

Кафедра менеджменту та бізнесу

«ЗАТВЕРДЖУЮ»

Каріна НЕМАЙКАЛО



рівень вищої освіти	<u>третій (освітньо-науковий)</u>
галузь знань	<u>07 «Управління та адміністрування»</u>
спеціальність	<u>073 «Менеджмент»</u>
освітньо-наукова програма	<u>«Менеджмент»</u>

Завідувач кафедри _____
менеджменту та бізнесу
(назва кафедри)

24

Тетяна ЛЕПЕЙКО

Гарант освітньо-наукової програми	«Менеджмент» (назва програми)
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рами

Василь ОТЕНКО

Харків
2024

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Department of Management and Business



PROGRAM

PEDAGOGICAL INTERNSHIP

Study cycle	<u>third (educational and scientific)</u>
Field of knowledge	<u>07 «Management and administration»</u>
Specialty	<u>073 «Management»</u>
Educational and scientific programme	<u>«Management»</u>

Head of the department Management and Business

Tetyana LEPEYKO

Head of educational and scientific programme «Management»

Vasyl OTENKO

Kharkiv

2024

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Cand. Sc. (Economic), Associate Professor Gruzina I. A.

The program is agreed with the Head of educational and scientific programme
Management

The program was approved at a meeting of the Department of Management and Business

Protocol № 19 dated 26.06.2024

The program was extended:

for 20____/20___. Head of the department _____
(department name)

(signature) (surname and initials)

Head of educational and scientific programme Management
(programme name)

(signature) (surname and initials)

for 20____/20___. Head of the department _____
(department name)

(signature) (surname and initials)

Head of educational and scientific programme _____
(programme name)

(signature) (surname and initials)

for 20____/20___. Head of the department _____
(department name)

(signature) (surname and initials)

Head of educational and scientific programme _____
(programme name)

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INTRODUCTION

Pedagogical internship (hereinafter referred to as PI) is a practical component of the training of higher education students for the specialty 073 "Management" of the degree of Doctor of Philosophy of all forms of study at the Simon Kuznets Kharkiv National University of Economics (hereinafter referred to as the University). The PI program has been developed in accordance with the requirements for the training of higher education students for the degree of Doctor of Philosophy, determined by the current legislation of Ukraine, in particular in accordance with the Procedure for the Training of Higher Education Students for the Degree of Doctor of Philosophy and Doctor of Science in Higher Educational Institutions (Research Institutions) [4] and the National Qualifications Framework [5], and internal regulatory documents of the University [7]. The purpose of the PI is to provide students with competencies in: generating new ideas, solving complex problems in the field of management and administration, which involves a deep rethinking of existing and creating new holistic knowledge and/or professional practice, applying the latest methodology of scientific and pedagogical activity, conducting their own scientific research, the results of which have scientific novelty, theoretical and practical significance.

The PI is intended to serve as a connecting link between the theoretical knowledge acquired during the assimilation of the educational and scientific components of students' training and the practical activities related to the implementation of the acquired knowledge and scientific achievements in the educational process. The PI program is associated with the possibility of further teaching activities for individuals who complete postgraduate studies in the educational program "Management", plan their pedagogical activities in higher education institutions (hereinafter – HEIs), and the necessity of preparing their own highly qualified scientific and pedagogical staff for the University.

1. Characteristics, purpose, objectives, and outcomes of pedagogical internship

1.1. Characteristics of the pedagogical internship

Table 1

Characteristics of pedagogical internship

Number of credits	Total number of hours		Assessment type	Semester
5	150		REPORT	2-6
	of which			
	educational work	methodical and organizational work:		
	50	100		

The curriculum for training higher education pursuing a Doctor of Philosophy degree and the individual study plan of students under the educational and scientific programme “Management” in specialty 073 “Management” include a mandatory practical component, “Pedagogical Internship” (curriculum component MC7), with a scope of 5 ECTS credits (150 hours), which is completed by the PhD student during the 1st to 3rd years of postgraduate study at the University.

The implementation of the student’s PI is regulated by the curriculum, the educational and scientific programme for Doctor of Philosophy training, and the program of the PI.

