

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

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PEDAGOGY OF HIGHER EDUCATION

**Guidelines for practical tasks and independent work
of Master's (second) degree students of speciality
011 "Educational, Pedagogical Sciences"
of the educational program
"Pedagogy and Education Administration"**

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P36

Compiled by T. Pohorielova

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Guidelines to practical tasks devoted to the organization of the process of formation of future specialists' professional responsibility are provided.

For Master's (second) degree students of speciality 011 "Educational, Pedagogical Sciences" of the educational program "Pedagogy and Education Administration".

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Introduction

Sustainable development of society requires a change in approaches to the educational process and the transfer of emphasis on the personality of the future specialists and their professional qualities as critical factors in ensuring the sustainable development of the economy and society. Human responsibility is one of the essential factors in ensuring development sustainability.

This fact raises the problem of training highly qualified specialists, namely future managers, who will treat the performance of professional duties responsibly and conscientiously, be aware of their civil-professional commitment to the state and society, be guided in a fleeting economic and social situation, and predict and evaluate the possible results and consequences of their actions.

The guidelines are devoted to organising the practical process of forming the professional responsibility of future managers in the field of education. They were developed based on the analysis of the existing scientific and pedagogical sources within this field of knowledge and the author's own pedagogical experience.

These guidelines can be used by university teachers, master students majoring in pedagogy, and those interested in the issues of future specialists' professional training.

The guidelines gradually describe the stages of future managers' professional responsibility development.

The application of the educational methods and technologies mentioned in the guidelines is based on the following principles:

- informative and personalised feedback;
- trustful communication based on moral encouragement, honesty, benevolence, and readiness for dialogical interaction;
- the incentive for independent research and search work;
- partnership and teamwork.

Step 1. Planning and predicting activities regarding the organisation of the process of professional responsibility development

Several diagnostic procedures must be carried out to prepare for this process. First, measuring and analysing students' current level of professional responsibility, independence in performing tasks, and ability to set goals is essential. This confirms or refutes the idea of the practicality of introducing this model for a specific group of people. These diagnostic procedures can be carried out using the following questionnaires.

1. D. Watson's Personal and Social Responsibility Questionnaire [10].

Rank the following statements. Your response scale must range from "strongly disagree" (1) to "strongly agree" (6).

1. I respect others (respect).
2. I respect my teacher(s) (respect).
3. I help others (caring and helping).
4. I encourage others (caring and helping).
5. I am kind to others (caring and helping).
6. I control my temper (respect).
7. I am helpful to others (caring and helping).
8. I participate in all of the activities (effort).
9. I try hard (effort).
10. I set goals for myself (self-direction).
11. I try hard even if I do not like the activity (effort).
12. I want to improve (self-direction).
13. I give a good effort (effort).
14. I do not make any goals (self-direction).

2. T. Dubovitskaya's technique to determine the students' professional orientation level. (Interpretation of O. Bondarchuk [4]).

Read carefully the statements of the questionnaire below. Diagnose your level of professional orientation and the degree of manifestation of the desire to master the profession in the chosen speciality following the instructions

provided. Mark your answer opposite the question number by selecting one of the options that correspond to your opinion: yes (++) , more likely yes (+) , more likely no (-) , no (--).

The questionnaire

1. Everyone can get the profession they like, corresponding to their interests and inclinations.

2. If I had the opportunity to start learning again, I would choose the same profession I am currently studying.

3. I am forced to study at this faculty due to unavoidable circumstances and not out of a desire to get into this profession.

4. My desire to get this profession and work in it is stable and reasonable.

5. I am studying for higher education, and the future profession interests me a little.

6. I see little positive for myself in my future profession.

7. My hobbies and leisure activities relate to my future profession.

8. There are many other professions in the world that I like much more than my future profession.

9. On my initiative, I read additional literature related to the future profession.

10. After graduation, I will further improve my skills in the profession I am getting now to work more efficiently.

11. The profession I received and worked in is unlikely to bring me moral satisfaction in the future.

12. I will try to do everything not to work in the profession that I acquire.

13. Even if it is difficult, after graduation, I will strive to find a job (and work) in the profession I currently receive.

14. Currently, I work (or want to find a job) in the profession that I master.

15. I have no desire to work in my profession.

16. On occasion, I strive to get acquainted with the work of specialists in my future profession.

17. If I work in the profession I am currently mastering, it will not last long.

18. Working in the profession I am now mastering will allow me to express myself and my abilities entirely in the future.

