

SYLLABUS

PSYCHOLOGICAL-PEDAGOGICAL EXAMINATION

Field of Study: 05 «Social and behavioral sciences»
 Programme Subject Area: 053 Psychology
 Educational Programme: Practical psychology
 Discipline Status: Selective
 Faculty of History, Pedagogy and Psychology
 Department of Psychology
 Language of Instruction: English

Information on the Study of the Discipline

Mode of study	Year of study	Semester	Total scope of the discipline: hours / ECTS credits	Number of hours						Term paper	Type of semester control	
				Auditory classes					Individual work		Credit	Exam
				Total	Lectures	Laboratory work	Practical training	Seminars				
Full-time	1	2	120/4	36	18	–	18	–	84	–	–	+

The Syllabus is based on the Educational Programme and the Curriculum for the specialists of the second (Master`s) level of higher education (120 ECTS credits)

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Approved at a meeting of the Department of Psychology

Protocol № __ dated _____ 20__

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Protocol № __ dated _____ 20__

Approved at the meeting of the Scientific and Methodical Council of the University.

Protocol № __ dated _____ 20__

1. THE PURPOSE AND OBJECTIVES OF STUDYING THE EDUCATIONAL DISCIPLINE

The purpose of studying the educational discipline "Psychological-pedagogical examination" is to form a system of knowledge among students about the peculiarities of conducting an examination of the student's educational activity and the teacher's pedagogical activity. Peculiarities of the examination of the student's educational activity and the teacher's pedagogical activity are the subject of the discipline "Psychological-pedagogical examination". During the study of the academic discipline, students of higher education must master:

a) general competencies:

- ability to apply knowledge in practical situations.
- ability to conduct research at the appropriate level.
- ability to identify and solve problems.

b) professional competences:

- ability to carry out theoretical, methodological and empirical analysis of current problems of psychological science and/or practice.
- ability to independently collect and critically analyze and summarize psychological information from various sources and implement the results of scientific and applied research into practice.
- ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity.
- ability to adhere to the norms of professional ethics and be guided by universal human values in professional activities.
- ability to develop and implement innovative methods of psychological assistance to clients in difficult life situations.
- ability to reflect, self-discovery and self-improvement.

c) programme learning outcomes:

- to know the meaning of the concepts "psychological examination", "expert research";
- understand the essence of psychological and pedagogical expertise, types of expertise;
- to reveal the features of the construction and the content of the expert opinion;
- to know the requirements for an expert;
- to reveal the mechanism of assessment of a student's mental development and educational activity;
- to be able to determine the purpose and task of the research and formulate the problem under consideration;
- to be able to assess potential opportunities for the development of the student's educational activity;
- to determine the method of conducting an examination of the teacher's professional activity.

2. EXPECTED LEARNING OUTCOMES

Planned learning outcomes: to know the purpose, task, object and subject of psychological and pedagogical expertise; to be able to highlight and analyze fundamental categories of psychological and pedagogical expertise; to explain the essence of psychological and pedagogical expertise, types of

expertise; to reveal the features of the construction and the content of the expert opinion; to know the requirements for an expert; to develop a mechanism for assessing the mental development and educational activity of the student; to demonstrate the ability to develop a mechanism for evaluating the teacher's pedagogical activity.

3. CRITERIA FOR ASSESSMENT OF LEARNING RESULTS

Assessment is carried out according to the scales: 100-point scale, national and ECTS.

A (90 – 100 points) «Excellent» is awarded to an applicant who knows the purpose, task, object and subject of the psychological and pedagogical examination; is able to highlight and analyze fundamental categories of psychological and pedagogical expertise; explains the essence of psychological and pedagogical expertise, types of expertise; understands the peculiarities of construction and the content of an expert opinion; knows the requirements for an expert; develops a mechanism for assessing the student's mental development and educational activity; demonstrates the ability to develop a mechanism for evaluating the teacher's pedagogical activity; completes and defends all types of academic work on time.

B (82 – 89 points) «Good» is awarded to the applicant who knows the purpose, task, object and subject of the psychological and pedagogical examination; is able to highlight and analyze fundamental categories of psychological and pedagogical expertise; explains the essence of psychological and pedagogical expertise, types of expertise; understands the peculiarities of construction and the content of an expert opinion; knows the requirements for an expert; develops a mechanism for assessing the student's mental development and educational activity; demonstrates the ability to develop a mechanism for evaluating the teacher's pedagogical activity; completed and defended all types of academic work on time, but minor errors are assumed.

