Seen and approved by
Rector _____ P.V. Glybochko

STEERING DOCUMENT OF THE COURSE

Pedagogics

(*name of the course*)

major professional educational program of higher education - residency training program

31.00.00 Clinical medicine

code and name of the consolidated group of professions (training directions)

31.08.54 General medical practice (family medicine)

code and name of the training directions (profession) must be specified

Course credit value: 2 credits

<div align="center">Purpose and objectives of the course</div>

The **purpose** of studying the course is the formation and development of the following professional competences by students following the major professional educational program of higher education, i.e. the program of residency training majoring in 31.00.00:

CC-1 - preparedness for abstract thinking, analysis, synthesis;

CC-2 - preparedness for group management, tolerable perception of social, ethic, confessional and cultural diversity;

CC-3 - preparedness for participation in educational activities in conformity with the programs of secondary and higher medical education or secondary and higher pharmaceutical education, as well as additional professional programs for persons with secondary vocational or higher education in line with the procedure as established by the federal executive authority developing state policy and ensuring legal regulation in health care;

CC-9 - preparedness for building up motivation with people, patients and their families, aimed at preserving and promoting their health and the wider public's health.

The task of the course is formation of a set of knowledge, capabilities and skills. After mastering the course, the students must:

Know:

- socially significant moral standards and foundations of moral behavior;
- core values of professional pedagogical activity; key ethno-cultural and religious values of the educational process participants;
- system of pedagogical education in Russia and foreign countries; structure,
- goals, objectives of pedagogical education and the basic ways of improving its quality; requirements established by the state educational standards;
- pedagogical technologies; methods of organization of independent work, development of creativity and professional thinking of students; methods of pedagogical diagnostics and program material learning efficiency control;
- ways to improve the pedagogical skills of a teacher,
- methods of pedagogical research;
- methods of building up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public.

Be able to:

- implement the basic laws of learning and education, modern didactic principles; plan the objectives and content of training in accordance with state educational standards, curriculum and program;
- select the educational technologies (forms, methods and means of training and education) appropriate to the goals and content of education;
- use basic methods of pedagogical diagnostics and monitoring retention of program material;
- conduct an independent search of the relevant literature, and use it to improve the quality of the educational process;
- prepare the educational materials for the course being taught;
- formulate the goals and objectives of the educational process using the innovative teaching strategies; train in the workplace;
- apply the rules of pedagogical relationships and professional educational activities in design and implementation of the educational process;
- analyze the professional pedagogical situations;
- build social interaction with members of the educational process by taking into account the ethnic, cultural and confessional values.

Develop skills in:

- development of intellectual and cultural level, moral and physical development of one's own personality; analysis of one's activity;
- organization and implementation of design and course of the educational process;

- work with scientific and educational literature;
- methods of psychic self-regulation when teaching others;
- communication devoted to building up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public;
- methods of reflection (awareness of one's successes and failures in the current educational process).

2. The place of the course in the structure of the University's BASIC PROFESSIONAL EDUCATIONAL PROGRAM OF HIGHER EDUCATION.

2.1. The course is part of the **base**section**.** Total credit value of theoretical training is 2 credit units, or 72 academic hours; the mode of studies is 9 hours per day, including 6 academic hours of classroom work and 3 academic hours of independent work. Theoretical training control methods - interim attestation (at term end), pass-fail exam.

The academic course of "Pedagogics" is designed to improve the knowledge of the fundamentals of the teaching science as the pre-condition for professional competence of an expert in the field of medicine, preparedness of medical residents to learn and implement the latest achievements of domestic and foreign sciences in shaping motivation of the population, patients and their families, aimed at preserving and promoting their health and health of wider public; creation of conditions of mastering the common cultural and professional competence, a willingness to work in a team, implementation of scientific research, psycho-pedagogical, design, management, organizational activity; professional self-education, self-organization and self-development, successful solution of personal and social problems.

2.2. The study of the course requires the knowledge and skills generated by previous courses/practice: *Psychology and pedagogics:*

Know:
- the fundamentals of personality psychology and social psychology, the nature and problems of training and education at high school, biological and psychological limits of human perception and learning, psychological characteristics of adolescence, and impact of individual student differences' on the results of pedagogical activity;
- main achievements, challenges and trends in development of the higher school pedagogy in Russia and abroad, the current approaches to modeling the pedagogical activity;
- legal and regulatory framework of the education system functioning.

Be able to:
- use the knowledge of the fundamentals, modern achievements, challenges and trends in development of a relevant scientific field and its relationship with other sciences in the educational process;
- to present the studied material in relation to the courses represented in the curriculum mastered by the students;
- use the knowledge of culture and art as a means of educating students.