19. After graduation, I will master and work in another profession.

20. In a person's life, not everything depends on themselves; they sometimes face circumstances.

Processing of results. "Yes" – numbers 2, 4, 7, 9, 10, 13, 14, 16, 18;
 "No" – numbers 3, 5, 6, 8, 11, 12, 15, 17, 19.

For each match, 1 point is awarded (answers to questions 1 and 20 are not considered when processing the results). The total number of points is calculated, and the level of professional orientation (LPO) is determined according to the following standards: 0 – 4 points: low LPO; 5 – 13 points: average LPO; 14 – 18 points: high LPO.

3. M. Rokeach's Value Survey [9].

Diagnose your level of manifestation of terminal and instrumental values. Read the values in the questionnaires A and B carefully. Select the most meaningful to you in each list and give it 18 points. Rank all the values in both lists so that the least significant value gets 1 point (Table 1).

Table 1

A list of values

List A (terminal values)	List B (instrumental values)
true friendship	cheerfulness
mature love	ambition
self-respect	love
happiness	cleanliness
inner harmony	self-control
equality	capability
freedom	courage
pleasure	politeness
social recognition	honesty
wisdom	imagination
salvation	independence
family security	intellect
national security	broad-mindedness
a sense of accomplishment	logic
a world of beauty	obedience
a world in peace	helpfulness
a comfortable life	responsibility
an exciting life	forgiveness

4. M. Savchin's technique "Evaluation of the motives for responsible behaviour" (interpreted by T. Alekseeva [1]).

Assess your motives for responsible behaviour. Carefully read the explanations in the questionnaires in Tables 2 – 11 and note the possible reasons for your behaviour.

1. Social motives.

Table 2

Social motives

I behave responsibly because:		True
1.1	moral and social norms require this	
1.2	society's opinion about the level of my responsibility is essential	
1.3	in order not to upset family and friends	
1.4	I don't want to give in to other people	
1.5	I respect those who teach me	
1.6	I don't want to disappoint those who expect my responsibility	
1.7	I realise the importance of social duties	
1.8	I consider myself a socially active person	
1.9	I understand that without responsibility, I will not be able to master the profession	
1.10	my words rarely diverge from what concerns my profession	

2. Moral motives of self-affirmation.

Table 3

Moral motives of self-affirmation

I try to assert myself morally		True
1	2	3
2.1	not to compromise myself in the eyes of others	
2.2	to earn the recognition of other people	
2.3	to win the affection, authority, respect, and recognition of other people	
2.4	to justify the experience of others	
2.5	to make parents happy	
2.6	to demonstrate my best qualities	

Table 3 (the end)

1	2	3
2.7	to convince others of their responsibility	
2.8	not to look less relevant than others	
2.9	not to look irresponsible	
2.10	to enhance my moral education	
2.11	to act responsibly	
2.12	through professional knowledge to develop my professional responsibility	
2.13	to care for my loved ones	

3. Motives for self-realisation.

Table 4

Motives for self-realisation

I try to self-actualise because I get satisfaction from the following		True
3.1	compliance of duties with my abilities and preferences	
3.2	results of the performance of duties and orders	
3.3	overcoming obstacles and difficulties in performing assignments and tasks	
3.4	performing tasks because they help me implement my abilities, knowledge, and skills	
3.5	primary professional actions	
3.6	acquisition of knowledge in the chosen speciality	
3.7	acquisition of skills in the chosen speciality	
3.8	mastering skills in the chosen speciality	
3.9	awareness of the development of professional competence	
3.10	development of personal qualities corresponding to the chosen speciality	
3.11	gaining the curiosity and prudence necessary to achieve professional success	
3.12	ability to position yourself as a future specialist	
3.13	the process of professionally directed learning	
3.14	the process of professional development	
3.15	responsibility as a professionally significant positive quality	
3.16	professional life control	
3.17	professional image	

4. Pragmatic motives.

Table 5

Pragmatic motives

I am responsible for mastering my profession because		True
4.1	I benefit from it	
4.2	I have material rewards from this	
4.3	I wish that my requests would be treated responsibly	
4.4	if I help someone else, they will be grateful	
4.5	if I help someone else, life will grant me the best opportunities	
4.6	I study the prospects of my future career	
4.7	I have plans to get a good job	
4.8	I have plans to get an exciting job	
4.9	I have plans to get a high-paying, prestigious job	
4.10	proper responsibility ensures effectiveness in finding any information	
4.11	informational uncertainty does not prevent me from committing responsible actions	
4.12	I have the opportunity to act responsibly regardless of the degree of certainty of the problem	
4.13	I adjust my professional choice	
4.14	I sincerely want to be successful in my professional life	