The PI requires the applicant to carry out educational work (at least 50 hours), as well as methodical and organizational work (at least 100 hours) within the scope of their dissertation research.

1.2. Purpose of the pedagogical internship

The purpose of the PI is to equip students with competencies in: conducting scientific and pedagogical activities in the field of management within higher education institutions; utilizing modern information technologies and tools, advanced software products, and the opportunities provided by the global Internet network in generating

new knowledge, obtaining scientific and practical results in the field of management, and in teaching practice; identifying, formulating, and solving problems, formulating and experimentally testing scientific hypotheses, applying acquired knowledge in practice, and ensuring continuous self-development and self-improvement in professional and/or scientific-pedagogical activities; searching for, processing, and analyzing information from various sources, engaging in abstract thinking, philosophical interpretation, justification, and economic substantiation of obtained results, as well as understanding the essence of studied socio-economic phenomena, justifying, formulating, and modeling problems.

1.3. Key objectives and outcomes of the pedagogical internship

The objective of the PI is to develop in students an integral competence in generating new ideas, solving complex problems in management and administration with a deep rethinking of existing and the creation of new comprehensive knowledge and/or professional practice, as well as conducting scientific and pedagogical activities in the field of management within HEIs using modern methodologies. Additionally, the internship aims to train, develop, and professionally prepare students for specific types of professionally oriented activities.

The PI program includes studying the fundamentals of educational, scientific, and methodical work in HEIs, mastering practical skills in conducting various types of educational activities, and gaining experience in pedagogical activities within a modern HEI environment.

The formation of competencies related to the professional execution of pedagogical activities in the field of management occurs gradually during the PI, which determines its content, scope, and focus.

Systematized data obtained before and during the PI should enable students to prepare at least one type of methodical support for an academic discipline based on the results of the internship (e.g., methodical guidelines for practical classes, seminars, laboratory classes, or independent study).

The outcomes of an applicant's PI are assessed comprehensively, taking into account a set of indicators reflecting their readiness and ability to independently conduct the educational process, teach, develop, and professionally prepare students

for a specific type of professional activity.

The outcome of the PI should be the acquisition of skills necessary for independent pedagogical activities in the specialty 073 “Management” and the development of general and specialized competencies that contribute to achieving the learning outcomes of the educational and scientific programme “Management” (Table 2).

Table 2

Pedagogical internship competencies and outcomes ensuring the mastery of the learning outcomes of the educational and scientific programme “Management”

General competencies (GC)	Special competencies (SC)	Learning outcomes (LO)
	SC03. The ability to carry out scientific and pedagogical activities in the field of management in institutions of higher education.	LO01. Apply modern tools and technologies for searching, processing and analyzing information, as well as statistical methods for analyzing data of a large volume and/or complex structure, specialized databases and information systems.
		LO03. Develop and research conceptual, mathematical and computer models of processes and systems, effectively use them to obtain new knowledge and/or create innovative products in the field of management and related interdisciplinary areas; apply existing methods of analysis of trends and patterns of development of macro- and micro-economic processes, in particular, methods of economic and mathematical modeling for making balanced management decisions; build a reasonable system of indicators as a basis for scientific research and forecast economic processes.
		LO04. Develop and implement scientific and applied projects that provide an opportunity to rethink the existing and create new holistic knowledge and/or professional practice in the field of management and administration and to solve significant scientific and technological problems in management in compliance with the norms of academic ethics and based on social, ethical, economic, environmental and legal aspects.
	SC05. The ability to use the latest information technologies and tools, progressive software products, the possibilities of the global Internet network in the process of producing new knowledge, obtaining scientific	LO05. Deeply understand the general principles and methods of management sciences, as well as the methodology of scientific research, apply them in one's own research in the field of management and in teaching practice; to know the content and functions of science as a social institution, the general laws of the development

