



**PRIVATE INSTITUTION  
«HIGHER EDUCATION INSTITUTION  
«INTERNATIONAL HUMANITARIAN AND PEDAGOGICAL  
INSTITUTE «BEIT-KHANA»**

**Department of pedagogy and psychology**

**SYLLABUS  
of academic discipline**

**«FUNDAMENTALS OF JEWISH EDUCATION»**

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(name of the academic discipline)

**Teacher-developer:  
PhD (pedagogy): Bakulina N. B.**

**Dnipro-2023**

## 1. Name of indicators

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours / credits	40
Number of content modules	2
Form of final control	offset

## 2. The purpose and objectives of the academic discipline

The **purpose** of teaching the educational discipline «**Fundamentals of Jewish Education**» is the formation of professional competence in students based on specific-historical and integrative approaches to pedagogical facts and phenomena in order to further apply the acquired knowledge and skills in their own teaching practice.

The main **tasks** of the educational discipline «**Fundamentals of Jewish Education**» are the study of conceptual scientific provisions on the historiography and methodology of Jewish education in Ukraine and the world, the analysis of the main approaches and stages of the development of Jewish education, the implementation of a comparative analysis of educational systems in the field of Jewish education in Ukraine and the world, expanding knowledge regarding the content of Jewish education, mastering the terminological and conceptual apparatus necessary for the acquisition of professional competence of teachers.

The **subject** of the course is to acquaint students with the origins, development and present of Jewish education, its stages, types, features; formation of the ability to understand the transformational processes in the field of Jewish education in historical retrospect in view of the mutual influence of cultures, changes in value orientations, development of the methodical system.

## 3. Competencies and planned results of study

The discipline «**Fundamentals of Jewish Education**» ensures that students acquire general and professional *competencies*.

### Competencies that are formed:

**IC.** The ability to solve problems of a research and/or innovative nature in professional-pedagogical and scientific-research activities in the field of primary education.

**GC 1.** Ability to abstract thinking, analysis and synthesis..

**GC 2.** The ability to generate new ideas (creativity).

**GC 4.** Ability to show initiative and resourcefulness.

**GC 5.** Ability to work autonomously.

**SC-1.** The ability to understand the conceptual foundations, goals, tasks, principles of

the education system, to understand and appreciate.

**SC-2.** The ability to communicate in academic Ukrainian and foreign languages in oral and written forms, to use different communication strategies, to form a community of students in which everyone feels like a part of it.

**SC-3.** The ability to apply innovative technologies in the teaching of educational fields of primary school in standard, non-standard and uncertain situations.

**SC-8.** The ability to show national and personal dignity, civic consciousness and activity: to take care of the development and functioning of educational civil society as a center of spiritual development of Ukraine; to have and defend one's own educational position.

### **Program results of study:**

**PR 2.** To communicate in academic Ukrainian and foreign languages in oral and written form, to use communicative strategies, to form in students the ability for mutual understanding, interpersonal interaction..

**PR 3.** Apply innovative technologies in teaching educational branches of primary school in standard, non-standard and uncertain situations.

**PR 4.** To create a personal methodical system of training primary school subjects for students of primary education, to adapt it to different conditions of the educational process.

**PR 5.** Organize and manage work and educational processes in complex, unpredictable conditions that require new strategic approaches, establish cooperation with various social institutions, categories of specialists, using information and communication technologies and digital services.

After studying the course «Fundamentals of Jewish Education» applicants should **know:**

- modern advanced conceptual and methodological knowledge in the field of scientific research and professional activity, taking into account the interdisciplinarity of related subject areas, in particular, various disciplines of Judaica;
- peculiarities of the content of Judaic disciplines;
- the works of leading domestic and foreign scientists, scientific schools and fundamental works in the field of Jewish education, to understand the significance of these achievements as a component of the overall civilizational process;
- methodological principles and methods of scientific-pedagogical and historico-cultural research.

### **Be able:**

- to critically analyze, evaluate and synthesize the source base, understand pedagogical phenomena and technologies;
- to formulate from modern research positions the general methodological base of one's own scientific investigations in the field of Jewish education, to realize their relevance, purpose and significance for the development of other branches of science, socio-political, economic life, educational activity, national and world spiritual and material culture;
- to initiate, organize and carry out comprehensive research and/or projects in the field of Jewish education, which lead to the acquisition of new knowledge;

- to analyze pedagogical works in view of value orientations and modern challenges, identifying debatable issues and little-researched problems;
- monitor new scientific sources according to the specialty;
- to carry out the procedure of establishing the value of sources by means of a comparative analysis with other sources;
- to determine the level of objectivity of the factual basis of information in various types of sources, evaluate their reliability and representativeness;
- to use existing and create own models (object - theories) of the educational process;
- to determine methodological principles and methods of scientific and pedagogical research/project depending on the object and subject, using interdisciplinary approaches;
- to build a cause-and-effect (causal) series from the actual content of pedagogical situations revealed in pedagogical sources;
- to build reconstructive-interpretive models based on observations;
- to reveal the causes of events and phenomena of the past by recognizing and analyzing their structural prerequisites.