5. Motives for professional self-affirmation.

Table 6

Motives for professional self-affirmation

In carrying out my duties		True
5.1	I try to be in the focus of attention of future specialists	
5.2	I demonstrate my superiority over students from other universities	
5.3	I am afraid of losing my prestige as a future professional	
5.4	I perceive myself as a socially helpful citizen	
5.5	I can realise my career potential in my professional area	
5.6	I am satisfied with my communication with fellow students	
5.7	I wish to ensure a comfortable life as a universal personal value	
5.8	I have the opportunity to communicate with people of high professional status	
5.9	I have the chance to communicate with people with a higher financial status	
5.10	I can communicate with famous people (politicians, artists, athletes, etc.)	
5.11	I highly appreciate myself as a professional	

6. Non-specific motives.

Table 7

Non-specific motives

I take learning responsibly because		True
6.1	I am afraid of condemnation from the environment	
6.2	my parents agree to support me	
6.3	I do not wish to serve in the army	
6.4	I can be rewarded	
6.5	I am worthless in a professional sense	
6.6	I face hostility	
6.7	it's usually easy to explain my professional actions and feelings	
6.8	I want to promote the socio-economic and cultural progress of my country	
6.9	having received higher education, I will get the opportunity to go abroad	

7. Motives for professional knowledge acquisition.

Table 8

Motives for professional knowledge acquisition

I show my responsible behaviour, as I want to know how much		True
7.1	I am ready for professional activity as a specialist	
7.2	I am prepared for professional activity as a person	
7.3	I adequately assess my professionally important qualities	
7.4	I can perform professional activities creatively	
7.5	I understand and control my negative traits as a future professional	
7.6	I have acquired professional skills and abilities	
7.7	independence is my professional choice	
7.8	I lack energy, will, and dedication for future professional activities	
7.9	I am satisfied with what kind of professional I am	
7.10	my character and willpower meet my professional expectations	
7.11	I improved my professional activity	
7.12	I am interested in my professional self	

8. Communicative motives.

Table 9

Communicative motives

I study conscientiously because		True
8.1	there is an opportunity to communicate with others	
8.2	among the responsible people, there are many of my friends	
8.3	I don't want to be isolated	
8.4	I communicate with individuals whom my future career growth depends on	
8.5	most acquaintances do not perceive me as a professional now	
8.6	I arouse sympathy from most of my friends	
8.7	there are or have been people in my professional life whom I have been extremely close to	
8.8	in this way, I provide for my need for emotional contact	

9. Motives for educating others.

Table 10

Motives for educating others

I behave responsibly because I strive to		True
9.1	educate junior students	
9.2	realise the meaning of life of a mature person	
9.3	cultivate certain qualities of my classmates	
9.4	educate other classmates by making a conscious professional choice	
9.5	form a vector of professional goal	
9.6	be attractive to other professionals	
9.7	show an excellent example of a classmate to others	

10. Spiritual motives.

Table 11

Spiritual motives

I believe that a responsible attitude is a spiritual value of a person; therefore		True
1	2	3
10.1	people must do only good and, therefore, always be responsible	
10.2	one of the duties of a person is to fight evil	

Table 11 (the end)

1	2	3
10.3	love for people encourages you to be accountable in professional activities	
10.4	faith in God is the foundation of my responsibility in my professional life	
10.5	people bear ethical responsibility within their professional environment	
10.6	the conscious choice of profession is an indicator of the spiritual culture of an individual	
10.7	a real professional needs to live in harmony with a professional conscience	

A further important step is to measure teachers' readiness to participate in the professional responsibility development process. For this purpose, diagnostic tools, namely secondary diagnostic questions, were determined for a focus group of teachers (modification of A. Mergler's methodology [7]).

Give answers to the following questions.

1. What does personal responsibility mean to you? What does professional responsibility mean to you?
2. If you broke down personal and professional responsibility into crucial components, what would they be?
3. Do you think self-control is essential to responsibility? Why? Why not?
4. Do you think accountability is an essential part of responsibility? Why, why not?
5. Do you consider it essential to bear personal and professional responsibility? Why? Why not?
6. How do you form/demonstrate responsibility in classes with students?
7. How do students demonstrate personal responsibility in higher education?
8. Who is responsible for forming the personal responsibility of parents (family members) or teachers (HEI staff members)?

Preparatory measures can be used for teachers who need more time to be ready to manage the professional responsibility development process.

