

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

## **TRAINING COURSE: PEDAGOGICAL SKILLS**

**Guidelines for execution**  
**for postgraduates of specialty 073 "Management"**  
**of the study program "Management"**  
**of the third (educational and scientific) level**

**Kharkiv**  
**S. Kuznets KhNUE**  
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T82

**Compiled by T. Dementieva**

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**Training** Course: Pedagogical Skills [Electronic resource] : guidelines  
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A significant list of practical tasks in accordance with the topics of the study program of the course and guidelines for implementation are presented, which will contribute to the acquisition of professional competences by future specialists to solve pedagogical problems.

For postgraduates majoring in 073 "Management" of the study program "Management" of the third (educational and scientific) level.

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## Introduction

The modern higher education system does not only require profound professional knowledge but also a high level of pedagogical skills, methodological training, and the ability to innovate. Changes in society, technological progress, and the latest educational trends necessitate updating teaching approaches, introducing interactive teaching methods, and continuous professional development of teachers.

The guidelines for the training course "Pedagogical Skills" aim to form and improve the professional competences of future teachers of higher education institutions. They cover the key aspects of pedagogical skills, methods of developing and organizing training sessions, assessing learning outcomes, and developing general competences of the teacher.

Each topic contains interactive tasks (role-playing mini-games, case studies, discussion formats, simulation exercises) that help develop pedagogical communication skills, effective audience management, critical thinking, independent work, effective interaction, a creative approach to teaching, and reflective activity, among other things.

The competences and learning outcomes of the course are defined in Table 1.

Table 1

### Competences and learning outcomes of the course

Learning outcomes	Competences
LO01	SC03
LO02	SC02
LO03	SC03
LO05	SC05
LO06	GC01
LO08	GC01, GC04, SC03, SC04, SC05

*Note.*

LO01. The ability to 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.

LO02. The ability to freely present and discuss with specialists and non-specialists the results of research, scientific and applied management problems in the national and

English languages, competently reflect the results of research in scientific publications in leading international scientific publications; critically analyze foreign language scientific literature on the specialty.

LO03. The ability to 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.

LO05. The ability to 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 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 and verification of scientific hypotheses, building a scientific theory.

LO06. The ability to plan and carry out scientific and applied research in management and related interdisciplinary areas using modern tools, critically analyze the results of own research and the results of other researchers in the context of the entire complex of modern knowledge regarding the problem under study; make proposals for financing research and/or projects; to know the main characteristics of project forms of scientific research, technology of work on research, principles of organization of scientific work and implementation of the results of scientific research taking into account the norms of academic ethics.

LO08. The ability to 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.

GC01. The ability to identify, pose and solve problems; formulate and experimentally test scientific hypotheses, apply the acquired knowledge to practice; continuous self-development and self-improvement in professional and/or scientific-pedagogical activities.

GC04. The ability to solve complex problems in the field of management on the basis of a systematic scientific outlook and a general cultural outlook in compliance with the principles of professional ethics and academic integrity, to develop, plan and implement research and innovation projects and programs in the field of management.

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.

SC03. The ability to carry out scientific and pedagogical activities in the field of management in institutions of higher education.

SC04. The ability to initiate, develop, implement and manage scientific projects in management and related interdisciplinary areas and/or make proposals for financing scientific research, registration of intellectual property rights; to introduce innovative results of scientific research in the field of management into the practical activities of modern enterprises, institutions, and organizations.

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.

# **Topic 1. Pedagogical skills of the teacher in the context of trends in higher education**

The objectives are to develop an understanding of the teacher's pedagogical skills, familiarize oneself with current trends in higher education, learn key components of pedagogical skills, analyze pedagogical situations and propose solutions, develop various components of pedagogical activity, form one's own teaching style and improve the teacher's key skills.

## **Interactive tasks**

### **1. "The perfect teacher".**

Form: an individual assignment.

Task. Create a brief description of an ideal teacher in modern conditions, based on the discussion.

Discussion. Make a mini-presentation of the developed task.

### **2. The principle of accessibility.**

Form: individual work.

Task. Develop a brief explanation of a complex topic (any topic of your choice) for higher education students of different levels of training.

Discussion. Difficulties encountered in adapting the material.

### **3. The principle of consciousness and activity.**

Form: individual work.

Task. Create an interactive task for students that stimulates their active participation in learning.