C (75 – 81 points) «Good» is awarded to the applicant who knows the purpose, task, object and subject of the psychological and pedagogical examination; is able to highlight and analyze fundamental categories of psychological and pedagogical expertise; partially able to explain the essence of psychological and pedagogical examination, types of examinations; understands the peculiarities of construction and the content of an expert opinion; knows the requirements for an expert; partially develops a mechanism for assessing the student's mental development and educational activity; demonstrates the ability to develop a mechanism for evaluating the teacher's pedagogical activity; completes and defends all types of academic work on time, but makes some minor mistakes and inaccuracies.

D (67 – 74 points) «Satisfactory» is received by the applicant who does not fully know the purpose, task, object and subject of the psychological and pedagogical examination; partially able to highlight and analyze fundamental categories of psychological and pedagogical expertise; partially able to explain the essence of psychological and pedagogical examination, types of examinations; understands the peculiarities of construction and the content of an expert opinion; knows the requirements for an expert; partially develops a mechanism for assessing the student's mental development and educational activity; demonstrates the ability to develop a mechanism for evaluating the teacher's pedagogical activity; his protection of the prescribed types of educational work occurs with a significant number of shortcomings, possesses educational material at a reproductive level, but experiences difficulties when solving practically oriented tasks.

E (60 – 66 points) «Satisfactory» is obtained by the applicant who does not fully know the purpose, task, object and subject of the psychological and pedagogical examination; partially able to highlight and analyze fundamental categories of psychological and pedagogical expertise; partially able to explain the essence of psychological and pedagogical examination, types of examinations; does not always understand the specifics of construction and the content of an expert opinion; knows the requirements for an expert; partially develops a mechanism for assessing the student's mental development and educational activity; demonstrates the ability to develop a mechanism for evaluating the teacher's pedagogical activity; experiences some difficulties when solving practical tasks; performs most of the proposed types of educational work in compliance with the basic requirements.

FX (35 – 59 points) «Unsatisfactory» is received by the applicant who does not fully know the purpose, task, object and subject of the psychological and pedagogical examination; partially able to highlight and analyze fundamental categories of psychological and pedagogical expertise; partially able to explain the essence of psychological and pedagogical examination, types of examinations; does not always understand the specifics of construction and the content of an expert opinion; partially knows the requirements for an expert; partially develops a mechanism for assessing the student's mental development and educational activity; does not demonstrate the ability to develop a mechanism for evaluating the teacher's pedagogical activity; did not complete most of the proposed types of educational work.

F (0 – 34 points) «Unsatisfactory» is received by the applicant who does not know the purpose, task, object and subject of the psychological and pedagogical examination; does not know how to highlight and analyze fundamental categories of psychological and pedagogical expertise; partially able to explain the essence of psychological and pedagogical examination, types of examinations; does not understand the specifics of construction and the content of an expert opinion; partially knows the requirements for an expert; does not develop a mechanism for assessing the student's mental development and educational activity; does not demonstrate the ability to develop a mechanism for evaluating the teacher's pedagogical activity; did not complete all types of educational work.

5. MEANS OF DIAGNOSIS OF LEARNING OUTCOMES

- oral survey;
- individual tasks;
- interview with the lecturer;
- individual work;
- exam.

6. CONTENT OF THE EDUCATIONAL DISCIPLINE

Topic 1. Subject, tasks, goals and stages of psychological and pedagogical examination

Psychological expertise in the education system. Peculiarities of the expert situation and its difference from other types of psychological research. Psychological diagnosis and examination. Types of examinations. Requirements for an expert.

Topic 2. The choice of psychological methods when solving expert problems

Features of the use of psychodiagnostic methods by psychologists in the process of expert analysis. Preparation of expert documentation. Expert opinion. Act of psychological examination.

Topic 3. Psychological analysis of educational motivation

The subject of examination of the motivational component of educational activity. Identification of motives in the educational process. The influence of motives on the effectiveness of training. Peculiarities of expert evaluation of learning motives. A mechanism for assessing the formation of the student's learning motives.

Topic 4. Psychological analysis of educational abilities and skills

Basic learning skills and abilities. The influence of the level of development of basic educational skills on the process of mastering educational tasks. Psychodiagnosis of educational abilities and skills. Psychological and pedagogical criteria for diagnosing educational achievements of schoolchildren. Stages and scheme of psychological and pedagogical examination of the formation of educational abilities and skills.

