

**Ministry of Education and Science of Ukraine**  
**RIVNE STATE UNIVERSITY OF HUMANITIES**

**EDUCATIONAL PROGRAMME**

HIGHER EDUCATION LEVEL	first cycle higher education
HIGHER EDUCATION DEGREE	bachelor
FIELD OF EDUCATION	01 Education/Pedagogics
SPECIALITY	014 Secondary education (German Language and Literature)
QUALIFICATION GRANTED	Bachelor of Secondary education, teacher of German language, second foreign language and foreign literature

Educational-professional program of the bachelor level (speciality 014 Secondary education (German Language and Literature)) was developed to introduce Higher Education Standards in accordance with the corresponding level of higher education by the project group of Rivne State University of Humanities:

**The head of the group:**

Serediuk Larysa Anatoliivna– Doctor of Pedagogics, Associate Professor of the Department of Praxis German and French Languages.

**The members of the group:**

Dzhava Nadia Arsentiiivna - Doctor of Pedagogics, Associate Professor at the Department of Praxis German and French Languages.

Tereshchenko Tetiana Viktorivna - Doctor of Philology Sciences, Associate Professor at the Department of Praxis German and French Languages.

The educational programme was discussed and adopted by the academic council of Rivne State University of Humanities (Protocol from August, 31, 2016, # 7)

The Head of the Academic Council            Prof. Postolovskii R.M.

The programme was introduced by the order of the rector of Rivne State University of Humanities from August, 31, 2016, # 144-01-01 as a temporary document until implementation of the Higher Education Standard in accordance with the corresponding level of higher education in speciality 014 Secondary education (German Language and Literature).

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<b>1. Programme Profile</b>	
<b>speciality 014 Secondary education (German Language and Literature)</b>	
<b>1 – General Information</b>	
Full name of the higher educational institution	Rivne State University of Humanities
Official title of the educational-professional program	Educational-professional program of the bachelor level (speciality 014 Secondary education (German Language and Literature))
Degree type, scope, and structure of the degree program	Bachelor degree. Unitary. 240 credits / 4 years
Accrediting organization	National Agency for Quality Assurance in Higher Education
Accreditation terms	State Accreditation Commission. Valid until July, 1, 2026
Level / cycle	NQF of Ukraine – 6 <sup>th</sup> level, FQ-EHEA – 1 <sup>st</sup> cycle, EQF-LLL – 6 <sup>th</sup> level
Prerequisites	Certificate of complete secondary Education. External independent evaluation certificate.
Language(s) of study	Ukrainian, English, German, French, Russian
Main terms and their definitions	The programme uses the main terms and their definitions in an accordance with the Law of Ukraine “On Higher Education” # 1556-VII from July, 01, 2014, “Methodical recommendations for the development of higher education standards” adopted by the Higher Education Sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine (Protocol from March, 29, 2016, # 3)
<b>2 – The aim of the educational programme</b>	
	To train a highly qualified teacher of German language and literature, a second foreign language, and a foreign literature, who receives training on foreign languages (theory and practice), methods of foreign languages and literatures teaching, pedagogy and psychology of secondary education; has the formed skills of organizing the educational process, using technologies of in-class and extra-curricular activities in secondary school.
<b>3 – The characteristics of the educational programme</b>	
Subject area (field of education, speciality)	Field of education - 01 Education/Pedagogics  Speciality 014 Secondary education (German language and literature)  <i>The objects of the professional activity:</i> educational process in secondary school.  <i>The aims of education:</i> to train professionally competent teachers of foreign languages and literatures able to use gained knowledge and skills in the educational process.  <i>The theoretical content of the subject area includes:</i> innovative approaches, models, principles, concepts, and categories of pedagogical and philological sciences; theoretical, practical, and socio-cultural aspects of teaching foreign languages and world literature.  <i>Methods and technologies</i> are aimed at learning the methods of teaching and upbringing in the process of teaching foreign languages and foreign literature in secondary school; include methods and technologies (individual, group, informational) of the organization and implementation of the educational process.

