MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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Guidelines for writing a diploma thesis
for Master's (second) degree higher education students
of speciality 011 "Educational, Pedagogical Sciences"
of the study program "Pedagogy and Administration
of Education"

Kharkiv
S. Kuznets KhNUE
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      Guidelines for writing a diploma thesis for Master's (second)
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      Guidelines for writing, structure, technical layout and linguistic requirements concerning theses are given.
      For Master's (second) degree higher education students of speciality 011 "Educational, Pedagogical Sciences" of the study program "Pedagogy and Administration of Education".

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Introduction

To ensure integration processes in the national education system, a growing focus is placed on increasing the autonomy of educational institutions, the formation of their competitiveness, positive image, and attractiveness for customers and consumers of educational services. Consequently, there is a need to cultivate individuals who embody a combination of traits, including practical acumen, refined communication skills, adept organisational management, professional competence, and interdisciplinary knowledge, skills, and abilities essential for practical pedagogical and educational endeavours.

Within the curriculum of speciality 011, "Educational, Pedagogical Sciences", under the study program "Pedagogy and Administration of Education", completing a diploma thesis is mandatory. These projects, characterised by their research-oriented nature, are designed to prepare future specialists – higher education instructors and educational institution administrators – with the expertise necessary to integrate educational practices and acquire practical experience. This process facilitates the systematic synthesis of acquired knowledge and the cultivation of professional and general competencies.

Completing a diploma thesis stimulates the development of such mental processes as analysis, synthesis, comparison, generalisation, classification, systematisation, and forecasting. It should indicate that the student has mastered professional knowledge in sufficient volume. The thesis evaluates the theoretical and methodological preparation of the prospective specialist, assessing their proficiency in working with literature, observing, analysing, and synthesising pedagogical and scientific knowledge.

The guidelines establish the goals and objectives for executing diploma theses, guiding students on research projects' precise, coherent, logical, accurate, technically sound, and linguistically proficient composition.

A thesis as a type of research work in pedagogy

A thesis paper is a crucial and promising form of research within higher education institutions. A thesis, as one of the types of students' independent work, is a completed scientific research in a particular field of knowledge containing a set of issues submitted for public defence. It helps students develop skills in solving research problems and navigating scientific literature independently. Thesis projects are carried out to consolidate and deepen the generalisation of the knowledge acquired by students during their studies and apply it to the complex solution of a specific professional task.

Students conduct it during the last academic semester of their master's studies to reinforce, deepen, and generalise their acquired knowledge.

The subject of the diploma thesis should correspond to the tasks of the academic discipline and be closely related to the practical needs of a particular speciality.

The higher education institution determines the procedure for approving the topics and writing the diploma theses.

Students defend the diploma project in front of a committee consisting of two or three department teachers (subject or cycle commission) with the participation of the thesis supervisor.

The learning outcomes and competencies formed by the course are given in Table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO01	GC01
LO02	GC02, GC03, GC04
LO03	GC10
LO04	GC11
LO06	SC01, SC02, SC05
LO08	GC08
LO09	SC09

Note.

LO01. Possession of knowledge of the latest advancements in educational and pedagogical development concepts and the methodology of relevant research.

LO02. Utilising modern digital technologies and resources in professional, innovative, and research activities.

LO03. Ability to establish pedagogically appropriate partnership-based interpersonal interactions, communicate professionally, and clearly and unambiguously convey personal opinions, conclusions, and arguments on educational and pedagogical issues to specialists and the general public, as well as conduct problem-oriented thematic discussions.

LO04. Ability to communicate fluently in the state and foreign languages, both orally and in writing, to discuss educational and professional activities, present scientific research, and showcase innovative projects.

LO05. Ability to organise the educational process based on student-centred, competency-based, and contextual approaches, integrating contemporary advancements in educational and pedagogical sciences, managing the learning process effectively, and objectively assessing students' academic performance.

LO06. Ability to develop and implement innovative and research projects in the fields of education and pedagogy, as well as at an interdisciplinary level, while adhering to legal, social, economic, and ethical standards.

LO07. Ability to create an open educational and scientific environment that is conducive to learners and aimed at ensuring effective learning outcomes.

LO08. Ability to design and teach academic courses in higher education institutions, employing appropriate methodologies, tools, and technologies to achieve the set learning objectives.

LO09. Ability to conduct research and information retrieval in educational and pedagogical sciences from printed, electronic, and other sources, as well as analyse, systematise, and evaluate the reliability and relevance of the collected data.

GC01. Ability for abstract thinking, analysis, and synthesis.

GC02. Ability to search for, process, and analyse information from various sources.

GC03. Ability to apply knowledge in practical situations.

GC04. Ability to learn and acquire contemporary knowledge.

GC08. Ability to act in a socially responsible and conscientious manner.

GC10. Ability to conduct research at an appropriate academic level.

GC11. Ability for professional self-development, career planning, and presentation of professional achievements.

SC01. Ability to design and research educational systems.

SC02. Ability to apply and develop new approaches to solving research and/or innovation-related challenges in the field of education and pedagogy.

SC05. Ability to develop and implement new educational tools and projects, integrating them into the educational environment of an institution.

SC09. Ability to utilise modern information and communication technologies and digital tools in educational and research activities.

Objectives of the thesis writing process

Writing a thesis involves independent consolidation and expansion of the theoretical and practical knowledge students acquire while studying the disciplines within the curriculum. Also, it allows you to show the student's ability to analyse information sources (textbooks, manuals, methodological recommendations, scientific articles, monographs), statistical and practical materials, to determine the contribution of the work to the development of the theoretical background, functional significance, and prospects for further development of the topic. The methodology of such work increases future specialists' professional training level.

