

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**TERNOPIL VOLODYMYR HNATIUK  
NATIONAL PEDAGOGICAL UNIVERSITY**

**FACULTY OF PEDAGOGY AND PSYCHOLOGY  
FACULTY OF FOREIGN LANGUAGES**



Acting Rector

Approved

Prof. Volodymyr Kravets

March 27, 2025

**PROGRAM**  
**ADMISSION EXAMINATIONS FOR POSTGRADUATE STUDIES**  
**for the degree of Doctor of Philosophy**  
**in specialty A1 Educational Sciences**

**TERNOPIL–2025**

The program is developed in accordance with the requirements of the Ministry of Education and Science of Ukraine; the Law of Ukraine "On Higher Education", September 6, 2014; the resolution of the Cabinet of Ministers of Ukraine "On approval of training for higher education" March 23, 2016 № 2616 Order of the Ministry of Education and Science of Ukraine "On approval of the procedure for admission to higher education in 2025", February 10, 2025 № 168 (<https://mon.gov.ua/osvita/vyshcha-osvita-ta-osvita-doroslykh/vstupna-kampaniia-do-zakladiv-vyshchoi-osvity-2025-roku/poriadok-pryiomu-dlia-zdobuttia-vyshchoi-osvity-v-2025-rotsi>); "Rules of admission to postgraduate studies at Ternopil Volodymyr Hnatyuk National Pedagogical University for 2025".

The program was discussed and approved at the meetings of the Department of English Philology and Methods of Teaching English (№ 7, February 27, 2025), Department of Pedagogy and Education Management (№ 10, April 20, 2025).

## EXPLANATORY NOTE

The content of the program involves identifying the level of applicants' awareness of pedagogical science achievements; understanding the genesis of the main pedagogical categories, mastery of modern educational technologies, as well as the ability to use their own knowledge to solve pedagogical problems.

### Criteria for assessing the knowledge and skills of the applicant

The scale for assessing the applicant's answers is located in the range from 100 to 200 points and is divided into five levels:

- 1) high,
- 2) sufficient;
- 3) satisfactory:
- 4) low,
- 5) very low.

Evaluation criteria are presented in table 1.

**Table 1.**

Level	Points	Characteristics of the applicant's answers
High	200 – 190	The applicant gives a complete and detailed answer to the questions demonstrates fluency in the use of concepts and terms, fully reveals the essence of the question, is well versed in interdisciplinary relations, gives examples. The applicant demonstrates a high level of practical skills.
Sufficient	189 – 175	In spite of some inaccuracies or minor errors, the applicant demonstrates understanding of the material, logically substantiates his arguments. The applicant demonstrates a sufficient level of practical skills.
Satisfactory	174 – 160	The answers to the questions are fragmentary, mostly reproducing knowledge at the level of memorization. Knowledge of the subject is incomplete, the applicant is confused in the definitions, loses the logic and consistency of the disclosure of the issue, does not give examples. The applicant demonstrates a rather low level of practical skills.

Low	159 – 145	The applicant is not aware of the content of the question, his answer is not directly related to the question. The applicant demonstrates lack of ability to reason, draw conclusions. The level of practical skills is insufficient.
Very low	144 – 100	The applicant made gross mistakes, did not disclose the content of the question. The applicant demonstrates lack of practical skills.

The duration of preparation for the exam is 30 minutes.

The form of the test is oral.

