

## **Basics of the Project Management**

### **Аннотация:**

This educational and methodical complex is built on the principle of a route, following which you will be able to build a project concept from a project idea and present it to a potential investor, customer or partner. This is the itinerary of a big business game. At each station (topic)— they are waiting for you new information and tasks. By completing them, you will gain new knowledge and skills that will help you build your own project. Your project is a path from an idea to a result (product, event, technology, product or service). At the beginning of the path, you define the idea of the project. Your task is to prepare a presentation for a potential investor (customer) by the final lesson. He should be happy to agree to invest in your project (or in you). If you try hard, a business game can turn into a reality, a study group — into a real project team, and the expert you will be speaking to is an investor who will really give you the first financial resources for the implementation of the project or invite you to work. You have a real chance to open your own business, or at least acquire such competencies that will allow you to do it in the future.

### **Цель:**

The purpose of the course "Basics of the Project Management" is to purposefully form a number of skills that allow students to implement their ideas in the form of projects, to be an active participant in the project activities.

### **Задачи:**

The objectives of the course are to acquire skills in:

1. generating a project idea;
2. creating an effective project team;
3. development of the project plan and business model of the project;
4. evaluating the market and competitors of the project idea;
5. definition of the suitable sources of project financing;
6. evaluation of necessary resources for project implementation and construction of financial plan (estimate) of the project;
7. evaluation of investment attractiveness;
8. evaluation of project risks;
9. presentation of the project to the interested parties.

## Financial literacy

### Аннотация:

Изучение дисциплины «Финансовая грамотность» ориентировано на получение учащимися знаний о современных финансовых рынках, особенностях их функционирования и регулирования и возможностях населения в сфере управления личными финансами. В рамках курса изучаются основные финансовые институты, особенности финансового поведения потребителей, современные технологии финансового обслуживания, основы финансового планирования и безопасности потребителя при работе с финансовыми инструментами, налогообложение физических лиц.

The study of the discipline "Financial Literacy" is focused on obtaining students' knowledge about modern financial markets, the peculiarities of their functioning and regulation, and the capabilities of the population in the field of personal finance management. The course examines the main financial institutions, features of consumer financial behavior, modern financial service technologies, fundamentals of financial planning and consumer safety when working with financial instruments, taxation of individuals.

### Цель:

Формирование культуры экономического мышления и базовых компетенций в области экономической и финансовой грамотности, необходимых для ориентации и социальной адаптации учащихся к происходящим изменениям в жизни общества.

Formation of a culture of economic thinking and basic competencies in the field of economic and financial literacy, necessary for the orientation and social adaptation of students to the ongoing changes in society.

### Задачи:

- сформировать базовые компетенции в области финансовой грамотности,
- сформировать общее представление об особенностях современных финансовых рынков;
- обучить технологиям анализа финансовой информации;
- выработать практические навыки принятия финансовых и экономических решений.
- to form basic competencies in the field of financial literacy,
- to form a general idea of the features of modern financial markets;
- to teach financial information analysis technologies;
- develop practical skills in making financial and economic decisions.

### Требования к уровню освоения содержания:

Знает теоретические принципы функционирования современной экономики, основы функционирования собственного бизнеса, способы участия государства в формировании личного благосостояния граждан; умеет взаимодействовать с государственными и частными структурами в процессе получения финансовых услуг, реализации финансовых прав и ведения собственного бизнеса; владеет навыками принятия экономических решений в сфере ведения бизнеса и повышения личного финансового благосостояния

Знает понятие личных финансов (личного бюджета) и их структуру, роль личных финансов в формировании финансового благосостояния, способы ведения личного бюджета и риски его невыполнения умеет определять расходы и доходы для составления личного бюджета, выбирать финансовые инструменты для повышения доходности и снижения рисков личного бюджета владеет навыками управления личными финансами (бюджетом) с использованием различных финансовых инструментов и минимизацией собственных рисков

Знает методы финансового планирования личных доходов и расходов и особенности формирования личных финансовых целей; умеет планировать и балансировать личный финансовый бюджет в краткосрочном и долгосрочном периоде; владеет навыками разработки и корректировки личного финансового плана в различных жизненных обстоятельствах

Знает основные понятия и концепции в сфере сбережения и инвестирования; уметь проводить инвестиционные расчеты, владеть навыками принятия финансовых решений, направленных на повышение личного благосостояния

He knows the theoretical principles of the functioning of the modern economy, the basics of the functioning of his own business, ways of state participation in the formation of personal well-being of citizens; knows how to interact with public and private structures in the process of obtaining financial services, exercising financial rights and running his own business; has the skills of making economic decisions in the field of doing business and improving personal financial well-being

Knows the concept of personal finance (personal budget) and their structure, the role of personal finance in the formation of financial well-being, ways of maintaining a personal budget and the risks of its non-fulfillment is able to determine expenses and income for personal budgeting, choose financial instruments to increase profitability and reduce the risks of personal budget has the skills to manage personal finance (budget) using various financial instruments and minimizing their own risks

Knows the methods of financial planning of personal income and expenses and the specifics of the formation of personal financial goals; knows how to plan and balance a personal financial budget in the short and long term; has the skills to develop and adjust a personal financial plan in various life circumstances

Knows the basic concepts and concepts in the field of savings and investment; be able to carry out investment calculations, possess the skills of making financial decisions aimed at improving personal well-being

## **Foreign Language (English)**

The given course of English is determined for bachelor or specialist students of non-linguistic faculties for foreign students who study English as a foreign language. During this course students acquire linguistic and intercultural knowledge, develop speaking, listening, and writing skills on everyday and academic topics, form lexical and grammatical skills necessary for academic and professional activity. The course is aimed mainly at covering such topics as "Going to University", "Welcome to Russia", "Perm Krai" as well as "The UK", for the students should also be aware of intercultural and other facts connected with Great Britain.

### **Цель:**

The aim of the course is to develop students' communicative competences in mastering listening and speaking skills alongside the skills of translation from English into Russian and vice versa..

### **Задачи:**

The objectives of the course are:

- to learn some contemporary information about Russia, Perm Krai and the United Kingdom
- to master speech skills in speaking, listening, reading, and writing paying special attention to the first two,
- to develop skills of translation,
- to study basic vocabulary and terminology in the students' major.

## **History of Russia**

The discipline "History of Russia" is focused on the knowledge of the driving forces and laws of the historical process, the specifics of Russian history, the ability to analyze historical events and processes. The content of the discipline covers a range of problems associated with the definition of the place and role of Russia in the world historical process. As a result, students will learn the specifics of social, economic, and political processes at different stages of Russian history.

### **Цель:**

The aim of the course is to form the general cultural competence of the graduate associated with knowledge and respect for the historical heritage and cultural traditions of the country, tolerant perception of social, ethnic, religious and cultural differences, the ability to analyze the main stages and patterns of historical development of society.

The input control is carried out in the form of a test

### **Задачи:**

- to form a scientific understanding of the main stages of Russian history;
- to identify general and particular features of the Russian historical process;
- to contribute to the formation of the student's personality, combining scientific worldview, respect for historical heritage, patriotism;
- to teach students to express and justify their position on issues related to the historical past of our country.

## Philosophy

### **Аннотация:**

The discipline is aimed at the formation of knowledge about the major achievements of world philosophical thought, the current state of scientific and philosophical knowledge, the relationship of philosophical thought with the development of natural science, social and humanitarian sciences, social and historical practice, the problems of Russia's development. The course of philosophy includes two sections: general philosophy and social philosophy, which consider problems: the world as a system, the problem of the essence of the world, its unity and diversity, the problem of the essence of consciousness, its origin, structure and relationship with man, the problems of development and knowledge of the world, truth and practice, society as a complete system, laws of social development, principles and different approaches of historical typology of society, the life of society, especially postindustrial society, globalization processes, the essence and the essence of the historical process, the essence of the social and political science. The content is based on the idea of the historical process as a development of human essence.

As a result of mastering the discipline students become familiar with the main directions of world and domestic philosophical thought as a reflection of the cultural diversity of the modern world in its historical development, which allows you to use this knowledge to analyze modern social reality, social processes, the prospects for social development. The connection of philosophy with natural sciences and social and humanitarian sciences will allow to use scientific, systematic and interdisciplinary approaches to knowledge of nature and society, to solve the problems of science and practice. In philosophical science its very subject is dialectical, which creates favorable conditions for dialectical analysis, teaches to understand phenomena and processes as complex, being in development, including many dialectically interrelated sides, develops the ability to analyze problem situations as a system, identifying its components and connections between them, teaches to see, set and solve problems, see the relationship between different fundamental problems, develops the ability of substantive, essential, nomological their solution.

### **Цель:**

The purpose of the course of philosophy is the formation of knowledge about the main achievements of world philosophical thought, the current state of scientific and philosophical knowledge, the connection of philosophical thought with the development of natural science, social sciences and humanities, and general historical practice. The assimilation of philosophical knowledge is considered as an indispensable condition for the formation of a personal worldview, intellectual abilities, ability to lead discussions, to defend the arguments of science convincingly, to creatively apply this knowledge.

### **Задачи:**

- to give knowledge about the subject and the main problems of philosophy, its main directions and stages of development, about modern philosophical systems;
- to find out the role of philosophy in the development of society, the natural, social and technical sciences, art and culture in general;
- based on the principles of science and pluralism, to promote the formation of a realistic humanistic worldview, personality development, and creative thinking skills.

### **Требования к уровню освоения содержания:**

Students must know:

- main categories of philosophy,
- main directions in philosophy,
- basic philosophical theories,
- the main criteria of scientific knowledge,
- the main philosophical concepts of cultural and socio-historical development of society,
- the main ideas of the systemic and multidisciplinary approaches,
- the main ideas of the system method and the features of its application for the analysis of scientific problems.

Students must be able to:

- apply scientific criteria to the analysis of philosophical texts,
- search for information,
- apply knowledge in the field of philosophy to the analysis of the cultural diversity of the modern world in the context of its historical development,
- argue position,
- apply material from different disciplines to problem solving,
- correlate fundamental knowledge with the problems of our time and develop an action strategy,
- compare different approaches to solving problems of science and practice,
- develop an action strategy based on a systemic and multidisciplinary approach,
- formulate a problem, apply a systematic approach to resolving a problem situation.

Students must have:

- skills of critical analysis and synthesis of information,
- skills to critically evaluate the reliability of information sources,
- skills of the analysis of cultural features of the modern world in the context of its historical development,
- the ability to develop an action strategy based on a systemic and multidisciplinary approach,
- the ability to analyze problem situations, taking into account the methods and criteria of science,
- the ability to assess the heuristic potential of the main approaches to solving problems,
- skills of a systematic approach to the analysis and resolution of a problem situation.

