

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

Working programme of the discipline

Basics of a Project Activity

Higher education level

Bachelor degree

Area of study / speciality

38.03.01 - Economics

Focus /specialization of the study programme

World Economy

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.30 Введение в проектную деятельность относится к обязательной части образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
ПК-2: Способен критически оценивать варианты управленческих решений и разрабатывать предложения по их совершенствованию с учетом критериев эффективности, возможных рисков и социально-экономических последствий	ПК-2.1: Критически оценивает результаты управленческих решений ПК-2.2: Разрабатывает предложения по совершенствованию управленческих решений с учетом критериев эффективности, возможных рисков и социально-экономических последствий	ПК-2.1: To know main models and methods used in the process of developing management decisions; - development and selection of management decisions under conditions of uncertainty and risk; - features of the adoption of managerial solutions in various areas of the economy and areas of activity of enterprises; - socio-economic aspects adoption and implementation of management decisions. To be able to carry out forecasting conflicts and develop measures to prevent them in the process preparation of management decisions; - calculate the economic efficiency in decision making; To have teamwork skills and the main approaches to resolving conflicts in project management and effective communication methods. ПК-2.2: Knowledge of: Basic methods and tools for analyzing management decisions; principles for evaluating the effectiveness of management	Тест Практическое задание Кейс-задача	Зачёт: Контрольные вопросы

		<p>decisions; theoretical aspects of risk management and their classification; socio-economic consequences of various management decisions; legislative and ethical standards governing project activities.</p> <p>Be able to: analyze current management decisions using quantitative and qualitative methods; evaluate the effectiveness of proposed solutions taking into account various criteria (economic, social, environmental); identify and assess possible risks associated with the implementation of management decisions; formulate recommendations for improving management decisions based on the data obtained and analysis; develop scenarios for assessing social-the economic consequences of implementing management solutions.</p> <p>Possess: skills in working with analytical tools and software for evaluating management decisions; the ability to present their proposals and recommendations in a reasoned manner to colleagues and management; the ability to work in a team to jointly analyze and develop optimal management solutions; competence in documentation and reporting on project activities, including risk and impact assessment; the ability to adapt their proposals depending on changes in the external environment and the internal policy of the organization.</p>		
ОПК ОС-7: Способен к ведению инновационно-предпринимательской деятельности	ОПК ОС-7.1: Организует процесс поиска, анализа, систематизации и отбора информации, необходимой для разработки бизнес-планов в сфере инновационного	<p>ОПК ОС-7.1:</p> <p>To know: methods of collecting and processing information;</p> <p>Be able to: search, analyze, systematize and select information necessary for the development of projects in the field of innovative</p>	Тест Практическое задание Кейс-задача	Зачёт: Контрольные вопросы

	предпринимательства	entrepreneurship; Possess: skills of searching, analyzing, systematizing and selecting information necessary for the development of projects in the field of innovative entrepreneurship; skills of determining the ideological and humanistic potential of the project.		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	2
Часов по учебному плану	72
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	8
- занятия семинарского типа (практические занятия / лабораторные работы)	16
- КСР	1
самостоятельная работа	47
Промежуточная аттестация	0
	Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Unit 1. The concept of social technologies and their main types. Definition of project activity.	6	2	0	2	4
Unit 2. Ontological foundations, cognitive base and sociocultural prerequisites for the development of social technologies.	7	2	0	2	5

Unit 3. Types and structure of projects.	7	2	0	2	5
Unit 4. Social technologies and projecting in the practices of modern society.	7	2	0	2	5
Unit 5. Acquaintance. Teamwork basics.	6	0	2	2	4
Unit 6. Team building. Cohesion as a factor of the development of a team.	6	0	2	2	4
Unit 7. Team building. Team Relationship Management.	6	0	2	2	4
Unit 8. Discussions and role plays. Effective team communication.	6	0	2	2	4
Unit 9. Discussions and role plays. Conflicts as a manifestation of contradictions and a source of team development.	6	0	2	2	4
Unit 10. Imitation games. Self-development trajectories of team members.	8	0	4	4	4
Unit 11. Discussion and statement of the project plan by students	6	0	2	2	4
Аттестация	0				
КСР	1			1	
Итого	72	8	16	25	47

Contents of sections and topics of the discipline

n/a Name of the discipline topic Content of the topic Form of current control

1 The concept of social technologies and the problem of typology

Definition of design and project activity The evolution of the concept of technology and the possibility of its application to analyze the essence of social technologies (CT) – technology as the activity side of technology; engineering, sociotechnical systems, social engineering, sociotechnical systems, social engineering; approaches to the definition of CT: CT as a component of general (any) technology; as any technology for social goals; as a "psychotechnics" of manipulating human mental activity to achieve certain goals; as a means of preventing or reducing the negative effects of scientific and technological progress. CT as a special type of technology: as an applied aspect of the application of socio-humanitarian knowledge for various purposes; in a broad sense, as an integral concept encompassing a whole class of human social activity; as a discourse technology, network technology; as a certain guaranteed algorithm for managing social actors and processes. The problem of CT typology is the identification of types for various reasons: by field of application; by goals, by nature, by orientation, etc. The concept of design. The concept of forecasting. Engineering as an example of project activity. Discussion