Develop skills in:
- methods of research and organization of collective research work;
- fundamentals of scientific-methodical and educational work in higher education (structuring and psychologically competent conversion of scientific knowledge into the teaching material, methods and techniques of composing problems, exercises, tests on various subjects, systematics of teaching and educational problems);
- methods and techniques of oral and written presentation of the studied material, a variety of educational technologies;
- fundamentals of applying the computer and information technologies in the educational and scientific processes;
- methods of shaping the students' skills of independent work, professional thinking and development of their creative abilities;
- methods of emotional self-regulation.

2.3. The course study is required for knowledge, abilities and skills generated by subsequent courses/practices: *Pedagogical practice*

Knowledge of:

- the system of normative documents regulating the activities of educational institutions;
- the structure and content of the federal state educational standards;
- the principles of competence-based approach in the implementation of basic education programs;
- the place and role of a medical university, faculty and department in preparation of higher professional education specialists, the priority areas of the medical school in professional development of pedagogics, as well as major scientific achievements of a medical school in the relevant industry;
- structural elements of the basic educational programs and their content;
- nature and characteristics of professional pedagogical activity of the teacher;
- basic requirements for the teacher's personality, his/her level of training.

Abilities:

- to use the curriculum, teaching and program documentation;
- to develop a training program of the course on the basis of the FSES and the graduate's competence model;
- to develop the training materials for a cycle of lectures, seminars, practical training, and control testing for the course;
- to organize an independent work of the students on one of the topics of the course included in the teaching practice;
- to post the teaching materials in the electronic educational environment of the university.

Skills:

- working with training and program documentation;
- development of training materials in accordance with requirements of the FSES for higher education;
- dealing with relevant Internet sites and sites of higher educational institutions to learn the practice of implementation of higher professional education programs;
- working in the software shell of the electronic educational environment and maintenance of the course page as a teacher;
- development of test materials and organization of the course control testing.

3. Requirements for results of mastering the course.

The study of the course is aimed at developing the following common cultural (CC) and professional (PC) competencies by students:

No.	Code of the competence	Content of the competence (or a part thereof)	As a result of studying the course, the students must:			
			Know	Be able to	Develop	Evaluation methods*
1.	CC-1	preparedness for abstract thinking, analysis, synthesis	funda-mentals of moral be-havior; core val-ues of profes-sional ac-tivity	analyze profes-sional pe-dagogical situations;	methods of organi-zation of indepen-dent work with scientific and edu-cational li-terature	tests, control work
2.	CC-2	preparedness for group	forms and	build so-	educa-	tests,

2.		management, tolerable perception of social, ethic, confessional and cultural diversity	methods of group management based on tolerance	cial interaction by taking into account ethnic, cultural and confessional values	tional environment design skills, readiness to work in a team	control work
3.	CC-3	preparedness for participating in educational activities in conformity with the curricula of secondary and higher medical education or secondary and higher pharmaceutical education, as well as additional professional programs for persons with secondary vocational or higher education in in line with the procedure as established by the federal executive authority developing state policy and ensuring legal regulation in health care	goals, principles, forms and methods of training and education	select the technologies, forms, methods and means of training and education appropriate to the goals and content of education;	plan the objectives and content of training and education in accordance with state educational standard, curriculum and program	tests, control work
4.	PC-9	preparedness for building up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public	methods of forming motivational readiness for health preservation	form the readiness of patients and their families for healthy lifestyle	communication skills in shaping motivation for healthy lifestyle	tests, control work

4. Sections of the course and competences generated in the process of studying:

No.	Competence code	Course section name	Section content in didactic units
1.	CC-1 CC-2 CC-3 PC-9	Pedagogics in the activities of an educational and medical institution	The role of pedagogics in medical education. Key concepts of pedagogics. Educational system: goals, objectives, interaction styles, didactic principles, principles of education, forms, methods, content, means of training and education. Functions of pedagogics in building up readiness of patients and their families for healthy lifestyle.
2.	CC-1 CC-2	Modular training and competence-based approach as the basis of medical training	Competence and expertise, advantages and benefits of com-