The process of writing a master's thesis generally pursues the following objectives:

to develop students' thinking and creative abilities;

to deepen students' knowledge of topical problems within a specific field of science;

to foster skills in independent critical analysis of scientific sources;

to stimulate students to engage in independent scientific research;

to cultivate the ability to implement research findings in independent projects practically;

to enhance the capacity to formulate judgments and conclusions coherently and thoroughly;

to deepen students' research analytical skills;

to master the ability to generalise observations into theoretical and practical insights on the chosen topic;

to develop skills in public defence.

The choice of the thesis topic

The choice and formulation of the topic are the leading and even decisive moments of the thesis, on which the quality of the entire research depends. A successful topic formulation clarifies the problem, outlines the study's boundaries, and concretises the intention.

The subject of the thesis should meet the course's objectives and such requirements as scientificity, novelty, and relevance. They should be written concisely, concretely, and clearly.

The topics of diploma theses are developed by the teachers in the courses "Pedagogy of Higher Education" and "Management of Educational Activities" and approved at a department meeting.

The topics of the theses are updated and supplemented from year to year following the needs of the time and the relevance of the research.

The students can independently propose the topic of the thesis, which must be agreed with the supervisor. Typically, the topics are identified at the completion stage of the complex training and further distributed among the master students.

The stages of writing a thesis

The logical framework of the process of writing a thesis involves several key stages:

- participation in complex training sessions;
- completion of pre-graduation internship (practice) and submission of the practice report;
- assignment of the topic and supervisor;
- contacting the supervisor via email;
- the process of writing a thesis (active communication between a master student and their supervisors via email);
- preparation of thesis defence materials (a completed thesis paper, a PowerPoint presentation, a speech);
- public defence of the thesis.

Writing a thesis has a specific order:

1. Approval of the research topic.

2. Drawing up a calendar plan for thesis elaboration under the supervision of the thesis supervisor.

3. Choice of research methodology.

4. Study of bibliographic and Internet sources.

5. Collection of factual material during research and pre-diploma practice.

6. Analysis and generalisation of the collected material.

7. Conducting research.

8. Writing the paper draft and submitting it to the supervisor.

9. Making corrections and eliminating shortcomings in the thesis design.

10. External peer review of the work (with the supervisor's assistance).

11. Preparation for the defence: writing a report and preparing a PowerPoint presentation.

12. Defence of the master's thesis at the meeting of the examination committee.

The structure of the thesis

Usually, the structure of a master's thesis consists of the following components:

- the title page in Ukrainian and English (Appendix A);
- applications for thesis defence in Ukrainian and English (Appendix B);
- abstracts in Ukrainian and English (Appendix C);
- a table of contents (Appendix D);
- the introduction;
- the main body;
- conclusions;
- a list of references (Appendix E);
- appendices.

The first page of the thesis is *the title page. The table of contents* contains all thesis parts' titles and opening page numbers, including the introduction, chapters, subchapters, general conclusions, appendices, and references. The headings of the table of contents and the headings of all chapters in the text should be identical.

Begin your paper with an introduction that contextualises the topic, presents the thesis statement, and outlines the main points to be addressed. The introduction should engage the reader while establishing the significance of your argument.

In *the introduction*, it is necessary to indicate why the student has chosen such a topic, to reveal the essence and state of the scientific problem and its significance, to justify the need for research, to indicate the subject and object, research methods, to analyse the degree of study of the problem being researched in educational and scientific literature, to formulate the tasks of research.

Thus, the introduction has a clear structure, which includes substantiating the following:

- novelty (topicality) of the research topic;
- the subject of the research;
- the object of the research;
- the purpose, tasks;
- the methodological and theoretical base of the research;
- research methods;
- the structure and scope of the work.

The *topic novelty* is considered at the beginning of the work, in the introduction, where, in a few sentences, the student sets out the factors for which this topic is relevant. The study's novelty is considered from the point of view of social and practical significance.

The relevance and degree of the study of the problem are revealed as a result of a brief analysis of the scientific achievements of scientists on a particular issue and a comparison of the available options for solving this problem. The student must, based on the analysis of recent works in the chosen field of pedagogy, prove the novelty and value of their research. The relevance of the topic of the thesis determines its necessity, importance, and competitiveness in solving a particular problem that the student faces.

The research object is a process or phenomenon concerning the problem chosen to be studied; in other words, the object determines what will be explored in that topic.

The research subject is identified within the object. These categories are correlated; a particular aspect of the consideration gives an idea of what properties and functions of the object are studied.

The *purpose of the* study reflects its direction, organisation logic, integrity, and strategy. It is the expected result of the thesis.

The paper's purpose is specified in the *tasks* (4 – 5 tasks). They coordinate with the research topic, subject, and object. The tasks should detail the purpose of the study and determine the sequence of how to achieve it. At their core, tasks are actions that need to be performed to achieve the purpose of the work.

It is recommended that the research tasks be formulated as a list of specific means of achieving the goal. The following verbs should be used: "research", "generalise", "define", "justify", "develop", etc.

The methodological and theoretical base of the research. The information sources used by the author in the research process should be indicated. The primary sources of information can be scientific collections, textbooks, manuals, documents, encyclopedias, dictionaries, monographs, magazines and newspapers, statistical compilations, reference books, and materials posted on the Internet.

In the introduction of the thesis, it is also necessary to indicate which methods were used to achieve the purpose of the research.

A method is a set of means for the theoretical or practical assimilation of information, subordinated to solving specific problems.

To solve these problems, you can use interrelated *research methods* divided into *theoretical* (study of theoretical achievements in various fields of science) and *empirical (practical).*

In other words, theoretical research methods relate to information comprehension, processing, and systematisation. In contrast, empirical (practical) methods involve collecting specific data about the research object and evaluating the work performed.

