OSVO 1-08 80 02-2012

ОБРАЗОВАТЕЛЬНЫЙ СТАНДАРТ ВЫСШЕГО ОБРАЗОВАНИЯ

ВЫСШЕЕ ОБРАЗОВАНИЕ

ВТОРАЯ СТУПЕНЬ (МАГИСТРАТУРА)

СПЕЦИАЛЬНОСТЬ 1-08 80 02 ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ)

СТЕПЕНЬ МАГИСТР ПЕДАГОГИЧЕСКИХ НАУК

ВЫШЭЙШАЯ АДУКАЦЫЯ

ДРУГАЯ СТУПЕНЬ (МАГIСТРАТУРА)

СПЕЦЫЯЛЬНАСЦЬ 1-08 80 02 ТЭОРЫЯ I МЕТОДЫКА НАВУЧАННЯ I ВЫХАВАННЯ (ПА ГАЛIНАХ I ЎЗРОЎНЯХ АДУКАЦЫI)

СТУПЕНЬ МАГIСТР ПЕДАГАГIЧНЫХ НАВУК

HIGHER EDUCATION

SECOND STAGE (MASTER'S STUDIES)

SPECIALITY 1-08 80 02 THEORY AND METHODOLOGY OF TEACHING AND EDUCATION (BY FIELDS OF STUDIES)

DEGREE MASTER OF ARTS IN EDUCATION

(as amended by the decree of the Ministry of Education of 24.07.2017 N 88)

Ministry of Education of the Republic of Belarus

Minsk

**1 area of ​​use**

This educational standard is used in the development of educational and program documentation, educational and methodological documentation, educational publications and information and analytical materials of the educational program of higher education of the second stage (master's program) (hereinafter - the educational program of the master's program).

This educational standard is mandatory for use in all institutions of higher education of the Republic of Belarus that provide training in the educational program of the magistracy in the specialty1-08 80 02"Theory and methods of training and education (by areas and levels of education)".

**2. Regulatory references**

This educational standard uses references to the following legislative acts:

Code Republic of Belarus on education;

Law of the Republic of Belarus dated July 10, 2012 N 425-Z "On the state innovation policy and innovation activity in the Republic of Belarus";

STB ISO 9000-2015 Quality management systems. Basic provisions and dictionary (hereinafter - STB ISO 9000-2015);

OKRB 011-2009 National classifier of the Republic of Belarus "Specialties and qualifications" (hereinafter - OKRB 011-2009);

OKRB 005-2011 National classifier of the Republic of Belarus "Types of economic activity" (hereinafter - OKRB 005-2011).

**3. Basic terms and definitions**

This educational standard uses the terms established in code of the Republic of Belarus on education, as well as the following terms with their respective definitions:

**Innovation**- new or improved products, new or improved technology, new service, new organizational and technical solution of industrial, administrative, commercial or other nature introduced into civil circulation or used for own needs.

**Innovation activity**- activities to transform innovation into innovation.

**Competence**- the ability to apply knowledge and skills to achieve the intended results (STB ISO 9000-2015).

**Competence**- knowledge, skills and experience necessary for solving theoretical and practical problems.

**Master's dissertation**- independently performed research work, which has internal unity, is dedicated to solving a theoretical, experimental or applied problem in the relevant field of professional activity, indicating the author's personal contribution to science and (or) practice.

**Module**- a relatively isolated, logically completed part of the educational program of the master's program, which ensures the formation of a certain competence (competence group).

**Quality assurance**- part of quality management aimed at ensuring confidence that quality requirements will be met (STB ISO 9000-2015).

**Profiling**- a variant of the implementation of the educational program of the master's degree in the specialty, due to the peculiarities of the professional activity of the master.

**Pedagogical activity**- purposeful influence of the teacher, focused on the versatile development of the student's personality and preparing him for life in modern socio-cultural conditions.

**Pedagogical process**- developing interaction of educators and educated, aimed at achieving a given goal and leading to a pre-planned change in state, transformation of the properties and qualities of educated.