	and practical results in the field of management and in teaching practice.	of science, the structure and levels of scientific knowledge; consciously formulate the problems and tasks of specific scientific research in the professional field; to have methodological techniques for proposing scientific hypotheses, their verification and building a scientific theory.
GC01. The ability to identify, pose and solve problems; formulate and experimentally test scientific hypotheses, apply acquired knowledge in practice; continuous self-development and self-improvement in professional and/or scientific-pedagogical activities.	SC02. The ability to orally and in writing present and discuss the results of scientific research and/or innovative developments in Ukrainian and English, to study scientific literature on management and administration, effectively use new information from various sources	LO08. Develop and teach special educational disciplines in management in educational institutions; to know and understand the principles and system of management and the regulatory and legal basis of the organization of the educational process, the peculiarities of keeping documentation in educational institutions, the essence of educational activity and its peculiarities, requirements for scientific and methodological support of educational activity, innovative forms, methods and means of education, new pedagogical technologies .
	SC03. The ability to carry out scientific and pedagogical activities in the field of management in institutions of higher education.	
GC 02. The ability to search, process and analyze information from various sources, to abstract thinking, philosophical interpretation, justification and economic proof of the obtained results and understanding of the essence of the studied socio-economic phenomena, justification, setting and modeling of problems.	SC05. The ability to use the latest information technologies and tools, progressive software products, the possibilities of the global Internet network in the process of producing new knowledge, obtaining scientific and practical results in the field of management and in teaching practice..	

2. Content and organization of the pedagogical internship

The planning and accounting of educational, methodical, and organizational work (planned in the individual plan of the applicant) carried out by students during the PI are conducted in accordance with the “Regulations on Planning and Accounting for the Work of Scientific and Pedagogical Staff” [7].

The content, tasks, and period of the student’s pedagogical internship are defined in the applicant’s individual internship plan, which is developed by the internship supervisor in coordination with the applicant’s research supervisor and approved at a department meeting in accordance with the direction of their research and the tasks and objectives of the department's development.

The content and period of the PI for each student are determined by the supervisor in the individual internship plan (indicating the topic, objective, list of tasks (work) during the internship, the academic discipline within which the outlined tasks (work) will be implemented, etc. (Appendix A) during the academic semester. This plan is approved at a department meeting at least five days before the start of the semester (academic sessions) in which the internship will take place.

The PI is conducted in parallel with the students’ study of educational components of the curriculum (if provided by the curriculum) and the completion of scientific and research work.

The schedule and period of the PI must not coincide with the classroom academic sessions provided by the schedule and curriculum for the training of higher education students pursuing a Doctor of Philosophy degree under the educational and scientific programme “Management”.

The overall supervision and control over the implementation of the student’s internship plan are assigned to the head of the department where the student’s internship is conducted, who:

ensures clear organization, planning, and accounting of internship results (the period of conducting classes, the name of the academic discipline, the academic group, the type of classes, etc., are recorded in the individual internship plan, the internship report, the department protocol, and the applicant’s individual academic plan);

provides methodological assistance in planning and organizing the student's educational and teaching activities;

monitors the applicant's work during the internship, attendance of sessions, and other types of work with students, taking measures to eliminate deficiencies in the organization of the internship.

During the PI, the student receives consultations from the internship supervisor and participates in the educational process under their guidance.

Students are encouraged to attend classes conducted by experienced university lecturers and study the scientific and methodical resources available in the department, which helps avoid common mistakes and fosters the development of pedagogical mastery skills necessary for practical organizational activities. Consultations with the internship supervisor are mandatory but do not limit the possibility of communication between students and their dissertation research supervisor.

Consultations may be conducted in person or using modern information and communication technologies.

During the PI, the higher education student has the right to receive consultations from leading scientific and pedagogical staff of the department on issues of methodology and teaching methods in higher education institutions.

Direct supervision and control over the implementation of the student's PI plan are carried out by the lecturer responsible for the academic discipline, in coordination with the student's research supervisor.

The PI consists of three stages: preparatory, main, and reporting.

For each stage, the internship supervisor must define specific tasks (which are included in the student's individual PI plan (Appendix A)).

During the first (preparatory) stage, organizational meetings and briefings, including safety instructions, are conducted.

The preparatory stage of the pedagogical internship includes:

joint work of the applicant-intern with the supervisor and other members of the department's academic staff to address current educational and methodical issues;

familiarization with the department's material and technical resources and available methodical support for the educational process;

familiarization with the organization of planning and accounting for educational,

research, and methodological work at the department, as well as with regulatory documents of the educational process;

acquaintance with innovative educational technologies and their implementation in the educational process.

