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

Department of <u>pedagogy and psychology</u>

SYLLABUS
of academic discipline

<u>**Organizational and pedagogical conditions of the educational process of the
New Ukrainian School**</u>

**Teacher-developer:
PhD (pedagogy): Bazylevska O.O.**

Dnipro-2023

1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours	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 «Organizational and pedagogical conditions of the educational process of the New Ukrainian School» is to prepare future teachers for the organization of educational and pedagogical activities in accordance with the Concept of the New Ukrainian School, legislative and regulatory documents and pedagogical innovations aimed at increasing the efficiency of their professional activities.

The main tasks of the educational discipline «Organizational and pedagogical conditions of the educational process of the New Ukrainian School» are:

- reveal the essence of the basic conditions of the educational process of the New Ukrainian School;

- formation of internal motivation in professional and pedagogical activities in master's students..

3. Competencies and planned results of study

Discipline «Organizational and pedagogical conditions of the educational process of the New Ukrainian School» provides education applicants a number of *competencies*.

Competencies that are formed:

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

GC 2. Ability to generate new ideas (creativity).

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 the interdependence of people and systems in the global world.

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-4. The ability to engage in pedagogical partnership (mentoring, supervision, intervision, etc.), to organize the work of an inclusive class..

SC-7. The ability to create one's own professional image, to self-present the results of one's professional activities, to manage one's own life and career.

Program results of study:

PR-01. Critically interpret and integrate knowledge about conceptual foundations, goals, objectives, principles of functioning of primary education in Ukraine in the course of solving complex problems in broad multidisciplinary contexts.

PR-06. Carry out supervision, intervision, provide pedagogical, psychological and methodical assistance to the participants of the educational process, organize the work of the inclusive class.

PR-07. Model, create and maintain a safe, ergonomic, inclusive elementary school educational environment.

PR-08. Meet the criteria of academic integrity in one's own research activities in the field of primary education.

After studying the course «Organizational and pedagogical conditions of the educational process of the New Ukrainian School», students should **know**:

- the specifics and tasks of the New Ukrainian School in the primary education system;
- system of professionally important qualities of a modern primary school teacher;
- the structure of NUS;
- principles of the organization of the NUS of Primary Education in Ukraine;
- forms and methods of work in educational institutions;
  be able:
- to determine the priority directions for the development of primary education in the system of general education in Ukraine;
- use pedagogical technologies in the educational process of primary school;
- apply theoretical knowledge in professional activities;
- implement the process of professional self-upbringing and self-education;
  master:
- leading forms, methods, and means of introducing modern innovative technologies in the conditions of NUS primary school;
- means of rational application of modern teaching methods in the professional activity of the teacher in the conditions of the NUS.

4. Content of the program of academic discipline
Content module 1. Theoretical foundations of the organizational and pedagogical conditions of the educational process of the New Ukrainian School.

Topic 1. Concept of the New Ukrainian School (2 hours).
Components of the Concept of the New Ukrainian School. NUS formula. The new content of education. Key competences for life. Orientation to the student, child-centeredness, education based on values. The structure of the new school. School autonomy. Modern educational environment.

Literature [1, 2, 3, 4, 5]

Topic 2. State standard of primary education (2 hours).

Key principles of the new standard. The concept of competence. Key competencies at NUS. Cross-cutting skills. The main areas defined by the standard. New approaches of the standard - integration. Modeling of educational activities. Assessment of learning outcomes.

Literature [1, 2, 3, 4, 5]

Topic 3. Integrated learning: thematic and activity approaches (4 hours).

Subject training. Integrated learning. Critical thinking. Learning objectives. Organizational systems. Integration of content. Interdisciplinary integration. Interdisciplinary connections. Integrated learning: a thematic approach. Advantages of integrated learning.

Literature [1, 2, 3, 4, 5]

Topic 4. Modeling of educational activity (2 hours).

General goals. Overall expected results. Specific expected results. Model curriculum of an integrated course. Weekly planning. An integrated approach through activities that simulate real life problems.

Literature [1, 2, 3, 4, 5]

Topic 5. Creation of the educational environment of the New Ukrainian School (4 hours).

A new educational environment. General routines. Duties of students in the classroom. Organization of the educational environment. Educational environment of NUS. Modern design in school.

Literature [1, 2, 3, 4, 5]

Content module 2. **Peculiarities of the activities of primary school teachers in the context of the implementation of the Concept of the New Ukrainian School**

Topic 6. The essence of the primary school teacher's profession in the context of the implementation of the New Ukrainian School Concept (4 hours).

Basic requirements for a modern primary education specialist. The sphere of professional activity of a primary school teacher. Requirements for knowledge, abilities and skills of elementary grades. Pedagogy of partnership.

Literature [1, 2, 3, 4, 5]

Topic 7. Peculiarities of the professional activity of a primary school teacher in the context of the implementation of the Concept of the New Ukrainian School (4 hours).

