

MINISTRY OF HEALTH OF UKRAINE

ODESA NATIONAL MEDICAL UNIVERSITY

Faculty medical

Department of Philosophy, Bioethics and Foreign Languages

CONFIRM

Vice-Rector for scientific and pedagogical work
_____ **Eduard BURYACHKIVSKY**

01 February 2023 year

Methodical recommendations

FOR LECTURES ON THE EDUCATIONAL DISCIPLINE

Faculty, year of study medical, 1

Educational discipline Basics of pedagogy in higher education

Confirmed at the meeting of the Department of Philosophy, Bioethics and Foreign Languages
of Odesa National Medical University

Protocol № 8 dated 20.01.2023

Head of the department



Volodymyr KHZANZHY

Developers:

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Lecture № 1

Topic:

Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education

Relevance: Humanitarian lighting is one of the most important warehouses for universal lighting. The course "Fundamentals of Pedagogy at Your School" is based on the theoretical, methodological and methodological foundations of didactics and the introduction of specialized disciplines of the highest medical level in the context of the introduction of new standards of learning on the ambush of a competent approach, following the principles of modern didactics..

Purpose: mastering a complex of knowledge about pedagogy in higher education, about author's concepts, basic theories, methodology, technologies and methods of teaching academic disciplines in higher education institutions, a system of professional skills and abilities necessary for the implementation of future duties, powers and functions in teaching practice, as well as establishing a connection with medical pedagogy, etc..

Main concepts:

Pedagogy is a set of theoretical and applied sciences that study the processes of education, training and personality development. The term comes from the Greek words "παῖς" ("paĩs") - child and "αἰο" - lead, bring up, i.e. "parenting", "child rearing".

The system of pedagogic sciences is the connections and relationships formed in the process of historical development of various branches of pedagogic knowledge.

Plan and structure of the lecture:

Preparatory stage.

Actuality of theme

The main stage.

1. Subject and main categories of pedagogy. The essence of pedagogy as a science.
2. The modern system of higher education of Ukraine in the conditions of European integration and modernization.

The final stage.

Summary of the lecture. General conclusions. The lecturer's answer to possible questions. Tasks for self-training.

Content of the lecture:

Pedagogy is a set of theoretical and applied sciences that study the processes of education, training and personality development. The term comes from the Greek words "παῖς" ("paĩs") - child and "αἰο" - lead, bring up, i.e. "parenting", "child rearing".

The system of pedagogic sciences is the connections and relationships formed in the process of historical development of various branches of pedagogic knowledge.

Pedagogical sciences include: general pedagogy, age pedagogy, corrective pedagogy, branch pedagogy. General pedagogy studies the main theoretical and practical issues of education, training and education, investigates the general problems of the educational process. Modern pedagogy is a complex of theoretical and applied sciences about learning, upbringing and education as socially organized and purposeful processes, as well as ways to improve these processes.

Higher school pedagogy is one of the branches of pedagogy, the science of education, training and education of youth and adults. The object of research of higher school pedagogy is

the pedagogical system of higher education. The concept of "pedagogical system" was introduced into pedagogy by N.V. Kuzmina. In modern society, education is carried out mainly through special pedagogical systems. They are a core and very complex object of research in the science of pedagogy. It is customary to call a system a functional structure, the activity of which is subordinated to a certain goal. Specialists who are included in a joint type of activity also form a system in which this activity is carried out.

Therefore, educational institutions and specialists involved in special educational activities form a pedagogical system. The entire set of educational and cultural educational institutions makes up the education system, which includes large pedagogical systems: the system of higher education, the system of secondary special education, the system of general secondary education, etc. These large pedagogical systems are outlined in the Law of Ukraine "On Education" (Article 43). The structure of the pedagogical system of higher education (VPS) includes a number of medium pedagogical systems (these are separate universities) and small pedagogical systems (MPS) - separate faculties, courses, groups. So, the object of pedagogy research is the education system and pedagogical processes in it. The object of higher education pedagogy is the system of higher education and pedagogical processes in it. Pedagogical systems differ among themselves in terms of the pedagogical goal, the content of education, the contingent of pupils, the qualifications of teachers, forms, methods of guiding the processes of pupils' activities, and results. However, all systems implement a single goal, which is determined by the state and society.