## Physical training

### Аннотация:

Для студентов всех направлений подготовки и специальностей модуль «Физическая культура» реализуется в рамках дисциплины «Физическая культура» базовой части Блока 1 программ бакалавриата и специалитета в объеме 72 академических часа (2 зачетные единицы). Дисциплина содержит информацию, необходимую для изучения теоретической части программы. Вся программа разделена на 2 учебных периода. В первом учебном периоде предусмотрено изучение таких разделов программы как:

- Физическая культура в общекультурной и профессиональной подготовке студентов;
- Биологические основы физической культуры и спорта;
- Физическая подготовка в системе физического воспитания;
- Врачебный контроль и самоконтроль занимающихся физическими упражнениями и спортом;
- Основы здорового образа жизни. Физическая культура в обеспечении здоровья;
- Средства физической культуры для лиц с ОВЗ, направленные на их реабилитацию и включение в здоровую социальную среду;
- Профессионально-прикладная физическая подготовка.

Во втором учебном периоде предусмотрено изучение таких разделов программы как:

- Основы здорового образа жизни. Физическая культура в обеспечении здоровья;
- Основы методики самостоятельных занятий физическим и упражнениями;
- Спорт. Индивидуальный выбор видов спорта или системы физических упражнений;
- Особенности занятий избранным видом спорта или системой физических упражнений;
- Профессионально-прикладная физическая подготовка.

Также учебной программой предусмотрено обучение правильному проведению диагностики состояния функциональных систем организма человека, таких как: дыхательная, нервная, сердечно-сосудистая, мышечная системы и общая работоспособность организма.

For students of all directions of preparation and specialties the Physical culture module is implemented within discipline "Physical training" of a basic unit of Blok of 1 programs of a bachelor degree and specialist programme in volume of the 72nd class period (2 test units). The discipline contains the information necessary for a study of a theoretical part of the program. All program is partitioned into 2 educational periods. The study of such sections of the program as is provided in the first educational period:

- Physical culture in common cultural and vocational training of students;
- Biological fundamentals of physical culture and sport;
- Physical training in system of physical training;
- Medical monitoring and self-checking engaged in physical exercises and sport;
- Bases of a healthy lifestyle. Physical culture in support of health;
- Professional and application-oriented physical training.

The study of such sections of the program as is provided in the second educational period:

- Bases of a healthy lifestyle. Physical culture in support of health;
- Bases of a technique of independent occupations physical and exercises;
- Sport. Personal choice of sports or system of physical exercises;
- Features of occupations by the selected sport or system of physical exercises;
- Professional and application-oriented physical training.

Also training program provided training in the correct performing diagnostics of a status of the functional systems of a human body, such as: respiratory, nervous, cardiovascular, muscular systems and general operability of an organism.

### Цель:

The formation of students in the University of physical culture of the individual, manifested in the readiness for future professional activities, one of the important conditions of which is - knowledge of socio-biological and psychophysical foundations of mental work.

### Задачи:

The objectives of the course coincide with the main objectives of physical education in high school. Among them: - understanding of the social role of physical culture of the individual; - acquisition of students' knowledge of the biological foundations of physical culture; - acquisition of knowledge about the basics of the theory and methodology of physical education and sports training and mastering students of sports terminology. This will facilitate mutual understanding between the student and the teacher and expand the General cultural needs of students; - formation of belief in the need for regular physical training and sports and a motivated attitude to a healthy lifestyle (HLS); - understanding of the special importance of physical exercise for mental workers.

### Требования к уровню освоения содержания:

During the implementation of the approximate curriculum "Physical education", provided the proper organization and regularity of training sessions in the prescribed amount should be fully ensured the following requirements of the State educational standard of

higher education in this discipline (Federal component):

- physical culture in General cultural and professional training of students. Its socio-biological basis. Physical culture and sport as social phenomena of society. Legislation of the Russian Federation on physical culture and sports. Physical culture of personality;
  - the basics of a healthy lifestyle of the student. Features of use of means of physical culture for optimization of working capacity;
  - General physical and special training in the system of physical education;  
— sport. Individual choice of sports or exercise systems;
  - professionally-applied physical training of students. The basics of self-study techniques and self-control over the state of your body.
- In turn, this mandatory minimum content of the educational program of the discipline " physical education " allows you to determine the following requirements for the knowledge and skills of the student at the end of the course of study in this discipline:
- understand the role of physical culture in human development and training;
  - know the basics of physical culture and a healthy lifestyle. Possess a system of practical skills and abilities that ensure the preservation and strengthening of health, development and improvement of psychophysical abilities and qualities (with the implementation of the established standards for General physical and sports and technical training);
  - to gain personal experience in the use of physical culture and sports activities to improve their functional and motor capabilities, to achieve personal life and professional goals.



## Sport

### **Аннотация:**

For students of all areas of training and specialties, the discipline "Sport" is implemented in the amount of 328 academic hours (8 trimesters) to ensure the physical fitness of students, including professionally-applied ones. The indicated academic hours are obligatory for mastering and are not transferred to credit units. In each trimester, the following sections are provided for independent study: cross-training, athletics, ski training, general physical training, stretching, sports.

The discipline program "Sport" is aimed at:

- the implementation of the principle of variability, the more complete implementation of a personality-oriented approach to the educational process, the planning of the content of educational material, taking into account the health status of students;
- on the implementation of the principle of sufficiency and structural conformity of program material, its direct orientation to generally applied and personally significant physical training;
- for the acquisition by students of knowledge, skills and fitness activities, manifested in the ability to conduct classes on their own to improve health, improve physical development and physical fitness, both in educational activities and in various forms of outdoor activities and leisure.

For students with disabilities, classes in the sports section "Chess" are provided as an alternative to classes with increased motor activity.

For students of all directions of preparation and specialties discipline "Sport" is implemented of 328 class periods (8 trimesters) for support of physical fitness of students, including professional and application-oriented character. The specified class periods are mandatory for mastering and aren't transferred to test units. The following sections are provided in each trimester for an independent study: the cross preparation, track and field athletics preparation, ski preparation, general physical training, stretching, sports.

The program of discipline "Sport" is directed:

- on implementation of the principle of variability, completer implementation of the personal oriented approach to educational process, on planning of maintenance of a training material taking into account the state of health of students;
- on implementation of the principle of sufficiency and structural conformity of program material, its direct orientation to all-application-oriented and personal and significant physical training;
- on acquisition by students of knowledge, the skills of sports and improving activities which are shown in ability independently to give classes in solidifying of health, enhancement of physical development and physical fitness, both in the conditions of educational activities, and in different forms of the active recreation and leisure.

### **Цель:**

The goal of mastering the discipline is to form the physical culture of the individual and the ability to use the various means of physical culture, sports and tourism in order to preserve and promote health, psychophysical training and self-preparation for future professional activities through ensuring the stages of formation of competencies stipulated by educational standards.

### **Задачи:**

The tasks of the discipline are:

- preservation and strengthening of students' health, promoting the proper formation and comprehensive development of the body, maintaining high performance throughout the entire period of study;
- understanding of the social significance of applied physical culture and its role in the development of the personality and preparation for professional activity;
- knowledge of the scientific and biological, pedagogical and practical fundamentals of physical culture and a healthy lifestyle;
- the formation of a motivational and axiological attitude towards physical culture, an attitude towards a healthy lifestyle, physical improvement and self-education of the habit of regular exercise and sports;
- mastering the system of practical skills that ensure the preservation and strengthening of health, mental well-being, development and improvement of psychophysical abilities, qualities and personality traits, self-determination in physical culture and sports;
- acquisition of personal experience in enhancing motor and functional capabilities, ensuring general and professional-applied physical fitness for a future profession and life;
- the acquisition by students of the necessary knowledge of the basics of the theory, methodology and organization of physical education and sports training, preparation for work as public instructors, coaches and judges;
- creation of the basis for creative and methodologically reasonable use of physical culture and sports activities for the purposes of subsequent life and professional achievements;
- improving the sportsmanship of student-athletes.

### **Требования к уровню освоения содержания:**

During the implementation of the discipline, subject to proper organization and regularity of classes, students should learn the means of independent, proper use of physical education and health promotion methods, readiness to achieve an adequate level of physical fitness to ensure full social and professional activities, as well as personal experience. physical culture and sports activities to improve their

functional and motor abilities, to achieve I have personal life and professional goals.

## **Health and Wellness**

### **Аннотация:**

The purpose of the discipline: the formation of a clear idea of human health and a healthy lifestyle, ways to preserve and maintain physical, mental and social well-being.

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### **Цель:**

The purpose of the discipline: to form students' concepts of health, a healthy lifestyle, methods of maintaining health and providing first aid.

Цель дисциплины: сформировать у учащихся понятия о здоровье, здоровом образе жизни, методах поддержания здоровья и оказания первой помощи.

Students should be familiar with basic biological laws and have a basic understanding of medicine.

### **Задачи:**

1. Studying the basics of human anatomy and physiology; concepts of health and a healthy lifestyle, the concept of pathology.
2. Formation of health maintenance skills.
3. Formation of first aid skills and human security;
4. Studying the rules of conduct in case of emergencies and military conflicts and the scope of medical self-help and mutual assistance in the field

### **Требования к уровню освоения содержания:**

When studying the discipline, students should learn to navigate the aspects of life safety. Learn to identify harmful and dangerous environmental factors, make decisions in case of emergencies and incidents. Master the skills of providing first aid on the ground, in case of various injuries.

## **Design of Educational Programs**

### **Аннотация:**

Настоящая дисциплина направлена на обучение специалистов, в первую очередь, иностранных, которые будут работать в сфере управления образованием и представляет собой курс на иностранном (английском) языке.

Дисциплина рассчитана на 1 триместр и включает тематические блоки в области педагогического дизайна и методического сопровождения образовательных программ, образования и филологии соответственно. Тематический план дисциплины в целом соответствует изучаемым студентами профессиональным дисциплинам (модулям) и направлен на развитие иноязычной коммуникативной компетенции в области педагогического дизайна образовательных программ. Дисциплина использует формат лабораторных занятий, что позволяет развивать все виды иноязычной речевой деятельности, соответствующих целям и задачам дисциплины

This discipline is aimed at training foreign specialists who will work in the area of education management. This is a course in a foreign (English) language.

The discipline is designed for 1 trimester and includes thematic blocks in the area of pedagogical design and methodological support of educational programs, education and philology.