**4. General provisions**

**4.1. General characteristics of the specialty**

Speciality1-08 80 02"Theory and methods of training and education (by areas and levels of education)" in accordance with OKRB 011-2009 refers to the profile of education B "Pedagogy. Vocational education", the direction of education 08 "Vocational education" and provides a master's degree.

**4.2. Requirements for the level of education of persons entering higher education of the II stage**

The level of education of persons entering for higher education of the II stage is higher education of the I stage.

**4.3. Forms of higher education of the II stage**

Education in the magistracy provides for the following forms: full-time (daytime, evening) and part-time.

**4.4. Terms of obtaining higher education of the II stage**

The term for obtaining higher education of the second stage in full-time form is 1 year.

The terms for obtaining higher education of the second stage in the evening and correspondence forms can be increased by no more than 0.5 years relative to the period for obtaining higher education in the daytime form.

**5. Characteristics of the professional activity of the master**

**5.1. Sphere of professional activity of the master**

The main areas of professional activity of the master are:

853Secondary education;

854Higher education.

722Scientific research and development in the field of social sciences and humanities;

8412Management of social programs.

**5.2. Objects of professional activity of the master**

The objects of the master's professional activity are: educational systems, educational technologies and educational and methodological support, the pedagogical process; processes of implementation of educational programs in institutions of general secondary education, secondary specialized, higher education, educational innovations, management processes of educational institutions.

**5.3. Types of professional activity of the master**

The master should be competent in the following professional activities:

research;

scientific and pedagogical;

innovative and pedagogical;

educational and methodical;

expert evaluation;

organizational and managerial.

**5.4. The tasks of the professional activity of the master**

The master should be prepared to solve the following tasks of professional activity:

*research activities*

development of methodology and methodology for conducting pedagogical research;

organization of experimental activities in educational institutions of various types;

conducting scientific research on individual sections (stages, tasks) of the topic as a responsible executor or together with a supervisor;

design, organization, implementation and evaluation of the results of scientific research in the field of education using modern methods of psychological and pedagogical science, information and innovative technologies;

*scientific and pedagogical*

development of models for the effective organization of professional pedagogical activity and the studied processes, phenomena and objects related to the professional sphere;

collection, processing, analysis and systematization of scientific and pedagogical information, the choice of methods and means for solving pedagogical problems and typical professional tasks;

setting educational and educational goals on a diagnostic basis for students with different educational needs, learning opportunities, learning profiles;

implementation of professional and personal self-education, designing an educational route, academic and professional career;

*innovative pedagogical*

search, creation and implementation and reflection of innovations that ensure the modernization of the existing educational practice of vocational education;

organization of innovative training and education in educational institutions;

development and implementation of research and innovation programs, scientific and methodological support for individual and group research and innovation activities of students and teachers;

scientific and methodological support for the implementation of the results of research and innovation activities in teaching practice;

*educational and methodical*

development of teaching aids, guidelines on topical issues of pedagogical science and practice;

development of educational and methodological support for educational processes: educational and program documentation, educational and methodological complexes, educational resources, including electronic ones, and evaluation of its implementation;

search, collection and systematization of teaching materials to improve the efficiency of the organization of the educational process;

designing educational environments, educational programs, new disciplines and elective courses that ensure the quality of the educational process and meet the individual educational needs of students;

compliance with the requirements for the regulatory support of the educational process, initiating changes to improve the regulatory framework governing the educational process;

*expert evaluation*

examination and evaluation of educational programs, projects, psychological and pedagogical technologies in terms of their compliance with the age and educational capabilities of students, modern achievements in pedagogical science and practice;

assessment of the results of training and education using integrated monitoring of the educational process.

participation in the examination of the system of normative support of the educational process;

monitoring the effectiveness of research and innovation activities in an educational institution;

evaluation of the effectiveness of the development strategy of an educational institution.