Higher school pedagogy, like every science, has its own research subject. Different definitions of the subject of higher education pedagogy are given in the scientific literature. N.V. Kuzmina outlines the subject of higher school pedagogy as follows: "The subject of university pedagogy is the determination of the rules of management of such a pedagogical system, the purpose of which is the training of specialists who are able to solve industrial or scientific tasks and be responsible for their solution, based on civic positions." In our opinion, the subject of higher school pedagogy is: the educational process and the process of professional training of specialists, the cultural elite of modern society; study of the regular connections that exist between the development, education and training of university students; development on this basis of methodological, theoretical and methodical problems of becoming a modern intellectual highly qualified specialist in any field of material or spiritual production. Therefore, higher school pedagogy is the science of the laws of education and upbringing of students, as well as their scientific and professional training as specialists in accordance with the requirements of the state. The subject of science is always specified in its purpose and tasks.

The purpose of this science is to study the patterns of development, education and training of students and, on this basis, to develop ways to improve the process of training a qualified specialist.

Tasks of higher school pedagogy:

- analysis of socio-historical characteristics of the higher education system;
- analysis of the content, forms and methods of education, development and upbringing of students in a higher educational institution;
- analysis of methods of control and evaluation of students' success based on a systematic approach;
- development of new technologies of learning and education in a higher educational institution;
- disclosure of pedagogical regularities in the formation of students as future specialists. The tasks of higher education pedagogy also include: the study of dialectical relationships between objective and subjective, social and natural factors of education and development of students, their potential and real opportunities; ratio of goals and means of education and training; development of the theory and methodology of education and training, which the pedagogue-teacher must take into account in his practical activity, as well as the criteria of its effectiveness based on the regularities of these processes. Higher school pedagogy performs the following functions:

- analytical (theoretical study, description, analysis of pedagogical phenomena and processes, cause-and-effect relationships; analysis, generalization and interpretation and evaluation of pedagogical experience);
- prognostic (ensuring scientific substantiation of goals, planning the pedagogical process, effective management of educational policy);
- projective and constructive (development of new technologies and implementation of research results).

Higher school pedagogy is a science and an art.

As a science, higher school pedagogy has its own object, subject, research methods and development prospects. It reveals: the essence of student education as a pedagogical process; its laws and regularities; the conditions under which these laws are more fully manifested; conditions and methods of forecasting the pedagogical process; the structure and mechanism of interaction of the elements of the pedagogical system.

As an art, higher school pedagogy requires creative inspiration and enthusiasm for this science from every teacher and creative application of theory in practice.

Higher school pedagogy is a theoretical and applied science. As a theoretical science, it reflects cause-and-effect relationships and connections in education, training and scientific training of future specialists. Such a theory is a system of ideas that serve as justification and guidance for action. And it also shows rational ways, directs the work of the higher school towards the desired goal, reveals such a system of actions that would best satisfy and correspond to the set goals.

As a practical science, higher school pedagogy indicates the application of theoretical provisions, ways of implementing laws and regularities, principles in the practical activities of pedagogical workers. Like every science, higher school pedagogy has its own categorical and conceptual apparatus. Authors V.M. Galuzynskiy, M.B. Eutykhov divide them into three types: I. Methodological categories: pedagogical theory, pedagogical concept, pedagogical idea, pedagogical regularity, pedagogical principle.

Pedagogical theory is a system of scientific and pedagogical knowledge that describes and explains the elements of real pedagogical activity in a higher educational institution. The constituent elements of pedagogical theory are pedagogical ideas, pedagogical concepts, pedagogical concepts, pedagogical regularities, and pedagogical principles. The theory summarizes them in separate phenomena. Based on the theory, a method of educational work in a higher educational institution is being built.