Discussion. Make a mini-presentation of the developed task.

### **4. The principle of a systematic and consistent approach.**

Form: individual work.

Task. Develop the structure of one lecture, including a logical transition from basic to complex concepts; justify how the material will be systematized and how new knowledge is based on the previous one.

Discussion. Present the structure to the group and get feedback.

### **5. The principle of an individual approach.**

Form: individual work.

Task. Create a plan for working with students with different levels of training; describe what methods will be used for each level; choose individual forms of work (e.g., consultations, additional assignments).

Discussion. How can students' individual characteristics be effectively considered?

### **6. The principle of linking theory to practice.**

Form: individual work.

Task. Create a task that allows students to apply theoretical knowledge to practice. For example, simulating an actual professional situation or a real-life project.

Discussion. How can the connection between theory and practice be improved?

### **7. The principle of visibility.**

Form: individual work.

Task. Prepare a presentation on a selected topic using multimedia materials, diagrams, graphs or other visual aids; evaluate the extent to which the use of visuals helps improve the learning of the material.

Discussion. What types of visuals are most effective?

### **8. Teacher skills.**

Form: work in pairs.

Task. Each pair receives a description of a problematic situation in the educational process (for example, higher education students are not included in the discussion, technical problems during an online lecture, etc.). Suggest solutions, taking into account the principles of pedagogical excellence.

Discussion. Each pair presents their solution (2 – 3 minutes).

### **9. Analysis of pedagogical cases.**

Form: work in small groups.

Task. Each group receives one case (description of a pedagogical situation). For example, a problem with discipline in the group, a conflict between students, low student engagement in the discussion, etc. Analyze the situation and answer the following questions: what problems are there in the case, what are the causes of these problems, what actions of the teacher can improve the situation, etc.

Discussion. Each group presents its findings, and the instructor suggests alternative approaches to resolving the situation.

### **10. Analysis of teaching.**

Form: group work.

Task. The group observes an actual lesson or provides a video fragment of a lecture. The teacher's pedagogical activity must be analyzed

according to criteria (clarity of presentation of the material, level of interaction with students, methods of activating attention, etc.).

Discussion. What strengths and weaknesses have been noticed, and how can teaching be improved?

### **11. Pedagogical communication.**

Form: work in small groups.

Task. Find effective communication strategies to solve situations related to difficult communication, using emotional intelligence, active listening, and empathy (e. g., an unruly student, an indifferent audience, unconstructive criticism from colleagues, etc.).

Discussion. Alternative approaches and analysis of them.

### **12. Creating a favorable microclimate.**

Form: work in small groups.

Task. Each group develops strategies for creating a comfortable atmosphere in the classroom (for example, how to work with anxious students, how to motivate cooperation, how to avoid conflicts, etc.). They then create a checklist on "How to make learning comfortable and productive".

Discussion. Presentation of the developments.

### **13. Feedback in training.**

Form: individual work.

Task. Formulate different options for feedback on the student's answer (encouraging, corrective, critical, neutral). Analyze how different styles affect the motivation of higher education students.

Discussion. The most effective approaches to feedback.

### **14. Incentives for students.**

Form: work in small groups.

Task. Discuss various methods for activation of attention (cases, interactive lectures, gamification, problem-based learning, etc.) and making students interested and motivated.

Discussion. Presentation of ideas and application of ideas to practice.

### **15. Modeling of teaching.**

Form: individual work.

Task. Model pedagogical activity (choose a teaching style, methods and techniques, etc.).

Discussion. Defending the concept before the group and receiving constructive feedback.

## **Topic 2. Functions of professional activity and professional competence of a teacher**

The objectives are to form an idea of the structure of the teacher's professional competence, an idea of the main functions of professional activity, their content, and interconnection; to develop practical skills in applying functions in real situations, solving complex pedagogical situations, interpersonal communication skills of the teacher, to learn to realize the correlation of one's self-assessment with the assessment of students and colleagues.

### **Interactive tasks**

#### **1. Functions of the teacher.**

Form: work in small groups.

Task. Discuss the question: "What functions does a teacher perform in his/her professional activity?" Each group presents their results.

Discussion. A general list of teacher functions is formed.

#### **2. Analysis of the situation.**

Form: work in pairs.

