

Ministry of Education and Science of Ukraine  
V. N. Karazin Kharkiv National University

# **PEDAGOGICAL (ASSISTANT) PRACTICE**

**Program and methodical recommendations  
for students of the second (master's) level  
majoring in International Economic Relations**

*Electronic resource*

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**Reviewers:**

**I. Y. Frolova** – Doctor of Philological Sciences, Professor of the Mykola Lukash Department of Translation Studies (V. N. Karazin Kharkiv National University);

**I. V. Tymoshenkov** – Doctor of Economic Sciences, Professor of the Department of International Business and Economic Theory (V. N. Karazin Kharkiv National University);

**O. A. Nevoyenna** – PhD in Psychological Sciences, Associate professor of the Department of General Psychology, Deputy Dean for Educational Work of the Faculty of Psychology (V. N. Karazin Kharkiv National University).

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The educational and methodical publication reveals the purpose and content of pedagogical practice, contains methodological recommendations for students majoring in international economic relations on the issues of practice, preparation of reporting documentation, highlights various aspects of the master's pedagogical practice, didactic models of teaching content, aspects of educational work with students.

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# PEDAGOGICAL (ASSISTANT) PRACTICE PROGRAM

## I. General information

Pedagogical (assistant) practice is a mandatory component of the professional training program for students of the second (master's) level of higher education majoring 'International Economic Relations'. Pedagogical (assistant) practice is one of the forms of organization of the educational process, which is aimed at acquiring skills in professional pedagogical activity, which allows connecting theoretical learning with practical activities of higher education students.

*The purpose and objectives* of pedagogical (assistant) practice are determined on the basis of the requirements of the state educational standard for university graduates of the second (master's) level of higher education, provide for the formation and development of higher education graduates of professional competences, modern economic thinking and applied skills, mastery of modern methods, forms of organization labor, tools of their future specialty.

*The main goal of pedagogical (assistant) practice is* for students of higher education to master the basic skills and abilities of pedagogical activity, prepare them for the implementation of the educational process, develop their professional qualities as teachers through their inclusion in the educational process of an educational institution.

To achieve the main goal of pedagogical (assistant) practice, higher education students must solve a set of research and practical tasks. The main tasks of pedagogical (assistant) practice are:

- 1) development of the following general competencies:
  - the ability to learn and master modern knowledge;
  - the ability to search, process and analyze information from various sources;
  - the ability to work in a team;
  - the ability to conduct research at the appropriate level;
- 2) development of the following professional competences:
  - the ability to make informed decisions on establishment of international economic relations at all levels of their implementation;
  - the ability to self-study, maintain the appropriate level of knowledge, readiness to acquire new level of knowledge, increase one's expertise and level of qualification;

– the ability to carry out teaching activities in higher education using modern methods and technologies, appropriate communication techniques, using social and psychological principles of communication in a group, principles and methods of establishing productive and ethical interaction at the level of ‘student – teacher’ and ‘teacher – teacher’.

According to the requirements of the educational and professional program, applicants for higher education should achieve the following *outcomes*:

– to acquire the knowledge and skills necessary for professional activity in business communications in the field of international economic relations, as well as to communicate effectively on a professional and social level, including oral and written communication in a foreign language;

– to systematize, synthesize and organize the information received, identify problems, formulate conclusions and develop recommendations, using effective approaches and technologies, specialized software in order to solve complex problems of practical problems, taking into account the cross-cultural characteristics of subjects of international economic relations;

– to assess the degree of complexity of tasks during the planning of activities and processing of its results;

– to analyze regulatory and legal documents, evaluate analytical reports, competently use regulatory and administrative documents and reference materials, conduct applied analytical developments, professionally prepare analytical materials;

– to present the results of own research by preparing scientific publications and tests at scientific events;

– to apply modern methods and technologies of teaching in higher education using appropriate communication techniques, social and psychological principles of communication in a group, principles and methods of establishing productive and ethical interaction at the level of ‘student – teacher’ and ‘teacher – teacher’.

## **II. Organization, tasks and conducting pedagogical (assistant) practice**

1. The content and sequence of teaching (assistant) practice is determined by this program.

2. Pedagogical (assistant) practice is conducted on the basis of V. N. Karazin Kharkiv National University, other Kharkiv higher education institutions, colleges, lyceums,

secondary comprehensive schools, with which relevant cooperation agreements are concluded. Practice bases must meet the requirements of the program.

3. Graduates of higher education can independently choose the place of practice, subject to the permission of the department.

Practice is conducted according to the curriculum in the 1st year of the second (master's) level of higher education in the 2nd semester for three weeks with a break from classes at the university and amounts to 150 study hours (5 credits).

4. The head of practice provides counseling and instruction, as well as supervises all activities of students of higher education in fulfilling practice tasks.

5. Pedagogical (assistant) practice includes several stages.

**Stage 1** is an introductory stage, during which the applicant must:

- attend an orientation conference and undergo a safety briefing. At the orientation conference, the leader familiarizes students with higher education with the order on passing pedagogical (assistant) practice, explains the purpose, tasks, content, organizational measures and forms, the procedure for passing pedagogical (assistant) practice, requirements for the preparation of reporting documentation;

- familiarize yourself with the structure of the educational institution;

- decide on an educational discipline the 'International Economic Relations' major, the classes of which will be held;

- meet with the teacher of a certain academic discipline, to study the curriculum of the course, to find out the forms and topics of future classes;

- get to know pedagogical and student groups;

- draw up an individual work plan for the time of pedagogical (assistant) practice, which includes educational, scientific research, educational, organizational and methodical activities (*see the practical schedule in Appendix D*);

- determine the days and times of own classes and attending classes of other higher education students. The student of higher education must inform the head of the internship about conducting credit classes within a week after the start of the internship (after finding out the schedule of classes) for the purpose of optimal planning and control.

**Stage 2** is the main stage, the content of this stage includes full preparation of a higher education student for the independent activity of a teacher. During this stage, the student of higher education must:

- attend classes of a teacher of a certain discipline;
- visit and analyze classes of fellow students;
- prepare, conduct and analyze one credit lecture, one credit practical (seminar) class and one educational event, at which to demonstrate the ability to use innovative methods and forms of educational work (**Attention!** credit classes must be held in the presence of the subject teacher and the practice manager);
- draw up a detailed plan-summary and verify it with the teacher of the discipline / head of practice a week before the class;
- study the individual and psychological characteristics of the academic group, conduct micro-research, etc.;
- record all completed tasks and activities in work records of the practice diary.

*Stage 3* is the final stage, during which the student of higher education must prepare all reporting documentation on pedagogical (assistant) practice in accordance with the requirements set forth in this Program. At the final stage, a final conference is held, at which each student of higher education must report on the completion of pedagogical (assistant) practice.

### **III. Principles of organization of pedagogical (assistant) practice**

- professional and pedagogical orientation;
- system-activity approach;
- continuity and consistency;
- complex nature;
- individualization and differentiation;
- self-analysis and self-programming.

### **IV. Reporting documentation and monitoring pedagogical (assistant) practice**

Upon completion of the practice, the master's student submits a report on the practice for review to the head of the pedagogical (assistant) practice. The form of reporting of the higher education student for the practice is the submission of a report, signed and evaluated by the head of the practice base, in printed or electronic form in the university's distance learning system.

The report should contain: information on the completion by the student of higher education of all sections of the practice program and individual tasks, analysis of the lectures, practical/seminar classes and educational activities, micro-research results, as well

as a diary, characteristics, developments, conclusions and suggestions, a list of references, etc.

1. Practice diary (Appendix D).

The practice diary contains a calendar schedule of the pedagogical activities (attending and conducting classes and educational activities), work notes during the practice and characteristics-feedback of the practice supervisors on the conducted academic classes. The calendar and work records must be filled out by the student personally.

Table 1

Practice schedule

	Titles of works	Weeks of practice					Performance notes
		1	2	3			
1	2	3	4	5	6	7	8
1	The orientation conference	08.02.24					done
2	Acquaintance with the structure of the educational institution and its work	08.02.24					done
3							
	Preparation of reporting documentation of pedagogical (assistant) practice			22.02. - 28.02.24			done

*Note*, to be filled on a daily basis throughout the entire period of pedagogical (assistant) practice.

2. Report on pedagogical (assistant) practice

*Recommended components of the report:*

- title page;
- content;
- main part;

- conclusions;
- references;
- appendixes.

The first page of the report is the title page, which is included in the overall numbering, but not numbered. The title page shall be in accordance with Appendix A.

The table of contents is on the second page of the report (see appendix B).

The main part is an analytical and creative report of a student on the completion of pedagogical (assistant) practice. It analyzes the degree of fulfillment of assigned tasks during practice.

