

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL
UNIVERSITY
FACULTY OF PEDAGOGICS AND PSYCHOLOGY**

“APPROVED”

Rector

_____ **B.B. Buiak**

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**ADDITIONAL PROFESSIONAL ENTRANCE TEST PROGRAM
(INTERVIEW)
SPECIALTY 016 SPECIAL EDUCATION
(INCLUSIVE EDUCATION)
for admission to obtain Master’s degree**

Ternopil – 2019

The additional professional entrance test program (interview) was developed by a Professional Qualification Committee for conducting entrance tests for admission to obtain Master's degree in specialty 016 "Special Education" (educational program "Inclusive Education").

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Considered and approved at the meeting of the Academic Council of the Faculty of Pedagogy and Psychology, protocol No. 4 dated "10" March, 2019.

Head of the Academic Council,
Dean of the Faculty of Pedagogy and Psychology,
Professor

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I. EXPLANATORY NOTE

Additional professional entrance test is a form of professional entrance examination, which is conducted for entrants participating in the competition for obtaining Master's degree on the basis of a Bachelor's degree, Specialist or Master's degree in other specialties, has a qualifying nature and provides a test to prove the ability to obtain Master's program in unrelated specialty.

An additional entrance test is conducted in the form of an interview. The entrant chooses one of the proposed examination papers, which provides three questions. Applicants give answers to questions orally. Entrants are given 45 minutes to prepare for the answer.

The additional entrance examination has a qualification character, which is assessed on a two-point scale - "passed" / "not passed". If the entrant has not passed the additional professional entrance exam, he loses the right to participate in the competitive selection in the given specialty.

II. ADDITIONAL ADMISSION TEST PROGRAM

General principles of pedagogy

Theme 1. Pedagogy as a science.

Object, subject, functions and tasks of pedagogy. System of pedagogical sciences. Pedagogy in connection with other sciences. The main categories of pedagogy. Special pedagogy as a pedagogical branch. The main directions of special pedagogy.

Theme 2. Methods of pedagogical research.

Didactic principles of scientific and pedagogical research. Organization of pedagogical research. Pedagogical experiment. Classification of methods of pedagogical research. Characteristics of methods and techniques of scientific and pedagogical research. Stages of pedagogical research.

Theme 3. Development and formation of personality.

The process of development and formation of personality. Types of personality development and formation. The main factors of development and formation of personality. Socialization.

Theme 4. Interpersonal and pedagogical communication.

The concept of “communication”. Types of communication, levels, functions and aspects of communication. Types of interpersonal communication. Imperative communication and its scope. Manipulative and dialogical communication. Pedagogical communication and its styles. Verbal and nonverbal communication in pedagogical communication.

Didactics

Theme 5. Didactics as a theory of teaching and education.

The emergence and development of didactics as a component of pedagogy. The ratio of pedagogy and didactics. Subject and tasks of didactics at the present stage. The main categories of didactics: the process of studying, teaching, learning, educational content, teaching methods, forms of learning, etc.

Theme 6. General patterns and principles of learning.

The concept of rules and patterns of learning. Characteristics of general patterns of learning. Principles of teaching as a category of didactics. Characteristics of the principles of teaching. Scientific learning. Systematic and consistent learning. Accessibility of learning. The connection between learning and life and practice. Consciousness and activity in learning. Apparency of learning. Thoroughness and strength of mastering knowledge, skills and abilities. Individual and differentiated approach to learning. Emotional learning. Learning rules.

Theme 7. The learning process as a holistic system.

The gist of the learning process. Bilateral nature of the learning process. Functions of the learning process: educational, upbringing, developmental; their correlation. The essence of the concepts "knowledge", "skills", "abilities", "competence". Types of knowledge. Empirical and theoretical knowledge. Competence approach in teaching. The structure of the learning process: target, stimulating and motivational, content, operational and activating and control and regulating components. The structure of the teacher in the learning process: planning, organization of educational activities, incentives, current control, regulation of activities, analysis of results.

Theme 8. The content of education in the modern school.

The concept and essence of the content of education, the peculiarities of the types of content of education. Sources and factors of formation of the content of school education, system of criteria of selection of the content of school education. State

standards of general secondary education. The main sources of educational content: curriculum, education program, textbooks and their characteristics.

Theme 9. General teaching methods.

The concept of teaching methods. Bilateral nature of teaching methods. Teaching methods and techniques. Teaching methods and tools. Approaches to the classification of teaching methods in modern didactics. Methods of organization and implementation of educational and cognitive activities: verbal, visual, practical, inductive and deductive, reproductive and problem-searching, etc. Methods of stimulating educational and cognitive activities: competitions, cognitive games, encouragement, punishment, explanation of social and individual significance of learning, presentation of educational requirements, etc. Methods of control and self-control in teaching: oral and written control, didactic testing, programmed control, observation, self-examination, etc.

Theme 10. Forms of learning.

Classification of forms of organization of education. Forms of learning organization and their development in didactics (individual, individual and group, classroom, Bell-Lancaster, Mannheim, Dalton-plan, brigade-laboratory, etc.) The lesson as a holistic system. Linking the lesson to other forms of learning organization. Typology and structure of the lesson. Non-standard lessons. Organization of students' learning activities in class. Basic requirements for the lesson. Extracurricular forms of education: seminars, workshops, optional classes, study tours, additional group and individual classes, subject groups, homework.

Theme 11. Diagnosis of learning.

The concept of learning diagnostics. Functions and principles of diagnosis. The essence of learning control as a didactic category. Types of control: preliminary, current, module, periodic, final, etc. Forms and methods of control, their characteristics.