The theoretical methods most commonly used in scientific research are analysis, synthesis, comparison, induction, deduction, systematisation, classification, and generalisation.

In pedagogical research, the following *empirical or practical methods* are mainly used: observation, measurement, experiment, and survey, which involve gathering data from an audience using a form that asks questions, testing, cross-sectional or cross-curriculum research, and case studies.

The structure and scope of the work are the final part of the introduction, in which all the structural components used are named: the introduction, the main body, the conclusions, and the list of references. The total number of pages is also indicated.

A master's thesis in Pedagogy mainly consists of three parts (chapters) split into subchapters (2 – 3 subchapters in each chapter).

The main body should be organised into coherent paragraphs, each focused on a specific aspect of your argument. Evidence, examples, and citations are used to substantiate your claims, ensuring logical progression and consistency.

The first chapter contains the theoretical foundations of the topic; after analysing the research of domestic and foreign authors, the student presents the essence of the problem being investigated, considers various approaches to the solution, and evaluates and substantiates their point of view.

The theoretical part involves an analysis of the object of study. It should contain critical concepts, the issue's history, and the development level of the problem in theory and practice.

You should present a literature review in a historical aspect, consider different points of view, identify their difference and where they coincide, draw your conclusions, and give your examples and observations; in other words, back up your thoughts with factual material. When presenting other scientists' publications, the author of the thesis must necessarily refer to the source of information [5]. To avoid plagiarism, such a reference should be appropriately indicated (for example: [12, p. 38]).

The *second chapter* is analytical, the structure of which is determined by a particular thesis topic, purpose, and objectives. This chapter aims to identify the factors that influence the processes being investigated. The analysis should be substantive, which makes it possible to substantiate proposals and recommendations to improve the efficiency and activity of the object of study.

In the *third chapter*, it is necessary to describe your research methodology and the research procedure, namely, when, how, and under what conditions it was conducted, that is, to reflect all the data that had an impact on the study results.

Structuring the methodological section involves:

- introducing the methods used;
- establishing methodological connections;
- introducing the instruments;
- discussing the analysis;
- providing background information.

As a rule, materials collected during practical activities are used to write this part. In the third chapter, evidence is given. The methodology of the experiment (if any) is provided, and the methods used are explained. The proposals and recommendations are substantiated and developed based on the analysis and formulated provisions.

At the end of each chapter, *brief conclusions* should be drawn in abstracts.

Summarise the key findings of your paper in the conclusion, restating the thesis in light of the evidence presented. Highlight the implications of your research and suggest avenues for further exploration if applicable.

The general conclusions should be clear, specific, concise, contain evidence, and not exceed 1 – 3 pages.

The list of references completes the description of the study; it is presented on a separate page in alphabetical order and is compiled from all the literature used, which may contain laws, decrees of the President, resolutions of the Government, orders of ministries, state standards, instructions, other normative legal and subordinate acts, books and brochures, monographs, dissertations, abstracts of dissertations, journal articles, materials of scientific and practical conferences, web links.

The list of references should be at least 50 titles.

Appendices are the final part of the thesis, given after the list of references. This section contains materials that clarify and confirm specific points of the study and are not included in the main body of the thesis due to

their volume. The thesis appendices may include tables, schemes, charts, pictures, polls, tests, lesson plans, questionnaires, etc.

This part of the work is not mandatory, although the diploma project should contain at least two appendices for the work to be highly graded.

Technical requirements

Some technical requirements concerning the thesis design are given in Tables 2 – 4.

Table 2

The general design

The volume of the thesis	60 – 100 pages
The title page	1 page in the Ukrainian language
The table of contents	1 – 2 pages
The introduction	3 – 5 pages

Table 3

The main part

1st chapter	10 – 20 pages	conclusions to the chapter	1 page
2nd chapter	10 – 20 pages	conclusions to the chapter	1 page
3rd chapter	10 – 20 pages	conclusions to the chapter	1 page
General conclusions		3 – 5 pages	
References		at least 50 titles	

Table 4

General technical parameters

Font	Times New Roman			
Font size	14			
Line spacing	1.5			
Margins	2 cm top	2 cm bottom	3 cm left	3 cm right

The total volume of the work does not include appendices, the list of references, tables, or figures that occupy an entire page. However, all pages containing these elements must be consecutively numbered.

Page numbering: in the upper right corner of the page, without a period at the end, numbering begins with "CONTENTS". Pages 1–2, which are title pages, are not numbered.

References

Each provision must be supported by references to primary sources with an indication of the page. The absence of references allows the university to qualify the work as plagiarism. References in the text of the work to sources should be indicated by a serial number in square brackets relative to the number of the corresponding source in the list of references, for example:

references to the work of one author: [10];

references to several works by the same author: [23 – 26];

references to specific pages of the work of one author: [12, p. 9–11];

references to the works of several authors: [8; 12; 54 – 58].

The list of references should be arranged alphabetically according to authors or work titles. The bibliography should cover different time and geographical ranges, i.e., include the works of previous years and a broad presentation of contemporary works. APA citation style is recommended [1; 5].

Headings

In the main body, the headings of the structural parts and chapters "TABLE OF CONTENTS", "INTRODUCTION", "CHAPTER", "CONCLUSIONS", "APPENDICES", and "LIST OF REFERENCES" are printed in capital letters symmetrically without a period at the end; without underlining, the font size is 14. Each structural element of the paper begins with a new page.