At this stage, the study of existing and the development of new (improved) educational and methodical materials (syllabus, methodical guidelines for practical and laboratory classes) takes place. For this purpose, the following activities are planned:

consultation of the student with the internship supervisor on determining the topic and type of educational and methodological development (syllabus, methodical guidelines for practical and laboratory classes, etc.);

search and initial processing of materials (textbooks and teaching aids, monographs and scientific articles, specialized journals, internet resources, etc.);

search for additional materials and preparation of the educational and methodical development, followed by submission to the internship supervisor;

verification of the educational and methodical development by the internship supervisor.

The main stage of the PI involves its completion at the department through direct pedagogical activities (independent conduct of practical, laboratory, or seminar classes, etc.). At this stage, the student's educational and methodical developments are tested in the educational process in the form of classroom or extracurricular sessions with students using the student-intern's educational and methodological development.

The content of the pedagogical internship at each stage is defined by the student's individual internship plan within the framework of the "Procedure for the Training of Higher Education Students for the Degrees of Doctor of Philosophy and Doctor of Sciences in Higher Education Institutions (Scientific Institutions)" [4].

Regardless of the form of testing, the applicant must ensure that the educational and methodical development meets the requirements of the theory and methodology of higher education pedagogy, incorporating innovative teaching methods and tools.

The recommended calendar plan for the PI of a doctoral student is presented in Table 3.

Table 3

Recommended plan for the PI of Doctor of Philosophy (PhD) students in
Specialty 073 “Management” under the educational and scientific programme
“Management”

№	Work content	Week			
		1	2	3	4 - 16
1	Orientation meeting with the PI supervisor and explanation of the PI tasks: general guidelines, familiarization with the forms of working and reporting documents, discussion and approval of the topics of educational sessions to be conducted by the students according to their individual PI plan.	+	-	-	-
2	Familiarization with the educational and methodical support of the academic discipline and preparation of new educational and methodical materials related to teaching activities in accordance with the applicant's dissertation research direction.	+	+	-	-
3	Conducting practical classes (or performing other types of in-class and extracurricular teaching activities) in the field corresponding to the applicant's dissertation research direction.	-	+	+	+
4	Summarizing the teaching activities within the dissertation research direction of the PhD student.	-	-	-	+
5	The defense of the results of the PI at the department meeting – after the end of the semester (half-year) during which the PI took place.				

The final stage of the PI is the documentation of the results obtained by the applicant throughout the entire PI period in the form of a report on the completion of the PI (see Appendix B) and materials that confirm the indicators listed in the report.

3. Requirements for the bases of the pedagogical internship

The base for the pedagogical internship is the departments of the University where courses related to the student's dissertation research are taught. During the PI, students work in the structural units (departments) of the University, perform some of the duties of department instructors, adhere to the University's internal regulations and safety protocols, familiarize themselves with the instructors' job descriptions, the logic of the educational process organization, and its provision, perform their assigned duties and tasks, acquire skills in independently organizing and conducting the educational process, and study the academic integrity code.

The following material and technical resources are required for the PI:

for in-person learning: University classrooms for conducting practical (laboratory, seminar) classes, individual work with students, extracurricular activities, a room for conducting general methodical meetings between the internship supervisor and the applicant, multimedia equipment, etc.;

for distance learning: computer equipment, the MOODLE platform (personal learning systems website), ZOOM.

4. Individual tasks for the pedagogical internship

In each specific case, the PI program may be modified and supplemented depending on the nature of the tasks and work performed by the applicant. The PI is considered completed upon fulfilling all requirements of this program and the individual PI plan approved by the department. The volumes of work performed by the student during the period of their preparation at the University accumulate.

If necessary (with the agreement of the scientific supervisor and by the decision of the department), the volume of the student's PI may be increased. In this case, the amount by which the student exceeds the planned PI volume specified in the curriculum is recorded in the student's individual plan and academic transcript (as completed additional workload).

5. Requirements for the report on the pedagogical internship

The student's report on the completion of the PI should reflect the terms and procedure of the practice, the extent to which planned tasks for the PI have been completed, including documentation used during the PI, etc. Appendices to the report on the PI may include educational-methodical developments created by the applicant during the PI, student works, etc.

