

The Peculiarities of Preparation of Masters for Teaching of the Pedagogical Disciplines in the Institutions of Higher Pedagogical Education

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Abstract: The prerequisite for ensuring the professional training of masters in the specialty "The Primary Education" in Ukraine is the formation of their professional competence to teach in the higher education institutions. After all, in addition to qualifying as a primary school teacher, they are also qualified as the teacher of pedagogy. Accordingly, the preparation of the modern primary school teacher requires the organization of the educational process in higher education on a scientific humanistic basis which provides purposeful systematic provision of psychological and pedagogical training of scientific and pedagogical staff for the higher education institutions of different levels of accreditation for their interaction with students. This article summarizes the author's experience of studying the teaching methods of the disciplines "Fundamentals of Pedagogy", "Didactics", "Theory and Methods of Education", "Socio-pedagogical Fundamentals of Educational Management" and "History of Pedagogy". In particular, theoretical and aspects of students' methodical activity are revealed: active listening, participation in dialogue and discussion during lectures, observation of pedagogical classes from different sections (basics of pedagogy, didactics, theory of education, history of pedagogy), development of the text of lectures on separate topics, micro-teaching and analysis of pedagogical situations, their modeling, execution of creative tasks, production of visual material. Preparation of the masters for teaching of pedagogical disciplines in the institutions of higher pedagogical education facilitates their mastery of the basic concepts and categories of pedagogy, historical aspects of the formation of pedagogy as a science, current trends in education; the content of pedagogical disciplines in the institutions of higher pedagogical education; features of the education process, its regularities and principles, the methods and organizational forms, etc. Also, in the process of studying the methodology of teaching pedagogical disciplines, the masters have the ability to prepare curricula for disciplines; to plan and conduct various types of training (lectures, seminars and practical classes); to control and diagnose students' educational achievements; to organize various types of cognitive work with students, etc.

Keywords: *the pedagogy; the methodology of teaching pedagogy; the teacher of pedagogy; the professional training; the pedagogical education.*

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1. Introduction

The development of higher education in Ukraine is aimed at ensuring the quality of training of a highly qualified specialist in accordance with the requirements of the state, society, needs and abilities of the student being trained. Higher education institutions have the task of preparing teachers to work in the context of solving the problems of modernization of the Ukrainian education system, formation of a competent, a responsible, a competitive and a highly cultured teacher, who is ready for continued professional growth, social and professional mobility.

Of particular relevance is the problem of training highly qualified teachers of higher education institutions, the basis of which is a competent approach, which provides for the organization of such a system of training future specialists in terms of magistracy, where a holistic experience of solving life problems, performing key functions, social roles and competencies is carried out. In order to ensure the quality of higher education and its integration into the European and world educational community the Concept of Organization of Master's Training in Ukraine (2010) was approved, according to which their training is carried out by specialties and educational programs.

The prerequisite for ensuring the professional training of masters in the specialty "The Primary Education" in Ukraine is the formation of their professional competence to teach in the higher education institutions. After all, in addition to qualifying as a primary school teacher, they are also qualified as the teacher of pedagogy. Accordingly, the preparation of the modern primary school teacher requires the organization of the educational process in higher education on a scientific humanistic basis which provides purposeful systematic provision of psychological and pedagogical training of scientific and pedagogical staff for the higher education institutions of different levels of accreditation for their interaction with students.

2. Literature Review

The theoretical basis of our study make up the scientific works of Ukrainian scientists on the problem of teacher training such as S. Vitvytsjka (2006), Dubaseniuk & Antonova (2012), Luhovyi (2009), Machynska (2013), Ohienko (2015), Piekhota (2013), Yavorska (2013) and others. Interesting in the context of the study are the scientific works of Fullan (2020), Lazar & Faciu (2019).

Taking into account the topics of our publication, the author considers it expedient to dwell on the analysis of scientific research precisely in the method of teaching pedagogy. Therefore, the most thorough educational and methodical work on the problem we are studying is "Methods of teaching pedagogy", concluded by Dubaseniuk & Antonova (2012). In particular, this work presents the peculiarities of teaching the main sections of the course "Pedagogy" at a higher pedagogical institution of education from the standpoint of personality-oriented and technological approaches. Scientists note that: *"pedagogical knowledge, more than any other, should be supported by constant observation of the professional activity of teacher-masters, its analysis, involvement of future teachers to the training and upbringing process. Only such a study provides a solid knowledge of pedagogy, promotes the transformation of knowledge into beliefs. It fundamentals knowledge through a formation of their skills and abilities. This is why leading educators of all time have opposed the purely verbal and scholastic study of pedagogy. They examined different ways of combining knowledge with practical activity of pupils of pedagogical educational institutions"*(Dubaseniuk & Antonova, 2012).

