



<b>Course Title</b> Pedagogy	<b>Quantity of credits (ECTS):</b> 5	<b>Cipher of course (ID)</b> 1.1.01	<b>Level</b> 6M010300 – Pedagogy and psychology
<b>Pre-requisites:</b> General pedagogy, History of pedagogy			
<b>Learning outcomes:</b> <b>To know:</b> - main categories of pedagogy; - Methodology of pedagogy science; - The theory of learning in high school. <b>To be able to:</b> -organize the educational process of high school; - Use in professional activity the basic methods and forms of training in high school. <b>Competences:</b> - able to organize the educational process in high school on the basis of the credit system; - willing to undertake independent work of students; - able to assess students learning activities.			
<b>Course description (content )</b> <b>Pedagogy</b> Pedagogy as a science. The main categories of pedagogy. The object and purpose of pedagogy. System of Pedagogical Sciences. Pedagogic relationship with other sciences. The history of pedagogy. Modern paradigm of higher education. The methodology of teaching science. The professional competence of teacher of high school. The theory of learning in higher education. Driving forces and principles of teaching in higher education. The content of higher education. Modern educational technology in higher education. Organization of the educational process based on credit system. Active forms and methods of teaching in the university. The activities of advisors, tutors, office receptionist. Organization of self work of student and pedagogical control in a credit system. The research work of the student in the learning process. Technology making teaching materials in the credit system of education.			
<b>Course objectives</b> – to open the scientific and pedagogical basis of pedagogy in high school to magistrates			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, storm braining, trainings, business games. On the study of this course allocated 5credits.			
<b>Literature:</b> 1. Goncharov V.S. Psychologiay and pedagogica. Course of lecture. - Kaliningrad: Publishing house KarGTU, 2008. 2. Krol A.M. Psychologiay and pedagogica.- M.: «Vyshaya shkola», 2006. 3. Velikanova L.P. Pedagogica of vyschaya shcola. Tenderny podhod kak metodologia pedagogicy. - Kaliningrad: Publishing house KarGTU, 2004. 4. Smirnov S.D. Pedagogy and Psychology of high education: ot deystvia k lichnosti. - M.: Akademia», 2010. 5. Sorokopud Y.V. Pedagogica of vyschaya shola. - M.: «Fenix», 2011.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone		



<b>Course Title</b> Psychology	<b>Quantity of credits (ECTS):</b> 5	<b>Cipher of course (ID)</b> 1.1.02	<b>Level</b> 6M010300 – Pedagogy and psychology
<b>Pre-requisites:</b> general psychology			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- the psychology of human cognitive activity in the learning process;</li> <li>- psychological methods and means to improve the efficiency and quality of education in modern conditions;</li> <li>- the psychology of personality and interpersonal relationships.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- use psychological methods and means to improve the efficiency and quality of teaching in high school;</li> <li>- perform a psychological diagnosis of the student personality and interaction of teachers and students.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- able to perform psychological support of the educational process in the university;</li> <li>- willing to work with students and teachers of the university;</li> <li>- able to solve problems of reliability of professional activity;</li> <li>- ready to carry out counseling of students, teachers and given the profile of future professional activity</li> </ul>			
<b>Course description (content )</b> <b>Psychology</b> Psychology as a science. The objectives and the psychologist in the sciences. Cognitive psychology of human activities in the learning process. Epistemological and ontological problems of the educational process in a market economy. Psychological methods and means to improve the efficiency and quality of education in the modern world. Managing the process of training in conflict situations. Psychology teacher communication. Professiogramme and psychogram worker in their future careers. Psychology of activity and cognitive processes. Structure and human activity. Activities and adaptation. Psychology and work. Psychological basis of the "man-machine-environment." Ergonomics and psychology. Reliability problems profession. Personality psychology and interpersonal relations. Psychodiagnostic interpersonal problems in the team. Fundamentals of management psychology. The content and structure management. Psychology of Management. Foundations of Applied Psychology. Psychological counseling of students, teachers and professionals with the profile of their future careers.			
<b>Course objectives</b> – to open the theory and practice of psychological accompaniment of pedagogical process in university to magistrates			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, psychological trainings, business games, problem situations Quantity of credits - 5			
<b>Literature:</b> 1. Smirnov S.D. Pedagogica y psychologia. – M., 2006. 2. Stolyrenko A.M. Pedagogica y psychologia. – M., 2010. 3. Smirnov S.D. Pedagogica y psychologica vyschego obrazovaniya. – M., 2001. 4. Pedagogica y psychologia vyscaya schola / pod red. M.V. Burlanovoy-Toporkovoy- Rostov n/D, 2002. 5. Corduell M. Psychologia. A - Y: Slovar-spravochnik / Per. s ang. K.S. Tkachenko. - M., 2000.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone		



<b>Course Title</b> <b>History and philosophy of science</b>	<b>Quantity of credits (ECTS):5</b>	<b>Cipher of course (ID)</b> <b>1.1.03</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Philosophy, History of Kazakhstan			
<b>Learning outcomes:</b> <b>To know:</b> - history and philosophy of science as a branch of philosophical knowledge; - structure of scientific knowledge; - features of the present stage of development of science, modern current methodical, methodological and philosophical problems of natural and social sciences and humanities, as well as a special branch of science according to specialty. <b>To be able to:</b> - analyze the current trends of science; - contribute to the philosophical laws and regularities in the structure of modern science; - grounds the methodical, methodological and philosophical problems. <b>Competences:</b> - ready to use the information processes in the context of science and ideas about developing person measure systems; - able to consider the ethical aspects of science in modern society; - ready to use communication technologies.			
<b>Course description (content )</b> <b>History and philosophy of science</b> Philosophy and methodology of science as a branch of philosophy. Science in culture and civilization. The emergence of science. The main stages of the historical dynamics of science. The structure of scientific knowledge. Scientific revolutions. Scientific rationality. Features of the present stage of scientific development. Science as a social institution. Science in the structure of modern scientific knowledge. History of the formation of the social sciences, culture, history and man. Organization of scientific activity: the structure, features, criteria, structure and principles of evolutionary theory. The evolution of modern disciplinary organization of knowledge. Ethical aspects of science in the late twentieth early. XXI Century Humanities control in science. Communication technologies of the XXI century, and their role in modern science. Information processes in the context of post-nonclassical science and ideas about developing People-systems. Modern actual methodical, methodological and philosophical problems of natural and social sciences and humanities, as well as specialized branches of scientific knowledge in accordance with specialization undergraduates.			
<b>Course objectives</b> – development of theoretical and methodological foundations of history and philosophy of science my magistrates.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 5 credits			
<b>Literature:</b> 1. Principy historuu esestvoznania. XX vek. / Otv. red. I.S.Timofeev. - M., 2001. 2. Gaidenko P.P. Nauchnaya radionalnost y filosofphski razum. – M., 2003. 3. Lectorsky V.A. Epistimologia classicheskaya y neclassicheskaya. – M., 2000. 4. Leshkevich T.G. Philosophia nauki: tradizii y innovazii. – M., 2001. 5. Mikeshina L.A. Philosophia nauki: Uchebnoe posobie. – M., 2005. 6. Philosophia nauki: Uchebnoe posobie dly vuzov / pod red. S.A. Lebedova. – M., 2004.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone		



<b>Course Title</b>  <b>Foreign language (professional)</b>	<b>Quantity of credits (ECTS):8</b>	<b>Cipher of course (ID)</b> <b>1.1.04</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Foreign language			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- main features of grammatical class vocabulary of studied language and learn the appropriate vocabulary in the amount of curriculum subjects;</li> <li>- basic rules term formation in the target language;</li> <li>- basic written cliches and reductions; possess basic idiomatic language being studied in the areas of speech and writing.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>-properly interpret a text message in the target language, to distinguish between genres of literature in the target language in formal and substantive approach to be able to read and translate unfamiliar texts on professional topics in the target language;</li> <li>- read and translate, speak and write texts in the target language;</li> <li>- To search for scientific and professional information using modern computer tools, networking, data and knowledge bases.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- able to analytical reading and writing skills for abstracting professionally oriented texts, calls to potential customers, partners, and employers, business documents;</li> <li>- ready to audition, which allows to understand and use information from the input;</li> <li>- ability to hold oral expression, to effectively and accurately communicate information, express their opinions and attitudes, address issues and professional communication plan;</li> <li>- ready to provide the scientific community research achievements in the form of scientific articles, reports, multimedia presentations in accordance with established standards and formats of the professional community.</li> </ul>			
<b>Course description (content)</b> <b>Foreign language (professional)</b> Language acquisition at the level of international standards C1 (for non-language subjects) and C2 (for language majors) and LSP (language for special purposes). Grammatical characteristics of the scientific study of style in its oral and written forms. Listening posts information and professional content. Professional verbal communication in the form of monologue and dialogue, specialty and socio-political issues (papers, presentations, round-table discussion, debate, etc.). Prepare written reports on topics related to the scientific work of a student (research article, thesis, report, translation, abstracting and annotating). Developing skills acquire official documentation on the various forms and types of international cooperation (joint programs, projects, grants, scientific correspondence). Ability to work with monolingual and bilingual dictionaries, and reference books in the specialty. The development of oral and written skills of bilateral transfer.			
<b>Course objectives</b> – formation on magistrates a graduate of theoretical and practical skills of foreign language speech activities in the practice of the specialty, training magistrate opportunities of a foreign language in their professional activities, improvement of skills of different types of foreign-language speech skills (speaking, listening, reading and writing) for optimal solutions communicative tasks in the course of professional work and research.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 8 credits			
<b>Literature:</b> <ol style="list-style-type: none"> <li>1. Almazova N.I., Nikitenko O.A., Popova N.V., Stepanova M.M. Anglisky yazyk. Uchebnoe posobie dly magistrantov gumanitarnogo profila/ pod red. Akopovoy M.A. – Spb., 2010.</li> <li>2. Almazova N.I. Uchebnoe posobie po angliskomu yaziky dly magistrantov gumanitarnogo prifily. Kniga dly prepodavateley/ pod red.Akopovoy M.A. – Spb., 2010.</li> <li>3. Zhuravleva O.A. Metodicheskie ukazakhiya dly samostoyatelnogo izucheniya discipliny «Inostranny yazyk» (angliskiy). – Novocherkask,2006.</li> <li>4. Gnatkevich Y.V. Obuchenie inoyazychnoy leksike v neyazychnov vuze. – Kiev, 1989.</li> <li>5. Kolkova M.K. Metodicheskie systemy, napravleniya, metody y podhody v obuchenii inostrannym yazykam. // Metody,priemy y technologii v pedagogice nenasiliya. – Spb.: Verba Magistri, 1999.</li> </ol>			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-		