The blocks generally correspond to the professional disciplines (modules) and are aimed at developing foreign language communication competence in the area of pedagogical design of educational programs.

The course uses practical methods of teaching thus helping to develop all types of speech activity to meet the aims and objectives of the discipline.

### **Цель:**

The aim of the course is to develop students' communicative professional competence in the area of pedagogical design within the education management program.

### **Задачи:**

The objectives of the course are as follows:

- to learn the main concepts, definitions and approaches to pedagogical (instructional) design
- to master skills and build on competences in the development of main syllabus and additional educational programs applying information and communication technologies
- to participate in the design and development of programs of academic disciplines
- to learn to monitor and evaluate the educational results of the designed educational programs
- to practice and implement joint and individual educational and educational projects of students in accordance with the requirements of federal state educational standards

### **Требования к уровню освоения содержания:**

As a result of mastering the discipline, the students will know the basics of instructional design of educational programs, professional terminology and basic approaches to pedagogical design; they will be able to analyze the learners' needs, develop methodological materials, plan course programs and additional educational programs, implement educational programs; the students will build on skills of monitoring and evaluating the results of implemented programs.

## **Developmental Anatomy, Physiology and Hygiene**

### **Аннотация:**

The discipline "Age anatomy, physiology and hygiene" is aimed at the formation of professional competencies. The discipline involves the study of the following issues: general regularities of growth and development of children and adolescents, regulatory systems of their body, their age characteristics, motor, sensory, visceral functions, their age characteristics, the basics of psychophysiology. As a result, students learn how to rationally organize the process of education and upbringing, an individual approach to teaching, educating and maintaining the health of learners based on age-related anatomical, physiological and psycho-physiological characteristics. The discipline contributes to the development of a pedagogical culture, professional speech, willingness to continue professional development. The discipline is characterized by a complex nature, it is based on the knowledge and skills formed and acquired in the process of studying the subjects "Biology", "Chemistry" in a high school providing general education, together with psychological and pedagogical courses.

This discipline is the essential basis for the subsequent study of other disciplines, passing pedagogical practice, preparing the graduation thesis (qualification work) and for the final State Certification.

### **Цель:**

The goal of the EMC is to form a system of knowledge about general age-related anatomical, physiological and hygienic features of the body of children and adolescents for solving professional problems.

### **Задачи:**

- expand theoretical knowledge and practical skills in the light of the current conditions of anatomy, physiology and hygiene;
- equip students with modern information about age characteristics of a developing body;
- give knowledge about the regularities underlying the preservation and strengthening of schoolchildren's health and maintaining their high performance in various types of educational activities.

## **General Psychology**

The course "General Psychology" provides students with a comprehensive introduction to the field of psychology, covering the fundamental principles, theories, and research methods. This course aims to familiarize students with the diverse topics and applications of psychology, fostering a better understanding of human behavior, cognition, and mental processes.

The course begins with an exploration of the history and major theoretical perspectives in psychology, including psychoanalysis, behaviorism, cognitive psychology, and humanistic psychology. Students will examine the biological bases of behavior, learning and memory, perception, motivation, emotion, and social psychology.

Throughout the course, students will learn about various research methods used in psychology, emphasizing the importance of critical thinking, scientific inquiry, and ethical considerations. They will develop skills in analyzing research findings, evaluating the validity of psychological studies, and understanding the strengths and limitations of different research methodologies.

The course also introduces students to the application of psychology in real-world settings, addressing topics such as abnormal psychology, personality psychology, and psychological disorders. Students will gain insights into the principles of effective communication, stress management, and psychological well-being.

### **Цель:**

The purpose of the General Psychology course is to provide students with a broad introduction to the field of psychology and to familiarize them with the basic principles, theories, and research methods of psychology. The primary goal of the course is to develop students' understanding of human behavior, cognitive processes, and mental processes, and to foster critical thinking and scientific literacy in the field of psychology.

### **Задачи:**

1. familiarize students with various theoretical approaches and major currents in psychology to understand the basic concepts and frameworks of psychological thinking.
2. Providing an overview of the fundamental areas of psychology, including the general principles of this science, the study of the biological bases of behavior, cognition, motivation, emotion, social psychology, and other key areas.
3. To develop students' understanding and appreciation of the scientific research methods used in psychology and their application in the context of understanding human behavior and mental processes.
4. to familiarize students with the practical applications of psychology and the use of psychological knowledge to facilitate communication, effectively manage stress, and develop positive mental health.

### **Требования к уровню освоения содержания:**

By the end of the course, students will have a solid foundation in the core concepts, theories, and research methods of general psychology. They will understand the breadth and application of psychology in various domains, furthering their knowledge of human behavior and mental processes.

## **Inclusive Education**

The course "Inclusive Psychology" aims to provide students with an understanding of the psychological theories, research, and practices related to inclusivity and its application in various contexts. Inclusive Psychology addresses the diverse needs and experiences of individuals, emphasizing the importance of creating inclusive environments that respect and value individual differences. It explores the social, cognitive, emotional, and behavioral aspects of diversity, inclusion, and intersectionality.

The course begins by examining the theoretical foundations of inclusivity, including social constructionist perspectives and the impact of culture, gender, race, and disability on individual experiences. Students will gain an understanding of the historical context and current debates related to inclusivity, as well as the ethical considerations involved in promoting inclusivity in research and practice.

Through interactive discussions, case studies, and practical exercises, students will explore various topics such as implicit bias, privilege, allyship, and intersectionality. They will learn about evidence-based strategies to foster inclusivity in educational, clinical, and workplace settings. Additionally, the course will address the role of policies and legislation in promoting inclusivity and advocate for social justice.

The course "Inclusive Psychology" is designed to develop students' critical thinking skills and their ability to apply psychological knowledge to real-world situations. By the end of the course, students will be equipped with the tools and knowledge to promote inclusivity, challenge discrimination, and create supportive environments for individuals of diverse backgrounds and abilities.

This course is suitable for students pursuing a degree in psychology, education, social work, or related fields. It is also beneficial for professionals working in fields that require understanding and promoting inclusivity, such as human resources, counseling, and community development.

### **Цель:**

The objective of the course "Inclusive Psychology" is to provide students with a comprehensive understanding of the theoretical foundations, research findings, and practical strategies related to inclusivity and promoting equal opportunities for individuals from diverse backgrounds.

### **Задачи:**

1. Develop a deep understanding of the social, cultural, and psychological factors that contribute to the experiences of individuals from marginalized groups.
2. Analyze and critically evaluate research studies and theories pertaining to inclusivity, diversity, and social justice.
3. Gain knowledge of the impact of implicit biases, stereotypes, and discrimination on individuals and society.
4. Explore the intersectionality of identities and how it shapes individuals' experiences and interaction with various social structures.
5. Acquire practical skills to create inclusive environments in educational, clinical, and social settings, such as employing evidence-based practices, promoting cultural sensitivity, and fostering allyship.
6. Understand the importance of ethical considerations and cultural competence when working with diverse populations.
7. Reflect on personal biases, attitudes, and assumptions, and develop strategies for addressing them to become more effective allies and agents of social change.
8. Become familiar with relevant policies, laws, and initiatives aimed at promoting inclusivity and equal rights.

### **Требования к уровню освоения содержания:**

Requirements for the level of mastery of the content of the course "Inclusive Psychology" may vary depending on the specific educational institution or program. However, here are some general requirements that can be expected for the successful completion of the course:

#### 1. Knowledge:

- Demonstrate a solid understanding of the theoretical foundations of inclusivity, including relevant psychological concepts, theories, and research findings.
- Exhibit knowledge of the social, cultural, and historical factors influencing inclusion and diversity.
- Understand key concepts and issues related to privilege, bias, discrimination, intersectionality, and social justice.

## 2. Comprehension:

- Comprehend and analyze psychological research studies and scholarly articles related to inclusive psychology.
- Recognize and interpret diverse perspectives on inclusivity, considering cultural, contextual, and individual factors.
- Understand the implications of inclusive practices and policies in educational, clinical, and social settings.

## 3. Application:

- Apply inclusive practices and strategies in real-world settings, taking into account individual needs, cultural considerations, and ethical guidelines.
- Apply critical thinking skills to evaluate the effectiveness of inclusive interventions and propose improvements where necessary.
- Demonstrate the ability to identify and challenge personal biases and assumptions to foster inclusive attitudes and behaviors.

## 4. Analysis:

- Analyze and evaluate how social, cultural, and psychological factors influence the experiences and outcomes of individuals from diverse backgrounds.
- Analyze the impact of intersectionality on individuals' experiences and their multiple dimensions of identity.
- Analyze and critique the limitations and potential biases within research studies and theories related to inclusivity.

## 5. Synthesis:

- Synthesize and integrate knowledge from various sources to develop comprehensive approaches that promote inclusivity in different settings.
- Synthesize theoretical perspectives, research findings, and practical strategies to create inclusive environments and address barriers to inclusion.

## 6. Evaluation:

- Evaluate the implications and consequences of policies, practices, and interventions related to inclusivity on individuals and society.
- Assess the effectiveness and ethical implications of inclusive practices and interventions, considering diverse perspectives and cultural contexts.
- Critically evaluate one's own role and responsibility in creating inclusive environments and promoting social justice.

These requirements reflect a higher level of understanding and application of the content covered in the course "Inclusive Psychology." The specific criteria and expectations may vary depending on the course objectives, curriculum guidelines, and assessment methods established by the educational institution or program.



## **IT in Educational Management**

### **Аннотация:**

The course includes the overview of general principles of IT use in education, information technology for learning and knowledge monitoring, including distance learning technologies.

### **Цель:**

The aim of studying the discipline is the formation and systematization of ideas about new IT in educational science and innovation practices, as well as professional knowledge and skills in the usage of IT in Educational Management.

### **Задачи:**

The course objective is to familiarize future teachers with the usage of IT in their professional life.

### **Требования к уровню освоения содержания:**

The student must have a general understanding of the use of IT in education.

The student should know the following points:

- concepts "Technology", "IT", "Information processes";
- pedagogical goals, the achievement of which is facilitated by the use of IT;
- didactic possibilities of IT;
- types of learning activities supported by IT;
- typology of electronic educational resources;
- characteristics of software training tools;
- the possibilities of instrumental systems for creating pedagogical software;
- possibilities of systems of computer diagnostics of knowledge;
- the possibility of using multimedia technology in education;
- the possibility of using telecommunications in education;
- the possibility of using computer technology in education management;
- basic concepts and ways of organizing distance education;
- principles of open education and existing resources;
- ways of interaction between teachers and subjects of the pedagogical process in the network information environment.