1. Quantitative and qualitative indicators of practice.

*Master's level student* \_\_\_\_\_

*(Full Name)*

\_\_\_\_\_ *of the faculty*

*undergone pedagogical (assistant) practice at (college, lyceum, university) (No. and name of institution) (city) (region)*

1.1. Quantitative results of pedagogical (assistant) practice.

*During the period of pedagogical (assistant) practice, the following was carried out:*

- *\_lectures, practical, seminar classes;*
- *\_educational activities;*
- *\_micro research.*

1.2. Qualitative results of pedagogical (assistant) practice:

– *analysis of academic classes conducted (type of academic classes, course, academic group, date, time, academic discipline, topic, applied technologies, work experience, results obtained, evaluation of the effectiveness of the conducted classes, evaluations of the methodologists of the department);*

- *analysis of class attendance of fellow students;*
- *conducted educational activities (type, subject, detailed plan-analysis, assessment of curators);*

– *psychological-pedagogical characteristics of the academic group of students as a result of the conducted micro-research (the group is determined by the head of the practice) (requirements for the content of the characteristics and a sample of the micro-research are given in appendices B, D);*

- *participation in the work of methodological associations, creative groups.*

2. Educational and methodological support of credit classes (lectures, seminars/practical) of the specified discipline of the 'International Economic Relations' major, namely: detailed plan-summary of the class, visual materials, presentation in the Microsoft Power Point editor, etc.

Conclusions should correspond to the goals and objectives of pedagogical (assistant) practice. The conclusions should summarize the results of the practice and provide suggestions for its improvement.

The report is made on standard sheets of A4 format (210x297 mm). The text is typed on a computer in 1.5 intervals (up to 40 lines per page). Font – Times New Roman, size – 14 pt, alignment – by width. Margins: on the left side – 30 mm, on the right – 15 mm, on top – 20 mm, on the bottom – 20 mm. Paragraph indentation should be the same throughout the text -1.0 mm. All pages of the report and appendices must be bound.

The submitted documents allow practice supervisors to assess the degree of readiness of the student to perform the functions of a teacher.

The defense of the report is held at the final conference in the form of an interview in the presence of a commission consisting of teachers of the Artur Golikov Department of International Economic Relations. The commission includes the head of the department and practice supervisors. The final conference usually takes place a week after the end of the pedagogical (assistant) practice.

The results of practice are discussed at the meeting of the department, and the general results of practice are considered at the meeting of the academic council of the faculty.

#### **V. Criteria for evaluating master's students' achievements according to the results pedagogical (assistant) practice**

The Commission evaluates the results of the practice of higher education students according to a two-level grading scale within the time limits established by the schedule of the educational process and the corresponding order on the conduct of the practice.

Evaluation of practice results takes place in accordance with the principles and criteria provided by the work program of practice.

The head of pedagogical (assistant) practice checks the reports of students of higher education on practice, provides feedback on their work, takes credit for the practice taking into account the supervisor's feedback from the practice base, the evaluation of the commission at the final conference and the correctness of the reporting documents.

The defense of the report on pedagogical (assistant) practice is evaluated by the sum of points scored by the student of higher education for each type of educational activity, namely:

- for educational work (the number and quality of lectures, seminars, use of modern forms and methods of education, educational technologies are taken into account);
- for research work (the number and quality of conducted micro-researches, the use of modern methods, compliance with the requirements for the design of the work are taken into account);
- for organizational and methodical activity (awareness in the work of methodical associations, in the work plans of the department, in the subject of scientific and methodical seminars and their presence in the work is taken into account).

During the evaluation of the practice report, the evaluation must be taken into account – the supervisor’s characteristics from the practice base (up to 50 points), the timeliness of the presentation to the defense of the report documentation, the accuracy of its design and the completeness and correctness of the tasks (up to 40 points), the ability to present and defend their practical achievements (up to 10 points).

The total grade for the practice is assigned according to the following system.

Table 2

Grading scale

Scored points	Evaluation on a grading scale of higher education institution	
	for exam	for credit
90-100	perfectly	pass
70-89	fine	
50-69	satisfactorily	
1-49	unsatisfactorily	failure

The defense of the report on pedagogical (assistant) practice of higher education students is evaluated according to the following criteria:

**90-100 points** (excellent performance of practice tasks and positive feedback) – the higher education student thinks logically and constructs an answer, freely uses the acquired theoretical knowledge in the analysis of practical material, submitted the report and diary on time, fully disclosed all questions in the report, completed the individual task at a high level, defended the report without comments, has an excellent characteristic from the practice supervisors, demonstrates a high level of mastery of practical skills;

**80-89 points** (completion of practice tasks above the average level and positive feedback) – the higher education student presents the material reasonably; has practical skills, submitted the report and diary on time, completed all tasks, but there are minor errors and comments, completed the individual task at a high level, defended it very well, the trainee's characteristics from the supervisors are positive.

**70-79 points** (generally correct performance of practice tasks with a certain number of significant shortcomings) – the student submitted the report and diary late, disclosed most of the issues in the report, completed the individual task, but with some errors and shortcomings, prepared and defended the report at a decent level, received a positive characterization.

**60-69 points** (well completed practice tasks, but with a significant number of shortcomings, feedback on the practice contains a number of comments) – the student submitted the report and diary late, answers to practical questions reveal inaccuracies in knowledge, most of the tasks in the report are not disclosed, the individual task is formal, the report and diary are sloppy, the student is unsure of the answers when defending the report, the characteristics of the practice supervisors are generally satisfactory.

**50-59 points** (completion of practice tasks meets the minimum criteria, feedback on practice contains a significant number of comments) – the higher education student answers unconvincingly, the report and diary were submitted late, additional questions cause uncertainty, all tasks are completed formally, the report and diary are sloppy, during the defense of the report the student is unsure of the answers, does not have solid knowledge, is unable to evaluate facts and phenomena, to relate them to future activities, the description from the practice supervisors is satisfactory.

**1-49 points** (performance of the practice does not meet the requirements of the program, feedback from supervisors on the practice is negative) – the student did not submit a report and diary or submitted the report and diary late and does not answer questions about the practice, has little or no knowledge of the report, practical skills are not formed, feedback from supervisors on the practice is negative.

## **VI. Scheme of evaluation and analysis of educational activities**

1. Relevance.
2. Stages of the event.
3. Purpose and content of the event.
4. Connection with the topics of previous educational activities.
  1. Compliance of the content of the event with the form of its organization.
  2. The event was full of information and emotional moments.
  3. Duration of the preparatory period.

4. Event culture: clarity and consistency of planned events.
5. Satisfaction of higher education students with the event.

#### **VII. The scheme of the analysis of the academic classes**

1. Venue
2. Form of organization.
3. Classes according to the schedule.
4. Topic. Goal. Equipment.
5. The structure of the class.
6. Analysis of the class content.
7. Implementation of didactic principles in classes.
8. Methods and forms of organization of educational activities of students of higher education.
9. Analysis of methods of activity of higher education seekers.
10. Analysis of teacher communication with students of higher education.
11. Class summary.
12. Suggestions for improving its effectiveness.
13. Assessment, self-assessment of the class.

#### **VIII. Supervision of practice and monitoring its progress**

The head of practice on behalf of the university should:

- visit practice bases in advance and ensure proper conditions for practice;
- jointly with the head of practice from the faculty to develop draft orders about practice;
- develop tasks that higher education applicants are required to complete during their practice;
- before the beginning of the practice, conduct occupational health and safety briefings with the students of higher education, prepare and issue relevant documents of the students of higher education (directions, program, diaries, assignments) within the specified period, explain to the students the organization of the practice and the features of reporting;
- draw up a schedule of visits to practice bases and monitor the implementation of the practice program and its deadlines, provide higher education applicants with methodical assistance in preparing reports and completing tasks;

- conduct recommended consultations regarding the processing and use of the collected material for the practice report;
- inform applicants of higher education about the procedure for submitting practice reports;
- accept the defense of reports of students of higher education about practice as a member of the commission, on the basis of which it evaluates the results of practice.

### **IX. Rights and obligations of students**

During the pedagogical practice, a *higher education student has the right to:*

- receive an assignment and guidelines for its completion in accordance with the practice program;
- obtain a place of practice in accordance with the program of pedagogical practice, which will ensure its effective completion;
- use the necessary information that is not a trade secret of the company.

