

MINISTRY OF EDUCATION AND SCIENCE OF
THE RUSSIAN FEDERATION

Federal state budget educational institution of higher education "Bashkir State
Pedagogical University named after M. Akmulla"

The Institute of Professional Education and Information Technologies

THE PROGRAM OF DISCIPLINE

**M1.V. METHODIC OF TEACHING PEDAGOGICAL DISCIPLINES IN
THE HIGHER EDUCATION**

Recommended for direction of training

44.04.01 Pedagogical Education

Orientation (profile) "Pedagogy and psychology of higher education"

Qualification of the graduate: master degree

Ufa 2018

1. The purpose of the discipline is:

- a) The development of general professional competences.
 - Is determined by the willingness to interact with participants in the educational process and social partners, lead the team, tolerantly perceiving social, ethno-confessional and cultural differences (OPK-3)
- b) The formation of professional competencies is determined by:
 - the ability to apply modern methods and technologies for organizing educational activities, diagnosing and evaluating the quality of the educational process for various educational programs (PC-1);
 - the willingness to develop and implement methodic, technologies and teaching methods, to analyze the results of the process of their use in organizations that carry out educational activities (PC-4);
 - the ability to design forms and methods of quality control of education, various types of control and measuring materials, including using information technologies and taking into account domestic and foreign experience (PC-9);
 - the willingness to develop and realize methodical models, techniques, technologies and methods of teaching, to analyze the results of their use in organizations that carry out educational activities (PK-11);
 - the ability to design the educational space, including under conditions of inclusion (PK-7);
 - the ability to design forms and methods of education quality control, various types of control and measuring materials, including the use of information technology and taking into account domestic and foreign experience (PK-9)

2. The laboriousness of the academic discipline is 4 credit units (144 hours), of which 18 hours of lecture classes: lectures - 2 hours, practical - 16 hours, 9 hours of independent work, examination.

3. The place of discipline in the structure of the basic educational program:

The discipline "Methodic of teaching pedagogical disciplines in the university" refers to the varieties part of the obligatory disciplines of the professional cycle.

The study of the discipline is based on the knowledge acquired by undergraduates as a result of the study of disciplines "Innovative processes in education", "Pedagogy (higher school)", "Media pedagogy and media technologies".

The study of this discipline is associated with the disciplines "The methodic of teaching psychological disciplines in the university," "Cultural and historical and activity approaches in psychology and education."

The knowledge, skills, and skills obtained by undergraduates create a theoretical and practical basis for studying such academic disciplines as the "Pedagogical Dimension", "The Workshop on Professional Communication".

4. List of planned results of the discipline:

- As a result of studying the discipline, the student must:

Know to:

- modern methods and technologies of organization and implementation of the educational process at various educational levels in various educational institutions; methods of systematization and generalization of methodical experience;
- the fundamentals of the theory of interaction between participants in the educational process;
- the main directions of modern psychological and pedagogical research, the fundamentals of the theory of the competence approach in education;
- the main functions of the methodical of teaching pedagogical disciplines;
- methods of psychological and pedagogical support of the application of methods in the educational process.

Be able to:

- Apply modern methodic and technologies of organizing and implementing the educational process in various educational levels in various educational institutions; Apply modern methods of disseminating methodical experience;
- To develop methodic, technologies and methods of teaching, analyze the results of the process of their use in educational organizations;

- Be able to formulate a research (educational-cognitive, educational-professional) task for students and organize activities to solve it in the intersubjective and professional field;
- use theoretical and practical knowledge in the process of solving problems;
- use interdisciplinary knowledge and skills in choosing teaching methods;
- use elements of theoretical and practical knowledge in the process of methodological support of the educational process;
- to choose the methods of teaching based on the leading function;
- to build professional communication on the basis of known methods of pedagogical support.

Be master of:

- ways to realize modern methodic and technologies of organization and implementation of the educational process at various educational levels in various educational institutions;
- management skills, social partnership skills;
- skills in the implementation of techniques, technologies and teaching methods, including innovative ones;
- the skills of working with individual and group decision-making technologies in the management of an organization engaged in educational activities;
- the skills of formulating a specific pedagogical task and choosing effective methods of teaching;
- the ability to organize the educational process on the basis of interdisciplinary knowledge and skills.

