

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of
Higher Education
«M.Akmullah Bashkir State Pedagogical University»
FSBEI of Higher Education «M.Akmullah BSPU»

PROGRAMME
OF STATE FINAL EXAMINATION
of graduates on training program
44.04.01 - Pedagogical Education
(Master's degree)
Specialization "Pedagogical science and Psychology of Higher Education"

The program is compiled in accordance with FSBEI of Higher Education on training program Pedagogical Education (Master's Degree), approved by order of the Ministry of Education and Science of the Russian Federation from 21 of November, 2014 №1505, The Regulation for conducting state final examination for educational programs of higher education. – Bachelor, Specialist, Master's degree programmes, approved by order of the Ministry of Education and Science of the Russian Federation №636 from 29 of June 2015.

Aims and objectives of the state final examination

State final tests are aimed at determining the theoretical and practical preparedness of undergraduates in the direction of training 44.04.01 Pedagogical education (master's level), the training programme "Pedagogy and psychology of higher education" to perform professional tasks established by the current FSBEI of Higher Education and to continue education in graduate school.

Competency model of graduate

The field of professional activity of graduates who have mastered the master's program includes education, the social sphere and culture.

The objects of professional activity of graduates who have mastered the master's program are training, education, development, enlightenment, educational systems.

Types of professional activity for which graduates who have mastered the master's program are preparing:

- pedagogical;
- researching;
- project-oriented;
- methodical,
- managerial.

The master's program is formed depending on the types of educational activities and the requirements for the results of mastering the educational program.

A graduate who has mastered the master's program, in accordance with the types of professional activity to which the master's program is oriented, should be ready to solve the following professional tasks:

teaching activities

learning the capabilities, needs and achievements of students depending on the level of the educational program mastered and designing individual training, education and development routes (this part should be transferred to the project activity) on the basis of the results obtained;

organization of the process of training and education in the field of education using technologies that reflect the specifications of the subject area and the students corresponding to the age and psychophysical features, including their special educational needs;

organization of interaction with colleagues, parents, social partners, including foreign ones;

the implementation of professional self-education and personal development;

research activities:

analysis, systematization and generalization of the results of scientific research in the field of science and education by applying a set of research methods for solving specific research problems;

conducting and analyzing the results of scientific research in the field of science and education with the use of modern scientific methods and technologies;

project work:

designing educational programs and individual educational routes for students;

design of the content of educational disciplines (modules), forms and methods of control and measurement materials;

designing educational environments that ensure the quality of the educational process;

designing a further educational route and professional career;

methodological activity:

study and analysis of professional and educational needs and capabilities of teachers and design, based on the results obtained, routes of individual methodological support;

research, organization and evaluation of the implementation of the results of the methodological support of teachers;

management activities:

study of the state and potential of the controlled system and its macro- and microenvironment using the complex of methods of strategic and operational analysis;

research, organization and evaluation of the implementation of the results of the management process using management technologies that meet the general and specific patterns of development of the controlled system;

the use of the existing capabilities of the GC environment of the controlled system and the design of ways of its enrichment and development to ensure the quality of management;

**Graduate competences and forms of verification of their formation
in the framework of the state final certification procedure**

Competency characteristics of the graduate	Form of accreditation during the State Final Attestation		
	According to the arithmetic mean for the term work	State exam mark	Mark of Final Thesis presentation
A graduate who has mastered the master's program should have the following general cultural competencies (GC);			
GC-1 ability to abstract thinking, analysis, synthesis, the ability to improve and develop their intellectual and general cultural level	+		
GC-2 willingness to act in unusual situations, to bear social and ethical responsibility for the decisions made	+		
GC-3 ability to self-education and use new research methods, to master new areas of professional activity	+		
GC-4 ability to form the resource and information bases for the implementation of practical activities in various fields	+		
GC-5 ability to independently acquire and use new knowledge and skills, including through information technologies, not directly related to the sphere of professional activity	+		
A graduate who has mastered the master program should have the following general professional competencies (GPC):			
GPC-1 readiness to carry out professional communication in oral and written forms in Russian and foreign languages to solve the problems of professional activity	+		
GPC-2 readiness to use the knowledge of modern problems of science and education in solving professional problems	+		
GPC-3 is ready to interact with the participants of the educational process and social partners, to lead the team, tolerantly perceiving social, national and cultural differences	+		
GPC-4 with the ability to carry out professional and personal self-education, to design further educational routes and professional career	+		
A graduate who has mastered the master's program should have professional competencies (PC) corresponding to the types of professional activity to which the master's program is oriented:			
pedagogical activity:			
PC-1 with the ability to apply modern methods and technologies for organizing educational activities, diagnosing and evaluating the quality of the educational process according to various educational programs	+		
PC-2 ability to form an educational environment and use professional knowledge and skills in the implementation of innovative educational policy objectives	+	Question 1, task 2	Practical part of final thesis
PC-3 ability to manage the research work of students	+		