The report is structured according to the logic provided in Appendix B, in accordance with the requirements outlined in Appendix C, and must contain the following information:

1. The place of practice, description of teaching spaces (required material and technical equipment, including equipment for conducting sessions, PNS, Zoom); the internship terms; the name of the discipline under which the sessions were conducted, the volume of the discipline in the curriculum of the student's preparation; the level of higher education, group number, and student year for which the discipline was taught.
2. The state of the educational-methodical support for the discipline; the list and description of the student's own scientific-methodical developments.
3. The type and topics of the sessions, educational goals, session content, methods, and technologies applied.
4. The activity level of the students.
5. Self-assessment of the work completed by the student (difficulties and successes).
6. Suggestions on the organization and conduct of the PI.
7. The supervisor's evaluation, their remarks, and suggestions regarding the tasks (work) performed by the student during the PI, as well as the overall feedback on the completion of the PI.

The appendices to the report on the PI may include the following materials:
educational-methodical developments for teaching sessions;
methodical analysis of one of the sessions conducted by another student or instructor;

The report should reflect all types of activity carried out by the student during the PI, including the topics of the sessions conducted, with the corresponding number of hours. The optimal length of the student's report on the PI, excluding the appendices, should be 10–15 pages.

6. Summarizing the results of the pedagogical internship

The report on the completion of the PI, prepared according to the requirements of this program (along with the individual PI plan and electronic versions of the

student's developed educational-methodical materials for the discipline within which the PI took place, etc.), must be submitted to the supervisor for review within five days after the completion of the PI (the last in-class session or exam for the discipline under which the PI took place).

Considering the student's activity during the PI and based on the verification of the materials provided by the applicant, the internship supervisor will include their evaluation, remarks, and suggestions regarding each of the tasks (works) performed by the applicant during the PI in the Report.

The internship supervisor must provide a general review in the Report about the actual level of the student's performance of the PI and indicate the recommended grade for the PI results. The completed report on the PI, filled out by the student and internship supervisor, must be submitted for consideration at the department meeting.

At the end of the semester, the results of the PI conducted by the student are discussed, evaluated, and approved at the department meeting.

The evaluation of the student's results is based on the following criteria: the student's activity during the PI, the quality of the Report and other report documentation, and the feedback from the PI supervisor.

After the completion of the PI and approval of its results at the department, the student must fill out the "Conducting pedagogical internship" section of their individual work plan for the semester (half-year) during which the PI took place, as well as provide an extract from the protocol of the relevant department meeting regarding the results of the discussion and evaluation of the PI conducted by the applicant to the postgraduate and doctoral office.

7. Criteria for evaluating the results of the pedagogical internship

The evaluation of the results of the student's PI at the department should be based

on the level of knowledge and skills acquired by the applicant, as defined above. Within the scope of the defined knowledge and skills, the department may establish detailed criteria for evaluating the results of the PI obtained by the student.

The results of the PI are evaluated according to a 100-point scale (adopted at Simon Kuznets Kharkiv National University of Economics) based on the defense of the PI report at the department meeting. The minimum score for passing the PI results is 60 points.

The distribution of points for each type of work in the overall evaluation of the applicant's PI is as follows:

educational work: up to 50 points;

methodical work: up to 30 points;

organizational work: up to 10 points;

preparation and defense of the report: up to 10 points.

The criteria for evaluating the student's PI are provided in Appendix D.

To receive a positive evaluation, the student must fully complete the individual PI plan approved by the department, timely prepare current and final documentation, submit it to the practice supervisor for review, and defend the PI report at the department meeting.

Based on the student's report and the discussion of the PI results at the department meeting, a decision is made regarding the evaluation and approval of the PI results (or the need for retaking the PI) for each applicant individually.

Information about the PI completed by the student (approved by the department) with the evaluation is recorded in the department meeting protocol, an extract from which must be submitted to the postgraduate and doctoral office within five days after the relevant department meeting; it is also recorded in the student's individual work plan under the "Pedagogical internship" section.

The grade for completing the PI is taken into account during the student's next attestation (reporting on the completion of the applicant's individual work plan for the semester) at the department.

