Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)

Institute of World Economy and Business

(educational division (faculty/institute/academy) as higher education programme developer)

COURSE SYLLABUS

PEDAGOGY AND PSYCHOLOGY OF HIGHER   SCHOOL

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's)

(field of studies / specialty code and title)

The course instruction is implemented within the professional education programme of higher education:

"Foreign language of professional communication and specialized translation"

(higher education programme profile/specialisation title)

2025

1. COURSE GOAL

The goal of mastering the course " Pedagogy and Psychology of Higher School" is to form students' ideas about the achievements of human thought in various periods of history, about the role and place of science in the development of human society, to equip students with the skills to analyze the main ideological and methodological problems arising in science at the present stage of its development and to get an idea of the trends of historical development science. The course pays special attention to the problems of linguistics methodology.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Pedagogy and Psychology of Higher School" is aimed at the development of the following competencies /competences in part:

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-1	Ability to search, critically analyze problem situations based on a systematic approach, and develop a strategy of actions.	GC-1.1 Ability to analyze the problem situation and decomposes it into separate tasks
		GC-1.2 Develops a strategy for solving the task
		GC-1.3 Ability to form possible solutions to the problem
GC-2	Ability to manage the project at all stages of its life cycle	GC-2.1 Participates in project management at all stages of the life cycle
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal	GC-3.1 Demonstrating an understanding of the principles of teamwork
		GC-3.2 Ability to manage team members to achieve the set goal
GC-6	Ability to identify and implement the priorities of his own activities and ways to improve it based on self-assessment	GC-6.1 Evaluation of the resources and their limits (personal, situational, temporary), optimal use them for the successful completion of the assigned task
		GC-6.2 Determines the priorities of personal growth and ways to improve their own activities based on self-assessment
GPC-3	Proficiency in the general theory of teaching and the methodology of teaching specialized disciplines of the chosen course of the main educational programme, ability to use modern educational technologies in practical activities	GPC-3.1. Demonstrates proficiency in the theory of teaching and teaching methods of specialized disciplines of the chosen course of the main educational programme
		GPC-3.2. Ability to use modern educational technologies in practice

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-6	Ability to use modern technologies for collecting, processing and interpreting experimental data, techniques for compiling and processing scientific documentation (dissertation, report, abstract, abstract)	OPG-6.1. Ability to use modern technologies for collecting, processing and interpreting the experimental data obtained in professional activities
		OPG-6.2. Ability to apply various methods of compilation and registration of scientific documentation

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Pedagogy and psychology of higher education" belongs to the mandatory part of block Б1.О.01.

Within the framework of the educational program, students also master other disciplines and /or practices that contribute to achieving the planned results of mastering the discipline "Pedagogy and Psychology of Higher School".

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-1	Ability to search, critically analyze problem situations based on a systematic approach, and develop a strategy of actions.		Theory and practice of cross-cultural business communication; General linguistics and the history of linguistic studies; Quantitative linguistics and new information technologies
GC-2	Ability to manage the project at all stages of its life cycle		Quantitative linguistics and new information technologies
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal		Pedagogical internship
GC-6	Ability to identify and implement the priorities of his own activities and ways to improve it based on self-assessment		Pedagogical internship Educational internship Pre-diploma internship

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-3	Proficiency in the general theory of teaching and the methodology of teaching specialized disciplines of the chosen course of the main educational programme, ability to use modern educational technologies in practical activities		Pedagogical internship
GPC-6	Ability to use modern technologies for collecting, processing and interpreting experimental data, techniques for compiling and processing scientific documentation (dissertation, report, abstract, abstract)		General linguistics and the history of linguistic studies; Quantitative linguistics and new information technologies Educational internship

* - - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Pedagogy and psychology of higher School" is 4 credits.

*Table 4.1. Types of educational work according to the periods of mastering the OP in for **FULL**-time education*

Type of academic activities	TOTAL, academic hours.	Semesters/training modules			
		1	2	3	4
Contact, academic hours	17	17			
Lectures (**LC**)	17	17			
Laboratory work (**LW**)					
Practical/seminar classes (**S**)					
Self-studies, academic hours	100	100			
Evaluation and assessment (exam/pass/fail grading), academic hours	27	27			

Type of academic activities		TOTAL, academic hours.	Semesters/training modules			
			1	2	3	4
Course workload	academic hours	**144**	**144**			
	credits	**4**	**4**			

*Table 4.2. Types of educational work according to the periods of mastering the OP in for **FULL-TIME and PART**-TIME education**

Type of academic activities		TOTAL, academic hours.	Semesters/training modules			
			1	2	3	4
Contact, academic hours						
Lectures (**LC**)						
Laboratory work (**LW**)						
Practical/seminar classes (**S**)						
Self-studies, academic hours						
Evaluation and assessment (exam/pass/fail grading), academic hours						
Course workload	academic hours					
	credits					