**Master skills:**

- of dialogic communication with the wider community in the field of Jewish education and other areas of scientific and professional activity;
- of teamwork, interpersonal interaction;
- of modern information use and communication technologies during communication, information exchange, collection, analysis, processing, interpretation of sources; design of own publications in compliance with modern standards;
- use of acquired knowledge and research results in professional practice;
- the use of various forms and methods of public presentation of one's own achievements (public lectures, various forms of visualization in mass media, giving interviews, open master classes, exhibitions, museum expositions, online presentations, processing of archival documents etc.).

**4. Content of the program of academic discipline**

<b>№ of the topic</b>	<b>Name of the topic</b>	<b>Total hours</b>
<b>Content module 1. Historiography of the development of Jewish education in the formation era of institutionalization.</b>		
<b>1.</b>	Introduction to the discipline. The purpose and objectives of the course «Fundamentals of Jewish Education» ; bibliographic resources.	2
<b>2.</b>	Historiography of the development of Jewish education (the First Temple Period, the Second Temple Period).	2
<b>3.</b>	Pedagogy of the Middle East in the era of institutional design (Talmudic period).	2

4.	Talmud and its pedagogical significance.	2
5.	The family as the basis of the pedagogical environment.	2
6.	Jewish school during the Talmud period.	2
7.	Pedagogical ideal of the student and mentor. Value orientations of Jewish education.	2
8.	Historiography of the development of Jewish education (Middle Ages).	2
9.	System of traditional institutions of Jewish education (Beit-Midrash, Heder, Talmud-Torah, Slobod Yeshiva, Rabbinical seminaries).	2
10.	Yeshivas: functions, historico-pedagogical analysis of development in different eras and periods (Tanaivs, Amoraivs, Gaons; Yeshivas of Islamic countries and Europe), teaching methods.	2
<b>Content module 2.</b>		
<b>Jewish education in the new and modern times.</b>		
11.	Jewish education in the new and modern times: European countries.	2
12.	Jewish education in the new and modern times: countries of the East.	2
13.	Education in Eretz Israel.	2
14.	The education system in Israel: laws on education, goals and objectives.	2
15.	The education system in Israel: typology of educational institutions and characteristics of the content of education.	2
16.	Alternative education systems in Israel.	2
17.	Jewish education and Judaic curricula in the USA and Latin America.	2
18.	Jewish education and Judaic curricula in European countries.	2
19.	Jewish education in Ukraine: history and modernity.	2
20.	The system of educational institutions of Ukraine with a Jewish ethno-cultural component. Academic Judaism in Ukraine.	2
<b>Final modular control</b>		
<i>Offset</i>		

## 5. Individual educational and research tasks

### Approximate topics of essays/presentations/researches/reports/theses/articles:

1. Humash and its pedagogical ideas. It reflects the pedagogical ideals and pedagogical practice of the society of biblical times.
2. «Literature of wisdom» and its educational significance («Book of Job», «Solomon's Parables Book» etc.)
3. «Pirkei Avot» as a source of pedagogical wisdom.
4. Talmud texts with regard to education.
5. Interaction of canon and dialogue in the pedagogy of Judaism.

6. Pedagogical views of Moses Maimonides.
7. The ideal of general literacy in the pedagogical culture of the Jewish tradition.
8. Development of Jewish education during the Haskalah period.
9. Basics of family education in the Jewish tradition.
10. The system of Jewish education in modern times: characteristics and typology.
11. The modern Jewish world: sub-ethnic groups and communities.
12. The system of formal Jewish education in Israel and the Diaspora.
13. System of formal Jewish education in Ukraine.
14. Institutions of Jewish education of Ukraine: history and modernity.
15. Prominent figures of Jewish pedagogy.
16. Informal Jewish education: characteristics and typology.
17. Studying and teaching the history of the Holocaust in educational institutions of Ukraine.
18. Museum pedagogy as an educational resource.
19. Archive documents in the field of Jewish education.
20. Modern educational resources of Jewish education.