PC-4 readiness for the development and implementation of methods, technologies and methods of training, to analyze the results of the process of their use in organizations engaged in educational activities	+	Question 1, task 2	Theoretical and Practical part of final thesis
research activities:			
PC-5 the ability to analyze the results of scientific research, apply them in solving specific research problems in the field of science and education, independently carry out scientific research	+	Question 1, task 3	Practical part of final thesis
PC-6 readiness to use individual creative abilities for independent solution of research tasks.	+		Introduction, Practical part of final thesis
project work:			
PC - 7 the ability to design educational space, including in terms of inclusion	+		
PC-8 readiness to implement the pedagogical design of educational programs and individual educational routes	+		
PC-9 with the ability to design forms and methods of quality control of education, various types of test and measurement materials, including using information technologies and taking into account domestic and foreign experience	+		
PC-10 willingness to design the content of academic disciplines, technology and specific teaching methods	+		
methodical activity:			
PC-11 readiness for the development and implementation of methodological models, methods, technologies and methods of training, to analyze the results of the process of their use in organizations engaged in educational activities	+	Task 2,3	Theoretical and Practical part of final thesis
PC-12 readiness to systematize, generalize and disseminate domestic and foreign methodological experience in the professional field	+		review of literature
management activities:			
PC-13 is ready to study the state and potential of the controlled system and its macro- and microenvironment using the complex of methods of strategic and operational analysis.	+		
PC-14 readiness to explore, organize and evaluate the management process using innovative management technologies that meet the general and specific patterns of development of the managed system	+		
PC-15 is ready to organize team work for solving the tasks of developing organizations engaged in educational activities, implementing experimental work	+		
PC-16 is ready to use individual and group decision-making technologies in the management of an organization carrying out educational activities	+		

Forms of state final certification

44.44.01 Pedagogical education (master's level), the focus of "Pedagogy and psychology of higher education" includes:

1. state exam;
2. protection of final qualifying work.

The attestation tests that are part of the final state attestation of a graduate are the fundamental educational program of higher education, which he mastered during his studies.

STATE EXAM

Content of the state exam

The state exam in the direction of training 44.04.01 Pedagogical education (master's level), the orientation of "Pedagogy and Psychology of Higher Education" is a qualification and it is designed to determine the theoretical and practical readiness of the graduate to perform the professional tasks established by the FSBEI of Higher Education

During the state exam, the graduate's ability to perform professional tasks defined by qualification requirements is tested. Professional tasks of the master in accordance with the approved types of professional activity are defined by the FSBEI of Higher Education (clause 4.4) and are listed in the Competent Model of the Graduate section of this program.

State Exam Program

The state exam is a comprehensive interdisciplinary exam in pedagogy and psychology of higher education.

Discipline 1. Pedagogy (high school)

Didactic units from this discipline, submitted for a comprehensive state exam:

Major trends in the global economy as a condition for the development of education. Innovative process in education. Trends in the development of higher education. The fundamental basis for the development of continuing professional education. The main directions of education reform. Problems of education quality.

Vocational education as a socio-cultural phenomenon, as a system, process and result. The structure of the pedagogical process in higher education. Fundamentals of higher education didactics. Principles of education as a basic guideline in teaching. Methods of teaching in high school. Organization of educational work in higher education. The relevance of educational work in modern conditions. The relevance of educational work in modern conditions. Psychological and pedagogical support of the educational process in higher education.

Psychological and pedagogical support of the educational process in higher education. Features of pedagogical interaction of higher education subjects. Types of educational activities in high school. Research and design activities as the basis for the professional formation of a specialist. Pedagogical communication as a specific form of communication. Styles of pedagogical communication. Typology of professional positions of teachers. Content and structure of pedagogical communication. Features of pedagogical communication in high school. Basic requirements for pedagogical communication. Communication style and personality of the teacher.

The role and place of lectures and practical exercises in high school. The structure of the lecture, practical classes. Criteria for assessing the quality of lectures, practical exercises. Requirements for the organization and conduct of lectures, practical exercises. Types and form of lectures, practical exercises.

Independent work of undergraduates: difficulties and their removal. Types of independent work of undergraduates. The main directions of the organization of independent work of undergraduates. Research work of undergraduates. Ways to improve research. Organization of pedagogical control. Types and forms of control in higher education.

Pedagogical technologies: their importance and role in the learning process. Conceptual basis of technological support of the educational process at the university. Classification of educational technologies. The structure of technology. Innovative technologies in high school.

Discipline 2. Psychology (high education)

Didactic units of this discipline for the state examination:

Psychology of pedagogical activity. Structure of pedagogical activity. Motivation of scientific and educational activities. The motivation of scientific and pedagogical activity. The normative side is pedagogical activity. Efficiency, productivity, quality of pedagogical activity.

Pedagogical abilities of a university teacher. Qualification, competence, professionalism of a university teacher. Typology of levels of professionalism in the activities of higher education teachers. Key competencies of a university teacher. Psychological and pedagogical conditions of the formation and development of professionalism of a higher school teacher the concept, essence, stages and factors determining the professional development. Adaptation and self-determination of beginning higher education teachers to the norms and conditions of professional activity. Difficulties and fears of novice teachers at the beginning of teaching.