<b>Course Title</b>  <b>Cultural and historical and activity approach in psychology and education</b>	<b>Quantity of credits (ECTS):5</b>	<b>Cipher of course (ID)</b> <b>2.1.01</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and philosophy of science, Psychology, Pedagogy, Pedagogical anthropology, Foreign pedagogical anthropology			
<b>Learning outcomes:</b> <b>To know:</b> - social and historical factors in the development of modern education; - peculiarities of solutions of theoretical and methodological issues in the cultural-historical and activity-based approach to non-classical scientific ideas; - features of the cultural-historical and activity approach in education; - principles and educational technology for developing training on Elkonin - Davidov and Halperin. <b>To be able to:</b> - evaluate the features of the social and cultural environment in the real world of education; - analyze the practice of developmental education is logical and meaningful to argue its developmental potential; - plan and conduct educational and advisory work with teachers on the basis of cultural and historical theory and the theory of developmental education. <b>Competences:</b> - able to operate criteria comparative analysis of different approaches in education to support the theoretical and practical capacity building of education based on the historical and activity-based approaches; - ready to apply the methodology to the historical and activity approach in professional activities; - able to apply methods of organizing joint activities with teachers to implement the cultural-historical and activity approaches in education.			
<b>Course description (content)</b> <b>Cultural and historical and activity approach in psychology and education</b> Theory, concept, approach. Prehistory to the formation of cultural-historical psychology (Durkheim, Lévy-Bruhl, P. Janet), cultural psychology (Wundt). Modern theories of cultural psychology (cross-cultural psychology, ethnic psychology). Sociality, as a system factor of the mind. The study of the human mind the main problem of psychological research in the cultural-historical psychology. L.S. Vygotsky and the development of higher mental functions. The role of mediation and cultural mediators, such as a word mark (Vygotsky), and the symbol and myth (V. Zinchenko) developing of high mental functions (VMF) human personality in its "top" (Vygotsky) manifestations. The problem of internalization and externalization. The main genetic law of cultural development of man. Activity approach. The principle activities (S. Rubinstein). General psychological activity theory (Leontiev). Activity. Leading activity. External object activity and internal mental activity. The structure of the activity. Activity paradigm of education. Activity-based learning theory. Developing education. Culture of thinking. Theoretical and empirical thinking (Davydov), Universal curricular activities. The development of education in the cultural and historical system-activity approach.			
<b>Course objectives</b> – provide an understanding of methodological principles, concepts and mechanisms of the mind that constitute cultural-historical and activity theory, as well as possible applications of these theories in the achievements of modern psychology and education.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 5 credits			
<b>Literature:</b> 1. Veraksa N.E. Metodologicheskie osnovy psichologii. - M.: Academia, 2008. 2. Obuhova L. F. Vozvrastnaya psichologia. Uchebnik.- 4-e isd. – M.: Pedagogicheskoe obshestvo, 2004. 3. Savenkov A. I. Pedagogicheskaya psichologia. V 2 tomah. - M.: Akademia, 2009. 4. Dialekticheskaya psichologia / Pod red. E.E. Krashenninkova. - Ufa, 2005. 5. Dialekticheskoe obuchenie / Sost. I.B. Shiyan. - M., 2005. 6. Luria A.R. Lecii po obshey psichologii. – Spb., 2004.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone		



<b>Course Title</b> <b>Innovations in education</b>	<b>Quantity of credits (ECTS): 8</b>	<b>Cipher of course (ID)</b> <b>1.2.01</b>	<b>Level</b> <b>6M010300 –</b> <b>Pedagogy and</b> <b>psychology</b>
<b>Pre-requisites:</b> History and philosophy of science, Pedagogy, Psychology, Management in education, Innovative pedagogical management			
<b>Learning outcomes:</b> <b>To know:</b> -basic psychological and pedagogical problems of innovation in professional education, examination and monitoring of development, components innovative education (environmental, training, trainees), evaluation of correctional and developing educational programs, develop, determine their effectiveness; - basic concepts, reflecting the nature and content of innovation; - conceptual position, the content and features of modern technologies in education; - substantial characteristics, features and types of technologies used in the learning process; - particularly the creation and application of modern educational technology.  <b>To be able to:</b> - use received knowledge to different areas of innovation: the human and socio-pedagogical processes, innovative behavior, communication, interpersonal and intergroup relations in the innovation environment; - choose the appropriate level of personal diagnostic techniques and cognitive development of students involved in the system of innovative education, readiness pedagogic to implement innovation. <b>Competences:</b> - able to own methods of diagnosis professionally important qualities of the teacher-innovators, social maturity of the teacher, designer and social groups as subjects of the innovation process; - ready to use the methodology to develop an innovative project management of innovation processes in education, forms of individualization and differentiation of the educational process in the system of innovative education.			
<b>Course description (content )</b>  Tendencies in the development of innovative processes in vocational education. General characteristics of the innovation system of vocational education. The objectives and principles of the content of innovative education. Innovative teaching methods. Innovative activities of the teacher as a social-psychological phenomenon. Structure innovative educational activities. Characteristics subject of innovative educational activities. Innovative behavior and individual style innovation teacher. Methods of diagnosis of teacher readiness to innovate. Methods of development and design of innovative educational project. Diagnostics and modeling of innovative educational environment. Features of teacher communication in the system of innovative education. Psychological barriers to innovation teacher.  The theory and practice of modern technology in education technology approach in training, analysis of distributions of educational technology, design and creation of educational technology, diagnostic procedures that have the criteria, indicators and performance measurement tools, as a necessary component of technology in education, characterization and monitoring of the effectiveness of modern technology in Education.			
<b>Course objectives:</b> - to study the theoretical foundations of innovation educational psychologist, the overall trends of innovative processes, content and structure of innovation, diagnosis readiness for innovation and technology training to work in innovative education system; - the generation of knowledge about the design of specific technologies training, skills development and the construction of the educational strategy, methodically sequenced the educational process with the latest domestic and foreign achievements in modern science and education.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 8 credits			
<b>Literature:</b> 1. Yansen F. Epocha innivative. - M., 2002. 2. Kristensen K.M. Dilemma innovators. - M., 2004. 3. Muchinski I.P. Psychologia, proffesia, cariera. - Piter, 2004. 4. Ckeg B., Bich P. Inntensive course po razvitiu tvorcheskogo myshlenia. - M., 2004. 5. Balabanov I.T. Innovaciony management. - Spb., 2001. 6. Slastenin V.A., Podymova L.S. Pedagogica: innovacionnaya deyatelnost. – M., 1999. 7. Baidenko V.I., Jerry VanZantvort. Modernizaziya professionalnogo obrazovaniya: sovremeny etap.- M.:			

Issedovatel'skiy centr problem kachstva podgotovki specialistov, 2002. - 674 c.

8. Lavrentiev G.V., Lavrentieva N.B. Innovacionnyye obuchayshiesya technologie v professionalnoy podgotovke specialistov. - Barnaul:Isd-vo AltGU, 2002.- 156 c.

9. Selevko G.K. Alternativnyye pedagogicheskie technologie. - M., 2005. - 224 c.

10. Selevko G.K. Pedagogicheskie technologie na osnove aktivizacii, intensivnicazii y effektivnogo upravleniya UVP. - M.: NII shcolnykh tehnologii, 2005. - 288 c.

