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Faculty of Social Pedagogy and Psychology

Department of Psychology

AGREED
Head of the Department

_____ S.L. Bogomaz
24.05.2021

AGREED
Dean of the Faculty

_____ S.A. Motorov
24.05.2021

EDUCATIONAL AND METHODICAL COMPLEX
IN THE ACADEMIC DISCIPLINE

PSYCHOLOGY OF HIGHER EDUCATION

for all specialties

Compiled by: V.V. Bogatyreva, M.Yu. Bobrick, S.L. Bogomaz, V.A. Kosmach, T.E. Kosarevskaya, S.V. Lautkina, M.E. Shmurakova, V.G. Shpak, V.A. Karaterzi, M.M. Morozhanova, N.S. Semenova, J.L. Potasheva, E.I. Soveiko, J.S. Salakhova

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The educational and methodical complex is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education for all specialties. The manual contains a brief synopsis of lectures, tasks for conducting seminars, practical classes, a list of basic and additional literature.

It is intended for students of the 2nd stage of obtaining higher education of students for all specialties.

CONTENT

INTRODUCTION

1. Aims and objectives of the discipline:

The purpose of studying the discipline is to deepen knowledge in the field of psychology of higher education, as well as the development of practical skills and abilities that contribute to the achievement of heights in professional, spiritual, moral and physical development.

Discipline objectives:

- study of general and particular laws of achieving professionalism;
- identification of conditions and factors that promote or hinder the professional development of the individual;
- mastering effective skills and modern technologies of teaching at the system of higher education.

2. The place of the discipline in the specialist training system:

In the master's training system, the discipline "Psychology of Higher Education" is included in the module "Pedagogy and Psychology of Higher Education" (a component of a higher education institution). The discipline "Psychology of Higher Education" is based on the wide use of knowledge of the disciplines "General psychology", "Developmental psychology", "Psychology of work", "Social psychology", "Psychology of personality". The discipline "Psychology of Higher Education" is a brief systematic presentation of ideas about the knowledge accumulated by modern psychology and related sciences about the development of education, about various approaches and methods of psychological and acmeological support for diagnostics, correction, activation and counseling of those aspects of development, the consideration of which is important to optimize work at universities.

The program is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The program focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Psychology of Higher Education", the following are discussed: categorical and conceptual apparatus, subjects of the educational process in higher education, student's educational activity, psychological foundations of pedagogical activity in higher education, зsychological competence of a master's degree graduate.

3. Requirements for the development of an academic discipline

As a result of studying the academic discipline, the master student:

must know:

- conceptual framework, methodological foundations of higher school psychology;
- the essence of pedagogical activity in higher education and the psychological foundations of pedagogical skills and creativity of the teacher;

- individual characteristics of students and methods of their diagnosis, methods and conditions of motivation and adaptation of students;
- psychological and pedagogical features of interaction between teachers and students, pedagogical management of the activities of student groups;
- the main forms and means of organizing the processes of education and upbringing, activating the independent work of students.

be able to:
- design and organize various forms of training sessions and educational activities, extracurricular independent work and research activities of students;
- organize the educational process using pedagogical innovations and taking into account the personal characteristics of students and manage its quality;
- establish pedagogically appropriate relationships with all participants in the educational process;

to own:
- communication skills for working in an interdisciplinary and international environment.
- own judgments and professional position.

4. According to the curriculum, 16 hours are allocated for the study of the discipline "Psychology of Higher Education", of which 16 hours are classroom hours (10 – lectures, 6 – practical lessons). The form of obtaining higher education is daytime. The academic discipline is studied for 1 semester in full-time education. Forms of the current certification for the academic discipline: according to the curriculum for the discipline, a credit is provided: full-time education in 1 semester.

MODULE 1
GENERAL PRINCIPLES
OF HIGHER SCHOOL PSYCHOLOGY

Lectures

Lecture 1. Introduction to the psychology of the higher school

Lecture plan:
1. The role of higher education in the modern world.
2. Modern trends in education and professional realization of personality
3. The main trends in the development of university education in the world.

Basic concepts: higher education, modern trends, mobility, globalization, lifelong learning.

1. The role of higher education in the modern world
Tasks of higher school psychology:
1. participation in the development of a "model" of a modern specialist with higher education;
2. psychological analysis of the activities of students, teachers, university leaders
3. study the psychology of the student collective; to study how the student collective affects student learning, social, scientific and student activities;
4. to identify how the personality of a future specialist with higher education and professional qualities are formed
5. to study the psychology of the personality of a university teacher, the psychological foundations of pedagogical skills and creativity;
6. psychological analysis of interaction and communication between teachers and students;
7. to investigate the problems of vocational guidance in higher educational institutions;
8. analysis of the process of adaptation of former schoolchildren to study at the university, and university graduates - to the conditions of work.

2. Modern trends in education and professional realization of personality
The strategic goal of the state policy in the field of education is to increase the availability of quality education

An important quality of a student, which is formed during study at the university, is professional competence. To be competent means to be able to solve problems arising in professional activity.

Modern trends in world development: accelerating the pace of development, the need to prepare for life in conditions that are rapidly changing; *high mobility of the labor market, increased competition.*

Mobility is a personality trait, the ability to quickly change one's status or position in a social, cultural and professional environment. The most relevant for the development of professionalism are: cultural, professional, and pedagogical mobility.

Cultural mobility is the ability to think independently and freely and evaluate events, to perceive information creatively, the ability to think critically, and the ability to find non-standard solutions.

Professional mobility is part of social mobility, the presence of cognitive, research, and organizational skills that help to be more competitive in the labor market.

Pedagogical mobility is the teacher's ability to organize interaction with other participants in the educational process in accordance with the goals of the modern concept of education, the values of world and national culture, and new educational technologies.

