



## Course syllabus

### Humanistic technologies of education

Level of higher education – the third level (Doctor of Philosophy)

Educational and scientific program of the specialty 053 “Psychology”

Class days: Tue. 14.20 – 15.40

Consultations: Thu. 12.45 – 14.05

Year of study: II, Semester: III

Number of credits: 3 Language of instruction: Ukrainian

#### Course leader

Candidate of Psychological Sciences, Associate Professor Andriichuk Ivanna Petrivna

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#### Description of the discipline

In the process of studying the course, third-level higher education students get acquainted with the basic principles of humanistic technologies of education, ways to implement a personal approach in the teaching of disciplines, features of personal and professional development and mindset of the teacher. They acquire the ability to diagnose personal characteristics, to set a goal of personal development based on age norms of socialization of the individual, to determine the individual and personal potential of students and the ability to create personality-oriented pedagogical situations by means of educational activities. At the appropriate methodological level to use the means of contextualization and dialogization of the material. To apply criteria to assess the development of applicants, personal and developmental opportunities, self-efficacy.

#### Course structure

Hours (LEC/ SEM/ LAB)	Topic	Learning outcomes	Task
2/2	1. Concepts of personal education	To analyze the concept of conception in science, conceptual pedagogical thinking. To know the subject and objectives of humanistic technologies of education. To demonstrate the ability to identify humanization and humanitarization of the educational environment as valuable guidelines for the transformation of modern education. To analyze the principles of innovative education (I. Bekh). To describe the concept of "search for truth" of Socrates and the concept of self-actualization A. Maslow. To analyze the essence of traditional education - "know yourself".	Question Cases

2/2/2	2. Technological support of personality-oriented learning	To analyze the personal paradigm in education. To know the features of creating the content of learning in the personal paradigm, the basics of harmonization of personality. To identify ways to realize a personal approach in the teaching of humanities and natural sciences. To implement the ideas and technologies of personality-oriented learning in the practice of education. To develop teacher training programs for the implementation of personality-oriented learning.	Questions Tasks Tests
2/2	3. Educational technologies of personality-oriented education system	To know the holistic technology of personal orientation (by V. Serikov). To demonstrate knowledge in the choice of pedagogical technology. To know the educational functions of the goal in traditional and humanistic pedagogy. To know the principles of educational technologies, their features. To analyze the content of educational material in the work of the teacher, the main content of knowledge, the relationship among values, goals, standards and processes. To characterize the structural components of knowledge: emotional and value, critical, reflective, creative and regulative.	Questions Group discussions Cases
2/2/2	4. Personality-oriented education in a modern school	To describe psychological models of personality-oriented learning. To justify the importance of subjective experience in the process of cognition. To be able to create personality-oriented learning systems. To know the basic conditions for the implementation of models of personality-oriented learning (socio-pedagogical, subject-didactic, psychological) and the corresponding technologies of the educational process. To analyze the basic requirements for the development of didactic support materials, creating educational materials. To develop fragments of lessons with methods of personality-oriented approach.	Questions Tasks Cases
2/2	5. Scientific principles of creating personality-oriented educational technologies and the basic principles of their functioning	To substantiate the meaning of the concept of "educational technology" in pedagogical science and educational practice. To describe the contribution of domestic scientists in the creation of personality-oriented educational technologies (I. Bekh, M. Boryshevsky, K. Ushinsky, L. Vygotsky, G. Kostyuk). To show the mechanism of individualization in a holistic system of	Questions Group discussions Essays

		personal development. To show the creation and using of qualitatively new educational methods as a necessary condition for improving the developmental effectiveness of education. To solve pedagogical tasks as a joint activity in the system "Educator-pupils". To know the basic principles of practical development of personality-oriented educational technologies (I. Bekh).	
2/2/2	6 Educational technologies of education	To analyze models of education. To describe the model of individual pedagogical support (E.Bondarevska). To analyze the stages of introduction of new value-semantic and value-emotional structures: search, contractual, activity, reflexive. To justify the content of the technology of M.Rosenberg-D.Rosin. To know the principles of the educational system aimed at self-realization of pupils: age principle, the principle of unconditional respect for the pupil, the principle of step-by-step movement, disciplinary principle, activity principle. To develop programs of educational activities with the purpose of personal development of the student.	Questions Tests Cases