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

**Staff**

**Contact person**

Name, Surname of teacher. e-mail, mobile phone





<b>Course Title</b>  <b>Scientific and theoretical basis of pedagogical anthropology</b>	<b>Quantity of credits (ECTS):3</b>	<b>Cipher of course (ID)</b> <b>1.2.02</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and philosophy of science, Pedagogy. Psychology			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- the main stages in the development of educational anthropology as a field of scientific knowledge;</li> <li>- specific knowledge about the person and features of its education and training, based on the essential principles of his nature and purpose in this world;</li> <li>- idea of scientific basis of humanistic teaching philosophy;</li> <li>- modern approaches to teaching anthropology as a field of research;</li> <li>- the history of foreign educational anthropology as a field of scientific knowledge;</li> <li>- specific knowledge about the person and features of its education and training, based on the essential principles of his nature and purpose in this world;</li> <li>- foreign models anthrop oriental educational institutions.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- systemize, summarize, humanize the whole system of prior knowledge;</li> <li>- conduct scientific debate about the man;</li> <li>- disclose problems and methods of science;</li> <li>- immerse yourself in the story and feel the movement of psychological and pedagogical sciences;</li> <li>- increase the number of traditional notions of pedagogy included in the categorical apparatus pedagogical anthropology new concepts reflecting the humanity of ... "Life", "freedom", "sense", "anthropological space".</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- to have a set to man as the highest value;</li> <li>- able to show the possibility and necessity of building the educational systems in the name of human rights and for man</li> <li>- able to work in conditions of constant inter-ethnic cooperation in all spheres of life.</li> </ul>			
<b>Course description (content )</b>  <p>The evolution of educational anthropology. Place in the system of pedagogical anthropology pedagogical knowledge. Differentiation of anthropological knowledge. Man as an object of scientific study. Patterns in pedagogical anthropology methods. Programs and mechanisms of development. Combination of biological and cultural programs. Anthropological understanding of culture. Individual, individuality, personality. Internal motivation. Development factors and their combination. Being in the world. Education laws and regulations. Education as an anthropological phenomenon. Teaching in the immediate surroundings. Modern approaches to teaching anthropology research. Anthropological models and technology education.</p> <p>The history of the term "anthropology". Two basic approaches to understanding the history of anthropological ideas (M.Sheler, P.L.Landsberg, M. Buber). Philosophical anthropology: biological (A.Gelen, A.Portman), religious (M.Landman, E.Rothaker), educational (O.Bolnov), sociological (H.Shelski, H.Frayer), religious anthropology (M. Buber, I.Lotts, F.Hamer), cultural anthropology (F.Boas, K.Levi-Strauss B.Malinovsky, L. White), etc. "The Renaissance of anthropological knowledge," the expansion of its problems. Educational anthropology Otto Bolnova. Nature of the subject and methods of pedagogical and anthropological research on the basis of units of philosophical anthropology, represented in the concept of foreign anthropologists: M.Shelera, G.Plesnera, N.Gartmana, M. Buber, E.Rothakera, O.Bolnova, T.Litte, K. Jaspers and other anthropological models and technology education. Foreign models anthrop oriental educational institutions.</p>			
<b>Course objectives:</b> – to open to magistrates the scientific and pedagogical basis of pedagogical anthropology			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 3 credits			
<b>Literature:</b> <ol style="list-style-type: none"> <li>1. Ilyashenko E.G. Pedagogicheskaya antropologiy v Russia: historia y sovremennost. – M.: Isd-vo UPAO, 2003. - 132 c.</li> <li>2. Panova O.I. Obshaya pedagica s osnovnyy pedagogicheskoy antropologie. – Yekaterinburg: UGPU, 2003. - 172 c.</li> <li>3. Kodzhaspirova G.M.Pedagogicheskaya antropologia. – M.: Gardiriki, 2005.</li> </ol>			

4. Moscatova A.K. Razvivayshee obuchenie: antropologicheskie aspekty. M., 2001.
5. Bim-Bad B. Pedagogicheskaya antropologia / [http://www.gumer.info/bibliotek\\_Buks/Pedagog/BimBad/02.php](http://www.gumer.info/bibliotek_Buks/Pedagog/BimBad/02.php)
6. Mascova V.I. Pedagogicheskaya antropologia. – Rossov-na-Donu, 2004.
7. Novichkova G.A. Historick-philosophskie ocherky zapadnoy pedagogicheskoy antropologii. – M.: IFRAN, 2001.
8. Dzurinsky A.A. Historia zarubezhnoy pedagogici. – M., 1998.
9. Kulikov V.V. Pedagogicheskaya antropologia: istoky, napravleniya, problemy. – Sverdlovsk, 1988.
10. Gurevicha P.S. Filosovskaya antropologiya. – M., 2001.

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone	
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<b>Course Title</b> <b>Pedagogy and psychology of ethno cultural education</b>	<b>Quantity of credits (ECTS):3</b>	<b>Cipher of course (ID)</b> <b>1.2.03</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites: History and philosophy of science, Pedagogy, Psychology Pedagogical anthropology, Foreign pedagogical anthropology</b>			
<b>Learning outcomes:</b>			
<b>To know:</b>			
<ul style="list-style-type: none"> <li>- the nature and evolution of the most characteristic features of culture of the peoples of the world;</li> <li>- cultural and psychological characteristics of the interaction of different ethnic and cultural groups in the past and at the present stage, the positive and negative features of mutual perception between groups;</li> <li>- psychological mechanisms of ethnic tolerance, intolerance;</li> <li>- pedagogical mechanisms of ethnic tolerance, intolerance</li> </ul>			
<b>To be able to:</b>			
<ul style="list-style-type: none"> <li>- consider contemporary ethnic processes and issues as part of the long history, the result of interethnic (intercultural) relations;</li> <li>- tolerance to interact in a multi-ethnic environment.</li> </ul>			
<b>Competences:</b>			
<ul style="list-style-type: none"> <li>- able to understand the causes and nature of ethnic and cultural differences, as well as the functioning and modification of ethnic cultures;</li> <li>- ready to analyze the interdependence, the relationship of traditional forms of social organization of ethnic groups with the formation of the most stable features of the national character;</li> <li>- able to mutually respectful social interaction.</li> </ul>			
<b>Course description (content )</b>			
<p>Main sources, methods, psychological principles multiethnic culture. Culture in the system of historical and cultural similarities. Ethnicity as a psychological entity. The concept of ethnic identity (ethnicity) and ethnocentrism. Defining the essence of ethnic identity (ethnicity). The reasons for the growth of ethnic identity in the modern world. Characteristics of the main components of the psychology of the ethnic group (feelings, consciousness, behavior). Ethnic contacts and their results. Main forms of inter-ethnic communication. Forms of manifestation of ethnic conflict. Psychological concepts of conflict (biologically defined aggression, the concept of the authoritarian personality, etc.). Stage of the flow of ethnic conflict. Strategy for the settlement of ethnic conflicts. Increased psychological competence of conflict groups.</p> <p>The concept of ethnic identity (ethnicity) and ethnocentrism. Defining the essence of ethnic identity (ethnicity). The reasons for the growth of ethnic identity in the modern world. Factors mainstream ethnic and cultural education in the modern world. Methodological approaches to development issues of ethnic and cultural education. The main approaches to the definition of objectives and the leading ideas of ethnic and cultural education in Kazakhstan and the world teaching. The main categories of ethnic and cultural education. Ethnic and cultural competence development of teachers in the contemporary socio-cultural environment. Methods and techniques of ethno-cultural component in students.</p>			
<b>Course objectives:</b> – to open to magistrates the theoretical and practical basis on psychological basis of pole ethnical culture.			
<b>Course outline (duration, instructional methods, allocation of credits)</b>			
Duration of course training – 1 semester.			
Methods of training: lecture, discussion, brain storming, trainings, round tables, business games			
Quantity of credits - 3 credits			
<b>Literature:</b>			
<ol style="list-style-type: none"> <li>1. Basharuly R. Metodologiya razvitiya policulturalnogo obrazovaniya v Kazakhstane. - Almaty: Gylym, 2002.</li> <li>2. Nauryzbay Zh.Zh. Ethnoculturalnoe obrazovanie. – Almaty, 1997.</li> <li>3. Dmitriev G.D. Mnogoculturalnoe obrazovanie. - M., 1999.</li> <li>4. Lebedeva N.M. Vvedenie v etnicheskuyu i cross-culturalnuyu psyhologiyu. - M., 1999.</li> <li>5. Sadohin A.P. Etnologiya: Uchebnik. - M., 2000.</li> <li>6. Kozhahmetova K.Zh. Etnopedagogika narodov narodov Kazakhstana. - Almaty, 2001.</li> <li>7. Uzakbaeva S.A., Kozhahmetova K.Zh. Concepciya etnopedagogicheskogo obrazovaniya studentov vyshey scholy. - Almaty, 1998. - 44 c.</li> </ol>			
<b>Assessment</b>			
Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	<b>Contact person</b>		
	Name, Surname of teacher. e-mail, mobile phone		