* - filled in if the program is implemented in full-time and part-time form

*Table 4.3. Types of educational work according to the periods of mastering the higher Education Programme for **CORRESPONDENCE** education**

Type of academic activities		TOTAL, academic hours.	Semesters/training modules			
			1	2	3	4
Contact, academic hours						
Lectures (**LC**)						
Laboratory work (**LR**)						
Practical/seminar classes (**S**)						
Self-studies, academic hours						
Evaluation and assessment (exam/pass/fail grading), academic hours						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme correspondence training

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1.	Topic 1.1 Role of higher education in contemporary civilization	S

Course module title	Course module contents (topics)	Academic activities types*
Contemporary Development of Education in Russia and Abroad	Topic 1.2 Pedagogical activity as a system of activity	S
Module 2. Structure of pedagogical activity	Topic 2.1 Requirements to the efficient education process management	S
	Topic 2.2 Functions of university educator's activity.	S
	Topic 2.3 Structural components of pedagogical activity: constructive and gnostical.	S
	Topic 2.4 Pedagogical abilities and pedagogical mastery of a higher school educator	S
Module 3. Forms of arrangement of the educational process in higher education	Topic 3.1 Pedagogical technologies: their meaning and role in educational process	S
	Topic 3.2 Key advantages of higher school lectures Lecturing styles	S
	Topic 3.3 Seminars and practicums in higher school Purpose of practical classes	S
	Topic 3.4 Basics of pedagogical control in higher school: functions and forms	S
	Topic 3.5 Student autonomous work: bottlenecks and their rectification. Types of student autonomous work	S
Module 4. Pedagogical communication	Topic 4.1 Pedagogical communication as a specific form of communication. Humanization of education as a cornerstone of pedagogical communication	S
	Topic 4.2 Stages of pedagogical communication. Peculiarities of university-level pedagogical communication	S
Module 5. Psychological and Pedagogical Investigation of Student Personality	Topic 5.1 Singularities of student's personal development Typology of student and educator personalities.	S
	Topic 5.2 Basic psychological and pedagogical techniques in optimal pedagogical communication	S
Module 6. Psychology of professional education	Topic 6.1 Notion of professional education Principles of professional education	S
	Topic 6.2 Theories of professional development of a personality: script-based theory (Eric Bern), the theory of professional development (D. Super), the theory of professional choice (Holland), the theory of compromise with reality (E. Ginzberg).	S

* - filled in only by **FULL**–time study: *LC – lectures; LR – laboratory work; S - seminars.*

CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Seminary	A classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.	323 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106 340 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106 330 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106
Computer class	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of _____ pcs), a board (screen) and technical means of multimedia presentations.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment	324 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106

* - the audience for independent work of students is **MANDATORY**!

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Philosophy of education in a multicultural society of the 21st century: A collection of scientific articles. Vy`p.2 / Pod red. V.M.Filippova; Red. kol.: N.S.Kirabaev, A.V.Semushkin. - M. : Izd-vo RUDN, 2021. - 238 s. http://lib.rudn.ru/ProtectedView/Book/ViewBook/2333

2. Smirnov Sergej Dmitrievich. Pedagogika i psixologiya vy`sshego obrazovaniya: ot deyatel`nosti k lichnosti [E`lektronny`j resurs] : Uchebnoe posobie dlya vuzov. - 5-e izd., stereotip. ; E`lektronny`e tekstovy`e danny`e. - M. : Akademiya, 2020. - 400 s..b)

Additional reading:

1.   Bar, R. B. From learning to learning — a new paradigm of higher education / R. B. Bar, J. Tag // Didaktika vy`sshej shkoly` : sb. referatov. - Minsk : BGU, 2016.
2.   Bruner, Dzh. Kul`tura obrazovaniya / Dzh. Bruner. - M. : Prosveshhenie,2016.
3.   Grebnev A. Vy`sshee obrazovanie v Bolonskom izmerenii: rossijskie osobennosti ogranicheniya // Vy`sshee obrazovanie v Rossii. 2019. № 1.
4.   Zeer, E`. F. Modernizaciya professional`nogo obrazovaniya: kompetentnostny`j podxod / E`. F. Zeer, A. M. Pavlova, E`. E`. Sy`manyuk. - M. : MPSI, 2018.
5.   Kirshyuk, L. G. Programma uchebnogo kursa kak putevoditel` dlya studenta i prepodavatelya / L, G. Kirilyuk, T. I, Krasnova, E. F. Karpievich. - Minsk : BGU, 2018.
6.   Pedagogika i psixologiya vy`sshej shkoly` : ucheb. posobie / Otv. red. M. V. Bulanova-Toporkova. - Rostov-na-Donu : ICz MarT, 2022.
7.   Pedagogicheskie kommunikacii : ucheb. posobie / Pod red.L. S. Zhidkovoj. - Cherepovecz : ChGU, 2016.
8.   Smirnov, S. D. Pedagogika i psixologiya vy`sshego obrazovaniya /S. D. Smirnov. - M.: Akademiya, 2005.
9.   Student i obrazovatel`noe prostranstvo: motivaciya i social`no-professional`ny`e orientacii / P. Yu. Volova [i dr.]. - Samara : SGU, 2021.
10.   Yaspers, K. Ideya universiteta / K. Yaspers. - Minsk : BGU, 2016.