Task. Based on a fictional pedagogical situation (for example, a teacher has a group of students with a low level of training, where the motivation to learn is almost absent), determine which teacher functions are key in this situation; develop steps for implementation of these functions; justify the choice of tools and approaches.

Discussion. Each group presents its solution.

#### **3. Priority functions of the teacher.**

Form: two groups.

Task. One team argues that the main function is educational and the other argues that it is scientific. Prepare arguments and counterarguments.

Discussion. Hold a debate, after which each group concludes.

#### **4. Distribution of tasks according to functions.**

Form: work in small groups.

Task. Distribute tasks for teachers according to their primary functions (educational, upbringing, methodological, scientific, etc.).

Discussion. Each group presents its solution.

## **5. Creating a perfect teacher portrait.**

Form: group work.

Task. Each group creates an "ideal portrait of a teacher" in the form of a diagram, indicating the main functions and professional qualities that help to realize these functions.

Discussion. Present the results.

## **6. Test-discussion.**

Form: individual work.

Task. Prepare answers to the questions. For example, what is more important for a teacher – methodological training or pedagogical ethics? Which function of the teacher has a more significant impact on the effectiveness of learning – education or upbringing?

Discussion. Presenting answers and explaining choices.

## **7. Analysis of the situation.**

Form: group work.

Task. Analyze a case study with a situation; for example, a "young" university lecturer faces the problem of students' low motivation in lectures, or students actively use gadgets, do not engage in discussion, etc. Identify possible reasons, propose three specific actions to solve the problem, and justify your decisions based on the teacher's professional competence theory.

Discussion. Presentation of solutions.

## **8. Components of the professional competence.**

Form: work in small groups

Task. Discussion of questions (What are the key components of a teacher's professional competence? How do they affect the learning process?); creating a "cloud of concepts" or cluster.

Discussion. Each group presents their ideas.

## **9. Teacher and student of higher education.**

Form: work in pairs.

Task. One person plays the role of the teacher and the other is the student. The teacher must explain a complex topic in simple language and the student must ask questions or demonstrate misunderstanding. The teacher's task is to find a way to engage the student and help them understand the topic.

Discussion. What was successful and what should be improved?

## **10. Traditional and innovative teaching methods.**

Form: work in two groups.

Task. The first group defends traditional teaching methods and the second defends innovative ones.

Discussion. Each group prepares arguments and responds to the opponents' counterarguments.

### **11. Creating an educational mini-project.**

Form: group work.

Task. Each group is to develop a brief lesson plan (a lecture, a seminar or a workshop) on any topic. The plan should include the lesson objectives, teaching methods and evaluation of the results.

Discussion. Presentation of the results to the group.

### **12. "A mirror of evaluation".**

Form: group work.

Task. Each group member completes a self-assessment questionnaire, evaluating their pedagogical qualities on a scale from 1 to 5. The other participants (group or teacher) will be assessed anonymously according to the same criteria.

Discussion. Comparison of results: to what extent do the subjective and objective assessments coincide?

### **13. Case method "A difficult decision".**

Form: group work.

Task. The group receives a case study involving a difficult pedagogical situation (for example, a student who conflicts with a teacher or refuses to complete an assignment). You need to analyze the problem, find the best ways to solve it, and justify your choice.

Discussion. The group evaluates their effectiveness.

### **14. Teacher's authority: a role or a personality?**

Form: work in two groups.

Task. One group argues for the importance of role authority, the other for personal authority. Each group provides facts and examples from their own experience.

Discussion. Summarizing the results.

### **15. A portrait of an authoritative teacher.**

Form: individual work.

Task. Everyone writes down three traits of a teacher they consider authoritative.

Discussion. Analysis of the selected common characteristics and creating a generalized portrait of the teacher and presentation.

## **16. An authoritarian or democratic teacher.**

Form: group work.

Task. Participants play teachers of two styles (authoritarian and democratic) in a learning situation (e. g., explaining complex material or answering a student's question). Observers analyze the students' reactions, level of engagement and teaching effectiveness.

Discussion. Which methods are more effective? How do you balance demandingness and respect?

## **Topic 3. Developing training sessions**

The objectives are to get acquainted with the basic principles, methods, and approaches to the development of training classes in higher education institutions; to develop skills and abilities to plan and create structured, interactive, and practical lessons following educational standards and the needs of higher education students, the ability to use modern pedagogical technologies, didactic materials, and digital resources to improve the quality of the educational process.