The student should be able

- to find information about the use of IT in solving pedagogical problems;
- to choose models of IT use in the educational process taking into account the situation;
- to improve professional knowledge and skills by utilizing the possibilities of the information environment;
- to evaluate pedagogical properties of electronic educational products and expediency of their use depending on the situation;
- to design software learning tools;
- to create simple software training tools in one of the tool systems;
- to design distance courses;
- to use distance courses for self-study.

## **Legal Norms in Education**

The discipline "Legal norms in Education" is basic and is studied in the block of disciplines of the educational program in the direction of training 44.03.01 Pedagogical education (focus: Educational management). This program of the discipline establishes minimum requirements for the knowledge and skills of the student and defines the content and types of training sessions and reporting.

The course outlines the requirements to the students' knowledge and skills in the sphere of the best use of legal norms in the educational sphere. It includes the main aspects of theoretical and methodological basis of legal regulation of education activities, the organization of education process taking into account legal requirements.

The course combines lectures and interactive seminars to promote students critical thinking and problem-solving skills. The syllabus includes individual and group work.

The course is intended for the students completing the undergraduate degree.

### **Цель:**

The development of students' personal, as well as the formation of professional competencies related to the ability to apply legal norms in educational activities. The course is designed to provide students a wide overview of the nature and subject of management. The goal is to provide students with the fundamental knowledge of the nature, principles and theories of legal regulation of education sphere.

Topics include legal status of persons engaged in education activities, state regulation of education activities, educational law, rights of education, relations in education, legal norms, international cooperation in the educational sphere

### **Задачи:**

- systematization, consolidation and expansion of theoretical knowledge gained at lectures and practical classes in the studied disciplines
- the ability to independently systematize and present the knowledge gained during independent work on the discipline

### **Требования к уровню освоения содержания:**

As a result of mastering the discipline, the student must know the normative legal acts regulating educational activities, have the ability to analyze the relevant normative legal acts, scientific information, domestic and foreign experience in regulating educational activities.

## Management

### Аннотация:

The course outlines the requirements to the students' knowledge and skills in the sphere of the best practice of management in modern corporations, as well as course content, activities and assessment. It includes the main aspects of theoretical and methodological basis of management of social and economic systems, the organization as the object of social management, the structure of functions of management and the nature of management decisions.

The course combines lectures and interactive seminars to promote students critical thinking and problem-solving skills. The syllabus includes individual and group work.

The course is intended for the students completing the undergraduate degree in International Economy.

### Цель:

The course is designed to provide students a wide overview of the nature and subject of management. The goal is to provide students with the fundamental knowledge of the nature, principles and theories of the science of management as well as basic skills in decision-making.

Topics include management history and theory, the changing business environment (internal and external), strategic planning, organization and communications, motivation, control, leadership and decision-making. Students will also examine behavioral and organizational dynamics of managerial practice and the challenging roles of managers at different levels of corporations (line, mid-level, top, executives).

### Задачи:

Objectives of the course:

- to learn main periods in the development of management as an academic discipline and as a field of practice;
- to understand main business processes in organizations;
- to understand ethical challenges in contemporary business environments;
- to research a variety of approaches to strategic planning and goal-setting;
- to analyze internal and external organizational environment, to identify its key elements and influence on the functioning of the organization;
- to learn different types of organizations structures and ways of communications;
- to analyze communication processes in the organization and strategies for their improvement;
- to understand the role of the control process;
- to learn techniques for leading and motivating individuals and teams;
- to outline practices of effective decision-making.

### Требования к уровню освоения содержания:

Upon the course completion, the student is expected to

#### KNOW

main periods in the development of management as an academic discipline and as a field of practice;

main business processes in organizations;

ethical challenges in contemporary business environments;

basic approaches to strategic planning and goal-setting;

types of organizations structures;

communication processes in the organization and strategies for its improvement;

the role of the control process;

practices of effective decision-making;

techniques for leading and motivating individuals and teams.

#### BE ABLE TO

set goals and objectives; develop and manage processes for getting work done effectively;

analyze internal and external organizational environment; identify its key elements and influence on the functioning of the organization;

identify practices for effective team-building and team management;

develop the business strategy for creating competitive advantages and achieving profitably;

create a work environment that motivates and engages employees to work productively;

analyze communication processes in the organization and suggest strategies for their improvement.

#### HAVE EXPERIENCE

to improve team and organizational effectiveness, using managerial practices (e.g., make decisions, solve problems, solve team

conflicts)

to apply received knowledge to analyze problems and cases related to management.

## Marketing

### Аннотация:

Современная концепция маркетинга является центральным аспектом управления любым целенаправленным видом деятельности и поэтому требует знания основ менеджмента организации, микро и макроэкономики. Организация эффективного маркетинга требует знания статистики, теории вероятностей, умение пользоваться вычислительной техникой. Эффективное удовлетворение потребностей рынка требует увязки дисциплины с изучением управления качеством, инновационного менеджмента, экономики и финансов организаций. Программой дисциплины предусмотрены следующие виды контроля: входной контроль в форме бланчного тестирования, рубежный контроль в форме устного опроса, проверки выполнения домашнего задания, письменного или компьютерного тестирования, проведения коллоквиумов, контроля самостоятельной работы студентов в форме презентации и письменной форме.

The modern concept of marketing is a central aspect of managing any purposeful activity and therefore requires knowledge of the basics of organizational management, micro and macroeconomics. Effective marketing requires knowledge of statistics, probability theory, and the ability to use computational technology. Effective market needs satisfaction requires linking the discipline with the study of quality management, innovation management, economics, and finance of organizations. The discipline program includes the following types of control: entrance control in the form of blank testing, interim control in the form of oral questioning, homework checking, written or computer testing, conducting colloquiums, controlling independent work of students in the form of presentation and written form.

### Цель:

Цель дисциплины «Маркетинг» состоит в получении знаний, умений, навыков и компетенций в области урегулирования противоречия между безгранично возрастающими потребностями общества и ограниченными ресурсами, которые в данный момент времени могут быть задействованы для производства и продажи товаров и услуг, удовлетворяющих эти потребности.

The purpose of the discipline "Marketing" is to acquire knowledge, skills and competencies in resolving the contradiction between the infinitely increasing needs of society and the limited resources that at a given time can be employed to produce and sell goods and services that meet those needs.

### Задачи:

1. Освоение основ маркетинга применительно к сфере государственных органов федерального, республиканского и муниципального уровней, экономических служб предприятий и организаций различных отраслей и форм собственности;
2. Изучение методов маркетинговых исследований, сегментирования и позиционирования товаров на рынке;
3. Изучение основных понятий комплекса маркетинга и развитие умения частного применения политик маркетинг-микса в современной экономике;
4. Ознакомление с планированием, организацией и контролем маркетинга на предприятии;
5. Рассмотрение роли маркетинга в экономике и обществе.

1. mastering the basics of marketing as applied to the sphere of state bodies of the federal, republican and municipal levels, economic services of enterprises and organizations of various industries and forms of ownership;
2. study of methods of marketing research, segmentation and positioning of goods in the market;
3. study of the basic concepts of the marketing complex and development of the ability to apply the policies of marketing-mix in the modern economy. 4;
- Getting acquainted with the planning, organization and control of marketing in an enterprise. 5;
5. Consideration of the role of marketing in the economy and society.

## Russian as a Foreign Language

### **Аннотация:**

Дисциплина «Русский как иностранный» предполагает изучение русского языка как иностранного от начального уровня до базового (A2).

Иностранный студент, обучающийся в России, нуждается в русском языке для решения своих коммуникативных задач. Иностранец должен уметь ориентироваться и реализовывать самые базовые коммуникативные намерения в следующих ситуациях общения: в административной службе (в деканате, в дирекции, в офисе), в магазине, киоске, кассе, на почте, в ресторане, буфете, кафе, столовой, в библиотеке, на занятиях, на улицах города, в транспорте, на экскурсии, в поликлинике, у врача, в аптеке, в ситуации по телефону. Содержание коммуникативно-речевой компетенции определяется «Государственным стандартом по русскому языку как иностранному. Базовый уровень».

The discipline «Russian as a Foreign Language» supposes learning Russian as a foreign language from the initial level to the basic (A2).

A foreign student, studying in Russia, needs Russian to solve his communicative tasks. A foreigner should be able to navigate and implement the most basic communicative intentions in the following communication situations: in the administrative service (in the dean's office, in the office, etc.), in a store, the small shops, a cash register, at the post office, in a restaurant, a buffet, a cafe, a canteen, in the library, in classes, on city streets, in a transport, on an excursion, in a hospital, at a doctor, at a pharmacy, in a situation on the phone.

The content of communicative and speech competence is determined by the "State Standard for Russian as a Foreign Language. Basic level".

### **Цель:**

The purpose of studying this program is to prepare foreign citizens and stateless persons to learn the basic educational programs at universities of the Russian Federation.

### **Задачи:**

The whole course includes the foundation aspects about: 1). Russian alphabet, phonetic and graphic system of the Russian language; grammar system of the Russian language, including the morphemic structure: the basis of the word and the ending, root, prefix, suffix, the system of parts of speech and their morphological categories: noun; animate and inanimate nouns; gender and number; declension of nouns; meaning and use of cases; pronoun; meaning, declension and use of pronouns; numeral; adjective; gender and number; verb; infinitive; verb tense; verb conjugation; verbs with a particle; prepositions and their meanings.

2). To form the ability to communicate, to build oral and written speech in Russian: to read in Russian in accordance with the rules of pronunciation, rhythm and intonation, to write in accordance with the rules of Russian graphics, to understand Russian speech and speak in Russian, within the intentions, situations and topics of communication, language competence defined by the A2 standard.

## Russian Culture

## **Teaching Methods (Russian language and Literature)**

The study of the discipline is a logical continuation of the professional training of future language teachers. The course acts as an absolutely necessary intermediate link between the already studied disciplines of the psychological and pedagogical cycle, which formed the system of general scientific psychological and pedagogical knowledge of the students about the pedagogical system and the patterns of building the educational process and, then, direct practical work as a language teacher in the upcoming pedagogical practice at school.

### **Цель:**

The discipline is aimed at developing in students a systematic understanding of the history of formation and the current state of the methods of teaching the Russian language and literature, the features of the process of studying the Russian language and literature in modern educational institutions, the content of modern curricula in the Russian language and literature, the structure and functions of the teaching activity of a Russian teacher language and literature, principles, methods and techniques, teaching and education technologies by means of the subjects "Russian language" and "Literature".

