MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPOL NATIONAL PEDAGOGICAL
UNIVERSITY OF VLADIMIR HNATYUK

FACULTY OF PEDAGOGY AND PSYCHOLOGY

APPROVED

Rector

B.B.Buyak

PROGRAM

PROFESSIONAL ENTRANCE EXAMINATION
FOR OBTAININGOF THE SECOND (MASTER'S DEGREE)

HIGHER EDUCATION LEVEL
(SCOPE: 07 MANAGEMENT AND ADMINISTRATION
SPECIALTY: 073 MANAGEMENT
EDUCATIONAL-PROFESSIONAL PROGRAM "MANAGEMENT BY EDUCATIONAL
INSTITUTION")

Considered and approved
at the session of the Department of Pedagogy and Management of Education
(protocol 9, January 22, 2021)

TERNOPIL 2021

EXPLANATORY NOTE

One of the prerequisites for Ukraine's entry into a single European higher education area is the implementation by the higher education system of Ukraine of the principles of the Bologna process.

The main task of Masters' training is to develop the ability to navigate the flow of academic and scientific information, to critically interpret, summarize, systematize and apply it in practical management activities; formation of system professional thinking.

The professional introductory test is intended to determine the degree of possession of entrants by the system of pedagogical knowledge, important ideas of pedagogical science; awareness of the achievements of domestic and world pedagogical experience, schools, theoretical approaches, concepts; with the problems of organizing the system of education and activity of the institution of education, the opportunity to use in its practice the traditional and modern technologies of management of the educational institution.

The introduction of the exam includes questions of general foundations of pedagogy, theory and methodology of education, didactics school education, pedagogical management and separate issues of the history of pedagogy, comparative pedagogy, age and pedagogical psychology.

Applicants during a professional test should show:

• understanding of the main provisions and important achievements of modern pedagogical science, the leading concepts of teaching and upbringing of the individual; conceptual approaches to management in education

• ability to plan, organize and implement a holistic pedagogical process, ability to regulate interaction with the subjects of the pedagogical process, analyze and evaluate the process of education and education, choose the optimal management model

• ability to apply the methods of scientific and pedagogical research for the study of personality, identifying the reserves of its development and team as well as in their own scientific quest.

1. GENERAL BASIS OF PEDAGOGY

Pedagogy in the system of human sciences. Pedagogy as a science of education. Stages of development of pedagogy. Folk pedagogy - "golden fund" of pedagogical science. Ethno pedagogy. The subject of pedagogy. The main categories of pedagogy. Structure of pedagogical science. System of Pedagogical Sciences. Communication of pedagogy with other sciences. Areas of development of modern pedagogy. The task of pedagogy at the present stage.

Concept about the methodology of pedagogy and its level. Pedagogical reality and its study. Empirical and theoretical levels of research. Basic elements of pedagogical research. Methods of pedagogical research, their classification. Characteristics of individual methods of pedagogical research. Requirements for their organization and holding. Observation and experiment as the main methods of pedagogical research.Conversation as a method of pedagogical research. Interview. Questionnaire Product study activities. Study of pedagogical documentation. Method of generalized independent characteristics. Psychological and pedagogical testing. Pedagogical Consilium as a Research Method. Mathematical and statistical methods. Quantitative and qualitative analysis of research results. Documentation of research. Registration of research results.

Pedagogical anthropology as a philosophical base of education. Development and formation of personality as a pedagogical problem. Areas of human development. Types of personality formation. Factors influencing the development and formation of personality The influence of the environment on the formation of personality. Social environment as a condition and source of personality development. Interconnection of the processes of education and development. The role of training in the development of personality. Activities and communication, their role in the formation of personality. Self-education in the structure of the process of forming the personality of a person. Man as a subject of self-development and self-improvement. Age stages in the development of the student's personality. Typological features of pupils of different ages. Individual differences and their inclusion in education and upbringing. Individual and differentiated approach in teaching and upbringing of students. Features of upbringing students of different age groups.