	<i>Tools and equipment:</i> information and communication databases, software and Internet resources.
Orientation of the educational programme	Professional
Key approach of the educational programme and specialization	The programme is aimed at qualitative and quantitative parameters of the training of a teacher of a foreign language, a second foreign language, and a foreign literature that meet the requirements of the qualification, which means training for the implementation of educational, scientific, methodological, organizational, and managerial activity in various types of secondary schools. Key words: foreign language education, educational process, vocational and communicative competency, methodology and technology of teaching, organization, management, teacher.
Features and differences	The educational and professional programme is considering many years of experience in training professional teachers of foreign languages and foreign literature and relevant experience of leading national universities. It combines in-depth study of German language and literature, a second foreign language and foreign literature together with theoretical linguistic, psychological, and pedagogical disciplines, pedagogical (internship, propaedeutic) and speech practices, development and presentations of research projects of professional direction, joining the process of intercultural communication.
<b>4 – Employment of graduates of the educational program and continuing education</b>	
Professional rights	A bachelor of secondary education can work in the educational field; he/she can take teaching positions in secondary school. The educational, vocational, and scientific programme under the speciality "Secondary education (German language and literature)" is directed towards the training of professions in accordance with the current version of the National Classifier of Ukraine: Classification of professions (DK 003:2010)
Continuation of education (academic rights)	NQF of Ukraine – 7 <sup>th</sup> level, FQ-EHEA – 2 <sup>nd</sup> cycle, EQF-LLL – 7 <sup>th</sup> level
<b>5 – Teaching and assessment</b>	
Teaching	<i>Teaching technologies:</i> informational and communicational, distance study, student-oriented, modular, discussion, problem-solving, training in co-operation, projective education. <i>Forms of training:</i> lectures, seminars, laboratory and practical classes in small groups, individual classes and independent work on the base of textbooks and notes, collective, group, and integrative training, tutorials.
Assessment	Cumulative rating system, which includes assessment of students for all types of class and out-of-class academic activities, current control, stage-by-stage, module, and final control, qualifying (written, oral) exams, testing, presentations of scientific and creative work, credit from pedagogical practice, term papers, diploma (bachelor's) work.
<b>6 – Programme competencies</b>	
<b>Integral competency</b>	Ability to form the personality of a teacher characterized by a combination of theoretical, linguistic, cultural, and methodological knowledge of a foreign language; to apply adequate strategies and tactics of a successful communication to ensure efficient study; to achieve a high professional level of a vocational activity; to provide further self-improvement and self-realization.
<b>General competencies</b>	<b>1.</b> Ability to study and gain scientific and theoretical knowledge.

	<ol style="list-style-type: none"> <li>2. Ability to carry out pedagogical activity.</li> <li>3. Ability to apply the psychological patterns of learning in the educational activity.</li> <li>4. Ability to make decisions and be responsible for them.</li> <li>5. Ability to stimulate the activity of both individual students and a group as a whole.</li> <li>6. Ability to use information technologies and to work-out various types of information.</li> <li>7. Ability to self-development, creativity, self-determination, self-education, and competitiveness.</li> <li>8. Ability to apply the acquired knowledge and competencies in everyday life.</li> <li>9. Ability to communicate effectively and present complex comprehensive information verbally and in writing using information communication technologies.</li> <li>10. Ability to critical thinking.</li> <li>11. Ability to solve social and professional tasks.</li> <li>12. Ability to engage in creative, non-standard activities, to demonstrate his/her own initiative and independence actively.</li> <li>13. Ability to adapt and act in a new situation.</li> <li>14. Ability to analyze and evaluate contemporary social, educational, and cultural processes and phenomena.</li> <li>15. Ability to search and get new knowledge, acquire new skills, organize learning process (personal and group) through effective resources and information flows management.</li> </ol>
<b>Special (professional) competencies</b>	<ol style="list-style-type: none"> <li>1. Ability to apply knowledge of the pedagogy and psychology foundations in professional pedagogical activity.</li> <li>2. Ability to understand the specifics of verbal and non-verbal behaviour of a particular culture deeply, to percept multiculturalism.</li> <li>3. Ability to determine the educational goals and ways to achieve them, to build personal learning approach.</li> <li>4. Ability to apply a scientific method, observe, analyze, formulate hypotheses, collect data, conduct experiments, and analyze results.</li> <li>5. Ability to interpret and compare linguistic and literary phenomena, to use different methods of the text analysis, to analyze the trends of contemporary world literary process, to express personal opinion on the phenomena.</li> <li>6. Ability to apply information communication technologies for creation, search, processing, and exchange of information in professional pedagogical activities and public space.</li> <li>7. Ability to apply professional knowledge to different subjects of the curriculum, to structure the training material, to design and organize personal educational activity.</li> <li>8. Ability to use basic literary concepts to reveal the patterns of development of the modern literary process.</li> <li>9. Ability to participate effectively in foreign language communication choosing a correct discourse strategy and an adequate strategy for improving communication efficiency.</li> <li>10. Ability to use professionally-specialized knowledge and practical skills in the field of lexicology, theoretical grammar and phonetics, and stylistics of a foreign language.</li> <li>11. Ability to understand the national culture through the strengthening of the role of foreign language in the educational of students and to involve</li> </ol>

