pedagogical views and activities of J.-A. Comenius.	0,5-1,5	High
2.1.2	Educational activity and pedagogical views of G. Skovoroda as the founder of the national education theory.	0,5-1,5	High
2.1.3	Cordocentrism in P. Yurkevych's Psychological and Pedagogical Views	0,5-1,5	High
2.1.4	"Free education" in the pedagogical system of M. Montessori.	0,5-1,5	High
2.1.5	Educational activity and pedagogical ideas of M. Hrushevsky.	0,5-1,5	High
2.1.6	Pedagogical activity, didactic views, and ideas of the revival of the national school. K. Ushinsky.	0,5-1,5	High
2.1.7	The doctrine of giftedness by O. Lazursky.	0,5-1,5	High
2.1.8	Psychological system of W. Wundt.	0,5-1,5	High
2.1.9	G. Ebbinghaus: laws of memory. G. Ebbinghaus' Forgetting Curve.	0,5-1,5	High
2.1.10	Educational and pedagogical activities of M. Drahomanov, his pedagogical views, and the struggle for the Ukrainian national system	0,5-1,5	High
2.2	Pedagogical and psychological thought of the 20th–early 21st centuries.	13-17	
2.2.1	Psychoanalytic theory of S. Freud. Personality structure. Mechanisms of psychological protection of the individual.	1,5-2,5	High
2.2.2	Individual Psychology of A. Adler. Inferiority complex.	0,5-1,5	High
2.2.3	Analytical Psychology K.-G. Jung. Personality structure. Archetypes of the collective unconscious.	0,5-1,5	High
2.2.4	Neo-Freudianism (E. Fromm, E. Erikson). Behaviourism (J. Watson, B. Skinner) and neobehaviorism (A. Bandura). Humanistic Psychology (A. Maslow, C. Rogers).	0,5-1,5	High
2.2.5	The idea of educational Psychology by S. Baley.	0,5-1,5	High

2.2.6	G. Kostyuk about the educational process and mental development of the student.	0,5-1,5	High
2.2.7	Humanistic pedagogy of V. Sukhomlynsky.	0,5-1,5	High
2.2.8	S. Frenet: school of success and joy.	0,5-1,5	High
2.2.9	Waldorf School: Ideas of Holistic Education (R. Steiner).	0,5-1,5	High
2.2.10	The concept of social and personal education by A. Makarenko.	0,5-1,5	High
2.2.11	The theory of the act of V. Romenets.	0,5-1,5	High
2.2.12	The educational ideal of G. Vashchenko.	0,5-1,5	High
2.2.13	The system of Ukrainian education: principles, types, levels of education, types of educational institutions (according to the Law of Ukraine "On Education" (current edition).	0,5-1,5	High
3	SECTION 3. METHODS OF RESEARCH IN PEDAGOGY AND PSYCHOLOGY	13-17	
3.1	Planning and Quality Assurance of Research	3,5-4,5	
3.1.1	Scientific research in Pedagogy and Psychology: varieties, problems, purpose, tasks, object, subject.	0,5-1,5	High
3.1.2	Research program: structure, requirements, stages and hypotheses. Research hypotheses: theoretical, empirical, statistical	0,5-1,5	High
3.1.3	Sample research method: general population, sample and its qualities	0,5-1,5	High
3.1.4	Quality of information: representativeness, validity, reliability.	0,5-1,5	High
3.2	Information Collection Methods	7-9	
3.2.1	Observation, its features, and the role of the observer.	3,5-4,5	High
3.2.2	Experimental method of Psychology: types, stages and features.	0,5-1,5	Middle
3.2.3	Testing, its types and features.	0,5-1,5	High
3.2.4	Survey methods: questionnaires, interviews, expert surveys.	0,5-1,5	Middle
3.2.5	Expert surveys (expert assessment method). Types and procedures of expert interviews	0,5-1,5	High
3.2.6	Sociometry: application procedure and tools.	0,5-1,5	Middle
3.2.7	Method of analysis of products of activity (analysis of documents and content analysis)	0,5-1,5	High
3.3	Methods for analysing empirical data	2,5-3,5	
3.3.1	Measurement and its features.	0,5-1,5	High
3.3.2	Descriptive statistics.	0,5-1,5	High
3.3.3	Correlation relationship between variables and	0,5-1,5	High

	correlation coefficients.		
4	CHAPTER 4. APPLIED PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF EDUCATION, TRAINING, UPBRINGING AND PERSONAL DEVELOPMENT	40-50	
4.1	Education and training of the individual	18-22	
4.1.1	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.	1,5-2,5	High
4.1.2	The learning process as a holistic system. Methodological foundations of the learning process (essence, goals, components, structure, laws, integrity).	2-3	Middle
4.1.3	The main functions of the learning process. Characteristics of the principles of learning.	0,5-1,5	High
4.1.4	Content of education. The concept and essence of the content of education. Implementing the principles of humanisation, humanitarianisation, fundamentalisation, individualisation, informatisation and differentiation in determining education content.	0,5-1,5	High
4.1.5	The structure of students' educational and cognitive activity (perception – comprehension – understanding – generalisation – consolidation). Cognitive interest, conditions for its development in learning. Stages and levels of knowledge acquisition.	0,5-1,5	High
4.1.6	Teaching methods. Their characteristics and classifications by: source of information (verbal, visual, practical); the nature of cognitive activity (explanatory and illustrative, reproductive, problematic presentation, exploratory); logic of cognition (inductive, deductive, traductive). General requirements for the choice of teaching methods.	2-3	Middle
4.1.7	Teaching aids: their features, functions and characteristics. Technical means of teaching	0,5-1,5	High