The problem of the purpose of education in the history of the development of education and pedagogy. The purpose of education in modern school. General purpose and tasks of education. The ideal of national education. "Educational ideal" by G.Vaschenko and its importance for the humanization of education. Goal as a component of pedagogical activity. Pedagogical design - the necessary initial stage in the organization of the pedagogical process. A comprehensive approach to the education of a holistic person. Ways and means of complex decision of tasks of studying and

upbringing of pupils. The program of education of the person as a system of educational goals. Purpose of education in modern foreign school, general tendencies, national specifics.

Formation of the basic culture of the individual in a holistic pedagogical process. Pedagogical process as a system. The structure and main components of the pedagogical process, its integrity. The driving forces of the pedagogical process and its dialectics. General properties, laws and regularities of the pedagogical process. Principles of organization of pedagogical process. Principles of managing pupils' activities. Technology of integral pedagogical process. Stages of the pedagogical process. Forecasting and designing of pedagogical process. Organization of pedagogical process. Management of pedagogical process. Modern technologies of pedagogical process.

2. THEORY OF EDUCATION

Characteristics of program documents that regulate the educational process in a modern institution of general secondary education. Education in the structure of a holistic pedagogical process. Characteristic features, driving forces, specifics of the process of education. Variety of approaches to the educational process (activity, personal, complex, etc.).

The essence of the system approach in education. Structural elements (components) of the process of education and their interconnection. Model of process of education. Managing the process of education. Educational system of school.

Self-education - the highest stage of the process of education. Organization of self-education of students. The process of re-education. Features of educational work with students who need increased pedagogical attention. Preventive education.

Results of the upbringing process. Pedagogical diagnostics of pupils' upbringing. Criteria for the effectiveness of the educational process.

Regularities, principles and rules of education. Characteristics of the basic principles of education and their interrelation. The reflection of the principles of national education in the "Program for the upbringing of children and students in Ukraine", the Concept of a new Ukrainian school.

The content of the education process. Characteristics of the main directions of exclusion (mental, moral, aesthetic, civil, legal, environmental, labor, aesthetic, physical, sexual, economic) and their main tasks.

Methods, receptions and means of education. System of methods of education. Classification of methods of education: 1) methods of formation of consciousness of the individual; 2) methods of

organization of activity and formation of experience of social behavior; 3) methods of stimulating positive behavior and activities of students; 4) methods of control and analysis of the effectiveness of the educational process. Individual-personality approach with the use of education methods. Interconnection of education methods, conditions of their optimal choice and application.

Organizational forms of educational work. The essence of extracurricular and out-of-school work, their task. Principles of extracurricular and extracurricular educational work. Forms of organization of extracurricular and extracurricular work and their interconnection. Characteristics of the traditional and the search for new forms of educational work in the modern school.

Children's team, its features, functions. The structure of the team. The main types of children's groups. Reflection of the problems of the educational role of the collective in the pedagogical heritage of AS Makarenko and VO Sukhomlynsky. The collective as a pedagogical organized system of relations. Pedagogical technology of organization of collective life of children.

Family-related education. Means and methods of family upbringing. Problems of family education in the theoretical heritage of AS Makarenko and VO Sukhomlynsky. Pedagogical support for the family. Joint work of the school, the family and the public in the upbringing of children. Contents and forms of work of the classroom manager. Planning the work of a class leader, his pedagogical skills. Features of upbringing children with special educational needs.

3. THEORY OF EDUCATION AND EDUCATION

The role of modern didactics in solving the problems of increasing the effectiveness of the learning process in the Ukrainian national school. Actual problems of modern didactics. Teaching as a subsystem of a holistic pedagogical process. The essence of the learning process. Bilateral character of learning process. Structure of the process of learning knowledge.

Types of educational activities: dogmatic, explanatory and illustrative, problematic search. Features of the explanatory-illustrative (informational) approach to learning. Problem-search, research approach to learning. Problem learning. Fundamentals of Programmable Learning. Prospects for the development and application of programmable learning. Computerization of training. Teacher's choice as a form of study.

Principles of study as a category of didactics. Characteristics of the accepted principles of teaching and the ways of their implementation in the process of learning. The essence of interaction and the relationship of the principles of teaching in the teaching of the teacher. Training rules. Interconnection of the principles and rules of learning. Conditions for the effective application of didactic principles.

