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CONCEPT COURSE1

HIGHER EDUCATION INSTITUTION		SHEI “Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University”
Institute (faculty), department or other structural subdivision, on which the discipline is fixed		<i>Faculty of Pedagogical Education, Management and Arts; Department of Pedagogy, Theory and Methods of Primary Education</i>
DESCRIPTION OF EDUCATIONAL DISCIPLINE ¹		
1	Name of the discipline	<i>Innovative technologies and instruments in educational process</i>
2	Module code	
3	Cycle / Level of Higher Education	NQS Ukraine - level 6, FQ-EHEA - first cycle, EQF-LLL - level 6 The first (bachelor's) level
4	The degree of higher education	Bachelor
5	Branch of knowledge	01 «Education», 013 «Primary education»
6	Specialty, specialization (if any)	013 Primary Education. Specializations: «English», «Inclusive education», «Pre-school education», «Practical psychology»
7	The name of the educational program, which includes the	013 Primary Education

¹ letter of the ministry of education and science of ukraine dated july 9, 2018 no. 1 / 9-434 (see attached, the connection will be provided as 12.1.1, what is the letter of the ministry of education and science of ukraine, article 2 (structure of the working program of the educational discipline), point 2.1.1 general information)

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	discipline.	
8	Educational Qualification awarded	Teacher of pedagogy and methodology of primary education
9	Characteristics of the discipline in the form of training	Full-time, part-time
10	Discipline status	Normative discipline
11	Prerequisites for the study of discipline	English - a general course Basics of informatics Pedagogy
12	Year of training, semester.	3 year of training 6 semester
13	The volume of discipline in ECTS loans and its distribution in hours by the forms of organization of educational process and types of training sessions	The number of content modules is 2. Total hours: 90, incl. for full-time forms of training: 10 lecture hours, 20 hours of laboratory classes, 60 hours. - consultations, independent work of students; For part-time forms of training - 2 lecture hours, 8 hours of laboratory classes, 80 hours. - consultations, independent work of students
14	Form of final control	The form of semester control - exam (credit).
15	Language learning	English
16	Internet address of the	https://sites.google.com/view/itiep-moped/%D0%B3%D0%BE%D0%BB%D0%BE%D0%B2%D0%BD%D0%B0-%D1%81%D1%82%D0%BE%D1%80%D1%96%D0%BD%D0%BA%D0%B0?authuser=0

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	permanent placement of educational content of the discipline	
17	Developer (s)	<i>PhD in Pedagogical Sciences, Associate Professor of Pedagogy, Theory and Methodology of Primary Education Department Oksana Kovtun Teacher of Pedagogy, Theory and Methodology of Primary Education Department Valentyna Krykun</i>

Brief summary of the discipline

Within the curriculum students will familiarize with existing innovative technologies, instruments and resources the use of which in primary school will facilitate better mastering of the learned material and acquired skills and abilities of students. The course is closely connected with the cycle of other theoretical disciplines (psychology, linguistics, didactics, pedagogy), as teaching competence requires not only high practical level, but also advanced knowledge of the general patterns of teaching. The emphasis in the development of the course lies on the practical component of the educational process, so that students will be able to work out the proposed technologies and tools in practice, in the process of performing tasks of different types. To provide interdisciplinarity in primary school, it is proposed to use research e-learning environments, online labs, educational games and simulations, short study videos (including foreign language videos), aimed at studying STEAM subjects, especially at primary education level. It is also proposed to use in practice a number of innovative teaching methods such as Flipped Learning, Project Based Learning, Mobile Learning, Blended Learning, Problem Based Learning, etc.

In order to ensure the most effective educational process, the training will take place with the involvement of all the features and zones of the ICR, as well as the specially installed NIBELUNG software (co-financing of the university) in the linguaphone zone for efficient use in different directions: language teaching; development of speech; ICT training (for example, work with office programs); study of general subjects; presentations; computer class management, etc.