### **Задачи:**

The objectives of the course include:

- 1) the study by students of the basic principles of the methodology of teaching the Russian language and literature;
- 2) mastering modern pedagogical technologies;
- 3) development of students' ability to design a lesson, teaching materials, a program of an academic discipline.



## Theory of Education

### **Аннотация:**

Казалось бы, образование - процесс, который всем хорошо известен. Можно результативно обучать и воспитывать опираясь на личный опыт, интуицию, "педагогический талант". Вместе с тем, опыт может быть случайным, не очень успешным или недостаточно осмысленным самим человеком.

Вместе с тем, существует теоретическое педагогическое знание, которое позволяет понимать сущность процессов обучения и воспитания, предвосхищать результаты педагогических действий или бездействия. Это знание о закономерностях, принципах, методах и формах обучения и воспитания, о способах поддержки и стимулирования самовоспитания и самообразования человека.

Занятия предполагают и изучение теоретических вопросов, и дискуссии, и решение педагогических ситуаций. Студент, освоивший данный курс начинает понимать сущность педагогического процесса и более успешно его проектировать и осуществлять.

It would seem that education is a process that is well known to everyone. You can effectively teach and educate based on personal experience, intuition, "pedagogical talent". At the same time, the experience can be random, not very successful or not meaningful enough by the person himself.

At the same time, there is theoretical pedagogical knowledge that allows us to understand the essence of the processes of education and upbringing, to anticipate the results of pedagogical actions or inaction. This is knowledge about the patterns, principles, methods and forms of training and education, about ways to support and stimulate self-education and self-education of a person.

Classes involve the study of theoretical issues, and discussions, and the solution of pedagogical situations. A student who has mastered this course begins to understand the essence of the pedagogical process and more successfully design and implement it.

### **Цель:**

The purpose of the discipline is to form:

- a) general cultural competencies: the ability to analyze pedagogical problems and processes in the scientific and pedagogical aspect, the ability to use the basic provisions and methods of pedagogical science in various types of professional and social activities; the ability to acquire new knowledge using modern educational and information technologies;
- b) professional competencies: possession of basic pedagogical knowledge; knowledge of the forms of organization, methods and technologies of conducting the educational and extracurricular process. possession of the skills to apply them in teaching activities in general educational institutions, institutions of secondary vocational education; possession of methods for organizing extracurricular educational work (including with students with special educational needs) and the ability to use them in pedagogical activities; knowledge of the basics of managing the learning process in educational institutions, features of professional and pedagogical activity, the specifics of pedagogical work and mastery of the basics of pedagogical skills.

### **Задачи:**

The objectives of the study of Theory of Education are:

1. Formation of ideas about the features of the modern educational space, the domestic education system and its management;
2. Mastering the basic concepts and categories of theory of education; knowledge of the factors of formation and development of personality, patterns of age development;
3. Formation of a systematic understanding of the features of the modern educational process; the basics of didactics and the theory of education; organization of the process of education and upbringing, types and forms of organization of educational and extracurricular activities and other types of educational work in modern educational institutions of the Russian Federation;
4. Formation of ideas about the types of pedagogical activity, the requirements for teaching staff; effective educational technologies, methods and means used to ensure an effective process of education and upbringing, taking into account the special educational needs of students, for organizing joint and individual educational and educational activities;
5. Mastering the methods of analysis and evaluation of the results of professional pedagogical activity.

The knowledge gained in the course "Theory of Education" provides bachelors with the opportunity to solve specific pedagogical problems, arising in the course of teaching practice and subsequent professional activities.

### **Требования к уровню освоения содержания:**

In the course of studying the discipline "Theory of Education", bachelors must master the basic theoretical concepts of didactics: the pedagogical process as a system and integrity, learning, teaching, teaching, technologies, principles and rules, forms and types, methods and means of teaching.

In addition, the ability to systematize educational material and, on this basis, conduct classes of various types should be formed.

As a result of studying the discipline "Theory of Education", bachelors must:

- have an idea about the goals and content of modern education, the structure and functions of teaching, the principles of education;
- know the definitions of the main didactic concepts and categories, the classification of teaching methods, forms and types, methods and means of teaching, modern teaching technologies.
- be able to apply knowledge in practice, select and systematize educational material and, on this basis, conduct training sessions of

various types.

- acquire the skills of collecting and systematizing educational material, preparing a training session.

- to master the methods of organizing a lesson, methods of implementing pedagogical communication, methods of pedagogical interaction - in a team, components of pedagogical technology.

- have experience in organizing the learning process, pedagogical communication and independent work on the selection and preparation of notes for conducting training sessions of various types.

## Basic Linguistics

### Аннотация:

Курс «Basic Linguistics» читается студентам на английском языке. "Basic Linguistics" - это начальный курс теории языка, который знакомит студента с базовыми понятиями и проблемами науки о языке на современном этапе развития и формирует навыки использования основных методов лингвистического анализа. Знание теоретических проблем лингвистики необходимо для серьезного изучения каждого отдельного языка. В рамках этого курса вводится основная терминология, необходимая при изучении других дисциплин лингвистического цикла. Студент, прослушавший дисциплину, должен демонстрировать знание основных положений и концепций в области теории и методологии лингвистики; владеть навыками подготовки научных обзоров, аннотаций, составления рефератов по языкознанию.

The course "Basic Linguistics" is included in the block of disciplines of students and is mandatory for the study. The course assumes monitoring of progress, intermediate certification of students in the form of control works for individual modules of the course. "Basic Linguistics" is an initial course in language theory, which introduces the student to the basic concepts and problems of the science of language at the present stage of development and forms the skills of using the basic methods of linguistic analysis. Knowledge of theoretical problems of linguistics is necessary for serious study of each individual language. Within the framework of this course, the basic terminology necessary for the study of other disciplines of the linguistic cycle is introduced. The course forms the development of professional competencies. A student who has attended the discipline must demonstrate knowledge of the main provisions and concepts in the field of theory and methodology of linguistics; possession of skills in preparing scientific reviews, annotations, and abstracts on linguistics.

### Цель:

The purpose of the course "Basic Linguistics" is to give an idea of the subject, tasks and methods of modern language science, to form a modern terminological linguistic base.

### Задачи:

Course objectives:

- To provide information about the basic concepts and problems of linguistics at the present stage of development, and to develop skills in the use of basic linguistic terms;
- To give an indication of the language as the main subject of linguistics and the principles of its structure;
- To provide information to students about the diversity of the world's languages and the principles of their classification;
- To provide an overview of the main areas of linguistics and methods of analysis of linguistic materials;
- To impart skills of practical analysis of language materials at various levels of the language system;
- To analyze the concepts and problems of modern linguistics known to students from the point of view of the theory of linguistics;
- To present the methodology of linguistics as a field of humanities research;
- To acquaint students with the concepts, theories and scientific schools existing in linguistics;
- To acquaint students with the main current theoretical problems of modern linguistics.

### Требования к уровню освоения содержания:

Requirements for the course content.

As a result of studying the course, a specialist:

- Should have an idea about the methodology of linguistics, about the boundaries of the application of scientific methods of linguistics; about the place of linguistics in the system of scientific knowledge; about promising areas of fundamental linguistic research; about scientific and practical applications of the science of language;
- Needs to know the object and subject of linguistics; the content and philosophical and methodological foundations of the main linguistic teachings; the main directions of linguistics; modern ideas about the nature, functions and structure of language;
- Should be able to analyze linguistic materials within the framework of basic scientific concepts;
- Needs to acquire the skills of scientific generalization and argumentation;
- Got to know the scientific terminology of linguistics; techniques and methods of scientific description and research of language;
- Should have experience of interpreting fundamental problems of language theory, as well as analyzing the fundamental scientific literature on linguistics.

## **Education Policy Analysis**

### **Аннотация:**

Дисциплина "Education Policy Analysis" ориентирована на формирование знаний и навыков анализа образовательной политики национальных государств на современном этапе, моделей и механизмов формирования и реализации государственной политики в сфере образования, а также эффектов реализации образовательной политики в отношении национального строительства, политики идентичности, исторической политики, а также политизации образования как отдельного феномена.

The course "Education Policy Analysis" is focused on the formation of knowledge and skills in the analysis of the educational policy of modern nation states, models and mechanisms for the formation and implementation of state policy in the field of education, the effects of the implementation of educational policy regarding nation-building processes, identity politics, historical politics, as well as the politicization of education as a separate phenomenon.

### **Цель:**

The course "Education Policy Analysis" is aimed on formation of knowledge and analytical skills on educational policy and politics, models and mechanisms for the formation and implementation of state policy in the field of education, the effects of the implementation of educational policy regarding nation-building processes, identity politics, historical politics.

### **Задачи:**

The objectives of the course are as follows:

- (1) building knowledge on education policy, models of education;
- (2) forming knowledge on state policy and politics on education;
- (3) forming knowledge on modern education policy of Russian Federation and People's Republic of China;
- (4) formation of analysis skills on education policy analysis and effects of education policy on history politics, identity politics and nation-building processes in modern national states.

### **Требования к уровню освоения содержания:**

There are no special requirements for mastering the course.

## Educational Economics

### Аннотация:

Главная задача современного экономического образования - помочь понять студентам закономерности развития экономики, сформировать умение творчески применять знания на практике, выносить аргументированные суждения по экономическим вопросам, воспитать способность к самостоятельному принятию решений, экономическое мышление. Не меньшее значение приобретает необходимость ориентировать студентов к самостоятельному изучению экономических проблем образования, что является необходимым условием развития у них логического мышления, осознанного восприятия и оценки явлений окружающей действительности, мощным воспитательным стимулом, способствующим формированию личности. Все это предопределяет структуру построения лекционного материала и проведения семинарских занятий. Семинарские занятия продолжают и углубляют лекционный курс. На семинарских занятиях ставятся вопросы, требующие самостоятельного осмысления материала и поиска ответа на них. На эти задания необходимо обратить особое внимание при подготовке. Практическая часть включает контрольные вопросы и задания на определение степени усвоения изучаемого материала. В этот раздел включены самые разнообразные задания: контрольные вопросы, тесты, ситуативные задачи, которые позволяют в процессе аудиторной и самостоятельной работы творчески применять полученные знания, высказать свое видение данной экономической ситуации. Программный материал предусматривает изложение основных закономерностей и фактов функционирования экономики образования на примере деятельности современной системы образования, отдельных образовательных учреждений

The main task of modern economic education is to help students understand the patterns of economic development, to form the ability to creatively apply knowledge in practice, to make reasoned judgments on economic issues, to develop the ability to make independent decisions, economic thinking. No less important is the need to orient students to an independent study of the economic problems of education, which is a necessary condition for the development of their logical thinking, conscious perception and evaluation of the phenomena of the surrounding reality, a powerful educational incentive that contributes to the formation of personality. All this predetermines the structure of the construction of lecture material and the conduct of seminars. Seminars continue and deepen the lecture course. At the seminars, questions are raised that require independent understanding of the material and the search for an answer to them. These tasks should be given special attention in preparation. The practical part includes control questions and tasks to determine the degree of assimilation of the studied material. This section includes a wide variety of tasks: control questions, tests, situational tasks that allow you to creatively apply the acquired knowledge in the process of classroom and independent work, express your vision of this economic situation. The program material provides for a presentation of the main patterns and facts of the functioning of the education economy on the example of the activities of the modern education system, individual educational institutions.