The content of education as a means of developing the student's personality and the formation of his basic culture. Social requirements for the content of education. Normative documents regulating the content of general secondary education. State standard of general secondary education. Curriculum. Curriculum. Textbooks and manuals. Analysis of the content of education at a foreign school.

Different approaches to the classification of teaching methods. Methods of organization and implementation of educational and cognitive activity of students. Methods of stimulation and motivation of educational and cognitive activity of students. Methods of control. Types of tests by the nature of the answer to the task. Binary teaching methods. Interconnection of methods as a means of increasing their effectiveness. The problem of choosing methods and means of training and their integrated application. The choice of the teaching method depending on the didactic objectives, the content of the educational material, the educational capabilities of the students, the conditions of training and the possibilities of the teacher himself. Methods of studying in foreign theory and practice.

Lesson as the main form of organization of training. Requirements for a modern lesson. Typology and structure of the lesson. Organization of educational activities of students at the lesson. Teacher training for the lesson. Scheme analysis of the lesson. Non-traditional lessons and their didactic goals. Extramural forms of education and their characteristics. New types of lessons and other forms of training in advanced domestic and foreign practice. Differentiation and individualization of training. Profile training. Features of teaching children with special educational needs.

Control over the educational and cognitive activity of students is part of the learning process. Assessment of student achievement as a didactic problem. System of assessment of students' achievements in the 12-point system. Analysis of the reasons for the failure of training. Didactic means of preventing and overcoming learning failures. Control of pupils' progress at a foreign school.

Technology of teaching as a new concept of learning. Characteristics of the basic teaching technologies. The search for new teaching technologies in pedagogical theory and practice.

4. SCHOOLS

The notion of school education. Subject and tasks of school education. The concept of the education system. Fundamentals of the law on education. Principles of building a system of education in Ukraine. Educational structure: pre-school education, general secondary education, out-

of-school education, vocational education, higher education, postgraduate education, postgraduate study, doctorate, self-education. Educational levels: basic general secondary education, full secondary education, vocational education, basic higher education, full higher education. Basic educational qualification levels. Levels of accreditation of educational institutions. Licensing and accreditation of educational institutions.

The system of general secondary education. The task of general secondary education. Institutions of general secondary education: secondary school, specialized school, gymnasium, lyceum, collegium, general boarding school, special secondary school (boarding school), general education sanatorium school (boarding school), school of social rehabilitation, evening (shift) school . Other institutions of the system of general secondary education: an out-of-school educational institution, an inter-school educational-industrial complex, a vocational-technical educational institution, a higher education institution. Support schools. Essence and content of continuing education.

Pedagogical management as a theory and practice of management of educational systems. Fundamentals of the system of general secondary education. School as a pedagogical system and object of scientific management. Regulation on the placement of general secondary education as the basis of the school management and guidance system. School Statute. Essence and principles of management of the institution of general secondary education. Democratization and humanization of education and school management. Control functions.

Management bodies of the education system, their structure, functions. Public-public nature of the management of the education system. The main tasks of the authorities of the system of general secondary education. Powers of executive authorities and local self-government bodies in the system of general secondary education. Public Council of Educators and Scientists of Ukraine (GRONU).

Model of organizational structure of the institution of general secondary education. Organization of the activities of the teaching staff.

Organization of in-school leadership. Functions of the head of the school, his deputies. Basic requirements for a modern manager. Management culture of the head of the institution of education. Professional profile of the head of the educational institution. Pedagogical analysis in internal school management. Board of Education. Guardian Council for general secondary education.

A new economic and financial mechanism for the functioning of the educational institution. Director's activities in a market economy.

Planning as a function of management of the institution of general secondary education. Basics of work planning. Annual work plan. Planning system maintaining business documentation at a general secondary education institution.

Types, forms and methods of in-school control. The system of in-school control. Organization of in-school control at the institution of general secondary education.