The second trend in world development is the transition to an information society. Informatization of society, the Internet, and other means of transmission, processing and storage of information are the prerequisites for communication without borders. Information is presented on the Internet very unevenly, and is mainly up-to-date information from the field of economics, trade, tourism, recreation and entertainment, so it is unstable and short-lived. Science classes allow you to gain fundamental knowledge, which is fundamentally important.

3. The main trends in the development of university education in the world

Fundamentalization of education – mastering the foundation of knowledge, ways of assimilating it, developing the ability to perceive, understand and use the flow of new information throughout a person's life.

Informatization of education – creation of a technological information and educational space of the university development and mastering of distance learning technologies.

Globalization. The emergence and growth of global problems that can only be solved through cooperation. You need not only a narrow specialization in the profession, but also the ability for professional communication.

Dynamic changes in the labor market, in the field of employment, determine the constant need for professional development and retraining of workers, therefore, one of the modern **trends** in the development of the vocational education system is its **continuity.**

For the first time the term **"Lifelong Learning"** – a comprehensive learning activity that is carried out on an ongoing basis with the aim of improving knowledge, skills and professional competence is used in 1968 in UNESCO materials.

Principles of Lifelong Learning

intensity – achieving a maximum result with a minimum of time, the introduction of modern educational technologies;

practical orientation – orientation to the future development of the economy;

accessibility – organization of training for working people (partial distance learning, implementation of programs at work, individualization);

instrumentalization – the introduction of new educational models.

In Europe, the proportion of the adult population that is involved in additional education is between 30 and 50%.

The labor market needs a specialist not just trained, but competent, i.e. able to solve problems arising in modern professional activities.

There *are three key groups of competencies:*

- competencies related to human activities;
- competencies related to human interaction with other people;
- competencies related to the person himself as a person, a participant in activities, communication.

The training of a specialist should ensure the formation of the following **competencies:**

academic competence – knowledge and skills in the studied disciplines, ability and ability to learn; orientation towards "education throughout life".

social and personal competence – cultural and value orientations, knowledge of the ideological, moral values of society and the state and the ability to follow them;

professional competence – knowledge and ability to formulate problems, solve problems, develop plans and ensure their implementation in the chosen field of professional activity.

Mastering the profession of a university teacher is a long and difficult process. It covers several stages and is called **the process of personal professionalization**. The most widespread concept of the professional formation of a personality is the theory of the American psychologist D. Super. According to this theory, a person's professional path consists of five stages.

The first stage is the growth stage (from birth to 14 years old), when the self-concept is just beginning to develop. At this time, interests are formed, which determines the future professional career of a person. In their games, children play various roles, find out what they like, what they are good at.

The second stage is the research stage (from 15 to 24 years old). At this stage, young people are identified in their needs, interests, abilities and opportunities. On the basis of introspection, they define their professional choices.

The third stage is the stage of securing a career (from 25 to 44 years old). During this period, a person begins his real professional activity. In the first years, a person undergoes adaptation. In the second half of this stage, there is a tendency to maintain a professional type of activity. The most productive, most creative period of the professional development of the individual is coming.

The fourth stage is the preservation of what has been achieved in the profession (from 45 to 64 years old). This is the time when the main task of the individual is to maintain the position at work that the person has achieved at the previous stage.

The fifth stage is the stage of professional decline (after age 65). At this stage, professional activity and career gradually cease.

Professionalism is focused not only on the knowledge system, but on the system of actions. The purpose of vocational education is to prepare research professionals who are able to think and act. Thus, it is important for any specialist in the education process to develop the following qualities: independence, the ability to build relationships, responsibility, reliability, creativity, the ability to express their opinion, self-regulation, self-control. All this can be called the "life competence" of a person.

Lecture 2. Subjects of the educational process in higher education

Lecture plan:

1. Characteristics of the student's personality as a subject of the educational process at the university.

2. Development of professional self-awareness and orientation of the student.

3. The problem of student motivation in the educational process at the university.

Basic concepts: socio-psychological portrait of a student, typology of students, professionally important qualities and student motivation.

1. Characteristics of the student's personality as a subject of the educational process at the university

Features of student personality development.

The term "student" of Latin origin means that a person works hard, replenishes knowledge. A student as a person of a certain age and as a person can be characterized from three sides:

1) from the psychological. The main thing in the psychological side is mental properties (orientation, temperament, character, abilities), on which the course of mental processes, the emergence of mental states, and the manifestation of mental formations depend. However, when studying a particular student, one must take into account the individual characteristics of each;

2) from the social, in which social relations are embodied, the qualities generated by the student's belonging to a particular social group, nationality, etc.

3) from biological, which includes the type of higher nervous activity, the structure of the analyzers, unconditioned reflexes, instincts, physical strength,

physique. This side is mainly determined by heredity and congenital inclinations, but can change under the influence of living conditions.

2. Development of professional self-awareness and orientation of the student

The study of these sides reveals the qualities and capabilities of the student, his age and personal characteristics.

Student age is characterized by the achievement of the highest, "peak" results based on the processes of biological, psychological, social development.

If we consider a student as a person, then the age of 18–20 years is a period of active development of moral and aesthetic feelings, the formation and stabilization of character, mastering the full range of social roles of an adult: civil, professional-labor, etc. The beginning of "economic activity", by which demographers understand the inclusion of a person in independent production activities, the beginning of a working career and the creation of his own family. The transformation of motivation, the entire system of value orientations, on the one hand, the intensive formation of special abilities in connection with professionalization, on the other hand, highlight this age as the central period in the formation of character and intelligence. This is the time of sports records, the beginning of artistic, technical and scientific achievements.

The time of study at the university coincides with the second period of adolescence or the first period of maturity, which is characterized by the complexity of the development of personality traits. A characteristic feature of moral development at this age is the strengthening of the conscious motives of behavior. Youth is a time of introspection and self-assessment. Self-esteem is carried out by comparing the ideal self with the real one.

