
МЕТОДОЛОГІЯ І ТЕОРІЯ ПЕДАГОГІКИ

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**ANALYSIS OF STRATEGIC CURRICULUM PLANNING
AT INSTITUTIONS OF HIGHER EDUCATION IN TERMS OF PSYCHOLOGICAL
AND PEDAGOGICAL FACTORS**

Analysing strategic curriculum planning at institutions of higher education with regard to psychological and pedagogical factors it is important to ensure quality education and create a favourable learning environment for students. This analysis should consider various aspects that affect the learning process and student success. The Russian invasion of Ukraine has led to an urgent need to determine the psychological state of students, which can affect the educational process during the academic year. One of the main tasks of the institution of higher education is to provide daily psychological support and assistance to the participants of the educational process.

The first level of psychological assistance and emotional support in an institution of higher education is provided by all teaching staff. In addition, students' relatives, friends and the media are also involved in the process.

It is important to remember that psychological help and emotional support are not provided separately, but through the joint work of all educational and academic staff. However, approaches to this process may vary.

In any case, the important role of psychological services in the education system is growing significantly. It is aimed at conducting timely and systematic study of students' psychophysical development, as well as understanding their motives, behavioural characteristics and activities, considering their age, intellectual level, physical condition, gender and other individual characteristics. The psychological service also helps to create conditions for achieving educational and upbringing goals in institutions of higher education, promotes the social and intellectual development of students and ensures their mental health. It provides psychological, social and pedagogical support to all participants in the educational process in accordance with the goals and objectives of the education system.

Key words: strategic curriculum planning, students, psycho-pedagogical factors, academic staff, educational process.

Problem statement. The analysis of strategic curriculum planning at institutions of higher education in terms of psychological and pedagogical factors, should include certain mandatory elements – university mission and goals, courses and programmes, academic process, evaluation and progress monitoring, student support, accessibility of resources,

intercultural sensitivity, effectiveness and performance accountability, professional development of academic staff, student involvement in governance.

After the analysis, a plan for improving the strategic curriculum should be developed that considers psycho-pedagogical factors and contributes to the improvement of the learning process and student experience. Active cooperation between the administration, faculty and students can contribute to the successful implementation of changes.

Analysis of recent studies and publications shows that the issues of strategic curriculum planning in the system of higher education and the possibility of using strategic planning for the activities of institutions of higher education have been the subject of research by Ukrainian scholars such as L. Danylenko, H. Dmytrenko, L. Kalinina, L. Karamushka, V. Kolpakov, T. Orlov, O. Marmaza, V. Melnyk, Z. Ryabova and foreign ones such as Michael Fullan, David M. Armstrong, Margaret J. Wheatley, Andrew Hargreaves, etc. Their works address issues such as the definition of the goal and mission in the strategic curriculum planning of an educational institution, the specifics of strategic thinking of the management and staff of an institution of higher education, the internal environment of an education institution, the concept of managing education by target results, programme-based management of institutions of higher education, methods of evaluating the performance of education institutions, strategic planning in innovation management, determination of professional and personal qualities of managers-leaders, implementation of strategic personnel management, development of complex targeted programmes and projects, selection of methods of strategic planning for the long term, implementation of marketing research in the management of institutions of higher education and other aspects. These studies consider important aspects of management in the educational sector and opportunities for improving strategic curriculum planning to improve the performance of institutions of higher education.

Highlighting previously unresolved parts of the overall problem. At the same time, the results of the analysis of modern publications have shown that in pedagogical science, at the practical level, the analysis of strategic curriculum planning at institutions of higher education with regard to psychological and pedagogical factors, which is based on the theoretical provisions of strategic planning, is not sufficiently developed. It has been established that the most problematic issues are those related to the active cooperation between administration, academic staff and students, etc.

This paper aims to understand how psychological and pedagogical factors influence strategic curricular planning, and how to evaluate and enhance this process.

Outline of the main research material. In the modern world, education is one of the key components of social progress and development. It not only provides people with knowledge and skills but also shapes citizens who can adapt to changes in the world, develop innovations and influence social and economic processes. In this context, strategic curriculum planning is becoming an important tool for achieving education goals.