Innovative orientation of pedagogical activity. Innovation processes in education. Acmeological approach. The concept of "advanced pedagogical experience". Criteria for assessing advanced pedagogical experience. Innovation at school. Study, generalization and dissemination of advanced pedagogical experience. Implementation of the achievements of pedagogical science in the practice of education and upbringing.

Innovative educational institutions. Author's schools.

Modern pedagogical technologies. Pedagogical technology and mastery of the teacher. Self-efficacy of the teacher's personality. Pedagogical Qualimetry.

Teachers qualification improvement. Methodical work at school: tasks, content. Forms of methodical work, their characteristics. Subject methodical associations. Self-education of teachers. Assistance to a young teacher. Characteristics of new forms of methodical work: methodical ring, methodical auction, methodical festival, creative discussion, panoramic lesson, etc.

Model for improving the teacher's teacher's skills. Scientific and methodological support of the system of general secondary education. Organization of training, retraining and professional development of teachers of the system of general secondary education.

Certification of pedagogical personnel. Optimization of pedagogical systems management.

Prospects for the development of schools and pedagogical science in the XXI century.

5. BASIS OF PEDAGOGICAL MANAGEMENT

Personality characteristics of the supervisor. Personality characteristics of the manager are: purpose and motives of activity, needs, abilities; character as the most important characteristic of the manager. Temperament and leadership style.

Characteristics of leadership styles. Concept of style and its essential features: methods of management, attitude towards colleagues and communication with them, orientation towards innovation, goal orientation, interaction with colleagues. Characteristics of democratic, authoritarian and liberal styles.

Social and legal responsibility in management. Responsibility for a trusted business as the most important characteristic of the manager. Social responsibility: fulfillment of requirements,

instructions, actions of the head, creativity at work, responsibility for the result. Legal liability as compliance with specific laws and regulations of state regulation.

Marketing as a science and as a special kind of activity in providing educational services. Levels of marketing in educational institutions. Value of marketing in the field of education.

Management Ethics. Economic, service, professional, normative, environmental ethics. Ethical behavior and ethical norms.

The psychological climate in the institution of education.

Socio-psychological climate in the college of education institutions as an important factor in successful activity. Factors influencing the formation of the socio-psychological climate: personal qualities of the manager, working conditions, the nature of relationships and communication, team cohesion.

Conflicts in educational institutions and activities of the manager for their prevention and resolution. Types of conflicts. Positive and negative impact of the conflict on the activities of the educational organization. Conflict Resolution Styles: Avoidance, Adaptation, Competition, Compromise, Collaboration.

Communication as an exchange of information. Formal (official) and informal (unofficial) channels of information. Properties of high-quality information: time, content, forms. Means of information.

Management in education as a direct pedagogical activity and indirect influence on groups through organization systems. The specifics of management education: humanistic orientation, object of influence - a person, an instrument of influence - a word; co-ordination of participation in achieving the goal.

Laws of management as a basis for the establishment and operation of educational organizations. Characteristics of the basic laws in management: the law of the democratization of management, the law of specialization management, the law of integration management, the law of the optimal combination of centralization and decentralization of management.Characteristics of the principles of educational management. Principles of management as the main provisions of the theory of educational management. Implementation of management principles, both for ensuring efficiency and minimum labor costs. Compliance with the principles of management requirements: must comply with the laws of development, objectively reflect the nature of the phenomena and the general situation of the organization. Principles of rational control, formulated by F. Taylor. The division of principles into general and partial.

General and Partial Principles of Educational Management Characteristics of the general principles of educational management: the principle of system, external evaluation, ensuring professional freedom, the principle of integration, the principle of respect for the child, social justice, and collegiality. Psychological principles of management activity.

Methods of management, their importance in educational management. Methods of management as a means of influencing individual workers and groups in order to achieve the stated goals. Characteristics of the main groups of methods: organizational and administrative (administrative), economic, social, psychological and legal.Management functions as specialized types of various works. Characteristics of the main management functions: planning, organization, motivation, control. Partial control functions. Change control functions.

LIST OF RECOMMENDED LITERATURE

1.Educational Management: Redefining Theory, Policy and Practice / Eds.: T.Bush, L.Bell, R.Bolam, R. Glatter & P.Ribbins. Thousand Oaks : SAGE Publications Ltd, 1999.