Adolescence, according to Erickson, is built around an identity crisis consisting of a series of social and individual-personal choices, identifications and self-determinations. If a young man fails to solve these problems, he forms an inadequate identity, the development of which can go along **four main lines:**

1) avoiding psychological intimacy, avoiding deep interpersonal relationships;

2) blurring of the sense of time, inability to make life plans, fear of growing up and change;

3) erosion of productive, creative abilities, inability to mobilize their internal resources and focus on some main activity;

4) the formation of "negative identity", the rejection of self-determination and the choice of negative images for imitation.

Student age, according to B.G. Ananyev, is a sensitive period for the development of the basic social positions of a person. Successful study at the university requires a high level of general intellectual development, in particular, perception, ideas, memory, thinking, attention, erudition, breadth of cognitive interests, the level of proficiency in a certain range of logical operations, etc. With a slight

decrease in this level, compensation is possible due to increased motivation or efficiency, perseverance, thoroughness and accuracy in educational activities. Knowledge of the individual characteristics of a student, on the basis of which the system of his inclusion in new activities and a new circle of communication is built, makes it possible to avoid maladjustment syndrome, to make the adaptation process smooth and psychologically comfortable.

The process of adaptation of students to the university has the following difficulties: negative experiences associated with graduation from school
- uncertainty of motivation for choosing a profession;
- insufficient psychological preparation for it;
- inability to carry out psychological self-regulation of behavior and activity;
- the search for an optimal mode of work and rest in new conditions;
- the establishment of everyday life and self-service;
- lack of skills for independent work;
- inability to take notes, work with scientific literature, dictionaries, reference books, indexes.

Social adaptation of students at the university is divided into:

a) **professional adaptation,** which means adaptation to the nature, content, conditions and organization of the educational process, the development of skills of independence in educational and scientific work;

b) **socio-psychological adaptation** – the adaptation of the individual to the group, relationships with it, the development of their own style of behavior.

3. The problem of student motivation in the educational process at the university

There are three main types of student activity and behavior.

The first type of personality is distinguished by an integrated approach to the goals and objectives of studying at the university. The interests of students are focused on a field of knowledge that is broader than provided by the program, the social activity of students is manifested in all the variety of forms of life of the university.

The second type of personality is distinguished by a clear orientation towards a narrow specialization. Here, the cognitive activity of students goes beyond the curriculum.

The third type of cognitive activity of students involves the assimilation of knowledge and the acquisition of skills only within the boundaries of the curriculum.

The characteristic features of educational and professional activities are:

1. Formation of professional knowledge, abilities and skills and mastering the ways of professional and creative activity. The purpose of vocational training is not only to transfer specific knowledge in subjects, but also to equip students with such knowledge, which is a general prerequisite for mastering ways to solve industrial problems.

2. The university studies not the foundations of sciences (as in school), but sciences in their development. At the same time, the independent work of students intersects with the scientific work of teachers.

3. Teaching of all sciences is professionalized (teachers who teach courses, as a rule, develop these courses).

4. Learning is problematic, that is, the teacher's task is to "throw" problems for students to understand and solve, and students, in turn, must be sure that solving these problems, they discover new and useful knowledge.

The core of the educational and professional activity of students is their self-awareness, which in the broad sense of the word is understood as the student's awareness of the motives and goals of study, as well as himself as a subject of educational activity, who himself organizes, directs and controls the learning process.

MODULE 2
PSYCHOLOGICAL FOUNDATIONS OF TEACHING AND UPBRINGING IN HIGHER EDUCATION

Lecture 3. Student's educational activity

Lecture plan:
1. Educational activity
2. Motivation of students
3. The structure of educational activity
4. Pedagogical activity

Basic concepts: educational activity, motivation, the structure of educational activity, pedagogical activity

1. Educational activity

Educational activity (D. Elkonin and V. Davydov) is one of the activities of pupils (schoolchildren and students) aimed at assimilating theoretical knowledge and contributing to the intensive development of thinking. Learning activity cannot be equated with the processes of assimilating a variety of knowledge and methods of action that occur during work, play, sports and other activities. She, in contrast to these processes, is designated by the general term "teaching". Learning activity is a part, a specific kind of teaching, which is specially organized so that the student, by implementing it, changes himself.

Learning activity has the following general structure: need – motives goals (tasks) – actions – operations.

The need manifests itself in educational activity as a desire to assimilate theoretical knowledge of a particular subject area. Theoretical knowledge reflects the laws and laws of the origin, formation and development of objects in a certain area. They can be learned only in the process of organized educational-theoretical activity, while empirical-utilitarian knowledge, which fixes the attributes of objects, is acquired in the course of practical activity, that is, outside of specially organized training. The motives of educational activity may be different, but the main motive specific to it is cognitive interest.

2. Motivation of students

Motivation is viewed as a direct source of activity and as a source of personality focus on objects and phenomena of reality.

Motivation of activity is created by: motives as objectified needs; interests; installations; relations; beliefs; ideals.

Conditions for the formation of positive motives in studying of students:

1. A clear description of the meaning and objectives of training and systematic acquaintance with them students. Disclosure of the connection between professional activity and the development of non-core subjects.

2. Assessment of the current and final attitude to teaching methods, to the way of dealing with educational material and to the subject itself.

3. Presentation of educational material that has an emotional impact on students. Providing the educational process with a sufficient number of problems and tasks that activate the mental activity of students.

4. Ensuring the orientation of students both on the methods of their own educational activity, and methods of future professional activity.

5. Ensuring the orientation of the student on the ways of independent acquisition of knowledge, skills and abilities. Formation of an internal need for self-development. Providing opportunities for self-control and adequate self-esteem, stimulating motivation, consciousness and activity of the student.

6. Establishment of interpersonal communication between the teacher and the student in an atmosphere of cooperation based on a dialogue that ensures mutual understanding.

3. The structure of educational activity

The most important element of the structure of educational activity is the educational task, solving which, the student performs certain educational actions and operations.