### **Interactive tasks**

#### **1. Recognize the structure.**

Form: individual work.

Task. Determine, based on the provided fragments of the lesson, which part of the lesson is presented: the introduction, the main part or the conclusion.

Discussion. Giving reasons for your answers.

#### **2. Formulation of goals.**

Form: work in small groups.

Task. Formulate goals for the presented topics.

Discussion. Presentation of goals.

#### **3. A lesson designer.**

Form: work in small groups.

Task. Choose methods and tools based on the description of the training topic that will make the class as effective as possible.

Discussion. Each group presents their solutions.

#### **4. Developing a feedback questionnaire.**

Form: work in small groups.

Task. Create a short questionnaire for students to evaluate the effectiveness of the class.

Discussion. Present your findings.

#### **5. Feedback.**

Form: individual work.

Task. Based on the materials presented (examples of class structures, statements of goals, tables describing interactive methods, cards with topics and situations for assignments, etc.), name one new idea or approach to be applied in teaching.

Discussion. Presentation of answers.

### **Topic 4. Organization and conduct of training sessions**

The objectives are to form an understanding of the basic principles of organizing and conducting classes in higher education institutions, the ability to use effective methods of planning, structuring, and delivering lessons of various formats (lectures, seminars, practical classes, etc.), the ability to define learning goals and objectives; development of skills in the use of modern pedagogical technologies, methods of activating students' cognitive activity, interactive teaching methods to improve the quality of the educational process.

#### **Interactive tasks**

##### **1. A perfect lesson.**

Form: individual work or work in small groups.

Task. Develop a model of an ideal training session for your specialty. Consider the methods of presenting the material, interacting with students, using interactive technologies, and evaluating results.

Discussion. Presentation in the format of a 5-minute pitch.

##### **2. Analyzing video clips of training sessions.**

Form: individual work.

Task. Watch videos of real lectures/seminars and analyze them:

Which was effective?

What should be improved?

What methods of activating students were used?

Discussion. Final reflection.

### **3. A lesson designer.**

Form: group work.

Task. Create a structure for a practical class based on cards with different elements of the class (e. g., discussion, visualization, case method, testing, project work, etc.).

Discussion. Presentation of results, final reflection.

### **4. Microteaching.**

Form: individual work.

Task. Use active learning methods to prepare and conduct a 5- to 7-minute class segment.

Discussion. Feedback on the following criteria: clarity of explanation, involvement of students and use of interactive methods and techniques.

### **5. Teaching methods.**

Form: work in two groups.

Task. Answer the questions about modern pedagogical technologies.

Examples of questions:

Which method is better for developing critical thinking?

What is blended learning?

Name three principles of effective learning.

Discussion. Quiz form.

### **6. Developing a lesson plan.**

Form: group work.

Task. Choose a topic for a class in the discipline, develop an interactive lesson plan and include the following elements: goal and objectives; methods of active involvement of students; methods of knowledge testing and procedures.

Discussion. The lesson plan will be presented as a short presentation.

### **7. Structuring your lecture.**

Form: group work.

Task. Given a topic and a set of lecture elements (introduction, main part, conclusion, visuals, etc.), you need to create a logical structure for the lecture and explain the chosen order.

Discussion. Presentation of the results.

### **8. A teaching pitch.**

Form: individual work.

Task. In 3 minutes present the key idea of your future lecture in a way that will interest the students.

Discussion. Mutual feedback (Was it clear? Would you like to listen to the whole lecture?).

### **9. Analysis of video lectures.**

Form: group work.

Task. After watching short fragments of video lectures, analyze them:

Is the material presented effectively?

What audience engagement techniques were used?

What can be improved?

Discussion. Collective creation of a "checklist" for an effective lecture.

### **10. Experiment with teaching methods.**

Form: individual work.

Task. Explain the same fragment of the lecture in three different styles:

traditional (teacher's monologue);

interactive (with questions to the audience);

gamified (in the form of a game, case study, etc.).

Discussion. Which method was the most effective?

### **11. An anti-stress lecture.**

Form: group work.

Task. One group creates an "uninteresting lecture" (with typical mistakes: monotony, lack of visualization, overloaded slides, etc.). The other group analyzes it and suggests ways to improve it.

Discussion. Analysis and presentation of collective conclusions.