The pedagogical concept is a system of critical views on the real university reality and the corresponding search and proposal of new constructive ideas. A pedagogical concept should always be supported by research and empirical data. Thus, the concept of humanization and humanitarianization is based on sociological research among students and empirical considerations and proposals of teachers.

A pedagogical idea is a new line of thought, a statement or a detailed model that reflects certain relationships or connections in the university reality. By acquiring an independent character, ideas can be combined in a concept, partially serving as a supplement to the theory. For example, the idea of strengthening independence in the academic work of students, combining with other laws of university reality taking into account the independence of students, has acquired a conceptual character.

Pedagogical regularity is an objectively repeated sequence of phenomena. This is a universal category of all branches of pedagogy. Regularities are divided into biological, psychological, social and directly pedagogical. According to another classification, they can be fundamental and specific. In particular, the authors V.M. Galuzynskiy, M.B. Eutykhov is distinguished by the following patterns:

- the process of forming a student's personality (in the process of his education, upbringing and development) is unified and mutually determined;
- education, training and education of a student, his development into a specialist is also a

historically determined social process;

- the general and specific nature of student education (in the broadest sense of the word) is also unified and mutually determined. The more complete this unity, the higher the result of education;
- the teacher's professional and pedagogical activity and the student's educational activity are also mutually determined and interdependent;
- the formation of the student's personality takes place in the structure of intra-collective relations.

The main patterns, in our opinion, include the following:

- the more pedagogically appropriate the educational and educational process in a higher educational institution is constructed, the stronger its influence on the personality of the future specialist;
- the more fully the motives and internal aspirations of students are taken into account, the more effective the educational process is;
- the more fully the educational process affects all spheres (verbal, sensory, etc.) of the student's personality, the faster his development and education takes place. These fundamental regularities, which illustrate the interdependence of processes in various ways, are the core of higher education pedagogy. They serve to identify and consolidate principles. Principles are a system of requirements and provisions of pedagogy, compliance with which ensures the productivity of the educational process.

The main principles include:

1. Humanization of education - the priority of the tasks of self-realization of the student's personality, creation of conditions for the manifestation of giftedness and talents, formation of a humane personality, sincere, humane, benevolent.
2. Scientific, secular nature of education.
3. The unity of the national and universal - the formation of national consciousness, love for the native land and one's people; mastery of the Ukrainian language, use of all its riches and means in language practice; instilling a respectful attitude towards the culture, heritage, traditions and customs of the peoples inhabiting Ukraine; mastering the heritage of world culture.
4. Democratization of education - development of various forms of cooperation, establishment of trust between teacher and student, mutual respect, understanding of students' requests and interests.
5. The priority of mental and moral orientation of the content of education and upbringing.
6. The combination of activity, self-activity and creative initiative of students with the demanding guidance of the teacher.
7. Taking into account the individual, age characteristics of students in the educational process.

II. Procedural categories: training, education, development, personality formation; educational process; educational and educational process - generally do not differ from their interpretation in general pedagogy.

III. Essential categories: goal, task and content of education; professional profile of a specialist (teacher), activity (teacher and student); differentiated and individual approach; forecasting the consequences of pedagogical influence, planning educational work; forms and methods and means of education and training; pedagogical technologies of learning and education, management of the educational process; independent work of students, research activities of students; humanization and humanitarianization of a higher educational institution. These categories, as well as procedural categories, differ little from general pedagogical ones, except that they are applied to a specific object - a higher educational institution, student body, teaching staff. Higher school pedagogy has the following structure: general foundations of pedagogy, theory of education, didactics, theory of management. As a science, higher school pedagogy is closely related to higher school psychology, which investigates the psychological patterns of learning and upbringing (development of cognitive processes, criteria of mental development), as well as philosophy, sociology and other sciences, the object of which is a person.