Internet sources
1. •   Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
    - RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
    - EL "University Library Online" http://www.biblioclub.ru
    - EL "Yurayt" http://www.biblio-online.ru
    - EL "Student Consultant" www.studentlibrary.ru
    - EL "Lan" http://e.lanbook.com/
    - EL "Trinity Bridge"
    - ……….

 2.Databases and search engines:
    - electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
    - Yandex search engine https:// www .yandex.ru/
    - Google search engine https://www.google.ru/
    - Scopus abstract database http:// www .elsevierscience.ru/ products / scopus /

*Training toolkit for self- studies to master the course *:*

1. A course of lectures on the discipline "Pedagogy and psychology of higher school".

Section I.
Contemporary Development of Education in Russia and Abroad
Role of higher education in contemporary civilization The fundamentals of the development of education. Development trends in education. Humanization of education as a cornerstone of pedagogical communication The main directions of education reform. Problems of the quality of education. Modern technologies for ensuring and evaluating the quality of higher education. Fundamentals of higher school didactics.
The principles of teaching as the main guideline in teaching. Methods of teaching in higher school.

Section II.
The structure of pedagogical activity.
Pedagogical activity as a system of activity Management in the educational process, its distinctive features. Requirements to the efficient education process management Functions of university educator's activity. Structural components of pedagogical activity: constructive and gnostical. Pedagogical abilities and pedagogical mastery of a higher school educator

Section III.
Forms of arrangement of the educational process in higher education
Pedagogical technologies: their meaning and role in educational process The role and place of the lecture at the university. Requirements for lecture. The structure of lecture. Criteria for evaluating the quality of the lecture. Fundamentals of preparation of of lectures. The specifics of lectures depending on the student's course. Key advantages of higher school lecturing styles Lecturing styles
Seminars and practicums in higher school Purpose of practical classes The structure of the practical lesson. Requirements for the organization and conduct of practical classes. Types and forms of practical classes. Criteria for evaluating practical classes.
Basics of pedagogical control in higher school: functions and forms
Student autonomous work: bottlenecks and their rectification. Types of student autonomous work
The main directions of the organization of independent
students' work.

Section IV.
Pedagogical communication
Pedagogical communication as a specific form of communication. Humanization of education as a cornerstone of pedagogical communication Styles of pedagogical communication. Typology of professional positions of teachers. Dialogue and monologue in pedagogical communication. The content and structure of pedagogical communication. Stages of pedagogical communication. Peculiarities of university-level pedagogical communication Basic requirements for pedagogical communication. Communication style and personality of the teacher.

Section V.
Psychological and Pedagogical Investigation of Student Personality
Singularities of student's personal development Typology of student and educator personalities. Factors determining the socio-psychological portrait of a student. The specifics of the student's activity. The needs and motives of the student's activity. Methods of optimizing educational activities. Basic psychological and pedagogical techniques in optimal pedagogical communication

Section VI.
Psychology of professional education

Notion of professional education Principles of professional education Psychology of professional education. Stages of professional self-determination. The choice of profession as the most important event in the holistic self-determination of a person.

Theories of professional development of a personality: script-based theory (Eric Bern), the theory of professional development (D. Super), the theory of professional choice (Holland), the theory of compromise with reality (E. Ginzberg).

* - all teaching materials for independent work of students are placed in accordance with the current procedure on the discipline page **in the TUIS**!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

Evaluation materials and a point-rating system* for assessing the level of competence formation (part of competencies) based on the results of mastering the discipline "Pedagogy and Psychology of Higher School" are presented in the Appendix to this Work Program of the discipline

https://esystem.rudn.ru/course/view.php?id=636

*The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Ass. Professor FLD EF		**Popova S.N.**
Position, Educational Department	Signature	Name and surname

HEAD OF THE HIGHER EDUCATIONAL PROGRAMME:

FLD EF		**Malyuga E.N.**
Educational Department	Signature	Name and surname