The implementation of educational activity is a student's sequential learning actions or operations to solve an educational problem, driven by a certain motive. The purpose of this activity is the assimilation of theoretical knowledge. So, the specific content of educational activity is the solution of educational problems. What is the essence of the learning task? What is the end result of solving the educational problem? One cannot count on real mastery of science until the entire

learning process turns into a system for solving educational problems. In other words, educational activity should consist not of episodic, but of the systematic solution of educational tasks on the application of the studied theory to reality, if we understand educational activity as the active activity of the student himself, and not the transfer of ready-made knowledge to him by the teacher or obtaining them from the book.

The very process of solving tasks by students is precisely educational actions, which include the following elements:

- setting the educational task by the teacher to the student or by the student himself;
- acceptance of the problem by the student for a solution;
- the transformation of the educational task by the student in order to discover in it some general relation of the studied subject (recognition of the general in this particular task);
- modeling the selected relation;
- transformation of the model of this relation to study its properties in "pure form";
- building a system of particular tasks on a given problem, solved in a general way (such tasks can be made by both the teacher and offer them to the students, and the student himself, taking them from life);
- control over the implementation of the previous action in order to correctly proceed to the next action;
- assessment (self-assessment) of the success of all actions as a result of mastering the general method of solving the educational problem. The sequential implementation of all the designated elements of each educational action and constitutes the whole educational activity of the student.

4. Pedagogical control

Pedagogical control is a system for checking the learning outcomes and education of students. Attempts to exclude it completely or partially from the educational process lead to a decrease in the level of knowledge, the quality of teaching, etc. The main purpose of control is to determine the quality of mastering the educational material, the degree of correspondence of the skills and abilities formed to the goals and objectives of studying a particular subject.

The functions of pedagogical control:

- diagnostic: the process of identifying the level of formation of skills, knowledge and skills
- educational: manifests itself in the intensification of work on the assimilation of educational material
- upbringing: the presence of a control system disciplines, organizes and guides students' activities, helps to identify and eliminate gaps in knowledge,

forms a creative attitude to the subject of ganizational principles of pedagogical control

• upbringing manifests itself in the fact that it activates the student's creative and conscious attitude to learning

• systematic: control streamlines the learning process, stimulates positive motivation, makes it possible to obtain a sufficient number of assessments by which one can more objectively judge the assimilation of the material

Lecture 4. Psychological foundations of pedagogical activity in higher education

Lecture plan:
1. Aims and functions of the pedagogical activity of a university teacher, its structure and content.
2. Psychological conditions for effective pedagogical activity of a higher school teacher.
3. Communication in the "teacher-student" system.

Basic concepts: pedagogical activity, university teacher, communication, teacher-student

1. Aims and functions of the pedagogical activity of a university teacher, its structure and content

The professional activity of a higher education teacher is complex both in content and in form. It is this circumstance that determines the long-term process of the formation of this sphere of professional activity.

Pedagogical activity is a special type of socio-cultural activity aimed at transferring the knowledge accumulated by all mankind from older generations to younger generations, creating conditions for their comprehensive development and preparing for the fulfillment of certain social roles in society.

In a substantive examination, the professional activity of a teacher of higher education is characterized by an object, that is, by what the activity is directed at and by the subject – who is implementing the activity. In addition, pedagogical activity is determined by the goal, methods and means of achieving this goal, the conditions without which this activity cannot be carried out.

The object, subject and goal of pedagogical activity are historical phenomena. Modern psychological and pedagogical science tends to the subject-subject system of the pedagogical process, in which the teacher and student are active participants.

The object of the teacher's professional activity is the pedagogical process as a system of educational and developmental tasks. The subject of pedagogical

activity is the management of the learning process of students, the organization of their professional development.

The purpose of the professional activity of a teacher of higher education is to create conditions for the comprehensive development of the personality of a future specialist, to ensure his successful mastery of knowledge, skills and abilities in the field of fundamental, special and social sciences, to form on this basis a holistic scientific worldview.

Means of professional activity of a teacher of higher education:

a) scientific (theoretical and empirical) knowledge;

b) the bearers of knowledge are the texts of textbooks, monographs and articles;

c) auxiliary devices include devices, computers, operating models).

2. Psychological conditions for effective pedagogical activity of a higher school teacher

The ways of implementing pedagogical activities are various pedagogical technologies, forms, types and methods of teaching. It should be noted that university teaching methods for both the teacher and the student are not limited to methods of transmitting and interpreting knowledge, they are methods of penetrating the process of the development of science, disclosing its methodological foundations, and, therefore, the types and methods of teaching in higher education are types and methods of scientific research (this is especially true for major disciplines, special courses and workshops). The degree of harmony, unity of teaching methods and methods of science, according to experts, determines the scientific level of teaching in higher education.

The professional activity of a teacher of higher education is multifunctional. It provides for the unity of teaching science, scientific activity, guiding students' educational and cognitive activities, teaching them methods of working in laboratories, methods of observation and experiment, leadership and stimulation of independent work. Since the professional activity of a higher school teacher is a pedagogical activity, most of the functions of a secondary school teacher and a university teacher are similar, but each of them has its own peculiarities. Among the target functions, not only the educational function is distinguished, but also the developmental function and the educational function.

Instrumental functions include a group of tasks through which the goals of pedagogical activity are transformed into the direct process of interaction of the teacher with specific students. These are informational, research, diagnostic, stimulating and prognostic functions, a specific feature of which is the focus on stimulating the cognitive, educational and scientific activity of students.

A distinctive feature of the activity of a higher school teacher is also its substantial multidimensionality, which includes *the following components:* epistemological or scientific research (conducting scientific research, analyzing one's own pedagogical experience and the experience of others, searching for new teaching

methods, studying the individual characteristics of student flu). T*he next component* of the teacher's activity can be called the constructive aspect, which includes: planning his teaching activities and predicting its results. *The prognostic aspect* of the teacher's activities includes foreseeing the possible behavior of students in various conditions and predicting the effectiveness of the applied pedagogical system. Finally, *the organizational aspect* of the teacher's activity involves organizing his own activity and behavior in real conditions and mobilizing the student group. The teacher's activity is communicative in nature. Each form of organization of education in higher education is, in one way or another, professional-pedagogical communication between a teacher and students, which requires from the teacher not only knowledge of his subject, but above all, a high level of development of professional communicative qualities and professional culture.