5. Volume of discipline and types of academic work

| Type of study | Labor intensity in hours, total | Semester | |
|------------------------------------|---------------------------------|----------|---|
| | | 3 | |
| Auditory lessons: | 18 | 18 | |
| Lecture(LC) | 2 | 2 | |
| Practical training(PT) | 16 | 16 | |
| Laboratory works | - | - | - |
| Control of student self-study(CSS) | - | - | - |

| | | | |
|--|------|-----|--|
| Independent work: | 99 | 99 | |
| 1. Write an essay on the topic: "Methodical Culture of the Teacher (Educator-Researcher)" | 6 | | |
| 2. To draw up a table of approaches of different authors to the definition of the concept of "methodical culture" of the teacher | 10 | | |
| 3. To create a model of the methodical culture of the teacher | 8 | | |
| 4. Design a road map for the development of the methodological competencies of the university teacher | 8 | | |
| 5. Write a report on the topic (to choose from) | 17 | | |
| 6. Develop a logical-semantic model for the discipline under study | 8 | | |
| 7. Draw up a thesaurus of the main categories of the discipline | 16 | | |
| 8. Write an article on the problems of teaching pedagogical disciplines | 8 | | |
| 9. Make a model of the methodical culture of the teacher-researcher | 8 | | |
| 10. Organize a round table on the theme "Modern University, what it should be" | 10 | | |
| Intermediate assessment | exam | 27 | |
| TOTAL: | 144 | 144 | |

6. The content of discipline

6.1. Contents sections of the discipline

| № | Name of the discipline section | Content of discipline |
|---|--------------------------------|-----------------------|
|---|--------------------------------|-----------------------|

| | | |
|----|--|--|
| 1. | Professional activity of a teacher of a higher educational institution | <p>Learning activity: concept, types. Scientific-methodical activity.</p> <p>Research activity: concept, tasks, skills.</p> <p>Interrelation of pedagogical and research activities. Creativity in the professional activity of the teacher: the concept, signs, typology. Pedagogical creativity: distinctive features, levels of manifestation, stages of formation. Products of scientific-pedagogical creative activity. Professionally important qualities of the university teacher: concept, typology, indicators of manifestation. Pedagogical skills of the teacher of the university: the concept, structure, stages of development. Professionalism of the university teacher: concept, components.</p> |
| 2 | Theoretical and methodological foundations of teaching methodology of pedagogical disciplines in the university. | <p>Methodic of teaching like science. Methods of revitalization learning. Preparation and conduct of training sessions in the university. Fundamentals of pedagogical control in the university.</p> |
| 3 | Psychological-pedagogical and methodical features of teaching pedagogical disciplines. | <p>The purpose of teaching pedagogy. Didactic functions of the goal. Principles design of goal: vitality, realism, diagnostic. Relationship of purpose with Federal State Educational Standard of higher (secondary) vocational education. Designing of pedagogical disciplines. Principles of the construction of curricula in pedagogical disciplines: the principle of the correspondence of the content of instruction to the goals of the formation of the personality of the teacher; The principle of the correspondence of the content of instruction to the requirements of the teacher's training system; The principle of the correspondence of the content of instruction to scientific and pedagogical requirements.</p> <p>Formation of professional world outlook of students on the basis of studying of pedagogical disciplines. Development of methodical thinking of students.</p> <p>Organization of learning teaching experience. Management of independent work of students.</p> |
| 4. | Modern methods, forms and means of | <p>The role and place of the lecture, requirements, structure, criteria for assessing the quality of the lecture. Specificity of lectures de-</p> |

| | | |
|--|---|---|
| | teaching pedagogical disciplines in the university. | <p>pending on the course of undergraduates.</p> <p>Styles and varieties of lecture teaching. Seminar and practical classes in the university. The structure of the practical lesson, the requirements for the organization, types, criteria for evaluating practical occupations. Independent work of undergraduates: difficulties and their elimination. Types of independent work of undergraduates. The main directions of organization of independent work of undergraduates. Scientific research work of undergraduates. Organization of pedagogical control. Types and forms of control in the university. Pedagogical technologies: their importance and role in the learning process. Conceptual bases of technological maintenance of the educational process at the university. Classification of educational technologies. Technology structure. Innovative technologies in the university</p> |
|--|---|---|