*organizational and managerial*

providing pedagogical support for the development, self-development and formation of an individual educational trajectory of students;

ensuring equal conditions for students with different educational needs through the creation of an adaptive educational environment;

management of the implementation of the results of research work;

development of projects for the development of an educational institution and the implementation of measures aimed at their implementation;

management of a subdivision, educational institution; promotion of the interests of the educational institution in the course of interaction with social partners.

**5.5. Opportunities for Continuing Master's Education**

The master should be prepared to master the postgraduate educational program mainly in the following specialties:

13.00.01 General pedagogy, history of pedagogy and education;

13.00.02 Theory and methodology of training and education (by areas and levels of education);

13.00.04 Theory and methods of physical education, sports training, health-improving and adaptive physical culture;

13.00.05 Theory, methodology and organization of social and cultural activities;

13.00.08 Theory and methodology of vocational education.

**6. Requirements for the competence of the master**

Master who has mastered the content of the educational program of the master's program in the specialty1-08 80 02"Theory and methods of training and education (by areas and levels of education)", must have universal, in-depth professional and specialized competencies.

**6.1. Requirements for universal competencies**

The master must have the following universal competencies (hereinafter referred to as the UC):

UC-1. Own the methodology of scientific knowledge, be able to analyze and evaluate the content and level of philosophical and methodological problems in solving problems of research and innovation.

UC-2. Be able to apply the methods of scientific knowledge (analysis, comparison, systematization, abstraction, modeling, data validation, decision making, etc.) in independent research activities, generate and implement innovative ideas.

UC-3. To be able to carry out pedagogical activities in educational institutions, to master and implement effective educational and information and communication technologies, pedagogical innovations.

UC-4. Be able to manage a team, ensuring a tolerant perception of social, ethnic, confessional and cultural differences.

**6.2. Requirements for advanced professional competencies**

The master must have the following in-depth professional competencies (hereinafter referred to as IPC):

IPC-1. To be able to introduce the results of research and innovation activities into the educational process.

Code of Criminal Procedure-2. To be able to develop and implement new methodological models, methods, teaching technologies, taking into account domestic and foreign experience, to analyze the effectiveness of their use in the educational process.

IPC-3. To be able to develop and implement research and innovation programs for educational institutions, teachers, and students.

**6.3. Requirements for the development by a higher education institution of the results of mastering the content of the master's educational program**

When developing a master's educational program based on this educational standard, all universal and in-depth professional competencies are included in the set of required results for mastering the content of the master's educational program in accordance with this educational standard.

When developing the educational program of the master's program, the institution of higher education profiles the educational program of the master's program, taking into account the topics of research and development of organizations that need to train masters.

The name of profiling is determined by the institution of higher education independently and may be included in the names of the model curriculum in the specialty, the curriculum of the institution of higher education in the specialty.

The list of universal competencies established by this educational standard can be supplemented by an institution of higher education, taking into account the profiling of the master's educational program.

The list of specialized competencies is established by the institution of higher education independently, taking into account the profiling of the educational program of the magistracy.

Additional universal competencies and specialized competencies are established on the basis of generalization of foreign experience, consultations with organizations that need to train masters, and other sources.

The totality of the universal and advanced professional competencies established by this educational standard, as well as the additional universal competencies and specialized competencies established by the institution of higher education, should provide the master with the ability to carry out at least one type of professional activity in at least one area of ​​professional activity specified in[subsections 5.1](#P72)And[5.3](#P84)of this educational standard.

**7. Requirements for educational and program documentation**

**7.1 Composition of educational and program documentation**

The educational program of the master's program includes the following educational and program documentation:

standard curriculum for the specialty;

the curriculum of the institution of higher education in the specialty;

curricula of institutions of higher education in academic disciplines (modules);

practice program;

individual work plan of the undergraduate.

The master's educational program may additionally include the following educational and program documentation:

minimum programs for candidate examinations in general education disciplines;

minimum programs for candidate tests (differentiated tests) in general education disciplines;

standard curricula for academic disciplines (modules).