	CC-3 PC-9		petence-based approach in training. Main components of education and criteria for selection of educational content: knowledge, skills, knowledge search experience, emotionally evaluative attitude towards knowledge and experience; description of key competencies and professional competence of the specialist Educational standard as a model for implementation of competence-based approach Continuous education as a precondition for implementation of competence approach. Modern educational technologies. Modular training as competence-based approach technology. Modular rating system of training as the factor improving the quality of preparing a specialist in a university.
3.	CC-1 CC-2 CC-3 PC-9	Methods, forms and innovative technologies in training of doctors	Methods of teaching the students, patients and their families Ways to work with patients and their families Innovative technologies in training of medical residents. Interactive training as a modern technology of competence-based approach implementation. New information training technologies. Modern models and information technologies of active learning. Monitoring of assessing the quality of ability of the patients and their families to preserve and promote their health and health of wider public.
4.	CC-1 CC-2 CC-3 PC-9	The motives and motivational readiness for building up readiness for healthy lifestyle	Incentive mechanisms of human activity: needs and motivations: types, classifications. Motivation of deviant behavior. Methods of studying motivation and motives. Ways of overcoming the barriers in communication with patients and their families unmotivated to health preservation. Point-

			rating system of assessing the patients' readiness to preserve and strengthen their health and health of others: parameters and criteria.
5.	CC-1 CC-2 CC-3 PC-9	Organization of independent and self-educational activity in training of medical residents	Organization of independent, self-educational and creative activity in training of medical residents. Development of graphs and case studies as the teaching aids. Modeling, design and holding of didactic games. Preparing and conducting "round tables" to overcome the barriers in communication with patients and their families unmotivated to healthy lifestyle.

5. Distribution of the course credit value.

5.1. Distribution of the course credit value and types of training activities throughout the semesters:

Type of studies	Credit value		Credit value throughout the semesters (AH)		
	amount of credits (C)	amount of academic hours (AH)	3	4	5
Classroom work, including		48	48		
Lectures (L)		6	6		
Laboratory workshops (LW)					
Practical training (PT)		24	24		
Clinical practical training (CPT)					
Seminars (S)		18	18		
Independent work of students (IWS)		24	24		
Interim attestation					
pass-fail exam/examination (*specify type*)		pass-fail	pass-fail		
TOTAL	2	72	72		

5.2. Sections of the course, types of studies and ongoing monitoring methods:

No.	Semester No.	Course section name	Types of studies (in AH)							Evaluation methods
			L	LW	PW	CPT	S	IWS	total	
1	1	Pedagogics in the activities of an educational and medical organization	1				2	4	7	tests, control work
2	1	Modular training and competence-based approach as the	1		4		4	4	13	tests, control work

No.		Subject								Assessment
		basis of medical training								
3	1	Methods, forms and innovative technologies in training of doctors	1		8		4	4	17	tests, control work
4	1	The motives and motivational readiness to formation of readiness for healthy lifestyle	1		8		4	8	21	tests, control work
5	1	Organization of independent and self-educational activity in training of medical residents	2		4		4	4	14	tests control work
		TOTAL	6		24		18	24	72	

5.3. Lecture distribution throughout the semesters:

No.	Lecture subject name	Amount in AH	
		Semester	Semester
1	The role of pedagogics in medical education	1	
2	Competence-based approach and modular training	1	
3	Methods and forms of teaching the patients and their families to be ready for healthy lifestyle	1	
4	Innovative technologies in training of medical residents	1	
5-6	Organization of independent, self-educational and creative activity in training of medical residents	2	
	TOTAL (total - 6 AH)	6	

5.4. Distribution of practical studies' subjects throughout the semesters:

No.	Practical studies' subject names	Volume in AH	
		Semester	Semester
1	Development of graphs and case studies as teaching aids to build up readiness of patients and their families for healthy lifestyle.	6	
2	Preparation of self-check tests in building up readiness of patients and their families for healthy lifestyle.	4	
3	Modeling, design and holding of didactic games for building up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public	6	
4	Preparation, holding and analysis of a heuristic talk to form the readiness of patients and their families for healthy lifestyle	4	
5	Monitoring of assessing the quality of ability of the patients and their families to preserve and promote their health and health of	4	

	others		
	TOTAL (total - 24 AH)	24	

5.5. Distribution of seminar subjects throughout the semesters:

No.	Seminar subject names	Volume in AH	
		Semester	Semester
1	Key concepts of pedagogics, pedagogical system.	2	
2	Objectives of pedagogics, tasks and functions in forming the readiness of patients and their families for healthy lifestyle	2	
3	Methods of dealing with patients and their families for building up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public	4	
4	Forms of teaching patients and their families in the course of shaping readiness for healthy lifestyle of patients and their parents	2	
5	Motivation of readiness of the patients and their families for healthy lifestyle	2	
6	Ways of overcoming the barriers in communication with patients and their families unmotivated to readiness for healthy lifestyle.	2	
7	Point-rating system of assessing the patients' readiness to preserve and promote their health and health of wider public: parameters and criteria	2	
8	Innovative technologies of teaching medical residents how to build up motivation with people, patients and their families, aimed at preserving and promoting their health and health of wider public	2	
	TOTAL (total - 18 AH)	18	

