

**Course Title:** Pedagogy of higher education

**Topic of the 3<sup>d</sup> lecture:** Педагогика высшей школы как наука, её методологические основания

**Plan:**

1. Pedagogy of higher education as a science and academic discipline
2. Goals and objectives of higher education pedagogy
3. Methodology of higher education pedagogy



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## **1. Pedagogy of higher education as a science and academic discipline**

Science is a field of research activity aimed at the production of new knowledge, its systematization, and the creation of theories in the field of its subject.

Pedagogy is the science of education as a consciously and purposefully organized process. It studies the tasks, essence, patterns, principles, content, forms, methods, techniques and conditions for the effective construction of the educational process.



Pedagogy is the only special science among other sciences that can study certain aspects of educational activity. This is the only scientific discipline that studies education in the unity of all its constituent parts, and for which it is its own object of study.

The object of science is understood as a certain area of reality, to the study of which this science is directed (often the object of science is fixed in its very name). Under the subject of science, researchers usually understand that side or sides of the object of science, with which it is represented in it (or that aspect of reality that interests the researcher). The object of science exists independently of it. The subject is formed together with it and fixed in its conceptual system.



According to A.V. Gagarin, the object of pedagogy is a person in the process of education, i.e. in the process of transferring the assimilation of social experience, which includes special subject knowledge and skills, relevant abilities, moral principles, skills of human behavior in society and a prudent attitude towards nature.

The subject of pedagogy is directly the process of education as a preparation of a growing person for life; education of a person as a special function of society; educational activities carried out in educational institutions, social institutions, family.



Thus, the subject of pedagogy of higher education is the regularities of the educational process taking place in higher educational institutions of all levels of accreditation, specific problems of obtaining higher education in modern conditions, pedagogical features of the educational process in a higher education institution, first of all, features of its design and management, pedagogical and acmeological features of the design, organization and management of this process.



V.I. Andreev considers the study, design and development of the pedagogical system to be the subject of traditional pedagogy, and the study of the psychological and pedagogical patterns of the organization of training and education of students in higher education.

The object of higher education pedagogy, R.S. Pionova, - pedagogical systems functioning in higher educational institutions, as well as higher education management systems. Such systems are: an academic group, a course, a faculty, a university, public organizations and formations, students, teachers, departments and departments of the Ministry of Education, etc. The subject of higher education pedagogy is the process of education and professional training of specialists in a university, identifying the patterns of this process.

The subject of higher education pedagogy includes the following components:

- the educational process and the process of professional training of specialists, the cultural elite of modern society;
- the study of the natural links that exist between the development, upbringing and education of students in higher educational institutions.

Pedagogy of higher education is a branch of pedagogical science that studies the theoretical, methodological and practical problems of higher education.

There are three main groups of categories of pedagogy of higher education: methodological, procedural and essential.

1. Methodological categories: pedagogical theory, pedagogical concept, pedagogical idea, pedagogical regularity, pedagogical principles, etc. humanization of education - the priority of the tasks of self-realization of the student's personality, the creation of conditions for the identification of giftedness and talents, the formation of a humane personality, sincere, humane, benevolent);



2. Procedural categories: upbringing, training, education, development, personality formation; educational process, etc.

3. Essential categories: the goal, objectives and content of education, professional profile of a specialist, activities (teacher and student), differentiated and individual approaches, predicting the consequences of pedagogical influence, planning educational work, forms, methods and means of education and training, pedagogical technologies of education and upbringing, management of the educational process.

Education is the core of education, its procedural characteristic is the process of direct transfer and assimilation of experience in the interaction of a teacher and a student. This is a specific type of pedagogical process, during which, under the guidance of a teacher, the socially determined tasks of educating a person are realized in close connection with its upbringing and development.

Upbringing education is training aimed at the formation of a worldview, moral, aesthetic, ethical ideas and beliefs.

The development of scientific and technological progress has brought to life phenomena associated with the use of a computer, multimedia, etc. in the educational process.

Informatization of education - the introduction of information technologies into the educational process that meet the requirements of the world community, improving the quality of general education training of specialists based on the widespread use of computer and information technology.

In modern conditions, the task of higher education is to reveal and develop the abilities of students and provide an individual learning trajectory in the modern pedagogical process of the university. Differentiation of education is a form of organization of students' educational activities, which takes into account their inclinations, interests and manifested abilities.

## 2. Goals and objectives of higher education pedagogy

The goal of higher education pedagogy is to study the patterns of development, education and training of students and, on this basis, to develop ways to improve the process of training qualified specialists.

The tasks of higher education pedagogy are:

- analysis of the socio-historical characteristics of the higher education system;
- analysis of the content, forms and methods of teaching, development and education of students in a higher educational institution;
- analysis of methods for monitoring and evaluating student performance based on a systematic approach;
- development of new technologies for the education and training of students in a higher educational institution;
- identification of pedagogical patterns of formation of students as future specialists;

- study of the dialectical interrelations of objective and subjective, social and natural factors in the upbringing and development of students, their potential and real opportunities;
- study of the correlation of goals and means of education and training;
- development of the theory and methodology of education and training, which the teacher-teacher can use in their practical activities;
- development of criteria for the effectiveness of the pedagogical system based on the laws of pedagogical processes.

Modern society requires a new education system - innovative education.

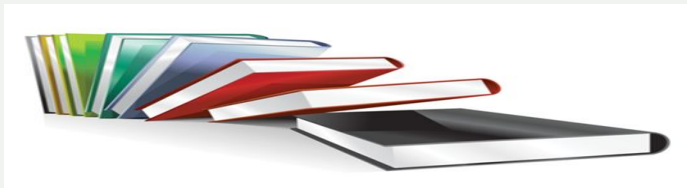
## Control questions and tasks:

1. What is meant by the object and subject of higher education pedagogy?

2. What are the actual tasks of pedagogy of higher education at the modern stage?

3. What are the main categories of pedagogy of higher education?





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*Thank you for attention!*