### Цель:

Целью УМК является формирование у студентов комплексных знаний в области экономики образования, формирование представлений об экономических аспектах образовательного процесса, а также экономических отношениях в сфере образования.

The purpose of the EMC is to form students' comprehensive knowledge in the field of economics of education, the formation of ideas about the economic aspects of the educational process, as well as economic relations in the field of education.

### Задачи:

- рассмотреть специфику экономических отношений в сфере образования, а также особенности действия экономических законов;
- проанализировать национальную специфику российской системы образования; показать необходимость реформы российского образования и ее основные направления;
- содействовать формированию общепрофессиональных компетенций, связанных со способностью научно анализировать проблемы и процессы профессиональной области, умением на практике использовать базовые знания и методы экономических наук;
- формирование ответственности за результаты своей профессиональной деятельности;
- освоение методики анализа эффективности образовательных процессов;
- закрепление полученных знаний на уровне умений и навыков (во время практических занятий).

- to consider the specifics of economic relations in the sphere education, as well as the features of the operation of economic laws;
- analyze the national specifics of the Russian education system; show the need for reform of Russian education and its main directions;
- to promote the formation of general professional

competencies related to the ability to scientifically analyze problems and processes of the professional field, the ability to practice to use basic knowledge and methods of economic sciences;

- Formation of responsibility for the results of one's own professional activity;
- mastering the methodology for analyzing the effectiveness of educational processes;
- consolidation of the acquired knowledge at the level of skills and abilities (during practical exercises).

**Требования к уровню освоения содержания:**

В ходе освоения дисциплины обучающийся должен:

- иметь четкое представление о современной системе международной торговли;
- уметь анализировать цепочки поставок;
- иметь навыки расчета различных экономических величин, используемых для анализа международной торговли;
- иметь представление о порядке функционирования международной банковской системы и международной валютной системы.

In the course of mastering the discipline, the student must:

- have a clear understanding of the modern international trade system;
- be able to analyze supply chains;
- have the skills to calculate various economic quantities used to analyze international trade;
- have an idea of the functioning of the international banking system and the international monetary system.

## Educational Psychology

### **Аннотация:**

Психология образования изучает, как человек учится и развивается в условиях образовательной среды. В данном курсе рассматриваются различные теории, принципы и результаты исследований в области психологии образования, которые помогают нам понять процесс обучения, мотивации и познания человека. Студенты изучают такие ключевые темы, как теории обучения, когнитивное развитие, мотивация, оценка и анализ, учебный дизайн и управление классом. В рамках курса особое внимание уделяется применению принципов образовательной психологии в образовательной практике с акцентом на научно обоснованные стратегии, способствующие эффективному обучению и преподаванию. В ходе лекций, дискуссий, разбора конкретных ситуаций и практических занятий студенты получают полное представление о психологических факторах, влияющих на образование, и изучат способы создания оптимальной учебной среды. Данный курс предназначен для студентов, планирующих карьеру в сфере образования, консультирования или в смежных областях, с целью создания прочной основы теорий и принципов психологии образования для улучшения профессиональной практики.

The field of educational psychology encompasses the study of how individuals learn and develop within educational settings. This course explores various theories, principles, and research findings from the field of educational psychology that inform our understanding of human learning, motivation, and cognition. Students will examine key topics such as learning theories, cognitive development, motivation, assessment and evaluation, instructional design, and classroom management. The course emphasizes the application of educational psychology principles in educational practice, with a focus on evidence-based strategies for promoting effective learning and teaching. Through a combination of lectures, discussions, case studies, and practical exercises, students will gain a comprehensive understanding of the psychological factors that influence education and explore how to create optimal learning environments. This course is designed for students pursuing careers in education, counseling, or related fields, to develop a solid foundation in the theories and principles of educational psychology to enhance professional practice.

### **Цель:**

The purpose of studying educational psychology is to gain a deeper understanding of the psychological processes that underlie learning and educational development. By studying educational psychology, students and professionals in the field of education can apply this knowledge to enhance teaching practices, design effective learning environments, and promote student success.

### **Задачи:**

1. Understanding how individuals learn: Educational psychology explores theories of learning and examines factors that influence learning outcomes. By understanding how individuals acquire knowledge and skills, educators can tailor their teaching methods to facilitate optimal learning experiences for students.
2. Enhancing instructional strategies: Educational psychology provides insights into various instructional strategies, such as differentiated instruction, collaborative learning, and feedback techniques. By applying evidence-based instructional practices, educators can engage students, support their learning needs, and promote academic success.
3. Promoting student motivation and engagement: Educational psychology investigates the factors that contribute to student motivation and engagement in learning. By understanding motivation theories and strategies, educators can create a positive and stimulating learning environment that fosters students' intrinsic motivation, curiosity, and active participation.
4. Addressing diverse learner needs: Educational psychology emphasizes the importance of individual differences among learners. By studying educational psychology, educators can gain knowledge about diverse learner characteristics, including cognitive, social, emotional, and cultural factors. This understanding allows for the implementation of inclusive practices that address the diverse needs of students.
5. Guiding assessment and evaluation: Educational psychology provides insights into various assessment and evaluation strategies, including formative and summative assessments, as well as authentic and alternative assessments. By understanding assessment principles, educators can effectively monitor students' progress, provide meaningful feedback, and assess learning outcomes.

## **Educational Research Methods**

### **Аннотация:**

Диагностические методы использует ученый для выявления закономерностей педагогического процесса. Насколько необходимо педагогу-практику обращаться к диагностике? Изучение данной дисциплины позволит познакомиться с теоретическими и эмпирическими методами, которые педагог использует при организации образовательного процесса. Студенты познакомятся с классификациями, с различными видами диагностических методов и методик, которые можно использовать для определения результативности процессов обучения и воспитания. Ряд методик обучающиеся смогут попробовать в действии, оценив собственный потенциал. Будут определены методики, позволяющие сравнивать результативность деятельности педагогов, образовательных организаций.

Diagnostic methods are used by a scientist to identify patterns in the pedagogical process. To what extent is it necessary for a practicing teacher to turn to diagnostics? The study of this discipline will allow you to get acquainted with the theoretical and empirical methods that the teacher uses in organizing the educational process.

Students will get acquainted with classifications, with various types of diagnostic methods and techniques that can be used to determine the effectiveness of learning and education processes. Students will be able to try a number of techniques in action, evaluating their own potential. Methods will be defined to compare the effectiveness of the activities of teachers and educational organizations.

### **Цель:**

The study of this discipline will allow students to get acquainted with the theoretical and empirical methods that the teacher uses in organizing the educational process.

Based on the interview, the level of mastery of the basic categories of pedagogy, as well as the experience of participating in research activities, is revealed.

### **Задачи:**

1. Form knowledge of research methods used in the field of education.
2. Work out the skills that allow you to carry out research activities.
3. To form the experience of identifying problems and conducting a comparative analysis of the best practices in education.

### **Требования к уровню освоения содержания:**

Students will be able to try a number of techniques in action, evaluating their own potential. Methods will be defined to compare the effectiveness of the activities of teachers and educational organizations.



## Family Education

### Аннотация:

Воспитание осуществляется не только в специально созданных образовательных организациях, но и в условиях жизнедеятельности семьи. На какие ценности опирается, в каких формах осуществляется семейное воспитание? Существует немало исследований, посвященных данным вопросам.

В настоящее время семейная педагогика - интенсивно развивающаяся отрасль научного знания.

Представленный курс носит практико-ориентированный характер. В ходе его реализации студенты должны познакомиться с основами семейной педагогики, ее теорией и практикой. Полученный в ходе реализации курса знания позволят сформировать у студентов объективно важные качества, оптимальное сочетание которых позволит им грамотно осуществлять воспитательный процесс в семье и повысить собственную педагогическую культуру.

Education is carried out not only in specially created educational organizations, but also in the conditions of family life. What values is based on, in what forms is family education carried out? There are many studies on these issues.

Currently, family pedagogy is an intensively developing branch of scientific knowledge.

The presented course is practice-oriented. During its implementation, students should get acquainted with the basics of family pedagogy, its theory and practice. The knowledge gained during the implementation of the course will allow students to form objectively important qualities, the optimal combination of which will allow them to competently carry out the educational process in the family and improve their own pedagogical culture.

### Цель:

The purpose of mastering the discipline "Family Education" is to form students' systematized knowledge about the role of the family in the formation and development of personality, about the content and features of family education of children.

As an input control, a control test is used, consisting of 10 tasks offered to students at the first lecture:

1. What is your idea of family education as a science and practice?
2. Where is this pedagogical knowledge applied?
3. What are, in your opinion, the processes of education and upbringing in the family?
4. What do you know about the concept of family education?
5. What do you know about family education methods?
6. What do you know about the formation of parenting skills?
7. What is your idea of family parenting styles?
8. What types of education are covered by a child in a modern family?
9. What are the current psychological and pedagogical problems of raising children in the family?
10. Describe your ideal family.

Five correctly described answers can serve as a basis for making a conclusion about a fairly good propaedeutic preparation of students for the study of family education.

### Задачи:

Course objectives:

1. to form a holistic view of the psychological and pedagogical foundations of the family and the features of family socialization;
2. to form ideas about the optimal style of family relationships between the subjects of the family;
3. promote the development of pedagogical culture, professional and creative abilities of students.

### Требования к уровню освоения содержания:

As a result of studying the discipline "Family Education", students should have an idea about

- the family as a personal micro-seed of the life and development of the child;
- the essence and specificity of family education;
- actual socio-psychological and socio-pedagogical problems of the modern family.

Must know:

- means, methods and conditions of family education;
- features of education of children of different ages;
- features of socialization and education of children in different types of families.

Must own:

- communication skills between family members;
- methods of formation of psychological and pedagogical culture of parents.