Since the subject of higher education pedagogy research is the pedagogical process in the higher education system, it is necessary to define the concept of higher education, its role and structure in Ukraine.

The definition of higher education is given in the declaration adopted at the UNESCO World Conference held in Paris on October 5-8, 1998. This document states that higher education refers to all types of educational courses, training or retraining at the postgraduate level, carried out by universities or other educational institutions, which are defined by competent state bodies as educational institutions of higher education.

In the Law of Ukraine "On Higher Education", higher education is defined as the level of education that a person acquires in a higher educational institution as a result of a consistent, systematic and purposeful process of mastering the content of education, which is based on a complete general secondary education and ends with the acquisition of a certain qualification based on the results of state certification; the content of higher education is a system of knowledge, abilities and skills, professional, worldview and civic qualities determined by the goals and needs of society, which must be formed in the process of education taking into account the prospects for the development of society, science, technology, technology, culture and art; content of education - the structure, content and volume of educational information, the assimilation of which provides a person with the opportunity to obtain higher education and a certain qualification.

The higher school performs the following functions: educational, educational, general cultural, research, international. The higher school takes an active part in solving all problems of state formation; in creating material well-being, improving social relations, raising a citizen-patriot of Ukraine; in raising the cultural level of the population of Ukraine, forming the intellectual potential of the country; provision of advanced training of teachers, training of scientific personnel for participation in research and development; promoting the democratization of society and the strengthening of peace; in the development of international cooperation.

In Ukraine, the purpose, tasks, structure, and types of higher education institutions are determined by the Law of Ukraine "On Education" (1996).

Higher education provides fundamental, scientific, professional and practical training, citizens obtain educational qualification levels in accordance with their vocations, interests and abilities, improvement of scientific and professional training, retraining and improvement of their qualifications.

Higher education is carried out on the basis of full general secondary education. Persons with a basic general secondary education can be admitted to higher educational institutions training junior specialists.

The training of specialists in higher education institutions can be carried out part-time (full-time), without separation from production (evening, part-time), by combining these forms, and for certain specialties - externally.

The tasks, rights and obligations of a higher education institution are determined by the Law of Ukraine "On Higher Education" and the Regulations on the State Education Institution. The structure of the higher education institution is determined in accordance with the Regulation on the state higher education institution and its Statute. The main structural divisions of the higher education institution of the third and fourth levels of accreditation are: institutes, faculties, departments, courses, etc.

The management of a higher education institution is carried out on the basis of combining the rights of the central executive bodies and the management of the higher education institution, the separation of powers, a combination of unified leadership and self-government.

In order to solve the main issues of the activity of a higher educational institution, in accordance with its Charter, working and advisory bodies are created:

- working bodies - rectorate, dean's offices (for higher education institutions of the third and fourth levels of accreditation), administrative council (for higher education institutions of the

first and second levels of accreditation), admissions committee;

- advisory bodies – academic council (for higher education institutions of the third and fourth levels of accreditation), pedagogical council (for higher education institutions of the first and second levels of accreditation), budget and financial commission, etc. In their activities, higher educational institutions are guided by the principles: equal conditions are guaranteed to everyone who has a secondary education; humanism, democracy; the priority of universal values; organic connection of education and scientific and practical activities with the history and culture of Ukraine; scientific, secular nature of education; compliance with international standards.

The charter of a higher educational institution consists of sections:

I. General provisions.

II. The structure and management of the university.

III. Employees of the university.

IV. Students and graduate students.

V. University rights.

VI. University library.

VII. Financial and economic activity of the university.

VIII. International cooperation.

The system of higher education in Ukraine is defined by the "Law on Education" and the Regulations on State Higher Education Institutions. The following higher education institutions operate in Ukraine: university (classical, professional), academy, institute, conservatory, college, technical school.