	(visual, auditory, audiovisual, multimedia, information and communication).		
4.1.8	Types of learning (explanatory and illustrative, problem-based, programming, individual, integrated, differentiated, playful, distance). Competency-based approach to learning.	0,5-1,5	High
4.1.9	Forms of organisation of educational and cognitive activity of students: frontal, group, cooperative, collective, pair, individual.	0,5-1,5	High
4.1.10	The lesson as a form of organisation of learning. Types and structure of lessons for didactic purposes. Requirements for teacher preparation for the lesson.	0,5-1,5	Middle
4.1.11	Active (socio-psychological) forms of organisation of the educational process, their varieties: training, debate, business game, round table, Olympiad, competition, exhibition of student creativity.	0,5-1,5	High
4.1.12	Extracurricular forms of education: optional classes, professional seminars, workshops, excursions, educational subject circles, additional group and individual lessons, and students' homework.	0,5-1,5	High
4.1.13	The concept of learning control and its functions. Types, forms and methods of control. Levels of educational achievements of students and their characteristics. Criteria and norms for assessing student performance. Current, thematic and final assessment.	1,5-2,5	Middle
4.1.14	Concepts and types of pedagogical technologies (developmental, practical, problem, game, interactive).	0,5-1,5	High
4.1.15	Pedagogy of partnership: pedagogically expedient (subject-subject) interaction, conceptual foundations and principles. Levels and forms of organisation of partnership interaction.	0,5-1,5	High
4.2	Personality education	8-12	
4.2.1	The essence and structure of the education process, its purpose and objectives, the concept of educational influence and mutual influence.	0,5-1,5	High
4.2.2	Principles of the Upbringing Process. Characteristics of the basic principles of education.	0,5-1,5	High

4.2.3	The content of the process of education. A systematic approach to structuring the content of national education. The main directions of national education (moral, civic-patriotic, mental, aesthetic, physical, valeological, labour, environmental, gender, legal, economic).	1,5-2,5	Middle
4.2.4	Self-education: essence, methods and techniques. Pedagogical guidance of students' self-education. The concept of person-centred education.	0,5-1,5	High
4.2.5	Methods of education. Groups of methods: formation of consciousness of the individual; organisation of activities and formation of experience of social behaviour; stimulation of behaviour and activity; control, self-control and self-esteem in education.	2-3	Middle
4.2.6	Forms of the educational process organisation: extracurricular, extracurricular and extracurricular educational work. Mass, group and individual forms of educational work.	0,5-1,5	High
4.2.7	Educational interaction "teacher-student". Partnership between school and family in the education of students. Family as a socio-pedagogical environment. Forms and methods of school work with the parents of students.	0,5-1,5	High
4.2.8	Student self-government, its types. Student self-government bodies. Democratic management and leadership in student self-government. Formal and informal groups of students.	0,5-1,5	High
4.3	Personality in life and professional space	12-16	
4.3.1	Socio-psychological structure of personality. Social status: concepts and types (official and informal, attributed and obtained). Social roles: concepts and types (active and passive, explicit and latent). Social position of the individual.	1,5-2,5	Middle
4.3.2	Gender and gender. Masculinity. Femininity. Androgyny. Gender identity. Gender identity crises. Gender stereotypes (concepts, types, social and pedagogical functions and influences). Gender roles. Gender bias and discrimination. Sexism.	1,5-2,5	Middle
4.3.3	Professional activity: concepts and stages of professionalisation (professional self-determination, professional training, professional adaptation, professional	1,5-2,5	High

	development, professional realisation, completion of professional activity). The teacher as a subject of professional activity.		
4.3.4	The personality of the teacher and his pedagogical skills. Motivation and stimulation of professional activity (according to the hierarchy of needs of A. Maslow). Professional (emotional) burnout of the teacher.	0,5-1,5	High
4.3.5	Communication in pedagogical activities. Components of communication (communicative, perceptual, interactive). Barriers to pedagogical communication.	0,5-1,5	High
4.3.6	Conflicts and conflict situations. Types of conflicts (intrapersonal, interpersonal, intragroup, intergroup). Conflicts in the educational environment. Styles of behaviour in conflict (rivalry, avoidance, compromise, cooperation, adaptation	0,5-1,5	Middle
4.3.7	Prevention (psychological education, non-discrimination, material and moral encouragement, adherence to corporate culture) and resolution (reaching a compromise or cooperation) of pedagogical conflicts. Mediation as a form of conflict resolution.	0,5-1,5	High
4.3.8	Deviant behaviour of the individual. Concepts and types (positive and negative) of deviation. Suicidal and addictive behaviour. Bullying. Mobbing. Ageism. Levels of deviant behaviour. Social and psychological factors of deviant behaviour. Prevention of deviant behaviour: education, social advertising, training programs, and creating a situation of success.	1,5-2,5	High
4.3.9	Management in the education system. Managerial activity. Leadership, guidance, and support in the professional activity of a teacher. Leadership styles (authoritarian, democratic, liberal). Corporate (organisational) culture.	1-2	High