Methods of organizing and implementing educational and cognitive activities are divided into several groups. *The first group* is distinguished by the source of transmission and perception of educational material. *The second group* is distinguished by the logic of transmission and perception of educational information and includes inductive and deductive methods. According to didactic scientists, the deductive method actively develops abstract thinking, contributes to the rapid mastery of educational material. *The third group* is determined by the degree of independence of students' thinking in the process of mastering knowledge, forming skills. Here the division takes place into reproductive and creative, problem-search methods. *The fourth group* stands out according to the degree of leadership in educational work and contains two types of methods: a) educational work under the guidance of a teacher; b) independent work of students.

Methods of stimulation and motivation of educational and cognitive activity of students can also be conditionally divided into two groups. *The first group* of these methods consists of methods to stimulate interest in learning. *The second group* includes methods of stimulating duty and responsibility. In this case, the goal is to teach the student to live in the future not only by the stimulus "I want", but (most importantly) by the stimulus "I must".

In the educational process, there are many requirements – disciplinary and organizational-pedagogical, – which stimulate a certain orderly course of students' activities. Methods of control and self-control in learning presuppose its systematic (regularity) and comprehensiveness. The teacher must systematically organize the identification of students' knowledge so that he himself is sure that they know the material.

Comprehensiveness (completeness) of accounting and control includes two elements:

a) those topics that are considered to be the main, more complex are subject to thorough verification;

b) control should be strengthened through special events (modules, colloquia, etc.).

In this case, the teacher must follow the principles of objectivity. Control can be current, periodic and final. Current control is provided by checking students for their readiness for practical (seminar) classes. Periodic control is of a planned, predetermined nature (modular control). Final control is carried out upon completion of the course (test, exam).

3. Communication in the "teacher–student" system

In the process of pedagogical communication, communicative (exchange of information between communication partners, interactive (organization of interaction) and perceptual (perception of each other by partners and establishment of mutual understanding between them) parties are realized.

In the structure of professional-pedagogical communication, three components can be distinguished:

a) cognitive (cognitive) – associated with the process of receiving and transmitting information, which is implemented in sign (including verbal) ways;

b) affective (emotional) – reproduces communication as a process of exchange and regulation at the emotional level;

c) behavioral (practical) – associated with the process of mutual regulation of actions, behavior of partners in interaction.

Most specialists include empathy and professional reflection in the subsystem of the teacher's communicative qualities; contact and ability to listen, tact, reactivity, fairness, sensitivity.

Communicative qualities are responsible for the productivity of the process of interaction between subjects and, depending on their functions, which characterize these characteristics of the teacher's personality in communicative activity, can be attributed to the following subgroups:

a) managerial (organization of the educational process, the ability to stimulate the student to develop his strength abilities);

b) informative (responsibility for directly transferred knowledge);

c) emotive (empathy, sensuality, tact);

d) factual (qualities responsible for establishing and maintaining interaction).

The communicative qualities of a specialist in the field of "subject–subject", depending on the type of communicative activity, can also be divided into verbal, characterizing speech culture, and non-verbal, characterizing the ability to use non-speech means, emotional culture, the ability to control one's temperament, etc. The communicative qualities of a person are realized on the basis of basic characteristics such as reflection, empathy, identification and decentration. Empathy is understood as "penetration" into the emotional state, into the experiences of another person.

There are three types of empathy:

a) emotional empathy (based on the mechanisms of projection and emission of motor and affective reactions of another person);

b) cognitive empathy (based on intellectual processes such as comparison and analogy);

c) predicative empathy (manifested in the ability of a person to predict the affective reactions of another in specific situations).

The next mechanism of social perception and the communicative quality of the teacher is identification, that is, the process and result of unconscious identification

The essence of identification consists in the subject's identification of himself with another subject, on the basis of a stable emotional connection, as well as inclusion in his inner world and acceptance as his own norms, values and models.

In the model of the teacher's professional competence, in accordance with educational standards, the essence of the teacher's psychological and pedagogical competence is clearly defined, which includes:

– the teacher's awareness of the individual characteristics of each student, his abilities, strengths of character, advantages and disadvantages of previous training, which is manifested in the adoption of productive strategies of an individual approach in working with him;

– awareness in the field of communication processes occurring in groups with which the teacher works, processes occurring within groups both between students and between the teacher and groups, teacher and students, knowledge of the extent to which communication processes contribute or hinder the achievement of the desired pedagogical results;

– awareness of the teacher about the best teaching methods, about the ability for professional self-improvement, as well as about the strengths and weaknesses of his own personality and activities, and about what and how to do about himself in order to improve the quality of his work.

The psychology of the teacher's personality is manifested not only in his position in relation to children, but also in the organization of his own pedagogical activity. Often ignorance of their own psychological characteristics leads to the fact that the teacher begins to copy the experience of his colleagues, who have their own individual psychological characteristics.

Indicators and parameters of psychological and pedagogical competence can also be measured using the methods of diagnosing teacher's activities. The main objects of pedagogical diagnostics are:

– pedagogical activity of the teacher;

– activity as an indicator of the teacher's professionalism;

– motivational motivations of the teacher;

– deformation of the teacher's personality in the process of pedagogical activity;

– the socio-psychological competence of the teacher;

– the communicative competence of the teacher;

– natural prerequisites for the teaching profession, etc.