However, successful strategic curriculum planning requires consideration of many aspects, including psychological and pedagogical factors. It is known that each student has his or her own individual characteristics, needs and capabilities. Also, effective teaching methods and strategies may differ for different groups of students. Therefore, it is important to include the psychological and pedagogical context in the analysis and planning of educational strategies.

This article aims to consider the importance of these factors in shaping an effective education system and provide recommendations for improving strategic planning with regard to psychological and pedagogical aspects.

This topic is of great importance for all participants in the educational process – academic staff, students, parents, administrators and society as a whole. Only through joint efforts and an understanding of psychological and pedagogical aspects we will be able to create an educational system that is effective, modern and meets the needs of the modern world.

Let us consider some key terms and concepts which help readers understand the context in which they are used:

- **Strategic curriculum planning.** It is the systematic process of developing long-term educational goals, objectives and strategies to improve the quality of learning and teaching, higher quality education, and responsiveness to the educational needs of society and achieve educational outcomes. This process involves the development of plans and strategies that help to achieve educational objectives and goals on a long-term basis, often for a period of five to ten years or more. Typically, strategic curriculum planning is carried out by teams and committees that may include representatives from different levels of the education system, academic staff, university authorities, administrators, students and other stakeholders. They work together to identify strategic priorities, formulate specific goals and objectives, and determine action plans and resources needed to achieve these goals. It is important to note that strategic learning planning may differ from one institution to another, region to region, or country to country. Universities, cities, countries, and even other educational institutions may have their own procedures and structures for strategic planning. It is important that plans and strategies are tailored to the specific needs and characteristics of the educational environment. The purpose of strategic educational planning is to create a vision for the future of the educational process and to identify ways to achieve this vision. The main goal is to improve the quality of education, increase the effectiveness of learning and ensure compliance with educational standards and requirements of modern society.

- **Psychological and pedagogical factors.** These are elements and aspects related to psychology and pedagogy that influence students' learning and education. These may include individual needs and capacities of students, psychological motivation, structure of the learning process, etc. Psycho-pedagogical factors in education refer to aspects that consider the psychological and pedagogical aspects of teaching and learning. This includes understanding and considering the psychological needs, personal characteristics and development of students, as well as the use of pedagogical methods and strategies that promote effective learning and increase student motivation. Different categories of professionals are involved in researching and improving psychological and pedagogical factors in education. They include *educators and teachers* (work mostly with students and have to understand their individual needs and the structure of the learning process, study pedagogical methods that help achieve the best learning outcomes); *psychologists* (specialise in studying the psychological aspects of learning and development, help identify and address students' psychological difficulties and develop strategies for psychological support); *educational researchers* (conduct scientific research to understand and improve teaching methods, curricula and educational policies, develop theories and practical recommendations to improve the teaching and learning process); *educational management professionals* (are responsible for defining strategies for the development and implementation of pedagogical innovations in educational institutions); *psychological and educational consultants* (provide psychological and pedagogical advice and support to teachers, students, parents and others involved in the educational process). These professionals work together to develop and implement strategies that address the individual needs and characteristics of students, improve the quality of education and ensure its effectiveness.

- **Individualisation of learning.** It is an approach to learning that considers the individual needs and characteristics of learners and allows for the adaptation of the learning process to achieve the most effective results. Individualisation of learning is a pedagogical approach that involves tailoring the learning process to the needs and abilities of each individual learner. The main idea behind individualisation is to create a learning environment where each learner can learn at their own level, taking into account their individual characteristics, learning style, interests, needs and pace of learning. Individualisation of learning can include the following aspects:

- Delivery of material: Teachers deliver learning material in a variety of ways, using different learning resources and approaches to meet the individual needs of learners.
- Variety of tasks: Learners are given tasks that vary in difficulty and type according to their ability and level of preparation.
- Pace of learning: Students have the opportunity to learn at their own pace, moving from simple to complex and vice versa.
- Individual learning plans: Teachers can develop individual learning plans for students with special needs or a particular interest in certain topics.
- Autonomous learning: Students learn independently and self-directed, choosing tasks and resources according to their needs.

Individualisation of learning requires teachers to be flexible, analytical and supportive in order to create a stimulating learning experience for each student. It is an important part of the modern educational paradigm that promotes better learning outcomes and the development of students in all aspects of their personality. Teachers, psychologists, educational researchers and those who develop educational programmes and teaching methods are researching and working on the individualisation of learning.

