**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

**THE FACULTY OF PHILOSOPHY AND POLITOLOGY**

**Education program of specialty “6M60600 – Chemistry”**

# Approved

At Academic council of faculty

The report №11

-31.05.2013-

**The dean’ of faculty**

Doctor of philosophy, professor,

Ismagambetova Z.N..

 **SYLLABUS**

On discipline

**“Pedagogy and Psychology of Higher School”**

**(Psychology)**

2 course, 3 credits, elective course

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▪ **The brief description of the course:** Content of the discipline "Psychology of Higher School" is aimed to studying basics of psychology that are necessary for training specialists of mastership degree in the system of higher education in order to train them for effective teaching on university level. The main thesis of the discipline is a human being as personality and individuality and doer of cognitive, learning and communicative activity.

▪ **The purpose of the course:** The aim of course is conduce to acquisition by mastership degree students of basic knowledge of psychology necessary for their professional-teaching activity in university system.

▪ **Tasks of a course:** 1) to form up mastership degree students’ view on problem field of higher school psychology; 2) activate psychological knowledge necessary for higher school pedagogical practice; 3) stimulate social-psychological potential of applying psychological knowledge in the sphere of higher school intercourse; 4) activate individual-psychological components of personal growth and professional development .

▪ Results of study:

– system knowledge of modern higher school psychology problems; – abilities to analyze of theoretical issues of modern higher school psychology; – understanding historical and modern approaches of higher school psychology development ; – ability to apply outcomes of psychological studies in professional and teaching activity.

▪ **General competences:**

**Instrumental competences:**

– apply competently psychological knowledge in the process of learning and self-learning, using psychological knowledge while planning educational work;

* using psychological knowledge while planning educational work;
* skills of working with psychological information (ability to take and analyze

information from various sources).

**Interpersonal competences:**

– to know nature of communication and features of interpersonal communication, to know essence of speech communication and its structure;

* to work out communicative abilities and skills that are necessary for conduct

efficient teaching;

– to work out and develop abilities and skills of effective impact in conditions of higher school interaction.

**The system competences:**

– to be able to operate with time;

* to be able to connect and align received and acquired knowledge with goals

and tasks of training higher school specialists accounting inquiries of production and common for all cultural values;

– to be able to put knowledge into practice;

* ability to generate new ideas, creativity;

– ability to work independently.

**Subject competences:**

* to be able to apply correctly psychological knowledge within own professional activity;

– competences to solve psychological problems and application of this knowledge in teaching practice;

**Prerequisites:** while **s**tudying of psychology mastership students should have know "Introduction to basics of psychology", "Philosophy" and etc.

### Postrequisites: This discipline closely connected with oncoming pedagogical practice in high school and fulfillment of corresponding psychological tasks.

**STRUCTURE, VOLUME AND CONTENT OF DISCIPLINE**

|  |  |  |  |
| --- | --- | --- | --- |
| **week** | **The theme**  | **Ours** | **Points**  |
| **Psychology of Higher School** |
| **Thematic block \*\* I – Research Sphere of Higher School Psychology** |
| **1** | Lecture 1 Subject of higher school psychology. Goals and tasks of psychology in the system of higher education. | 2 | 1 |
| Practical lesson 1 Higher school education as a factor of student’s personality socialization.  | 1 | 5 |
| Theme of Self-work (SRD) Describe the specifics of higher school life impact on personality development. | 1 | 6 |
| **2** | Lecture 2 Tendencies of higher school psychology development.  | 2 | 1 |
| Practical lesson 2 Psychological mechanisms of effective learning  | 1 | 5 |
| Theme of Self-work (SRD) Theme of Self-work (SRD) Reveal and describe possibilities of "feedback" principle releasing in learning | 1 | 6 |
| **3** | Lecture 3 Psychological law-governed rules of optimization of educational process in higher school  | 2 | 1 |
| Practical lesson 3 Programmed learning and its psychological peculiarities. Communicative technology of learning and its psychological peculiarities | 1 | 5 |
| Theme of Self-work (SRD) 1) Psychological pre-determinants of traditional learning and its forms. 2) Psychological content of "learning through bringing up" and "bringing up through learning" in higher school .  | 1 | 6 |
| **Thematic block \*\* II – Personality and Social-Psychological Phenomena of Higher School Psychology** |
| **4** | Lecture 5 Social and psychological determinants of forming up and development of learning’s innovational forms.  | 2 | 1 |
| Practical lesson 4 Psychological pre-determinants of problem learning and its forms.  | 1 | 5 |
| Theme of Self-work (SRD) 1) Psychological principles and peculiarities of distant learning technology. 2)  | 1 | 6 |
| **5** | Lecture 5 Higher school education as a process of personal-professional interaction  | 2 | 1 |
| Practical lesson 5 Psychological structure of intercourse. Social-psychological peculiarities of the students’ group.  | 1 | 5 |
|  | Theme of Self-work (SRD) 1) Role of verbal and non-verbal communicative means in inter-personal intercourse. 2) Interactive technology of learning and its psychological peculiarities.  | 1 | 6 |
| **6** | Lecture 6 Issue of communication in psychology Social-psychological and personality features of higher school teacher’s professional activity.  | 2 | 1 |
| Practical lesson 6 Psychological concepts of personality types of students and teachers Development of inter-personalinteractive skills through educational process in higher school  | 1 | 5 |
| Theme of Self-work (SRD) 1) Alignment of professional, personal and communicative competencies in higher school teachers’ activity. 2) Influence of higher school education on students’ intellectual development and personal growth. | 1 | 6 |
| **7** | RC 1 |  | 17 |
| **Total**  |  | **100** |
| **Pedagogy** (to be filled in by the teacher of pedagogy) |
| **8** | Lecture 8  | 2 | 1 |
| Practical lesson 8  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| **9** | Lecture 9  | 2 | 1 |
| Practical lesson 9  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| **10** | Lecture 10  | 2 | 1 |
| Practical lesson 10  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| **11** | Lecture 11  | 2 | 1 |
| Practical lesson 11  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| Thematic block\*\* III –  |
| **12** | Lecture 12  | 2 | 1 |
| Practical lesson 12  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| **13** | Lecture 13  | 2 | 1 |
| Practical lesson 13  | 1 | 5 |
| Theme of Self-work (SRD)  | 1 | 6 |
| **14** | Lecture 14 Practical lesson 14  | 2 |  |
|   | 1 |  |
| **15** | **RC 2** | 1 | **16** |
| **Total**  |  | **100** |
| **Exam**  |  | **100** |

## Bibliography

## Main Bibliography

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