	<p>them in the world culture.</p> <p>12. Ability to adhere to modern language norms (in using foreign and state languages), to speak a foreign language at a level not lower than C1.</p> <p>13. Ability to select methods and means of diagnosis and correction of pupils' personal development, pedagogical support of the processes of socialization and professional self-determination of pupils.</p> <p>14. Ability to solve the problems of a pupils' group in the process of formation of foreign communication skills on the basis of differentiated and individual teaching approaches.</p> <p>15. Ability to intercultural communication that is an important structural component of the professional competency of the future teacher of a foreign language.</p>
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**7. Programme outcomes**

<b>Knowledge:</b>	<ol style="list-style-type: none"> <li>1) knowledge of linguistic norms, socio-cultural peculiarities of a foreign language development, features of different linguistic units used in a certain context, and the linguistic discourse of fiction;</li> <li>2) knowledge of the methods of bilingual and integrated language teaching, of parallel studying of related languages, of work in a heterogeneous (mixed) learning environment, and the didactics of multilingualism;</li> <li>3) knowledge of the State standard of general secondary education, the foreign language curricula for secondary education, and the ways of their implementation in different types of lessons and extracurricular activities;</li> <li>4) knowledge of modern methods and technologies for ensuring the quality of educational process in secondary school and modern psychological, philological, and didactic principles of teaching foreign languages;</li> <li>5) knowledge of the basic methods of phonological, morphological, syntactic, discursive, and semantic analysis of a foreign language text considering linguistic and extra-linguistic factors;</li> <li>6) knowledge of modern methods of processing and systematization of information in the field of professional activity and its use in the educational process;</li> <li>7) knowledge of the basic theoretical principles, concepts, and categories of the speech communication theory, of communication strategies and tactics;</li> <li>8) knowledge of current trends in teaching, ways of acquiring knowledge from a variety of sources and their critical evaluation, and methods of research in the methodology of teaching foreign languages;</li> <li>9) knowledge of the contemporary studies in linguistics, communication theory, literary criticism, and cultural studies and the ability to use them in the educational process;</li> <li>10) knowledge of the constituent elements and basic terms of philological science, the history of researches on German linguistics, and scientific paradigms of modern linguistics;</li> <li>11) knowledge of the general socio-cultural context of professional activity and ability to independently orient in the cultural environment of modern society and participate in the dialogue of cultures;</li> </ol>
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	<p><b>12)</b> knowledge of psychological and pedagogical aspects of education, upbringing, and development of secondary school students, critical attitude to ideological theories in the process of solving social and professional tasks;</p> <p><b>13)</b> knowledge of the relevant competencies, the structural elements of which are specific professional and personal qualities agreed with the request of society for the foreign languages study and world globalization and integration processes;</p> <p><b>14)</b> knowledge of the features of the literary process of different countries in the general cultural context, of literary trends, genres, and styles, of national literatures achievements, and of literary works of classics and modernity.</p> <p><b>15)</b> knowledge of modern forms of diagnosing schoolchildren's educational achievements, of methods of forming skills of independent work, and development of students' creative abilities and logical thinking.</p>
<p><b>Skills:</b></p>	<ol style="list-style-type: none"> <li>1) ability to coordinate and regulate the foreign language activity of all participants of communication and to choose adequate means of communicative influence on its further stimulation (mutual evaluation, mutual control);</li> <li>2) ability to understand the consistency of the literary process development and the aesthetic value of a literary work in the social context of a certain literary epoch considering literary criticism;</li> <li>3) ability to detect and analyze the psychological characteristics of an individual, to form a psychological portrait of a person, to create effective conditions for a pupil's self-realization and self-expression;</li> <li>4) ability to obtain knowledge from printed sources, conduct independent research, analyze best practices and generalize personal observations, represent the results in an independent work (lesson planning, creating of educational tasks, preparing extracurricular activities, etc.);</li> <li>5) ability to implement the following functions of a foreign language teacher: communicative and educational (to form competencies: foreign language, speech, socio-cultural, and educational), Gnostic (to analyze and predict the pupils' educational activity and personal professional activity), planning (to plan and creatively construct the educational process), organizing (to conduct lessons and extracurricular activities), educational (to provide the education with the foreign language means), upbringing (to educate students through personal attitude to a foreign culture and knowledge of a culture); developing (to develop intellectual and emotional spheres of the personality of schoolchildren, their cognitive and mental abilities);</li> <li>6) ability to carry out pedagogical support of schoolchildren autonomy and their training for the future profession;</li> <li>7) ability to determine the genre and style of a literary work, its place in the literary process, its traditional and innovative features, the relation to folklore, mythology, religion, philosophy, and its value in the context of the national and world cultures; to use various types of literary analysis;</li> <li>8) ability to analyze and adequately assess personal ability to learn a</li> </ol>