2 Ontological foundations, cognitive base and socio-cultural

prerequisites for the development of social technologies are the ontological foundations and cognitive base of ART, which include: human nature as a subject of cognition and transformation of natural and social reality, its cognitive capabilities, mental and emotional processes; cognitive base of ART: extra-scientific knowledge (myth, religion, art, etc.); the projective-constructivist nature of socio-humanitarian technology (SGN) and the possibility of its application; socio-cultural prerequisites and foundations of ART: projectivism and constructivism in socio-cultural practice. Discussion

3 Types and structure of projects General approaches to system engineering activities. Phases and operations of system engineering activities. Preliminary design. Detailed design. Features of strategic design. The main classifications of projects. The project structure. Defining the project objectives. Project outcome planning. Evaluation of project results. Practical assignment (select a real-life project, determine what type it belongs to, determine its goals, objectives, milestones, and results)

4 Social technologies and design in the practices of modern society The main types and forms of modern ART ("hard" and "soft", professional, organizational, personal, etc.); man and social technologies (ART and human freedom, ART and human subjectivity; are there limits to constructive and projective attitude to the world? What are the criteria for the constructive-positive and destructive effects of constructive-projective attitudes on people and society?

Practical task: to consider a real-life project, determine its role in the system of human-society relations,

determine whether the project has achieved its goals and what could affect the results of the project.

5 Introduction. The basics of team interaction are getting students to know each other, establishing contacts, instilling self-presentation skills, identifying behavioral patterns, successes and achievements of team members, developing communication skills, and searching for common values. Discussion

Game

The survey

6 Team building. Cohesion as a factor of team development: Participants' awareness of their similarities with each other, their place in the group, the definition of group-wide values; the development of teamwork skills; training in practical skills of team formation. Discussion

Game

7 Team building. Team relationship management: initial diagnosis of the psychological atmosphere in a group; formation of a favorable psychological climate; development of teamwork skills; creation of conditions for the manifestation of leadership abilities; training in practical skills of team formation. Discussion

Game

8 Discussions and role-playing games. Effective communication in a team is the study of factors affecting the effectiveness of teams; awareness of one's role in the group, behavior style; formation of tolerance and an ethical culture of interpersonal communication and relationships; assessment of active listening skills.

Discussion

Game

9 Discussions and role-playing games. Conflicts as a manifestation of contradictions and a source of team development; Teaching methodological and methodological foundations of team-building techniques and technologies; developing the skill of conscious choice of interaction strategy and behavior in a conflict situation; developing the skill of constructive behavior in a conflict situation in a group, leadership, constructive argumentation; improving the ability to build one's speech behavior in an extreme situation. Discussion

Game

10 Simulation games. Trajectories of self-development of team members: Developing the skill of making non-trivial decisions in a group; developing skills of self-analysis, self-understanding and self-criticism; identifying significant personal qualities for teamwork; deepening knowledge about each other through the disclosure of the qualities of each participant; stimulating personal growth. Discussion

Game

11 Discussion, development and protection of the project by students Discussion of possible directions and types of projects, determination of the members of the project team, presentation of the preliminary design stage, preparation of a project plan. Writing a project plan.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

<https://e-learning.unn.ru>, <https://e-learning.unn.ru>.

Иные учебно-методические материалы:

The purpose of independent work is to train a modern competent specialist and develop the abilities and skills for continuous self-education and professional improvement.

Independent work is the most active and creative process that performs a number of didactic functions:

it promotes the formation of dialectical thinking, develops a high culture of intellectual work, improves the ways of organizing cognitive activity, fosters responsibility, determination, systematicity and consistency in the work of students, develops their respect for their time, the ability to finish the job started.

Studying the conceptual framework of the discipline

The entire system of individual independent work should be subordinated to the assimilation of the conceptual apparatus, since one of the most important tasks of training a modern competent specialist is the mastery and competent application of not only professional, but also universal terminology.

Various encyclopedias, dictionaries, reference books and other materials listed in the list of references will help to better assimilate and understand the discipline.

Study of self-study topics according to the curriculum

A special place is given to students' independent study of individual sections and topics in the discipline being studied. This approach develops students' initiative, the desire to increase the amount of knowledge, the development of skills and abilities to comprehensively master the ways and techniques of professional activity.