Step 2. Organisational and methodological support is needed to develop future specialists' professional responsibility

For organisational and methodological support of future specialists' professional responsibility development, it is necessary to carry out several preparatory actions. Firstly, the level of teacher readiness to develop the professional responsibility of future specialists is crucial. To improve this level, it is recommended that several events be organised, namely seminars and training sessions:

1. The manager's responsibility role at the present stage of social development.

The content of the seminar: theoretical and methodological foundations of professional training of future professionals (reviewing legislative and regulatory documentation in the field of education: the National Qualifications Framework, the National Doctrine for the Development of Education of Ukraine in the 21st century, the Standard of Higher Education at the first level of higher education, the Strategy for Sustainable Development "Ukraine-2020", which actualises the importance of professional responsibility development; analysis of the essence and content of the concept of sustainable development and indicators of sustainable development; research of the concepts of professional training, professional competence, professional responsibility); professional responsibility and sustainable development (analysis of the concepts of professional responsibility of a manager, professional responsibility development; familiarisation with the content of the structural components of the professional responsibility of future specialists).

The seminar's content involves the construction of a profессиogram, characterising the scope of cross-cutting and professional competencies of future specialists, and determining the peculiarities of the process of professional responsibility development.

2. The case and dilemma method can be used to manage the process of forming future managers' professional responsibility.

The content of the training session: the case and dilemma method as a method of problem-solving-based learning; the history of the development of the case and dilemma method; the general characteristics of the case and dilemma method and requirements for its organisation; the potential of the technique for the development of student responsibility; the role of the teacher using the technique; the general principles of the introduction of the method

in the educational process. The content of the training involves familiarisation of teachers with the information below.

The case and dilemma technique is a method of dynamic situational analysis, which is based on learning by solving specific situations; it refers to non-game simulation interactive teaching methods widely used in the process of training specialists abroad; it's specially developed based on real cases of a professional or life nature for further analysis in the classroom. While using the methods, students learn to act as part of a team, analyse problem situations and make responsible management decisions.

The purpose of the case and dilemma method is to jointly analyse a problem situation by a group of students and develop the best practical solution in the context of the problem.

General characteristics of the case and dilemma method

1. These methods are used to obtain knowledge and experience from situations where the truth is pluralistic; there is no unequivocal correct answer to the question posed, but several solutions may differ in the degree of truth or rationality.

2. The purpose of the method is to obtain the correct answer and the orientation of students in a particular problem field.

3. The emphasis in learning is not on obtaining ready-made knowledge but on independent development, which involves the co-creation of the student and the teacher.

4. The student is equal with other students and teachers in discussing the problem.

5. In the process of using the methods, specific skills are formed to resolve situations and develop individual professional positions and life attitudes; a system of values and responsibility for decisions is created, and students learn to work within a team.

The case and dilemma method must meet the following requirements:

- comply with the educational goal;
- have an appropriate level of complexity;
- illustrate several aspects of socio-economic life;
- be relevant;
- contain typical professional or life situations;
- develop analytical and critical thinking;
- provoke a discussion;
- have several solutions.

The teacher's role is vital when using the case-and-dilemma method. The teacher facilitates students' activities, prevents conflicts, creates an atmosphere of cooperation and competition, and ensures the observance of the student's rights.

The teacher's performance is associated with the embodiment of several principles:

- the principle of partnership and cooperation with students based on dialogic interaction;
- the principle of reducing the role of the teacher as the only source of knowledge, increasing this role as a facilitator, expert, and consultant who helps the student to navigate new information;
- the principle of co-creation involves transforming the process and result of solving a case or dilemma into a uniquely creative and intellectual activity.

Step 3. Management of the process of professional responsibility development through the organisation of students' independent work

The purpose of the step is to emphasise the crucial role of independent work within the learning process during professional responsibility development. Accordingly, the purpose of managing students' independent work is the formation of a competence-based behavioural pattern for a future specialist who, after graduating from a higher education institution, will be ready to organise independent professional work, self-education, self-improvement, make responsible decisions in different complex situations of a professional nature, and think independently, creatively and critically in problem situations.

For the successful organisation of student's independent work, the following conditions must be established:

- assignments should encourage active cognitive activity;
- cognitive tasks must be well-formulated and contain an algorithm for submission;
- the teacher must clearly define the forms of reporting, the scope of work, and the timing of reporting on task submission;
- the teacher should organise consulting support (personal consultations, consultations using ICT tools);
- explicit criteria for evaluating the work done.