Subchapter headings should be printed in lowercase letters (except for the first uppercase) with paragraph indentation. There is no period at the end of the title (Fig. 1).
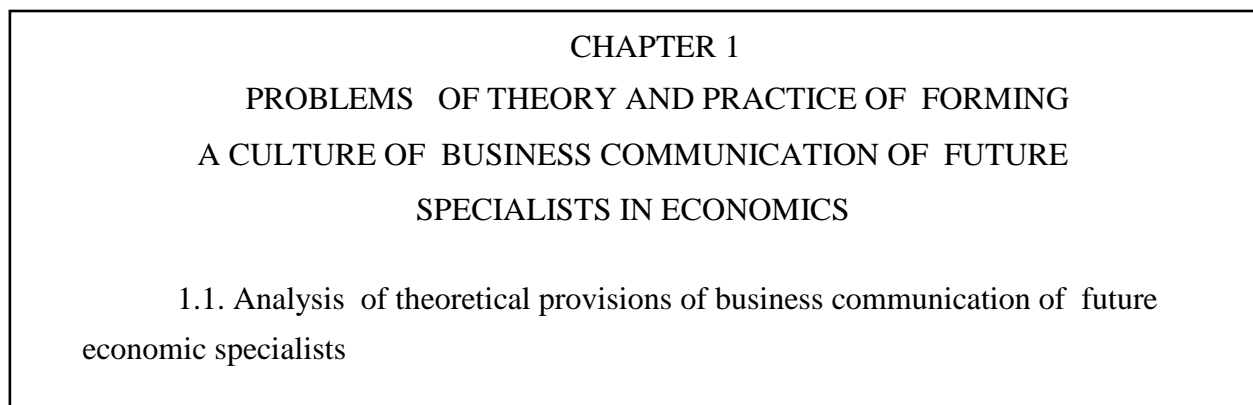
CHAPTER 1

PROBLEMS OF THEORY AND PRACTICE OF FORMING

A CULTURE OF BUSINESS COMMUNICATION OF FUTURE

SPECIALISTS IN ECONOMICS

1.1. Analysis of theoretical provisions of business communication of future economic specialists

Fig. 1. **An example of a subchapter heading**

The title of a chapter or a subchapter cannot be placed at the bottom of the page if only one line of text is placed after it.

After the title of the chapter (before the title of the subchapter), it is appropriate to briefly describe the main points to which this chapter is devoted (Fig. 2).
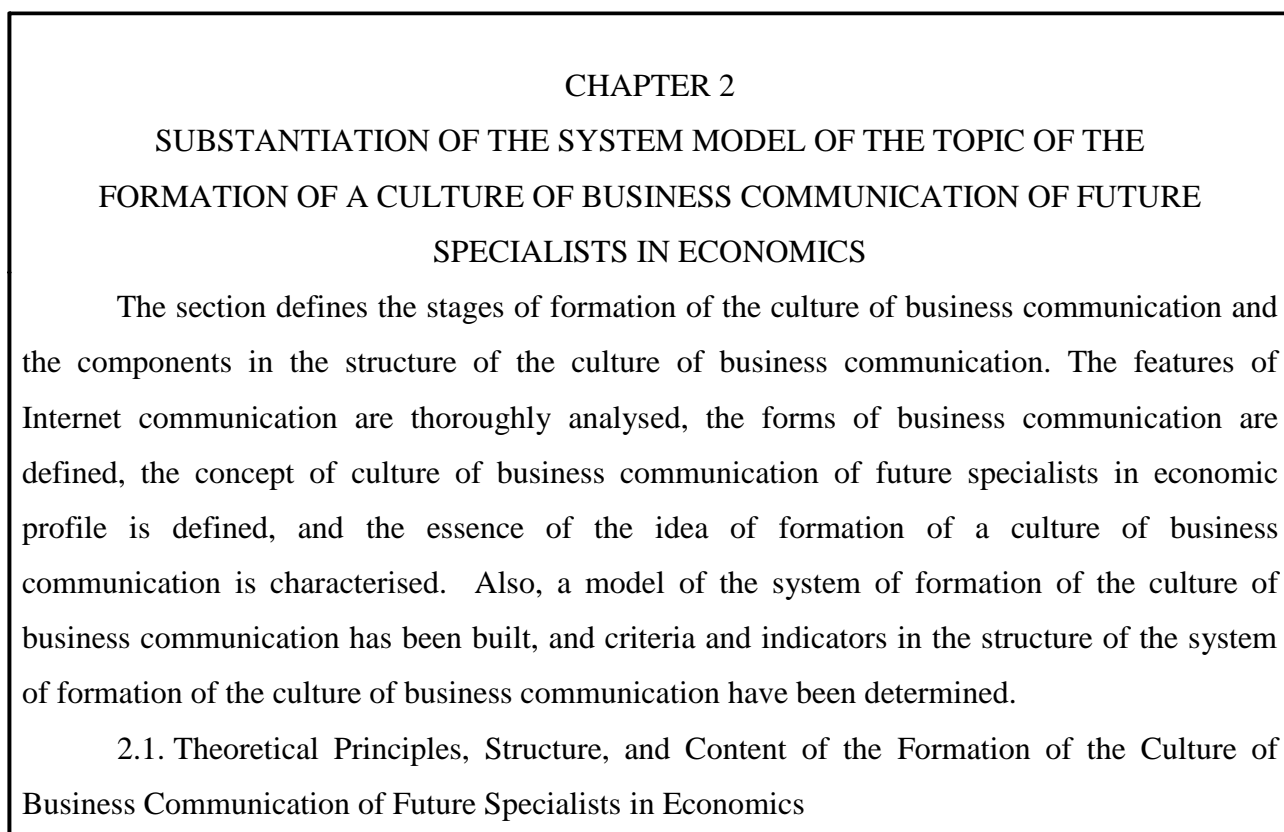

CHAPTER 2

SUBSTANTIATION OF THE SYSTEM MODEL OF THE TOPIC OF THE FORMATION OF A CULTURE OF BUSINESS COMMUNICATION OF FUTURE SPECIALISTS IN ECONOMICS

The section defines the stages of formation of the culture of business communication and the components in the structure of the culture of business communication. The features of Internet communication are thoroughly analysed, the forms of business communication are defined, the concept of culture of business communication of future specialists in economic profile is defined, and the essence of the idea of formation of a culture of business communication is characterised. Also, a model of the system of formation of the culture of business communication has been built, and criteria and indicators in the structure of the system of formation of the culture of business communication have been determined.

