

**PJSC "Higher Education Institution "INTERREGIONAL ACADEMY OF  
PERSONNEL MANAGEMENT"**



***SYLLABUS OF THE ACADEMIC DISCIPLINE  
«EDUCATIONAL PSYCHOLOGY»***

Specialty: **C4 Psychology**  
Educational level: **first (bachelor's) level**  
Educational program: **Psychology**

MAUP 2025

**General information about the academic discipline**

Name of the academic discipline	Educational psychology
Code and name of specialty	C4 psychology
Level of higher education	first (bachelor's) level of higher education
Discipline status	selective
Number of credits and hours	3 credits/90 hours. Lectures: 20 hours. Practical classes: 14 hours. Independent work: 56 hours.
Term of study of the discipline	
Language of instruction	Ukrainian
Type of final control	credit
Discipline page on the website	

**General information about the teacher. Contact information**

Academic degree	
Academic title	
Position	
Disciplines taught by the NPP	
Areas of scientific research	
Links to identifier registries for scientists	
Teacher contact information:	
Email:	
Contact phone number	
Teacher's portfolio on the department's website	

**Course abstract.**The educational discipline "Pedagogical Psychology" is a component of the cycle of professional training of specialists of the educational and qualification level "Bachelor" with the specialization "Practical Psychology", and is important for the study of other disciplines of the OPP "Psychology".

**Subject of study of the academic discipline:**psychological patterns of learning, upbringing and development of the personality in the educational process; psychological mechanisms of pedagogical activity, interaction between the teacher and students; formation of learning motivation, cognitive activity and individual and socio-psychological characteristics of subjects of the educational environment.

**Course objective:**expanding the knowledge of future educators on issues of pedagogical psychology, leading tasks, methods and principles of psychological work in the education system. As well as the desire to reveal the basic requirements for conducting psychological work in the education system, its rights and obligations. Practicing the skills of using the acquired knowledge in practice.

**Objectives of the academic discipline:**

- 1. Expanding in students' minds interdisciplinary connections with such courses as "Pedagogy", "General Psychology", "Age Psychology", "Labor Psychology", "Social Psychology".
- 2. Introducing students to the basics of pedagogical psychology, pedagogical skills, their capabilities, methods, and specific techniques.
- 3. Familiarization with general categories, concepts, and terms of the discipline, as well as the formation and enrichment of the conceptual and categorical apparatus and thesaurus of future specialists.
- 4. Disclosure of the basic principles and patterns of the relationship between the processes of learning and the development of the human psyche.
- 5. Disclosure of psychological and pedagogical aspects of personality education.
- 6. Explanation of the essence of the work of a psychologist in a school, preparation for it of young specialists.
- 7. Demonstration of the relationship between theoretical material and situations in the psychological and pedagogical process using specific examples.

**Prerequisites for the academic discipline:**

The study of the academic discipline "Pedagogical Psychology" is directly related to the disciplines: "Social Psychology", "Family Psychology", "Pedagogy", "Programming and Design in Public Management and Administration", "Philosophy", "Fundamentals of Psychology and Pedagogy", "Methods of Teaching Psychology".

**Postrequisites of the academic discipline:**

The acquired knowledge, skills and competencies within this discipline are used when mastering the following academic disciplines: teaching methods (by specialty), pedagogy, age psychology, practical psychology, inclusive education, psychodiagnostics, pedagogical skills, as well as in the process of completing industrial practice and performing qualification work.

Software competencies:

<b>General competencies</b>	GC1.Ability to apply knowledge in practical situations. GC4.The ability to learn and master modern knowledge. GC8.Interpersonal skills. GC9.Ability to work in a team. GC1.The ability to preserve and multiply the moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and engineering, to use various types and forms of physical activity for active recreation and leading a healthy lifestyle.
<b>Special competencies</b>	SC3. The ability to understand the nature of behavior, activities, and actions.

	SC4. The ability to independently collect and critically process, analyze and summarize psychological information from various sources.
<b>Learning outcomes</b>	<p>PLO12 Develop and implement a program of psycho-prophylactic and educational activities, psychological assistance measures in the form of lectures, conversations, round tables, games, trainings, etc., in accordance with the requirements of the customer.</p> <p>PLO13 Interact, communicate, be understandable, and be tolerant of people with other cultural or gender-age differences.</p> <p>PLO14 Effectively perform various roles in a team in the process of solving professional tasks, including demonstrating leadership qualities.</p> <p>PLO17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values in professional and social activities.</p>

## Content of the academic discipline

No.	Topic name	Number of hours, of which:			Teaching methods/assessment methods
		Lectures	Practical classes	Independent work	
3rd semester					<b>Teaching methods:</b> verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); explanatory-illustrative; reproductive; problem-based presentation method; partially search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence-based; project-research); case method.  <b>Evaluation methods:</b> oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (tests, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case tasks.
<b>Content module 1.</b> Scientific and theoretical foundations of pedagogical psychology as a science. Psychology of learning.					
Topic 1	Introduction. Educational Psychology as a Science	2	1	6	
Topic 2	Subject and methods of educational psychology	2	2	6	
Topic 3	Development of pedagogical psychology	2	1	6	
Topic 4	Human education as a subject of pedagogical psychology	2	2	4	
Topic 5	Problems of mental development of the personality	2	1	6	
<b>Content module 2.</b> Psychology of education. Psychology of pedagogical activity					
Topic 6	The concept of learning and its psychological mechanisms	2	1	6	
Topic 7	The peculiarity of preparing a preschooler to master educational activities.	2	2	6	
Topic 8	Educational psychology	2	1	4	
Topic 9	Education as a process of forming a holistic personality	2	2	6	
Topic 10	Pedagogical communication: culture, functions, tact, abilities. Personality of the educator.	2	1	6	
Modular test work					
Total:		20	14	56	

## Form of control: credit

### Technical equipment and/or software

The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.4.