Key concepts

Professional competence, digital competence, communicative competence, innovative technologies and instruments, online resources, Problem Based Learning, Flipped Learning, STEAM.

The purpose of the discipline studying

The purpose of teaching the discipline is to provide the basics of methodical preparation of students for the implementation of professional functions of primary school teacher, formation of professional, communicative and digital competences.

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Program competencies that are forming during the study of the discipline	
Integral competence (IC)	<i>Ability to solve complex specialized problems and practical problems in professional-pedagogical activities that involve the application of theoretical positions and methods of pedagogy, psychology and individual teaching methods and are characterized by complexity and uncertainty of the conditions.</i>
General Competence (GC)	<i>GC-1. General Trainings'. Ability to learn and master modern knowledge, in particular, innovative methodical approaches, modern systems, methods, technologies of teaching, development and education of primary school pupils; the current normative provision of primary education, etc. GC-12. Information and communication. Ability to use modern means of information and computer technologies for solving communicative tasks in the professional activity of primary school teachers and in everyday life.</i>
Professional (special) competencies (P _s C)	<i>P_sC-2. Didactic. The ability of the future teacher (graduate) to solve the standard and problem professional problems arising in the educational practice of primary school, based on the existing knowledge about the theoretical foundations of constructing the content and process of training younger students, including thorough knowledge of modern theories of learning, flexible possession of teaching methods; the ability to substantiate the choice of methods, means, technologies, forms of organization of training, adequate to the didactic situation. P_sC-4. Digital. The ability to introduce modern educational technologies, innovative approaches, advanced pedagogical experience to study specific issues in a certain educational field / element of primary school. P_sC-5. Interactive. The ability of the teacher to organize effective joint educational activities and pedagogical communication; the ability to cooperate to achieve the goal, while finding ways to interact with all subjects of the educational environment.</i>
Studying results	
Professional knowledge	<i>1. To distinguish features of the use of innovative technologies and instruments in primary school</i>
	<i>2. Use e-learning resources and tools that accommodate the required information</i>
Professional skills and abilities	<i>1. Apply innovative technologies and instruments for organizing the educational process</i>
	<i>2. Summarize information from different sources, find the necessary resources based on the analysis of educational information for teaching in primary school.</i>

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	<i>3. To use modern innovative technologies and instruments in working with students in preparation for pedagogical practice.</i>
Communication	<i>1. Use online communication techniques to share information with colleagues and students</i>
	<i>2. Overcome communicative barriers; to organize an educational dialogue between students</i>
Autonomy and responsibility	<i>1. Self-use innovative technologies and instruments in professional activity</i>
	<i>2. Self-search for educational information from different sources. Critically evaluate the source and the essence of the information received</i>
	<i>3. Analyze and design fragments of the use of innovative technologies and instruments in their own pedagogical activities. It is grounded to choose innovative technologies and instruments in accordance with the specific tasks of the lesson, to make responsible decisions in team interaction</i>
Control of academic achievement of students	
Criteria for evaluating learning outcomes	<i>Exam, test tasks, tasks for self-work, presentation of indicative schemes (fragments) of lessons using innovative technologies and tools</i>
Diagnostic tools for learning outcomes (current and final evaluation)	
List of questions for final control	<i>The system of education in Ukraine and professional competence of primary school teacher. Trends in the development of the international educational space, the essence of globalization, lifelong learning, formal and non-formal education. Scientific approaches and practical experience of introducing innovations in primary school. Psychological characteristics of the personal qualities of the modern teacher. Willingness to innovate as an important professional quality teacher. The problem of unity of educational tasks in an innovative educational process. Ways to increase the efficiency of organizing the educational process in elementary school.</i>