*Higher education applicants are required to conduct their practice:*

- undergo an occupational health and safety briefing before starting the practice;
- fully perform all tasks provided for in the work program of the practice and instructions of its supervisors;
- before starting the practice, get advice from the practice supervisor on how to prepare all the necessary documents;
- start the practice at the university at the specified time;
- comply with the rules of occupational health and safety, life safety, occupational sanitation and internal regulations of the practice site;
- fully perform all tasks provided for by the practice program and instructions of its supervisors, and keep a diary of the practice;
- be responsible for the work performed;
- to prepare a report on the practice in a timely manner in accordance with the requirements for registration, to defend the report before a committee of teachers of the Arthur Golikov Department of International Economic Relations.

*A student who fails to complete the program of pedagogical (assistant) practice without valid reasons and/or received an unsatisfactory grade from the practice, is not allowed to take certification exams and may be expelled from the university.*

## ADDITIONAL MATERIALS

### Lectures and methods of conducting them

The leading form of education in higher education is the lecture. Its main didactic goal is to form an indicative basis for further learning by higher education students.

The word *lecture* is of Latin origin (from the Latin *lectio* – reading). Lectures appeared in Ancient Greece (Socrates, Plato, Aristotle) and Ancient Rome (Quintilian), and developed in the Middle Ages. At that time, the lecture was the main form of education, representing the reading of church primary sources and their detailed commentary.

The development of printing and distribution of books did not reduce the importance of the lecture in higher education. Bright pages in the development of the lecture form of education are associated with the teachers of the Kyiv-Mohyla Academy: P. Mohyla, F. Prokopovych, S. Polotskyi, and others.

In the eighteenth and first half of the nineteenth centuries, the lecture remained the only method of teaching. It should be noted that M. V. Lomonosov made an attempt to combine the lecture with practical classes and research work, but this approach was not widely used.

The mathematician M. Ostrogradsky, historians T. Hranovsky and V. Klyuchevsky, and others made a significant contribution to the development of the lecture system of teaching.

In the mid-nineteenth century, the idea arose that it was necessary to reduce lecture courses and increase the number of hours allotted for practical classes that stimulate students' independence and activity. Thus, M. Pirogov proposed that lectures should be given only when the lecturer has completely new material that has not yet been published, or the lecturer has a gift for words.

To this day, some scholars have put forward arguments against the lecture.

A lecture teaches you to passively and uncritically accept other people's opinions. The better the lecturer, the more likely this phenomenon is to occur.

Attendance at lectures teaches schoolboyishness and stops the development of independent work skills.

Students of higher education have different perceptions of lecture material, some of them write down the lecturer's words mechanically, without realizing or analyzing them.

However, experience shows that the elimination of lectures from higher education leads to a sharp decline in the scientific level of training. Lectures continue to play a leading role in the higher education process. Today, in most university courses of theoretical content in higher education, lectures cover 70-80% of the entire course, and in practical disciplines – 20-40% of the material. The subject matter of the lecture course is determined by the working curriculum.

## The main functions of the lecture

**1. Informational.** A lecture is a source of scientific information adapted for higher education students. At the same time, due to the personality of the lecturer, this information has a personal coloring.

**2. Orientational.** A lecture orientates in the scientific literature by showing the genesis of theories and ideas: when, by whom they were studied, what objective requirements of the development of society and production caused them, etc. Of course, the list of references recommended by the lecturer also belongs to the orientation function of the lecture.

**3. Explanatory.** First of all, this function concerns the basic scientific concepts that students need to learn in order to form these concepts in their minds. The content of the lectures contains brief characteristics of scientific concepts, explanations of these concepts, their definitions, explanations of the meaning of each word included in the structure of the definition.

**4. Persuasive.** It is carried out primarily through the evidence-based statements of the lecturer. The validity of the statements made in the lecture is ensured by real facts and the logic of the material presentation. Evidence by facts is used when making theoretical conclusions based on the generalization of experimental facts. Logical proofs are reasoning in which one idea is substantiated by means of other ideas. Each logical proof consists of a thesis to be proved, evidence to support the thesis, and a demonstration, i.e., a demonstration of a consistent connection of reasoning, thoughts that proceed from one another and lead to the required conclusion.

**5. Summarizing.** In addition to providing the necessary scientific information, the lecture should captivate higher education students with ideas, make them want to deepen their scientific knowledge, and start their own research work. Therefore, the lecture should be interesting in the depth of thoughts that reveal the secrets of science. For a lecture to be interesting, it must take into account certain conditions:

- awareness by higher education students of personal meaning in acquiring knowledge in a particular scientific field;
- the audience's awareness of the novelty of the material being presented and, at the same time, its connection to the knowledge they have already mastered;
- inducing and stimulating the mental activity of higher education students – listeners. To do this, it is advisable to ask several questions during the lecture that stimulate reasoning.

Any lecture includes three main stages.

**I Introductory part:** announcement of the topic of the lecture (for students to write down), lecture plan (3-4 points); formulation of the purpose and objectives of the lecture; brief description of the problem; demonstration of the state of the issue; list of references, educational sources on the topic (6-/sources).

**II Presentation of the material:** evidence, facts, analysis of concepts, coverage of events, demonstration of evidence, audio and video materials; characterization of different opinions; connection with practice; areas of application of the acquired knowledge.

**III. Conclusions:** forming a general conclusion; guidelines and tasks for independent and research work; methodological advice, answers to questions.

Lectures can be divided into introductory, basic, and final. In part-time and evening forms of study, there are also *introductory* lectures (which provide the concept of the essence of the subject, characterize the methods of independent work, types of practical classes, means of independent work on the material, and describe the educational literature in detail); *review lectures*, which are given on several large topics if there is not enough time to present each topic separately; review lectures are usually given at the end of the course, when the lecturer highlights the most significant problems of science, the latest achievements of science and technology; *occasional* lectures – lectures on one of the

Each type of lecture in higher education has specific requirements.

**The introductory lecture** should familiarize higher education students with the purpose and purpose of the course, its role and place in the system of academic disciplines studied by future specialists, and contain a brief overview of the course. In such a lecture, the lecturer not only defines the subject and method of science, but also puts forward scientific problems, hypotheses, and outlines the prospects for the development of science and its connection with practice. It is especially important in the introductory lecture to show the connection of theoretical material with practice, with the personal experience of higher education students and the practice of their future work. The most important stages in the development of the history of science should be revealed, the most prominent scientists whose contribution to science was the most significant should be reported, the specifics of science and its connection with other related sciences should be shown.

The methodological approach to the introductory lecture is to develop students' interest in the subject, to create a holistic view of the discipline, which contributes to its creative mastery. It is advisable to talk about the methodology of working on the course, describe textbooks and study guides, familiarize students with the list of recommended reading, talk about exam requirements and other types of classes that will complement the course.

The **final lecture** should summarize the material studied, highlight the main issues of the course, and focus on the practical significance of the acquired knowledge in further education and future professional activities. A special didactic task of the final lecture is to stimulate the interest of higher education students in deeper further study of the relevant discipline, to find out ways and methods of independent work in this subject.

**The review lecture** is the main method of studying several topics of the program. It is used to present data of informational value. While an introductory lecture is characterized

by various methods of generalization, attitudes, and evaluative conclusions, a review lecture is characterized by narrative and description elements that are combined with analysis and generalizations. The main thing in a review lecture is to prepare for understanding certain patterns. A review lecture *is a* systematization of knowledge at a higher level. The psychology of learning shows that material that is clearly presented in the form of a system is better remembered and more successfully applied when transferred to new situations than the sum of the same facts presented in an unsystematic way. In a review lecture, it is useful to highlight and clearly address very complex questions that are included in the exam paper.

A ***problematic lecture*** consists of 2-3 questions about a scientific discovery, the causes of certain problems, and the difficulties of solving them. The presentation of these problematic issues ends with brief conclusions.

Any lecture *is* a systematic, consistent presentation of a topic, problem, section of a course or science. It is dedicated to the most important, fundamental issues of the curriculum. A high-quality lecture in a higher education institution *is a* creative communication between the lecturer and the audience, and the effect of such communication in cognitive and emotional terms is no less than the effect of the material presented at the lecture.

The lecture is also a very "economical" means of acquiring the basics of knowledge in general, of orientation in the educational material.

As noted above, the lecture must contain an internal plan, which, at the discretion of the lecturer, can be communicated either at the beginning of the lecture or gradually as certain issues are considered. The syllabus usually includes the names of the main nodal issues of the lecture, which can then be used when preparing exam questions.

It is also useful to recall issues that were discussed in previous lectures and are related to the new material. In the process of further explaining the topic, you can use a number of examples and facts, gradually leading students to scientific conclusions, i.e., using inductive teaching methods.

A deductive way of presenting the material is also possible, when general provisions are explained and interpreted, and then demonstrated by using specific examples.