2.Global Education Guidelines Concepts and Methodologies on Global Education for Educators and Policy Makers / Coord. by M. Carvalho da Silva. Second Edition. Lisbon : North-South Centre of the Council of Europe, 2012. 154 p.

3.Goswami M. Pedagogy of Education : textbook. New Delhi : Neelkamal, 2016. 362 p.

4.Lodico M. G., Spaulding D. T., Voegtle K. H. Methods in Educational Research. From Theory to Practice. San Francisco : Jossey-Bass, 2006. 443 p.

5.Mangal S.K. Essentials of Educational Technology. New Delhi : PHI Learning Pvt. Ltd, 2009. 836 p.

6.Moore A. Teaching and Learning: Pedagogy, Curriculum and Culture (Key Issues in Teaching and Learning). Second Edition. London : Routledge, 2012. 208 p.

7.Olubor R. O., Abdulkareem A. Y., Alabi A. T., Adeyanju F. Educational Management: New Perspectives. Saarbrücken : LAP LAMBERT Academic Publishing, 2019. 472 p.

8.Rury J. L., Tamura E. H. The Oxford Handbook of the History of Education. Oxford : Oxford University Press, 2019. 632 p.

9.Smyth K. & Mainka C. Pedagogy and Learning Technology: a Practical Guide. Edinburgh : Edinburgh Napier University, 2010. 240 p.

10.The Principles and Practice of Educational Management / Eds.: T.Bush, L.Bell. Thousand Oaks : Sage Publications Ltd, 2002. 322 p.

The examination takes place in writing based on tickets approved by the chairperson of the admissions committee. The ticket consists of three questions. Preparation time is 60 minutes.

Criteria for assessing the knowledge and skills of university entrants

Rating on a 200-point scale	Rating ECTS	Criteria
190-200	**A**	The applicant shows solid and profound knowledge in pedagogy; freely answers complicated questions, clearly explains the material, using scientific terminology and implementing interdisciplinary links; independently analyzes and reveals the regularities of the pedagogical process; gives examples based on their own observations; evaluates pedagogical phenomena; Detects and justifies causal relationships; is able to distinguish the problem and determine the ways of its solution; acquainted with the recommended literature; freely solves pedagogical problems of various levels of complexity, makes independent substantiated conclusions; reasonably uses knowledge in non-standard situations.
171-189	**B**	The Applicant freely reproduces educational material and answers the questions posed, allowing for minor mistakes in the formulation of scientific terms or in explaining individual facts; with the help of a teacher sets causal relationships; carries out a comparative description of pedagogical objects and phenomena; solves standard cognitive tasks; fixes own mistakes; independently solves typical pedagogical tasks; makes false conclusions; worked out the recommended literature.
161-170	**C**	Applicant independently reproduces educational material; answers the questions, allowing inaccuracies in the answers; compares pedagogical objects and phenomena, establishes the differences between them; fixes the mistakes made; solves typical pedagogical problems using the algorithm; makes incomplete

Rating on a 200-point scale	Rating ECTS	Criteria
		conclusions; worked out the recommended literature; makes false conclusions.
141-160	**D**	The applicant independently, but incompletely reproduces the educational material, partially adheres to the logic of his presentation; answers individual questions; in general correctly uses pedagogical terms; admits mistakes in replies and terminology; solves simple typical pedagogical tasks; acquainted with the main literature, knows part of the programmatic theoretical material, but cannot apply it in practice.
124-140	**E**	Applicant reproduces a small part of the educational material, gives definition of individual pedagogical concepts, gives an incomplete description of the general features of pedagogical objects; in the answers can make mistakes; incorrectly interprets individual provisions, admitting mistakes in terminology; gives examples based on the material of the textbook.
0-123	**F**	Applicant reproduces a very small part of the educational material, gives definition of individual pedagogical concepts, gives incomplete characterization of common features of pedagogical objects and phenomena; in the answers makes significant mistakes, does not have sufficient theoretical knowledge and practical skills; Not acquainted or little worked out the recommended literature.