### Forms and methods of control

Monitoring the progress of students is divided into current and final (semester).

Current control is carried out during practical, laboratory and seminar classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of current control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- speech on the main issue;
- oral report;
- addition, question to the person answering;
- systematic work in seminar classes, activity during discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written assignments (tests, quizzes, creative works, essays, etc.);
- preparation of theses, abstracts of educational or scientific texts;
- independent study of topics.

Monitoring the progress of students is divided into current and final.

Methods of current control: oral control (survey, conversation, report, message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

### Evaluation system and requirements

Table of distribution of points received by higher education applicants\*

	Current knowledge control										Modular test work	Credit	Total points
Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	20	20	100
Work in a seminar class	3	3	3	3	3	3	3	3	3	3			

Independent work	3	3	3	3	3	3	3	3	3	3		
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\*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

Module control is carried out in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the modular test in the academic discipline "Pedagogical Psychology":

When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- a grade of "good" (B) is given for completing 80% of all tasks;
- a grade of "good" (C) is given for completing 70% of all tasks;
- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

- "A" - 18-20 points;
- "B" - 16-17 points;
- "C" - 14-15 points;
- "D" - 12-13 points.
- "E" - 10-11 points;
- "FX" - less than 10 points.

The final semester assessment in the discipline "Pedagogical Psychology" is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified in the curriculum and covers the scope of material specified in the course program.

The final assessment is carried out in the form of a test. A student who has completed all the required work is allowed to take the semester assessment.

The final grade is based on the student's performance during the semester. The student's grade consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all required assignments and received a score of 60 points or higher receive a grade corresponding to the grade received without additional testing.

For students who have completed all the required tasks but received a score below 60 points, as well as for those who wish to improve their score (result), the teacher conducts a final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

**Evaluation of additional (individual) types of educational activities.**Evaluation of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads

and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

**Assessment of independent work**

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 3 points using standardized and generalized knowledge assessment criteria.

**Scale for evaluating the performance of independent work (individual tasks)**

**evaluation criteria.**

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
3	3	2	1	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

**Final assessment scale: national and ECTS**

Total points for all types of learning activities	ECTS assessment	National scale assessment	
		for exam, course project (work), practice	for credit
90 – 100	AND	perfectly	Enrolled
82-89	IN	good	
75-81	WITH		
68-74	D	satisfactorily	
60-67	THERE		
35-59	FX	unsatisfactory with the possibility of reassembly	not accepted with the possibility of retaking



0-34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline
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### Course policy

To successfully complete the course "Pedagogical Psychology", the student must:

- regularly attend lectures and practical classes;
- work systematically, systematically and actively in lectures and practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course "Pedagogical Psychology" involves the assimilation and observance of the principles of ethics and academic integrity, in particular, an orientation towards preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotations, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that are capable of developing practical skills and abilities for which, at the teacher's decision, additional (bonus) points may be awarded (participation in round tables, scientific conferences, olympiads and scientific competitions among students).

### Recommended sources of information:

#### Main sources:

1. Educational psychology: textbook / edited by S. D. Maksymenko. — Kyiv: Center for Educational Literature, 2020. — 416 p.
2. Kokun O. M., Karamushka L. M. Pedagogical psychology: a textbook. — Kyiv: Lybid, 2021. — 384 p.
3. Chepeleva N. V., Smulson M. L., Dolynska L. V. Psychology of teaching and upbringing: teaching manual. — Kyiv: Akademydav, 2020. — 304 p.
4. Proskura O. V. Psychology of educational activity: a textbook. — Kyiv: Karavela, 2022. — 320 p.

#### Additional:

5. Bekh I. D. Psychology of pedagogical interaction: a manual. — Kyiv: Information and analytical agency, 2021. — 256 p.
6. Motivation of students' educational activities: monograph / edited by L. M. Karamushka. — Kyiv: Institute of Psychology named after G. S. Kostyuk of the National Academy of Sciences of Ukraine, 2020. — 368 p.
7. Martynchuk O. V. Inclusive pedagogical psychology: a teaching manual. — Kyiv: Karavela, 2021. — 288 p.
8. Maksymenko S. D. Psychology of personality development in the educational environment: monograph. — Kyiv: Nika-Center, 2022. — 352 p.
9. Modern problems of pedagogical psychology: collection of scientific works — Kyiv: National Academy of Sciences of Ukraine, 2023. — 240 p.