## **6. Teaching methods**

**Interactive methods:** Work in small groups, «circle of ideas», «aquarium», «brainstorming», «press method», «take a position», «by teaching-learn», «microphone», role-playing, simulation, situation analysis/ cases/dilemmas, rules of dialogue and discussion, «openwork saw», «talk show»,

**Methods of critical thinking development:** decision tree, associative bush, table «Z-H-D», three-part diary, essay.

**Research:** search, analysis of sources, systematization, generalization.

**Information and communication:** use of ICT, multimedia and telecommunication technologies.

**Verbal:** lecture, instruction, story, conversation, discussion, educational discussion.

**Visual:** illustration, demonstration, presentation.

**Practical:** individual work, project method, etc.

### **By the nature of cognitive activity:**

1) *explanatory-illustrative* (information-receptive) method: the teacher organizes the perception and awareness of information by the applicants, and the applicants carry out perception (reception), reflection and memorization of it;

2) *reproductive*: the teacher gives the task, in the process of implementation of which the applicants acquire the skills of the ability to apply knowledge according to the model;

3) *problem-based*: the teacher formulates a problem and solves it, students monitor the progress of creative search (students are given a kind of standard of creative thinking);

4) *partial search (heuristic)*: the teacher formulates a problem, the step-by-step solution of which is carried out by students under his guidance (at the same time, there is a combination of reproductive and creative activities of students);

5) *research*: the teacher poses a problem to the students, and they solve it independently, putting forward ideas, checking them, selecting the necessary sources

of information, devices, materials, etc. for this.

## **7. Types, kinds, forms and methods of control**

### ***Types of control:***

- oral,
- written.

### ***Kinds of control:***

- current,
- thematic,
- frontier,
- final.

### ***Forms of control:***

- frontal,
- group,
- individual,
- combined,
- self-control,
- peer control.

### ***Forms of current and final control of study success.***

#### ***Forms of current control:***

- oral survey,
- written survey,
- essay,
- individual project.

#### ***Final control form:***

- presentation/individual project,
- offset.

### ***Control methods:***

- individual survey,
- frontal survey,
- testing,
- individual, pair, group, frontal check of completed current and control tasks,
- peer review,
- self-assessment,
- defence and analysis of individual projects / presentations, etc.

## **8. Criteria and procedure for assessing the results of training**

### **Rating Scale: National and ECTS**

The amount of points for all types of educational activities	ECTS Rating	National scale assessment	
		for examination, course project (work), practice	for offset
90-100	<b>A</b>	perfectly	enrolled
83-89	<b>B</b>	good	
75-82	<b>C</b>		
68-74	<b>D</b>	satisfactory	
60-67	<b>E</b>		
35-59	<b>FX</b>	unsatisfactory with possibility of retaking	not enrolled with possibility of retaking
0-34	<b>F</b>	unsatisfactory with mandatory restudy of the discipline	not enrolled with mandatory restudy of the discipline

### CRITERIA FOR ASSESSING KNOWLEDGE AND SKILLS:

National scale	100-point scale	On a scale of ECTS
<b>Perfectly</b>	90–100	A

is applied, if the applicant:

- thorough and full reproduces of the studied material;
- shows a complete understanding of the material, justifies their thoughts, applies knowledge in practice, gives the necessary examples not only in the textbook, but also independently compiled;
- reports the material consistently and correctly in terms of the norms of the literary language.
- can apply it to solve specific professional problems.

**The assessment «perfectly»** is applied to applicants who have learned the relation between the basic concepts of discipline and profession, which they acquire, discovered creative abilities and use them during the study of educational and software material. An excellent level corresponds to the correct and exhaustive answer to the question posed, in which the applicant showed a comprehensive systemic knowledge of the software; mastering the basic and additional literature; clear command of the conceptual apparatus, methods, techniques and tools, the study of which is provided by the programs of disciplines; the ability to argue their attitude to the relevant categories, dependencies and phenomena.

National scale	100-point scale	On a scale of ECTS
<b>Good</b>	83–89	B
	75–82	C



is applied if the applicant gives an answer that satisfies the same requirements as the assessment «5», but makes some mistakes that they corrects after the comment of the teacher, and single shortcomings in the sequence of presentation of the material and speech design.

**The assessment «very good» (83-89 points, B)** - above average with several mistakes - is applied to applicants who fully mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature, which is recommended by the program. The assessment of «very good» is exhibited to applicants who show the systematic nature of knowledge of the discipline and are able to independently replenish their knowledge throughout the training;

**The assessment «good» (75-82 points, C)** - is applied to applicants who have mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature recommended by the program; thus, the work of the applicants is done, but with a certain number of mistakes.