The teacher's professional attitudes reflect his understanding of his activities, as well as an assessment of the role of his subject in the formation of the child's personality. There are connections and influence of the teacher's professional attitudes on his psychological competence. Let us characterize the ways to improve the psychological and pedagogical competence of a teacher:

Using the methods of social psychological training of the teacher's professional competence in order to improve the teacher's professional position, develop mental processes (pedagogical thinking, pedagogical reflection and other personality traits), improve pedagogical skills for the development of psychological relief techniques, expand professional knowledge; analysis of specific pedagogical situations in order to jointly solve common professional problems; the formation of skills to evaluate and improve their individual style, professional positions and attitudes in order to improve professionalism.

Thus, in the development of psychological competence, the main role is assigned to self-improvement, professional and personal self-awareness, the allocation of their professional positions, pedagogical skills, personal qualities as structural elements of professional competence.

Lecture 5. Psychological basis of education and management in higher school

Lecture plan:
1. Psychological characteristics of the student group
2. Development of the student group.
3. The problem of a leader in a student group.
4. The unity of the processes of training, development and education. Driving forces of learning.

1. Psychological characteristics of the student group
A student group is an organized group of people with a common goal getting professional training, mastering a profession. The activity of the group is associated with the social life of the institute (faculty), university, and the solution of social issues.
Students in the academic group are united by:
• general purpose and objectives of vocational training;
• joint educational and professional activities;
• business and personal connections (participation of each student in life);
• uniformity of the composition of the group by age (youth or early adulthood);
• high awareness of each other (both success and personal life);
• active interaction in the communication process;
• high level of student self-government;
• the time of existence, limited by the period of study at the university.

Between students, firstly, functional connections are established, which are determined by the distribution of functions between students as members of a group, and secondly, emotional connections, or interpersonal communications that arise on the basis of sympathy, common interests.

A student group may have the following structure:

1. The official substructure, which is characterized by the goals of the group – professional training, assistance in the formation of the personality of a future specialist. It is based on the authority of the official leader – the headman, appointed by the dean's office, as well as other leaders who carry out role-based management of the group, organize business relations between the members of the group. This is a business relationship.

2. An informal substructure arises when a group is divided into microgroups, which arise on the basis of the same interests, manifestations of empathy, sympathy for each other – this is the emotional sphere of the relationship.

2. Development of the student group

During the period of its existence, a student group develops and goes through several stages, each of which is characterized by qualitative features of such parameters as: the orientation of the behavior and activities of the group members; organization of group members; communication of group members; psychological microclimate in the group (emotional status); the group's reference – its significance, its authority for the members of the group; leadership and leadership; cohesion, etc.

Stages of development of the student group:

1st stage – nominal group, which has only an external, formal union of students by order of the rector and dean's office;

2nd stage – association – initial interpersonal integration, primary association of students according to common characteristics;

3rd stage – cooperation, at which the socio-psychological and didactic adaptation of students is almost complete. The general requirement for the group at this stage is to show sensitivity to comrades, mutual respect, help each other, etc.

4th stage – the student academic group becomes a collective.

Group norms are a set of rules and requirements developed by a group that regulate the behavior of its members.

Group mood – the general emotional state that prevails in the group, creates an emotional atmosphere in it.

Group cohesion – defined by the measure of commitment to a group of its members. **Self-affirmation** – each member of the team is aware of himself as a part of it and tries to take and keep a certain position in it.

Collectivist self-determination – although each student has a certain freedom for individual judgment in the group, however, for him the most significant is the collective opinion, group assessment, and the group decision is the guide to action.

3. The problem of a leader in a student group

Socio-psychological climate of the group in the group and its impact on the ability to work.

The role of mental determination in the process of managing social phenomena should not be underestimated.

The role of the psychological factor in the entire system of social relations is quite important. There are no leadership issues that do not require mobilization of the will, consciousness, and energy of a person. The specificity of managing a student academic group is associated with the existence of a number of problems. The problem of contact between the headman and the group.

The task of the headman is to establish contacts with the student group for cooperation. The problem of mediation between students and the dean's office). The problem of organizing a group into a cohesive team, in the first place for which the values of professional training should be. The problem of resolving conflicts, finding optimal ways to resolve them and creating conditions for the prevention of their occurrence.

A leader is a person for whom all other members of the group recognize the right to take the most responsible decisions that affect their interests and determine the direction and nature of the activities of the entire group.

The leader is recognized by the group on the basis of pronounced personal qualities that appeal to the members of this microgroup, the most important of which are the following:

• interest in achieving the group goal;
• greater awareness of the problem to be solved;
• a sense of personal dignity;
• energy;
• initiative and high social activity;
• emotional stability;
• self confidence;
• organizational skills;
• experience and skills of organizational activity;
• mental abilities;
• benevolence and empathy;
• emotional attractiveness

Modern requirements for the personality of a specialist and the tasks of education

The problem of educating a future specialist with a higher education is now acquiring special relevance and urgency. The fact is that technological progress does not automatically lead to spiritual progress, which results in the aggravation of the global problems of mankind. Today, the priority of the development of society should be the spiritual improvement of a person, moral formation, and cultural enrichment. The task of higher education is to ensure a close connection between vocational training and moral education of students, training future

specialists to perform social functions in the new conditions of the development of society.

At the present stage of higher education, upbringing, in a broad sense, is considered in two aspects: the upbringing of a creative personality of a future specialist (teacher, psychologist, engineer, etc.). And the upbringing of a highly moral, tolerant person with high civic qualities.

Students need to form their own educational paradigm, which is based on the principles of continuous self-education, the formation of the ability to be the master of their lives, the constant development of their creative potential, i.e. assumes self-organization to increase the level of competitiveness in the labor market and further their professional growth.