5.6. Distribution of students' independent work (IWS) by types and throughout the semesters:

No.	IWS* type	Volume in AH	
		Semester	Semester
1	Dealing with scientific and methodological literature and sources of information on the section studied, including interactive ones, performance of assignments stipulated by the work program (group and (or) individual)	8	
2	Preparation of reviews, essays, reports, presentations	8	
3	Preparation for participation in interactive classes (role and business games, trainings, game design, educational games), work with electronic educational resources posted on the University educational portal, etc.	8	
	TOTAL (total - 24 AH)	24	

6. Evaluation methods to monitor the performance and results of course study.
Examples of evaluation methods:
Complexity level 1:
1. The term "pedagogics" stands for:
1) a science, developing ways of implementing the goals of certain subjects based on didactic norms
2) management as to the formation of active personality, its social, psychic and physical qualities
3) science developing common standards for creating intergrated educational systems
4) the science of education and upbringing

5) the scope of professional activities aimed at achieving the set goals based on didactic and methodological rules and taking into account the specific teaching conditions

2. The term "upbringing" stands for:
1) a science, developing ways of implementing the goals of certain subjects based on didactic norms
2) *management as to the formation of active personality, its social, psychic and physical qualities*
3) science developing common standards for creating intergrated educational systems
4) science of education and upbringing
5) scope of academic activities aimed at achieving the set goals based on pedagogical rules and taking into account the specific teaching conditions

3. The term "educational process" stands for:
1) didactically reasoned ways to grasp the content of specific subjects
2) management as to the formation of active personality, its social, psychic and physical qualities
3) requirements to common standards of creating integrated educational systems
4) science of education and upbringing
5) *related activities of the teacher and students, aimed at achieving educational goals*

4. The term "teaching methods" stands for:
1) *science developing the ways of implementing its goals of mastering the content of specific academic subjects*
2) management as to the formation of active personality, its social, psychic and physical qualities
3) science developing common standards for creating intergrated educational systems
4) science of education and upbringing
5) scope of professional activities aimed at achieving the set goals based on didactic and methodological rules and taking into account the specific teaching conditions

5. The pedagogical category of "understanding" stands for:
1) *the ability to use the material studied in standard and new situations*
2) memorization and reproduction of educational material
3) the ability of conversion, transformation of educational material by a student from one form of expression to another
4) capability to split the material into components so that its structure may be clearly revealed
5) manipulations with items and people aimed at achieving practical results

Complexity level 2:

1. The pedagogical category of "analysis" stands for:
1) the ability to use the material studied in probabilistic conditions
2) sequential reproduction of the material studied
3) material transformation from one form of expression to another
4) *capability to split the material into components so that its structure may be clearly revealed*
5) manipulations with items and people based on the system of theoretical knowledge

2. Knowledge is:
1) skill converted into an ordinary human need
2) *adequate understanding of a subject, images and concepts corresponding to it*
3) ability to quickly perform the task
4) ability to operate on the basis of the assimilated information
5) body of life or professional experience

8. Ability is:
1) skill converted into a human need
2) adequate understanding of a subject, images and concepts corresponding to it
3) result of targeted training

4) ability to act on the basis of acquired knowledge, and to quickly perform an assignment

5) body of knowledge and skills developed in the course of life and practical activities

Sample test questions

1. Pedagogics as a science, its role in society.
2. Upbringing of patriotism and culture of international relations.
3. Object, subject, tasks, functions and basic categories of pedagogics.
4. Essence and methods of self-education, its role in development of a personality.
5. Pedagogical science methodology.
6. Pedagogical dialogue: nature, functions and structure.
7. Methods of pedagogical research.
8. The essence, principles, mechanisms and factors of social upbringing.
9. The problem of goal-setting in the pedagogical theory and practice.
10. Family as the subject of pedagogical interaction and socio-cultural environment of the child's upbringing and development.
11. Educational system, characteristics of its components.
12. Simulation of the situation of success in the course of learning at the university.
13. Pedagogical process.
14. Y.A. Komenskiy as the founder of pedagogics.
15. Structure and styles of pedagogical activities.
16. The content of education. FSES.
17. The essence of the learning process, its psychological fundamentals.
18. The principles of training and upbringing.
19. Main methods of training and upbringing.
20. Forms of training and upbringing.
21. Teaching models, their comparative characteristics.
22. Means of training and upbringing.
23. Pedagogical diagnostics in an educational institution.
24. Upbringing in a group, its formation indicators.
25. Social pedagogics as a science and a practice.
26. Pedagogical thought evolution.
27. The essence and components of pedagogical skills.
28. The schools of Ancient Rome. Pedagogics of the Renaissance.
29. Core pedagogical theories of the 19th and 20th centuries.
30. Pedagogical technologies.
31. Monitoring and evaluation of the level of training.
32. Pedagogical ideas of J.-J. Rousseau, I.G. Pestalozzi, and I.F. Herbart.
33. Pedagogical ideas of F.V.A. Diesterweg, G. Dewey.
34. The essence, content, methods and means of moral upbringing.
35. Pedagogical views and activities of K.D. Ushinskiy, A.S. Makarenko, V.A. Sukhomlinskiy, and N.I. Pirogov.
36. Modern concepts of upbringing.
37. Diagnosis and evaluation of upbringing process quality.
38. The essence, content, methods and means of physical education.
39. The essence, content, methods and means of aesthetic education.
40. Pedagogical conditions of shaping healthy lifestyle.
41. Development of experience of creative activities in the learning process.
42. Organization of independent work of the student in the course of studying at the university.

