PJSC "Higher Education Institution

"INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT"

SYLLABUS
of the academic discipline
Age psychology and pedagogy

specialty: C4 Psychology

educational level: first (bachelor's) level

study program: «Psychology»

2025

General information about the academic discipline

Name of the academic discipline	Age psychology and pedagogy
Code and name of the specialty	C4 Psychology
Level of higher education	first (bachelor's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	4 credits / 120 hours, Lectures: 20 hours, Seminars / practical classes: 32 hours Independent work: 68 hours
Terms of studying the discipline	4
Language of instruction	Ukrainian
Type of final control	Exam

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's	

website	

Course abstract: "Age psychology and pedagogy " is an integral part of the disciplines of the psychological and pedagogical cycle of the normative block. Its study involves solving a number of tasks of fundamental professional training of highly qualified specialists, in particular: mastering the system of knowledge about the laws of mental development and the formation of the personality at different stages of its life.

The subject of the discipline: studying the general laws of the dynamics of mental development and the formation of the personality in ontogenesis; familiarization with the full life cycle that a person goes through; consideration of age-related laws of development in infancy, early and preschool childhood, primary school and adolescence, adolescence, youth, maturity, late maturity and old age.

The purpose of studying the discipline consists in forming in students a thorough knowledge of the content and regularities of the mental development of an individual during ontogenesis, as well as skills in empirical research of the features of the age-related development of the human psyche, the ability to take them into account when organizing educational work at school, psychodiagnostics and correction of deviations from age standards.

The objectives of the academic discipline: study of general patterns, features of the emergence and development of mental processes and properties in children, adolescents, young men, adults and age-related dynamics of relationships between them; reasons and patterns of transition from one age period to the next; formation of various types of activity; formation of mental qualities and properties of the personality

Prerequisites and postrequisites of the academic discipline: The course "Age psychology and pedagogy " is closely related to the issues of other disciplines, knowledge of which is necessary for applicants to study the course, namely "General Psychology", "Pedagogical Psychology", "Social Psychology", "Personality Psychology", "Psychodiagnostics", etc.

Program competencies and learning outcomes:

General Competencies (GC)	GC 1. Ability to apply knowledge in practical situations.. GC 2. Knowledge and understanding of the subject area and understanding of professional activity. GC 11. The ability to preserve and enhance the moral, cultural, and scientific values and achievements of society based on an understanding of the history and patterns of development of the field of study, its place in the general system of knowledge about nature and society, and its role in the development of society,

	technology, and innovations; to use various types and forms of physical activity for active recreation and maintaining a healthy lifestyle.
Specific (Professional) Competencies (SC)	**SC** 1. Ability to operate with the categorical and conceptual apparatus of psychology **SC** 8. The ability to organize and provide psychological assistance (both individual and group). **SC** 9. Ability to apply social and psychological concepts, concepts and theories to interpret social and psychological phenomena and processes. **SC** 13. Ability to apply socio-psychological concepts, theories, and principles to the interpretation of socio-psychological phenomena and processes.
Learning outcomes	
Program learning outcomes	**PLO** 1. To analyze and explain mental phenomena, identify psychological problems, and propose ways to solve them. **PLO** 2. Understand the patterns and characteristics of the development and functioning of mental phenomena in the context of professional tasks. **PLO** 4. To justify one's own position and draw independent conclusions based on the results of one's own research and analysis of literary sources. **PLO** 7. Reflect on and critically evaluate the reliability of the results obtained in psychological research, and formulate well-founded conclusions. **PLO** 11. Develop and implement a plan for the counseling process, taking into account the specifics of the client's request and individual characteristics, and ensure the effectiveness of one's actions (including working with individuals who have experienced psychological trauma, particularly as a result of war). **PLO** 14. Perform various roles effectively within a team when solving professional tasks, including demonstrating leadership qualities. **PLO** 17. To demonstrate socially responsible and conscious behavior, adhering to humanistic and

	democratic values in professional and public activities. **PLO** 21. To implement programs on interpersonal and intergroup interaction that promote a positive psychological climate within teams.

Content of the academic discipline

№	Topic name	Number of hours, including			
		Lectures	Practical classes	Independent work	Teaching methods/assessment methods

4nd semester					Teaching methods: 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; project-research); case method. **Assessment methods:** oral control (oral survey, assessment of participation in discussions, other interactive teaching
Content module 1. General principles of developmental psychology					
Topic 1.	Age psychology and pedagogy as a science	2	2	2	
Topic 2.	Prerequisites of mental development. Periodization of mental development	2	2	2	
Content module 2. Psychology of childhood. Psychology of growing up and adulthood					
Topic 3.	The origin of the child's psyche in the prenatal periods. Mental development of the newborn and infant.	2	2	8	
Topic 4.	Psychological characteristics of young children.	2	2	8	
Topic 5.	Adolescent Psychology	2	4	8	
Topic 6.	Youth Psychology	2	4	8	
Topic 7.	Adulthood as a Stage of Ontogenesis	2	4	8	
Topic 8.	Psychological Features of Early Adulthood	2	4	8	
Topic 9	Psychology of Mature Adulthood	2	4	8	
Topic 10.	Psychological Aging	2	4	8	

				methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case studies.
Modular test work				
Total :	**20**	**32**	**68**	
Form of control: exam				

Technical equipment and/or software (if necessary). The educational process uses classrooms, computer laboratories, conference rooms, and a library. 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.