Psychological features of the personality of a higher education teacher. Personality typology of university teachers.

The concept of a professional position. Factors and conditions of its formation and manifestation. Professional marginality and its manifestations in the activities of a higher school teacher

The concept of personality and group in social psychology.

Student life, a modern student and his socio-psychological portrait. The development of the personality of the student in the educational process. Typology of students. Student and teacher through each other's eyes. Socio-psychological characteristics of the student group.

Discipline 3. Methodology and methods of scientific research

Didactic units of this discipline for the state examination:

Methodology as a doctrine of the principles of construction, forms and methods of scientific and cognitive activity.

The content of the concept of "methodology of science". The regulatory orientation of the methodology of science. Functions of the methodology of science. Place the methodology of pedagogy in the general system of methodological knowledge. Levels of methodological knowledge and their characteristics: philosophical, general scientific, specifically scientific, technological.

Logical-structural and functional analysis of the methodology of science.

Definition, nature and main characteristics of scientific research. Classification of research. Stages of research. Basic research. Applied research. Research and development.

Methodological categories characterizing pedagogical research: problem, topic, relevance, object and subject of research, purpose, objectives, hypothesis and defended position, novelty, theoretical and practical significance.

The method of research, definition, essence. Place and role of methods in the structure of scientific research. The relationship of the subject and research methods. General characteristics of research methods. Research capabilities of various methods. Ways to present data. Methods of statistical data processing.

Systematization of the results, their interpretation and presentation. The interpretation procedure, the explanation of the results, the analysis of the correctness of the hypothesis.

Approbation of work. Establishing truth, evaluation of methods and results of work. Forms of approbation. Algorithm approbation.

Registration of research results. Forms of the search results. The main requirements for the content of materials disclosing the results of the study. The main types of presentation of

research materials: scientific experience, presentation or message, article, review, brochure, guidelines, thesis, etc.

Approximate list of tasks in Pedagogy (high school)

1. Make a comparative analysis of knowledge-oriented and competence-based approaches in the system of higher professional education.
2. Make a cluster of concepts on the topic "Innovations in education."
3. Carry out a comparative analysis of innovations in Russian and foreign education.
4. Make a comparative table of styles of pedagogical communication.
5. Develop rules for communication with students, colleagues, administration.
6. Based on the analysis of the **FSBEI of Higher Education**, make a portrait of a graduate of a pedagogical university according to the profile of training (competence + practical lessons and lectures).
7. Based on the analysis of the standard of professional activity of the teacher and the **FSBEI of Higher Education**, correlate the labour functions and the competences formed by the students.
8. Determine the competencies formed in the discipline "Pedagogy (higher education)", carry out their decomposition (to know, be able to own).
9. Develop a plan for practical training using interactive methods and forms of training, ensuring the formation of the required competences in the logic of their formation.
10. Develop multi-level tasks for independent work of the student on one of the course topics (for the student's choice) in the logic of the formation of the desired competencies, taking into account the time allotted for them.
11. Develop an algorithm for performing tasks for the student's self-work and criteria for evaluating completed tasks.
12. Make a plan of work of the problem group on the topic of your scientific research.

Sample list of questions on Psychology (high school)

1. General characteristics of the educational activities of students.
2. Psychological features of the personality of students.
3. Cognitive mental processes in the activities of students' studies.
4. Psychological features of student groups and groups.
5. Socio-psychological phenomena in the student group.
12. Formation of student (academic) group.
13. The content and structure of the professional-pedagogical activity of a university teacher.
14. Pedagogical abilities of a university teacher.
15. Qualification characteristics of the activities of higher education teachers.
16. Levels of performance of the university teacher.
17. Stages and levels of psychological and acmeological development of the personality of a university teacher.
18. Pedagogical communication and its features in high school.
19. Relationship teacher and students.
20. Methods of communicative interactions of the teacher and the types of his relationship with the students.
21. Psychological features and content of educational work with students.
22. Prerequisites and opportunities for the implementation of the activity approach at the university.
23. Formation of educational activities of students in high school.
24. Characteristics of the psychological structure of educational activities in the student age.
25. Taxonomy and classifications of learning tasks.
26. The main provisions of the theory of phased formation of mental and practical actions of P. Galperin.
27. Formation of mental, practical, educational actions in the learning process (psychological justif

28. Psychodiagnostics in high school.
29. Design and organization of the learning situation and learning interaction. The concept of a learning situation and learning interaction (V. Lyaudis).
30. Systemic organization of the learning situation. The structure of the educational situation as a unit of learning management.
31. The system of teaching teacher interactions with students, the dynamics of interaction.
32. Joint activities (cooperation) of the teacher with students - the leading part of the management and self-management of educational activities