Interesting in terms of preparation for teaching in higher education is the manual of S. Vitvytska "Fundamentals of Higher Education Pedagogy" (2006), in which the author defines the main objectives of the course for students of the magistracy - future teachers: *"the deepening, expanding, integrating knowledge of pedagogy, pedagogy, training and educational technologies; practical mastery of students of different forms of organization of educational and training processes in higher education institutions of I-IV level of accreditation; to educate at each undergraduate the personal qualities of the future teacher, and a responsible attitude to the role of teacher and teacher, the desire to constantly engage in self-study, self-development, and self-improvement"*(Vitvytska, 2006, p. 6).

3. The article's goal

The goals of this article are to summarize the author's experience of studying the teaching methods of the disciplines "Fundamentals of Pedagogy", "Didactics", "Theory and Methods of Education", "Socio-Pedagogical Bases of Educational Management" and "History of Pedagogy"; in particular, theoretical and aspects of students' methodical activity are revealed: active listening, participation in dialogue and discussion during lectures, observation of pedagogical classes from different sections (basics of pedagogy, didactics, theory of education, history of pedagogy), development of the text of lectures on separate topics, micro-teaching and analysis of

pedagogical situations, their modeling, execution of creative tasks, production of visual material.

4. Hypothesis of the study

Complex preparation of the future teacher of pedagogy in the institutions of higher pedagogical education will be more effective if:

- studying the methodology of teaching the main sections of pedagogy as separate disciplines;
- creation of conditions for self-development by undergraduates of educational and methodological support on each discipline and topic followed by a test of it during their assistant practice in the institutions of higher pedagogical education.

It should be noted that we received the study data in the course of teaching students of a master's degree in the specialty "The Primary education" at Mukachiv State University during the 2016-2017, 2017-2018, 2018-2019, 2019-2020 academic years.

5. Research methods

To study this problem we used a set of scientific and pedagogical research methods such as: the method of classification and systematization of scientific and literary sources for determining the reference source base and objective data for a given research problem; content analysis of curricula, curricula and work programs, textbooks in order to identify the peculiarities of the organization and content of training of future teachers of pedagogy in institutions of higher pedagogical education; the methods of interpretation and generalization were applied with the purpose of updating and defining ways of introduction of constructive experience in the modern practice of preparation of masters with qualification "the teacher of pedagogy", for formulation of conclusions, recommendations; the survey method was used to determine the effectiveness of the proposed training method; the modeling method was intended to promote the development of the author's system-structural model of forming the readiness of the graduate of the magistracy for teaching pedagogy in the institutions of higher pedagogical education.

6. The results and discussion

The pedagogy as a discipline is the key in the professional preparation of a future primary school teacher in higher education institutions of pedagogical profile, its main tasks are: a thorough study of the

fundamental categories of pedagogy, deepening their content; refining the structure of the course and its main sections, taking into account the contemporary requirements of a changing society; developing students' practical skills to organize and carry out the educational process; formation in future teachers of pedagogical orientation of the individual, system of professional beliefs, interests, ability to pedagogical activity, as well as a sense of obligation and responsibility for the results of their work. Given the relevance and many of the objectives of the course "Pedagogy", the very process of preparing undergraduate students for teaching pedagogical subjects becomes important, because in the modern curricula of the bachelor's degree the course "Pedagogy" is studied as four separate disciplines: "Fundamentals of Pedagogy", "Didactics", "Theory and Methods of Education", "Socio-Pedagogical Bases of Educational Management"; "History of Pedagogy" is studied separately. The so-called "cross" entry into higher education institutions in Ukraine adds complexity. This is in cases where students who do not have basic higher education in their chosen specialty enter the master's degree program. For example, at Mukachiv State University, the masters are trained in the specialty 013 "Primary Education" with the subsequent assignment of professional qualification "Teacher of Pedagogy, Teacher of the Primary school". The content of their preparation takes place in two planes - theoretical and methodological (training courses and special courses) and practical (pedagogical and assistant practice).

The first step was to make changes to the training plans for specialists in accordance with the qualification program defined by the educational program.