National scale	100-point scale	On a scale of ECTS
<b>Satisfactory</b>	68–74	D
	60–67	E

is applied if the applicant discovers knowledge and understanding of the main provisions of the topic, but:

- reproduces the material not fully enough and makes mistakes in the formulation of rules;
- does not know how to deeply and convincingly justify their thoughts and experiences difficulties in the selection of examples;
- reproduces the material inconsistently and makes mistakes in speech design.

**The assessment «satisfactory» (68-74 points, D)** – is applied to applicants who know the main teaching and programming material in the amount necessary for further training and use it in the future profession, perform the task well, but with a significant number of errors, familiar with the basic literature, which is recommended by the program. Satisfactory level generally equals to the correct answer to the question asked (task), if the applicant showed a sufficient level of knowledge of the basic software material, but failed to convincingly argue his answer, made a mistake in using the conceptual apparatus, showed insufficient knowledge of literary sources. The assessment is «satisfactory» to applicants who made mistakes during the execution of tasks, but under the guidance of the teacher, they find ways to overcome them.

**The assessment «enough» (60-67 points, E)** - is applied to applicants who know the main educational and program material in the amount necessary for further training and use it in the future profession, and the fulfillment of tasks satisfies the minimum criteria.

National scale	100-point scale	On a scale of ECTS
<b>unsatisfactory with possibility of retaking</b>	35–59	FX

<b>unsatisfactory with mandatory restudy of the discipline</b>	0–34	F
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is applied if the applicant proves ignorance of most of the studied material in accordance with the part, makes mistakes in formulating the rules that distorts their content, inconsistently and incrementally reports the material.

### 9. Methodological support

- syllabus of educational discipline.
- Presentations.
- Handouts.
- Instructions.
- Recommended sources.

### 10. Recommended literature

1. Бакуліна Н. В. Система освіти в сучасному Ізраїлі: становлення та розвиток *Відродження*. 1999. № 3. С. 21–27. URL: [https://lib.iitta.gov.ua/721628/1/VIDRODZHENNYA\\_3\\_1999\\_NB%20%2821%29.pdf](https://lib.iitta.gov.ua/721628/1/VIDRODZHENNYA_3_1999_NB%20%2821%29.pdf)
2. Бакуліна Н. В. Єврейська освіта в Україні: проблеми, тенденції, розвиток. *Відродження*. 1999. № 6. С. 27–34.
3. Бакуліна Н. В. О преподавании языка иврит в Российской империи конца XIX - начала XX веков: анализ источников. *Єврейська історія та культура кінця XIX – початку XX ст.* : зб. наук. пр. за матеріалами X міжнар. наук. конф., м. Київ, 28-30 серп. 2002 р. Київ, 2003. С. 299–311. URL: [https://lib.iitta.gov.ua/704538/1/Bakulina\\_IY2002.pdf](https://lib.iitta.gov.ua/704538/1/Bakulina_IY2002.pdf)
4. Бакуліна Н. В. Культуровідповідна парадигма єврейського світогляду й освіти. *Україна, українська мова – світ XXI століття у діалозі культурно-мовних, морально-громадянських цінностей особистості та педагогічних систем* : ел. зб. статей за матеріалами XII всеукр. наук.-практ. конф., м. Київ, 25 жовт. 2019 р. Київ, 2019. С. 16–22. URL: [https://lib.iitta.gov.ua/718252/1/Bakulina\\_%202019\\_%D0%9A%D0%93%D0%A1%D0%9C%20%D0%97%D0%B1%20%D0%9A%D0%BE%D0%BD%D1%84%10%20%D1%84%D1%96%D0%BD%D0%B0%D0%BB.doc.pdf](https://lib.iitta.gov.ua/718252/1/Bakulina_%202019_%D0%9A%D0%93%D0%A1%D0%9C%20%D0%97%D0%B1%20%D0%9A%D0%BE%D0%BD%D1%84%10%20%D1%84%D1%96%D0%BD%D0%B0%D0%BB.doc.pdf)
5. Біблійний атлас. Наочний посібник для цікавих до Біблії. – К., СЕТЕКС-ЛТД, 1994.
6. Главы из истории и культуры евреев Восточной Европы. Ч. 5-6. Открытый университет Израиля, Джойнт. – с. 25-51.
7. Єврейська цивілізація. Оксфордський підручник з юдаїки. Т. I. За ред. Мартіна Гудмена. У 2-х тт.. Пер. з англ. – К.: Дух і літера; Дніпропетровськ: Центр «Ткума», 2012. – 560 с.
8. Єврейська цивілізація. Оксфордський підручник з юдаїки. Т. II. За ред. Мартіна Гудмена. У 2-х тт.. Пер. з англ. – К.: Дух і літера; Дніпропетровськ: Центр «Ткума», 2012. – 560 с.
9. Еврейское образование. – ПИИ, 2000-2002.
10. От глиняной таблички – к университету: Образовательные системы Востока

и Запада в эпоху Древности и Средневековья: Учеб. пособие / Под ред. Т. Н. Матулис. – М.: Изд-во РУДН, 1998. – С. 302 – 373.