2.1. Theoretical Principles, Structure, and Content of the Formation of the Culture of Business Communication of Future Specialists in Economics

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Fig. 2. **An example of description of the main points of a chapter**

The total page volume of work does not include appendices, a list of references, tables, and figures, which occupy the entire page area. However, all pages of these elements of the work are subject to continuous numbering.

Supplementary materials presented in the work (such as tables, diagrams, graphs, etc.) are numbered according to the chapter (or subchapter) and its sequential number. Additionally, each table and figure must include a title that accurately reflects its content. Typically, tables present numerical data (quantitative research results, measurement scales, etc.). Additional materials in the paper (tables, diagrams, graphs, etc.) are numbered and titled.

Tables

The tables are formatted as follows:

- The table number is aligned to the right margin and presented in italics.
- The table title is centred on the following line, written in bold.
- The table is positioned beneath the title, with clearly labelled columns and rows (Fig. 3).

Table 3.1.

Corresponding Table of GPA Coefficients

Percentage system	90–100	80–89	70–79	60–69	Below 60 points
Five-point scale	Excellent (95)	Good (85)	Moderate (75)	Passed (65)	Failed (50)
Grade point	4.0 – 5.0	3.0 – 3.9	2.0 – 2.9	1.0 – 1.9	0

Fig. 3. **An example of formatting tables**

Appendices

Appendices that go beyond the main content are a continuation of the thesis. Every appendix starts with a new page. Appendices are denoted sequentially by uppercase letters (Fig. 4).

Appendix A

A questionnaire for determining the motives for choosing a professional activity (according to Ilyin E.)

Dear student!

Read the questionnaire text and evaluate the motives of your professional activity offered in the list.

Opportunity to practice your favorite subjects.

Striving to get higher education.

…

Fig. 4. **An example of formatting appendices**

The appendices have standard page numbering like the rest of the work. Page numbering is given in Arabic numerals in the upper right corner; no periods are placed.

APA citation style instructions

The American Psychological Association (APA) citation style is widely used in academic writing in the social sciences. Below are the key guidelines for citing sources in APA style:

In-text citations

1. Basic format:
- Include the author's last name and year of publication.
- Example: (Smith, 2020).
2. Direct quotes:
- Include the page number after the year.
- Example: (Smith, 2020, p. 15).
3. Multiple authors:
- Two authors: (Smith & Jones, 2020).
- Three or more authors: (Smith et al., 2020).
4. No author:
- Use the title or a shortened version of the title in quotation marks.
- Example: ("Global Trends", 2020).
5. Multiple works in one citation:
- Separate each citation with a semicolon.
- Example: (Smith, 2020; Jones, 2019).

A reference list

1. Books:
- Format: Author, A. A. (Year). *Title of the book*. Publisher.
- Example: Smith, J. (2020). *Research methods in education*. Academic Press.
2. Journal articles:
- Format: Author, A. A. (Year). Title of the article. *Title of the Journal, volume* (issue), page range. https://doi.org/xxx.
- Example: Brown, L. (2019). The role of technology in education. *Educational Review, 25*(3), 45–67. https://doi.org/10.1234/edurev.2019.03.

3. Websites:

- Format: Author, A. A. (Year, Month, Date). Title of the webpage. Website Name. URL.

- Example: Johnson, K. (2021, June 15). Understanding APA style. APA Resources. https://www.apa.org/resources.

4. Edited books:

- Format: Editor, E. E. (Ed.). (Year). *Title of the book*. Publisher.

- Example: Davis, M. (Ed.). (2022). *Advances in psychology research*. Academic Publishing.

5. Chapters in edited books:

- Format: Author, A. A. (Year). Title of the chapter. In E. E. Editor (Ed.), *book title* (pp. xx-xx). Publisher.

- Example: Green, P. (2020). Educational paradigms in the 21st century. In M. Taylor (Ed.), *Modern education trends* (pp. 35–60). Academic Press.

Formatting the reference list

- Use a hanging indent for each entry (the first line is flush left, and subsequent lines are indented).

- Arrange entries alphabetically by the author's last name.

- Double-space all entries.

Additional guidelines

- Italicise book and journal titles.

- Use sentence case for article titles (capitalise only the first word and proper nouns).

