

CURRICULUM DEVELOPMENT METHODOLOGY OF EDUCATIONAL PROGRAM FOR MASTERS «HIGHER SCHOOL PEDAGOGICS», 011 PEDAGOGICS

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Key words: educational program, higher school pedagogics, master's degree, resource-oriented learning, leadership management paradigm, methodological approaches, digitalization of education.

The article characterizes methodological approaches (competence, integrated, activity, resource-oriented, systemic, leadership, contextual and project), which were the basis for the educational program «Higher School Pedagogics» for masters at the University of Ukoopspilka «Poltava University of Economics and Trade» (Poltava, Ukraine).

It is generalized how each of the approaches ensures the uniqueness of the program «Higher School Pedagogics» among other similar educational programs. It is noted that the competency approach has identified a number of important competencies for a future higher school teacher: integrated, general and special approaches. The integrated approach contributes to the orientation of the educational process at the modern requirements of social development, the formation of a holistic system of knowledge in the field of pedagogical sciences, a single picture of the world scientific and educational space. The activity approach focuses on the practice-oriented component of the educational program of master's training «Higher School Pedagogics» and aims to increase practical training in the disciplines in the cycle of professional and practical training. The resource-oriented approach is considered as a partnership between a teacher and graduates, during which the stimulation and organization of active independent cognitive activity of graduates is implemented in order to acquire competencies and achieve program results. The application of a systematic approach contributed to a holistic view of the problem of organizing the training for future higher school teachers. The leadership approach ensures the implementation of the leadership management paradigm in the educational environment of PUET: formation of a competent professional teacher-leader, able to solve problems of any complexity required by the realities of modern life and the profession of a higher school teacher. The contextual approach provides for organizing the process of teaching and educating graduates in the educational environment of the university, taking into account the specifics of future professional and pedagogical activities, the forms and methods of contextual learning, the focus on situational theories of leadership. The use of the project approach is focused on developing the formation of integrated and leadership competencies of higher school, optimization and improvement of this process through pedagogical design and use of educational projects in teaching each discipline within the educational program.

The article deals with a new learning content for masters in the educational program «Higher School Pedagogics», 011 Pedagogics, taking into account modern social and educational trends, concepts and paradigms: digitalization of education, democratization of education, student-centered and humanistic paradigms, leadership management paradigm, concept of resource-oriented learning, lifelong learning.

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