The structure of independent work of the listener of "Pedagogics" course

Independent work of the listener with the material: review of a collection of didactic material; work with aids; current testing.

Sample control work
The first assignment of the control work
1. Review the proposed topics of the essay, choose and agree on the essay topic with the teacher.
2. Review the algorithm, criteria and indicators of evaluating essays on educational topics.
3. Prepare and post an essay on the selected topic at UEP (Unified Educational Portal).

The maximum score for the first assignment is 30 points

Requirements to a successful essay:

Criteria and parameters of essay evaluation

No.	parameters	criteria	Points (30 points)
1	abstract	describes the subject	0.5
2	keywords	disclose the subject	0.5
3	references	correspond to the subject	1
4	content	corresponds to the subject informativeness:	3
		- low	1
		- high	5
		presentation language:	
		literate	1
		different points of view are compared,	3
		generalizations and conclusions are available	2
		consistent with the principles of:	1
		- scientific nature	1
		- systemic approach	1
		- sequence	1
		- clarity	
5	terms	according to scientific principle	1 point per term

The second assignment of the control work
1. Review the algorithm, criteria and indicators of evaluating a case study.
2. Prepare and post the text, comments and graph of the case study at UEP.

The maximum score for the second assignment is 25 points

Requirements for a successful case study:

Case study evaluation criteria

No.	The algorithm of preparation for creation of a case study	Criteria	Parameters	Points Maximum - 25
1	Choose a problem	Relevance	A clear wording of the question	1
				3
2	Choose the literature to help answer the question	References	Correspondence of references to the stated topic	1
3	Write the text of the problem	Introduction of the situation	Clarity of language	1

| 4 | Prepare comments to the prob-lem solution | Consistency with the principles of: - scientific na-ture, - dialogicality - comprehensive analysis of the situation | The use of analy-sis, synthesis, generalizations | 1 1 5 |
| 5 | Provide a solution of the case study in the form of a graph | Availability of necessary and sufficient key-words | Logical connec-tion of keywords Design aesthetics (based on the principle of symmetry) | 5 5 2 |

Guidelines: the pedagogical tasks in the course of study of the "Pedagogics" by medical residents may include:

1) the problems of pedagogical diagnostics, study of the type of temper, personality, thinking, behavior or communication style of the patients and their families in the course of building up readiness for healthy lifestyle;

2) the task of designing the content and methods of selecting the activities of the patients and their families in the process of building up readiness for healthy lifestyle;

3) the task of selecting the forms and methods of influence on the patients and their families in the process of building up readiness for healthy lifestyle;

The third assignment of the control work

1. To review the algorithm, criteria and indicators of evaluating the plan of a practical les-son or a plan of conversation with the patient or its family on readiness for healthy life-style.
2. To prepare a chronological card of a practical lesson or a plan of a conversation with the patient building up readiness for healthy lifestyle and post it at UEP.

The maximum score for the third assignment is 15 points

Requirements to a successful plan of a practical lesson

The lesson subject has been formulated, and its relevance has been substantiated.

A brief description of the target audience (domain/professional area, work experience in the major, age) has been given, purpose, what the student should know and be able to do, and what skills to possess. The stages of the practical lesson have been presented, and the forms, me-thods and means have been specified. The tests of the input and output control and case studies have been developed, and the references have been presented.

The fourth assignment of the control work

1. Prepare a presentation of "Formation of readiness of the patients and their families to healthy lifestyle" in the major and post it at UEP

The maximum score for the second assignment is 10 points

Requirements for a successful presentation:

1. The presentation includes basic information about the disease, its causes, manife-stations, and degree of real threat. The presentation includes photo and video materials, demon-strating the way of building up the patients' and their families' readiness to healthy lifestyle.