• **Teaching methods and strategies.** They include a variety of approaches, techniques and methods that teachers and educators use to impart knowledge, develop skills and educate students. These methods and strategies are designed to achieve specific educational goals and to facilitate student engagement and development in the learning process. Teaching methods and strategies are researched and developed by educators, psychologists, educational scientists and other professionals. Here are some examples of such methods and strategies and those who have developed and refined them:

- Active learning methods – methods, which include dialogue, game, discussion and practical tasks.
- Problem-based learning – encourages learners to solve real-life problems and tasks.
- Interactive learning – an educational approach in which learners actively engage with the learning materials and participate in activities that require their active involvement, rather than passively absorbing information. It is a learner-centered approach that emphasises collaboration, problem-solving, and critical thinking.
- Developmental learning – an educational approach that considers the developmental stage, abilities, and needs of individual learners when designing and implementing instruction and curriculum. It recognises that learners progress through distinct developmental stages, and effective teaching should be tailored to align with these stages.
- Differentiated learning – an educational approach that recognises and accommodates the diverse learning needs, abilities, interests, and backgrounds of students within the same classroom.
- Project-based learning (PBL) – an instructional approach that centres learning around engaging, real-world projects or tasks. Instead of traditional classroom instruction, where students passively receive information, in PBL, students actively explore and solve complex problems, typically over an extended period.

These are just a few examples of methods and strategies in education, and the role of educators, psychologists and researchers in improving and implementing them in the classroom is important for achieving the best results in student learning and development. Teaching methods and strategies in education refer to the ways and approaches that teachers and educators use to teach and educate students. These methods and strategies are developed and used to achieve specific educational objectives and to maximise understanding and retention of learning material. Those involved in the development and implementation of pedagogical methods and strategies may be *teachers* (use pedagogical methods and strategies in the classroom, which include different teaching methods such as lectures, discussions, problem solving, group work, individual work and the use of different

learning materials and resources); *educational researchers* (conduct research to study effective teaching methods and strategies, develop new approaches to teaching and work with teachers to put them into practice); *methodologists and educational counsellors* (support teachers and educational institutions in selecting and implementing effective pedagogical methods and strategies); *textbook and learning materials writers* (create study guides, textbooks, video tutorials, online courses and other learning resources, and who develop teaching methods and strategies to help students acquire knowledge and skills); *administration of institutions of higher education* (involved in setting the overall teaching strategy and supporting teachers in implementing new methods and strategies). The introduction of effective teaching methods and strategies is essential for improving the quality of education and achieving educational goals. The development and improvement of these methods and strategies is a continuous process in education.

• **Educational goals and objectives.** These are specific, achievable goals and objectives set in strategic curriculum planning to improve the quality of education. These objectives may include raising levels of knowledge, developing skills, preparing for work, etc. Educational goals and objectives define the direction and prospects of the education system and are set at different levels of education, from general national strategic goals to specific goals of institutions of higher education. Educational goals define where education as a whole should go, while objectives specify the steps needed to achieve these goals. Who can set educational goals and objectives? *National and local education authorities* – ministries of education, departments of education, boards of education and other state and local bodies play a key role in setting national and regional education goals. They also guide educational development by setting policies and standards. *Institutions of higher education* – academic staff and their administrators develop educational goals and objectives for their particular institutions, taking into account the needs and characteristics of students. *Educational researchers and professionals* – academics and researchers in the field of education help to define evidence-based goals and strategies for educational development. *Non-governmental organisations and interest groups* – various stakeholders, including parents' associations, professional associations and civil society organisations, can influence the formulation of educational goals and targets through dialogue and lobbying. *International organisations* – organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) develop international standards and guidelines that influence the education goals of member countries. Educational goals and targets provide direction and guidance for the development of education, play an important role in policy formulation and curriculum planning to achieve specific educational outcomes.