Core components of an APA reference are given in Fig. 5.
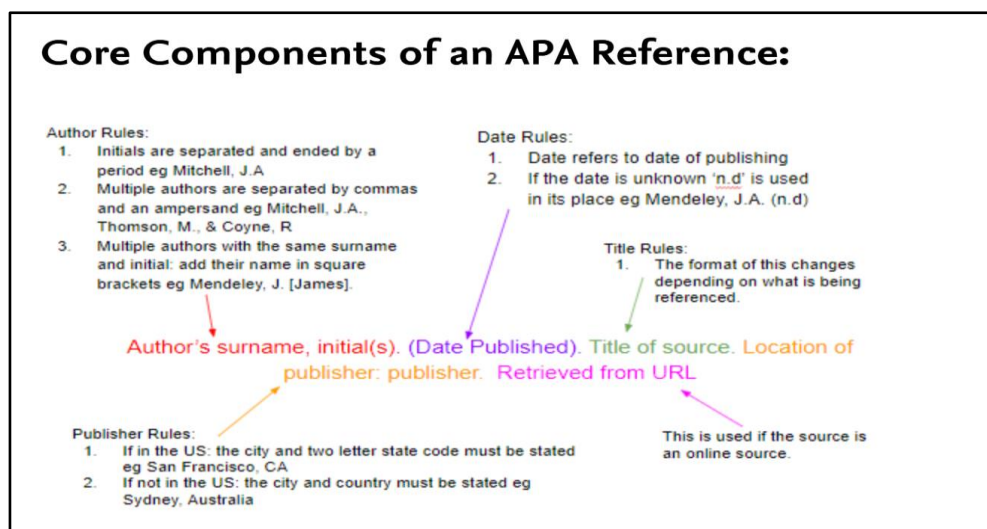
Fig. 5. **The core components of an APA reference**

Linguistic design of the thesis

The linguistic design of the thesis plays a crucial role, with the main component being the text – a sequence of sentences interconnected through various language capabilities. Key features include coherence, ensuring a logical flow, and integrity, achieved through semantic, communicative, structural, and formal-grammatical aspects.

Articulation involves dividing the text into parts, enhancing information perception. At the same time, a logical sequence ensures a close connection of components, cause-and-effect relationships, and a clear emphasis on order, purpose, and effectiveness. Informativeness measures the degree of semantic novelty encapsulated in the topic and author's concept, and completeness implies formal and semantic closeness.

Written in English, the thesis must adhere to scientific style norms, utilising impersonal or indefinite-personal sentences. Rhetorical questions, exclamations, and first-person constructions are avoided. Linguistic features include using terms, emotionally neutral words, clichés, infinitive verbs, and verbal nouns.

When writing a paper, you must combine the available information into an interconnected text. To do this, you can use different clichés, which are means of connecting sentences, for example, "therefore", "thus", "in other words", "in the author's opinion", "in general", "as it is known", "based on the analysis", "taking into account the above", "given the above", "as already emphasised", etc.

Bloom's taxonomy (Appendix F) can be a valuable framework for guiding the thesis writing process. Bloom's table of verbs provides a spectrum of action words corresponding to different levels of cognitive skills. Here is how it can be applied to the thesis writing process:

- *Remembering:* Use verbs such as "list", "define", or "identify" when summarising key concepts or recalling essential information from literature reviews and research findings.
- *Understanding.* Employ verbs like "explain", "describe", or "interpret" to demonstrate comprehension of theories, methodologies, and research results relevant to the thesis topic.
- *Applying.* Utilise verbs such as "apply", "solve", or "demonstrate" to show how theoretical frameworks or research methods are used to address specific research questions or practical problems.

- *Analysing.* Employ verbs like "analyse", "compare", or "differentiate" to break down complex ideas, theories, or data sets into parts and examine them critically.
- *Evaluating.* Use verbs such as "evaluate", "judge" or "assess" to assess the strengths and weaknesses of research methodologies, arguments, or interpretations presented in the thesis.
- *Creating.* Employ verbs like "synthesise", "design", or "propose" to generate original ideas, solutions, or interpretations based on the synthesis and analysis of existing literature and research findings.

By aligning specific verbs from Bloom's taxonomy with each stage of the thesis writing process, students can ensure that their writing demonstrates the depth and breadth of their cognitive engagement with the subject matter. This approach facilitates clarity, coherence, and thesis development and presentation rigour.

Defence and criteria for evaluating the thesis

The completed thesis is handed over to the supervisor for verification. The supervisor checks the work and writes a review containing the characteristics of the research, which indicates the positive and negative points, advantages, disadvantages, the significance of the results of the work performed, and the conclusion on the author's admission to the defence.

In addition to the above feedback from the supervisor, a prerequisite for defence is the provision of an external review by another higher educational institution and a certificate on the implementation of scientific and practical research results.

A mandatory requirement is normative control, which is carried out following the schedule approved by the department. Normative control checks thesis projects for compliance with the requirements for final graduation theses.

The thesis text is submitted electronically to a particular department three weeks before the defence for a plagiarism check.

The diploma thesis is verified using the StrikePlagiarism.com system. If the level of originality falls below the threshold established by the department (60 %), the thesis shall not be permitted for defence [5].

The thesis defence is an official procedure for presenting a completed research project at a special committee meeting to gain recognition and

appreciation. The committee comprises the department's teachers and may include methodologists, teachers, and students of other specialities.

The defence procedure includes the following stages: the student's defence speech (5 minutes), during which they should use auxiliary material, namely tables, diagrams, graphs, and PPT presentations; answering the questions asked; announcement of the supervisor's review; and evaluation of the thesis project.

The thesis is evaluated by considering the quality of performance and the student's ability to give clear, specific answers to the questions posed during the defence. The evaluation of the study takes place in two stages:

1) evaluation done by the thesis supervisor and the external reviewer of the work;

2) assessment of the thesis defence by the committee.

The assessment is carried out on a 100-point scale according to the ECTS system.

The thesis grading system

If the thesis was evaluated as "unsatisfactory", the committee's decision gives the student the right to finalise and re-defend the project in due time. The Master's thesis evaluation criteria are given in Table 5.