Students' independent work can be enriched and significantly improved through the introduction of ICT, namely Google services (Google Class and Google Calendar) and Moodle as instances of responsibility. These tools can ensure the implementation of the conditions listed above since these ICT means can serve as actual instances of responsibility.

Google Class is an information exchange platform between the subjects of the educational process. This service allows the teacher to structure the training course by sections, determine their topics, create a calendar plan, and indicate the timing of the study of the relevant material and the timing of the implementation of educational tasks [2]. An essential advantage of the service is productive and fast communication between the subjects of the educational process, which is the key to constructive feedback. In a specially created classroom, teachers can publish learning assignments for specific academic groups, send out announcements and initiate discussions. Students can exchange educational materials, design an individual learning trajectory, monitor their academic progress and the progress of the academic group, and add comments. Fig. 1 presents an example of using Google Class service to monitor the progress of an academic group.

☰ 3 C EXERCISING FINANCIAL CONTROL

	Потік	Завдання	Люди	Оцінки
Сортувати за прізвищем ▼	Загальна оцінка	17 квiт. Financial Control...	17 квiт. FINANCIA L...	Термін не ... https://qu izlet.com...
	з 100	з 100	з 100	з 100
Середня оцінка курсу	78%		78	
Денис Погорєлов	Оцінки немає	70 <i>Чернетка</i>	83 <i>Чернетка</i>	
Олена Чехратова	78%	67 <i>Чернетка</i>	78 Не здано	

Fig. 1. Using Google Class to monitor the progress of an academic group

Google Calendar (electronic organiser). This service is an essential means of setting the terms of reporting on the performance of students' independent work and a tool for developing a significant general competence of a specialist – time management. Using Google Calendar allows you to plan and set task deadlines, set reminders, create thematic calendars, make a list of tasks, etc. The calendar-sharing option provides opportunities for joint planning of the work of the teacher and the student [5]. Fig. 2 presents an example of using Google Calendar to set a deadline for completing tasks.

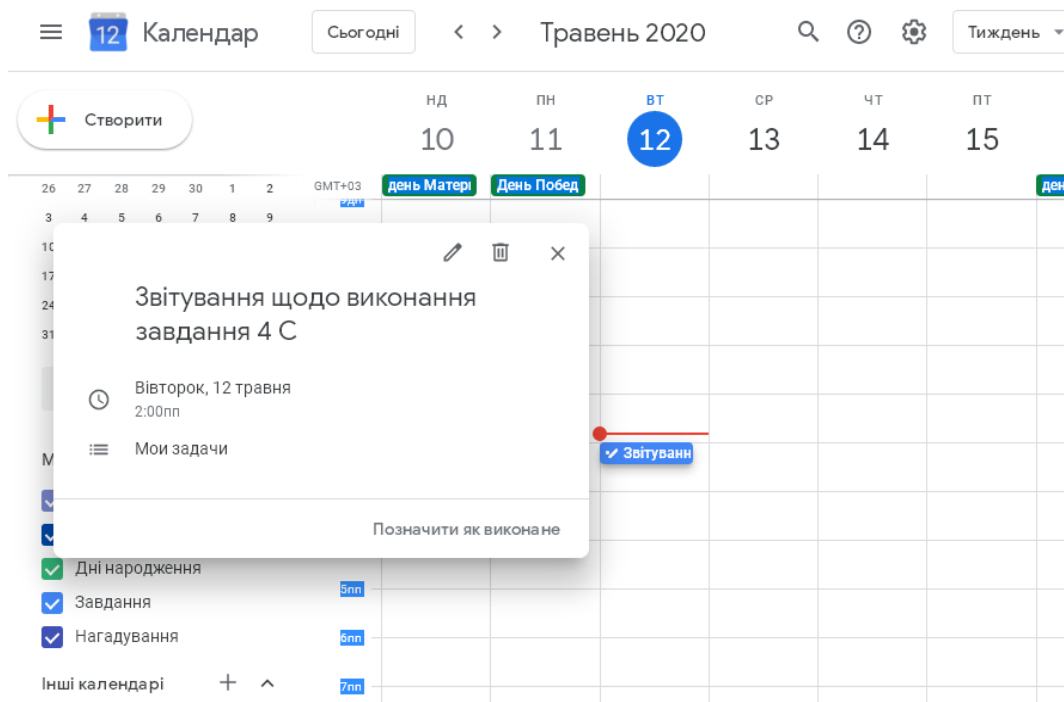


Fig. 2. Using Google Calendar to set task deadlines

Skilled specialists are creative, independent, responsible individuals who carry social values. They can set goals and find ways to achieve them by actualising the processes of self-reflection, self-education, self-correction, and self-improvement. This can be achieved due to the value-oriented direction of the context of academic disciplines.