11. Очерк истории еврейского народа. Под ред. проф. Ш. Эттингера. Библиотека Алия, 1990.
12. Педагогический альманах «Еврейская школа». – ПЕУ, 1993-1997.
13. Педагогический альманах «Новая еврейская школа». – ИЕО, 1998-2004.
14. Просвещение. ЕББЭ.
15. Созидание еврейского будущего. Сборник статей под ред. Бернарда Лайтмана и Майкла Брауна. – «Гешарим», 2001. – 301 с. – С. 160-202.
16. Телушкин И. Еврейский мир. Важнейшие знания о еврейском народе, его истории и религии. – «Гешарим», 2000. – 576 с.
17. Телушкин И. Еврейская мудрость / Серия «Еврейский мир». – «Феникс», 2001. – 560 с.
18. Телушкин И. Еврейские ценности: еврейская традиция день за днём / Серия «Еврейский мир». – «Феникс», 2003. – 432 с.
19. Цамерет Ц. Развитие системы образования / Общество, экономика и культура Израиля. Первое десятилетие. Ч. 5. Тель-Авив: Издательство Открытого университета, 2003.
20. Эпштейн А. Система высшего образования Израиля в эпоху перемен // Высшее образование в России. – 2000. – № 6. – С. 138–149.
21. Эпштейн А. Система образования Израиля и предложения по ее реформированию / Государство Израиль: политика, экономика, общество. Москва: Институт Ближнего Востока, 2007. – С. 134–158.

### **15. Information resources, including the Internet**

<https://eleven.co.il/>

<http://eleven.co.il/article/11748>

<https://eleven.co.il/talmud-rabbinics/overview/13215/>

<https://eleven.co.il/judaism/traditional-education/>

<https://eleven.co.il/judaism/traditional-education/13027/>

<https://eleven.co.il/bible/commentaries/15038/>

<https://edu.gov.il/owlHeb/Pages/default.aspx>

<https://havura.info/>

<http://jecu.org.ua/>

<http://jecu.org.ua/sites/default/files/files/%D0%98%D0%BD%D1%82%D0%B5%D1%80%D0%BD%D0%B5%D1%82-%D1%80%D0%B5%D1%81%D1%83%D1%80%D1%81%D1%8B.pdf>

<http://jecu.org.ua/sites/default/files/files/%D0%9D%D0%95%D0%9E.pdf>

<http://jecu.org.ua/content/metodologichni-osnovi-neformalnoyi-osviti-suchasni-pidhodi-ta-tehnologiyi>

<https://libraries.huji.ac.il/edu-sw>

<http://www.machanaim.org/>

<https://main.knesset.gov.il/RU/activity/mmm/mmmRu170515.pdf>

<https://main.knesset.gov.il/RU/activity/Pages/MMMDocs.aspx>

<https://meirbruk.net/uk/aboutme/2864-hevruta>

<http://nbuv.gov.ua/>

<http://old.ort.spb.ru/nesh/otred.htm>

<http://old.ort.spb.ru/nesh/lvov3.htm>

<https://pop.education.gov.il/online-learning/vod-broadcasts/>

<http://resource.history.org.ua/cgi->

[bin/eiu/history.exe?&I21DBN=EIU&P21DBN=EIU&S21STN=1&S21REF=10&S21FMT=eiu\\_all&C21COM=S&S21CNR=20&S21P01=0&S21P02=0&S21P03=TRN=&S21COLORTERMS=0&S21STR=Evrei\\_v\\_Ukraini](http://resource.history.org.ua/cgi-bin/eiu/history.exe?&I21DBN=EIU&P21DBN=EIU&S21STN=1&S21REF=10&S21FMT=eiu_all&C21COM=S&S21CNR=20&S21P01=0&S21P02=0&S21P03=TRN=&S21COLORTERMS=0&S21STR=Evrei_v_Ukraini)

<https://toldot.ru/hevruta.html>