Indicative list of tasks on the methodology and methods of scientific research

1. To establish the ratio of the methodological categories characterizing pedagogical research on the example of the proposed material.
2. Determine the consistency of the necessary and sufficient theoretical methods for a particular pedagogical research.
3. Develop a model for the formation of the process / phenomenon under study.
4. Fill in the table: methods, positive and negative aspects .
5. Prepare the material for the use of any empirical method of research.
6. Determine the consistency of the necessary and sufficient empirical methods for a particular pedagogical research.
7. Create a program to monitor the development of the object, process, phenomenon
8. Create requirements / rules for monitoring.
9. Develop criteria, students, indicators of the subject matter.
10. Describe the levels of development of the subject of the study based on the criteria developed.
11. List the methods you use to diagnose the level of development of the subject of your research according to the selected criteria. Justify the necessity and sufficiency of a combination of methods for diagnosing the level of formation of the subject of your research.

Criterion of Formation	Diagnostic methods
1.	
2.	
3	
...	

12. To present in graphical form the results of our own scientific research.
13. Describe the results of experimental work, reflected in the presented diagrams, graphs, tables.

Recommended Exam Preparation Books

Basic

1. N. Borytko, Methodology and methods of psychological and pedagogical research. - M. : Academy, 2009.-UMO
2. M. Gromkova Higher School Pedagogy / M. Gromkova. - M.: Unity-Dana, 2012. - 447 p. - ISBN 978-5-238-02236-9; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=117717>
3. M. Gromkova Higher School Pedagogy.-M Unity-Dana. 2013.-447 p.
4. G.Zasobina Psychological and pedagogical foundations of the educational process in higher education: study guide / G.A. Zasobina, T.A. Voronova, I.I. Koryagin. - M. Berlin: Direct Media, 2015. - 231 p. : - Bibliogr. in the book. - ISBN 978-5-4475-3743-2; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?Page=book&id=272317>
5. T. Kornilova, S. Smirnov. Methodological foundations of psychology. - YURATE-2012 - 484 p.
6. I. Kuznetsov Basics of scientific research: education guide. - M. : Dashkov and K, 2013,

- 2014.-284 p.
7. I. Kuznetsov, Basics of scientific research: Textbook for bachelors / I.N. Kuznetsov. - M.: Dashkov and Co., 2013. - 283 p. - (Educational editions for bachelors). - ISBN 978-5-394-01947-0; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=114174>
 8. Pedagogy Methodology: conceptual aspect. - M.: Institute of Effective Technologies, 2014. - 212 p. - ISBN 978-5-904212-32-2; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=232305>
 9. A.Ponfilova Innovative educational technology. Active learning: textbook.- M .: Academya, 2009.-192 p.
 10. P.Popkov Theory and practice of higher vocational education.- M .: Acad. project, 2010.- UMO
 11. G.Ruzavin , Methodology of scientific knowledge: textbook.- M .: UNITY-Dana, 2009
 12. J.Sorokopud Higher School Pedagogy: textbook.- Rostov on / D: Feniks, 2011.- str.541.- UMO28/5000Phoenix, 2011.- p.541.- ULV
 13. F.Sharipov Pedagogy and psychology of higher education: Textbook.-M. Logos, 2012.- 448 p.
 14. F.Sharipov Pedagogy and psychology of higher education: Textbook / F.Sharipov-M. Logos, 2012. - 448 p. - (New university library). - ISBN 978-5-98704-587-9; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=119459>
 15. M.Shklyar Basics of research: textbook.- M .: Dashkov and K, 2013,2014 -244 p.

Additional

1. B. Volkov, N.Volkova Methodology and methods of psychological research: textbook.- M .: Knorus, 2013
2. Goodwin J. Study in Psychology: methods and planning.-SPb .: Peter, 2004. - 558 p.
3. I.Isaev Professional and pedagogical culture of the teacher. - M .: Academya, 2004.- UMO
4. V.Zagvyazinskij , Methodology and methods of psychological and pedagogical research. - M .: Academya, 2010.- UMO RF.- Access mode: <http://www.lib.bspu.ru>
5. V.Zagvyazinskij , Methodology and methods of psychological and pedagogical research. - M .: textbook.- M .: Academya, 2007.- 208 p.
6. R.Kozyakov Psychology and pedagogy : textbook / R.Kozyakov. - M.: Direct Media, 2013. - Part 2. Pedagogy. - 727 s. - ISBN 978-5-4458-4896-7; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?Page=book&id=214209>
7. Competence approach in higher professional education / ed. A.A. Orlov. - M.: Direct Media, 2014. - 378 p. - ISBN 978-5-4458-5672-6; [Electronic resource]. - URL: <http://biblioclub.ru/index.php?Page=book&id=231584>
8. Competence approach in higher professional education / ed.
9. Noss I.N. Psikhodiagnostika. – M.:33/5000 Jurait, 2013
10. Pedagogy and psychology of higher education: textbook / resp. editor. M. Bulanova-Toporkova.-2-nd ed., acc.and red. –Rostov-on-Don: Phoenix, 2002.-543 p.
11. N.Sidnyaev The theory of experiment planning and analysis of statistical data. - M .: Jurait, 2012
12. F.Sharipov Pedagogika vysshey shkoly.-Ufa:29/5000Higher School Pedagogy.-Ufa: RIO RUNMTS, 2008. - MO RB
13. J.Fokin , Teaching and education in higher education: methodology, goals and content, creativity: textbook.- M .: Academya, 2002.-224 p.