6.2. Sections of the discipline and types of training sessions

| № | The name of the discipline section in <u>accordance with 6.1.</u> | The distribution of labor intensity (in hours) according to the types of classes <u>according to paragraph 5.</u> | | | |
|----|--|---|----|-----|-------|
| | | LC | PT | CSS | Total |
| 1. | Professional activity of the university teacher | 2 | 2 | 24 | 28 |
| 2. | Theoretical and methodological foundations of teaching methodology of pedagogical disciplines in the university. | | 4 | 27 | 31 |
| 3. | Psychological-pedagogical and methodical features of teaching pedagogical disciplines. | | 4 | 26 | 30 |
| 4. | Modern methods, forms and means of teaching pedagogical disciplines in the university. | | 6 | 22 | 28 |
| | Total | 2 | 16 | 99 | 117 |

* Another 27 hours are reserved for preparation for the exam

6.3. Laboratory practice is not provided *.

Theme workshops:

Session 1 (2 hours).

Theme: Professional activity of the university teacher

Issues for discussion:

1. Training activities: concept, types
2. Interrelation of pedagogical and research activity
3. Professionally important qualities of the university teacher: concept, typology, indicators of manifestation.
4. Pedagogical mastery of the university teacher: the concept, structure, stages of development.
5. Professionalism of the university teacher: the concept, components

Session 2 (4 hours)

Theme: Theoretical and methodological foundations of teaching methodology of pedagogical disciplines at university

Issues for discussion:

1. Development of scientific and methodological knowledge: the concept of methodology. Stages of development
2. Main methodological characteristics of the teaching methodology: object, subject, tasks and functions
3. The teaching method as a science.
4. Methods of revitalization learning. The analysis of concrete situations: kinds of educational situations, types of the analysis of concrete situations, a technique of work.
5. Preparation and conduct of training sessions at the university.
6. Fundamentals of pedagogical control in the university

Session 3 (6 hours)

Theme: Psychological-pedagogical and methodical features of teaching pedagogical disciplines

Issues for discussion:

1. The purpose of teaching pedagogy. Didactic functions of the goal. The general and specific requirements are the future teachers.
2. Designing of pedagogical disciplines.
3. Principles for the construction of curricula in pedagogical disciplines: the principle of the correspondence of the content of instruction to the goals of the

formation of the personality of the teacher; The principle of the correspondence of the content of instruction to the requirements of the teacher's training system; The principle of the correspondence of the content of instruction to scientific and pedagogical requirements.

4. Organization of students' study of teaching experience, management of independent work of students.

Session 4 (6 hours)

Theme: Modern methods, forms and means of teaching pedagogical disciplines in the university.

Issues for discussion:

1. The role and place of the lecture at the university. Requirements for the lecture. Structure of the lecture. Criteria for assessing the quality of lectures. Basics of preparing lecture courses, the main advantages of the lecture in the university.

2. Seminar and practical classes in the university. The purpose of practical classes. Structure of the practical lesson. Requirements for the organization and conduct of practical classes. Types and forms of practical training. Criteria for evaluation of practical classes.

3. Independent work of undergraduates: difficulties and their elimination. Types of independent work of undergraduates, the main directions of the organization of independent work of undergraduates

4. Scientific research work of undergraduates. Ways to improve scientific research work.

5. Organization of pedagogical control. Types and forms of control in the university.

6. Pedagogical technologies: their importance and role in the learning process.

7. Conceptual bases of technological maintenance of educational process in high school.

8. Classification of educational technologies, their structure. Innovative technologies in the university.

6.4. Interdisciplinary links of discipline

| № | The name of the provided (subsequent) disciplines According to the training program and p.3 | The number of sections of this discipline necessary to study the ensured (subsequent) disciplines in accordance with 6.1 and 6.2. | | | |
|----|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Methodic of teaching psychological disciplines in higher education institutions.\ | X | X | X | |
| 2. | Cultural-historical and activity-oriented approaches in psychology and education | | | X | |
| 3. | Pedagogical measurement | | X | X | |
| 4 | Media pedagogy and media technologies | | | | |

6.5. Requirements for independent work

1. Write an essay on the topic: "Methodical Culture of the Teacher (Educator-Researcher)"
2. To draw up a table of approaches of different authors to the definition of the concept of "methodical culture" of the teacher
3. To create a model of the methodical culture of the teacher
4. Design a road map for the development of the methodological competencies of the university teacher
5. Write a report on the topic (to choose from)
6. Develop a logical-semantic model for the discipline under study
7. Draw up a thesaurus of the main categories of the discipline
8. Write an article on the problems of teaching pedagogical disciplines
9. Make a model of the methodical culture of the teacher-researcher
10. Organize a "round table" on the theme "Modern University, what it should be"