	<p>foreign language (self-esteem, self-control); possession of the professional culture basics;</p> <p>9) ability to choose an optimal structure of a foreign language class to achieve a specific goal, to specify communicative skills in a particular form of speech activity, and to select the tasks to ensure their formation;</p> <p>10) ability to organize further personal self-education, self-improvement, and self-development in the field of foreign language activity and the ability to control these activities;</p> <p>11) ability to choose an appropriate style of communication with pupils, to apply various tactics and methods of influence on schoolchildren in a variety of educational situations, to see strengths and weaknesses of personal actions;</p> <p>12) ability to combine insistency with democracy that means freedom of pupils' initiative and independence, to establish emotional contact, to form relationships of mutual empathy and trust, to show benevolence and tact in relations with pupils;</p> <p>13) ability to organize personal speech behaviour in accordance with the socio-cultural stereotypes of the native speakers and to involve pupils into the situation of intercultural communication created in educational environment;</p> <p>14) ability to be a speech partner for a pupil (to understand the position of a communicator, to show interest in his/her personality, his/her problems, to interpret his/her inner state through the nuances of behaviour, to influence a pupil indirectly through the creation of conditions for the appearance of a desired reaction to the phenomenon and facts of foreign culture, to accept the opinion of a partner);</p> <p>15) ability to use stimulating affects in comparison with appraisal and especially discipline ones, which block the teaching of foreign language communication.</p>
<p><b>Communication skills:</b></p>	<p>1) to percept and generate foreign language texts in accordance with the communicative tasks, which include the communication situation and communicative intention;</p> <p>2) to communicate with other people, to navigate the communication situation and to manage it;</p> <p>3) to establish socio-psychological communicative contact, individually oriented interaction providing the creative nature of the learning process and a high level of learning;</p> <p>4) to implement interlingual, intercultural, and interpersonal communication in the process of studying a foreign language, to create conditions for intercultural communication.</p>



<b>Autonomy and responsibility:</b>	<p>1) capable of expressing readiness for creative activity, responding appropriately to the demands of time, influencing pupils' morals, forming a spiritually and intellectual creative personality adapted to modern requirements, developed socially mature person who successfully masters the normative value of generations producing personal experience of activity, creativity, and communication;</p> <p>2) ready for methodical mobility and a new way of thinking, to systematic application of the competent and personally oriented technologies in the educational process;</p> <p>3) capable to show independence in the formation of a value system considering personal queries, norms of the situation, and aesthetic preference for the formation of the spiritual and value orientations of the pupils;</p> <p>4) able to adapt in the modern educational space; a competitive specialist, a researcher, creator of new knowledge, and a designer of life.</p>
<b>8 – Resource support for the implementation of the program</b>	
<b>Specific characteristics of staffing</b>	Scientific and pedagogical staff with scientific degrees provides the program. Lecturers who work at their main place of work cover 90% of the number of hours set by the curriculum; Ph.D. or professors cover 15%. In order to raise the professional level, all scientific and pedagogical staff undergoes an internship once in five years.
<b>Features of resources and facilities</b>	Use of modern software in the chosen speciality.
<b>Features of information and methodological support</b>	The use of the virtual learning environment of Rivne State University of Humanities. Scientific library, reading rooms, virtual learning environment Moodle, corporate mail, curriculum, syllabus, and sets of educational materials.
<b>9 – The main components of the educational program</b>	
<b>List of educational components (subjects, practices, term papers, and thesis)</b>	The matrix of compliance of program competences with the curriculum and its structure are given in the Appendices.
<b>10 – Academic mobility</b> (regulated by the Resolution of the Cabinet of Ministers of Ukraine No. 579 " On Approval of the Regulation for implementation procedure of academic mobility right" from August 12, 2015)	
<b>National Credit Mobility</b>	On the basis of bilateral agreements between Rivne State University of Humanities and higher educational institutions and scientific institutions of Ukraine.
<b>International Credit Mobility</b>	On the basis of bilateral agreements between Rivne State University of Humanities and foreign educational institutions: <ul style="list-style-type: none"> <li>• University Rennes 2 (Rennes, France)</li> <li>• University Via Domitia (Perpignan, France),</li> <li>• Jan Długosz Academy in Częstochowa (Częstochowa, Poland)</li> </ul>
<b>Teaching foreign students</b>	Possible

## **List of the educational programme components**

### **1. Normative disciplines**

History of Ukraine

History of Ukrainian Culture

Ukrainian language for professional purposes

Philosophy

Principles of Ecology

Age physiology and valeology

Economics

Religion Studies

Ethics and Aesthetics

### **2. Professional training**

Psychology

Pedagogics

Life Safety and Basics of labor protection

Introduction to Linguistics

Latin

Theory of the first foreign language (History of a language. Theoretical Phonetics. Theoretical Grammar. Lexicology. Stylistics)

General linguistics

Linguacultural Studies

Practice of Oral and Written Communication

Practical Phonetics

Practical Grammar

Second foreign language