RECOMMENDED READING

1. Артемова Л. В. Історія педагогіки України: підруч. Київ : Либідь, 2006. 420 с.

2. Богдан Ж., Мовчан Я. Гендерна психологія : навч.-метод. посібник. Харків : Друкарня Мадрид, 2021. 155 с. URI: <https://repository.kpi.kharkov.ua/handle/KhPI-Press/51465>
3. Волкова Н.П. Професійно-педагогічна комунікація : навч. посіб. Київ : ВЦ «Академія», 2006. 256 с.
4. Гладуш В. А. Педагогіка вищої школи: теорія, практика, історія. Навч. посіб. Дніпропетровськ : Акцент, 2014. 416 с.
5. Даценко О.А. Основи соціальної психології: навчально-методичний посібник. Кривий Ріг, 2018. 143 с.
6. Дуткевич Т. Загальна психологія. Київ: ЦНЛ, 2019. 388 с.
7. Корольчук М. С., Крайнюк В. М., Марченко В. М. Основи психології: опорні конспекти, схеми, методики. Київ : Ніка-Центр, 2018. 320 с.
8. Кутішенко В. П. Вікова та педагогічна психологія: навч. посіб. [2-ге вид.]. К.: Центр учбової літератури, 2019. 124 с.
9. Левківський М.В. Історія педагогіки: Навч.-метод. посібник. Вид. 4-те, Навч. пос. Київ: Центр учбової літератури, 2011. 190 с.
10. Лозова В.І., Троцько Г.В. Теоретичні основи виховання і навчання: навч. посіб. Харків: ОВС, 2002. 400 с.
11. Лунячек В. Е. Педагогічний менеджмент : навчальний посібник. 2-е вид., випр. Харків : Вид-во ХарПІ НАДУ «Магістр», 2015. 512 с.
12. Максименко С. Д., Носенко Е. Л. Експериментальна психологія: підручник. Київ: Центр учбової літератури, 2020. 360 с.
13. Максименко С. Загальна психологія. Київ: ЦНЛ, 2019. 272 с.
14. Малафіїк І.В. Дидактика: Навчальний посібник. Київ: Кондор, 2005. 397 с.
15. Мартиненко С.М., Хоружа Л.Л. Загальна педагогіка: навч. посіб. Київ.: МАУП, 2002. 176 с.
16. Москалець В. П. Загальна психологія: підручник. Київ: Ліра-К, 2020. 564 с.
17. Основи психології. Заг. ред. О. В. Киричука, В. А. Роменця. Київ: Либідь, 2018. 632 с.
18. Педагогічна майстерність: Підручник / І. А. Зязюн, Л. В. Крамущенко, І. Ф. Кривонос та ін. ; За ред. І. А. Зязюна. Київ: Вища шк., 1997. 349 с.
19. Педагогічна психологія: конспект лекцій, методичні вказівки та контрольні завдання з дисципліни для здобувачів першого (бакалаврського) рівня вищої освіти очної та заочної форми навчання за спеціальністю 053 «Психологія» / упоряд. Ж. Богдан, Т. Солодовник. Харків: НТУ «ХПІ», 2022. 72 с. URI: <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/c2942493-64ee-48e8-98a3-8681417ce796/content>
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магістра, затвердженої наказом Міністерства освіти і науки України від 01.04.2024 р. № 426. URL : <https://mon.gov.ua/storage/app/media/vishcha-osvita/vstup-2024/Zatverdzeni.prohramy.YEVI.YEFVV/01.04.2024/Pro.zatv.Prohr.predm.testu.z.pedahohiky.ta.psykholohiyi-nakaz-426-01.04.2024.pdf>

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Chairman of the Attestation Commission

Zhanna BOGDAN

магістра, затвердженої наказом Міністерства освіти і науки України від 01.04.2024 р. № 426. URL : <https://mon.gov.ua/storage/app/media/vishcha-osvita/vstup-2024/Zatverdzeni.prohramy.YEVI.YEFVV/01.04.2024/Pro.zatv.Prohr.predm.testu.z.pedahohiky.ta.psykholohiyi-nakaz-426-01.04.2024.pdf>

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30. Безкоштовна бібліотека підручників. URL: <http://www.info-library.com.ua/>
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