Forms and methods of control:

Control of the success of students is divided into ongoing and final (semester).

Ongoing control is carried out during practical (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 ongoing control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

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

-oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;
- Control of the success of students is divided into ongoing and final.

Methods of ongoing 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.

Grading system and requirements.
Table of distribution of points received by students
4nd semester

	Ongoing knowledge assessment										Modular test	Exam	Total score
Topics	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Tonic 7	Topic 8	Topic 9	Topic 10	20	40	100
Work in a practical session	3	3	3	3	3	3	3	3	3	3			
Independent work	1	1	1	1	1	1	1	1	1	1			

*The table contains information about the maximum points for each type of educational work of a higher education applicant.

When assessing the mastery of each topic for the current educational activity, the education applicant is given marks taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of education applicants and the distribution of points they receive are regulated by the Regulations on the assessment of educational achievements of higher education applicants at PJSC "HEI" MAUP".

Modular control. Modular control work on the educational discipline "Age psychology and pedagogy " is carried out at the last lesson of the module in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Age psychology and pedagogy ":

When evaluating the modular test work, the volume and correctness of the completed 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);

- the grade "good" (B) is given for the completion of 80% of all tasks;

- the grade "good" (C) is given for the completion of 70% of all tasks;

- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed 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 control in the academic discipline «Age psychology and pedagogy » is a mandatory form of assessing the learning outcomes of a student. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the syllabus of the academic discipline.

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the sullabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with

		significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

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

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system.

One event can be the basis for setting incentive points only for one most relevant educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

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

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
1	1	0,75	0,5	0

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

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

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), practice	
		National scale assessment for exam, course project (work), practice	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	fail unsatisfactory with the possibility of
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

Course Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The course " Age psychology and pedagogy " involves mastering and adhering to the principles of ethics and academic integrity, in particular, orientation on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, 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 can develop practical skills and abilities, for which additional (bonus) points can be

awarded (participation in round tables, scientific conferences, scientific competitions among students).

Methodological support of the academic discipline

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline " Age psychology and pedagogy ".

1. Course of lectures on the discipline "Age psychology and pedagogy ",
2. Working curriculum on the discipline "Age psychology and pedagogy ".
3. Methodological materials for seminar, practical and laboratory classes on the discipline "Age psychology and pedagogy "
4. Methodological materials for independent work of students on the discipline "Age psychology and pedagogy "
5. Methodological support for knowledge control on the discipline "Age psychology and pedagogy "
6. Examination tickets for semester control

Recommended sources of information
Main:

1. Vydra O. G. Developmental and pedagogical psychology: a textbook for universities. Kyiv: Center for Educational Literature, 2016. 111 p.
2. Getman T. O., Krychkovska T. D. Problems of Developmental psychology: a reader. Kyiv: Svarog, 2019. 469 p.
3. Dzyuba T. M., Kovalenko T. M. Psychology of adulthood with the basics of gerontopsychology. Ed. by V. F. Morgun. Kyiv: Publishing House "Slovo", 2013. 264 p.
4. Dutkevych T. V. Children's Psychology: a textbook. Kyiv: Center for Educational Literature, 2012. 424 p.
5. Kogutyak N.M., Mytsko V.M., Sydorik Y.R. Children's psychology with a practicum. Complex of educational and methodological support of the discipline. Ivano-Frankivsk, 2020. 124 p.

Additional:

6. Mytsko V. M. Developmental psychology: methodological recommendations. Ivano-Frankivsk: Publishing house "Play" CIT of the Precarpathian National University named after Vasyl Stefanyk, 2014. 56 p.
7. Kutishenko V.P. Developmental and pedagogical psychology 2nd ed.: Textbook. Kyiv: Center for Educational Literature, 2020. 128 p.
8. Savchyn M.V., Vasylenko L.P. Developmental Psychology. Textbook. Kyiv: Akademvydav, 2020. 360 p. (Alma Mater)
9. Developmental and Pedagogical Psychology: Textbook. O.V. Skrypchenko, L.V. Dolynska, Z.V. Ogorodniychuk and others. K.: Prosvita, 2008. 416 p.

10. Maksymenko S. D. Psychological mechanisms of the origin, formation and realization of personality. K.: Publishing House of the European University, 2010.

11. Maksymova N. Yu. Socio-Psychological Aspect of Prevention of Additive Behavior of Adolescents and Youth. N. Yu. Maksymova, S. V. Tolstoukhov. K., 2000. -200 p.

12. Pavelkiv R. V. Children's Psychology: Textbook for students of higher education. / R. V. Pavelkiv, O. P. Tsygypalo. K.: Akademvydav, 2008. 432 p.

13. Tokareva N.M. Fundamentals of Developmental Psychology: educational and methodological manual / N. M. Tokareva, A. V. Shamne Kryvyi Rih, 2013. 283 p.