## **CONTENT OF THE PROGRAM**

### **GENERAL PEDAGOGY**

The subject of pedagogy. The main categories of pedagogy. Stages of pedagogy development. The process of personality development: directions, contradictions, patterns of development. The role of activity in the development and formation of personality. Age stages in the development of a student's personality, their characteristics. The purpose of education. The concept of research, problem, object, subject, purpose, hypothesis and objectives of research. Stages of research. Characteristics of the main methods of scientific and pedagogical research. The process of education, its specifics, structural elements, stages. Self-education, conditions of its successful realization, stages of pedagogical management of self-education. Reeducation, its functions, stages and principles. The effectiveness of the process of education, its detection and possibility of measurement. Basic principles of education. Methods of education. Classification of methods of education. Aesthetic education. Methods of forming personal consciousness. Basic forms of education. Tasks and content of extracurricular activities. The concept of the learning process, its functions and driving forces, components. The role of the teacher in the educational process. Psychological and pedagogical foundations of educational and cognitive activities of students. Laws and principles of learning. Techniques, methods and teaching aids. Classification of teaching methods. Forms of training organization. Control and evaluation of the results of educational and cognitive activities of students: functions, requirements and methods of control.

### **HISTORY OF PEDAGOGY**

The emergence of education. Its connection with the work of people. Education and training in the countries of the Ancient East (Sumer, Egypt, India, China). The system of education and training in the slave-owning states of ancient Greece. Problems of education in ancient Greece (Socrates, Plato, Aristotle, Democritus). Education and school in ancient Rome. Culture and science of Western Europe in the period of feudalism. School and pedagogical ideas of the Renaissance. Comenius' pedagogical legacy. J. Locke's pedagogical concept. Pedagogical views of J. J. Rousseau. Pedagogical views of JP Pestalozzi. Ideas of A. Disterweg. R. Owen's ideas on the formation of human character and his pedagogical experiments.

General characteristics of education and upbringing in Kievan Rus. Loss of statehood and decline of the public education system in Ukraine (XVIII century). Educational policy of Russia, Poland, Austria on Ukrainian lands. Education in Ukraine in the eighteenth century. Educational activities and pedagogical views of G. Skovoroda. Domestic school and pedagogy in the first half of the XIX century. Educational activity and pedagogical views of O. Dukhnovych. Life, pedagogical

activity and worldview of K. Ushinsky. Practical and theoretical activities of A. Makarenko in the field of education. Pedagogical activity and heritage of V. Sukhomlinsky. Ukrainian teachers-innovators.

## **METHODS OF TEACHING FOREIGN LANGUAGES**

Methodology as a science: the object of the methodology of teaching foreign languages and its place in the system of sciences. Basic methodological concepts, their characteristics. Research methods. Objectives and content of foreign language teaching in higher educational institutions. The concept of foreign language communicative competence, its structure. Approaches to learning foreign languages. Special methodological principles, general methodological principles. Teaching methods. Foreign language teaching aids. System of exercises for learning a foreign language. Psycholinguistic features of mastering speech skills and abilities. Formation of language competencies (grammatical, lexical, phonetic). Formation of foreign language competencies in listening, reading, speaking, writing. Formation of competence in translation. Formation of educational and strategic competence. Formation of linguistic and socio-cultural competence. General characteristics of the process of learning foreign languages and cultures at the present stage. Lectures / practical classes as the main form of educational process in a foreign language. Ways to intensify the educational process in foreign languages and culture. Independent extracurricular work on foreign language and culture. Control in foreign language teaching.

Translation teaching methods. Methods of the Reform period. Methods of teaching foreign languages after the Second World War. Modern methods of teaching foreign languages.

### **Exam questions**

## **GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY**

1. The subject of pedagogy. The main categories of pedagogy. Stages of pedagogy development.
2. The process of personality development: directions, contradictions, patterns of development.
3. The role of activity in the personality formation and development.
4. Age stages in the development of the student's personality, their characteristics.
5. The concept of research, problem, object, subject, purpose, hypothesis and objectives of the study. Stages of research. Characteristics of the main methods of scientific and pedagogical research.
6. The concept of education, its specifics, structural elements, driving forces, stages.