2. The presentation includes information not backed up by photos and video - 5 points.

3. The presentation has been prepared formally - 1 point.

Sample essay topics

1. The types and forms of control of independent educational activity of medical residents.
2. Hygienic education of the population and promotion of healthy lifestyle in treatment and prevention health facilities
3. Business game as a form of active learning
4. Dialogue as a tool of upbringing work.
5. Didactic concepts
6. Laws, regularities and principles of teaching.
7. Health-saving technologies in education.
8. Game as a teaching method.
9. Innovative forms of organization of independent work of medical residents
10. Training intensification and problem training
11. Information and communication technologies in organization of independent work of medical residents.
12. Competence-based approach in education. Person-centered approach to social and educational activities, and ways of its realization
13. Methods of teaching in a high school
14. Methods of organization and formation of behavior experience (exercise): exercise, habituation, pedagogical requirement, public opinion, order, upbringing situations;
15. Methods of stimulating behavior and activity (motivation): contest, promotion, punishment.
16. Methods of forming the consciousness of a person (conviction): story, explanation, clarification, lecture, ethical discussion, exhortation, suggestion, instruction, debate, report, example.
17. Modular structure of the content of the course and rating control
18. Main directions of modern education modernization
19. Fundamentals of teaching and learning process design
20. Features of training people with different functional brain asymmetry.
21. Working with children who have found themselves in extreme conditions.
22. Authority pedagogics paradigm Manipulation pedagogics paradigm Support pedagogics paradigm
23. High school pedagogics, its peculiarities and categories.
24. Educational activity: its essence and value characteristics.
25. Educational system, characteristics of its components.
26. Pedagogical dialogue. Pedagogical tact.
27. Notion of healthy lifestyle (HL). Ways of its formation. Doctor's role in HL formation.
28. Principles and main directions of upbringing.
29. Problems of education in the context of social and cultural policies of developed countries (civilization crisis, education crisis.)
30. Self-education and personal growth.
31. Independent work of students as development and self-organization of the students' personality
32. Seminars and workshops in high school
33. Change of the educational paradigm: content, approaches, rules, attitudes, behavior, teaching mentality.
34. Modern system of national education: development strategy.
35. Current teaching models.
36. Current teaching means

37. Modern trends in education, upbringing and socialization in Europe, USA, Asia (information, professionalism, adaptation, differentiation, multi-functionality, democracy, sustainability, integration, socialization of education and upbringing)
38. The content of education: scientific basis of its improvement
39. Compare the processes of upbringing, training and education, identifying their similarities and differences. Comparative characteristics of learning and teaching.
40. Modern educational system development strategies.
41. Structure of educational activities, driving forces of the teaching process
42. Subject-subject interaction as the basis for the educational process design
43. The essence of universal education in the works of N. I. Pirogov
44. Distance education technologies
45. Developing education technologies
46. Formation of skills of independent work by medical residents
47. Formation of a single global educational space.
48. Formation of motivation to healthy lifestyle (age-related)
49. Forms of educational process organization in high school
50. Characterization of the methods of forming the consciousness of a personality.

Test shelf-check

Instruction.
1. Answer the questions in the test self-check by filling in the boxes.
2. Check you answers against the cue.
3. Determine the degree of success by using the formula: multiply the number of correct answers by 100% and divide by the number of errors.

Assignments aimed at putting knowledge into practice

1. Pedagogics is (select the correct statement):
1.   art
2.   pedagogical science
3.   operation system designed in training materials and manuals
4.   methods and organizational forms
2. Pedagogical reality is (continue the phrase):
1.   community
2.   social consciousness
3.   a part of the overall reality
4.   students and teachers.
3. The reality may be reflected in (continue the phrase):
1.   ordinary (spontaneously-empirical) process of cognition
2.   visual artistic shape
3.   claims and arguments
4.   theoretical generalizations
4. The forms of spiritual understanding of the reality include (give a complete answer):
1.   spontaneous empirical knowledge
2.   natural world outlook
3.   scientific knowledge
4.   practical activities
5. The process of scientific knowledge consists of (give a complete answer):
1.   cognitive activity of people
2.   means of knowledge
3.   objects of knowledge
4.   subjects of knowledge
5.   existing knowledge
6. The signs of scientific knowledge include (select the correct judgments):

1. carried out by special groups of people
2. carried out by all people engaged in practical activities
3. the source of knowledge is a variety of practical actions, non-specific knowledge
4. special educational goals are put
5. it is systematic and focused

7. In a scientific study, the means of knowledge include (continue the phrase):
1. simulation
2. creation of hypotheses
3. hypothesis testing in practice
4. rejection of previous knowledge
5. experimenting

8. The scientific issues include (select the correct judgment):
1. overcoming of the student's academic backlog
2. formation of students' cognitive independence
3. formation of students' learning skills and abilities
4. communication of the knowledge how to solve problems
5. formation of abilities and skills of writing a term paper

9. The object of study is (continue the phrase):
1. area of reality
2. mode of vision
3. reality
4. scientific subject
5. interaction, relationship