Evaluation criteria for the Master's thesis

Table 5

Points	Criteria
1	2
90 – 100 points	The research topic is relevant and innovative. The study demonstrates a high level of scientific approach and in-depth problem analysis. A wide range of modern scientific sources and methodologies is utilised. The logical structure is well-developed, with clearly formulated objectives, tasks, and conclusions. The original contribution to the research is evident, with new scientific or practical results. The level of argumentation and critical analysis of sources is high. The formatting fully complies with all academic requirements, ensuring integrity and the absence of plagiarism

Table 5 (the end)

1	2
81 – 89 points	The research topic is relevant and well-developed. The scientific approach is of a high standard, with a sufficiently deep exploration of the subject. Modern scientific sources and appropriate methodologies are utilised. The logical structure is well-organised, with clearly defined objectives and tasks. The original contribution to the research is evident, with new findings presented. The level of argumentation and critical analysis is sufficient. The formatting generally meets the requirements, with only minimal remarks
71 – 80 points	The research topic is relevant but not fully explored. The scientific approach is adequate, though a deeper analysis is needed. A limited range of sources or methodologies is utilised. The logical structure is present, but some sections require further elaboration. There is an original but limited contribution to the research. Argumentation and critical analysis are present but at a moderate level. The formatting mostly meets the requirements, with minor deficiencies
61 – 70 points	The research topic is partially explored, with relevance defined at a superficial level. The scientific approach is limited and lacks depth in analysis. The sources used are outdated or insufficient. The logical coherence of the work is inconsistent, with objectives and conclusions not clearly formulated. The original contribution to the research is weak. Argumentation is unconvincing, and critical analysis is minimal. The formatting contains noticeable deficiencies, with minor violations of requirements
51 – 60 points	The research topic is developed at a minimal level, lacking in-depth analysis. The scientific approach is basic, with no new scientific or practical results. The sources used are limited or outdated. The logical coherence of the work is weak, with unclear structure and conclusions. The original contribution is either absent or minimal. Argumentation and critical analysis are superficial. The formatting contains significant deficiencies that require correction
25 – 50 points	The research topic is either not developed at all or explored at a very superficial level. A straightforward scientific approach and methodology are absent. The sources used are outdated or insufficient. The work contains significant logical and structural deficiencies. There is no original contribution to the research. Argumentation and critical analysis are lacking. The formatting does not meet academic requirements, with serious violations present
0 – 24 points	The work does not meet the fundamental requirements for a master's thesis. The topic is not adequately addressed, and a scientific approach is lacking. Sources are either not used or do not comply with academic requirements. The logical structure is absent, and conclusions are not formulated. There is no original contribution to the research. The formatting does not adhere to academic standards, and plagiarism is detected

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Appendices

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ

ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ФАКУЛЬТЕТ ПІДГОТОВКИ ІНОЗЕМНИХ ГРОМАДЯН

КАФЕДРА ПЕДАГОГІКИ, ІНОЗЕМНОЇ ФІЛОЛОГІЇ ТА ПЕРЕКЛАДУ

Рівень вищої освіти	Другий (магістерський)
Спеціальність	Освітні, педагогічні науки
Освітня програма	Педагогіка та адміністрування освіти
Група	6.46.073.040.19.1

ДИПЛОМНА РОБОТА

на тему: «Роль соціального та емоційного інтелекту

студентів ЗВО в освітньому процесі (на прикладі

китайських університетів)»

Виконав: здобувач вищої освіти Чжан Юйтін

Керівник: к.ф.н., доц. Дубцова О.В.

Рецензент:

Харків - 2025 рік

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

FACULTY OF FOREIGN CITIZENS' TRAINING
DEPARTMENT OF PEDAGOGY, FOREIGN PHILOLOGY AND TRANSLATION

Study cycle: Second (master's)
Speciality: Educational, Pedagogical Sciences
Study program: Pedagogy and Administration of Education
Group   8.46.011.020.23.4

THESIS

on the topic: "Analysis of the Role of Higher Education in the Concept of Sustainable Development of Society"

Author: Fu Yuanyuan

Supervisor: Senior Lecturer A. A. Marchuk

Reviewer:

Kharkiv – 2025

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ

ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ПОДАННЯ
ГОЛОВІ ЕКЗАМЕНАЦІЙНОЇ КОМІСІЇ
ЩОДО ЗАХИСТУ ДИПЛОМНОЇ РОБОТИ

Направляється здобувач вищої освіти другого (магістерського) рівня Чжан Юйтін до захисту дипломної роботи за спеціальністю 011 «Освітні, педагогічні науки» освітньої програми «Педагогіка та адміністрування освіти» на тему: «Роль соціального та емоційного інтелекту студентів ЗВО в освітньому процесі (на прикладі китайських університетів)».

Тема та керівник дипломної роботи затверджені наказом ректора від «01» вересня 2025 року № 801-С.

Декан факультету: Олексій ЄРМОЛЕНКО

Довідка про успішність

Чжан Юйтін за період навчання на факультеті Підготовки іноземних громадян з 2024 року до 2025 року повністю виконав навчальний план за освітньою програмою з таким розподілом оцінок за національною шкалою: відмінно 81 %, добре 19 %, задовільно 0 %.

Фахівець факультету: Тетяна ДРОБІТЬКО

Висновок керівника дипломної роботи

Здобувач вищої освіти Чжан Юйтін виконав дипломну роботу у повному обсязі та у задані терміни. Зміст роботи в цілому відповідає обраній темі, розроблені заходи обґрунтовано. Стиль та мова викладення дипломної роботи відповідають вимогам, що ставляться до робіт такого рівня. При написанні роботи було використано науково-методичні джерела за темою дослідження. Робота виконана з використанням методів аналізу, класифікації, порівняння, індукції та узагальнення.

Дипломна робота рекомендується до захисту в ЕК.