The most important task *is to* organize the effective work of higher education students at a lecture, which is based on ***an active*** process of listening, understanding, comprehending the material and transforming it into a short recording that helps to quickly reproduce the main content of the material that was listened to.

The teacher should make sure that students write down the main points of his or her lecture. This helps them to listen carefully, memorize better, and have a synopsis or reference points that facilitate further independent work. To make sure that the recording is done consciously, i.e., that students not only understand what the lecturer is talking about, but also have time to combine listening to lectures with taking notes, the teacher's help is

necessary, especially in the junior years. This is an *accentuated* presentation of the most important material, i.e. emphasizing the pace, voice, intonation, repetition of more important, essential information, use of pauses, writing on the board of reference material, tables, diagrams, formulas, strict adherence to class regulations, sometimes (in junior courses) highlighting paragraphs, emphasizing the main ideas, keywords, conclusions, etc.

### **Evaluation of the quality of the lecture**

Improving the quality of lectures becomes possible under the following conditions:

- a) availability of constant feedback;
- b) assessments of colleagues, students of higher education, self-evaluation.

Questions to consider when evaluating a lecture, which make the evaluation process more deliberate and systematic.

**1. Content of the lecture.** Scientificity, compliance with the current level of development of science. Ideological orientation – selection of the content of the material to be taught, its coverage from certain philosophical positions, identification of the main ideas of world perception, issues of scientific methodology, comparison of various concepts. Activation of thinking, raising problematic issues, showing contradictions during the lecture, familiarization with the history of scientific research, identifying problems for independent research. Connection with life, demonstration of the practical significance of the material and its application in the future specialty – professional orientation. Availability of material that is not in textbooks. Explanation of the most complex issues. The presence of tasks for independent study of the material, connections with previous lectures, course sections, intra- and inter-subject connections.

**2. Methods of delivering the lecture .** Clear structure of the lecture, logic of presentation, references to the topic or the entire course. Accessibility and reasoning. Highlighting the main points in the material and conclusions. Use of some consolidation techniques – repetition, questions to check understanding, assimilation, summarizing. Use of technical learning aids (TLA) (if necessary), use of reference materials by the lecturer (text, notes, separate notes, no reference notes, etc.).

**3. Managing the work of higher education students.** Assistance in taking notes (change of pace: slower pace if it is important to highlight the material), use of attention-retention techniques – interesting examples, rhetorical questions, jokes, etc. Encouraging questions from higher education students.

**4. Personality of the lecturer.** Knowledge of the subject. Emotionality. Voice, diction. Quality, clarity, color, literacy of speech. Appearance. The ability to stand in front of the audience. The ability to see and feel the audience, to establish contact with them.

**5. Results of the lecture.** Information value of the lecture. Educational impact. Achievement of didactic goals.

It should be noted that there are other approaches to evaluating lectures. For example, according to H. Kuzmina, the criteria for assessing the quality of a lecture are as follows.

1. Attendance of lectures by higher education students.
2. Lecture recording: most higher education students record lectures, less than half of them do not record them.
3. Content of the lecture: ideologically oriented, sufficiently informative, scientific; too complicated, too popular, unscientific; theoretical material is combined with specific examples, empirical material prevails.
4. Evidence of the lecture: the lecturer proves the correctness of the statements made, declares truths without evidence.
5. Lectures are related to the specialist's training profile: very good, sufficient, unsatisfactory, disordered.
6. Outline, structure of the lecture: clear, vague, disorganized.
7. Lecture delivery style: exciting, lively, visual, easy to record, monotonous, boring, difficult to record.
8. Teacher's attitude to higher education students: too strict, balanced demanding, indifferent, attentive.
9. Contact with the audience: good, insufficient, absent.

### **Seminars and workshops in higher education institutions**

Practical classes *are* a mandatory component of the higher education process, designed for in-depth study of a particular discipline. The term '**practical class**' also includes such types of classes as *laboratory work, seminars, and workshops*. Classroom practical classes play a leading role in developing skills and applying the acquired knowledge. Practical classes logically continue the work started in lectures. All forms of practical classes are designed to practice practical actions.

While a lecture lays the foundations of scientific knowledge in a generalized form, practical classes are intended to expand and clarify this knowledge and instill professional skills.

Practical classes develop the scientific thinking and language of higher education students and allow them to test their knowledge, so exercises, seminars, and laboratory work are an important means of prompt feedback.

*Seminar classes* were named after the Latin *seminarium*, which means "nursery." They were held in ancient Greek and Roman schools as a combination of debates, student reports, and teachers' comments and conclusions.

In the first universities of the Middle Ages, along with listening to lectures, students were encouraged to participate in debates that helped them practice their ability to prove and

persuade. The content of disputes and dialogues was characterized by scholasticism, but their educational impact was undeniable.

The main goal of the seminars *is to* promote in-depth learning of the most complex issues of the course by higher education students, to encourage students to engage in collective creative discussion, to master scientific methods of analyzing phenomena and problems, to encourage independent study of scientific and methodological literature, and to develop self-education skills.

In the process of preparing for the seminar, higher education students independently study the literature (educational, methodological, scientific), learn to critically evaluate various sources of knowledge. The didactic value of the seminars also lies in the fact that with a small number of higher education students (academic group), the teacher can have a fruitful impact on the audience both educationally and in terms of upbringing.

A *seminar* is a form of classroom instruction in which the teacher organizes a discussion on predetermined topics for which higher education students prepare abstracts or individually written *reports*. Such seminars are also called *discussion seminars*.

*Workshops* are devoted to discussing various options for solving practical situational problems and tasks.

The plan of the seminar is communicated to students in advance to help them understand the logic of the gradual, consistent development of the topic. The necessary scientific and methodological sources on the topic, additional literature that can be used to deepen knowledge on the topic are also provided. It is also advisable to give individual creative assignments on the topic of the seminar. The most controversial issues should be discussed at the seminar. From the point of view of the developmental goal of learning, seminars develop independent thinking, the ability to argue one's opinion, to conduct a correct discussion, etc.

The seminar has four main functions.

1. Deepening, concretizing, and systematizing the knowledge acquired in lectures and during independent work.
2. Development of independent work skills.
3. Encouraging scientific research.
4. Control over the quality of learning by higher education students.

Seminars can be held in the form of an extended conversation according to a plan or in the form of small reports by higher education students followed by a discussion by seminar participants. If the speeches are detailed and based on the use of additional sources, they can already be considered as short reports. The report method involves the exchange of opinions and discussion of controversial issues, i.e. a lively conversation. The instructor informs students in advance in what form he or she will expect an answer to a particular question (abstract, annotation, review) and emphasizes evaluation and discussion. At the

same time, the teacher manages the discussion, treats the opinions of higher education students correctly, assumes their right to make mistakes, which he or she tactfully points out, and to have their own opinion. The teacher's skill is also manifested in the involvement of all higher education students in the discussion, regardless of their learning style. For "weak" higher education students, it is advisable to create situations of psychological experience of success that give them confidence in their abilities.

It is in seminar classes that the principle of joint activity in the process of group work is best realized, which involves collective efforts to solve a particular complex issue.

A special seminar, a special course, is held at the senior level; it is a specially organized communication between novice scholars on a particular issue. The success of a special course depends on who leads it. A special course acquires the features of a scientific school, which teaches higher education students to think collectively and work together to achieve the desired goal.

When assessing the quality of a seminar class, as well as when preparing for it, it is advisable to use the following criteria.

1. *Purposefulness* – posing a problem, trying to combine theoretical material with its practical application in future professional activities.

2. *Planning* – identifying the main issues related to the core disciplines, the availability of new references, etc.

3. *Organization of the seminar* – the ability to start and maintain a discussion, constructive analysis of all the answers of higher education students, filling the class time with discussion of problems, the behavior of the teacher.

4. *The style of the seminar* – lively, with acute questions, with discussion, or sluggish, uninteresting.

5. *The teacher's attitude to higher education students* is respectful, balanced, moderately demanding or indifferent.

6. *The attitude of higher education students to the teacher* is respectful or indifferent, critical.

7. *Group management* – the teacher quickly establishes contact with the participants of the seminar, confidently and freely holds himself/herself, interaction with the group is pedagogically appropriate and covers all higher education students, or, conversely, the teacher makes a lot of comments, speaks in high tones, relies on a few higher education students, and others remain passive.

8. *The teacher's comments and conclusions* are qualified, evidentiary, convincing, or, conversely, unqualified, insignificant, and do not contain theoretical generalizations.

9. *Records of higher education applicants*. Whether higher education applicants keep records systematically, sometimes not at all.

The professional training of higher education students is largely implemented in practical and laboratory classes.