Adaptive education. It is a pedagogical approach that aims to create conditions for the successful learning and development of every student, regardless of their individual needs, characteristics and abilities. The main idea of adaptive education is to ensure maximum access to education for all students, taking into account their individual characteristics and needs. Various participants in the educational process may be involved in adaptive education, including *academic staff* (play a key role in the implementation of adaptive education, should develop individualised curricula, use different teaching methods and strategies, and provide additional support and resources to students who need them); *educational counsellors and methodologists* (provide guidance and advice to teachers on how to implement adaptive approaches in the classroom); educational administrators and institutions (promote inclusive learning environments and provide resources for adaptive education); *governments and international organisations* (contribute to the development of adaptive education by developing legislation, standards and programmes that promote inclusion and adapt education to the needs of all learners). Adapted education helps to make education more accessible and effective for everyone, regardless of their individual limitations or characteristics. This approach supports the importance of learners' diversity and individuality and contributes to their success and development. Adaptive education is a

hot topic in modern educational science and many scholars are engaged in research in this area.

• **Inclusive education.** It is an approach to education that aims to provide access to learning and development for all learners, including those with different special educational needs or disabilities. Inclusive education creates conditions for different groups of students to learn in a single educational environment, where everyone has the opportunity to develop their potential and acquire knowledge and skills. In Ukraine and abroad, inclusive education is becoming increasingly important and is being researched and implemented by various players – Ministry of Education and Science of Ukraine, researchers and academics, educational institutions, international organisations, NGOs. The research and implementation of inclusive education is an important part of the development of education systems which contributes to the creation of a more equitable and accessible educational environment for all students.

These terms and concepts form the basis for understanding and analysing strategic curriculum planning in terms of psychological and pedagogical factors in this article.

Psycho-pedagogical factors play an important role in strategic curriculum planning as they consider the psychological and pedagogical aspects necessary for successful learning and teaching. Let us consider some key aspects of the importance of these factors:

- Attention to individual learner needs. Psycho-pedagogical factors allow the individual needs and characteristics of each learner to be taken into account. This includes analysis of students' knowledge levels, learning styles, interests, developmental and psychological characteristics. Strategic planning should aim to create individualised learning approaches for each student.

- Developing pedagogical methods. Effective teaching and learning methods can be developed by considering the psychological characteristics of students. Educators should use psychological principles to create lessons and programmes that promote optimal student development.

- Promoting social and emotional development. Psychological well-being and emotional resilience are important for learning. Strategic planning should include measures to support students' psychological and emotional well-being, which may include psychological support and social-emotional learning programmes.

- Assessment and monitoring. Psycho-pedagogical factors contribute to the design of assessment and monitoring systems that reflect learner progress and achievement. Well-designed assessment methods provide objective information about student and teacher performance.

- Adapting to change. Psycho-pedagogical factors are also important in adapting curricula and plans to changes in the student population, societal changes, new technologies, etc. Psychological and pedagogical research may indicate the need for changes in strategic planning to achieve better results.

Thus, psycho-pedagogical factors play a key role in strategic curriculum planning as they help create optimal conditions for students' learning and development, considering their individual needs and characteristics.

Reviewing and evaluating current strategic curriculum planning is an important step in ensuring the quality and effectiveness of the educational process. Let us discuss some steps that can be taken to carry out such an analysis and evaluation:

- Information Gathering – collect all available information about the current curriculum, including official documents, syllabi, guidelines, student assessment results, and reports from pedagogical committees.

- Goals and Mission Evaluation – check whether the goals and mission of the institution are reflected in the curriculum. They should be clearly defined and meet the needs of students and society.

- Analysis of Programme Content – evaluate the content of the curriculum to ensure that it meets current needs and academic standards. Check whether the individual needs and interests of students are considered.

- Evaluation of Teaching Methods – examine the teaching methods used in the curriculum. Psychological and pedagogical methods should be scientifically based and contribute to effective learning.

- Assessment and Monitoring of Progress – examine the system for assessing and monitoring student progress. It should be objective and aligned with learning objectives.

- Resource Consideration – ensure that the curriculum takes account of available resources, including staff, facilities and funding.

- Identifying Weaknesses and Areas for Improvement – identify weaknesses in the current curriculum and opportunities for improvement. Plan concrete steps to make changes.

- Development of an Improvement Strategy – based on the analysis, develop a strategy for improving the curriculum, including plans for introducing new methods, updating curricula, professional development for teachers, and other activities.

- Monitoring and Evaluation of the Results of the Changes – once changes have been made to the curriculum, their impact on student learning and development should be systematically monitored and evaluated.

Analysis and evaluation of ongoing strategic curriculum planning are an integral part of the process of improving the education system and ensuring the quality of education. They help ensure that curricula and methods meet the needs of modern society and contribute to the successful development of students.