<b>Course Title</b> <b>Pedagogical management</b>	<b>Quantity of credits</b> <b>(ECTS):15</b>	<b>Cipher of</b> <b>course (ID)</b> <b>1.2.04</b>	<b>Level</b> <b>6M010300 –</b> <b>Pedagogy and</b> <b>psychology</b>
<b>Pre-requisites:</b> Pedagogy, Psychology			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>-economic aspects of education;</li> <li>- the legal basis for the functioning of educational institutions of different types;</li> <li>- status and potential of the control system and its macro-and micro-environment through the use of complex methods of strategic and operational analysis;</li> <li>- theoretical and methodological foundations of innovative pedagogical management;</li> <li>- the methodology and methods of strategic planning of innovative development of educational institutions;</li> <li>- the methods of strategic and competitive analysis and approaches to creating innovative educational system.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- grammatically to manage a modern educational institution;</li> <li>- promote the educational institution in the education market, to lobby its interests;</li> <li>- research, design, organize and evaluate the implementation of the management process using innovative management technologies that meet the general and specific laws of the control system.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- ready to competently manage a team and develop productive communication, including by means of modern information technologies;</li> <li>- able to create an image of the institution on the basis of modern PR-technologies;</li> <li>- able to effectively eliminate the conflicts in the educational process.</li> </ul>			
<b>Course description (content )</b> Economics of education: education as a system and sector of the economy, economics and statistics education, non-profit nature of education and educational services market, the economic mechanism of education, physical infrastructure of education. Education Management: the organization as a system, organizational structure, strategic management of the organization, functions and principles of management, management practices, management decisions, management style. Marketing education: a modern marketing concept, marketing environment of the educational institutions and the methods of analysis, marketing strategy. Finance Education: Features of non-profit activities in the educational organization, organization of financing of educational activities. Personnel management: basic theories and concepts of human resource management, personnel management system, strategy and human resources management personnel management. Managing the strategic development of educational institution: the theoretical foundations of strategic management in the field of education, the system of strategic management in an educational institution, strategic analysis of educational institutions, the implementation of the strategy of development of educational institutions, especially strategic control in educational institution. General characteristics of the innovative pedagogical management. Basic concepts of innovative pedagogical management. Strategic planning innovation. Basis for the organization of innovative educational institutions. Organization of innovative pedagogical management. Innovative pedagogical management and strategic management. The institutions of the innovation infrastructure and their relationship. Management of development programs and projects of innovation. Analysis of the effectiveness of innovation.			
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>- providing organizations with modern managerial skills, ability to understand contemporary issues and prospects for the reform of the education system, successfully solve professional problems in the interests of the educational organization for current and future needs of the state;</li> <li>-the formation of a master of basic knowledge and principles of management of innovation projects, to prepare them for independent and meaningful solution of theoretical and practical problems of innovative pedagogical management.</li> </ul>			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, trainings, round tables, business games Quantity of credits - 15 credits			
<b>Literature:</b> <ol style="list-style-type: none"> <li>1. Panferova, N.N. Upravlenie v sisteme obrazovaniya. – Rostov-na-Donu: Fenix, 2010.</li> <li>2. Solnceva N.V. Upravlenie v pedagogicheskoy deyatel'nosti. – M.: Flinta, 2012.</li> </ol>			

3. Shmyreva N.A. Pedagogicheskie systemy: nauchnye osnovy, upravlenie, perspektivy razvitiya. – Kemerovo, 2008.
4. Mihailova V.P. Psichologo-pedagogicheskie aspekty proffesionalnoe deytelnosti (dly buduyshih uchiteley, menegerov). - Kemerovo: INT, 2010.
5. Vovin A.A., Cherednikova L.E., Yakimovich V.A. Upravlenie innovatsiyami v organizatsiyh. - M.: Omega-L, 2008.
6. Gluhov V.V., Zobov A.M., Kakaeva E.A., Kisilev B.N., Kozlov A.V. Strategichesky menegment innovatsionnoy organizatsii. - M.: IDGUU, 2009.
7. Ermasov S.V. Innovatsionny menegment. - M.: Vishee obrazovanie, 2008.
8. Innovatsionny menegment / pod red. L.N. Ogolevoy. - M.: INFRA-M, 2006.
9. Fathudinov R.A. Innovatsionny menegment. - SPb.: Piter, 2008.

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone	
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<b>Course Title</b>  <b>Contemporary information and communication technologies in education</b>	<b>Quantity of credits (ECTS):5</b>	<b>Cipher of course (ID)</b> <b>2.2.01</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Pedagogy, Psychology, The methods of psychological disciplines teaching			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- conceptual principles, contents and characteristics of information technology in education;</li> <li>- the specific development of common information space of the educational institution;</li> <li>- substantial characteristics, features and types of information technology in education;</li> <li>- particularly the creation and implementation of information technology in the learning process;</li> <li>- status and prospects of technical audiovisual learning computers in the educational process of the educational institutions of various types;</li> <li>- psycho-pedagogical and didactic basics of using audio-visual and technical training and education;</li> <li>- rules of exploitation of technical equipment, sanitary requirements and the requirements of fire safety in the use of technical audiovisual training.</li> </ul> <b>Be able to:</b> <ul style="list-style-type: none"> <li>- plan different types of studies with the use of modern information technologies;</li> <li>- identify the specific computer-based training materials;</li> <li>- develop recommendations for the effective use of modern information technology in education.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- to own the basis of modern information technologies and their practical use in various educational settings;</li> <li>- ready to develop and apply computer control forms of knowledge;</li> <li>- able to critically analyze and creatively apply the full range of information technology for the modeling of educational activities.</li> </ul>			
<b>Course description (content )</b>  <p>Common problems: information technology and modern education, information technology in education: conflict and prospects for human development, and the reform of the scientific and educational work in the world of information technology, information technology, and performance issues of scientific and educational knowledge, education information technology market, problems and recommendations for introduction of information technology in higher education trends and issues in the development of information technology in higher education, the main uses of information technology in higher education, the main problem of using modern information technology at various levels of education, conditions for effective integration of modern information technology in the educational process, the organization of the educational process with the use of modern information technology. Information technology and audio-visual technical training in the educational process, the main types of technical and audio-visual learning and their characteristics, psychological and pedagogical foundations of the application of technical and audio-visual teaching aids; audiovisual information, technical audio-visual education; audiovisual software training, information and educational environment , hygiene standards and safety requirements for work with technical and audio-visual learning in education.</p>			
<b>Course objectives:</b> – to form on magistrates the competence in the sphere of information providing of educational supporting and ability to create and use IT-technologies in professional activity			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, brain storming, business games Quantity of credits - 5 credits			
<b>Literature:</b> 1. Róbert I. Sovremenyje informacionne tehnologii v obrazovanii: didacticheskie problemy, perspektivy ispolzovaniya. – M.: IIO RAO, 2010. – 140c. 2. Korneev I.K., Ksandopolo G.N., Mashurzev V.A. Informacionnye tehnologii – M: TK Velby, 2007. 3. Novye pedagogicheskie informacionnye tehnologii v sisteme obrazovaniya. Pod red. E.S. Polat. – M.: Academia, 2002. 4. Shkutina L.A. Integracóa pedagogicheskikh y informacionnyh tehnologiy v professionalnom obrazovanii. – Kirov, VGPU, 2001.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			

<b>Staff</b>	<b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone	
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<b>Course Title</b>  <b>Culture of management</b>	<b>Quantity of credits (ECTS):5</b>	<b>Cipher of course (ID)</b> <b>2.2.02</b>	<b>Level</b> <b>6M010300 –</b> <b>Pedagogy and</b> <b>psychology</b>
<b>Pre-requisites:</b> History and philosophy of science, Pedagogy, Psychology, Management of educational systems, Management of learning and cognitive activity of students, Management of educational quality, Management of quality of educational process			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>-the concept of "work culture", "culture teaching activities", "culture of management", "management concept";</li> <li>- features and conditions of the management culture of the head;</li> <li>- ways and means of improving the management culture of the head;</li> <li>- features of the origin of ethics;</li> <li>- the basic dilemmas of professional ethics;</li> <li>- characteristics of organizational culture management.</li> </ul> <b>Be able to:</b> <ul style="list-style-type: none"> <li>- design the situation to determine the level of the management culture of the head;</li> <li>- draw up a program of self-education and development of its management culture of the head;</li> <li>- analyze the mechanism of the formation of professional ethics and organizational culture management;</li> <li>- draw up a program of self-education and development of their professional ethics and organizational culture management.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- ability of teaching analysis aimed at examining the status and trends of, objective assessment of the result of the educational process and the development on this basis of recommendations to streamline the system and its transition to a higher quality condition;</li> <li>- ready for the kinds of activities: information analysis motivational target, planning and forecasting, organizational, executive, control and diagnostic;</li> <li>- ready to forming business and personal qualities that contribute to the implementation of functions of the head.</li> </ul>			
<b>Course description (content )</b> General characteristics of the concepts of "work culture", "culture teaching activities", "culture of management", "management concept", "management (officers) competence." The main components of a management culture: axiological, technological and personal-creative. Managerial competence: instrumental, interpersonal, systemic. Functional responsibilities of officers of educational institutions. Model of the formation of administrative culture manager. Characteristics and conditions of a culture of academic work, ways and means of management culture manager. Professional ethics and organizational culture management. Ethical principles of management. The origin of ethics. Professional ethics. The subject of ethics. The dilemmas of professional ethics. Universal Ethics. Terms of ethics in decision-making. Organizational culture. Signs of the organizational culture. Principles of organizational culture. Management of organizational culture. Management functions. Methods for solving the formation of professional ethics and organizational culture. Control method in practice. Practical experience.			
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>- formation of the indicative framework of management, professional experience of independent solutions of administrative problems at various levels of educational institutions;</li> <li>- to disclose to magistrates the theoretical and practical basis for professional ethics and organizational culture management.</li> </ul>			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, heuristic conversation, brain storming, business games, round tables Quantity of credits - 5 credits			
<b>Literature:</b> <ol style="list-style-type: none"> <li>1. Shein E. Organizacionnaya cultura y liderstvo - SPb: Piter, 2001.</li> <li>2. Organizacia, upravlenie y administrirovanie v socialnoy srede / Otv. red. P.V. Palehova. – M.: INFRA, 2008.</li> <li>3. Ivanov P.G., Kuzmicheva N.I. Vvedenie v teoriy upravleniya: uchebno-metodicheskoe posobie. - M.: Mosc. gorodsk. Un-t, uprav. Pravitelstva Mosevy, 2005.</li> <li>4. Teoriya upravleniya: Uchebnik/ Pod obsh. red. S.E. Pivovarova, D.I. Barkana, L.S. Tarasevicha, A.I. Maizeluy. - SPb.: Isdatelstvo «Piter», 2000.</li> <li>5. Belolipezki V.K., Pavlova L.G. Etica y cultura upravleniya: Uchebno-practicheskoe posobie. - M.: IKZ</li> </ol>			