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Final evaluation and feedback.	<i>Exam (6 semester). The maximum number of points for a form of control is 30. If the correct execution is less than half of the tasks, the exam is considered not completed.</i>			
Summarizing estimates.	The amount of points for all types of educational activities	Evaluation of ECTS	Evaluation on a national scale	
			for exam, course project (work), practice	For credit
	90 – 100	A	excellent	зараховано
	82-89	B	good	
	74-81	C	satisfactory	
	64-73	D		
	60-63	E	unsatisfactory with the possibility of re-assembly	not passed with the possibility of re-assembly
	35-59	FX		unsatisfactorily with compulsory repeated study of discipline
0-34	F			
Structure of the discipline				
Names of content modules and themes	Number of hours			
	Full-time		Part-time	

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	total	including					total	including				
		<i>l</i>	<i>p</i>	<i>lab</i>	<i>ind</i>	<i>s.w.</i>		<i>l</i>	<i>p</i>	<i>lab</i>	<i>ind</i>	<i>s.w.</i>
1	2	3	4	5	6	7	8	9	10	11	12	13
Module 1												
Content module 1												
<i>Formation of digital competence as a prerequisite for the use of innovative technologies and instruments in pedagogical practice.</i>												
<u>Topic 1.</u> Digital competence as an important component of the professional competence of modern teacher.	18	4		4		10	16,5	0,5		2		14
<u>Topic 2.</u> Artificial intelligence technologies in the process of preparation of future primary school teachers.	14	2		2		10	16,5	0,5		2		14
Total for content module 1	32	6		6		20	33	1		4		28
Content module 2												
<i>Introduction of innovative technologies and instruments in primary school educational process.</i>												
<u>Topic 1.</u> Innovative technologies: their role in formation of communicative competence of students.	28	2		6		20	28,5	0,5		2		26
<u>Topic 2.</u> The use of innovative instruments in preparation of primary school teachers.	30	2		8		20	28,5	0,5		2		26
Total for content module 2	58	4		14		40	57	1		4		52
<i>Total number of hours</i>	90	10		20		60	90	2		8		80

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Educational discipline program (content block)			
Module / Topic	Topics of seminars / practical / laboratory classes (if available)	Approximate subjects of individual and / or group tasks (if any)	Tasks for self-work
Content module 1	<i>Formation of digital competence as a prerequisite for the use of innovative technologies and instruments in pedagogical practice.</i>		
<u>Topic 1.</u> Digital competence as an important component of the professional competence of modern teacher.	Laboratory class 1. Professional competence of the modern teacher: classification and features of formation. Laboratory class 2. Formation of the digital competence of future primary school teachers.		1. Key components of teacher's professional competence. 2. Digital competence of the teacher DigCompEdu.
<u>Topic 2.</u> Artificial intelligence technologies in the process of preparation of future primary school teachers.	Laboratory class 1. The use of artificial intelligence technologies while preparing future primary school teachers.		1. New concepts in artificial technologies theory.
Content module 2	<i>Introduction of innovative technologies and instruments in primary school educational process.</i>		
<u>Topic 1.</u> Innovative technologies: their role in formation of communicative competence of students.	Laboratory class 1. The essence of the concept «innovative pedagogical technology». Laboratory class 2. Formation of communicative competence of future primary school teachers by innovative		1. Mechanism of innovative development of education. 2. Basic classification of innovative pedagogical technologies in the educational process. 3. Communicative competence as an integral