Practice shows that the following subjects are mainly included in the curricula for the training of specialists in the specialty 013 "Primary Education" mainly included such disciplines as "Pedagogy of Higher Education", "Psychology of Higher Education", "Teaching Methods in Higher Education" and others. At the same time, due to the necessity of mastering undergraduates not only knowledge of the organization of the educational process in higher education institutions, the teaching of pedagogy for both students of pedagogical and non-pedagogical specialties becomes as relevant. The difference is that teaching pedagogy in higher pedagogical institutions requires a detailed study not only of the peculiarities of the organization of educational process in the university and methods of teaching pedagogy in general, but also a detailed study of the peculiarities of teaching each specific section of pedagogy - "Fundamentals of Pedagogy",

"Didactics", "Theory and Methods of Education", "Socio-Pedagogical Bases of Educational Management", "History of Pedagogy" (Kuzminskyi (2007), Moiseiuk (2007), Fitsula (2013)). It is this feature that underlies the construction in the 2016-2017 academic year Curriculum for Higher Education Applicants in the Field of Knowledge 01 Education /Pedagogy, educational program for the preparation of the master's degree in specialty "013 The Primary education" (2016), which included such subjects as: "Fundamentals of Pedagogy with Methods of Teaching in Higher Education" (5 credits, 150 hours), "Didactics with Methods of Teaching in Higher Education" (5 credits, 150 hours), "Theory and Methods of Upbringing with Methods of Teaching in Higher Education" (5 credits, 150 hours), "Socio-Pedagogical Bases of Educational Management with Teaching Methods in Higher Education"(3 credits, 90 hours), "History of Pedagogy with Teaching Methods in Higher Education" (4 credits, 120 hours) and assistant practice (6 credits, 180 hours).

The purpose of such a restructuring of content training is aimed at forming in future teachers of pedagogy a deep understanding of the content of the main sections of pedagogy. After all, in the institutions of pedagogical education a systematic, complex and, at the same time, a separate study of the main sections of pedagogy occupies an important place.

The second step was to develop and introduce into the educational process of the magistracy the educational-methodological complexes from the above-mentioned training courses, which included a work program, a lecture course, and methodical recommendations for preparing for seminars and performing student's independent work, a list of tasks for current and final control, recommended literature.

When preparing the curriculum, the general principles and principles of studying each section of pedagogy were taken into account, their goals and objectives, the content of the sections and specific methodical guidelines for studying each topic of the section. The disciplines were of an integrated nature, as they provided the assimilation of the content of the main sections of pedagogy and the methods of teaching them. Table 1 provides a list of the main topics for each discipline that has been studied.

Table 1. The contents of an educational material of disciplines

# Themes	Fundamentals of Pedagogy with Teaching Methods in Higher Education	Didactics with Teaching Methods in Higher Education	Theory and Methods of Education with Teaching Methods in Higher Education	Socio- Pedagogical Bases of Educational Management with Teaching Methods in Higher Education	History of Pedagogy with Teaching Methods in Higher Education
1.	Subject and Tasks of the Methods of Teaching Pedagogy	Methodical Aspects of Studying the Theme "Didactics as a Scientific Field"	Methodical Aspects of Studying the Theme "The Essence of the Process of Upbringing"	Methodical Aspects of Studying the Theme "Theoretical Foundations of General Education Management in Ukraine"	History of Education as an Academic Discipline
2.	Forms of Teaching Pedagogy	Methodical Aspects of Studying the Theme "Learning Process"	Methodical Aspects of Studying the Theme "Patterns and Principles of Upbringing"	Methodical Aspects of Studying the Theme "Basic Functions of School Management"	Forms of Organization of Educational Process on the History of Pedagogy
3.	Methodical Aspects of Studying the Theme "The Subject and Tasks of Pedagogy"	Methodical Aspects of Studying the Theme "Patterns and Principles of Learning"	Methodical Aspects of Studying the Theme "Content of Upbringing"	Methodical Aspects of Studying the Theme "Methodical Work at School"	The Concept of Methods, Techniques and Means of Teaching the History of Pedagogy
4.	Methodical Aspects of Studying the Theme "Methods of	Methodical Aspects of Studying the Theme "Contents of	Methodical Aspects of Studying the Theme "Methods of	Methodical Aspects of Studying the Theme "Scientific	Basic Forms of Control and Assessment of Students'