Professional activity. Its essence and content. The main types of professional activity of a primary school teacher. Their characteristics. Functions of a teacher from primary grades. Duties of a primary school teacher. Rights of primary school teachers. Self-evaluation activity.

Literature [1, 2, 3, 4, 5]

Topic 8. The role of the primary school teacher (4 hours).

Teacher facilitator. From theory to practice: the content of education is close to life. The time of changes in education - a look into the future through the prism of game pedagogy. Diversification of the educational process. Partnership with parents.

Literature [1, 2, 3, 4, 5]

Topic 9. Determining the educational trajectory of a child: cooperation of teachers and parents (4 hours).

The rights of parents of students. Factors contributing to cooperation between the educational institution and parents. Forms of work with parents. Principles of pedagogical activity focused on the interests of the family..

Literature [1, 2, 3, 4, 5]

5. Individual educational and research tasks

Essay topic:

1. Organizational and methodological principles of organizing children's education in primary school.
2. Peculiarities of the organization of the educational process of children with special educational needs.
3. Designing the content of primary education.
4. Implementation of the content of the State Standard of Primary Education in the practice of teaching children.

6. Teaching methods:
General:

1. **Verbal** methods of learning: heuristic conversation; achromatic explanation (induction, deduction, tranduction), story, lecture.
2. **Visual** teaching methods: illustration, demonstration, independent observation.
3. **Practical** teaching methods: practical works.
4. **Active** learning methods: Socratic conversation, discussion, case study (method of situations).

According to the nature of cognitive activity:

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

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

3) *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);

4) *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. Control methods

− assessment of the solution of typical tasks;

− criteria-oriented tests for separate sections of discipline and discipline in general;

− practical work;

− oral questioning during classes;

− remote control;

− exam.

− offset

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	A	perfectly	enrolled
83–89	B	good	
75–82	C		
68–74	D	satisfactory	
60–67	E		
35–59	FX	unsatisfactory with possibility of retaking	not enrolled with possibility of retaking
0–34	F	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
Perfectly	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
Good	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
Satisfactory	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
Unsatisfactory with possibility of retaking	35-59	FX
Unsatisfactory with mandatory restudy	0-34	F

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. Forms of current and final control of the success of training.
Forms of current control: oral survey, written survey, essay, individual project.
Form of final control: course work, exam.

10. Methodological support
1) syllabus of the academic discipline;
2) lecture notes;
3) informational and methodical provision of practical and classes;
4) informational and methodical support of students' independent work.

11. Recommended literature
Main
1. Закон України Про освіту.
2. Концепція «Нова українська школа» [Електронний ресурс] https://www.kmu.gov.ua/storage/app/media/reforms/ukrainska-shkola-compressed.pdf
3. Нова українська школа: порадник для вчителя, за заг. ред. Н. М. Бібік. — Київ: Літера ЛТД, 2018. 160 с.
4. Нова українська школа: порадник для вчителя. Під заг. ред. Бібік Н. М. К.: ТОВ «Видавничий дім «Плеяди», 2017. 206 с.

5. ПОСТАНОВАКАБІНЕТ МІНІСТРІВ УКРАЇНИ від 21 лютого 2018 р. № 87 Про затвердження Державного стандарту початкової освіти.

Subsidiary

1. Наказ МОН № 813 від 13.07.2021. про затвердження методичних рекомендацій щодо оцінювання результатів навчання учнів 1-4 класів закладів загальної середньої освіти.
2. Загальна декларація прав людини [Електронний ресурс]. Режим доступу: http://zakon2.rada.gov.ua/laws/snow/995_015.
3. Порошенко М.А. Інклюзивна освіта. Навчальний посібник. Київ: ТОВ "Агенство "Україна", 2019, 300с.https://mon.gov.ua/storage/app/media/inkluzyvne-navchannya/posibniki/inklyuziyavnz.pdf
4. Про схвалення Концепції реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» на період до 2029 року: Розпорядження КМУ від 14 грудня 2016 р. № 988-р.
5. Про затвердження Державного стандарту початкової освіти : Постанова Кабінету Міністрів України від 21 лютого 2018 р. № 87.
6. Нова українська школа: порадник для вчителя / Під заг. ред. Бібік Н. М.— К.: ТОВ «Видавничий дім «Плеяди», 2017. 206 с.
7. ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning [Electronic resource]. — Available at: https://ec.europa.eu/education/sites/education/files/annex-recommendation-key-competences-lifelong-learning.pdf

12.Information resources, including the Internet

• https://www.youtube.com/watch?v=xgp4TUfQudE

• https://www.youtube.com/watch?v=f2kvqQdQp54

• https://www.youtube.com/watch?v=7R0oscPOzlU&t=130s

• https://www.youtube.com/watch?v=NL4lohCfZCw&t=3s

• https://www.ed-era.com/mon.html