### **12. Public speaking skills.**

Form: individual work.

Task. Give 5-minute lectures on an arbitrary topic, trying to keep the students' attention. Observers give marks for artistry, speech dynamics and interaction with the audience.

Discussion. Final reflection.

### **13. "Force majeure" during the lecture.**

Form: individual work.

Task. Based on cards with force majeure situations (e.g., technical failure, inattentive audience, provocative questions), they must improvise and resolve the problem in real time.

Discussion. Analysis of solution strategies.

### **14. Conducting seminars and workshops.**

Form: individual work.

Task. Conduct a fragment of a seminar class, to engage the audience in the discussion based on interactive tasks and to stimulate discussion.

Discussion. Analysis of the presented fragments.

### **15. Design of a seminar session.**

Form: individual work or work in groups.

Task. Based on the cards with various elements of the seminar (e. g., questions for discussion, group work, case method, mini-presentation, role play, brainstorming), develop the structure of a practical seminar on a given topic.

Discussion. Presentation of the results.

### **16. Mastery of moderating a discussion.**

Form: group work (role play); roles: discussion moderator and students, observers.

Task. The moderator of a discussion on a given topic ensures the active participation of all students, maintains a constructive dialog, prevents the dominance of individual students and resolves possible conflicts. One student is an active participant in the discussion, the other is a passive student, etc. The audience observes the debate and concludes.

Discussion. Analysis of the effectiveness of moderation.

### **17. Non-standard audience.**

Form: work in small groups.

Task. Based on a case study with a problematic situation at a seminar (for example, students are not prepared, one student constantly interrupts others, the group is passive, etc.), you need to propose a strategy for resolving this situation.

Discussion. Presentation of the best strategies.

### **18. Experiment with active learning methods.**

Form: work in small groups.

Task. Apply the obtained active learning method at a mini-workshop and evaluate its effectiveness.

Discussion. Mutual analysis of methods.

### **19. "An incompetent teacher".**

Form: group work.

Task. One group prepares a "low-quality" seminar (e. g., monotonous storytelling, lack of interactivity, poor group management). The others analyze the mistakes and suggest ways to improve the session.

Discussion. Formulating the rules of a practical seminar.

## **20. Training for conducting a seminar.**

Form: individual work.

Task. Give your mini-presentations on an arbitrary topic in your specialty in 20 slides, 20 seconds each. This trains the skills in making a clear, structured and dynamic presentation.

Discussion. Reflection, evaluation of clarity and engagement.

## **21. Improvising a seminar without preparation.**

Form: individual work.

Task. Develop a seminar plan and conduct the introductory part of the seminar in 3 minutes on the proposed topic.

Discussion. Evaluate how logical and interesting the improvisation was.

## **22. Training on feedback.**

Form: role play, roles: teacher, students, observers.

Task. Based on the outline, the teacher conducts the class and provides constructive feedback to the students. Each student performs a specific role (for example, one makes mistakes in the answer, another is afraid to speak up, etc.). The teacher must correct the students' mistakes, support the ones who are scared to speak up, etc.

Discussion. Creating a checklist for effective feedback.

# **Topic 5. Assessment of learning outcomes**

The objectives are to develop an understanding of the role of assessment in ensuring the quality of the educational process; to develop skills in assessment, formative and summative evaluation to improve the effectiveness of student learning; to learn to think critically, analyze and improve assessment processes.

## **Interactive tasks**

### **1. Analysis of evaluation systems.**

Form: work in small groups.

Task. Based on the description of the assessment system in different countries (e. g., ECTS, GPA, national systems), analyze their strengths and weaknesses and propose the best option for your educational program.

Discussion. Presentation of the results.

## **2. Explanation of the evaluation system.**

Form: role play: teacher, student, administration; group discussion.

Task. The teacher explains his/her grading system, the student asks critical questions about its fairness, and the administration has to find a balance between the requirements of both parties.

Discussion. Conclusions and suggestions.

## **3. Designing assessment rubrics.**

Form: work in small groups.

Task. Based on a sample assignment (essay, project, oral exam), create a clear grading rubric, including criteria, levels and weighting factors.

Discussion. Mutual evaluation of the created rubrics.

## **4. Finding an error.**

Form: work in small groups.

Task. Based on the description of the assessment (e.g., criteria or scoring), find logical, methodological or mathematical errors.