Topic 5. Psychological analysis of cognitive abilities of schoolchildren

Biological approach in the study of individuality. General characteristics of properties. Cognitive abilities. General mental activity. The structure of real intellectual abilities of students. Objective capabilities of students. Mechanism for assessing the level of development of students' cognitive abilities. The mechanism of assessment of potential opportunities for the development of cognitive abilities of a schoolchild.

Topic 6. Psychological-pedagogical examination of the emotional-volitional component of the student's educational activity

Intellectual feelings and their influence on the productivity of educational activities. The influence of emotional tension on the educational activity of students. Emotional reaction to success or failure in education. Emotional and personal maladjustment of students. Willpower and self-regulation in cognitive activity. Control and self-control. The mechanism of evaluation of the emotional-volitional component of students' educational activity.

Topic 7. Psychological aspects of examination of a teacher's professional activity

Approaches to the evaluation of the teacher's professional activity. Principles of evaluation of the teacher's professional activity. The mechanism of organizing and carrying out a comprehensive study of the teacher's professional activity. Prospects for professional growth of teachers. Typical mistakes in the evaluation of the teacher's activity. Difficulties of conducting a psychological and pedagogical examination of the teacher's activity.

Topic 8. Psychological foundations of examination of teacher evaluation activities

The structure of the teacher's evaluation activity. Types and functions of assessment. Conditions for the effectiveness of pedagogical assessment. Pedagogical evaluation as a means of stimulation. Peculiarities of examination of teacher evaluation activities. The mechanism of organization of examination of teacher evaluation activities.

Topic 9. Examination of pedagogical situations and conflicts

Concept of difficult pedagogical situations and pedagogical conflicts. Types of conflicts. Causes of conflicts. Diagnostics of conflict interaction.

Topics of practical classes

- Subject, tasks, goals and stages of psychological-pedagogical examination
- The structure of the expert opinion. Analysis of the content of expert opinions
- Psychological-pedagogical examination of the motives of the student's educational activity
- Psychological-pedagogical examination of educational skills and abilities
- Psychological-pedagogical examination of cognitive abilities of schoolchildren
- Psychological-pedagogical examination of the emotional-volitional component of the student's educational activity
- Psychological-pedagogical examination of the organization by the teacher of educational activities
- Psychological foundations of examination of teacher's evaluation activity
- Psychological and pedagogical examination of pedagogical situations and conflicts.

7. TASKS FOR INDEPENDENT WORK

The independent work of a student of higher education in an educational discipline includes: working out theoretical material, performing tasks according to the list of competencies that are formed within each topic of the educational program; preparation for the exam.

The criteria for assessment an independent task are: degree of completion (2 points); level of independence (2 points); completeness of disclosure (2 points); validity and reasoning of the main structural components (2 points); design quality (2 points). Maximum 10 points.

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis: "A young mathematics teacher came to work at the school immediately after graduating from the capital's university (with a red diploma, by the way). In his lessons, only four students out of thirty understood the explanations of the new material."

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis. The teacher appealed to the school management to allow him to conduct an educational experiment in 7th grades for one semester. He proposed studying the subject by organizing programmed training.

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis. From the student's story: "In the 9th grade, a new teacher came to us. From the very first lesson, she started shouting and insulting us. She pushed us away from her, and we began to respond in her tone. Maybe we are wrong, but what kind of attitude towards the teacher can arise if you hear the same thing from her at each lesson: "Ignorant, stupid".

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis: "The 9th grade student stopped obeying most of the teachers and began to

miss lessons systematically. He studied not hard enough until now, although he has good abilities. Now he defiantly walks around the classroom, can eat seeds or play games on his mobile phone. Once, after a teacher's remark, he stood on the windowsill and declared that if the teacher did not fulfill his demands, he would jump out of the window. The educational process in this class was in jeopardy."

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis: "The mother of one of the second-graders made a request. With the beginning of schooling, the boy became restless, often cries, sleeps poorly at night. The teacher complains that he doesn't do anything in class, can't answer simple questions, doesn't cope with control tasks, writes very poorly. Mom helps the boy and he more or less successfully completes his homework, but at school he gets lost and gives the impression of a mentally disturbed child."

- Analyze the proposed situation, determine the request for expert analysis, draw up a program (stages) of expert analysis: "The headmaster of the school made a request. 6th grade student T. has a negative attitude to learning and an unsatisfactory level of knowledge. The student himself and his parents claim that the boy spends enough time studying. Prepares homework for about 3-4 hours every day. However, the effectiveness of his efforts is minimal."