Керівник роботи: Ольга ДУБЦОВА

Висновок кафедри про дипломну роботу

Дипломна робота розглянута на засіданні кафедри педагогіки, іноземної філології та перекладу, протокол № 15 від «01» грудня 2025 р. Здобувач вищої освіти Чжан Юйтін допускається до захисту даної роботи в екзаменаційній комісії.

Завідувач кафедри: Тетяна ПОГОРЕЛОВА

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

APPLICATION
TO THE CHAIRPERSON OF EXAMINATION COMMITTEE
REGARDING THE THESIS DEFENCE

Fu YUANYUAN, a student of the second (Master's) level, is accepted to defend her/his thesis in speciality 011. «Educational and Pedagogical Sciences» of the study program «Pedagogy and Administration of Education» on the topic: «Analysis of the Role of Higher Education in the Concept of Sustainable Development of Society».

The thesis topic and the supervisor are approved by the Rector's order dated 19 November, 2024 No. 1025-C.

Dean of the faculty: Oleksii YERMOLENKO

Academic records
During the period of study from 2023 to 2025, Fu YUANYUAN, has successfully completed the curriculum according to the study program with the following distribution of grades according to the S. Kuznets KhNUE scale: 90 – 100 points 7 %, 74 – 89 points 20 %, 60 – 73 points 33 %.

Faculty secretary: Tetiana DROBYTKO

Recommendation of the supervisor
Fu YUANYUAN, completed the thesis within the prescribed time frame. The thesis content corresponds to the selected topic: the developed measures are well-founded. The style and language of the thesis meet the requirements for works of this level. All scientific, methodological, and regulatory sources are relevant to the research topic. The work was performed using information technologies. The thesis is recommended for defence at the Examination Committee.

Thesis supervisor: Alisa Marchuk

Recommendation of the department
The thesis was reviewed at the Department of Pedagogy. Foreign Philology and Translation meeting. protocol No. 9, dated 25 February, 2025. Student Fu YUANYUAN is allowed to defend this thesis at the Examination Committee.

Head of the department: Tetiana POHORIELOVA

АНОТАЦІЯ

магістерської дипломної роботи на тему

**«Роль соціального та емоційного інтелекту студентів ЗВО
в освітньому процесі (на прикладі китайських університетів)»**

Робота містить 104 сторінки, 12 таблиць, 1 рисунок, список літератури з 80 найменувань (на 10 сторінках) та 2 додатки (на 7 сторінках).

Метою дипломної роботи є аналіз значущості та важливості соціального та емоційного інтелекту в освітньому процесі студентів вищих навчальних закладів та дослідження факторів впливу.

В дослідженні здійснено оцінку емоційного і соціального інтелекту китайських студентів коледжу, вивчено регіональні відмінності та розглянуто проблеми у розвитку цих навичок. Використовуючи анкети на трьох рівнях коледжу, ми аналізуємо такі фактори, як вік, соціальний клас і стать, досліджуючи кореляції з академічною та соціальною успішністю студентів. Отримані результати дозволяють надати рекомендації щодо підвищення емоційного та соціального інтелекту студентів коледжу.

Ключові слова: емоційний та соціальний інтелект, навчальні досягнення, соціальні досягнення, соціальна тривожність.

Рік виконання роботи – 2025, **рік захисту** – 2025.

ABSTRACT

Master's thesis

"The Role of University Students' Social and Emotional Intelligence in the Educational Process (based on the Example of Chinese Universities)"

The thesis consists of 104 pages, 12 tables, 1 figure, 80 references (on 10 pages) and 2 appendices (on 7 pages).

The aim of this thesis is to analyse the significance and importance of social and emotional intelligence in the educational process of university students and to explore the influencing factors.

This study assesses emotional and social intelligence of Chinese college students, examines regional variations and addresses challenges in fostering these skills. Utilizing questionnaires across three college levels, we analyse factors such as age, social class, and gender, exploring correlations with students' academic and social performance. The findings provide for making recommendations for enhancing college students' emotional and social intelligence.

Keywords: emotional and social intelligence, academic achievements, social achievements, social anxiety.

Year of performance – 2025, **year of defence** – 2025.

CONTENTS

An example of references

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Table F.1

Bloom's Taxonomy of Verbs

Remember	Understand	Apply	Analyse	Evaluate	Create
Choose	Classify	Apply	Analyse	Agree	Adapt
Define	Compare	Build	Assume	Appraise	Build
Find	Contrast	Choose	Categorise	Assess	Change
How	Demonstrate	Construct	Classify	Award	Choose
Label	Explain	Develop	Compare	Choose	Combine
List	Extend	Experiment	Conclusion	Compare	Compile
Match	Illustrate	with	Contrast	Conclude	Compose
Name	Infer	Identify	Discover	Criteria	Construct
Omit	Interpret	Interview	Dissect	Criticise	Create
Recall	Outline	Make use of	Distinguish	Decide	Delete
Relate	Relate	Model	Divide	Deduct	Design
Select	Rephrase	Organise	Examine	Defend	Develop
Show	Show	Plan	Function	Determine	Discuss
Spell	Summarise	Select	Inference	Disprove	Elaborate
Tell	Translate	Solve	Inspect	Estimate	Estimate
What		Utilise	List	Evaluate	Formulate
When			Motive	Explain	Happen
Where			Relationships	Importance	Imagine
Which			Simplify	Influence	Improve
Who			Survey	Interpret	Invent
Why			Take part in	Judge	Make up
			Test for	Justify	Maximise
			Theme	Mark	Minimise
				Measure	Modify
				Opinion	Original
				Perceive	Originate
				Prioritise	Plan
				Prove	Predict
				Rate	Propose
				Recommend	Solution
				Rule on	Solve
				Select	Suppose
				Support	Test
				Value	Theory

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