<p>«MarT»; Rosto-na-Donu n/D: isdatelski centr «MarT», 2004.</p> <p>6. Koshevaya I.P., Kanke A.A. Professionalnaya etica y psyhologiya delovogo obsheniya: uchebnoe posobie. - M.: ID «FORUM»: INFRA-M, 2009.</p> <p>7. Vichansky O.S., Naumov A.I. Menegement: Uchebnic. - 3-e isd. - M.: Economist, 2003.</p> <p>8. Osnovy eticheskikh znaniy. 2-e izd., ispr. y dop. - SPb.: Isdatelstvo «Lan», 2002.</p> <p>9. Teoriya upravleniya: Uchebnic / Pod obsh. red. S.E. Pivovarova, D.I. Barkana, L.S. Tarasevicha, A.I. Майзеля. - SPb.: Isdatelstvo «Piter», 2000.</p>		
<p><b>Assessment</b></p> <p>Current control of students activity, 1-2 boundary control, final examination</p>		
<p><b>Staff</b></p>	<p><b>Contact person</b> Name, Surname of teacher. e-mail, mobile phone</p>	



<b>Course Title</b>  <b>Management in education</b>	<b>Quantity of credits (ECTS):5</b>	<b>Cipher of course (ID)</b> <b>2.2.03</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and philosophy of science, Pedagogy, Psychology			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- modern trends and the theoretical and methodological approaches in the management of education systems;</li> <li>- the content of the strategic documents defining the priority areas of modernization of education, the basic positions of the Bologna agreement;</li> <li>- control theory, the key relationship to the theory of social control and the theory of educational institution;</li> <li>- theoretical basis for the formation and development of educational and cognitive activities of students;</li> <li>- the content of teaching and learning activities, forms and methods of its control;</li> <li>- process-based management training and cognitive activities of students.</li> </ul> <b>Be able to:</b> <ul style="list-style-type: none"> <li>- summarize the basic theory of management;</li> <li>- use a variety of approaches to the solution of a specific problem;</li> <li>- manage the learning process;</li> <li>- manage the process of teaching;</li> <li>- manage the process of learning.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- ready to apply the fundamentals and basic schools of management positions of general education system;</li> <li>- able to use a variety of approaches to the solution of current psycho-pedagogical and management issues;</li> <li>- ready for self-education and self-development to build professional quality management of educational systems.</li> </ul>			
<b>Course description (content)</b> General characteristics of the educational systems. The systems approach to pedagogy. Educational systems. Education process as a dynamic system. Didactic system. Educational system. Management of education systems. Characteristics of management. Management of the education process. Managing the development of the educational system. Teaching as a self-management system. Management learning activities of students in different educational technologies. The theoretical basis for the formation and development of educational and cognitive activity of students. Conditions of formation of learning and cognitive activity of students. Historical background to the problem of the effectiveness of the learning process. A practical solution to the problem of forming cognitive independence and activity of students in the learning process. Managing the process of learning. Managing the process of teaching. Managing the process of learning. Performance management of the learning process. Criteria of effectiveness of cognitive activity. Organization of cognitive activity in the conditions of modern educational technologies.			
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>- to open to magistrates scientific and practical framework for the management of different types of educational systems;</li> <li>- the formation of students professional and pedagogical knowledge and skills to manage learning and cognitive activity of students.</li> </ul>			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of course training – 1 semester. Methods of training: lecture, discussion, heuristic conversation, brain storming, business games, round tables Quantity of credits - 5 credits			
<b>Literature:</b> <ol style="list-style-type: none"> <li>1. Davydova T.I., Davydenko T.M., Shibanov G.N. Upravlenie obrazovatelnyimi systemami. – M.: Academia, 2006.</li> <li>2. Rudakova I.A. Osnovy upravleniya pedagogicheskimi systemami. – Rostov-na-Donu: «Fenix», 2005.</li> <li>3. Shamova T.I. Upravlenie obrazovatelnyimi systemami. - M.: Isd.centri «Academia», 2005.</li> <li>4. Tretykov P.I., Mitin S.N., Boyarinceva N.N. Adaptivnoe upravlenie pedagogicheskimi systemami. – SPb.: Academia, 2003.</li> <li>5. Novikov D.A. Teoria upravlenie pedagogicheskimi systemami. - SPb.: Narodnoe obrazovanie, 2009.</li> <li>6. Abylkasimova A. Posnavatel'naya samostoyatel'nost v uchebnoy deyatelnosti studentov. – Almaty, 2004.</li> <li>7. Dzakupov S.M. Upravlenie poznavatel'noy deyatelnosti studentov v processe obucheniya. – Almaty, 2002.</li> <li>8. Shkutina L.A., Sarsekeeva Zh.E. Pedagogicheskie osnovy organizatsii samostoyatel'noy raboty studentov v reitengovoy sisteme obucheniya. – Karaganda: KarGU, 2005.</li> <li>9. Guseva T.A. Psychologia poznovatel'noy aktivnosti: systemno-stilevoe issledovanie. - Biisk: BPGU im.V.M.Shukshina, 2006.</li> </ol>			

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

**Staff****Contact person**

Name, Surname of teacher. e-mail, mobile phone



<b>Course Title</b> <b>Fundamentals of scientific research</b>	<b>Number of credits (ECTS):15</b>	<b>Course code (ID)</b> <b>2.2.04</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Pedagogy, Psychology, Methods of scientific and educational research			
<b>Learning Outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- research methodology, methodological approaches in education;</li> <li>- levels of methodological knowledge;</li> <li>- contemporary direction in educational research in the field of education;</li> <li>- the structure and content of scientific research in the field of education.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- use knowledge of current issues in science and education in addressing the educational and professional objectives;</li> <li>- use the individual creative abilities for the original solving of research objectives;</li> <li>- carry out research independently using contemporary methods of science.</li> </ul> <b>Competences</b> <ul style="list-style-type: none"> <li>- ready to use methodological approaches in the implementation of research activities;</li> <li>- able to analyze the results of scientific research and apply them to solve specific educational and research objectives;</li> <li>- ready for independent development of new research methods.</li> </ul>			
<b>Course description (content)</b> <p>Methodological foundations of scientific research. Becoming of science methodology. Structure and function of scientific knowledge. The specificity of scientific knowledge, its level. Scientific criteria. Role in educational research terms, concepts and categories. Methodological principles and approaches to research. The structure and typology of scientific theories. Logic and structure of pedagogical research. Methods as the main instrument of knowledge. Theoretical and methodological problems of source. Approbation and implementation of the research results. Methods of writing a thesis.</p> <p>Scientific knowledge as an object of study. Methodological support for pedagogical research. Pedagogy in the system of scientific knowledge. The specifics of the scientific activity in the field of education. Methodological principles of pedagogical research. Methodology of didactical, historical and educational, social and educational, teaching comparative, comparative, methodological researches in pedagogy, psychology and research in education. Logic design of methodological device of research. Relevance of the topic, the contradiction, the problem, aim, objectives, object, object problem and the hypothesis of research. Theoretical and practical significance of the research. The main stages of research. Methods of scientific research. Pedagogical experiment. Types of experiment. Results of the research and ways to describe them. Criteria of novelty of research results. The problem of the reliability of the results of scientific research. Forms of scientific communications.</p>			
<b>Course objectives</b> –formation of readiness of Masters in research activities in the field of education, awareness of the methodological approach essence to research; <ul style="list-style-type: none"> <li>- acquaintance with the research methodology and the organization of scientific research in the field of psychological and educational sciences.</li> </ul>			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: lecture, discussion, brainstorming, training, round table, business games. For the study of this course 15 credits are allocated.			
<b>Literature</b> <ol style="list-style-type: none"> <li>1. Ippolitova N.V. Metodologiya i metody nauchnogo issledovaniya: uchebnoe posobiye /N.V. Ippolitova, N.S. Sterhova: Shadrinskii gos.ped.un-t, 2011. – 209 s.</li> <li>2. Lukashovich V.K. Osnovy metodologii nauchnyh issledovaniy. – M., 2001. – 104 s.</li> <li>3. Novikov A.M., Novikov D.A. Metodologiya nauchnogo issledovaniya. – M., 2010. – 280 s.</li> <li>4. Sabitova R.A. Osnovy nauchnyh issledovaniy. – Chelyabinsk, 2002</li> <li>5. Zagvyazinskii V.I. Metodologiya I metody psihologo-pedagogicheskogo issledovaniya. – M,2005. – 208s.</li> <li>6. Metodologiya i metody psihologicheskogo issledovaniya // Volkov B.S., Volkova N.V., Gubanov A.B. – M., Izdatelstvo: Akademicheskii proekt, 2005 . – 351s.</li> <li>7. Karaterzi V.A. Nazvanie: Metodologiya, teoriya I metody psihologicheskogo issledovaniya. – M., 2010. – 58s</li> <li>8. Yanchuk V.A. Metodologiya I metody nauchnogo issledovaniya v psihologii I socialnyh naukah. –Minsk, 2011. -373 c.</li> <li>9. Golubkov E.P. Marketingovye issledovaniya: teoriya, metodologiya I praktika. –M., 2005. -464 s.</li> <li>10. <a href="http://Reiting.htm">http:// Reiting.htm</a></li> <li>11. <a href="http://mgomo.pnp.html">http:// mgomo.pnp.html</a></li> </ol>			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			