## Foundation of History and Criticism of Literature

## Frontiers of Education

### Аннотация:

В ходе изучения дисциплины студенты рассмотрят многогранность феномена "образование". Будет осмыслена взаимосвязь обучения и воспитания в процессе образования, единство образования и самообразования человека, их взаимопереходы. Выявлены педагогические условия, при которых возможен переход от образования к самообразованию, с одной стороны, и обстоятельства, обуславливающие переход от самообразования к образованию на протяжении жизни человека - с другой. Студенты обсудят роль образования в разные периоды жизни человека, требования к выбору технологий обучения с учетом возрастных особенностей обучающихся. Занятия будут включать обсуждение проблемных ситуаций, знакомство с конкретными фактами, жизненными историями, опираться на культурные традиции образования в разных странах.

In the course of studying the discipline, students will consider the versatility of the phenomenon of "education". The interrelation of training and education in the process of education, the unity of education and self-education of a person, their mutual transitions will be comprehended. Pedagogical conditions are revealed under which the transition from education to self-education is possible, on the one hand, and the circumstances that determine the transition from self-education to education throughout a person's life, on the other. Students will discuss the role of education in different periods of a person's life, the requirements for the choice of learning technologies, taking into account the age characteristics of students. Classes will include discussion of problematic situations, acquaintance with specific facts, life stories, based on the cultural traditions of education in different countries.

### Цель:

Formation of students' knowledge on the basics of self-organization and self-education, as well as the acquisition of skills and knowledge of modern technologies and methodological techniques for self-development and self-education of their personality in a dynamically changing reality

### Задачи:

1. Study of the basic concepts and categories of designing one's own boundaries in education (self-education, continuing education).
2. Formation of knowledge about the content of the processes of self-organization and self-education, their features and technologies of implementation, based on the goals of improving professional activity.
3. Promoting motivation for building and implementing a trajectory of self-development based on the principles of lifelong education.

### Требования к уровню освоения содержания:

As a result of studying the discipline «Frontiers of Education» students should:

To know:

- the essence of the concepts of "self-education" and "self-organization", the main features of self-education and self-organization of social work specialists; the main ways of planning free time and designing the trajectory of professional and personal growth.

Be able to:

- to use effective methods and methods of building and implementing the trajectory of self-development based on the principles of self-organization and self-education;  
- evaluate personal resources to achieve the goals of managing your time in the process of implementing the trajectory of self-development.

Own:

- skills of managing your time, building an individual trajectory of self-development based on the principles of self-organization and self-education;  
- skills of explaining the ways of planning free time and designing the trajectory of professional and personal growth

## Higher Education in Russia

### Аннотация:

Дисциплина знакомит студентов с историей становления высшего образования в Европе и России, особенностями системы высшего образования в современной России. Обучение направлено на формирование компетенций, которые позволяют студентам приобретать новые знания, оценивать дидактические технологии обучения, применяемые в современной практике вузовского образования.

На занятиях студенты развивают свои аналитические способности при сравнении дидактической эффективности современных технологий обучения, знакомятся с организационно-методическими особенностями современных лекций и семинарских занятий, формами и уровнями самостоятельной работы студентов.

The discipline introduces students to the history of the formation of higher education in Europe and Russia, the features of the higher education system in modern Russia. Education is aimed at the formation of competencies that allow students to acquire new knowledge, evaluate didactic learning technologies used in modern practice of higher education.

In the classroom, students develop their analytical skills by comparing the didactic effectiveness of modern teaching technologies, get acquainted with the organizational and methodological features of modern lectures and seminars, forms and levels of students' independent work.

### Цель:

Contribute to the formation of the ability to organize the educational activities of students.

### Задачи:

1. Formation of ideas about the history and current state of higher education in modern Russia.
2. Identification of organizational and methodological features of modern lectures, seminars, forms and levels of independent work of students.
3. Comparison of the didactic effectiveness of modern educational technologies.

### Требования к уровню освоения содержания:

Upon completion of the discipline, the student:

- 1) has an idea of the history and current state of higher education in Russia;
- 2) knows how to apply in practice the features of the organization of lectures, seminars and independent work of students;
- 3) owns modern educational technologies.

## History of Education

### Аннотация:

В данном курсе рассматривается история зарубежной и отечественной педагогики как целостный педагогический процесс. Содержание дисциплины помогает получить студентам всестороннее представление о глубинных связях педагогических явлений, процессов и истории мировой цивилизации и о значении мирового педагогического опыта с древности до наших дней. Единство и преемственность теории и практики настоящего учебного курса будет способствовать формированию у студентов широкого диапазона знаний, понимания общих тенденций и особенностей становления педагогических идей в различные исторические эпохи, а также значения и роли мыслителей, философов, педагогов в совершенствовании педагогики как искусства, науки и практической деятельности. Дисциплина адресована бакалаврам первого года обучения, изучающих дисциплину на английском языке по направлению «Менеджмент в образовании».

In this course considered the history of foreign and domestic pedagogy as an integral pedagogical process. The content of the discipline helps students to get a comprehensive understanding of the deep connections of pedagogical phenomena, processes and the history of world civilization and the significance of world pedagogical experience from antiquity to the present day. The unity and continuity of the theory and practice of this training course will contribute to the formation of a wide range of knowledge among students, understanding of general trends and features of the formation of pedagogical ideas in different historical eras, as well as the importance and role of thinkers, philosophers, teachers in improving pedagogy as an art, science and practice activities. The discipline is addressed to bachelors of the first year studying the discipline in English in the direction of "Management in Education".

### Цель:

Formation of students' systemic knowledge about the history of education.

### Задачи:

- developing in student analytical thinking when getting acquainted with various pedagogical teachings;
- developing in student skills of independent learning and increase motivation;
- to form students' understanding of the patterns of development of pedagogical ideas from antiquity to the present.

### Требования к уровню освоения содержания:

To know:

- conceptual framework of the main educational ideas;
- conceptual provisions, content and features of history of educational;
- the main representatives of pedagogical thought

## **Intercultural communications in Education**

### **Аннотация:**

Настоящая дисциплина ориентирована на развитие общекультурной и межкультурной компетенции студентов, готовящихся к работе в сфере управления образованием. В курсе рассматриваются вопросы роли и функции языка и культуры в коммуникации. Особое место уделяется деловому и профессиональному общению в сфере образования.

Курс состоит из лекционной и практической частей. Студенты изучают теоретические вопросы межкультурной коммуникации, затем обращаются к практике применения этих вопросов.

The given discipline 'Intercultural communications in Education' is oriented towards the development of students' general and intercultural communication competence. The course is specially designed for the future specialists in education management. The course presents the questions, connected with the role and function of the language and culture in communication. A major voice is given to business and professional communication in the sphere of education. The course consists of lectures and practical lessons. First the students study some aspects of intercultural communication theory, then deal with some practical questions of putting these aspects into practice.

### **Цель:**

The aim of the course is to develop students' communicative competence in the sphere of intercultural communications

### **Задачи:**

The objectives of the course are:

- to learn some contemporary information about the English language and English-speaking countries,
- to master speech skills in speaking, listening, reading, and writing paying special attention to communication in different cultures
- to study terms and speech patterns for the sphere of intercultural communication

## **Management in Education**

### **Аннотация:**

Дисциплина позволяет освоить основные положения управленческой науки, которые играют ключевую роль в управлении образовательными системами. К ним относятся научные представления о процессах, системах и механизмах управления, роли внутренней и внешней среды в менеджменте, о технологиях менеджмента, о проблеме эффективности управления образованием. Менеджмент рассматривается как сплав науки, практики и искусства управления различными системами, включая образовательные.

Компетентностный подход, реализуемый при изучении дисциплины предполагает широкую практическую направленность содержания обучения, включение студентов в дискуссии, решение ситуаций, в осмысление профессиональных терминов.

The discipline allows you to master the basic provisions of management science, which play a key role in the management of educational systems. These include scientific ideas about the processes, systems and mechanisms of management, the role of the internal and external environment in management, management technologies, and the problem of the effectiveness of education management. Management is seen as a fusion of science, practice and art of management various systems, including educational ones.

The competence-based approach implemented in the study of the discipline implies a broad practical orientation of the content of education, the inclusion of students in discussions, solving situations, and understanding professional terms.

### **Цель:**

To create organizational and methodological conditions that allow the student to master the basic provisions of management science, which play a key role in the management of educational systems.

To study this discipline, on the basis of testing, knowledge of the basics of pedagogy, key concepts of the theory of training and education is checked.

### **Задачи:**

1. To form knowledge of the main provisions of management science, which play a key role in the management of educational systems.
2. Work out the skills that allow you to carry out professional activities based on a sufficient amount of knowledge in the field of educational systems management.
3. To develop the experience of conducting a comparative analysis of the best practices in the management of educational systems in different countries.

### **Требования к уровню освоения содержания:**

Knows how to carry out professional activities based on a sufficient amount of knowledge in the chosen subject area

Able to carry out professional activities based on a sufficient amount of knowledge in the chosen subject area

Has experience that allows him to carry out professional activities based on a sufficient amount of knowledge in the chosen subject area

## Modern Educational Technology

### Аннотация:

Дисциплина направлена на формирование профессиональных компетенций, которые позволяют студентам приобретать новые знания по использованию современных образовательных и информационных технологий в образовательном процессе с учетом социальных, возрастных, психофизических и индивидуальных особенностей обучающихся, в том числе их особых образовательных потребностей.

The discipline is aimed at the development of professional competencies that allow students to acquire new knowledge how to use of modern educational and information technologies in the educational process, taking into account the social, age, psychological and individual characteristics of students, including their special educational needs.

### Цель:

The aim of the course is to facilitate building on professional competences of a teacher who will be able to reach professional learning objectives in general education, secondary and higher schools. The course will raise awareness of the role of educational technologies in modern linguistic education.

### Задачи:

to develop the skills of organizing joint and individual educational and educational activities of students in accordance with the requirements of federal state educational standards;

to build on the competence considering and taking into account special educational needs when organizing joint and individual educational and educational activities of students

### Требования к уровню освоения содержания:

To know:

- conceptual framework of the main modern educational technologies;
- conceptual provisions, content and features of modern technologies of training, control and evaluation;
- methods and techniques for the implementation of basic educational technologies;
- methods of organizing interaction, communication and creating a favorable atmosphere during linguistic training.

Be able to:

- navigate the main modern learning technologies;
- to assess the adequacy of the application of a particular method at a certain stage of linguistic training;
- create favorable conditions for communication in the classroom;
- to develop scenarios of classes using various modern educational technologies;
- to use innovative educational technologies: to organize training in cooperation, using techniques of "brainstorming" technologies, critical thinking and mind mapping techniques, based on gaming and IR technology and the method of analyzing a specific situation.