The structure of the examination paper

The examination ticket consists of one theoretical question and two competence-oriented tasks:

1. Theoretical question on the psychology of higher education.
2. Competence-oriented task of higher school pedagogy.
3. Competence-oriented task for the Methodology and methods of scientific research.

Features of the state examination procedure

Exam Form

For the examination by order of the university approved by the State Examination Commission. The members of the commission are employers, teachers, associate professors and professors of the departments of the institute, who are leading in the disciplines of the program of psychological and pedagogical exam and representatives of employers.

Before the exam, a cycle of review lectures and consultations on the exam program is carried out in the amount envisaged by the curriculum.

On the basis of the fund of tasks for the state exam tickets are compiled. Variants of tickets are compiled by the examination committee on the basis of an assessment funds fund Tickets are stored in a sealed form and are issued to undergraduates immediately before the exam. Each ticket contains one theoretical question and two practical tasks.

Theoretical questions provide the identification of:

- fundamental and interdisciplinary acquired knowledge;
- the level of mastering the basic concepts, the ability to use the categorical apparatus of psychological and pedagogical science;

Depth of understanding of the problems and trends in the development of modern professional education.

The practical task provides identification of the level of readiness of undergraduates to use theoretical knowledge in practice in the process of solving problems of professional activity.

The exam program should be focused on the integration of psychological and pedagogical knowledge in their theoretical and practical aspects.

The form of the state exam is determined by the academic council of the structural unit of the university where the exam is held. The exam can be held in oral or mixed (oral-written) form. In addition to the traditional form of the exam - interview exam tickets, a form can be recommended in which the undergraduate, in addition to the general list of questions, prepares a special question for the exam related to the teaching methods of special disciplines in educational institutions for primary - a course network of enterprises and organizations, in the employment service and centres for training, retraining and advanced training of workers and specialists.

The state exam on psychological and pedagogical training is held in the 4 semester. The time allotted to undergraduates to prepare answers for 1 hour (in writing) or 45 minutes (orally). Simultaneous training of no more than 5 people, including the respondent, is allowed. In preparation for an oral answer, undergraduates make notes for each question on issued sheets of paper with a stamp. In response to the exam, each graduate is given no more than 30 minutes. In the process of response and after its completion, members of the examination committee, with the permission of the chairman, the undergraduate may be asked clarifying and additional questions.

The procedural aspects of the exam (organization of preliminary consultations, use of reference books, etc.) are established by the head of the graduating department and communicated to undergraduates no later than a month before the exam.

Marking criteria

The answer of a graduate student in a state exam is evaluated at a closed meeting of the State Examination Commission. It is an arithmetical average of all grades received by a graduate at each stage of the attestation test (in three ticket questions), taking into account the arithmetic

average of the General cultural and general professional competitions, professional competitions in vocal teaching, and is determined by the ratings “excellent”, “good”, “satisfactory”, “unsatisfactory”.

General approaches to determining the level of development of competitions of undergraduates at the state exam are as follows:

Levels	The description of the level	The main signs of levelling (criteria for assessing the formation)	5-grades system
Advanced	Creative activity	<i>Includes the previous level.</i> The ability to make an independent decision, to solve a problem / problem of a theoretical or applied nature based on the studied methods, techniques, technologies.	Excellent(5)
Basic	The application of knowledge and skills in broad contexts of educational and professional activities, rather than on the model, with more degree of autonomy and initiative	<i>Includes the previous level.</i> The ability to collect, systematize, analyze and correctly use information from independently found theoretical sources and illustrate theoretical positions with them or substantial the practice of application.	Good (4)
Satisfaction	reproduction	Presentation within the objects of the course of theoretically and practically controlled material	Satisfaction (3)
Inadequate	No signs of satisfaction level		Unsatisfactorily (2)

Additional criteria for evaluating an oral response

The criteria for assessing the formation of competencies will be the following qualities of knowledge:

completeness – the amount of knowledge about the object under study included in the program;

depth – sovgkupnost conscious knowledge about the object, the depth of the analysis of the educational process and educational materials;

concreteness – the ability to reveal specific manifestations of generalized knowledge (dgkazat examples of the main provisions), the specificity of the use of textbooks and teaching materials for the development of new materials on the topic;

system-representation of knowledge about the object in the system, with the allocation of its structural elements arranged in a logical sequence;

the effectiveness of the educational process (examples);

deployment – the ability to deploy knowledge in a series of sequential steps;

awareness – understanding the links between knowledge, the ability to identify significant and insignificant links, knowledge of ways and principles of obtaining knowledge.