Step 4. Value-oriented context of academic disciplines

As noted earlier, the humanitarian and socio-economic cycle disciplines, namely Foreign Language (for professional purposes), Computer Science, etc., can become reasonable bases for creating meaningful value-oriented contexts.

These guidelines provide recommendations and task patterns that can be used for course preparation.

One purpose of studying social and humanitarian disciplines is to attract students' attention to their value-semantic content. However, for the teacher, the challenge is that values are not passed down as actual knowledge or competence. They are transmitted to and assimilated by an individual only via conscious moral choice, experience, and assessment. The potential of a value-oriented learning context can provide conditions for developing students' professional responsibility.

Since responsibility development is a personally driven process implemented at the value-semantic and emotional-volitional levels, the main conditions for value orientation of academic disciplines are as follows:

- extraction of meaningful knowledge from the totality of educational information rather than the study of information as such;
- building students' own evaluative opinions or judgments rather than mastering the assessment offered from outside;
- development of students' style and method of self-expression in educational activities rather than programmable performance of the educational task.

To implement the above conditions, it is necessary to ensure the availability of appropriate educational materials (development of seminars, training sessions, round tables), which can be used as separate training modules or in the course of specific academic disciplines. For instance, since the professional activity of a manager belongs to the type of profession "person-to-person," the communicative competence of the manager, the level of their culture of professional communication, the skills of finding and selecting the necessary knowledge to make responsible decisions in a timely and correct manner come to the fore. As mentioned earlier, to develop these skills and abilities, it is appropriate to use problem-based learning methods: cases, dilemmas, role-playing games, educational debates, educational discussions, etc. Here are some extra examples of training techniques that can be used in the process of value-oriented course content development:

- solving cases of a professional nature. This type of activity involves solving problem situations of such kinds: "choose the right solution to a professional situation" (students choose the right solution, argue their choice, and explain why others are wrong); "offer a solution to the situation" (students independently choose ways to solve the problem situation); "find a mistake in solving a professional situation" (students are offered a case that is solved

incorrectly); "possible consequences" (the problem situation involves various options for a solution, but it is necessary to assess the possible negative consequences that may arise in the event of an irresponsible decision); "timely decision" (students solve a problematic situation of a professional nature, they are given a limited amount of time during which it is necessary to make a responsible decision based on the acquired knowledge on a particular topic or subject);

- solving moral dilemmas. This type of activity involves solving problem situations that contain moral choices. There is an example of such a learning situation.

You're a young actor or lawyer. You have been offered a role in a film or legal case that will make you famous and wealthy. However, you need clarification on some of the moral and ethical aspects of the proposed work. The director/employer says that if you want to get a position, you must do anything, whether you like it or not. It also reminds you that many other candidates are waiting for their chance for fame and success [8].

- role-playing games containing professional, personal, or life situations. This activity involves reproducing problem situations in roles with their subsequent solution. There is an example of such a learning situation.

You just won two tickets for a concert by your favourite music band. You have two best friends who love this band too, and both want to join, but you can only choose one of them. What are you going to do? [8].

After completing the role-play, students should discuss the following issues:

1. How do you feel after making a decision?
2. How did you feel when trying to make a decision?
3. What did you consider when making a decision?
4. What could be the consequences of the decision?

- educational debates. Debates help students shape their position on various socio-economic problems and skills to present them to others with reason.

The debate thesis for future managers may be: "The state should regulate CO emissions into the atmosphere purely by economic methods." The task is to find convincing arguments supporting or refuting this thesis. The debate results will be the finding, processing, and applying information about the causes and consequences of climate change and the state's role in solving the problem [3, p. 29];

- educational discussion. The discussion provides an opportunity to work out different views on information on the issue of debate, formulate and defend one's position, and coordinate one's own opinion with the positions of others.

The topic of discussion may be problems related to corporate social responsibility, such as: "Should our state support the system of limiting greenhouse gas emissions through quotas?" The preparatory tasks for the students will be searching for alternative information and arguments for and against, familiarising themselves with opposing opinions on the problem, developing and presenting an individual position, and coordinating with others [3, p. 29];

- interdisciplinary project. The participation of future specialists in the project activities, which entail responsible behavioural patterns, makes it possible to consider various aspects of a specific territorial community where students live in the process of project implementation. Such a project should also provide a practical part, which allows participants to outline and make a specific contribution to solving the problem at the level of their family, university, district, village, and city [3, p. 30].