7. Educational, methodological and information support of the discipline:

a) Main literature

1. Gromkova MT, Pedagogy of the Higher School. Tutorial. Moscow: Unity-Dana, 2012

2. Mitin A.N. Fundamentals of pedagogical psychology of higher education: a textbook. - Moscow: Prospect - 2010.

3. Psychology of vocational education: a textbook for students. Higher education. Europe. - Moscow: Publishing Center "Academy", 2009 - 384p.

4. Sorokopud Yu.V. Pedagogy of higher education: a textbook. - Rostov-on-Don: Phoenix, 2011.

5. Sharipov F.V. Pedagogy of Higher School: Textbook. - Ufa: RIO RUNMTS MO RB, 2008. - 326 with.

b) Additional literature

1. Popkov V.A. Didactics of the Higher School / V.A. Popkov, A.V. Korzhuev. - M., 2001.

2. New pedagogical and information technologies in the education system: teaching materials for stud.vysh.ucheb.zavedeny / E.S. Polat, M.Yu. Bukharkina, M.V. Moiseeva, A.E. Petrov; Under. E.S. Polat. - 3rd ed., Rev. And additional. - Moscow: Publishing Center "Academy", 2008. - 272 p.

3. Fokin Yu.G. Teaching and education in higher education. - M., 2002.

c) Software

- Packet of Windows program (PowerPoint, Paint, Movie Maker) for preparing reports, creating presentations, videos) Databases, information and reference materials and search engines

1. URL: <http://pedsovet.org/> All-Russian Internet pedagogical council.

2. Russian Library Association

URL: [http:// www.rba.ru](http://www.rba.ru)

3. Interregional Association of Business Libraries

URL: [http:// www.library.ru](http://www.library.ru)

4. Municipal Association of Libraries

URL: [http:// www.gibs.uralinfo.ru](http://www.gibs.uralinfo.ru)

5. Online electronic library

URL: [http// web. ido.ru](http://web.ido.ru)

6. Electronic delivery service of documents and information of the Russian State Library "Russian Courier"

URL: [http// www.rsl.ru/courier](http://www.rsl.ru/courier)

7. Lists of references to world libraries

URL: [http// www.techno.ru](http://www.techno.ru)

8. Digital library

URL: [http// stratum..pstu.as.ru](http://stratum.pstu.as.ru)

9. Virtual libraries

URL: [http// imin.urc.ac.ru](http://imin.urc.ac.ru)

8. Material and technical support of the discipline: For conducting lecture and practical classes, you need multimedia tools (projector, laptop, etc.).

1. Methodical recommendations for the study of discipline.

The training course "Methodic of Teaching Pedagogical Disciplines in higher education" occupies one of the key positions in the list of disciplines of the professional cycle. The study of this discipline is aimed at the development of the labor functions, general cultural, social, personal and professional competencies of the master's student. In this regard, an exceptional role is played not only by the content component of the discipline, but also by its procedural component. Teachers of this discipline need to pay special attention to the methodology and technology of constructing lecture and seminar material, the organization of independent and research work of students, the introduction of information and communication teaching methods. Part of the classes is conducted in an interactive form: these are practical classes on the theme "Professional Activity of the University Teacher", "Modern Methods, Forms and Means of Teaching Pedagogical Disciplines in the University", "Modern Teaching Technologies for Pedagogical Disciplines in the University" where such forms of work as "round table", conversation, business game, case-method, discussion, seminar using reports.

The program reveals the professional aspect of the emergence of the personality of the future student of master's degree, analyzes modern approaches to the

classification of teaching methods and technologies in higher education. Assessment of knowledge, skills and relevant competencies of students is carried out on the basis of rating control and examination.

9. Requirements for intermediate assessment on discipline.

Intermediate assessment is carried out in the form of an examination.