4. The unity of the processes of training, development and education. Driving forces of learning

The educational process is viewed as a unity of the processes of teaching, development and education of students. The driving forces of the learning process are contradictions. Students' interests do not always coincide with the subject. Each student disposes of new knowledge and skills in his own system of knowledge and experience in a completely special way. Moreover, such a subjective arrangement of knowledge is in a certain contradiction with the objective logic of science and the logic of the presentation of the material by the teacher. Interest must be sustainned by special didactic methods. A high-quality, logical and systematic presentation of educational material, a thoughtful organization of the work of students in the learning process is required. The driving forces of the learning process are the contradictions between a more complex cognitive task and the presence of previous methods that are insufficient for its solution; between the required and the achieved level of students' attitudes to learning, to the process of acquiring knowledge; between the previous level of knowledge and new knowledge; between knowledge and skills to use them.

Through upbringing, training, a person masters specific norms and roles that he has to fulfill in society. They create a very specific individual for a specific social environment, for specific social relations, with specific properties of behavior, experience, knowledge, worldview, etc.

Upbringing is the purposeful formation of a personality based on the formation of certain attitudes towards objects, phenomena of the surrounding world; worldview; behavior (as a manifestation of relationships and worldview).

Education is the main force that can give society a full-fledged personality. The effectiveness of educational influence lies in purposefulness, systematicity and qualified leadership.

Currently, it is necessary to focus education on universal human values, world and national spiritual culture, mastering humanistic learning technologies, creating an environment in educational institutions that forms a personality capable of creative realization in modern conditions.

During adolescence, self-awareness is formed as a holistic view of a person about himself, an emotional attitude to his "I", self-esteem of his appearance, behavior, mental, volitional and moral qualities, awareness of his positive and negative traits, on the basis of which there are motives for personal improvement and self-education; worldview as a system of views, beliefs, knowledge, personal philosophy of life, based on the previously assimilated system of knowledge and the ability to abstract theoretical thinking; individuality, manifested in the creation of their own theories regarding the meaning of life, love, happiness, etc.

During adolescence, the formation of self-awareness and self-affirmation of individuality is carried out *in the following directions:*

1. Reflection, introspection of the inner world, the appearance of a sense of one's own uniqueness, individuality, distinction from others, as a result of which a feeling of "loneliness" and misunderstanding by others is possible.

2. Awareness of the uniqueness, irreversibility of time, which prompts thinking about the problems of life and death, about life prospects, about the goals and meanings of being.

3. Formation of a holistic view of yourself.

PRACTICAL AND SEMINARS

Practical lesson 1. Student's educational activity

I. Study theoretical material on the following questions:
1. Educational activity
2. Motivation of students
3. The structure of educational activity
4. Pedagogical activity

II. Answer advancement questions:
1. Compare educational activity with other types of activity
2. Give the examples of motivation of students

III. Practical task:

Write a report (1-2 pages) about the theme "The problem of motivation of students" (write how to motivate students)

Practical lesson 2. Psychological foundations of pedagogical activity in higher education

I. Study theoretical material on the following questions:
1. Aims and functions of the pedagogical activity of a university teacher, its structure and content.
2. Psychological conditions for effective pedagogical activity of a higher school teacher.
3. Communication in the "teacher-student" system.

II. Answer advancement questions:
1. Give your own examples of pedagogical activity of teacher
2. What are the rules of formation of pedagogical activity?

III. Practical task:

Try to do the following test:

Test

1. A special type of socio-cultural activity aimed at transferring the knowledge accumulated by all mankind from older generations to younger generations, creating conditions for their comprehensive development and preparing for the fulfillment of certain social roles in society.
a) Pedagogical activity
b) Psychological activity
c) Economic activity
d) Professional activity

2. Means of professional activity of a teacher of higher education. What is not right.

a) scientific (theoretical and empirical) knowledge;

b) the bearers of knowledge are the texts of textbooks, monographs and articles;

c) auxiliary devices include devices, computers, operating models.

d) Economical status

3. A group of tasks through which the goals of pedagogical activity are transformed into the direct process of interaction of the teacher with specific students.

a) Instrumental functions

b) Cognitive functions

c) Pedagogical functions

d) Psychological functions

4. *In the structure of professional-pedagogical communication,* three components can be distinguished. This component is associated with the process of receiving and transmitting information, which is implemented in sign (including verbal) ways.

a) Cognitive

b) Affective

c) behavioral

5. *In the structure of professional-pedagogical communication,* three components can be distinguished. This component reproduces communication as a process of exchange and regulation at the emotional level

a) Cognitive

b) Affective

c) Behavioral

6. *In the structure of professional-pedagogical communication,* three components can be distinguished. This component associated with the process of mutual regulation of actions, behavior of partners in interaction.

a) cognitive

b) affective

c) behavioral

7. Communicative qualities of teacher: organization of the educational process, the ability to stimulate the student to develop his strength abilities.

a) Managerial

b) Informative

c) Emotive

d) Factual

8. Communicative qualities of teacher: responsibility for directly transferred knowledge.
a) Managerial
b) Informative
c) Emotive
d) Factual

9. Communicative qualities of teacher: empathy, sensuality, tact.
a) Managerial
b) Informative
c) Emotive
d) Factual

10. Communicative qualities of teacher: qualities responsible for establishing and maintaining interaction).
a) Managerial
b) Informative
c) Emotive
d) Factual

Practical lesson 3. Psychological foundations of education and management in higher education

I. Study theoretical material on the following questions:
1. Psychological characteristics of the student group
2. Development of the student group.
3. The problem of a leader in a student group.
4. The unity of the processes of training, development and education. Driving forces of learning.
II. Answer advancement questions:
1. Give the psychological characteristic of your student group
2. Describe the ideal leader of students group
III. Practical task:
Write essay (1–2 pages) The professional development of student" (how you choose your profession, what psychological qualities you need for your profession, how you want to develop in profession and so on)

BASIC AND ADDITIONAL LITERATURE:

Basic literature:

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KNOWLEDGE CONTROL SECTION

**Questions for credit
of the discipline "Pedagogy and psychology of higher education"
Part "Psychology of higher education"
for the all specialties of master's degree program**