Other examples of such a training technique are as follows.

You are at a party, and it is 11:30 pm. You know you must be home by midnight, or you will get in trouble with your parents. Your good female friend asks you to go for a walk with her and some other people you don't know. You know you will be home late if you stay with your friend.

However, you do not wish to leave your friend alone with strangers. Therefore, you decide to stay with your friend and do not contact your parents to let them know you'll be late. When you do arrive home, your parents are waiting and angry. After you have explained what happened, they state that you have broken the rules and that you will be grounded for a month.

- *In the above scenario, what choices have been made?*
- *How do you feel about your parent's reaction, and how do you respond?*
- *How do you feel about the outcome (being grounded)?*

Answer the following questions.

1. What does personal responsibility mean to you?
2. What would it be if you broke personal responsibility into its essential parts?
3. Can you imagine an example where you struggled to control your emotions and/or behaviour? What was happening to you at that time?
4. Do you believe you can control your emotions and behaviour?

5. If you feel that someone is holding themselves accountable for their choices and behaviour, what does that mean to you?

6. Do you hold yourself accountable for your choices, the behaviour you enact, and the outcomes you face?

7. Do you believe it is vital to take personal responsibility? Why, why not?

8. What in your life do you take personal responsibility for?

Watch the video "In Search of Character" and answer the following questions [6]:



1. Do you consider yourself to be a responsible person? Why? In what ways?

2. The people in the video identified several aspects of responsibility. What were they? Do you agree with them? What does responsibility mean to you?

3. Do you need your friends and family members to be responsible? Why?

4. Carlos said, "Maybe the real question is not "What am I going to do", maybe it's "What kind of person do I want to be?" What did he mean by that?

5. Think about somebody you know who is very responsible. How does that person demonstrate responsibility? Does that make you respect them more?

6. The girl who hit the parked car felt she had to report it. Why take responsibility for something nobody saw you *do*?

7. What does the golden rule have to do with responsibility?

8. What is the relationship between blaming and responsibility? How did Dr. Mike change blaming others into a tool for teaching responsibility? Think about some of your biggest problems in school. Do you blame anyone for those problems?

9. Dr. Mike told Carlos responsibility is power. What did he mean? Do you agree?

10. How did Lateefah's story make you feel? What did you learn from it?

11. Lateefah said, "My future is up to me." Do you agree with that idea? Explain. What would Lateefah's life be like if she had not taken personal responsibility for changing it?

12. How does Lateefah's story demonstrate the power of taking responsibility?

13. It's been said that "There are no rights without responsibility, and there is no responsibility without rights". What does that mean? Do you agree? What is the relationship between rights and responsibilities?

14. Dr. Mike said we need to separate problems into three categories: those we have no control over, those we have some influence on, and those we have total control over. How would it help resolve our problems to look at them this way?

15. Anika quotes her grandmother as saying, "You can't control what life puts at your doorstep, but you have complete control over how you respond to it". What does that mean? How can you apply this principle to your daily life?

16. What does being responsible have to do with the quality of your character?

17. What are the benefits of being a responsible person? How do you benefit from the responsibility of others?

18. Did the video present any ideas you disagree with?

Written assignments

1. What responsibilities do you believe you have for 1) yourself, 2) your family, 3) your community, and 4) the world?

2. Think of an instance when you were impressed by a teenager's willingness to take responsibility. Write a news story (or letter to the editor) about this person.

3. Write a letter to someone in the news who did something that you think was irresponsible. Be specific about why you don't think it was right and why this action sets a bad example. Mail the letter.

4. Write an essay about the relationship between your age and level of responsibility. How do responsibilities differ for people your age and older adults? How has your sense of responsibility changed as you have gotten older? At what age should we become responsible and accountable for our actions?

5. Write five things you could say to yourself when tempted to act irresponsibly. Explain the meaning and significance of each.

6. Describe something you've done that was irresponsible. How did you feel afterwards? What did you learn from it?

7. Describe what this society might be like if nobody was accountable for their actions and if nobody kept their commitments.

Step 5. Introduction of a multidisciplinary course to enhance professional responsibility in the academic discipline

The content of a short multidisciplinary course was developed within the guidelines (Table 12). The purpose of the course is to embrace the integrative content of the components of the professional responsibility of future managers in the field of education.