If an student has not completed the Program and/or the individual PI plan, received a negative conclusion regarding its completion, or an unsatisfactory grade for the defense of the report, they are granted the right to retake and defend the PI in the

established procedure.

Recommended literature

Main

1. Класифікатор професій [Електронний ресурс]. – Режим доступу : <http://buhgalter911.com/res/spravochniki/klassifikprofessiy.aspx>.

2. Кодекс законів про працю України [Електронний ресурс]. – Режим доступу : <https://zakon.rada.gov.ua/laws/show/322-08>.

3. Про вищу освіту Закон України [Електронний ресурс]. – Режим доступу : <http://zakon4.rada.gov.ua/laws/show/1556-18>.

4. Порядок підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах), затвердженого постановою Кабінету Міністрів України від 23.03.2016 р. № 261 (зі змінами). Режим доступу : <https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#Text>.

5. Національна рамка кваліфікацій України, затверджена постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1341 (зі змінами) [Електронний ресурс]. – Режим доступу : <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>.

6. Професійний стандарт на групу професій «Викладачі закладів вищої освіти», затверджений Наказом Міністерства розвитку економіки, торгівлі та сільського господарства України №610 від 23.03.2021 р. [Електронний ресурс]. – Режим доступу : <https://mon.gov.ua/ua/news/zatverdzheno-standart-na-grupu-profesij-vikladachi-zakladiv-vishoyi-osviti>

7. Положення «Про планування та облік роботи науково-педагогічних і педагогічних працівників», затверджене Наказом ректора ХНЕУ ім. С. Кузнеця від 29.06.2023 р. № 175 [Електронний ресурс]. – Режим доступу : <https://www.hneu.edu.ua/wp-content/uploads/2023/07/Polozhennya-pro-planuvannya- ta-oblik-roboty-naukovo-pedahohichnykh-pratsivnykiv.pdf>

8. Типова програма практичної підготовки (педагогічна практика)

здобувачів вищої освіти ступеня доктора філософії ХНЕУ ім. С. Кузнеця. Електронний ресурс / укладачі Єрмаченко В. Є., Назарова С. О. – Харків: ХНЕУ ім. С. Кузнеця, 2020. – 27 с. <https://www.hneu.edu.ua/wp-content/uploads/2021/03/Programa-Pedagogiczna-praktyka-aspirantiv-2021.pdf>

9. Тренінгове навчання в закладі вищої освіти : навчально-методичний посібник [Електронний ресурс] / М. В. Афанасьєв, Г. А. Полякова, Н. Ф. Романова та ін. ; за заг ред. професора М. В. Афанасьєва. - Харків : ХНЕУ ім. С. Кузнеця, 2018. - 323 с. Режим доступу: <http://www.repository.hneu.edu.ua/handle/123456789/21071> .

Additional

10. Budianska V. A. Pedagogical conditions for enhancing the managerial competence of future education managers / V. A. Budianska, G. V. Zakharova // Інноваційна педагогіка : науковий журнал. - Випуск 76. - Одеса : Видавничий дім «Гельветика», 2024. - С.82 – 88. <http://www.repository.hneu.edu.ua/handle/123456789/34773>.

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Appendices

Appendix A

Template for the individual plan of pedagogical internship

Ministry of Education and Science of Ukraine
Simon Kuznets Kharkiv National University of Economics

INDIVIDUAL PLAN OF PEDAGOGICAL INTERNSHIP

postgraduate student _____
(Full name of the postgraduate student)

department _____
(Full name of the department)

specialty _____
(Code and name of the postgraduate student's specialty)

in _____ semester of 20____ – 20____ academic year

Pedagogical internship (PI) supervisor: _____

(Title, academic rank, scientific degree, and full name of the internship supervisor)

Purpose of the PI: _____

Information about the course(s) for which the PI is performed:

Name of the course _____

Volume of the course: _____ ECTS credits and distribution of hours: lectures _____ hours,
practical classes _____ hours, self-study _____ hours.

The course is taught at the _____ level of higher education to students specializing
in _____, _____ form of education, in the _____ academic semester.

Continuation of Appendix A

№	Task (types of work)	Volume (hours)	Deadline for completion of the planned task (work)	Note on completion
1.				
2.				
3.				
4.				
5.				
6.				
7.				
...				