Taking into account the specifics of the content and form of the state exam, the following criteria for grading are recommended.

"Excellent" (5) if the student has all the items on high level knows the scientific categorical apparatus, fully reveals both questions, clearly, logically and sequentially presentation of scientific material knows how to illustrate the scientific-theoretical knowledge to practical examples.

Assessment "**good**" (4) is put if the undergraduate does not disclose one of the items; good level of knowledge of scientific categorical apparatus, both issues are fully disclosed, but there is no clarity, consistency and consistency of the scientific information.

Assessment "**satisfactory**" (3) is put if the undergraduate reveals two of the points insufficiently, the question is insufficiently disclosed, the average level of knowledge of scientific categorical apparatus, the depth of scientific analysis at a low level, there is no clarity, consistency and consistency of the scientific material presented

Evaluation "**unsatisfactory**" (2) is put, if the items are not disclosed, the level of knowledge of the scientific categorical apparatus is very low, the answers do not reveal the essence of the question, there is no clarity, consistency and consistency of the presentation of scientific material, scientific and theoretical knowledge is not illustrated by practical examples.

The results of the final state certification are announced orally by the Chairman of the state examination Commission for ending of closed meeting of the state examination Commission, filling in the examination sheet, signing of minutes of state examination Commission.

II. PRESENTATION OF FINAL FINAL THESIS.

Job description

A mandatory component of the final certification for graduates of the master's degree is the protection of the final qualifying work (final thesis). Final thesis is a complete scientific work containing the results of theoretical and empirical study of the problem. It is carried out at the final stage of training, is an independent research development and solution of the actual problem on the topic of interest to the graduate. WRC is a natural result of purposeful preparation of the student for professional activity and should reflect the level of formation of research skills of the graduate, the degree of his readiness to solve professional problems. Protection of WRC is carried out at a meeting of the state examination Commission. According to its results, an assessment is made.

The purpose of final thesis is:

- 1) systematization and deepening of theoretical knowledge in the field of pedagogy and psychology of higher education, as well as practical skills and their application in solving specific problems;
- 2) improvement and consolidation of the skills and abilities of research work formed in the course of training, acquisition of independent experience of scientific research;
- 3) mastering the research methodology, generalization and logically justified, reasoned description of the results and the identified patterns, as well as preparation of the necessary conclusions on their basis.

The themes of the final thesis is being developed by the departments participating in the implementation of the basic educational program for training masters, and approved by the Council of the Institute. The topic of Final thesis is approved at the beginning of the seventh semester.

The topic of Final thesis should be devoted to topical issues from the point of view of modern science and formulated in such a way that it reflects the main idea of the work and the Central problem as much as possible. The content of Final thesis should correspond to the problems of disciplines of subject training in accordance with the FSBEI of Higher Education. The title of the work should not coincide with the scientific direction or the whole section of the textbook.

After selecting the topic, the student submits an application to the head of the Department on fixing the topic of Final thesis. To prepare the Final thesis, each student is assigned a head from among the leading teachers of the departments. Consolidation of the theme, the supervisor

is issued at the suggestion of the Department, on the basis of which the corresponding order of the rector is issued.

The head of the Final thesis gives the student a task to perform the work, assist in the development of a calendar schedule of its implementation, recommends basic literature and other sources on the research topic, conducts systematic consultations, checks the performance of the work (in parts and in General), draws up a review of the Final thesis. The mission of the Final thesis is considered a work document of the Department intended to monitor the progress of the work. The terms of the final thesis are determined by the curriculum and schedule of the educational process in accordance with the requirements of the FSBEI of Higher Education.

Requirements for content, volume and structure of the final thesis

Requirements for the content, volume and structure of the master's final thesis are determined on the basis of the Federal state educational standard of higher education in the direction of preparation and recommendations for registration of final thesis M. Akmullah BSPU.

During the preparation and protection of final thesis student must demonstrate:

- the ability to use the conceptual apparatus of philosophy, pedagogy and psychology to solve professional problems;
- ability to put forward hypotheses and consistently develop arguments in their defense;
- knowledge of the basics of modern methods of scientific research, information and bibliographic culture;
- knowledge of standard methods of research material search, analysis and processing;
- the ability to assess the quality of research in their subject area, to correlate new information with existing, logical and consistent to present the results of their own research.

WRC has a certain structure, it consists of several interrelated parts, of which the following are mandatory:

- title page;
- content;
- introduction;
- Main part.
- conclusion;
- reference literature;
- Appendix.

1. The title sheet is made on the sample (sample document presented in the guidelines for writing and design final thesis).

2. The contents contain the titles of all sections of the final qualifying work and indicate the pages from which they begin. The headings of the table of contents should be identical to the headings in the text of the work. Headings are started with a capital letter without a dot at the end.

3. The main function of the introduction – to give an overview of the WRC and help the reader to understand the intent of the study. It includes the following items:

- research material
- purpose and objectives of the study
- object and subject of study
- research material
- research methods
- scientific novelty of research
- approbation of research results
- work structure.