### Literary sources

1. Андрійчук І.П. Особливості використання гуманістичних технологій у системі вузівської підготовки фахівців. *Науковий часопис НПУ імені М.П. Драгоманова. Психологічні науки: Зб. наукових праць*. Київ, 2009. №26 (50). Част. II. С.3-7.
2. Андрійчук І.П. Психологічні особливості розвитку професійної мотивації в майбутніх психологів. *Науковий вісник Херсонського державного університету. Серія «Психологічні науки»*. 2018. Вип. 1, Том 1. С.14-20.
3. Андрійчук І.П. Самостійна робота студента як засіб формування активності особистості. *Вища освіта України у контексті інтеграції до Європейського освітнього простору* / [ред. кол. В. Кремень, І. Маноха та ін.]. Дод. 1 до Вип. 35, Том VIII (59). К.: Гнозис, 2015. С.17 – 23.
4. Балл Г.О. Діалогічні універсалії сучасного гуманізму. *Гуманітарні науки*. 2001. №1. С. 4-11.
5. Боришевський М. *Дорога до себе: Від основ суб'єктності до вершин духовності: монографія*. Київ, 2010. 416 с.
6. Гуманістичні підходи в західній психології ХХ ст. Том 1. / ред. Р. Трач, Г. Балл. Київ, 2001. 252 с.
7. Гуменюк О.Є *Психологія Я-концепції: Навч. посіб.* Тернопіль, 2004. 310с.
8. Кен Робінсон і Лу Ароніка. *Школа майбутнього. Революція у вашій школі, що назавжди змінить освіту*. Львів: Літопис, 2016. 258 с.
9. Кульневич С.В. *Педагогика личности от концепций до технологий*. Ростов н/Д., 2001. 160 с.
10. Подмазин С.И. *Личностно-ориентированное образование: Социально-философское исследование*. Запорожье: Просвіта, 2000. 250 с.
11. Подоляк Л.Г., Юрченко В.І. *Психологія вищої школи: Навч. посіб.* Київ, 2006. 320 с.
12. Радчук Г.К. *Аксіопсихологія вищої школи. Монографія*. Вид. друге, розширене і доповнене. Тернопіль, ТНПУ ім. В.Гнатюка, 2014. 380 с.

13. Радчук Г.К., Андрійчук І.П. Психолого – педагогічні умови гармонізації Я-концепції майбутніх практичних психологів. Методичні рекомендації для викладачів вищих навчальних закладів та практичних психологів освіти. Тернопіль, 2002. 48 с.
14. Савчин М. Здоров'я людини: духовний, особистісний і тілесний виміри: монографія. Дрогобич, 2019. 232 с.
15. Становлення культури життєвого самовизначення сучасної молоді: психологічна теорія і практика. Монографія / за ред. Г.К. Радчук. Тернопіль: ТНПУ ім. В.Гнатюка, 2016. 480 с.
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17. Яблонко В.Я. Психолого-педагогічні основи формування особистості. Київ, 2010. 220 с.
18. Personality Theories: Development, Growth, and Diversity / Bem P. Allen. New York, 2006. 539p.

### Evaluation policy

- **Deadline and rescheduling policy:** papers that fail to meet deadlines without good reason are rated lower. Re-assembly of modules takes place with the permission of the dean's office if there are good reasons (for example, sick leave).
- **Academic Integrity Policy:** all written works are checked for plagiarism and are allowed to be defended with correct textual borrowings of no more than 20%. Cheating at the time control works and exams are forbidden (in including with the use of mobile devices). Mobile devices may only be used during online testing.
- **Attendance Policy:** attendance is a mandatory component of the assessment for which points are awarded. For objective reasons (for example, illness, international internship) class can take place in an online form for the approval of the head of the course.

### Evaluation

The final grade for the course is calculated as follows:

Types of evaluation	% of the final assessment
Module 1 (topics 1-2) - discussion of cases, testing.	20
Module 2 (topics 3-4) - discussion of cases, oral examinations, testing, essay writing , group discussion, practical tasks	26
Module 3 (topics 5-6) - discussion of cases, surveys, writing essays, business games, practical tasks	24
INDZ (educational project), independent work	15
Final control (topics 1-6) - test	15

### Student assessment scale:

ECTS	Rating in scores	Explanation
A	90 – 100	perfectly
B	85-89	very good
C	75-84	good
D	65-74	satisfactorily
E	60-64	enough
FX	35-59	unsatisfactorily (with the possibility of re-assembly)
F	1-34	unsatisfactorily (with the obligatory repeated course)