	Scientific and Pedagogical Research"	Education in the Modern School"	Upbringing"	Organization of Work at School"	Knowledge in the History of Pedagogy
5.	Methodical Aspects of Studying the Theme "The system of Education and Upbringing in Ukraine	Methodical Aspects of Studying the Theme "Learning Methods"	Methodical Aspects of Studying the Theme "Formation of the Team, Its Influence on the Education of Personality "	Methodical Aspects of Studying the Theme "Modern School in a Market Economy"	Methodical Aspects of Studying the Section "History of Foreign Classical School and Pedagogy"
6.	Methodical Aspects of Studying the Theme "Formation and Development of Personality in the National School"	Methodical Aspects of Studying the Theme "Forms of Learning Organization. Lesson as the Main Form of Learning"	Methodical Aspects of Theme's Study "Pedagogical Communication"	Methodical Aspects of Studying the Theme "Innovative Orientation of Pedagogical Activity"	Methodical Aspects of Studying the Theme "History of Ukrainian School and Pedagogy"
7.	Methodical Aspects of Studying the Theme "The Problem of the Purpose of Education in Pedagogical Science"	Methodical Aspects of Studying the Theme "Supporting Forms of Learning Organization"	Methodical Aspects of Theme's Study "Class Teacher Work"		Organization of Student Groups to Study Specific Problems of the History of Pedagogy
8.	Methodical Aspects of Theme's Study "Content of Teacher 's Pedagogical Skills and Ways of Its Development and Formation "	Methodical Aspects of Theme's Study "Learning Diagnosis"	Methodical Aspects of Studying the Theme "Place and Role of Family in Education"		

9.	Methodical Aspects of Theme's Study "Educa- tional Work with Pedagogi- cally Neglected Children"
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The main forms of training are information lectures, problem and binary lectures, and lectures on visualization. In the course of practical seminars modeling of carrying out different forms of training is used on each topic, according to the pedagogy section, business games, problem situations, and more. According to our observations, the joint work of the undergraduates, their discussions around building the content of the lecture and forms of seminars, it allows future teachers to build an optimal model for teaching pedagogy at the institution of higher pedagogical education. In particular, at the seminars and practical classes in each of the disciplines, we held a collective discussion of the goals of studying a specific theme, we selected literature and discussed the lesson plan and clarity (presentations, tables, diagrams, video material).

In order to complete the course, undergraduates were required to prepare lecture notes on each theme, a plan of the seminar class, the visual aids (tables, diagrams, presentations). They were required to prepare student control cards (the I-st level is a self-made test task, the II-nd level is a theoretical question, and the III-rd level is a pedagogical task).

An important element of training future higher school teacher is the formation of his/her professional skill, which involves a humanistic focus, professional knowledge, pedagogical abilities, educational technique (Ziazium, 1997). The main ways of forming pedagogical skills in our training were used the methods of micro-teaching, modeling of pedagogical situations, business games with the aim of forming communicative skills in future teachers of pedagogy (Savenkova, 1998).

The quality of mastering the content of the subjects of the undergraduate students was confirmed by the data of the final assessment (Table 2).

Table 2. The results of quality assimilation of the content of the disciplines by undergraduates (%)

Academic Discipline	Year of Study			
	2016-2017	2017-2018	2018-2019	2019-2020
Fundamentals of Pedagogy with Teaching Methods in Higher Education	-	35	47	57
Didactics with Teaching Methods in Higher Education	33	37	45	53
Theory and Methods of Upbringing with Teaching Methods in Higher Education	34	36	49	55
Socio-Pedagogical Bases of Educational Management with Teaching Methods in Higher Education	-	32	42	53
History of Pedagogy with Teaching Methods in Higher Education	-	-	39	50

As can be seen from Table 2, the dynamics of the quality of knowledge in teaching different sections of pedagogy is increasing every year. Thus, the quality of knowledge has increased by 22% from the course "The basics of pedagogy with teaching methods in higher education", from the course "Didactics with teaching methods in higher school" it has increased by 20%, from the course "Theory and methodology of upbringing with teaching methods in higher education" - it has increased by 21% and from the course "Socio-pedagogical bases of education management with teaching methods in higher education" it has increased by 21%. The smallest increase is observed in the discipline "History of pedagogy with teaching methods in higher education" - by 11%, which is associated with a large amount of educational material actually from the history of pedagogy. These results confirm the first hypothesis formulated by us.

Such comprehensive theoretical and methodological preparation provides a solid foundation for the next stage of preparation of future teachers of pedagogy during practice.

The third step is to apply the acquired competences in teaching the disciplines "Fundamentals of Pedagogy", "Didactics", "Theory and Methods of Education", "Socio-Pedagogical Bases of Educational Management", "History of Pedagogy" in the course of teaching assistant.