The quantity of the introduction is usually 3-4 pages.

4. Main part. The text of the main part, as a rule, contains two chapters. The theoretical part of the work describes the reflection of the problem in the scientific literature. This may be a background or a critical review of the scientific literature, including the current stage in the study of this issue. On the basis of the considered points of view, the author of the work should formulate his position on this issue and describe the direct object of study. This part of the work is a necessary theoretical basis for further practical analysis.

The practical part is an analysis of factual material, and should also contain a separate paragraph, which discloses possible ways of practical application of the results of the study at the level of a foreign language in secondary educational institutions, taking into account the methodological principles.

Each chapter should end with brief conclusions containing the main provisions of the chapter.

5. In the conclusion there must be summed up the work done. The conclusion should be at least 2 pages.

6. The list of used literature (at least 50 titles, of which 5-6 works in a foreign language) is compiled in alphabetical order, foreign sources are given after domestic ones. Each source should have a full bibliographic description and be reflected in the text of the qualifying work. Dictionaries and reference books are made out in a separate list.

7. The appendix contains tables of quantitative data, standard references, dictionaries of linguistic units, methodic materials, illustrative material: graphs, charts, diagrams, photographs, copies of archival documents, etc. The application is placed after the list of references, is included in the total volume of the Final thesis, but is not an obligatory part of it. In final thesis there may be several applications. In this case, each application has its own number and title.

Topics of master's theses reveal ways and means of solving such problems as:

- the quality of education: government and professional mechanisms;
- state policy of development and support of the network of universities;
- new roles of government, business and universities at the present stage;
- non-state sector of higher education;
- mergers, acquisitions and radical changes in universities;
- academic contracts at universities: institutional innovations that encourage academic achievement;
- academic profession in a changing world;
- measurement of university achievements: practices and models for evaluating and ranking universities;
- case studies and research of innovative ideas and practices in the creation and development of new universities;
- international institutional cooperation and its role in the creation and development of universities;
- organizational theory and management models for new and updated universities;
- resource dependence of universities: models and practices of financing and attracting investment in universities;
- brands and reputation: university positioning strategies and practices;
- models and successful practices of social entrepreneurship and social responsibility;
- the role of universities in regional development;
- The role of humanitarian knowledge in the modern knowledge economy: the significance and specificity of humanitarian universities;
- successful practices of international cooperation of scientists (projects, laboratories, seminars): organization, financing, impact assessment;
- new studies of educational trajectories and achievements of undergraduates.

The procedure for the protection of final qualifying work

Completed and executed in accordance with the requirements of the Final thesis is transmitted on electronic and paper carriers to the supervisor, who gives feedback on the work (see sample documents in the methodological recommendations on the writing and design of Final thesis). When providing the text of the work, it is checked for a share of the originality of the text according to the Antiplagiat system. The work submitted to the department no later than 30 days before the protection and which passed the test procedure for "Anti-plagiarism" is submitted for consideration at the meeting of the department.

The procedure for the protection of the final thesis is preceded by the pre-protection at a meeting of the graduating department, the results of which allow the graduate to enter the protection. The results of the preliminary protection of the final thesis are recorded in the minutes of the meeting of departments. In accordance with the decision of the graduating department, the student is granted admission to the protection of the Final thesis at the meeting of the State certification commission - the conclusion of the department (see the sample documents in the Final thesis guidelines for writing and design). Persons who have not passed the protection, as well as not tested for "Antiplagiat", to the meeting of the State Examination Commission are allowed with a negative conclusion

Final thesis of undergraduates is subject to compulsory licensing. A review of a Final thesis can be given by teachers from related departments from among candidates and doctors of science, as well as representatives of other educational institutions or institutions of the employer (see sample documents). Receiving a negative review is not an obstacle to the submission of the final thesis to the protection.

Before the beginning of the protection, the following documents are submitted to the state examination commission for the protection of the final thesis: Final thesis in one copy; the conclusion of the department; review supervisor on Final thesis; Final thesis review; abstract (abstracts).

The Final thesis is defended at the scheduled time at a meeting of the State Examination Commission (SEC). The protection is open; on it, besides the members of the SEC, there can be a supervisor, a reviewer and everyone.

The protection procedure includes the following steps:

1) the presentation by the chairman of the commission of the student - the final thesis author, the topic of work, the supervisor and the reviewer, and the author being given the floor to speak

2) the statement of the author of the final thesis, outlining the main provisions of the work and the results of the study, it should be no more than 10 minutes and contain: justification of the relevance of the chosen topic, the definition of goals and objectives, the object and subject matter, material, research methods, identification of scientific novelty and practical significance of the study, information about the testing of research materials and the structure of the work, characteristic content of the main part, the results of the study, general conclusions. Protection should be accompanied by a PowerPoint presentation, reflecting the main and most important information;

3) after the student's speech, members of the commission, as well as those present, may ask questions about the content of the Final thesis, the student is given time to prepare answers to questions and is allowed to use his work;

4) feedback from the supervisor, which describes the student and the process of his work on the final thesis;

5) familiarization with the review of the final thesis, which contains a description of the work, comments and recommended assessment;

6) the student's responses to the comments of the reviewer;

7) free discussion on protected final thesis;

8) the final speech of the student.