The procedure for creation, reorganization, liquidation, licensing, certification and accreditation of a higher education institution, implementation of state control over the quality of training of specialists of higher education institutions is established by the Cabinet of Ministers of Ukraine. The order of organization of the educational process, form of education and control over the acquisition of knowledge by students, the order of their attestation and the duration of vacations are established by the Ministry of Education and Science. The conditions for admission of students to higher education institutions are developed by the Ministry of Education and Science; it approves them after preliminary consideration by the Vice-Prime Minister of Ukraine. According to these conditions, each higher education institution develops its own admission rules, which are approved by the Ministry of Education and Science.

According to the educational and qualification levels of student training, methods of implementing educational and professional programs and social functions in the education system of Ukraine, there are higher education institutions of the following accreditation levels:

- higher education institutions of the first level of accreditation (technical school, school and other higher education institutions equal to them according to the results of accreditation), which train specialists: on the basis of a complete general secondary education - with the assignment of the qualification of a junior specialist; on the basis of basic general secondary education - with the assignment of the qualification of a junior specialist and with the simultaneous receipt of a full general secondary education;

- higher education institutions of the second level of accreditation (colleges and other higher education institutions equal to them according to the results of accreditation), which train specialists on the basis of a complete general secondary education with the assignment of the qualification of junior specialist, bachelor;

- higher education institutions of the third and fourth levels of accreditation (universities, academies, institutes, conservatories and other higher education institutions equal to them according to the results of accreditation), which train specialists: on the basis of a complete general secondary education - with the awarding of bachelor's, specialist's, master's qualifications; on the basis of higher education - with the awarding of scientific degrees of candidate and doctor of sciences in the prescribed manner.

Therefore, higher education as a pedagogical system is multi-functional and multi-level. It includes target, content, organizational and methodical components.

The goal of higher education today is to train specialists capable of ensuring the transition from an industrial to an information-technological society through innovation in education, training and scientific methodical work.

Emphasis is increasingly placed on the quality of education, the universality of graduate training and its adaptability to the labor market, the personal orientation of the educational process, its informatization, the determining importance of education in ensuring sustainable human development. The necessity of these processes is dictated by the European orientation of Ukraine in general and the entry of higher education of Ukraine into the European educational and scientific field in particular. Ukraine, having clearly defined the benchmark for entering the educational and scientific space of Europe, is modernizing educational activities in the context of European requirements, working hard on practical accession to the Bologna process. In 1997, under the auspices of the Council of Europe and UNESCO, the Lisbon Convention on the Recognition of Qualifications for Higher Education in Europe was developed and adopted. This convention was signed by 43 countries (including Ukraine), most of which later formulated the principles of the Bologna Declaration (1999).

The main tasks and principles of the creation of the European Higher Education Zone are: the introduction of two-cycle education; introduction of the credit system; formation of the education quality control system; expanding the mobility of students and teachers; ensuring employment of graduates; ensuring the attractiveness of the European education system. Further actions after achieving the six goals of the Bologna process: adoption of a system of easily understandable and adequate degrees; adoption of a two-cycle education system (accessible and post-graduate education); introduction of the credit system - the credit-accumulation system (ESPS) or other systems compatible with it, which are able to provide both differential and discriminating and accumulative functions; promoting the mobility of students and teachers (removing obstacles to the free movement of students and teachers); ensuring high-quality standards of higher education; promotion of the European approach to higher education (introduction of programs, courses, modules with "European" content); lifelong learning; joint work of higher education institutions and students as competent, active and constructive partners in the establishment and formation of the European Higher Education Area.

Activation materials during presentation of the lecture / question, problem, problem situations, etc.

- 1). What is the essence of pedagogy as a science?
- 2). What is the task of higher school pedagogy?
- 3). What categories of higher school pedagogy do you know?
- 4). Explain the connection between higher school pedagogy and other fields of knowledge.
- 5). Actual problems of the theory and practice of modern higher school pedagogy.
- 6) What's wrong with our education?
- 7) How can system of education be so formal and empty? And when will all this stupidity be over?