The tasks of the course are to increase the level of students' awareness regarding the peculiarities of the manager's professional activity, establish the value principles of personal responsibility, form positive attitudes toward the chosen profession, develop a conscious desire to bear responsibility, orient students to partnership and cooperation in solving professional problems.

The program includes minilectures, audio and video materials, use of ICT tools, active and interactive forms, and learning methods (brainstorming, case method, dilemma, educational discussion, group project, role play, questionnaire, presentation of activity results, etc.).

The knowledge acquired by the students during the course may contribute to the development of the following abilities and skills:

- searching and systematising information;
- independent and critical thinking;
- predicting the consequences of individual and collective actions;
- the ability to make responsible decisions;
- establishing good interpersonal relationships in various professional communication situations;
- self-education;
- self-improvement skills.

As a result, future managers will know the professional terminology for managerial activities, goals and principles of the philosophy of sustainable development, the professional qualities of a modern manager, the place of responsibility among the professional qualities of a modern manager, the importance of corporate social responsibility at the current stage of social development, principles of responsible business, peculiarities of oral and written business communication, international business etiquette, intercultural features of business communication.

The analysis of the trial course implementation results within the framework of managing the process of future managers' professional responsibility development gave grounds to assert that, provided it is methodically correctly organised, it will increase future managers' individual and professional responsibility.

The content of the multidisciplinary course aimed at enhancing professional responsibility within the academic discipline

Module topic	Submodule topic	Activities
1	2	3
Module 1. Business communication ethics	<p><i>1.1. Definition of business communication ethics.</i> The role of human ethics and human values in communication. Basic ethical principles for business communication</p>	Brainstorming, video clips, questionnaires, group discussion
	<p><i>1.2. Cultural identity.</i> Intercultural barriers; direct and indirect communication and conflict styles; international business etiquette</p>	Video clips, group discussion, vocabulary work, role-play
	<p><i>1.3. Verbal communication for international business.</i> International meetings, international emailing, and telephoning</p>	Workshop on conducting negotiations, writing resumes, cover letters, brainstorming, discussion, video clips, and role-play
	<p><i>1.4. Cross-cultural implications of management.</i> Management styles in different countries; employer-employee relationships</p>	Information search, group discussion, role-play, dilemma and decision
Module 2. Society and sustainable development	<p><i>2.1. The basics of sustainable development.</i> The essence of the concept of sustainable development, its principles, and global indicators of sustainable development</p>	Brainstorming, video clips, group work, group project presentation
	<p><i>2.2. Thinking global.</i> The connections between local and global communities and businesses</p>	Brainstorming, video clips, information search, group work, case study
	<p><i>2.3. Sustainability challenges.</i> Responsible lifestyle and citizenship. Education for sustainable development</p>	Video clips, questionnaires, group discussion
	<p><i>2.4. Sustainable ideas</i></p>	Group project presentations

Table 12 (the end)

1	2	3
Module 3. Corporate social responsibility	<p><i>3.1. The importance and origin of corporate social responsibility.</i> Business and society; business ethics and corporate social responsibility</p>	Brainstorming, video clips, group work, group project presentation
	<p><i>3.2. Responsible business.</i> Responsible management; responsible leadership</p>	Brainstorming, video clips, information search, group work, role-play
	<p><i>3.3. Modern corporate social responsibility strategies.</i> The role of a manager in corporate social responsibility strategy implementation; corporate social responsibility in Ukraine</p>	Video clips, questionnaires, group discussion
	<p><i>3.4. Corporate social responsibility ideas</i></p>	Group project presentations
Module 4. Manager image in a modern company	<p><i>4.1. The personality of a manager.</i> Essential professional qualities of a manager. Managerial tasks and duties</p>	Brainstorming, video clips, group work, group presentations
	<p><i>4.2. Manager images across countries and cultures</i></p>	Brainstorming, video clips, information search, group work, role-play
	<p><i>4.3. The role of responsibility among managerial qualities</i></p>	Video clips, group work, case study, group presentations
	<p><i>4.4. Famous managers and their success stories</i></p>	Individual presentations

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НАВЧАЛЬНЕ ВИДАННЯ

ПЕДАГОГІКА ВИЩОЇ ОСВІТИ

**Методичні рекомендації до практичних завдань
та самостійної роботи студентів
спеціальності 011 "Освітні, педагогічні науки"
освітньої програми "Педагогіка та адміністрування освіти"
другого (магістерського) рівня
(англ. мовою)**

Самостійне електронне текстове мережеве видання

Укладач **Погорєлова Тетяна Юріївна**

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