Discussion. Presentation of corrections.

## **5. Teacher and student.**

Form: role-playing game, roles: teacher, student.

Task. The student expresses dissatisfaction with the grade, and the teacher argues the decision and explains the evaluation criteria. Then, the roles are reversed.

Discussion. Final reflection.

## **6. A constructor of criterion evaluation.**

Form: individual work.

Task. Develop an assessment system for a specific course/discipline: determine the criteria and levels of assessment and justify the choice.

Discussion. Evaluation systems.

## **7. Assessment required.**

Form: work in two groups.

Task. One group defends the need for assessment and the other argues that assessment can be harmful or outdated. Use scientific arguments and examples.

Discussion. Final reflection.

## **8. Analysis of evaluation examples.**

Form: individual group.

Task. Based on examples of test scores, exam answers, essays, etc., analyze whether the assessment criteria are met or not.

Discussion. Possible ways to improve objectivity.

### **9. Creating a competency test.**

Form: individual work or work in small groups.

Task. Create a test of 5 – 7 questions to assess the competence in a particular discipline. Use different formats (open-ended questions, multiple-choice tests, case studies, etc.). Share and pass the tests.

Discussion. Final reflection.

### **10. "Blind evaluation".**

Form: individual work.

Task. Independently evaluate the work and give points according to the given criteria. Then, compare your grades with those provided by the teacher.

Discussion. Discrepancies.

### **11. A builder of evaluation rubrics.**

Form: individual or group work.

Task. Develop an assessment rubric for a written paper, oral presentation or project assignment and indicate levels, and criteria (logic of presentation, argumentation, literacy, etc.).

Discussion. Present the rubric and discuss its feasibility.

### **12. A perfect way of evaluation.**

Form: group work.

Task. Discuss the latest approaches to assessment, such as gamification, blockchain certificates, and artificial intelligence, and propose an ideal assessment method.

Discussion. Methods of evaluation.

### **13. Assessment of skills.**

Form: work in two groups.

Task. One group proves that communication skills, critical thinking and creativity can be assessed, while the other group argues that they cannot be measured objectively.

Discussion. Conclusions are formalized in the form of a resolution.

### **14. Current control system.**

Form: pair or group work.

Task. Develop and present a system of current control for the academic discipline (assessment formats, criteria, schedule). Others analyze the system and offer their additions or reasoned criticism.

Discussion. Summarizing the results.

### **15. Development of the checklist "Effective current control".**

Form: work in small groups.

Task. Compile a list of criteria by which the effectiveness of current control can be assessed: evaluate the proposed control methods according to these criteria.

Discussion. Present the results and justify your choice.

### **16. Creating a test.**

Form: individual or group work.

Task. Develop a test on the topic "Current control of the student's academic achievements." Create 5 – 7 questions (open, closed, situational).

Discussion. Analysis of the test.

### **17. Analysis of confirmed cases.**

Form: work in small groups.

Task. Based on a description of an actual or simulated situation related to current control (for example, a student systematically fails to complete an assignment or disputes a grade), analyze the situation and propose options for resolving it based on the principles of academic integrity.

Discussion. Present your findings.

### **18. Pros and cons of traditional control methods.**

Form: work in two groups.

Task. One group argues in favor of traditional methods of current control (oral answers, written work, testing) and the other defends the advantages of modern interactive methods (portfolio, self-assessment, group projects).

Discussion. Summarizing the results and developing an optimal combined control system.

### **19. Simulation of the educational program development.**

Form: work in small groups.

Task. Develop current control for a new educational discipline: define goals, evaluation criteria, forms of control and ways to record results.

Discussion. Present the developed system and discuss its effectiveness.

## **Topic 6. Development of general competences and personal qualities of a teacher**

The objectives are to develop the general competences and personal qualities of the teacher necessary for effective teaching, to form communication skills and a conscious approach to their professional development, to develop self-management and pedagogical reflection, and to develop the ability to

apply methods of self-reflection and personal growth in professional activities to improve the quality of teaching and interaction with students.

## **Interactive tasks**

### **1. A teacher in a crisis.**

Form: work in small groups.

Task. Based on the description of the pedagogical situation (e. g., conflict with students, technical problems during an online lecture, students' indifference, etc.), each group needs to develop a solution using critical thinking, communication skills and emotional intelligence.

Discussion. Presentation of solutions.