The practical aspect of preparing undergraduate students, that is the future teachers of pedagogy, involves the passage of assistant practice, in the course of which they perform the functions of a department assistant, take part in the trial training of various forms (lectures, practical, seminars) in pedagogical subjects, which are studied by students of the Bachelor degree in the specialty "The Primary education". A package of methodological support has been prepared for teaching every section of pedagogy, which is "Fundamentals of Pedagogy", "Didactics", "Theory and Methods of Upbringing", "Socio-Pedagogical Bases of Educational Management", "History of Pedagogy" – promotes the understanding of undergraduates their professional role, enhances their methodological readiness for teaching activities.

In particular, data from our survey of undergraduates confirm this after passage of assistant practice. The results of the answers to individual survey questions are given.

Positive response to the effectiveness of the development of teaching and methodological support in the study of disciplines such as "Fundamentals of Pedagogy with Teaching Methods in Higher Education", "Didactics with Methods of Teaching in Higher School", "Theory and Methods of Upbringing with Methods of Teaching in Higher School", "Socio-Pedagogical Bases of Educational Management with Teaching Methods in Higher Education", "History of Pedagogy with Teaching Methods in Higher School" and its use during teaching practice gave the overwhelming majority of undergraduates: in the 2016-2017 school year 66% of them said "Yes" and "Rather Yes" responded 19%; in the 2017-2018 academic year 68% of them said "Yes" and "Rather Yes" responded 20%; in the 2018-2019 academic year 76% of them said "Yes" and "Rather Yes" responded 18% (Fig. 1). These results confirm the effectiveness of our second hypothesis.

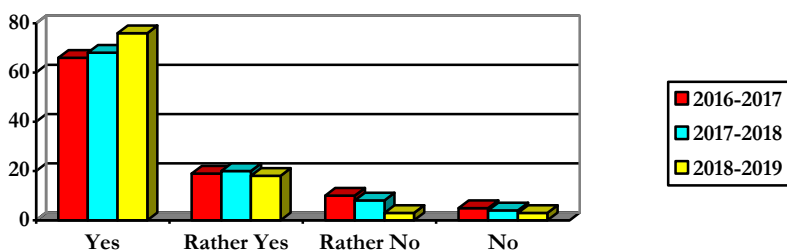


Fig. 1. Did you use any teaching materials in the course of your teaching practice, which did you develop in the course of studying the disciplines?

On the effectiveness of the used forms and methods of organization of educational activities in the process of studying the disciplines "Fundamentals of Pedagogy with Methods of Teaching in Higher Education," "Didactics with Methods of Teaching in Higher Education," "Theory and Methods of Upbringing with Methods of Teaching in Higher Education," "History of Pedagogy with Methods of Teaching in Higher Education", the most effective was the micro-teaching, which was carried out at seminars and practical classes in the above disciplines - 73%, business game - 16%, modeling of pedagogical situations - 11% (Fig. 2).

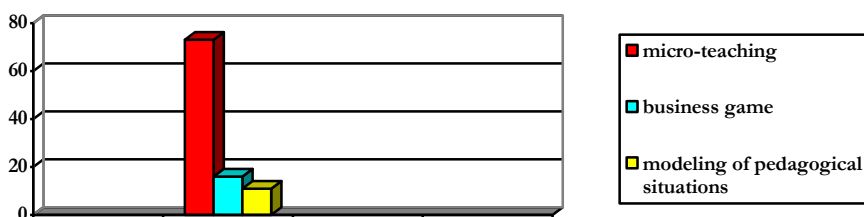


Fig. 2. Which of the forms and methods that you have used in the course of the discipline have helped to shape your professional preparation?

Thus, the combination of theoretical, methodological and practical component of preparation of masters - future teachers of pedagogy, will provide them with adequate pedagogical readiness for teaching pedagogy in the conditions of higher pedagogical educational institution, which is reflected in our developed system-structural model (Fig. 3).