**Laboratory work** (from the Latin *labor – labor*, work, work, difficulty) by its very name indicates a concept that developed in ancient times and is associated with the use of mental, labor, and physical efforts aimed at solving scientific problems.

The word "workshop" reflects the same idea (from the Greek *practicos – active*) -it refers to such types of training sessions that require increased activity from higher education students.

Laboratory classes are a form of classroom instruction in which a student, under the guidance of a teacher, personally conducts natural or simulation experiments or experiences to confirm certain theoretical provisions of this discipline, acquires practical skills in working with laboratory equipment, facilities, computing equipment, measuring equipment, and methods of experimental research in a particular subject area.

Laboratory work is particularly specific to a particular academic specialty, so this form of learning is more influenced by partial methods than by general pedagogical recommendations. **Practical training** is conducted in an educational institution or at the place of practice of higher education students and aims to teach them how to solve specific problems in the specialty profile.

**Practical training** is a form of training in which the teacher organizes a detailed consideration by higher education students of certain theoretical provisions of the discipline and develops the skills and abilities to apply them in practice through the individual performance of appropriately formulated tasks by higher education students.

Laboratory and practical classes are conducted with higher education students, the number of which does not exceed half of the academic group.

The main objectives of practical classes can be formulated as follows: deepening and clarifying the knowledge acquired in lectures and in the course of independent work, developing intellectual skills and abilities of planning, analysis and generalization, mastering existing equipment, gaining initial experience in organizing production and its management techniques, mastering the initial skills of managing workers in production, etc.

Practical training, regardless of its specific features, largely ensures that the skills and abilities to make practical decisions in real-world production conditions, based on a theoretical foundation, are practiced.

Although practical classes work on the topics covered in lectures, it is advisable that a small theoretical part precedes the practical part. This directs higher education students to a scientific approach to performing and analyzing practical work and improves their quality.

## **Content, directions, forms and methods of educational work with higher education students**

The content of education *is a* system of moral and spiritual, intellectual, labor, physical and aesthetic qualities, beliefs, skills and abilities aimed at achieving the main goal of education – *the* formation of a fully and harmoniously developed personality.

After Ukraine gained independence in 1991, new programmatic tasks of national education were defined. They are enshrined in a number of state documents – the State National Program "Education" ("Ukraine of the XXI Century"), the Concept of National Education, the National Doctrine of Education Development, etc.

The education program includes the following content components:

- formation of national consciousness, love for the native land, its people, desire to work for the prosperity of the state, and readiness to defend it;
- ensuring the spiritual unity of generations, fostering respect for parents, mothers, culture and history of the native people;
- development of a high language culture and mastery of the Ukrainian language;
- instilling respect for the culture, customs, and traditions of all peoples living in Ukraine;
- fostering the spiritual culture of the individual; creating conditions for the free choice of his or her worldview;
- promoting the principles of universal morality: truth, justice, patriotism, kindness, hard work, and other virtues;
- formation of a creative personality, education of a civilized host;
- Ensuring the full physical development of children and youth, protection and promotion of their health;
- fostering respect for the Constitution, legislation of Ukraine, and state symbols;
- developing a deep understanding of the relationship between the ideas of freedom, human rights and civic responsibility;
- Ensuring high artistic and aesthetic education and upbringing of the individual;
- formation of human ecological culture, harmony of human relations with nature;
- development of individual abilities and talents of young people, ensuring conditions for their realization;
- Developing interpersonal skills in children and youth and preparing them for life in a market economy.

The National Doctrine of Education Development identifies current trends in modeling human education programs at a new level.

In the system of professional training of specialists in higher education institutions, the process of implementing the requirements of the program for the education of a fully developed personality should continue. Taking care to create optimal conditions for

educational work, we should not take the task of education beyond the educational process. It is necessary to take into account the effectiveness and influence of a wide range of forms of activity that contribute to the formation of a well-rounded personality. These include classes (lectures, seminars, workshops), educational events, scientific clubs, creative studios, excursions, hikes, various forms and types of socially useful work, etc.

A significant place in the system of forming a fully developed student's personality should be occupied by extracurricular forms of education: activities of scientific circles, creative studios, conferences, discussion clubs, meetings with writers, artists, actors; excursions, hikes, etc. All higher education students should be involved on a voluntary basis in various forms and types of activities outside of purely academic work, based on the need to meet their individual needs, which are the source of the motives for the individual's activities.

Higher education institutions should create optimal conditions for meeting the various socially positive and useful needs of young people. If this is not done, they satisfy them outside the boundaries of acceptable culture, resorting to surrogates and immoral means.

There is no consensus on the need for special educational work with higher education students. A wide range of approaches prevails here, from categorical denial to the introduction of tutors in student dormitories. The truth, as in most cases, lies at the intersection of extreme approaches: there is no need to impose on students the forced formation of traits and qualities that are appropriate from the point of view of the subjects of education (teacher, university, state). It is important to create such conditions for socialization, self-determination, and self-development of students that would help them develop positive qualities, traits, and abilities that are in demand by society. It is necessary to create such an atmosphere in the student environment, to provide unobtrusive friendly assistance, to influence actions and psyche so that higher education students develop the personal qualities they need above all: objective self-esteem, ability to get along with others, sense of responsibility and duty, decency, conscious attitude to learning, etc.

The task of the university teacher as an educator is to open up a wide range of options for the student in decision-making and behavior; to help them navigate which choice is the best, most appropriate, which line of behavior is consistent with social norms. And the student has to make the decision independently, although the educator should not hide his or her attitude to this decision.

The pedagogy of cooperation and partnership is different from authoritarian, dogmatic education because it is based on the principle of accepting people as they are, as nature created them. It is impossible to break them, to impose an algorithm of actions, a lifestyle. Only friendly, unobtrusive, tactful assistance in developing a positive personal attitude towards the world, people, communication and activities is productive.

General methods of education are traditionally classified according to their functional focus. On this basis, the following three groups of methods are distinguished:

- formation of worldview and spiritual and axiological orientations;
- methods of organizing activities and shaping behavior;
- methods of stimulating and adjusting the behavior and activities of the individual.

### **Characteristics of the main methods of education**

*Persuasion* is a method that involves deliberate and purposeful influence on the consciousness, will and feelings of students in order to form strong beliefs in them. *Persuasion* is the leading way for a teacher to influence students using such an important tool as the word. To implement the requirements of the persuasion method, a number of techniques are used that are part of the method. These include explanations, disclosure of the consequences of actions, conversation, debate, appeal to the sense of conscience and honor, etc.

*An example* is the method of upbringing, which involves organizing a role model to optimize the process of social inheritance.

An important role in the system of methods is played by the *requirement* as a method of pedagogical influence on the student's consciousness in order to stimulate or inhibit certain types of activity. The method of demand is closely related to other methods. The effectiveness of educational work largely depends on the combination of methods.

*Exercise* is a method of education that involves the systematic, organized, repeated performance of certain actions in order to master them, increase their effectiveness, and develop skills.

A special place in the process of forming skills and abilities, mastering behavioral experience is occupied by the method of *accustoming*, which involves the organization of systematic and regular performance of certain actions by students with elements of coercion, compulsion in order to form specific behavioral habits. It is worth noting that these methods are more widely used in the process of educating preschool and school-age children. However, in specific conditions (in military and other paramilitary units, in military-type higher education institutions) they are also widely used in the system of adult education.

A separate group includes methods aimed at organizing activities and shaping the behavior of students. These are approval and disapproval. *Approval* is a method of pedagogical influence on a personality that expresses a positive assessment by the educator of the student's behavior in order to consolidate positive qualities and stimulate activity. *Condemnation* is a method of education that involves the teacher's influence on the student's personality in order to condemn or inhibit his or her negative actions and deeds.

Despite the fact that the vast majority of higher education students are adults, they also expect and want their activities (educational, scientific, social, socially useful) to be noticed, approved and rewarded. Moreover, it is important that rewards are open. We should not forget the folk wisdom: "Gods and children live where they are praised."

In real life, some students do not always show good manners and responsibility in fulfilling their duties, internal regulations, and standards of living. Therefore, in such cases, it is necessary to resort to pedagogical sanctions. This should not be avoided. Firstly, the institution's charter should define a system of appropriate response to negative influences, and secondly, every member of the student body should realize that they are responsible for any negative act. The principle of inevitability of response should be applied. When penalties are not punitive, but fair demands in the interests of the individual or the team, they are effective factors in the educational process. Penalties, as well as rewards, have a social and psychological impact not only on the personality of the student who is directly affected by these actions, but also on other members of the team.

### **Criteria of personality education level**

The complexity of the process of education is due to the fact that the results of this work do not always reward the educator at the expected time.