### **2. Interactive discussion.**

Form: role-playing game, roles: problem student, teacher.

Task. The student plays the role of an aggressive, indifferent, or overly active student; the teacher must apply empathy, communication and motivation skills.

Discussion. After each scene, analyze the actions and search for better solutions.

### **3. Debate: "What should a modern teacher be like?"**

Form: work in two groups.

Task. One group argues for the "traditional style of teaching", the other for the "innovative style of teaching" and each group prepares arguments and counterarguments.

Discussion. Joint analysis and search for a balance between both approaches.

### **4. Self-assessment and reflection "I am a teacher".**

Form: individual work.

Task. Each member of the group answers the questions:

What skills and qualities do I have as a teacher?

What aspects do you want to improve?

How can I do this?

Discussion. Exchange of ideas on personal development.

### **5. Situation simulator.**

Form: work in pairs or small groups.

Task. Pull out a card with a situation (for example, a student is late for all classes, someone is distracted by the phone, students do not participate

in the discussion, etc.). One person plays the teacher and the others play the students. You need to find an effective way to interact.

Discussion. After each skit analyze alternative strategies.

### **6. How to get students interested?**

Form: work in two groups.

Task. Each group generates ideas for engaging students in active learning. Options include interactive methods, digital tools, game elements, etc.

Discussion. The best ideas are formalized through a presentation or checklist.

### **7. A teaching battle.**

Form: work in pairs or small groups.

Task. Prepare a mini-lecture or explanation of the topic in 5 minutes (e. g., "Motivation of students", "How to effectively assess knowledge?") using the best pedagogical practices.

Discussion. The presentation is evaluated by the following criteria: clarity, interest and interactivity.

## **Topic 7. Development of pedagogical technique**

The objectives are to form and improve the teacher's pedagogical technique, in particular, the development of voice, diction, nonverbal communication, audience attention management and emotion control; to develop the ability to use effective methods of interaction with students; to develop expressiveness and confidence in teaching; to master the techniques of improvisation and adaptation to various pedagogical situations.

### **Interactive tasks**

#### **1. The teacher as a speaker.**

Form: group work.

Task. Perform diction exercises (tongue twisters, articulation exercises); read texts with different emotional expressiveness (calmly, confidently, enthusiastically, with emphasized intonation).

Discussion. Analyzing audio recordings of your speech and improving voice characteristics.

#### **2. Without words.**

Form: group work.

Task. Convey a specific pedagogical situation (for example, encouraging a student to answer, surprise, critical attitude) without words – only gestures, facial expressions, posture.

Discussion. Guess the situation and analyze the teacher's non-verbal communication effectiveness.

### **3. A micro-lecture "Pedagogical improvisation".**

Form: individual work.

Task. Prepare a 2-minute mini-lecture on a randomly selected topic in 3 minutes, using expressive speech and non-verbal interaction techniques.

Discussion. Evaluation by the audience according to the criteria: clarity, emotionality, confidence.

### **4. Control of emotions.**

Form: role-playing game, roles: teacher, students.

Task. Students ask provocative questions, get distracted, or express criticism. The teacher responds professionally and calmly, using the pedagogical technique of emotional regulation.

Discussion. Analysis of the strengths and weaknesses of the teacher's reactions.

### **5. From passive to active student.**

Form: role-playing game, roles: student, teacher.

Task. The teacher must engage a passive, silent, or disinterested student in active participation through voice, gestures, facial expressions and questions.

Discussion. Analysis of effective interaction strategies.

### **6. "Pedagogical theater".**

Form: group work.

Task. Act out a skit based on a situation from teaching practice (for example, a student is late, distracted or does not want to answer), demonstrating the correct and incorrect use of pedagogical techniques.

Discussion. Analysis after each scene.

### **7. Evaluation of own pedagogical technique.**

Form: individual work.

Task. Give a short presentation (2 – 3 minutes) on an arbitrary topic while others record the strengths and weaknesses of the speaker's speech, non-verbal communication and interaction with the audience.

Discussion. Joint development of recommendations.

## Assessment

The University uses a 100-point cumulative system for assessing the learning outcomes of higher education students.

The assessment is carried out during practical training and is aimed at checking the level of readiness to perform a particular work and is estimated by the amount of points scored. The form of semester control is grading. For disciplines with the form of semester control offset: the maximum score is 100 points; the minimum score is 60 points.