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	technologies. Laboratory class 3. Organization and provision of a learning process in primary school using innovative technologies.		quality of the individual. 4. Basic technologies of formation of communicative competence.
<u>Topic 2.</u> The use of innovative instruments in preparation of primary school teachers.	Laboratory class 1. Media education technologies as a mean of motivation for studying. Laboratory class 2. Gamemaking and mobile training at primary school lesson. Laboratory class 3. STEAM-education: examples of use in primary school. Laboratory class 4. Flipped learning technology – main aspects of use in primary school.		1. Media education technologies in primary school teaching process: classification. 2. Technologies of formation of media literacy.
Technological and resource support, the use of which involves a discipline (if it's needed)			
Innovative Learning Technologies (Teaching)	<i>Technology for Developing Critical Thinking, Technology for Forming Media Literacy, Problem-Based Learning, Flipped Learning, Distance Learning Technology, Gamification, Project Based Learning, Storytelling, BYOD, Flipped Classroom Technologies</i>		
The use of digital instruments in the teaching of teaching discipline	<i>Tools for working in a network environment, tools for working with electronic documents, visualization tools, tools for research and searching, etc.</i>		
Material and technical support	<i>Laptop (PC), tablets, corresponding foreign language learning software, Wi-Fi equipment, audio visual devices, video camera.</i>		
The use of opportunities of the innovative class as a component of the	<i>The educational discipline «Innovative Technologies and Instruments in the Teaching of Foreign Languages» is aimed at teaching it in the Innovation Class with the aim of providing students with high-quality materials. For this purpose, according to the chosen topics, work areas will be combined in a random order (depending on the</i>		

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educational ecosystem of MoPED	<i>purpose and objectives of the class). Of particular importance is the Lingaphone zone in connection with the support of the necessary functions and algorithm of actions in classes.</i>
Software (on request) and teaching and methodological support	<i>Information resources; educational and teaching-methodical means of training; materials for multimedia support of lectures; test programs; video tutorials, audio recordings and other materials intended for transmission using remote communications, etc.</i>
Recommended sources of information (including electronic resources)	<p>1. General</p> <ol style="list-style-type: none"> 1. Licht, A. H., Tasiopoulou, E., Wastiau, P. (2017). Open Book of Educational Innovation. European Schoolnet, Brussels. 183 p. 2. Ferguson, Rebecca & Barzilai, Sarit & Ben-Zvi, Dani & Chinn, Clark & Herodotou, Christothea & Hod, Yotam & Kali, Yael & Kukulska-Hulme, Agnes & Kupermintz, Haggai & Mcandrew, Patrick & Rienties, Bart & Sagy, Ornit & Scanlon, Eileen & Sharples, Mike & Weller, Martin & Whitelock, Denise. (2017). Innovating Pedagogy 2017: Exploring new forms of teaching, learning and assessment, to guide educators and policy makers. 44 p. 3. Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Publications Office of the European Union, Luxembourg. 93 p. 4. Aurelio Villa Sánchez, Manuel Poblete Ruiz. (2008). Competence-based learning. A proposal for the assessment of generic competences. Tuning Project. 334 p. 5. Khrin, I.V. (2018). Methods of teaching English with the use of innovative pedagogical technologies. Kyiv: Kravchenko Y.O. 127 p. <p>2. Additional</p> <ol style="list-style-type: none"> 1. Shapran, O.I. (2012). Modern pedagogical technologies in the professional training of teachers. Pereiaslav-Khmelnyskyi: K S V. 280 s. 2. Torubara , O.M. (2013). Application of the latest information technologies in the educational process of higher educational institutions. Bulletin of Chernihiv National Pedagogical University, 108(2), 73–78.

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3. Others:

1. <http://www.nbu.gov.ua/e-resources/>
2. <https://www.ted.com/>
3. <https://www.youtube.com/watch?v=vSAXJCPC5C4>
4. <https://www.youtube.com/watch?v=0rAbylCphUk>
5. <https://www.youtube.com/watch?v=IdTzVjXXDyM>
6. <https://www.youtube.com/watch?v=Xi2Qm87kC7o>
7. <https://www.youtube.com/watch?v=9JY2vuxdWnU>
8. https://www.youtube.com/watch?v=ItG0pPx_Us4
9. <https://www.youtube.com/watch?v=uvTStTEFGxw>
10. <https://www.youtube.com/watch?v=ASOjzP4u774>
11. <https://www.youtube.com/watch?v=iFsnptdepvk>
12. <https://www.youtube.com/watch?v=vppK2awbDY4>
13. <https://www.youtube.com/watch?v=CXOX1hH7col>

The system of internal quality assurance of teaching discipline

Survey of students about the quality of teaching the course, the results of their success, motivation of students to study the discipline.

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