10. The subject of study is (continue the phrase):
1. area of reality
2. mode of an object vision from scientific standpoint
3. actions
4. scientific subject
5. relationship

11. Pedagogics is a science studying (choose the most complete definition):
1. a special, socially and personally deterministic activity
2. communion of human beings to the life of society
3. teaching children
4. upbringing children
5. teaching and upbringing children

12. The object of pedagogics is considered to be (choose a true statement):
1. student's personal development
2. assimilation of social experience by a person and its own development
3. assimilation of social experience by a person
4. education of schoolchildren
5. teaching and upbringing of schoolchildren

13. The subject of pedagogical science is (select the correct answer):
1. educational system
2. relations arising in reality
3. a system of relations being the subject of pedagogical science
4. the child's personality
5. upbringing and education of children

14. In didactics, the pupil appears as (choose the correct answer):
1. the object of teaching
2. the subject of learning
3. the subject of teaching
4. the object of learning

5. the object of teaching and the subject of learning

15. In a broad sense, upbringing means (choose a complete answer):
1. community
2. effect of reality on a man
3. purposeful activity covering the educational process
4. special upbringing work
5. formation of moral qualities (moral education), aesthetic views and tastes (aesthetic education)

16. In the Law of RF "On Education", education is defined as (give the correct answer):
1. the process of teaching social norms to a man
2. a purposeful process of upbringing and training in the interests of man, society and state;
3. a process of upbringing and training in the interests of man, society and state;
4. self-learning, self-education, self-development of the personality
5. a private matter of each citizen of the country

17. The functions of the pedagogical science are (give full characteristics):
1. description
2. explanation
3. prediction of phenomena of that part of reality
4. interpretation
5. learning

18. The pedagogics combines functions such as (give a complete answer):
1. scientific and theoretical
2. scientific
3. theoretical
4. standardizing
5. regulatory

19. Pedagogics is (select the correct answer):
1. theoretical science
2. applied science
3. theoretical and applied science
4. world outlook
5. area of empirical facts

20. Pedagogics (give the most complete answer):
1. describes and explains pedagogical phenomena
2. shows how to train and bring up
3. reflects the teaching reality as it is, as a being
4. learns about the success or failure of the work, the difficulties experienced by students during study of a particular type of training materials
5. provides knowledge about planning, organization and improvement of educational activities in accordance with the objectives and conditions in which it takes place.

Cue for the test self-check

Assignment number	1	2	3	4	5	6	7	8	9	10
Answer	2	3	12	13	1235	145	1235	23	1	2
Assignment number	11	12	13	14	15	16	17	18	19	20
Answer	12	234	3	5	23	2	123	145	3	12345

<div align="center">

Summary control - summary test
Assignment 1
</div>

Test - 20 multiple-choice questions from a database (over 400 questions)

<div align="right">

Max - 20 points
</div>

<div align="center">

Assignment 2. (to check abilities)
</div>

Instruction: Hold a "round table", having considered the issues for discussion.
1. What is currently meant by *re-education*?
2. Do you believe that it is possible to re-educate anyone?
3. When do you think re-education will be effective?
4. Do health workers need to know pedagogics? Give arguments.

<div align="center">

Assignment 3
Sample test questions and assignments
</div>

1. Pedagogics is called science, art and craft. Express your point of view, and give reasoning for it.
2. Compare the interpretation of the term "education" in philosophy, psychology, medicine, political science and pedagogics.
3. Provide a graph module structure.

7. Educational-methodical and informational support of the course (printed, electronic publications, Internet and other network resources).

7.1. References:

1. Pedagogy in Health Promotion. The Official Publication of the Society for Public Health Education Stephen F. Gambescia, PhD, MEd, MBA, MHum, MCHES
2. Alex Moore Routledge. Teaching and Learning: Pedagogy, Curriculum and Culture, 2012. - Pages: 192
3. Peter Mortimore. Understanding Pedagogy and Its Impact on Learning, SAGE Publications Ltd., 1999. - Pages: 256
4. Critical Pedagogy and Cognition: An Introduction to a Postformal Educational Psychology. Curry Stephenson Malott. Springer Science & Business Media, 2011. - Pages: 196
5. Gender Pedagogy: Teaching, Learning and Tracing Gender in Higher Education. E. Henderson Springer, 2014. - Pages: 137
6. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors Alan Bleakley Routledge, 2015. - Pages: 276
7. Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications. Management Association, Information Resources. IGI Global, 2016. - Pages: 1574
8. The Role of Knowledge Building in Medical Education. Zahra A. Punja. University of Toronto (Canada). 2007. - Pages: 245
9. Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications. Management Association, Information Resources. IGI Global, 2016. - Pages: 1574