Recently, scientific literature has been developing methods that help to come closer to defining high, medium, and low levels of education.

Upon admission to an educational institution, a student undergoes social adaptation to studying at an educational institution.

Socio-pedagogical adaptation *is the* assimilation of the norms of student life by a young person, inclusion in the system of interpersonal relations and groups.

The adaptation of higher education students to higher education institutions should be considered as a complex problem, distinguishing various separate levels and links, each of which has specific mechanisms determined by the level of development of the student, group and team. The process of adaptation of higher education students takes place at several levels of "adjustment": to the new system of education; to changes in work and rest; to a new team.

During the first years of study, a student team is formed, skills and abilities of rational mental work are developed, the vocation for the chosen work, leisure, and life is realized, and a system of self-education and self-education of professionally significant qualities is established.

The abrupt destruction of a long-standing work stereotype, based on the psychophysiological phenomenon discovered *by* Pavlov, the dynamic stereotype, sometimes leads to nervous breakdowns and stress reactions.

Because of this, the adaptation period associated with the destruction of previous stereotypes may initially lead to relatively poor academic performance and difficulties in communication.

For some higher education students, stereotype development occurs in a leapfrog fashion, while for others it *is* smooth. Undoubtedly, the peculiarities of adjustment are related to the type of nervous system, but social factors also have a positive impact. Knowledge of the individual characteristics of the student, on the basis of which the system of his or her inclusion in new activities and a new circle of friends is built, makes it possible to prevent maladaptive syndrome, to make the adaptation process smooth and psychologically comfortable.

Based on research on the adaptation process of freshmen, the following difficulties can be identified:

- negative feelings associated with yesterday's students leaving school groups with their moral help and moral support;
- uncertainty about the motivation for choosing a profession;
- Insufficient psychological preparation for the profession;
- inability to exercise psychological self-regulation of behavior and activities;
- lack of daily supervision of teachers;
- finding the optimal work and rest schedule in the new environment;
- establishing everyday life and self-service, especially during the transition from home to a dormitory;
- lack of independent work skills;
- inability to take notes, work with primary sources, dictionaries, catalogs, reference books, and indicators.

All these difficulties *have* different origins. Some of them are objective, others *are* subjective and are related to poor training, defects in upbringing in the family and school.

Unfortunately, when enrolling an applicant in a higher education institution, only his or her academic performance – *the* level of knowledge – is usually taken into account. The lack of other information from the teacher leads to the fact that the process of adaptation of higher education students to university life is slowed down.

In order to develop tactics and strategies that ensure optimal adaptation of higher education students to a higher education institution, it is important to know the life plans, interests of the freshman, the system of dominant motives, the level of claims, self-esteem, the ability to consciously regulate behavior, etc. A successful solution to this problem is associated with the development of a psychological service in a higher education institution. Psychodiagnostic data are needed, first of all, by the student, curator, and teacher.

The specifics of education in higher education institutions are such that a lecturer has little or no opportunity to take into account the individual pace of learning and the level of

development of each student's thinking. The curator also has little time to communicate with students. Therefore, freshmen often feel uncomfortable.

The new conditions of activity in higher education institutions *are a* qualitatively new, different system of responsible dependence relationships, where the need for independent regulation of one's behavior, the availability of a degree of freedom in organizing one's classes and everyday life that was not available to them until recently, comes to the fore.

According to our research, a third of higher education students cannot fully engage in the learning process by the end of the first semester. This has its own psychological basis. A student who has developed a stereotype of the mode of studying in class has to overcome it from the first days of his or her stay in a higher education institution. Insufficient attention to the formation of a productive style of thinking in students leads to the fact that the educational process in higher education is forced to rely heavily on the reproductive thinking of freshmen; moreover, this type of thinking does not allow students to make optimal decisions in non-standard situations and easily adapt to changing conditions.

The process of adaptation is different for each student. Young men and women with work experience adapt more easily than yesterday's students.

The following system of measures contributes to the adaptation of freshmen: work on recruiting academic groups, taking into account the psychological characteristics of higher education students and their psychological compatibility; the ritual "Initiation into higher education students"; speeches by teachers; the course "Introduction to the specialty"; acquaintance with the history of the university and its graduates; organization of counseling centers in the dormitory; monthly certification, which allows to control independent work and help freshmen.

The team is of particular importance for student adaptation. A. S. Makarenko defines a team as a "purposeful complex of individuals" organized and endowed with collective organs.

The formation of the team is facilitated by creating social and value unity by explaining the importance of learning, its purpose and objectives; stimulating the asset to unite the team; developing consciousness, creativity, friendship, understanding of relationships; consolidating the authority of the asset; ensuring friendly joint activities; showing concern for higher education students, taking into account their needs.

The student body goes through several stages in its development, depending on the level of grouping, the presence of public opinion, the authority of the asset, and the level of individual demand for itself.

According to L.S. Vygotsky, the role of a teacher is to be an organizer of the social educational environment, a regulator and controller of its interaction with each student.

The direct responsibility of the teaching staff of the entire higher education institution is to help students in the process of becoming not only a future specialist, but also a person, to promote an atmosphere of freedom, self-respect and creativity.

In student life, the lines of formal and informal connections intersect. But, unfortunately, groups are formed by the decision of the administration, without taking into account the desire of higher education students and other factors of compatibility of social maturity.

When thinking about improving the conditions of education and upbringing, one should be interested not only in curricula and teaching methods, but also in the student's life (the degree of independence, the way they spend their free time).

It is known that people differ in character, intelligence, self-esteem, and emotionality. These individual abilities should be taken into account in the process of personal-environmental interaction. Without this, it is impossible to effectively influence students.

Of course, the quality of the knowledge acquired depends on the student. But it is impossible for university youth to express themselves as a social group only through this leading activity.

Recently, constant contacts within the educational micro-society and a steady interest in knowledge exchange have been weakening. A student who has not been able to assert himself within the mainstream society falls into a system of moral and mental discomfort.

Communication links with the teaching staff are important in the system of personal and environmental relations of higher education students. Currently, the subject-object paradigm, authoritarian style, company behavior on the part of higher education students, and formalism of pedagogical activities prevail. More appropriate would be subject-subject interaction, which aims to:

- development of the creative potential of higher education students on the basis of cooperation;
- the desire for self-realization and self-expression of both subjects in the educational process;
- improving communication techniques.

There is a need to revitalize the work of student self-government bodies. Student self-government in a higher education institution functions to ensure that students fulfill their responsibilities and protect their rights, and contributes to the harmonious development of the student's personality, the formation of skills of a future organizer and leader.

The main *tasks of* student self-government bodies are:

- ensuring and protecting the rights and interests of higher education students;
- ensuring that higher education students fulfill their duties;
- promoting educational, scientific and creative activities of higher education students;

- promoting the creation of the necessary conditions for living and recreation for higher education students;
  - creating various student groups, societies, associations, and hobby clubs;
  - promoting sociological research among higher education students;
  - organizing cooperation with students of other universities and youth organizations;
  - promoting the employment of graduates;
  - participation in the international exchange of higher education students.
- Thus, students are a special social group that has its own psychological characteristics and stages of social adaptation in a higher education institution.

### **Questions and tasks for individual work**

1. Name the areas for improving the content of training.
2. Develop the content and methodology for conducting the withdrawal using integrated forms of training.
3. Give an example of research practical tasks.
4. Describe the main features of the student's actions when performing creative research tasks.
5. What is the difference between a roundtable discussion and a seminar discussion?
6. Describe the structure of the pedagogical process in a higher education institution. How does this process differ from the pedagogical process at school?
7. What types of lectures do you know? Describe the structure and methodology of lectures.
8. Compare different approaches to assessing the quality of lectures. Suggest your own criteria and justify them.
9. Attend 2-3 lectures by teachers in your specialty and evaluate them in terms of the requirements for a modern lecture in higher education.
10. Find 4-5 statements by scientists about their attitude to the lecture.
11. Select problematic situations from your discipline that you can use in preparing materials for the lecture.
12. Compile a list of articles (15-20 titles) on the problems of an academic lecture.
13. Read the curriculum of your specialty and determine the percentage of hours allocated to laboratory, practical, seminar, and other forms of classes.
14. Find out how the Department of International Economic Relations develops and provides methodological support for practical classes.
15. Analyze several seminar and laboratory classes in terms of their effectiveness.
16. Name the main types of seminars.

17. What is the place of special seminars in the educational process? Explain the technology and methodology of their conduct.

18. Based on the state documents on education (the Law of Ukraine "On Education", the National Doctrine of Education Development, the State National Program "Education" (Ukraine of the XXI Century, the Concept of National Education)), write down the main tasks of educating Ukrainian citizens.