<b>Staff</b>	Contact name Surname, name of a teacher, e-mail, mobile phone	
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<b>Course Title</b>  <b>Basis for the organization and planning of scientific research</b>	<b>Number of credits (ECTS):5</b>	<b>Course code (ID)</b> <b>2.2.05</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Philosophy and history of science, Pedagogy, Psychology, Methodology and methods of scientific research, Theory and methodology of scientific research			
<b>Learning Outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- national and international experience of scientific research;</li> <li>- methods of preparation and organization of scientific research; contemporary methods of experimental research and processing of experimental research;</li> <li>- particular compilation, analysis, critical thinking, organizing, forecasting process research;</li> <li>- mathematical foundations of measurement in pedagogy;</li> <li>- mathematical foundations of data processing and analysis;</li> <li>- mathematical apparatus of the teacher, language, models, methods, linear models</li> <li>- statistical methods for experimental design and processing of the results</li> <li>- methods of measurement.</li> </ul> <b>To able to:</b> <ul style="list-style-type: none"> <li>- carry out independently generalized analysis, form the purpose and objectives of research, choose the research methods, and carry out experimental studies;</li> <li>- collect, process experimental material, using modern informational technologies and interpret the necessary data to make judgments on relevant scientific issues;</li> <li>- carry out the experiments and interpret objectively the results to verify the correctness and effectiveness of the solutions.</li> </ul> <b>Competences</b> <ul style="list-style-type: none"> <li>- able to evaluate critically mastered theories and concepts, reinterpret the experience;</li> <li>- ready to organize and carry out scientific research related to the development of new projects and programs;</li> <li>- able to apply the methods and means of knowledge, learning, and self-control to acquire new knowledge and skills, including in new areas.</li> </ul>			
<b>Course description (content)</b> <p>Scientific research as an activity aimed at a comprehensive study of the object, process or phenomenon, their structures and links, and also the generation and implementation in practice the results useful for a person. Classification of scientific research. The forms and methods of research. Theoretical and empirical levels of research. Planning, organization and implementation of scientific research. Stages of carrying out the scientific research. Choice of research topics. Planning of scientific research. Carrying out of research, processing and analysis of the research results. Technical means of carrying out of experimental research and treatment methods of the experimental results. The role and possibilities of modeling in experimental research. The structure of scientific work.</p> <p>The historical aspect, the theoretical basics and the essence of using mathematical statistics in educational and psychological research. Methods of mathematical statistics, including initial processing of the experimental data as a preparatory and independent stage of statistics. Beginning of measurement theory, methods mathematical statistics, parametric and nonparametric methods to compare the results of research, correlation analysis, regression analysis basis, factor analysis, dispersive analysis, metric and nonmetric multidimensional scaling, registration methods, ranking, modeling, correlation analysis, methods of testing the relevance and validity of hypotheses . The methodology of using methods of mathematical statistics in educational and psychological research.</p>			
<b>Course objectives</b> –to help students stable of professional knowledge and skills in the field of scientific research to develop new and effective implementations in the educational process; <ul style="list-style-type: none"> <li>- to teach magistrates mathematical and statistical methods of processing and analysis of experimental data in the practical and scientific, educational and psychological researches.</li> </ul>			
<b>Course outline (duration, instructional, выделение кредитов)</b> Duration of the course – 1 semester. Methods of training: lecture, discussion, brainstorming, training, round table, business games. For the study of this course 5 credits are allocated.			
<b>Literature</b> <ol style="list-style-type: none"> <li>1. Shklyar M.F. Osnovy nauchnyh issledovaniy. UP.-M.: Izd. dom «Dashkov I K», 2008. – 243s.</li> <li>2. Tihonov V.A., Kornev N.V., Verona V.A., Ostrouhov V.V. Osnovy nauchnyh issledovaniy: teoriya I praktika. SPb.: Gelios APV, 2006.</li> <li>3. Ippolitova N.V. Metodologiya I metody nauchnogo issledovaniya: uchebnoye posobiye / N.V. Ippolitova, N.S. Sterhova: Shadrinskii gos.ped. un-t, 2011. – 209 s.</li> <li>4. Novikov A.M., Novikov D.A. Metodologiya nauchnogo issledovaniya. – M., 2010. – 280 s.</li> <li>5. Mihailychev E.A. Matematicheskiye metody v pedagogicheskom issledovanii. – M.: Vyssh. shk., 2008. -196s.</li> <li>6. Glazunov A.T. Pedagogicheskiye issledovaniya: sodержaniye, organizaciya I obrabotka rezultatov. – M.: Izdatelskii centr APO, 2003. – 41 s.</li> </ol>			

7. Kachalko V.V. Metody psihologo-pedagogicheskikh issledovaniy s primeneniem matematicheskoi statistiki. – Mozyr:MGPI im N.K. Krupskoi, 2002. – 107s.
8. Maier R.A., Kolmakova N.R., Vanurin A.V. Teoriya i praktika statisticheskogo analiza v psihologo-pedagogicheskikh I sociologicheskikh issledovaniyah. - Krasnoyarsk: RIO KGPU, 2005. - 352 s.
9. Sidorenko E. V. Metody matematicheskoi obrabotki v psihologii. - SPb.: Rech, 2007. - 350 s.
10. [http: // Reiting.ht](http://Reiting.ht)

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

**Staff**

Contact person Surname, name of a teacher, e-mail, mobile phone
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Course Title	Number of credits (ECTS):5	Course code (ID) 2.2.06	Level 6M010300 – Pedagogy and psychology
<b>Pre-requisites:</b> Pedagogy, Psychology, Methodology and methods of scientific research, Organization and planning of scientific research work			
<p><b>Learning Outcomes:</b></p> <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>- essence of categories and concepts of qualimetry,</li> <li>- objectives, principles, stages of qualimetry,</li> <li>- methods and techniques of pedagogical qualimetry,</li> </ul> <p>about the possibilities of using of pedagogical qualimetry in various educational situations.</p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- practice the methods of pedagogical qualimetry,</li> <li>- carry out pedagogical qualimetric procedures;</li> <li>- practice the statistical methods in psychology,</li> <li>- carry out a computer analysis of the data in psychology,</li> <li>- use advanced mathematical and computer methods in basic applied psychological research.</li> </ul> <p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>- able to plan and carry out their qualimetric procedures in different pedagogical systems;</li> <li>- able to apply adequately statistical methods to the practical problems of research in psychology, and to interpret correctly the results of mathematical analysis of data;</li> <li>- ready to carry out qualimetric procedures at various stages of real educational process;</li> <li>- ready to work with the various packages of applied programs to analyze the data of experimental research.</li> </ul>			
<p><b>Course description (content)</b></p> <p>"Quality" as a phenomenon. Qualimetry as the science of measuring quality. Methodology of educational qualimetry. Types of qualimetric scales. Stages of qualimetric procedures. Pedagogical qualimetry in education. Qualimetry of subjective and intersubjective competences. Qualimetry of individuality (of teacher and / or a student), staff (teaching and / or student), pedagogical system (family, school, etc.), district of the city, the region and the entire education system. Qualimetry of individual properties of participants involved in the educational process. Qualimetry of subjective properties of participants involved in the educational process. Qualimetric model of training process. Qualimetry of personal properties of participants involved in the educational process. Data processing and interpretation of pedagogical qualimetry. Feedback on the results of pedagogical qualimetry. Shapes and directions of forming, developing and correctional activities of teachers as a result of educational qualimetry. Conversion of diagnostic methods into qualimetric ones. Principles for the selection of the initial pedagogical diagnostic methodology. Operational model qualimetric phenomenon. Tables for processing diagnostic data in Microsoft Excel. A complete description of qualimetric methodology.</p> <p>The subject and objectives of mathematical statistics. History of mathematical methods formation in psychology. Methodological issues of using mathematics in psychology. The system of statistical methods in psychology, methods of psychological research organization, methods of mathematical modeling in psychology. Different approaches to the concept of probability. Types of random events. Random values and their characteristics. The acts of distribution of random values. Descriptive statistics. Statistical tables. Scale of measurement. Averages. Normal distribution curve. The concept of general and selective sample. Statistical hypothesis. Statistical criteria. Data standardization of psychological tests. Criteria of differences in the level of the investigated feature. The evaluation criteria of reliability shift in values of the investigated feature. Criteria of differences in the distribution of the feature. Multifunction statistical criteria. Correlation analysis.</p>			
<p><b>Course objectives</b> –formation and development of knowledge and skills in pedagogical qualimetry;</p> <ul style="list-style-type: none"> <li>- assimilation by magistrates of major methodological principles, theoretical concepts and methodological tools of statistical methods in the organization of psychological research, processing and interpretation of its results.</li> </ul>			
<p><b>Course outline (duration, instructional methods, allocation of credits)</b></p> <p>Duration of the course – 1 semester.</p> <p>Methods of training: lecture, discussion, brainstorming, training, business games.</p> <p>For the study of this course 5 credits are allocated.</p>			
<p><b>Literature</b></p> <ol style="list-style-type: none"> <li>1. Kaleichik M. M. Kvalimetriya: uchebnoye posobiye. - M.: MGIU, 2007. - 198 s.</li> <li>2. Subetto A.I. Ontologiya i epistemologiya kompetentnostnogo podhoda. Klassifikaciya i kvalimetriya kompetencii. - SPb; Kostroma:KGU im.N.A.Nekrasova, 2006. - 72 s.</li> <li>4. Chelyshkova M.B. Adaptivnoye testirovaniye v obrazovanii (teoriya, metodologiya, tehnologiya). – M.: Ispovedatel'skii centr problem kachstva podgotovki specialistov, 2001. – 165s.</li> <li>6. Hamhanova D.M. Osnovy kvalimetrii. – Ulan-Ude: Izd-vo VSGTU, 2003. – 141s.</li> <li>7. Sidorenko E.V. Metody matematicheskoi obrabotki v psihologii. – SPb.: OOO «Rech», 2000. -350 s.</li> <li>8. Suhodolskii G.V. Matematicheskiye metody v psihologii. – Harkov: Gumanitarnyi Centr, 2004. – 284 s.</li> <li>9. Gusev A.N. Dispersionnyi analiz v eksperimentalnoi psihologii. – M., 2000.</li> </ol>			