Be able to perform and apply:

- the appropriate conceptual apparatus of the discipline;
- the skills of conducting classes based on the specifics of a certain technology.



## Principles of Teacher and Higher Education

### Аннотация:

Данная дисциплина направлена на изучение принципов преподавателя высшей школы в контексте его профессиональной деятельности и тенденций развития высшего образования.

В ходе обучения будет сформировано понятие «современный преподаватель высшей школы», выявлены факторы, повлиявшие на формирование концептуального взгляда на современного преподавателя. Студенты рассмотрят личностные качества современного преподавателя, дадут их характеристику.

Будет уделено внимание педагогическому общению, рассмотрены стили педагогического общения.

This discipline is aimed at studying the principles of a teacher of a higher school in the context of his professional activities and trends in the development of higher education.

In the course of the training, the concept of "a modern teacher of higher education" will be formed, and the factors that influenced the formation of a conceptual view of a modern teacher will be identified. Students will consider the personal qualities of a modern teacher, give their characteristics.

Attention will be paid to pedagogical communication, styles of pedagogical communication will be considered.

### Цель:

The discipline "Principles of pedagogy of higher education" is aimed at solving problems, related to the development of professional and pedagogical thinking of young teachers, the formation of their system of professional pedagogical knowledge, skills and competencies necessary both for effective teaching and for improving general pedagogical competence.

Дисциплина «Принципы педагогики высшей школы» нацелена на решение задач, связанных с развитием профессионально-педагогического мышления молодых преподавателей, формированием у них системы профессионально-педагогических знаний, умений и компетенций, необходимых как для эффективной преподавательской деятельности, так и для повышения общепедагогической компетентности.

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### Задачи:

The objectives of the course are to determine the scientific foundations, goals, content of education and upbringing of student youth; give an idea of the history and current state of higher education, its leading trends ... a constant search for the application of philosophical, socio-economic, psychological and other knowledge to solving the problems of training and education at the university.

### Требования к уровню освоения содержания:

As a result of studying the course of pedagogy of higher education, the student must:

- know the basic principles, essence and problems of training and education in higher education,
- be able to analyze traditional and modern trends in the development of higher education,
- to form critical thinking to assess the effectiveness and quality of the implementation of the pedagogical system of the university

## **Professional English**

### **Аннотация:**

Настоящая дисциплина направлена на обучение специалистов, в первую очередь, иностранных, которые будут работать в сфере управления образованием и представляет собой практикум на иностранном (английском) языке.

Дисциплина рассчитана на 3 триместра и включает тематические блоки в области менеджмента, образования и филологии соответственно. Тематический план дисциплины в целом соответствует изучаемым студентами профессиональным дисциплинам (модулям) и направлен на развитие иноязычной коммуникативной компетенции в области управления образованием. Дисциплина использует формат лабораторных занятий, что позволяет развивать все виды иноязычной речевой деятельности, соответствующих целям и задачам дисциплины.

The given subject (Professional English [Education]) is aimed at teaching the specialists of the sphere of education management. The discipline is designed as a practical course of English for special purposes (Education).

The course lasts for 3 terms and includes topical blocks dedicated to Management, Education and Philology respectively. The blocks mainly follow the professional subjects syllabus and are aimed at developing foreign language communication competence in the sphere of education management.

The course uses practical methods of teaching thus helping to develop all types of speech activity to meet the aims and objectives of the discipline.

### **Цель:**

The aim of the course is to develop students' communicative competence paying special attention to the sphere of education management

### **Задачи:**

The objectives of the course are:

- to learn some contemporary information about the English language and English-speaking countries,
- to master speech skills in speaking, listening, reading, and writing paying special attention to the topics connected with Management, Education and Philology,
- to study terms and speech patterns for the sphere of education management

### **Требования к уровню освоения содержания:**

Taking the course of Foreign Language (English) [для англоязычных ОП] is desirable

## Sociology of Education

### **Аннотация:**

Дисциплина направлена на формирование представлений о специфике социологического изучения образования в современном мире, представлений о способах социологического изучения и объяснения проблем образования.

Курс состоит из четырех частей, связанных с основными аспектами социологического изучения образования. В первой части обучающиеся познакомятся со спецификой трактовки образования, истории формирования социологии образования. Вторая часть направлена на описание институционального подхода к образованию, анализ его социальных функций. Задачей третьей части является описание образования как организационной системы и её проблем. Заключительный раздел направлен на знакомство обучающихся с методами социологических исследований в образовании.

The discipline is aimed at forming ideas about the specifics of the sociological study of education in the modern world, ideas about the methods of sociological study and explanation of the problems of education.

The course consists of four parts related to the main aspects of the sociological study of education. In the first part, students will get acquainted with the specifics of the interpretation of education, the history of the formation of the sociology of education. The second part is aimed at describing the institutional approach to education and analyzing its social functions. The task of the third part is to describe education as an organizational system and its problems. The final section is aimed at introducing students to the methods of sociological research in education.

### **Цель:**

The course is intended to develop a holistic understanding of social phenomena and processes in the sphere of Education, of structure and specificity of theoretical sociological knowledge, of the applied nature of sociology of Education as science.

No admittance test is required.

### **Задачи:**

Course objectives are:

- to represent the basic sources of sociology of education emerging as science;
- to develop understanding of classical and contemporary sociological theories and approaches;
- to introduce into analysis of social issues, processes, and change in education;
- to give an overview of research methods.

### **Требования к уровню освоения содержания:**

Student learning outcomes. At the end of the course the student is expected to:

1. Understand:

- history, the subject of the sociology of education;
- features of the analysis of education as a social institution;
- features of the study of the organizational environment of education;
- the main methods of studying the social problems of education.

2. Know:

- basic sociological concepts and categories: social, social community, institution, process, interaction, etc.;
- basic research methods;
- the main provisions of sociological theories related to education.

3. Possess skills:

- description of education as a social institution;
- the use of theoretical approaches to analyze trends in the transformation of education;
- presentation of own ideas.

## **Stylistics (Russian language)**

### **Аннотация:**

The educational and methodical complex is intended for high-quality methodological equipment of the educational process and is a system of didactic teaching aids in the discipline "Stylistics (Russian language)". The educational and methodological complex assumes the full implementation of educational tasks and the formation of competencies among master's students, provided for by the Federal State Educational Standard of Higher Education.

The educational and methodical complex is intended for high-quality methodological equipment of the educational process and is a system of didactic teaching aids in the discipline "Stylistics (Russian language)". The educational and methodological complex assumes the full implementation of educational tasks and the formation of competencies among master's students, provided for by the Federal State Educational Standard of Higher Education.

### **Цель:**

"Stylistics (Russian language)" is aimed at creating conditions for students to master the theory of functional styles, to deepen knowledge about the role and place of extralinguistic factors in different types of speech practice, to expand ideas about the style differentiation of the literary language and the conscious use of the stylistic resources of the Russian language in professional activities. In addition, the course involves increasing the level of proficiency in textual activities in various areas of communication in order to successfully solve professional problems, as well as to consolidate and improve philological knowledge, skills and abilities.

Entrance control is carried out by testing at the first lesson.

The test includes 10 tasks.

The maximum score is 10. The minimum positive score is 5.

### **Задачи:**

The purpose of the course "Stylistics (Russian language)" is to deepen the linguostylistic knowledge of students and improve their experience of speech analysis of various texts, preparation for students to perform independent professional activities.

The objectives of the course are:

- students mastering the basic provisions of functional-stylistic theory and understanding its differences from other concepts of modern communicative linguistics;
- mastering the laws of language functioning and stylistic norms of speech;
- formation of skills of linguostylistic analysis of texts of different styles and genres;
- development of the ability for effective communication in socially and professionally significant areas of activity.

### **Требования к уровню освоения содержания:**

As a result of studying the course of functional style, students must:

- have an idea of traditional and modern concepts of the functioning of the language in various fields of activity;
- to know the extralinguistic foundations and linguistic features of scientific, official-business, journalistic, artistic, religious and conversational functional styles;
- know the conceptual apparatus of functional stylistics and be able to use it in linguostylistic analysis of the text;
- be able to create stylistically correct texts of various styles and genres.

## Teacher Ethics

### Аннотация:

Учитель помогает сформировать духовный мир ребенка, дает ему основные представления о нормах поведения в обществе, прививает моральные качества, формирует нравственные ориентиры. Поэтому каждый учитель должен обладать высокой профессиональной и мировоззренческой культурой, профессиональной этикой. Педагог лишь тогда сможет стать профессионалом, когда овладеет тончайшим инструментом воспитания – наукой о морали и нравственности.

В рамках изучения "Педагогической этики" студентам предоставляется возможность познакомиться с историей зарождения и развития этических учений в области воспитания и обучения, систематизировать знания о внутреннем мире ребенка.

Данный курс предполагает теоретическое и практическое овладение основными компонентами культуры педагогического общения с различными категориями детей; развитие и совершенствование у будущего педагога личностных качеств, обеспечивающих его психологически адекватное общение с учащимися, их родителями и коллегами.

The teacher helps to form the spiritual world of the child, give him a general idea of the norms of behavior in society, instills moral qualities, moral guidelines. Therefore, every teacher must have a high professional and ideological culture, professional ethics. A teacher can only become a professional when he masters the finest instrument of education - the science of morality, morality. Within the framework of this course, students are given the opportunity to get acquainted with the history of the origin and development of ethical teachings in the field of education and training of the younger generation; to systematize knowledge and skills in the field of understanding the inner world of the child.

This course involves theoretical and practical mastery of the main components of the culture of pedagogical communication; development and improvement of the future teacher's personal qualities that ensure his psychologically adequate communication with students, their parents and work colleagues.

### Цель:

Purpose

The purpose of studying the discipline "Pedagogical Ethics" is to form the need to treat all subjects of the pedagogical process with respect, to understand social, ethical, confessional and cultural differences between people and to carry out professional activities in accordance with ethical norms.

### Задачи:

Targets

The objectives of studying the discipline "Pedagogical Ethics" are following:

1. To know the basics of morality, to understand the social, ethnic, confessional and cultural differences between people.
2. To be guided by ethical norms of behavior in different types of professional activity.
3. Be aware of the consequences of violating ethical norms of pedagogical activity.
4. To carry out professional activities in accordance with ethical standards.

### Требования к уровню освоения содержания:

As a result of studying the discipline «Pedagogical ethics» students should

- knows the principles of professional activity in accordance with ethical standards,
- is able to carry out professional activities in accordance with ethical standards,
- has the skills to carry out professional activities in accordance with ethical standards.