Improving strategic curriculum planning is a continuous process that requires the involvement of many stakeholders and continuous improvement. This will help ensure high quality education and the successful development of students. Improving strategic curriculum planning to take into account psycho-pedagogical factors will help create a more effective and usable education system.

Conclusions. The study confirmed that the consideration of psychological and pedagogical factors in strategic curriculum planning is critical to the success and effectiveness of the educational process. Key findings of the study include – *student individuality* (learners have different individual needs, learning styles and developmental characteristics. Taking these factors into account helps to create a curriculum that meets the individual needs of each student); *modern teaching methods* (modern psychological and pedagogical research confirms the effectiveness of various teaching methods such as active learning, differentiated teaching, critical thinking, etc. Incorporating these methods into the curriculum helps to improve learning outcomes); *motivation and interest* (the psychological aspects of motivation and engagement play an important role in learning. The curriculum should help stimulate students' interests and maintain their motivation to succeed); *psychological support and emotional resilience* (strategic curriculum planning should include psychological support and emotional resilience programmes for learners that promote their psychological well-being and learning especially during war and post-war times); *assessment and monitoring* (assessing learner performance and using feedback to improve the learning process are important components of strategic learning planning. It helps determine the effectiveness of learning and identify opportunities for improvement).

Considering psychological and pedagogical factors in strategic curriculum planning is important for a number of key reasons:

- improving learning outcomes – considering individual needs, learning and developmental styles helps to ensure that each student is provided with the optimal learning environment. This increases their chances of success and achievement;

- maintaining motivation and engagement – understanding the psychological aspects of motivation and engagement helps to create a curriculum that encourages students to actively learn and grow;

- ensuring emotional wellbeing – psychological support and the development of emotional resilience are important for the psychological well-being of students. This helps to create a supportive environment for learning and teaching;

- adapting to changes – considering psycho-pedagogical factors helps institutions of higher education to adapt to changes in society, new technologies and the needs of students.

Thus, the inclusion of psycho-pedagogical factors in strategic curriculum planning is an important component of improving the quality of education and achieving the best learning outcomes for students. This contributes to a more adaptable, effective and humane education system.

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АНАЛІЗ СТРАТЕГІЧНОГО НАВЧАЛЬНОГО ПЛАНУВАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ З УРАХУВАННЯМ ПСИХОЛОГО-ПЕДАГОГІЧНИХ ЧИННИКІВ

Аналіз стратегічного навчального планування у закладах вищої освіти з урахуванням психолого-педагогічних чинників є важливим для забезпечення якісної освіти та створення сприятливого освітнього середовища для студентів. Цей аналіз має враховувати різні аспекти, які впливають на процес навчання та успішність студентів. Російське вторгнення в Україну призвело до появи нагальної потреби визначення психологічного стану студентів, що може вплинути на

освітній процес протягом навчального року. Одним з основних завдань закладу вищої освіти є надання щоденної психологічної підтримки та допомоги учасникам освітнього процесу.

Перший рівень психологічної допомоги та емоційної підтримки у закладі вищої освіти забезпечується всіма педагогічними працівниками. Крім того, до цього процесу також залучаються родичі, друзі студентів та засоби масової інформації.

Важливо пам'ятати, що психологічна допомога та емоційна підтримка надається не окремо, а завдяки спільній роботі всіх педагогічних та науково-педагогічних працівників. Однак підходи до цього процесу можуть бути різними.

У будь-якому випадку, важлива роль психологічної служби в системі освіти значно зростає. Вона спрямована на своєчасне та систематичне вивчення психофізичного розвитку учнів, а також розуміння їхніх мотивів, особливостей поведінки та діяльності за урахування віку, інтелектуального рівня, фізичного стану, статі та інших індивідуальних особливостей. Психологічна служба також сприяє створенню умов для досягнення освітніх і виховних цілей у закладах вищої освіти, сприяє соціальному та інтелектуальному розвитку студентів і забезпечує підтримку їхнього психічного здоров'я. Вона надає психологічну, соціальну та педагогічну підтримку всім учасникам освітнього процесу відповідно до цілей і завдань системи освіти загалом і системи вищої освіти зокрема.

Ключові слова: стратегічне навчальне планування, студенти, психолого-педагогічні чинники, науково-педагогічні працівники, освітній процес.