General material and methodological support of lecture:

- educational premises - an audience of the Department of Philosophy and Bioethics;
- equipment - board, marker.
- methodical recommendations for emptiness control among the rulers.

Literature:

1. Transforming Higher Education Through Universal Design for Learning : An International Perspective – Bosa Roca, United States, 2019. – 370 p.
2. Mike Sharples. Practical Pedagogy : 40 New Ways to Teach and Learn – Publisher Taylor & Francis Ltd London, United Kingdom, 2019. – 254 p.

3. Capra F., Luisi P.I. The systems view of life: a unifying vision / F. Capra, P.L. Luisi. – Cambridge: Cambridge UP, 2019. – 510 p.
- 4 Lakoff G., Johnson M. Philosophy in the flesh: the embodied mind and its challenge to western thought / G. Lakoff, M. Johnson. – New-York: Basic books, 2017. – 624 p.

Electronic information resources

1. <https://repo.odmu.edu.ua/xmlui/>
2. <https://info.odmu.edu.ua/>
3. <https://plato.stanford.edu/index.html>

Lecture №2

Topic:

Education as a system. Theories of education

Relevance: Humanitarian lighting is one of the most important warehouses for universal lighting. The course "Fundamentals of Pedagogy at Your School" is based on the theoretical, methodological and methodological foundations of didactics and the introduction of specialized disciplines of the highest medical level in the context of the introduction of new standards of learning on the ambush of a competent approach, following the principles of modern didactics..

Purpose: mastering a complex of knowledge about pedagogy as an absence science in the higher education system, about author's concepts, basic theories, methodology, technologies and methods of teaching academic disciplines in higher education institutions, a system of professional skills and abilities necessary for the implementation of future duties, powers and functions in teaching practice, as well as establishing a connection with medical pedagogy, etc..

Main concepts:

Pedagogy is a set of theoretical and applied sciences that study the processes of education, training and personality development. The term comes from the Greek words "παῖς" ("paĩs") - child and "αἰνῶ" - lead, bring up, i.e. "parenting", "child rearing". The system of pedagogic sciences is the connections and relationships formed in the process of historical development of various branches of pedagogic knowledge.

Plan and structure of the lecture:

Preparatory stage.

Actuality of theme

The main stage.

1. Subject and main categories of pedagogy. The essence of pedagogy as a science.
2. The modern system of higher education of Ukraine in the conditions of European integration and modernization.

The final stage.

Summary of the lecture. General conclusions. The lecturer's answer to possible questions. Tasks for self-training.

Content of the lecture:

Systematic view on Pedagogy shows that it is a science of Unicornology, Nudology and Science of Control. Pedagogy is a set of theoretical and applied sciences that study the processes of education, training and personality development. The term comes from the Greek words

"райс" ("райдос") - child and "аро" - lead, bring up, i.e. "parenting", "child rearing".

The system of pedagogic sciences is the connections and relationships formed in the process of historical development of various branches of pedagogic knowledge.

Pedagogical sciences include: general pedagogy, age pedagogy, corrective pedagogy, branch pedagogy. General pedagogy studies the main theoretical and practical issues of education, training and education, investigates the general problems of the educational process.

Modern pedagogy is a complex of theoretical and applied sciences about learning, upbringing and education as socially organized and purposeful processes, as well as ways to improve these processes.

Higher school pedagogy is one of the branches of pedagogy, the science of education, training and education of youth and adults. The object of research of higher school pedagogy is the pedagogical system of higher education. The concept of "pedagogical system" was introduced into pedagogy by N.V. Kuzmina. In modern society, education is carried out mainly through special pedagogical systems. They are a core and very complex object of research in the science of pedagogy. It is customary to call a system a functional structure, the activity of which is subordinated to a certain goal. Specialists who are included in a joint type of activity also form a system in which this activity is carried out.