19. Analyze your own life experience in terms of the impact of certain needs (according to A. Maslow) and upbringing motives on your activities.

20. Make a pedagogical analysis of the forms and means of education at V. N. Karazin from the point of view of realizing the requirements of the principles of education in them.

21. Give examples of pedagogical situations that took place in your education at the university in terms of the appropriateness and effectiveness (or ineffectiveness) of the use of educational methods.

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## APPLICATIONS

Appendix A

### Example of the title page design

Ministry of Education and Science of Ukraine

V. N. Karazin Kharkiv National University

Faculty of International Economic Relations and Tourism Business

Artur Golikov International Economic Relations Department

## REPORT ON PEDAGOGICAL (ASSISTANT) PRACTICE

1st year student, group UO-51  
major 'International Economic Relations'  
educational program 'International  
economic relations'  
second (master's) level of higher education

---

Full name

Heads of practice:  
PhD in Economics,  
Assoc. Prof. **Grygorova-Berenda L. I.**;  
PhD in Economics,  
Assoc. Prof. **Sholom A. S.**

National scale \_\_\_\_\_

Score: \_\_\_\_\_

Kharkiv – 2024

**An example of design of the content of the report**

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**Psychological and pedagogical characteristics of the student group (content requirements)**

The characteristics of the group are based on the results obtained by using the following methods: observation, interviews, testing, sociometrics, etc.

**1. General information about the group**

Major / field of study, year of study. Quantitative composition of the group, including boys and girls. Age composition of group members. Social composition of the group (*single-parent families, large families, orphans, disabled*). Official structure of the group (*mayor, deputies, responsible*). The level of discipline (*missing classes without valid reasons, disciplinary sanctions*), the level of success (*among other groups of the faculty*).

**2. Characteristics of joint activity in the group**

Forms of cooperation used in the team (*clear division of functions and their coordination, leadership and subordination, interdependence and communication, control and mutual understanding, respect, sharing successes and failures, sense of duty, responsibility, respect for traditions in the group and university, desire to follow them, etc.*)

Functions in the team are unevenly distributed (*relationships are characterized by a lack of support, mutual understanding of the asset's efforts, mutual assistance, lack of group ties, cases of false camaraderie, undemandingness to each other, etc.*)

**1. The structure of the student group, intragroup processes**

Leaders. The presence of isolated, reclusive higher education students, ways and methods of involving them in the life of the team. Norms, values of the group, presence of traditions in the team.

Relationships in the team (*the degree of cohesion, the manifestation of mutual demands, sensitivity, friendly care, the presence or absence of groups, their internal basis and the degree of interest in the general affairs of the group, forms of mutual assistance and relationships between boys and girls*).

**2. The nature of communication and relationships of students of higher education in the group**

The group's reaction to cases of violation of discipline, the rules of living in the dormitory (*condemned by the group with a discussion of what happened. The group actively*

*reacts to cases of highly moral actions, supporting, approving and encouraging them. The actions of individual students of higher education in the group do not meet with general condemnation, they remain ignored and pass unnoticed in the group).*

### **3. Values prevailing in the group**

Values prevailing in the group, value orientations of the asset of the group, informal leaders. Unity of value orientations in the group.

### **4. Creative potential and creative activity of students of higher education**

The presence of higher education graduates with a high level of general and special abilities, prone to the manifestation of imagination and non-standard thinking. The team's ability to creatively solve tasks, the need for creative activity.

### **5. General conclusions**

The nature of the general emotional climate in the team (*cheerful, inert, tense and nervous, etc.*). Satisfaction of higher education students with the life of the group. The nature of discipline. Identification of the main shortcomings of the organization of team life and relationships of its members, ways to eliminate these shortcomings.

The characterization must be accompanied by materials, answer sheets, results of the primary processing of testing, sociometry, and questionnaires conducted by the student in the group during the pedagogical practice.

### Micro research methodology [11]

#### 1. Assessment of the psychological atmosphere in the group

*Instruction.* Below are opposite pairs of words that you can use to describe the atmosphere in your group. The closer to the right or left word in each pair you place the sign ‘×’ (cross out the corresponding number), the more pronounced this sign is in your group. So, the atmosphere in your group is characterized by:

	Sociability	1 2 3 4 5 6 7 8	Hostility
	Consent	1 2 3 4 5 6 7 8	Disagreement
	satisfaction	1 2 3 4 5 6 7 8	Dissatisfaction
	Enthusiasm	1 2 3 4 5 6 7 8	Indifference
	Productivity	1 2 3 4 5 6 7 8	Unproductivity
	Sincerity	1 2 3 4 5 6 7 8	Staleness
	Cooperation	1 2 3 4 5 6 7 8	Lack of cooperation
	Mutual support	1 2 3 4 5 6 7 8	Unkindness
	Interest	1 2 3 4 5 6 7 8	Boredom
	Successfulness	1 2 3 4 5 6 7 8	Failure

*Processing of results.* The answer for each of the ten points of the scale is evaluated from left to right from 1 to 8 points. The more left the ‘×’ sign is, the lower the score, the better the psychological atmosphere in the group. The final score can range from 10 (most positive) to 80 (unfavorable).

#### 2. Study of the psychological climate of the team

*Instruction.* Please evaluate how the psychological climate listed below manifests itself in your group, giving the score that you think corresponds to the truth.

Grades:

3 – the property is always found in the group;

2 – the property is found in most cases;

1 – the property is often found;

0 – all properties appear to the same extent.

No s/p	Properties of psychological climate A	Rating	Properties of psychological climate B
1	A cheerful mood prevails	3210123	A depressed mood prevails
2	Benevolence in relationships, mutual sympathy	3210123	Conflict in relationships, antipathies
3	There is mutual understanding in relations between groups within the team	3210123	Groups are in conflict with each other
4	Group members enjoy spending time together and participating in joint activities	3210123	They show indifference to closer communication, express a negative attitude to joint activities
5	The successes or failures of friends evoke empathy and sincere participation of all group members	3210123	The successes or failures of comrades leave you indifferent or cause envy, gloating
6	Group members respect the opinions of others	3210123	Everyone considers his opinion the main one and is intolerant of the opinion of his friends
7	The group's achievements and failures are experienced as their own	3210123	Achievements and failures of the group do not find feedback from its members
8	In difficult days for the group, there is emotional unity, 'one for all and all for one'	3210123	On difficult days, the group 'dissolves': confusion, quarrels, mutual accusations
9	A sense of pride in the group if recognized by management	3210123	The praise and encouragement of the group is indifferent
10	The group is active	3210123	The group is inert, passive
11	They treat newcomers sympathetically and benevolently, help them get used to the team	3210123	Newcomers feel like strangers, they often show hostility towards them
12	The group treats all members fairly, supports the weak, and protects	3210123	The group is markedly divided into "privileged" and "neglected", with a dismissive attitude towards the weak
13	Everyone is fascinated by common causes, there is a great desire to work collectively	3210123	The group cannot be rallied to a common cause, everyone thinks about their own interests

### *Processing of results*

Add up the scores of the left side in questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 – the sum of A; add up the scores of the right side in all questions – the sum of B; find the difference  $C = A - B$ . If  $C = 0$  or has a negative value, then we have a pronounced unfavorable psychological climate from the point of view of the individual. If  $C$  is greater than 25, it means that the psychological climate is favorable. If  $C$  is less than 25, the climate is unfavorable. The average group assessment of the psychological climate is calculated by the formula

$$C = \sum C_i / N,$$

where  $N$  is the number of group members.

The percentage of higher education students who rate the climate as unfavorable is determined by the formula

$$(n(C_i^-) / N) \times 100 \%,$$

where  $n(C_i^-)$  is the number of people who rate the collective climate as unfavorable;  $N$  is the number of group members.

### **3. Assessment of the attractiveness of the group**

*Instruction.* Please rate the attractiveness of the group. You can give one answer to each question.

I. How would you rate your belonging to a group?	
1.1 feel like a member of a group, part of a team	5
2.1 participate in most types of activities	4
3.1 participate in some activities and do not participate in others	3
4.1 do not feel that I am a member of a group	2
5.1 work separately from other members	1

6.1 don't know, it's hard to answer	0
II. Would you switch to another group if you had the chance?	
1. Yes, I would really like to switch	1
2.1 would rather move than stay	2
3.1 don't see any difference	3
4. Most likely, I would stay in my group	4
5.1 don't know, it's hard to say	0
III. What are the relationships between the higher education students in your group?	
A. At training sessions	
1. Better than in other groups	3
2. Approximately the same as in other groups	2
3. Worse than in other groups	1
4.1 don't know	0
B. Outside of academic classes	
1. Better than in other groups	3
2. Approximately the same as in other groups	2
3. Worse than in other groups	1
4.1 don't know	0

IV. Do you have unofficial leaders in your group?	
1. There is	1
2. One	2
3. Several	3
4. I don't know	0

*Processing of results.* The number of points received during the answers is counted (points are indicated in the column). The final score for all sections can be from 7 (a very unfavorable assessment) to 25 (a very high assessment of the attractiveness of the group).

