

Course/module description (*Pedagogy and psychology of high school - Педагогика и психология высшей школы*)

Course provider (institution): Razzakov Kyrgyz State Technical University (KSTU), Department of Engineering Pedagogy

Course title: *Pedagogy and psychology of high school* (БД.1.1.)

Target group: PhD Students (620100 – Geodesy and Remote Sensing Direction. Geodesy and Geoinformation Technologies Program)

Type (compulsory/optional): Compulsory

Number of ECTS credits allocated (if applicable); estimated workload:
5 ECTS (150 academic hours)

Mode of delivery (face-to-face/ distance learning etc.); number of contact hours:
48 class hours (16 - lectures, 32 – practical) and 102 hours for the self study

Language of instruction: Kyrgyz/Russian/ English

Prerequisites and co-requisites (if applicable): General Psychology/Pedagogy/Professional Pedagogy, knowledge of English for reading literature and communication

Course aims:

The training course "Pedagogy and Psychology of Higher School" is aimed at deeper study of psychological and pedagogical knowledge in the field of professional formation of personality..

Learning outcomes:

After taking this course, the students should (be able to do):

1. to form professional and pedagogical thinking;
2. to form an idea of the history and current state of higher education in the Kyrgyz Republic;
3. to form attitudes for constant search of applications of philosophical, socio-economic, psychological and other knowledge to the solution of problems of teaching and education in higher education;

Course content:

1. Introduction to Pedagogy and Psychology of Higher Education
2. History of higher education
3. Subject, tasks and main categories of pedagogy
4. The content of higher education
5. The essence and principles of learning
6. Characteristics of teaching methods.
7. Pedagogical control
8. Professional formation of a specialist's personality
9. Scientific and pedagogical activity of a higher school teacher
10. Pedagogical communication
11. Psychological and pedagogical study of the student's personality
12. Psychological features of student and teacher activity
13. Psychological features of students' education and the role of student groups.
14. Problems of increasing academic performance and reducing the dropout rate of students.
15. Psychological bases of formation of professional system thinking.
16. Psychology of creativity of a teacher.

Recommended or required reading and other learning resources/tools:

- Course teaching materials available through the university ELMS;

- Instant messaging, blog and personal electronic communication platforms;

Required literature:

1. Буланова-Топоркова Педагогика и психология высшей школы Ростов н/Д: Феникс, 2002.-544 с.
2. А.Л. Церковский Педагогика и психология высшей школы Витебск,2018;
3. Смирнов С.Д. Педагогика и психология высшего образования: от деятельности к личности. – М.: Академия, 2010. - 400 с.

Additional literature:

1. Гуревич П.С. Психология и педагогика. – М., 2012. // Режим доступа ЭБС «КнигаФонд»: <http://www.knigafund.ru/>
2. Кавдангалиева М.И. Педагогика и психология высшей школы. Электронный курс. – СПб.: ИЭО СПбУУиЭ, 2010. – 184 с. /Режим доступа ЭБС «Лань» <http://e.lanbook.com/>
3. Основы педагогики и психологии высшей школы /под ред. А.В. Петровского. – М.: Высшая школа, 1986

Planned learning activities and teaching methods:

1. Lectures and seminars;
2. Laboratory work and computing tasks;
3. Individual project work;
4. Class discussions.

Assessment methods and criteria:

1. Practical works (25%)
2. Participation in class activity (5)
3. Individual project (30%)
4. Final exam 40%

Grading system: Five-point academic grading system,
where 5 - "Excellent" and 2 - "Unsatisfactory" (A, B, C, F)

Additional information: Course instructor – Dr. Meerim Mamyrova.

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