Student:

_____ date (signature) _____ (Full name)

IP Supervisor:

_____ date (signature) _____ (Full name)

Scientific Supervisor:

_____ date (signature) _____ (Full name)

Approved at the department meeting, protocol № __ from «_» _____ 20__.

Department Head:

_____ date (signature) _____ (Full name)

Template for the report on the pedagogical internship

Ministry of Education and Science of Ukraine
Simon Kuznets Kharkiv National University of Economics

REPORT ON THE COMPLETION OF PEDAGOGICAL INTERNSHIP

postgraduate student _____
(Full name of the postgraduate student)

department _____
(Full name of the department)

specialty _____
(Code and name of the postgraduate student's specialty)

in _____ semester of 20____ – 20____ academic year

Pedagogical internship (PI) supervisor: _____

(Title, academic rank, scientific degree, and full name of the internship supervisor)

Purpose of the PI: _____

Information about the course(s) for which the PI is performed:

Name of the course _____

Volume of the course: _____ ECTS credits and distribution of hours: lectures _____ hours,
practical classes _____ hours, self-study _____ hours.

The course is taught at the _____ level of higher education to students specializing
in _____, _____ form of education, in the _____ academic semester.

Continuation of Appendix B

№	Task (types of work)	Deadline for completion of the planned task (work)	Result of execution, volume (hours)	Evaluation, comments, and suggestions on the execution of the task (work) (filled out by the supervisor)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
...				

Main results of the PI:

General feedback from the internship supervisor (*with the recommended grade on the 100-point scale of Simon Kuznets Kharkiv National University of Economics*):

Student:

_____ date (signature) _____ (Full name)

IP Supervisor:

_____ date (signature) _____ (Full name)

Scientific Supervisor:

_____ date (signature) _____ (Full name)

Approved at the department meeting, protocol № ____ from «_» _____ 20__.

Department Head:

_____ date (signature) _____ (Full name)

Requirements for the design of the pedagogical internship report

The report on the completion of the PI is to be formatted on A4 paper sheets. The content should be written clearly, logically, and coherently. The document should be printed with the following margin settings: left – 25 mm, right – 10 mm, top – 20 mm, bottom – 20 mm. The font should be Times New Roman, size 14, with a line spacing of 1.5. All pages are to be numbered, starting from the title page (the page number is not placed on it), using Arabic numerals at the bottom center.

The headings of structural elements should be printed in bold and centered on the page. Word breaks are not allowed in any of the headings. The distance between the section title and the subsequent text should be equal to one line space.

Numerical data should be presented in table format. Each table must have its own sequential number and title. The table title should be centered. The text must refer to the table, and the reference should be made as follows:

“... the results of this study are presented in tab. 2” or “... the results of this study (tab. 2) showed that ...”.

In addition to data presented in table form, data can also be provided visually through figures. Figures should be numbered consecutively throughout the report or separately by sections. For example, fig. 1.4 (first section, fourth figure). The same numbering principle should be applied to both tables and figures. Unlike the table title, the figure title should be placed below the figure and centered.

References to literature should be formatted in square brackets, indicating the source number in the list of references and the page number, for example: [4, p. 28].

Criteria for the evaluation of the pedagogical internship of PhD students in the specialty 073 “Management” under the educational and scientific programme “Management”