7. Self-education, conditions for its successful implementation, stages of pedagogical guidance of self-education, methods of self-education.
8. Re-education, its functions, stages and principles.
9. The effectiveness of education, its detection and measurement.
10. Principles of education.
11. Tasks, content and methods of mental education.
12. Tasks, content and methods of moral education.
13. Tasks, content and methods of aesthetic education.
14. Tasks, content and methods of labor education.
15. Sex education of students and their preparation for family life.
16. Legal education of students.
17. Economic education of students.
18. Environmental education of students.
19. Formation of students' scientific worldview.
20. Career guidance at school.
21. Method of education. Classification of methods of education.
22. Methods of forming personal consciousness.
23. Methods of stimulating activities and behavior.
24. Methods of monitoring the effectiveness of education.
25. Main forms of education.
26. The concept of the team, its features, functions, structure, types. Dynamics and stages of team development.
27. Raising children in the family. Folk family pedagogy. The relationship of school, family, community and church in raising children.
28. The concept of the learning process, its functions, components.
29. The role of the teacher in education.
30. Psychological and pedagogical foundations of educational and cognitive activities of students.
31. Principles of learning.
32. Techniques, methods, teaching aids. Classification of teaching methods.
33. Methods of organization and implementation of educational activities.
34. Methods of stimulating educational activities.
35. Control and evaluation of students' achievements: functions, requirements and methods.
36. The emergence of education. Its connection with the work of people. The nature of education in the primitive communal system.
37. Education and training in the countries of the Ancient East (Sumer, Egypt, India, China).
38. The system of education and training in the slave-owning states of ancient Greece.
39. Problems of education in ancient Greece (Socrates, Plato, Aristotle, Democritus).
40. Education and school in ancient Rome. Issues of education in the works of Mark Fabio Quintilian.

41. Culture and science of Western Europe in the period of feudalism. Church and city schools. Knight's education.
42. The emergence and development of medieval universities.
43. School and pedagogical ideas of the Renaissance.
44. Pedagogical system of Comenius. Age periodization of children's development. The system of schools and the content of education. Didactic views of Comenius.
45. The influence of the English bourgeois revolution of the eighteenth century on the theory and practice of education. J. Locke's pedagogical concept.
46. Pedagogical views of J. J. Rousseau. The idea of natural and free education. Periodization of human life. Public education during the French Revolution of the seventeenth century.
47. Pedagogical views of J. H. Pestalozzi. The idea of developmental learning. Theory of elementary education.
48. Didactic teachings of A. Disterweg. Requirements for teachers.
49. The state of school and pedagogy in foreign countries.
50. K. Ushinsky on the moral, aesthetic, physical education of the individual, the idea of nationality in education.
51. Pedagogical activity and literary and pedagogical heritage of V. Sukhomlinsky.
52. Aesthetic education in the views of prominent teachers.
53. Development of the theory of aesthetic education: traditions and modernity.
54. Folk traditions of artistic and aesthetic education in Ukraine.
55. The essence and main tasks of aesthetic education in modern life.
56. The concept of cultural identification.

## **METHODS OF FOREIGN LANGUAGE TEACHING**

1. Methodology as a science of teaching foreign languages.
2. Foreign language communicative competence; its content and structure.
3. Content of foreign language teaching. Selection of the main components of the content of education: language and speech material, texts, communicative intentions and typical communication situations.
4. Types and kinds of teaching aids.
5. Use of ICT in foreign language teaching.
6. Exercise / task as a means of forming foreign language communicative competence. classification of exercises, different approaches to classification, classification criteria.
7. The concept of exercise system and its components (subsystems, groups, subgroups).
8. Components of foreign language lexical competence.
9. Characteristics of the lexical subsystem of a foreign language.



10. Techniques and means of semantization of new lexical units and presentation of new lexical material taking into account the methodological typology of vocabulary and the type of educational institution.

11. Exercises for the formation of foreign language productive lexical competence, their goals, types.

12. Exercises for the formation of foreign receptive lexical competence, their goals, types.

13. Development of foreign language phonetic competence.

14. Characteristics of phonetic and phonological subsystems of English; linguistic and "pedagogical" phonetics.

15. Development of foreign language grammatical competence.

16. Characteristics of the grammatical subsystem of a foreign language. Linguistic and "pedagogical" grammar.

17. Exercises for the formation of (re-) productive grammatical competence, their objectives, types.

18. Exercises for the formation of receptive grammatical competence, their objectives, types.

19. Development of foreign language competence in listening.

20. Intensive and extensive listening. Exercises and tasks for the formation of foreign language competence in listening.