### 3. Study of interpersonal relations

4. The task requires a calm, businesslike atmosphere. The trainee student offers to take a piece of paper and write his/her name, surname, and group at the top. The student writes down a question on the board in order to study interpersonal relations in educational activities: "If your group was disbanded, with whom would you like to continue your studies?" Each student is asked to indicate the name of three people studying with him or her with whom he or she would like to continue studying:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

After the students answer the questions, the intern collects the sheets and processes the information independently.

*Processing of results.* To process the data, a sociomatrix is built. Vertically, the names of all higher education students in the group are written under the numbers, and horizontally, their serial number. At the corresponding intersections, a cross marks those chosen by the student.

Who picks Who is picked	1	2	3	4	5	6	7	8	9	10	$\Sigma$
1. Azarenkova		⊕				+			⊕		
2. Basov	⊕			⊕						+	
3. Voronyanska	+			+			+				
4. Demyenkov		⊕			⊕			⊕			
5. Zavgorodnya	+			⊕						+	
6. Kiriyenko			+		+				+		
7. Kosinevska		+			+	+					
8. Kosheleva			+	⊕					+	⊕	
9. Laurinaychute	⊕									⊕	
10.Likhnevskaya						+		⊕	⊕		
The total number of picks	4	3	2	4	3	3	1	2	4	4	30
Including – mutual ( $a_1$ )	2	2	–	3	1	–	–	2	2	2	14

The data entered into the sociomatrix is processed in stages.

1. Vertically, count the number of choices each student received. (Count the number of crosses. For example: No. 1 got 4 choices; No. 2 got 3, etc.). Find the sum of all the choices (a).

2. Next, let's move on to the designation of mutual choices. If among those chosen by the student there are higher education students who chose him or her, then this choice is mutual. Mutual choices are circled. Azarenkova chooses Basov, and Basov chooses Azarenkova. The choice is mutual. Azarenkova chooses Kiriyenko (#6), and Kiriyenko does not choose Azarenkova (# 1). That is, Azarenkova's choice is not reciprocal.

3. After all the circled mutual choices are recorded, we count the number of mutual choices for each student and find their sum ( $a_1$ ).

The coefficient of reciprocity in the group is calculated:

$$\Sigma \text{ mutual picks } (a_1)$$

$$K_{\text{RECIPROCITY}} = \frac{\Sigma \text{ mutual picks } (a_1)}{\Sigma \text{ all picks } (a)} \times 100 \% = (14/30) \times 100 \% = 40 \%$$

$$\Sigma \text{ all picks } (a)$$

The higher the reciprocity rate, the more cohesive the student body is.

The study analyzes the interpersonal relations in the student group, the reciprocity of these relations, identifies microgroups, group leaders, and studies the psychological status of formal leaders. The research data should be used to characterize the group's team.

## **5. Determination of value orientation unity of the group**

**6. Procedure.** Students are offered a questionnaire with five qualities characterizing their attitude to learning (1, 6, 16, 18, 25), style of behavior and activity (3, 7, 9, 12, 27), knowledge (2, 5, 14, 21, 32), properties of the mind (4, 20, 30, 24, 34), learning and organizational skills (8, 13, 15, 22, 26), attitude to friends (11, 17, 23, 29, 33), attitude to themselves (10, 19, 28, 31, 35). Higher education applicants should choose only 5 of these 35 qualities, which, in their opinion, are necessary and most important for the successful implementation of joint educational work.

Personality qualities are as follows:

1. Discipline.
2. Erudition.
3. Awareness of public duty.
4. Intelligence.
5. Reading.
6. Diligence.
7. Conviction.
8. Ability to control work.
9. Moral upbringing.
10. Self-criticism.
11. Sensitivity.
12. Activity.
13. Ability to plan work.
14. Curiosity.
15. Ability to work with a book.
16. Purposefulness.
17. Collectivism.

18. Diligence.
19. Self-demanding.
20. Criticality.
21. Spiritual wealth.
22. Ability to explain tasks.
23. Honesty.
24. Initiative.
25. Attention.
26. Liability.
27. Principle.
28. Independence.
29. Sociability.
30. Prudence.
31. Modesty.
32. Awareness.
33. Justice.
34. Originality.
35. Self-confidence.

*Processing the results.* The student intern draws up a matrix. In each row, the five numbers (qualities) chosen by a particular student are marked. Then the number of choices of each quality is counted by columns. The coefficient characterizing the degree of value-oriented unity of higher education students of group (C) is calculated by the following formula:

$$C = (1,4n - N) / 6N,$$

where n is the sum of the votes for the five personality traits that received the maximum number of votes;

N is the number of higher education students who participated in the study.

	Surnames of higher education recipients	Personality qualities												
		1	2	3	4	5	6	7	8	9	10		35	
1	Azarenkova	+		+			+	+		+				
2	Basov			+			+	+		+				
3	Voronyanska	+		+		+		+		+				
4	Demenzov	+			+		+	+			+			
5	Zavgorodnya		+	+				+		+			+	
6	Kiriyenko	+					+	+		+			+	
7	Kosinevska	+		+	+	+	+	+						
8	Koshelev						+	+		+			+	
9	Laura hears it	+		+			+	+		+				
10	Liklmevska	+								+				
11	Mikhailov			+			+	+						
12	Petukhova	+	+	+			+	+						
13	Podlesny			+			+	+						
14	Rublyovskaya	+								+	+		+	
15	Savus	+		+			+	+			+			
The amount of the election		10	2	10	2	2	11	13	0	9	3		4	

For the data shown in the matrix, the coefficient of value-oriented unity of the group will be equal to

$$C = (1,4(10 + 10 + 11 + 13 + 9) - 15) / (6 \cdot 15) = 0,66.$$

$C > 0.5$  is considered a high indicator and indicates that the group can be considered a collective. If  $C = 0.3-0.5$ , then the group is intermediate in terms of the level of development of value orientation unity.  $C < 0.3$  indicates insufficient value orientation unity and development of the group as a collective. In the given example,  $C = 0.66$ , which indicates a high value- orientational unity of the higher education students of the group.

If the most important properties belong to one group, it means that the higher education students associate the success of their joint activities with the field that these qualities characterize. For the given example, the most valuable qualities were awareness of public duty (3), conviction (7), moral upbringing (9), which characterize the style of behavior and activity, as well as discipline (1), hard work (6), which characterize the attitude to teaching. Therefore, higher education seekers of this group associate the success of their joint activities primarily with their own style of behavior and activity, as well as with a positive attitude to learning.

Practice diary

V. N. Karazin Kharkiv National University

**PRACTICE DIARY**

\_\_\_\_\_ pedagogical (assistant) \_\_\_\_\_  
(type and name of practice)

student \_\_\_\_\_  
(Full Name)

Faculty international economic relations and tourism business

Department of Artur Golikov international economic relations

Level of higher education \_\_\_\_\_ second (master's) \_\_\_\_\_

Major 'International Economic Relations' \_\_\_\_\_

Educational program 'International economic relations'

\_\_\_\_\_ 1 \_\_\_\_\_ course, group \_\_\_\_\_

Student \_\_\_\_\_  
(Full Name)

arrived at the enterprise, organization, institution

Stamp  
Of the enterprise, organization, institution ' \_\_\_\_ ' \_\_\_\_\_ 20\_\_ year

\_\_\_\_\_  
(signature) (position, surname and initials of the responsible person)

Left the enterprise, organization, institution

Stamp  
Of the enterprise, organization, institution ' \_\_\_\_ ' \_\_\_\_\_ 20\_\_ year

\_\_\_\_\_  
(signature) (position, surname and initials of the responsible person)











Електронне навчальне видання комбінованого використання  
Можна використовувати в локальному та мережному режимі

**Григорова-Беренда** Лариса Іванівна  
**Касьян** Світлана Анатоліївна  
**Шолом** Аліна Сергіївна

## **ПЕДАГОГІЧНА (АСИСТЕНТСЬКА) ПРАКТИКА**

Програма та методичні рекомендації  
для студентів другого (магістерського) рівня  
за спеціальністю «Міжнародні економічні відносини»

В авторській редакції

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