Evaluation criteria	By the grading scale
Teaching work	
1	2
Fully and independently completed the planned volume of teaching work; possesses deep theoretical knowledge of the subject, the regulatory framework, and uses it during teaching sessions (consultations, practice supervision) and students’ independent work; demonstrated a conscientious attitude, perseverance, and diligence in preparation, organization, and delivery of teaching sessions and students’ independent work; displayed critical thinking and self-analysis of achieved results; adhered to internal regulations; maintained academic integrity.	41–50
Fully completed the planned volume of teaching work with constant help and supervision from the practice supervisor or responsible lecturer; possesses satisfactory theoretical knowledge of the subject, the regulatory framework, and uses it during teaching sessions (consultations, practice supervision) and students’ independent work; familiar with the basics of teaching methodology and organizing the educational process; employed multiple teaching methods; demonstrated insufficient conscientiousness, perseverance, and diligence in preparing, organizing, and conducting teaching sessions and students’ independent work.	31–40
Fully completed the planned volume of teaching work with significant help from the practice supervisor or responsible lecturer; has basic theoretical knowledge of the subject, but requires further improvement in applying it during teaching sessions (consultations, practice supervision) and students’ independent work; has limited familiarity with teaching methodology and the organization of the educational process; demonstrated a lack of conscientiousness and diligence in preparation, organization, and conducting of teaching sessions and independent student work; adhered to internal regulations and maintained academic integrity.	11–30
Did not fully complete the planned volume of teaching work; required constant help and supervision from the practice supervisor or responsible lecturer; possesses satisfactory theoretical knowledge of the subject and the regulatory framework but is unable to apply them during teaching sessions (consultations, practice supervision) or students' independent work; familiar with the basics of teaching methodology and organizing the educational process; used a narrow range of teaching methods; did not demonstrate conscientiousness, perseverance, or diligence in preparation, organization, or conducting teaching sessions and students' independent work; encountered continuous difficulties in analyzing the achieved results; adhered to internal regulations and maintained academic integrity.	0–10

Continuation of Appendix D

1	2
Methodical work	
Independently and correctly defined the goals, didactic objectives, and tasks of teaching sessions and students' independent work; mastered the methodology of teaching and organizing the educational process; used a variety of progressive methods, tools, and technologies for teaching and education in pedagogical activities; independently, correctly, and in sufficient detail developed and formatted educational-methodical and didactic materials.	21-30
Correctly defined the goals, didactic objectives, and tasks of teaching sessions and students' independent work with minor assistance from the practice supervisor or responsible lecturer; mastered the basics of teaching methodology and organizing the educational process; used the most common methods, tools, and technologies for teaching and education in pedagogical activities; correctly and sufficiently developed and formatted educational-methodical and didactic materials with minor assistance from the practice supervisor or responsible lecturer.	11-20
Defined the goals, didactic objectives, and tasks of teaching sessions and students' independent work with significant errors, despite corrections from the practice supervisor or responsible lecturer; did not master the basics of teaching methodology and organizing the educational process; used the most common methods, tools, and technologies for teaching and education in pedagogical activities; developed and formatted educational-methodical and didactic materials with significant errors, despite corrections.	0-10
Organizational work	
Participated in scientific and/or methodical seminars of the department/university/other higher education institutions (scientific institutions); attended sessions of leading lecturers; took part in organizing and conducting activities for the development of professional knowledge and skills, as well as self-improvement.	5-10
Attended sessions of leading lecturers.	5-0
Preparation and defense of the report on PI	
During the pedagogical internship: followed the program and methodological recommendations regarding the preparation of the individual plan and reporting documentation under the guidance of the supervisor. systematically and correctly filled out the report, completed it on time, and submitted it for review to the supervisor. demonstrated neatness in handling documents. during the defense of the report: demonstrated deep knowledge of the discipline and regulatory framework. answered all questions related to the preparation of educational-methodical and didactic materials, methods, tools, and teaching technologies freely. made 1-2 minor mistakes due to carelessness, which were promptly corrected.	8-10

Ending of Appendix D

1	2
<p>During the pedagogical internship: under the guidance of the supervisor, followed the program and methodical recommendations regarding the preparation of the individual plan and reporting documentation for the practice. corrected the supervisor's remarks and completed the preparation of the report on time, submitting it for review. demonstrated neatness in handling documents.</p> <p>During the defense of the report: demonstrated sufficient knowledge of the discipline and regulatory framework. answered most questions related to the preparation of educational-methodical and/or didactic materials, methods, tools, and teaching technologies. made 2-4 minor mistakes.</p>	4-7
<p>During the pedagogical internship: mostly did not adhere to the program and methodological recommendations regarding the preparation of the individual plan and reporting documentation for the internship. did not complete the preparation of the report on time and did not submit it for review. did not demonstrate neatness in handling documents.</p> <p>During the defense of the report: demonstrated insufficient knowledge of the discipline and regulatory framework. did not answer most questions related to the preparation of educational-methodical and/or didactic materials, methods, tools, and teaching technologies. made 5 or more mistakes.</p>	0-3

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