8. Logistic support of the course.
8.1. The list of facilities needed for classroom teaching of the course.

No.	Address of class-	Room No.	Room area	Name of equipped classrooms, facilities for

1	2	3	4	5
	rooms, facilities for practical classes, physical culture and sports		(m^2)	practical classes, physical culture and sports with a list of basic equipment
1	Moscow 2 Dostoevskogo St., Bldg. 2, Academic building at Dostoevskogo, class No. 2	2	27.4	Magnetic marker board 1 pc. Desks for the sixth group of growth, 10 pieces. Chairs for the sixth group of growth, 30 pieces. Free-standing metal hanger, 1 piece.
2	Moscow 2 Dostoevskogo St., Bldg. 2, Academic building at Dostoevskogo, class No. 3	3	27.2	Magnetic marker board 1 pc. Desks for the sixth group of growth, 10 pieces. Chairs for the sixth group of growth, 30 pieces. Free-standing metal hanger, 1 piece.
3	Moscow 2 Dostoevskogo St., Bldg. 2, Academic building at Dostoevskogo, class No. 4	4	39.4	Mobile magnetic marker board 1 pc. Overhead projector Vega Quadra 250x, 1 piece. Slide projector Diafocus, 1 piece. Wall screen, 1 piece. Desks for the sixth group of growth, 15 pieces. Chairs for the sixth group of growth, 30 pieces. Combined three-element blackboard, 1 piece. Free-standing metal hanger, 2 pieces.
4	Moscow 2 Dostoevskogo St., Bldg. 2, Academic building at Dostoevskogo, computer class No. 5	5	41.5	Mobile magnetic marker board 1 pc. Discless workstation (type 1, a terminal workstation, terminal), 10 pieces. Computers as follows: system unit, monitor, an uninterruptible power supply, 3 pieces. Laser printer, 1 piece. Computer table with a sliding shelf for keyboard and a system unit, 10 pieces. Desks for the sixth group of growth, 15 pieces. Chairs for the sixth group of growth, 30 pieces. Free-standing metal hanger, 1 pieces.
5	Moscow 2 Dostoevskogo St., Bldg. 2, Academic building at Dostoevskogo, class No. 6	6	23.8	Mobile magnetic marker board 1 pc. School board with one working surface, 1 pc. Desks for the sixth group of growth, 10 pieces. Chairs for the sixth group of growth, 30 pieces. Document cabinet, 2 pieces. Free-standing metal hanger, 2 pieces.

8.2. The list of equipment needed for the classroom teaching of the course.
1. Listed in par. 8.1.

9. Educational technology in an interactive form, used in the process of teaching the course*:
1. <u>Simulation technologies</u>: *role-playing and business games, training, game design, computer simulation, case studies;*
2. <u>Non-simulation technologies</u>: lecture (subject, visualization, etc.), discussion (with and without "brainstorming"), training, programmed instruction.

A total of 30% interactive activities from the scope of classroom work.

9.1. Examples of interactive educational technologies:

1.   Business games
Topics: "Practical training in a medical school"

2.   Discussion
1. What is more important for a man: to get knowledge or to find knowledge?
2. Can we say that the education received as a result of assimilation of information from other people is more valuable than self-education?
3. Upbringing of students in a high school: myth or reality?
4. The great Russian educator V.G. Belinskiy wrote that children are guests of today and the hosts of the future, then why don't we have respect for the little ones"?

9.2. Electronic educational resources used in the process of teaching the course:
1. Unified educational portal of the First Moscow Governmental Medical University named after I.M. Sechenov
Software and online resources:
The National Encyclopedia of Philosophy http://terme.ru/
Federal portal "Russian Education" http://www.edu.ru/
Digital Humanities Library http://www.gumfak.ru/
Pedagogical Encyclopedic Dictionary http://dictionary.fio.ru
Innovative Education Network "Eureka" http://www.eurekanet.ru
Shevchenko N.P. Models of knowledge representation 2008 - [ER]: manual - http://lib/library
Petrova V.N. Formation of a creative personality in the course of training at high school. Information and research portal of the Moscow Humanitarian University Human Potential of Russia. [available online] //http://www.hdirussia.ru/448
Petrov A.N., Petrova V.N. Anthropological theory of creative work and creativity [available online]. - Access mode: http://tvorchestvo.biz/theory.html
http://www.oim.ru - International scientific pedagogical magazine.
http://www.pedlib.ru/ - Pedagogical library.
http://www.nlr.ru/ - Pedagogy. Electronic guide to reference and educational resources.
http://www.edu.ru – Russian Federal Portal
http://mon.gov.ru/ - Website of the Ministry of Education and Science of the Russian Federation