Theory of education

Theme 12. The process of education.

The gist of the process of education. Bilateral nature of the process of education. Features of the process of education: purposefulness, bilateralism, continuity and duration, versatility, remoteness of results, etc. The structure of the process of education, the characteristics of its components.

Theme 13. General patterns and principles of education.

The concept of rules, patterns and principles of education. Characteristics of the rules of education: the activity of the child, taking into account current needs, the need for joint and individual activities of the educator and the pupil, ensuring a situation of success in education, ensuring the "hidden" nature of education, the integrity of educational influences, etc. Features and peculiarities of the principles of education. The basic principles of education: humanism, democracy, naturalness, cultural conformity, individualization, reliance on the positive, the priority of universal values, the correlation between education and life, practice, unity and correlation of educational influences, etc.

Theme 14. The content of education.

The content of education as a pedagogical problem. Requirements for the content of education at the present stage. Areas of education: mental, aesthetic, moral, labor, physical, patriotic, environmental, sexual, economic, etc. Tasks of the basic directions of comprehensive development of the person.

Theme 15. Student team and its role in shaping the personality.

The concept of the team, its features, functions and types. Children's team, its main aspects. The structure of the student group. Stages and prospects of student development. Team and personality. Pedagogical leadership of the team.

Topic 16. Interaction of school, family and community in education.

Forms and methods of work of the teacher and the class teacher with pupils' parents. Activities of teachers in the formation of pedagogical culture of parents. Involving the public in raising children.

III. LIST OF GUIDELINE QUESTIONS FOR INTERVIEW

1. Pedagogy as a science. System of pedagogical sciences.
2. Subject, object, functions and tasks of pedagogy.
3. The main pedagogical categories (teaching, education, upbringing).
4. The connection of pedagogy with other sciences.
5. Special pedagogy as a pedagogical branch. The main directions of special pedagogy.
6. Theoretical methods of scientific and pedagogical research.
7. Empirical methods of scientific and pedagogical research.
8. Stages of scientific and pedagogical research.
9. Personality structure. The main psychological traits of personality.
10. Development and formation of personality as a pedagogical problem. Types and directions of personality development.
11. Factors influencing the development and formation of personality.
12. The role of heredity in the development of personality.
13. The influence of the environment on the development of personality.
14. The concept of "communication". Types of interpersonal communication.
15. Pedagogical communication and its styles. Verbal and nonverbal communication in pedagogical communication.
16. Didactics as a theory of education and learning.
17. The main categories of didactics.
18. Learning patterns. Learning principles as a category of didactics.
19. The essence of the learning process. Bilateral nature of the learning process.
20. The structure of the learning process as a process of cognition.
21. Functions of the learning process: educational, upbringing, developmental; their correlation.
22. Education as the main category of didactics.
23. Types of education - formal, non-formal, informal.

24. The concept of the content of education. The main trends in the development of the content of modern school education.

25. The essence of the concepts "knowledge", "skills", "abilities", competence".

26. Types of knowledge. Empirical and theoretical knowledge.

27. The structure of the teacher's activity in the learning process.

28. The main sources of educational content: curriculum, educational plan, textbooks and their characteristics.

29. Inclusive education.

30. The concept of teaching methods. Bilateral nature of teaching methods.

31. Approaches to the classification of teaching methods in modern didactics.

32. Methods of organization and implementation of educational and cognitive activities.

33. Methods of stimulating educational and cognitive activities.

34. Methods of control and self-control in learning.

35. Teaching methods. Teaching aids.

36. Diagnosing learning outcomes. Types of control.

37. Forms and methods of control, their characteristics.

38. Functions and principles of diagnosis.

39. The essence of learning control as a didactic category.

40. Forms of organization of education: essence, classification, characteristics of individual forms.

41. Characteristics of the classroom system.

42. Lesson as a holistic system. Linking the lesson to other forms of learning organization.

43. Typology and structure of the lesson.

44. Basic requirements for the lesson.

45. Extracurricular forms of education.

46. Innovative learning technologies.
47. Education as a pedagogical category. The concept of educational ideal.
48. The purpose of education. The concept of educational influence.
49. Regularities of the process of education. The main principles of education.
50. The content of education, the characteristics of the priority areas of education in modern Ukrainian school.
51. The essence of the process of education.
52. The structure of the process of education, its stages.
53. Methods and means of education (essence, classification).
54. Organizational forms of educational work, mass, group and individual forms of educational work.
55. The concept of rules, patterns, the principles of education.
56. Characteristics of the laws of education.
57. Group as an environment of education. Interaction in a group.
58. School, family and social environment of education.
59. The concept of the team, its features, functions and types. The structure of the student group.
60. Forms and methods of work of the teacher and the class teacher with pupils' parents.

IV. EVALUATION CRITERIA

"Passed" is given to the entrant who is fluent in the material, operates scientific terminology, uses and gives a critical assessment, performs independent analysis, knows modern theories and methods of work, is able to apply theoretical knowledge in solving practical problems. However, it can allow certain inaccuracies in the interpretation of certain problems, in the implementation of independent analysis of certain aspects, the application of theoretical knowledge in solving practical problems, but at the same time can independently correct them.

"Not passed" is given to the entrant who does not focus on the essence of the question, cannot relate theoretical generalizations to practice, has significant difficulties in analyzing the problems of social work, and cannot apply theoretical knowledge in solving practical problems.

V. RECOMMENDED REFERENCES

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