Individual tasks

During the semester, the student performs individual tasks in accordance with the algorithm of the examination of the student's educational activity and the examination of the teacher's pedagogical activity, choosing from among the proposed ones.

Analysis of the content of expert opinions. According to the submitted samples, determine the subject, the stages of the examination, in accordance with the tasks, the structure of the conclusion. Specify the features of the construction of the introduction, the main part and the actual response to the request. Determine the relevance of the content of the conclusion of the request, and, if necessary, express comments.

1. Describe the mechanism of expert assessment of the formation of motives for the student's educational activity.

2. Develop the stages and methods of psychological and pedagogical examination of the formation of educational skills and abilities.

3. Describe the mechanism for assessing the level of development of the student's cognitive abilities.

4. Describe the mechanism of psychological-pedagogical examination of the emotional-volitional component of the student's educational activity.

5. Describe the features of the content and structure of the teacher's pedagogical activity as a subject of examination.

6. Describe the mechanism of studying the peculiarities of the teacher's educational activity.

7. Develop a program for carrying out an expert analysis of the features of the organization of the educational activities of students in class by the teacher.

8. Develop a program for expert assessment of the teacher's personal qualities.

9. Reveal the mechanism of organizing and carrying out a comprehensive study of the teacher's professional activity.

Mandatory elements of an individual task:

1. Title page (Department of psychology; topic of individual assignment, author, Drohobych 2023).
2. Contents (names of all sections, paragraphs with page numbers)
3. Introduction (relevance, purpose and main tasks).
4. The main part (analysis of scientific literature; disclosure of assigned tasks).
5. Conclusion (systematization and summaries of the main part, proposals and recommendations for further work on the issue).
6. List of used sources (at least 5 sources, which are designed in accordance with the requirements).

The criteria for assessment of individual tasks are: degree of completion (7 points); level of independence (7 points); completeness of disclosure (7 points); validity and reasoning of the main structural components (7 points); design quality (7 points). Maximum 35 points.

8. FORMS OF CURRENT AND FINAL CONTROL

The assimilation of theoretical material by students of higher education is checked through an oral survey on the topics of practical classes, assessment of students' abilities to analyze various research situations, perform tasks according to the content of the topic, and defend individual tasks. Students must be ready for group supervision in practical classes (testing, frontal training, discussion). The interview with the lecturer necessarily includes control over the topics assigned for independent study.

Distribution of 100 points between types of work:

Oral answers	Individual tasks	Individual work	Interview with the lecturer	Sum
45 (9 answers for 5 points each)	35	10	10	100
Weight factor				0,4
				0,6

The total number of points for the discipline is based on the formula $S_{\text{сум}} = 0,6 \cdot S_{\text{ном сзб}} + 0,4 \cdot S_{\text{нидс}}$

The examination for ticket No. 2 and in front of the commission is conducted in oral form with evaluation on a 100-point scale.

9. TOOLS, HARDWARE AND SOFTWARE

Programs for providing Internet conferences. ZOOM platform.

10. RECOMMENDED SOURCES OF INFORMATION

Recommended books

The main ones

1. Boyanzhu M. G. Psychological-pedagogical expertise: method. manual / Marks Hryhorevich Boyanzhu. Kherson, 2003. 178 p.
2. Galyan O. I. Psychological-pedagogical expertise: Methodological recommendations for independent work of students / Olena Ivanivna Galyan. Drohobych: Editorial and publishing department of Drohobych Ivan Franko State Pedagogical University, 2009. 117 p.
3. Galyan. O. I. Psychological basis of examination of the student's educational activity / Olena Ivanivna Galyan, Ihor Mykhailovych Galyan. Drohobych: Editorial and publishing department of Drohobych Ivan Franko State Pedagogical University, 2008. 122 p.
4. Khavula R.M. Psychological expertise in various fields of psychology. Texts of lectures / Roman Mykhailovych Khavula. Drohobych: Editorial and publishing department of Drohobych Ivan Franko State Pedagogical University, 2016. 118 p.

Additional literature

5. Basics of practical psychology / V. Panok K.: Lybid, 1999. 455 p.
6. Regulations on examination of psychological and sociological tools used in educational institutions of the Ministry of Education and Science of Ukraine. Order №330 of the Ministry of Education and Culture of Ukraine dated April 20, 2001.

Information resources

7. <https://www.dkpp.com.ua/dystsypliny>