**7.2. Requirements for the development of educational and program documentation**

The maximum study load of a master student should not exceed 54 academic hours per week, including all types of classroom and extracurricular work.

The volume of compulsory classroom studies, determined by the institution of higher education, taking into account the specialty, the specifics of the organization of the educational process, the equipment of the educational and laboratory base, information, scientific and methodological support, is set within 16 - 24 classroom hours per week. For undergraduates from among foreign citizens, the volume of classroom studies can be increased by an institution of higher education.

The hours allotted for independent work in an academic discipline (module) include the time provided for preparing for the exam (exams) and (or) credit (tests) in this academic discipline (module).

**7.3. Requirements for the structure of the curriculum of a higher education institution in the specialty**

The curriculum of a higher education institution in the specialty is developed in accordance with the structure shown in Table 1.

Table 1

|  |  |  |
| --- | --- | --- |
| No. | Name of master's activities, modules, academic disciplines | Labor intensity (in credit units) |
| **1** | **Theoretical training** | **32 - 42** |
| 1.1 | State component: Philosophical and methodological problems of education (Philosophy and history of education, Methodology and methods of scientific research), Management of innovations in education (Concepts and strategies for the development of pedagogical science and education, Strategic and innovative management in the field of education) | 8 - 15 |
| 1.2 | Higher education component | 21 - 31 |
| 1.3 | Optional disciplines |  |
| 1.4 | Additional types of training |  |
| **2** | **Practice (**pedagogical) | **6 - 12** |
| **3** | **Master's dissertation** | **12 - 16** |
|  | **Total** | **60** |

The distribution of labor intensity between individual modules and academic disciplines of the state component, as well as individual types of practices, is carried out by a higher education institution.

The study of general educational disciplines "Philosophy and Methodology of Science", "Foreign Language", "Fundamentals of Information Technology" should ensure the formation, respectively, of the following competencies: own the methodology of scientific knowledge, be able to analyze and evaluate the content and level of philosophical and methodological problems in solving scientific problems - research and innovation activities; speak a foreign language for communication in an interdisciplinary and scientific environment, in various forms of international cooperation, research and innovation; have the skills to use modern information technologies to solve research and innovation problems.

The number of hours for studying general education disciplines is planned in accordance with the minimum programs for candidate examinations and candidate tests (differentiated tests) in general education disciplines approved by the Ministry of Education of the Republic of Belarus. General education disciplines are included in the list of academic disciplines of the cycle "Additional types of education" of the curriculum and are studied at the choice of the undergraduate.

The practice is aimed at consolidating the knowledge and skills gained in the process of theoretical training in the master's program, mastering the skills of researching topical scientific and applied problems, solving social and professional problems, applying innovative technologies, etc.

The type of practice is determined by the institution of higher education, taking into account the profiling of the educational program of the magistracy and the types of activities that the educational program of the magistracy is focused on. Practices within the same specialty of the magistracy may have different goals and objectives (for example, pedagogical, research, technological).

The laboriousness of preparing a master's thesis includes the laboriousness of research work on the subject of a master's thesis, as well as the design and preparation of a master's thesis for defense. The complexity of research work on the subject of a master's thesis may include research seminars, course design, etc.

The labor intensity of each academic discipline should be at least three credit units. Accordingly, the complexity of each module should be at least six credit units.

When developing the curriculum of an institution of higher education in the specialty, it is recommended to provide, within the framework of the component of an institution of higher education, academic disciplines (modules) at the choice of a master student in the amount of at least 30 percent of the total volume of theoretical education.

**7.4. Requirements for the development of an individual work plan for a master student**

The individual work plan of the undergraduate is developed by the head of the research work of the undergraduate together with the undergraduate, discussed at a meeting of the profiling (graduating) department and approved by the head of the institution of higher education.

The individual work plan of the undergraduate is developed on the basis of the curriculum of the institution of higher education in the relevant specialty of higher education of the II stage, includes a program for the preparation of a master's thesis and control measures.