The accumulation of points occurs during monitoring and is reflected in Table 2.

Table 2

### Evaluation of students' outcomes

No.	Control measures	Number of points
1	Study of literature and written assignment on topic 1	8
2	Study of literature and written assignment on topic 1	8
3	Study of literature and written assignment on topic 2	8
4	Study of literature and written assignment on topic 2	8
5	Study of literature and written assignment on topic 3	8
6	Study of literature and written assignment on topic 3	8
7	Study of literature and written assignment on topic 4	8
8	Study of literature and written assignment on topic 4	8
9	Preparation of a report with a presentation on topic 5	10
10	Study of literature and written assignment on topic 6	8
11	Study of literature and written assignment on topic 7	8
12	Final assessment	10
<b>Total</b>		100

## Recommended reading

### Main

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2. Cristobal C., Quota M., Bhatia J., Patil A. Technology for Teacher Professional Development Navigation Guide: A Summary of Methods. World Bank, Washington, DC. License: Creative Commons Attribution CC BY 4.0 IGO. 2022. URL: <https://documents1.worldbank.org/curated/en/099600105272224265/pdf/P1742520dc51460ee0932c06175edf971ac.pdf>.

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4. Mogos A. Digital Teaching and Learning Knowledge Pack. Effective teacher professional development using technology Technology-Based Strategies from across the Globe to Enhance Teaching Practices. International Bank for Reconstruction and Development / The World Bank, 70. 2022. URL: [https://teachertaskforce.org/sites/default/files/2024-04/2022\\_World-Bank\\_Effective-teacher-professional-development-using-technology\\_EN.pdf](https://teachertaskforce.org/sites/default/files/2024-04/2022_World-Bank_Effective-teacher-professional-development-using-technology_EN.pdf).

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## Additional

6. Barbara F., Montoya J. R. Teachers' Skills and Skills Frameworks for Remote and Blended Learning Knowledge Pack (English). World Bank Group, Washington, DC. 2022. URL: <https://documents1.worldbank.org/curated/en/099118004132238882/pdf/P1742521615db3006194221dcbb0af52257.pdf>.

7. Jacobus C., Fleisch B., Kotze J., Mohohlwane N., Taylor S., Thulare T. Can Virtual Replace In-Person Coaching? Experimental Evidence on Teacher Professional Development and Student Learning. RISE Working Paper Series 20/050. 2021. URL: [https://riseprogramme.org/sites/default/files/2021-01/RISE\\_WP-050\\_Cilliers\\_etal\\_2021\\_update\\_0.pdf](https://riseprogramme.org/sites/default/files/2021-01/RISE_WP-050_Cilliers_etal_2021_update_0.pdf).

8. Sabrin B. A., Lucas A. M., Halim W., Saif U. Beyond the Basics: Improving Post-Primary Content Delivery through Classroom Technology. NBER (National Bureau of Economic Research), Washington, DC. 2019. URL: <https://learningportal.iiep.unesco.org/en/library/beyond-the-basics-improving-post-primary-content-delivery-through-classroom-technology>.

9. Tara B., Evans D. K. Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession. World Bank Group, Washington. 2019. URL: <https://documents1.worldbank.org/curated/en/235831548858735497/Successful-Teachers-Successful-Students-Recruiting-and-Supporting-Society-s-Most-Crucial-Profession.pdf>.

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НАВЧАЛЬНЕ ВИДАННЯ

# ТРЕНІНГ КУРС: ПЕДАГОГІЧНА МАЙСТЕРНІСТЬ

**Методичні рекомендації до виконання  
для здобувачів вищої освіти  
спеціальності 073 "Менеджмент"  
освітньої програми "Менеджмент"  
третього (освітньо-наукового) рівня  
(англ. мовою)**

*Самостійне електронне текстове мережеве видання*

Укладач **Дементьєва** Тетяна Іванівна

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Подано значний перелік практичних завдань, відповідно до тем робочої програми навчальної дисципліни, та методичні рекомендації щодо їхнього виконання, що будуть сприяти набуттю майбутніми фахівцями професійних компетентностей для виконання педагогічних завдань.

Рекомендовано для здобувачів вищої освіти спеціальності 073 "Менеджмент" освітньої програми "Менеджмент" третього (освітньо-наукового) рівня.

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