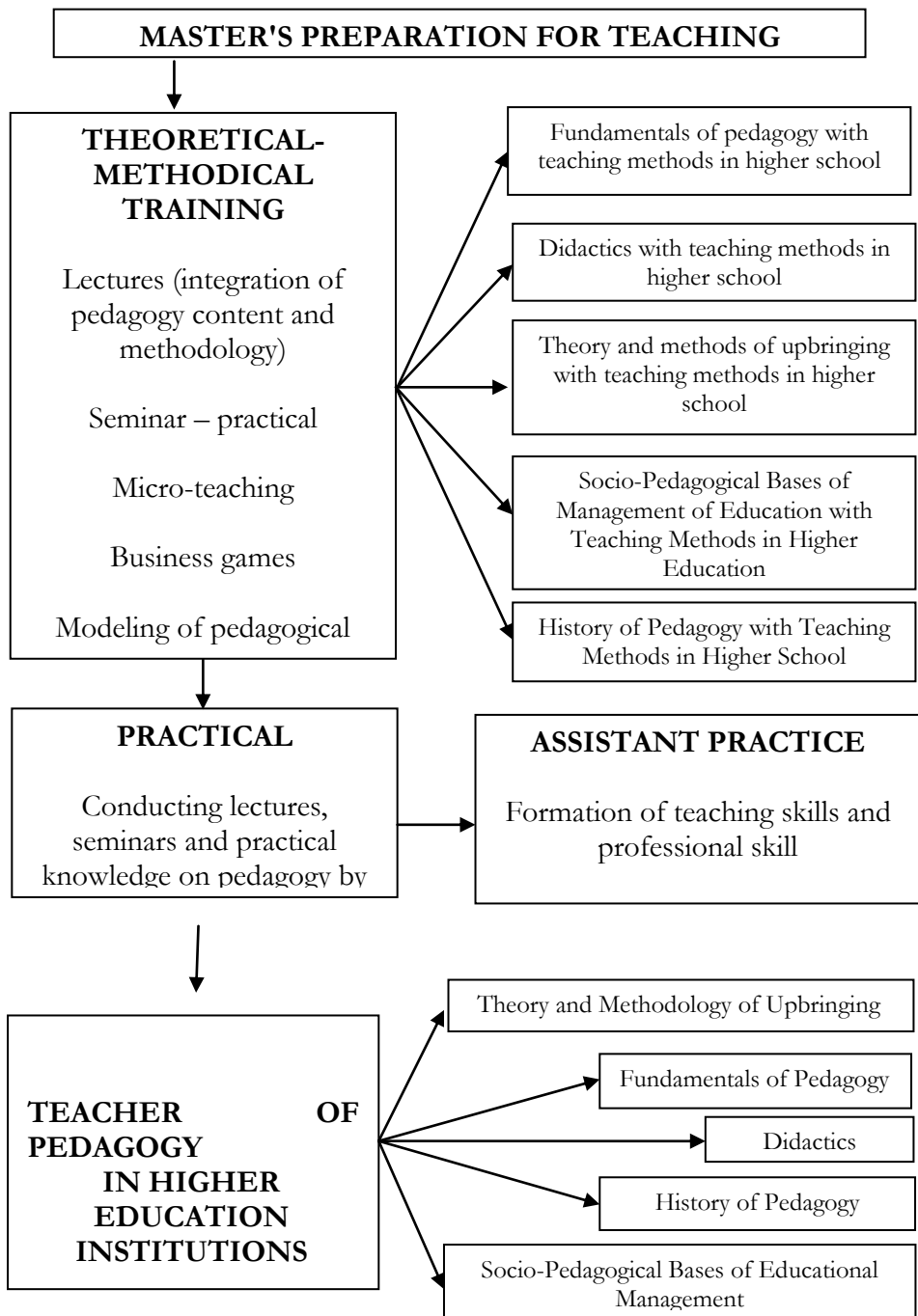


Fig. 3. Model of preparation of masters for teaching of pedagogy in institutions of higher pedagogical education

7. Conclusions

Our research confirms certain hypotheses regarding the effectiveness of studying the methodology of teaching the main sections of pedagogy as separate educational disciplines, and the creation of conditions for students to independently develop educational and methodological support for each discipline and topic, followed by approbation during the course of teaching assistantship in institutions of higher pedagogical education.

Preparation of the masters for teaching of pedagogical disciplines in the institutions of higher pedagogical education facilitates their mastery of the basic concepts and categories of pedagogy, historical aspects of the formation of pedagogy as a science, current trends in education; the content of pedagogical disciplines in the institutions of higher pedagogical education; features of the education process, its regularities and principles, the methods and organizational forms, etc.

Also, in the process of studying the methodology of teaching pedagogical disciplines, the masters have the ability to prepare curricula for disciplines; to plan and conduct various types of training (lectures, seminars and practical classes); to control and diagnose students' educational achievements; to organize various types of cognitive work with students, etc.

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