**7.5. Requirements for the content of research work**

Requirements for the content of the research work of a master student are developed by the profiling (graduating) department.

In the course of carrying out research work, undergraduates develop the following skills:

generalization and critical analysis of the results obtained by domestic and foreign scientists, identification and formulation of topical scientific problems and research objectives;

substantiation of the relevance, theoretical and practical significance of the topic of scientific research, development of a plan and program for conducting scientific research;

conducting independent research using modern methods and technologies in accordance with the developed program;

development of models of the studied processes, phenomena and objects (selection or modification of existing models);

selection of methods and means for developing empirical research tools, collecting, processing, analyzing, evaluating and interpreting the results of the study;

independent bibliographic work with the involvement of modern information technologies;

presenting the results of the study in the form of a scientific report, article, report, model, layout, software product, patent, master's thesis, grant application, etc.

The content of the research work of the undergraduate is determined by the supervisor in accordance with the profile of the educational program of the master's program, the subject of his scientific research and is fixed in the individual work plan of the undergraduate.

The content of the undergraduate research work involves the following types of work:

performance of all types of research work carried out on the appropriate basis;

participation in scientific and scientific-practical conferences, round tables, discussions;

participation in competitions of research works;

implementation of independent research on the topic of the master's thesis.

The list of forms for the implementation of research work is specified and supplemented depending on the profile of the educational program of the magistracy.

**7.6. Requirements for learning outcomes**

Codes of universal and in-depth professional competencies, the formation of which is provided by the modules and academic disciplines of the state component, are shown in Table 2.

table 2

|  |  |  |
| --- | --- | --- |
| No. | Name of modules, academic disciplines | Codes of generated competencies |
| **1** | **Philosophical and methodological problems of education** |  |
| 1.1 | Philosophy and history of education | UC-1 |
| 1.2 | Methodology and methods of scientific research | UC-2, IPC-1 |
| **2** | **Management of innovations in education** |  |
| 2.1 | Concepts and strategies for the development of pedagogical science and education | UC-3, IPC-2 |
| 2.2 | Strategic and innovative management in education | UC-4, IPC-3 |

The learning outcomes for the modules and academic disciplines of the state component (know, be able, master) are determined by the curricula.

The learning outcomes for the modules and academic disciplines of the component of the institution of higher education, practices, research work, the institution of higher education plans independently. The institution of higher education can also specify and supplement the learning outcomes for the modules and academic disciplines of the state component, established by the standard curriculum.

Learning outcomes should be correlated with the required results of mastering the content of the master's educational program (competencies).

The set of planned learning outcomes should provide the master with the formation of all universal and in-depth professional competencies established by this educational standard, as well as all additional universal competencies and specialized competencies established by the institution of higher education independently.

**8. Requirements for the organization of the educational process**

**8.1. Requirements for staffing the educational process**

Teachers for the master's program must:

engage in scientific and (or) scientific and methodological activities;

own modern educational, including information technologies, necessary for the organization of educational and research processes at the proper level;

possess personal qualities and competencies that allow you to effectively organize educational and educational work with undergraduates.

**8.2. Requirements for the material and technical support of the educational process**

The institution of higher education must have:

the material and technical base necessary for the organization of educational and research processes, independent work and personal development of the undergraduate;

teaching aids necessary for the implementation of the educational program of the magistracy (instruments, equipment, tools, educational and visual aids, computers, computer networks, audiovisual aids and other material objects).

**8.3. Requirements for scientific and methodological support of the educational process**

Scientific and methodological support of the educational process must meet the following requirements:

academic disciplines should be provided with modern educational, scientific, other literature, curricula, educational and methodological documentation, educational, methodological, informational and analytical materials;

access for each undergraduate to library collections, electronic learning tools, electronic information resources (local access, remote access) in all academic disciplines should be provided.