1. Requirements for the formation of the personality of a specialist in modern higher education.

2. Psychological problems of training specialists.

3. The problem of adaptation of students to the university.

4. Development of the professional self-awareness of the future specialist.

5. The psychological structure of the teacher. Adaptation to the profession and the reasons for maladjustment.

6. Motivation of pedagogical activity and value orientations of modern teachers.

7. Competence and personal characteristics of a specialist.

8. Problems and skills of self-regulation in the teacher's professional activity the phenomenon of emotional burnout.

9. Pedagogical abilities and success in activities.

10. The personality and authority of the teacher. The individual style of the teacher.

11. Psychological conditions for effective pedagogical communication.

12. Psychological characteristics of communication (communication, interaction, perception and understanding of man by man)

13. Psychological aspects of conflict behavior (types of conflicts, strategies of behavior in conflict).

14. Styles of pedagogical communication.

15. Psychological problems of personality education at the university.

CRITERIA FOR ASSESSMENT STUDENTS' KNOWLEDGE ON THE EXAM (CREDIT)

The exam is conducted within the scope of the curriculum. The assessment is carried out on a 10-point scale in accordance with the criteria for assessing students ' knowledge and competencies developed by the Ministry of Education of the Republic of Belarus.

Criteria for assessing knowledge and competencies on a 10-point scale.

1 point – one, NOT CREDITED:
* Absence of knowledge and competencies within the curriculum or refusal to respond.

2 points – two. NOT CREDITED:
* Fragmentary knowledge within the curriculum of the discipline;
* Knowledge of certain literary sources recommended by the curriculum of the discipline;
* Inability to use the scientific terminology of the discipline;
• The presence of gross stylistic or logical errors in the response;
* Passivity in practical classes.

3 points – three. NOT CREDITED:
* Insufficient knowledge in the curriculum of the discipline;
* Knowledge of some of the main literature recommended by the curriculum of the discipline;
* Use of scientific terminology;
* Presentation of the answer to questions with significant linguistic and logical errors;
* Poor knowledge of the tools of the academic discipline, incompetence in solving standard tasks;
* Inability to navigate the main concepts and directions of the discipline being studied;
* Passivity in practical classes.

4 points – four. CREDITED:
• A sufficient amount of knowledge in the curriculum of the discipline;
* Assimilation of the main literature recommended by the curriculum of the discipline;
* Use of scientific terminology;
* Stylistically and logically correct presentation of the answer to questions, the ability to use it in solving standard problems;
* Knowledge of the instruments of the academic discipline, the ability to use it in solving standard tasks;
* Ability to solve standard tasks under the guidance of a teacher;
* The ability to navigate and evaluate the main concepts and directions of the discipline being studied;
* Work under the guidance of a teacher in practical classes.

5 points – five. CREDITED:
* Sufficient knowledge in the scope of the discipline's curriculum;
* Use of scientific terminology;
* Stylistically competent and logically correct presentation of the answer to questions, the ability to draw conclusions;
* Knowledge of the tools of the discipline, the ability to use it in solving educational and professional tasks;

* The ability to independently apply standard solutions within the curriculum of the discipline.

* Assimilation of the main literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;

* Independent work in practical classes, individual participation in group discussions.

6 points – six. CREDITED:

* Sufficiently complete and systematized knowledge in the scope of the discipline's curriculum;

* Use of the necessary scientific terminology;

* Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

* Knowledge of the instruments of the academic discipline, the ability to use it in solving educational and professional tasks;

* The ability to independently apply standard solutions within the framework of the training program;

* Assimilation of the main literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;

* Independent work in practical classes, periodic participation in group discussions.

7 points – seven. CREDITED:

* Systematic, deep and complete knowledge of all sections of the curriculum of the discipline;

* Use of scientific terminology, including in a foreign language;

* Linguistically and logically correct presentation of the answer to the questions;

* Knowledge of the toolkit of the academic discipline, the ability to use it in solving scientific and professional problems;

* Assimilation of the main and additional literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

* Independent work in practical classes, periodic participation in group discussions.

8 points – eight. CREDITED:

* Systematic, deep and complete knowledge of all the issues raised in the scope of the discipline's curriculum;

* Use of scientific terminology, including in a foreign language;

* Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

* Knowledge of the instruments of the academic discipline, the ability to use it in the formulation and solution of scientific and professional tasks;

* Assimilation of the main and additional literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

* Active and independent work in practical classes, systematic participation in group discussions.

9 points – nine. CREDITED:

* Systematized, deep and complete knowledge of all the discipline's curriculum;

* Accurate use of scientific terminology, including in a foreign language;

* Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

* Knowledge of theinstruments of the academic discipline, the ability to use it effectively in the formulation and solution of scientific and professional tasks;

* The ability to independently solve complex problems in a non-standard situation within the framework of the training program;

* Complete assimilation of the main and additional literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

* Active independent work in practical classes, systematic participation in group discussions.

10 points – ten. CREDITED:

* Systematic, deep and complete knowledge of all sections of the curriculum of the discipline, as well as all the main issues that go beyond it;

* Accurate use of scientific terminology, including in a foreign language;

* Stylistically competent and logically correct presentation of the answer to the questions;

* Perfect knowledge of the instruments of the academic discipline, the ability to use them effectively in the formulation and solution of scientific and professional tasks;

* Expressed ability to solve complex problems independently in a non-standard situation;

* Complete and deep assimilation of the main and additional literature recommended by the curriculum of the discipline;

* The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment, use the scientific achievements of other disciplines;

* Active independent work in practical classes, active participation in group discussions.

Educational publication

PSYCHOLOGY OF HIGHER EDUCATION
FOR ALL SPECIALTIES

Educational and methodical complex in the academic discipline

Compiled by:

BOGATYREVA Valentina Vasilyevna

BOBRICK Miroslava Yuzefovna

BOGOMAZ Sergey Leonidovich et al.

Technical editor   *G.V. Razboyeva*

Computer design   *L.R. Zhygunova*