Therefore, educational institutions and specialists involved in special educational activities form a pedagogical system. The entire set of educational and cultural educational institutions makes up the education system, which includes large pedagogical systems: the system of higher education, the system of secondary special education, the system of general secondary education, etc. These large pedagogical systems are outlined in the Law of Ukraine "On Education" (Article 43). The structure of the pedagogical system of higher education (VPS) includes a number of medium pedagogical systems (these are separate universities) and small pedagogical systems (MPS) - separate faculties, courses, groups. So, the object of pedagogy research is the education system and pedagogical processes in the Air Force. The object of higher education pedagogy is the system of higher education and pedagogical processes in it. Pedagogical systems differ among themselves in terms of the pedagogical goal, the content of education, the contingent of pupils, the qualifications of teachers, forms, methods of guiding the processes of pupils' activities, and results. However, all systems implement a single goal, which is determined by the state and society.

Higher school pedagogy, like every science, has its own research subject. Different definitions of the subject of higher education pedagogy are given in the scientific literature. N.V. Kuzmina outlines the subject of higher school pedagogy as follows: "The subject of university pedagogy is the determination of the rules of management of such a pedagogical system, the purpose of which is the training of specialists who are able to solve industrial or scientific tasks and be responsible for their solution, based on civic positions."

In our opinion, the subject of higher school pedagogy is: the educational process and the process of professional training of specialists, the cultural elite of modern society; study of the regular connections that exist between the development, education and training of university students; development on this basis of methodological, theoretical and methodical problems of becoming a modern intellectual highly qualified specialist in any field of material or spiritual production.

Therefore, higher school pedagogy is the science of the laws of education and upbringing of students, as well as their scientific and professional training as specialists in accordance with the requirements of the state. The subject of science is always specified in its purpose and tasks. The purpose of this science is to study the patterns of development, education and training of students and, on this basis, to develop ways to improve the process of training a qualified specialist.

Tasks of higher school pedagogy:

- analysis of socio-historical characteristics of the higher education system;
- analysis of the content, forms and methods of education, development and upbringing of

students in a higher educational institution;

- analysis of methods of control and evaluation of students' success based on a systematic approach;
- development of new technologies of learning and education in a higher educational institution;
- disclosure of pedagogical regularities in the formation of students as future specialists. The tasks of higher education pedagogy also include: the study of dialectical relationships between objective and subjective, social and natural factors of education and development of students, their potential and real opportunities; ratio of goals and means of education and training; development of the theory and methodology of education and training, which the pedagogue-teacher must take into account in his practical activity, as well as the criteria of its effectiveness based on the regularities of these processes. Higher school pedagogy performs the following functions:
- analytical (theoretical study, description, analysis of pedagogical phenomena and processes, cause-and-effect relationships; analysis, generalization and interpretation and evaluation of pedagogical experience);
- prognostic (ensuring scientific substantiation of goals, planning the pedagogical process, effective management of educational policy);
- projective and constructive (development of new technologies and implementation of research results).

Higher school pedagogy is a science and an art.

As a science, higher school pedagogy has its own object, subject, research methods and development prospects. It reveals: the essence of student education as a pedagogical process; its laws and regularities; the conditions under which these laws are more fully manifested; conditions and methods of forecasting the pedagogical process; the structure and mechanism of interaction of the elements of the pedagogical system.

Activation materials during presentation of the lecture / question, problem, problem situations, etc.

- 1). What is system?
- 2). What is the task of systemic approach?
- 3). What kind of system is education?

General material and methodological support of lecture:

- educational premises - an audience of the Department of Philosophy and Bioethics;
- equipment - board, marker.

Literature:

1. Transforming Higher Education Through Universal Design for Learning : An International Perspective – Bosa Roca, United States, 2019. – 370 p.
2. Mike Sharples. Practical Pedagogy : 40 New Ways to Teach and Learn – Publisher Taylor & Francis Ltd London, United Kingdom, 2019. – 254 p.
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Electronic information resources

1. <https://repo.odmu.edu.ua/xmlui/>
2. <https://info.odmu.edu.ua/>
3. <https://plato.stanford.edu/index.html>