10. Martin D. Psihologicheskiye eksperimenty. SPb., 2002  
11. Mitina O.V., Mihailovskaya I.B. Faktorny analiz dlya psihologov. – M., 2001.  
12. Nasledov A.D., Tarasov S.G. Primeneniye matematicheskikh metodov v psihologii. – SPb, 2002.

**Assessment**

Current control of students activity, 1-2 boundary control, final examination

**Staff**

Contact person Surname,name of a teacher, e- mail, mobile phone	
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<b>Course Title</b> <b>Quality of education</b>	<b>Number of credits (ECTS):3</b>	<b>Course code (ID)</b> <b>2.2.07</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and Philosophy of Science, Pedagogy, Psychology			
<b>Learning Outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- features of multidimensional educational activity;</li> <li>- specific management in education;</li> <li>- main elements of the quality system of the educational institution;</li> <li>- foundation application of quality standards in the management of the educational institution.</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- orientate in the variety of proposed technologies and methods, in terms of efficiency;</li> <li>- develop the script and content of the business game of managerial pattern;</li> <li>- analyze accepted managerial decision by a teacher;</li> <li>- apply modern approaches to solving problems of quality management of educational services.</li> </ul> <b>Competences:</b> - able to solve practical problems, to simulate conditions and own technology of quality education management, to predict their likely consequences; <ul style="list-style-type: none"> <li>- ready for the activity of analytical, predictive and exploratory patterns;</li> <li>- able to implement self-esteem in order to compare my work with the model which is a pattern, an example.</li> </ul>			
<b>Course description (content)</b> Basic concepts and categories of quality education management. Implementation of the principles TOQ in providing educational services. Customer focus of educational services. Factors, quality support: marketing, organizational and methodical preparation of the educational process, the organization of the educational process, staff support of the educational process, the implementation of the educational process, extracurricular work with students, the material support of the educational process, the structure of educational institution management, internal audit implementation of quality system management. The forms of activity of quality education management. Development and implementation of quality education management. The Processes of the quality management system of education. Evaluation of the impact / effectiveness of the quality management system of education. Criteria of efficiency and effectiveness of the quality system of education. The historical aspect of improving the quality of education and quality control of the educational process. National and international experience of quality management. Quality management of self-learners. The problem of self-education in terms of the possible relocation of the "outside" on a teacher's side of self-control of students in their self-management of this process. Technologies and methodologies. Development and implementation of quality education management. Methods of evaluation and self-assessment of the educational institutions activities in the field of quality management.			
<b>Course objectives</b> –mastering the basics of scientific organization of management using all the possibilities of the educational system			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: lecture, discussion, heuristic conversation, brainstorming, business game, round table. For the study of this course 3 credits are allocated.			
<b>Literature</b> 1. Korotkov E.M. Upravleniye kachestvom obrazovaniya. - M.: Akademicheskii Proekt: Mir, 2007. 2. Basovskii L.E. Upravleniye kachastvom. - M.: INFRA-M, 2005. 3. Ahmedova E.A., Anopchenko T.U., Boloshin G.A. i dr. Menedzhment organizacii: sovrmennyye tehnologii. - rostov n/D : Feniks, 2002. 4. Ogvozdin V.U. Upravleniye kachestvom: Osnovy teorii I praktiki. - M.:Delo i Servis, 2002. 5. Teoriya upravleniya / Pod obsh.red. A.L. Gaponenko, A.P. Pankruhina. - M.: RAGS, 2003.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	Contact person Surname,name of a teacher, e-mail, mobile phone		



<b>Course Title</b>  <b>The theory and methodology of psychological disciplines</b>	<b>Number of credits (ECTS):5</b>	<b>Course code (ID)</b> <b>2.2.08</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and Philosophy of Science, Pedagogy, Psychology, Management in Education, Innovational pedagogical management, methodology and research methods			
<b>Learning Outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- basic methods and forms of teaching psychological disciplines;</li> <li>- peculiarities of organization of the learning situation in the teaching process of psychological disciplines;</li> <li>- about the content of a teacher work with the presentation about herself/himself, ability defining successful teaching (didactic, organizational and communicational, personal and special)..</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- formulate learning objectives for psychological disciplines;</li> <li>- give definitions of psychological concepts that meet the basic requirements of formal logic;</li> <li>- leave the flow chart of a lesson, methodical script lectures, seminars, practical classes;</li> <li>- determine the criteria of effectiveness of methodological work of a teacher;</li> <li>- master the optimal control strategy of didactic activities in the formation of cognitive psychology course.</li> </ul> <b>Competences</b> <ul style="list-style-type: none"> <li>- able to make up methodical script of lectures, seminars;</li> <li>- ready to use traditional and innovational techniques of teaching psychology;</li> <li>- capable for optimal didactic control strategy by the formation of cognitive psychology course.</li> </ul>			
<b>Course description (content)</b> <p>Characteristics of teaching methods of psychological disciplines. The subject, content and basic problems of methods of teaching of psychological disciplines. The system of subjective expectations of a student who began to study psychology course for the first time. Methods and organizational forms of teaching psychological disciplines. Methods of studying psychological disciplines. The system of training missions in the psychology course. Organization of the learning situation in the teaching process of psychological disciplines. The problem of mastering control of psychological knowledge and the typology of mistakes. Forms of teaching psychological disciplines. The content of teaching methods of psychological disciplines. Methodological foundations of teaching methods of psychological disciplines. Philosophical foundations of teaching methods of psychological disciplines. Logical aspects of teaching methods of psychological disciplines. Psychological aspects of the teaching methods of psychological disciplines. Major trends of teaching methods of psychological disciplines as an academic discipline at the present stage.</p> <p>Introduction to the discipline. Basic methods of teaching psychology. Structure and methods of teaching activity. Methods of preparation and carrying out of training sessions on psychology. Methodological means of training. Rhetorical treatment of educational information. Control and evaluation of students. The methodology of organization of educational debate. Professional and personal qualities of the teacher of psychology.</p>			
<b>Course objectives</b> –reveal for magistrates the theoretical and practical foundations of the forms and methods of the educational process in the psychological disciplines; - formation of magistrates’ knowledge of methodology, theory and practice of teaching psychology in schools, ideas about the features of teaching psychology.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: lecture, discussion, heuristic conversation, brainstorming, business game, round table. For the study of this course 5 credits are allocated.			
<b>Literature</b> 1. Badmayev B.C. Metodika prepodavaniya psihologii. – M., 1999. 2. Boyarchuk V.K. Metodika prepodavaniya psihologii v Vuze. – Rostov n/D, 1982. 3. Lyaudis V.Y. Metodika prepodavaniya psihologii. – M., 1984. 4. Boyarchuk E.A. Metodicheskiye aspekty metodiki prepodavaniya psihologii – Voronezh, 2000. 5. Ginecinskii V.I. Vvedeniye v metodiku prepodavaniya psihologii. Kurs lektsii. – M., 2002.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	Contact person Surname, name of a teacher, e-mail, mobile phone		