Sample questions for the interim assessment and evaluation criteria:

1. Characteristics of the main activities of the university teacher - teaching, scientific and methodical, research.
2. Pedagogical creativity: distinctive features, levels of manifestation, stages of formation. Products of scientific and pedagogical creative activity.
3. Professionally important qualities of the university teacher: concept, typology, indicators of manifestation.
4. Pedagogical mastery of the university teacher: the concept, structure, stages of development.
5. Professionalism of the teacher of higher education: concept, components.
6. Methodic of teaching as a science: the concept, stages of development, the main methodological characteristics, connection with other sciences.
7. Characteristics of iconic teaching means.
8. The characteristics of logical regulations of training..
9. Artificial means of structuring training information. The condensation of educational information: concept, stages.
10. General characteristics of the methods of activation of education in the university: the analysis of specific situations, methods of problem training, business game, brainstorming, educational discussion, methods of development of critical thinking.
11. The main organizational forms of education in the university: a lecture, a seminar, a workshop, laboratory classes and their main functions.
12. Typology of high education lecture (on the scientific level, didactic goals, leading methods).

13. Typology of seminars in the University (for Didactic Purposes, by the method of processing educational information).

14. Methodic of preparing and provide lectures, criteria for assessing the lecture.

15. Preparation and conduct of practical training (PT). Criteria for the evaluation of PT.

16. Principles of goal development: vitality, realism, diagnostic. Relationship of purpose with the state educational standard of higher education.

17. Designing of pedagogical disciplines. Principles of the construction of educational programs on pedagogy.

18. Features of teaching theoretical disciplines. Methods and forms of organization of the study of theoretical pedagogy.

19. Relationship between pedagogical theory and practice. Methods and forms of organizing the study of practical pedagogy.

20. Studying of pedagogical experience.

21. Formation of practical readiness of students for pedagogical activity.

22. Organization of independent work of students in the teaching of pedagogical disciplines.

23. Control and recording knowledge on pedagogy.

24. The historical aspect of the teaching of pedagogical disciplines in the university. The main trends in the teaching of pedagogical disciplines in Russian universities.

25. Tendencies of modern psychological and pedagogical education in the world. Forms of training, types of training in the university.

26. The most important didactic criteria of the textbook on pedagogy and teaching methods.

27. The main technological stages of the development of the training course on the methodology of teaching pedagogical disciplines.

28. Pedagogical technologies: their importance and role in the learning process.

29. Classification of educational technologies.

30. Technology structure.

31. Innovative technologies in the university

The criteria for assessing the competencies of undergraduates:

The professional knowledge of undergraduates in the response to the exam is assessed by the following criteria:

- level of knowledge of the scientific categorical apparatus;
- depth of scientific analysis and completeness of the issue;
- clarity, consistency and consistency of the presentation of the acquired knowledge;
- Ability to illustrate scientific and theoretical knowledge with practical examples.

Criteria for evaluation:

The grade "excellent" is awarded if the master student has all 4 points, has a scientific categorical apparatus at a high level, fully reveals both questions, clearly, logically and consistently expounds the scientific material, can illustrate scientific and theoretical knowledge with practical examples.

A "good" score is awarded if the undergraduates do not sufficiently expose one of the items; a good level of knowledge of the scientific categorical apparatus, both issues are fully disclosed, but the legibility, consistency and consistency of the scientific information provided is not traced.

An assessment of "satisfactory" is exhibited if the undergraduates do not adequately disclose two of the items, the question of the average level of possession of the scientific categorical apparatus, the depth of scientific analysis at a low level, the clarity, consistency and consistency of the scientific material

Evaluation of "unsatisfactory" is exhibited if the items are not disclosed, the level of possession of the scientific categorical apparatus is very low, the answers do not disclose the essence of the issue, there is no clarity, consistency and consistency in the presentation of scientific material, scientific and theoretical knowledge is not illustrated by practical examples.

To the exam on discipline, an ungraduated student who has been trained and all kinds of current certification in accordance with the curriculum is allowed. Otherwise, the teacher does not have the right to take an exam (offset), provided by the curriculum for this discipline, from the master student. The exam (offset) is conducted on the examination ticket in written or oral form. The set of tickets is updated annually, discussed and approved at the meeting of the department. Examination tickets signed by the head of the department must be kept in a printed form at the department.

The results of the intermediate certification are entered in electronic bulletins and students' credit books, displayed in the student's electronic portfolio in the electronic information and educational environment of the university.

The program was compiled in accordance with the FSES HE in the field of training 44.04.01 Pedagogical education (by industry) № 1505 of November 21, 2014 and approved at the meeting of the Department of Pedagogy and Psychology of Vocational Training August 30, 2018, Protocol No. 1.

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