21. Spoken production and spoken interaction and their communicative, psychological and linguistic features (in comparison).

22. Exercises and tasks for the formation of speaking competence. Scaffolding.

23. Role play and methods of its organization and conduct.

24. Development of foreign language competence in reading.

25. Classification of types of reading and types of texts for reading. Exercises and tasks for the formation of foreign language competence in reading, their goals, types.

26. Development of foreign language writing competence.

27. Genres and types of written texts.

28. Exercises and tasks for the formation of writing competence: their goals, types.

29. Stages of teaching translation.

30. Exercises and tasks for the formation of competence in translation: their goals, types.

31. Stages of linguosociocultural competence formation.

32. Exercises and tasks for the integrated formation of linguosociocultural competence.

33. Exercises and tasks for the integrated formation of learning and strategic competence.

34. Integrated foreign language teaching and learning.

35. Feedback and control in foreign language classes.

36. Criteria for assessing student's achievements.

37. Learner autonomy in foreign language education.

38. Grammar-translation method.
39. Direct methods.
40. G. Palmer's method.
41. M. West's method.
42. Audio-visual method.
43. Audio-lingual method.
44. Communicative teaching methods.
45. Intensive teaching methods.
46. Total Physical Response.
47. "Silent method".
48. Project method.

## LITERATURE

### GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

1. Артемова Л.В. Історія педагогіки України : підручник для студентів вищих навчальних закладів. Київ : Либідь, 2006. 424 с.
2. Веретенко Т.Г. Загальна педагогіка: навч. посіб. Київ : ВД «Професіонал», 2004, 128с.
3. Moore A. Teaching and Learning: Pedagogy, Curriculum and Culture (Key Issues in Teaching and Learning). 1st edition. Routledge, 2001. 208 p.
4. The Routledge Falmer Reader in the History of Education. Gary McCulloch (eds). Routledge, 2005. 256 p.

### METHODS OF FOREIGN LANGUAGE TEACHING

1. An Introduction to the Current European Context in Language Teaching. EMCL : Council of Europe Publishing, 2004. 101 p.
2. Aufgaben, Übungen, Interaktion / H. Funk u.a. München : Klett–Langenscheidt, 2014. 184 s.
3. Deutsch als fremde Sprache / H. Barkowski u.a. München : Klett–Langenscheidt, 2014. 200 s.
4. European Profile for Language Teacher Education – A Frame of Reference / written by M. Kelly, M. Grenfell. Southampton, 2005. 47 p.
5. Hadfield J., Hadfield Ch. Introduction to teaching English. Oxford : Oxford Univ. Press, 2008. 176 p.
6. Hadfield J., Hadfield Ch. Introduction to Teaching English. Oxford : Oxford University Press, 2008. 176 p.
7. Harmer J. The Practice of English Language Teaching. Pearson Longman ELT, 5th edition, 2007. 446 p.
8. Insights from the Common European Framework / ed. by K. Morrow Oxford : Oxford Univ. Press, 2004. 143 p.
9. Larsen-Freeman D. Techniques and Principles in Language Teaching. Oxford University Press, 2000. 318 p.
10. Richards J. C., Schmidt R., Kendrick H., Kim Y. Dictionary of Language Teaching and Applied Linguistics. Harlow : Pearson Education Ltd, 2002. 608 p.

11. Richards J., Schmidt R. Longman Dictionary of Language Teaching and Applied Linguistics. London : Longman, 2002. 595 p.
12. Willis J. A Framework for Task-Based Learning. Harlow : Longman, 2001. 183 p.
13. Willis J. Teaching English through English. Harlow : Longman, 2005. 191 p.