<b>Course Title</b> <b>Theory and methodology of teaching pedagogical disciplines</b>	<b>Number of credits (ECTS): 5</b>	<b>Course code (ID)</b> <b>2.2.09</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> History and Philosophy of Science, Pedagogy, Psychology, Management in Education, Innovational pedagogical management, methodology and research methods			
<b>Learning outcomes:</b> <b>To know:</b> <ul style="list-style-type: none"> <li>- structuring principles of pedagogy as an academic subject, ways to organize the process of mastering the content of pedagogical disciplines;</li> <li>- general theoretical issues of teaching of pedagogical disciplines in high school;</li> <li>- content, forms and methods of teaching pedagogical disciplines in high school</li> </ul> <b>To be able to:</b> <ul style="list-style-type: none"> <li>- implement the theoretical knowledge in practice of teaching of pedagogical disciplines;</li> <li>- practice the methods, means, forms of training of pedagogical disciplines</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- able to organize and manage the process of learning pedagogical disciplines;</li> <li>- ready to develop professional communication and teaching abilities of students;</li> <li>- able to diagnose and control pedagogical disciplines in training process.</li> </ul>			
<b>Course description (content)</b> Scientific theoretical bases of teaching pedagogical subjects, as a unity of content, forms and methods of teaching, teacher and students' activities . The subject and objectives of teaching methods of pedagogical disciplines. The structure and content of pedagogical sciences. Technology, methods, means of learning pedagogical disciplines. Forms of learning pedagogical disciplines. Diagnosis and control in the learning process of pedagogical disciplines. Methodological characteristics of pedagogical disciplines. Pedagogy as an academic discipline. The genesis of teaching methods of pedagogy. Designing of education content of pedagogy. Methods, forms and means of teaching pedagogy. Educational technology in teaching pedagogy. Organization of independent work of students in the study of pedagogy. Scientific management of research activities of students. Development of educational and methodological materials on pedagogy.			
<b>Course objectives</b> –Magistrates' formation of knowledge and skills of methodological, theoretical, methodological issues of teaching pedagogical disciplines in university.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: lecture, discussion, brainstorming, training, round table, business game. For the study of this course 5 credits are allocated.			
<b>Literature</b> 1. Bordovskaya N.V., Rean A.A., Pedagogika. – SPb: Piter, 2006. 2. Novikov A. M. Osnovaniya pedagogiki / posobiye dlya avtorov uchebnikov i prepodavatelei. – M.: Egves, 2010. 3. Slastenin V.A. i dr. Pedagogika / Pod red. V.A. Slastenina. – M.: Akademiya, 2002. 4. Latyshina D.I. Istoriya pedagogiki (Istoriya obrazovaniya i edagogicheskoi mysli). – M., 2003. 5. Pedagogika I psihologiya vysshei shkoly / Otv. red. M.V. Bulanova - Toporkova. - Rostov n/D: Feniks, 2002.			
<b>Assessment</b> Current control of students activity, 1-2 boundary control, final examination			
<b>Staff</b>	Contact person Surname,name of a teacher, e-mail, mobile phone		

<b>Course Title</b> <b>Pedagogical practice</b>	<b>Number of credits (ECTS):3</b>	<b>Course code (ID)</b> <b>3.1.01</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Pedagogy, Psychology, Methods of teaching pedagogical disciplines, Methods of teaching psychological disciplines, Management of educational systems, Management of education quality			
<b>Learning Outcomes:</b> <b>To know:</b> - disciplines of theoretical block and special disciplines of psycho-pedagogical cycle. <b>To be able to:</b> - practice knowledge and skills on teaching methodology of psychological and pedagogical disciplines; - develop and apply for new forms and methods of organization of independent work of students in the training process. <b>Competences</b> <b>Be able to:</b> - carry out the choice of optimal pedagogical methods of conducting training sessions (innovational training); - participate in educational work in accordance with the work plans of departments and faculties; - conduct psychological and pedagogical research in student groups; - strive to build professional personal qualities, culture of scientific and pedagogical thinking, professional and pedagogical skills of creative activity.			
Course description (content) <b>Pedagogical practice</b> Participation of magistrates in the final conference on pedagogical practice with the leaders, supervisors and consultants profiling department - teachers on pedagogy and psychology. Visiting lectures, seminars and laboratory studies of teachers on the subject of specialization, working on the course set by this magistrate. Development of research agenda on trial and credit activities. Development of the plans of educational activities in accordance with the approved plans of departments and faculties. Development and preparation of lecture notes, seminars and laboratory studies in general or specialized courses. Preparation of handouts and demonstrational materials, computational tasks, tests, handouts for the active forms and methods of teaching, extracurricular forms of education, collective credit events. Participation in the analysis of lessons held by other magistrates. Conducting of crediting activities in educational work in the student group. Compilation of social psychosocial passport of student group and psycho-pedagogical characteristics of the student. Throughout the practice of keeping a diary, covering all the aspects of teaching in the department.			
<b>Course objectives</b> –development of future high-level master's pedagogical culture, organization skills of pedagogical process in high school and innovational activity in education.			
<b>Course outline (duration, instructional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: consultative. For the study of this course 3 credits are allocated.			
<b>Literature</b> 1. Pedagogicheskiye praktiki: metod. Rekomendacii po organizacii provedeniya I vypolneniu otcheta / Novosib. gos. agrar. un-t. Inzhener. in-t; sost.: U.A. Guskov, O.N. Inkina, V.Ya. Vulfert. – Novosibirsk, 2011. 2. Belozercev E.P. Pedagogika professionalnogo obrazovaniya: ucheb. posobiye / E.P. Belozercev, A.D. Goneev, A.G. Pashkov I dr.; pod red. V.A. Slastenina. – 3-e izd. ster. – M.: Akademiya, 2007. 3. Buharova G.D. Obshaya I professionalnaya pedagogika: ucheb. posobiye / G.D. Buharova, L.D. Starikova. – M.: Akademiya, 2009. 4. Kukushin V.S. Teoriya I metodika vospitatelnoi raboty: ucheb. posobiye. – 3-e izd., pererab. i dop. – M.: IC MarT Feniks, 2010. 5. Metodika vospitatelnoi raboty: ucheb. Posobiye dlya studentov vuzovъ / pod red. V.A. Slastenina. – 7-e izd., ster. – M.: akademiya, 2009. 6. Skakun V.A. Osnovy pedagogicheskogo masterstva: ucheb. posobiye. – M.: Forum Infra-M, 2010.			
<b>Assessmant</b> Final exam			
<b>Staff</b>	Contact person Surname,name of a teacher, e-mail, mobile phone		



<b>Course Title</b> <b>Research practice</b>	<b>Number of credits (ECTS):12</b>	<b>Course code (ID)</b> <b>3.1.02</b>	<b>Level</b> <b>6M010300 – Pedagogy and psychology</b>
<b>Pre-requisites:</b> Pedagogy, Psychology, Methodology and methods of research, Theory and methodology of research, Organization and planning of research, Mathematical Methods in research on pedagogy and psychology, Pedagogical qualimetry, Statistical Methods in Psychology			
<b>Course outcomes:</b> <b>To know:</b> - disciplines of theoretical block and special discipline of psycho-pedagogical cycle. <b>To be able to:</b> - carry out a qualified search of select, analysis and summary of relevant scientific information for master's study; - develop original research ideas in the framework of the Master's thesis. <b>Competences</b> <b>Able to:</b> - conduct a theoretical analysis of psychological and educational literature; - allocate current problems of the modern system of education, training and development; - evaluate critically the adequacy of the methods of solving the problem under investigation ; - use contemporary scientific methods to solve research problems; - develop and present a reasonable long-term plan of research; - use modern diagnostic technologies and quality evaluation of the educational process; - apply modern methodologies and technologies of organization and implementation of the educational process at different educational levels and in various educational institutions; - form the educational environment and use their abilities to the realization of innovative educational policy; - organize the interaction of specialists to achieve the goal of research; - build management of socialization of research results; - introduce clearly and accurately the information obtained during information research.			
Course description (content) <b>Research practice</b> In the course of scientific research practice magistrates are introduced to the general principles of organizational and research work, research methods of a teacher-psychologist in the field of training and education. Gain experience of research, during which approve and implement their scientific ideas and concepts, collect research material, analyze and summarize the results of the study introduced then in a report about the research work. The main types of magistrates' activities during scientific research practices are: - organizational work; - theoretical work directed to the justification, choice of theoretical and methodological framework of the planned research; - practical work related to the organization and conduct its own research, collect empirical data; - generalization of obtained results in the form of a scientific report.			
<b>Course objectives</b> –master the methods and techniques of research, form the competencies required in the organization of scientific research.			
<b>Course outline (duration, instructuional methods, allocation of credits)</b> Duration of the course – 1 semester. Methods of training: consultative. For the study of this course 12 credits are allocated.			
<b>Literature</b> 1. Zagvyazinskii V.I., Atahanov R. Metodologiya i metody psihologo-pedagogicheskogo issledovaniya. 2-e izd. - M., 2005. 2. Solyanikov U.V. Organizaciya nauchno-issledovatel'skoi deyatel'nosti v magistrature universiteta // Issledovaniye sovremennyh pedagogicheskikh problem / pod red. d.p.n. E.S.Zair-Bek. – SPb., 2001. 3. Zaharov A.A. Kak napisat I zashitit dissertatsiu / A. Zaharov, T. Zaharova. - M., 2006. 4. Kraevskii V.V. Metodologiya nauchnogo issledovaniya: posobiye dlya studentov i aspirantov gumanitarnykh un-tov. – SPb., 2001. 5. Novikov A.M., Novikov D.A. Metodologiya. – M., 2007. 6. Novikov A.M., Novikov D.A. Obrazovatelnyi proekt // Metodologiya prakticheskoi obrazovatelnoi deyatel'nosti. – M., 2004.			
<b>Assessment</b> Final exam			
<b>Staff</b>	Contact person Surname,name of a teacher, e-		

	mail, mobile phone	
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