The total duration of final thesis protection is 0.5 hours.

The decision on the final assessment of the final thesis is taken upon completion of the protection of all students in the closed part of the meeting of the commission.

After the decision is made, the chairman of the commission announces grades to students in the open part of the meeting.

With a positive assessment for the state exam, successful protection of the Final thesis means assigning the degree of “master of pedagogical education” to the author.

Graduation qualification work is stored in the department, which was carried out for 5 years.

Evaluation Criteria

The assessment of the formation of student competencies on the Final thesis protection is the arithmetic average grade of obtained by the graduate in the protection procedure, taking into account the arithmetic average of the formation of general professional and professional competences in research activities, and is determined by the marks "excellent", "good", "satisfactory" "unsatisfactory" .

A student can claim a positive assessment of a final thesis with a copyright share of at least 70% (at least 50% is allowed for students of the distance education department).

Protection of final thesis is assessed on a five-point scale based on the following criteria:

- the validity of the choice and the relevance of the research topic;
 - the level of understanding of theoretical issues and generalization of the collected material, the validity and clarity of the formulated conclusions and generalizations;
 - the clarity of the structure of the work and the logical presentation of the material;
 - methodological validity of the study;
 - novelty of experimental research work;
 - the volume and level of analysis of scientific literature on the studied problem;
 - compliance of the form of presentation of the material with all the requirements for the design of these works;
 - the content of reviews of the head and reviewer, the department's conclusions
 - the quality of the speech;
 - the depth and accuracy of the answers to questions, comments and recommendations
- during the protection of the work.

The rating "excellent" is set at the maximum assessment of all the above parameters.

The mark “good” is set for insignificant errors in any parameter.

A rating of "satisfactory" is set for serious deficiencies in one or more evaluation criteria.

The rating “unsatisfactory” is set with the share of the author's text less than 70% (for students of the correspondence course less than 50%), as well as for non-compliance of the WRC with the above requirements.

Requirements for design of final thesis

The text should be printed on standard A4 sheets, TimesNewRoman, 14 pt, spacing 1.5, left margin 30 mm, right 15 mm, lower 20 mm, upper 20 mm.

Pages are numbered in Arabic numerals with the observance of continuous numbering throughout the text. The page number is placed in the upper right corner without a dot at the end.

The title page is included in the general numbering of pages, but the number is not affixed on it. Tables and charts, located on separate sheets inside the text, are included in the general numbering.

The chapters are numbered Roman, and paragraphs and paragraphs - in Arabic numerals. Chapters have headings that are marked with a font and are located in the middle of a line without a dot at the end. Word wrap in headlines is not allowed. Each chapter begins with a new page.

Tables and figures (with schemes, diagrams, graphs, photographs) should contain names

(in front of the table) and captions (under the figures), have a serial number, be placed as they are used in the text (Table 1), accompanied by references, explanations and etc. The paper uses continuous numbering of tables and figures.

Each application starts with a new page, has a number and a title. The application is placed after the list of references.

Approximate topics of Final thesis.

1. Psychological and pedagogical conditions for the formation of professional competence of the future educational psychologist.
2. Regulatory framework for the design of the educational environment in the space of SCO universities.
3. Professional training of future teachers of vocational training by means of information and educational environment.
4. Development of creative abilities of students of pedagogical high school.
5. Means of development of motivation of educational and educational activities of university students.
6. Designing individual self-education programs for teachers .
7. Psychological analysis of the communicative tolerance of students of technical and humanitarian universities.
8. Preparing future specialists for the implementation of e-learning objectives.
9. Pedagogical conditions for the formation of the information-educational environment of the partner universities of the SCO University (an example of the M. Akmulla BSPU and the Eurasian National University named after L. Gumilyov).
10. Features of the preparation of students of pedagogical specialties in the conditions of dual educational programs.
11. Formation of value-motivational competences of future teachers-psychologists in terms of higher education.
12. Formation of information competence of a higher school teacher by means of ICT.
13. Features of the academic advisor in the conditions of credit technology training.
14. Formation of teachers' readiness for the organization of the educational process with children with HIV.
15. Formation of historical and pedagogical competence of future teachers in the electronic educational environment of the university.

The program developed by:

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The program was approved at a meeting of the Academic Council of the IPEIT on June 31, 2018, Protocol No. 1.

Dean of IPEIT

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Scientific Secretary of the Council IPEIT

Saitova L.

Head of Department
pedagogy and psychology
professional education

Bakhtiyarova V.

AGREED:

Vice Rector for Academic Affairs

A. Mustayev

Head of Educational Methodical Department
G.Gilmanova

Head of the Educational Methodical Complex
Yu.Zabidullin