Scientific and methodological support should be focused on the development and implementation in the educational process of innovative educational technologies that are adequate to the competence-based approach (creative and interactive learning, variable models of independent work, modular and rating systems of education, test and other systems for assessing the level of competencies, etc.).

**8.4. Requirements for the organization of independent work of undergraduates**

Requirements for the organization of independent work are established by law.

**8.5. Requirements for the organization of ideological and educational work**

Requirements for the organization of ideological and educational work are established in accordance with the recommendations for the organization of ideological and educational work in institutions of higher education and the program-planning documentation of education.

**8.6. General requirements for forms and means of diagnosing competencies**

Specific forms and procedures for the intermediate control of knowledge of undergraduates for each academic discipline are developed by the relevant department of the institution of higher education and are reflected in the curricula of the institution of higher education in academic disciplines.

To certify undergraduates for the compliance of their personal achievements with the stage-by-stage or final requirements of the educational program of the magistracy, funds of evaluation tools are created, including standard tasks, open-type tasks, communicative type tasks, tests, tests, complex qualification tasks, topics of essays, methodological developments on innovative forms of education and control over the formation of competencies, topics and principles for compiling essays, forms of questionnaires for self-assessment of undergraduates' competencies, etc. Funds of assessment tools are developed by the relevant departments of a higher education institution.

Evaluation tools should provide for assessing the ability of undergraduates for creative activity, their readiness to search for solutions to new problems related to the lack of specific specialized knowledge and the lack of generally accepted algorithms.

The following forms are used to diagnose competencies:

oral;

written;

oral-written;

technical.

The oral form of competency diagnostics includes:

interviews;

colloquia;

reports at seminars;

reports at conferences;

oral tests;

oral exams;

assessment based on a business game;

action tests;

other.

The written form of competency diagnostics includes:

tests;

control polls;

test papers;

written reports on classroom (home) practical exercises;

written reports on laboratory work;

essay;

abstracts;

research reports;

publication of articles, reports;

applications for inventions and utility models;

written credits;

written exams;

standardized tests;

assessment based on the module-rating system;

assessment based on the case method;

portfolio-based assessment;

assessment based on the method of developing cooperation;

assessment based on the project method;

assessment based on a business game;

other.

The oral-written form of competency diagnostics includes:

reports on classroom practical exercises with their oral defense;

reports on home practical exercises with their oral defense;

reports on laboratory work with their oral defense;

offsets;

exams;

assessment based on the module-rating system;

assessment based on the method of developing cooperation;

assessment based on the project method;

assessment based on a business game;

assessment based on the Delphi method;

other.

The technical form of competency diagnostics includes:

electronic tests;

electronic workshops;

visual labs;

other.

**9. Requirements for the final certification**

**9.1. General requirements**

The final certification upon completion of mastering the content of the educational program of the master's program allows you to determine the theoretical and practical readiness of the graduate of the master's program for research; scientific and pedagogical; innovative and pedagogical; educational and methodical; organizational and managerial; expert evaluation activities and the development of the postgraduate educational program.

**9.2. Requirements for a master's thesis**

The requirements for the structure, content and volume of the master's thesis are determined by the institution of higher education on the basis of this educational standard and Rules carrying out certification of students, cadets, listeners when mastering the content of educational programs of higher education.

When preparing a master's thesis, a master's student must demonstrate, based on the knowledge gained and the formed universal, in-depth professional and specialized competencies, the ability to solve problems of professional activity at the modern level, the ability to integrate scientific knowledge, scientifically argue his point of view.

Master's thesis upon completion of mastering the content of the educational program of the magistracy should be aimed at solving a theoretical, experimental or applied problem related to the theory and methodology of training and education (by areas and levels of education).

The master's thesis must contain an abstract part and a research part, reflecting the in-depth professional and specialized competencies of the master's graduate in accordance with the specialty of training. The research part should be at least 50 percent of the dissertation volume.

 *Decree of the Ministry of Education of the Republic of Belarus of June 26, 2019 N 81 "On approval of educational standards of higher education of the II stage" {ConsultantPlus}*