Studying the issues of the next topic requires a deep understanding of the theoretical foundations, disclosure of the essence of the main categories of the currency regulation system, problematic aspects of the topic and analysis of factual material.

Work on the main and additional literature

The study of the recommended literature should begin with textbooks and teaching aids, then proceed to regulatory legal acts, scientific monographs and materials from periodicals. Taking notes is one of the main forms of independent work that requires students to actively work with educational literature and not limit themselves to lecture notes.

The student should be able to independently select the literature necessary for academic and scientific work. In this case, you should refer to the subject catalogs and bibliographic reference books that are available in libraries.

To accumulate information on the topics studied, it is recommended to create a personal archive, as well as a catalog of the sources used. At the same time, if already in the first years of study a student determines for himself the most interesting areas for study, then such work will be very productive in terms of forming a bibliography for the subsequent writing of a graduation project.

Self-preparation for practical exercises

In practical classes, students should be able to consistently express their thoughts and defend them in a reasoned manner.

To achieve this goal, it is necessary:

- 1) get acquainted with the relevant topic of the program of the discipline being studied;
- 2) to comprehend the range of issues studied and the logic of their consideration;
- 3) study the literature recommended by the educational and methodological complex on this topic;
- 4) carefully study the lecture material;
- 5) get acquainted with the questions of the next seminar session;
- 6) prepare a short presentation on each of the issues submitted to the seminar session.

Studying the issues of the next topic requires a deep understanding of the theoretical foundations of the discipline, disclosure of the essence of the main provisions, problematic aspects of the topic and analysis of factual material.

When presenting the material at a seminar session, you can use the following algorithm for presenting the topic: definition and characterization of the main categories, evolution of the research subject,

assessment of its current state, existing problems, and development prospects. A very presentable presentation option should be considered to be his preparation in a Power Point environment, which significantly increases the degree of visualization, and, consequently, accessibility, comprehensibility of the material and interest of the audience in the results of the student's scientific work.

Independent work of the student in preparation for the test.

The control is a form of feedback and provides for the assessment of students' academic performance and the development of measures to further improve the quality of training of modern managers.

The final form of monitoring students' academic performance in the academic discipline "Introduction to project activities" is a credit.

An indisputable factor in the successful completion of the next module is the painstaking, systematic work of the student throughout the entire period of study of the discipline (semester). In this case, exam preparation will be a concentrated systematization of all acquired knowledge in this discipline. At the beginning of the semester, it is recommended to carefully study the list of questions for the test in this discipline, as well as use the program and other methodological materials developed by the department in this discipline in the learning process. This will allow, in the process of studying topics, to form a more correct and generalized student's vision of the essence of a particular issue by:

- a) clarifying questions to the teacher.;
- b) preparation of research papers on specific topics that are most interesting to the student;
- c) self-clarification of questions in related disciplines;
- d) in-depth study of the issues of the topic according to textbooks.

In addition, the presence of a list of questions during the study period will allow you to choose from the textbooks proposed by the teacher the most optimal for each student, in terms of his individual perception of the material, the level of complexity and style of presentation.

After studying the relevant topic, it is recommended to check the availability and wording of a question on this topic in the list of exam questions, as well as try to provide an answer to this question. If there are difficulties in disclosing the material, you should again refer to the lecture material, materials of practical exercises, clarify the terminology of the topic, and consult with the teacher.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Test) to assess the development of the competency IIK-2:

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects
2. To implement one type of process, one or two performers are required; to implement a project, many performers are required
3. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects
2. Teamwork and a sense of belonging
3. Reduction of communication lines

5.1.2 Model assignments (assessment tool - Test) to assess the development of the competency OPIK OC-7:

4. Project participants are:

1. Consumers for whom the project was intended
2. Customers, investors, project manager and his team
3. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
2. Directions and principles of project implementation
3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do
2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple
2. Short term
3. Long-term

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
outstanding	96-100% of right answers
excellent	86-95% of right answers
very good	81-85% of right answers
good	66-80% of right answers
satisfactory	56-65% of right answers
unsatisfactory	46-55% of right answers
poor	less than 45% of right answers

5.1.3 Model assignments (assessment tool - Practical task) to assess the development of the competency ИК-2:

Fine motor exercises

Students are invited to split into pairs, join hands as if greeting, at the instructor's command, twist the thumbs of each pair clockwise so as not to touch each other. The teacher can command to change the direction of movement several times. Those who touched each other quit the game. Change partners after 3-4 minutes.

Exercise "Calm and Aggressive Responses"

Write down the various situations in which students may find themselves on pieces of paper. In turns invite them to take a piece of paper with the situation and read the description aloud. After that, everyone needs to react in three ways: calmly, confidently and aggressively.

Examples of situations:

1. A friend is talking to you but you want to leave.
2. A classmate distracts you from important work, asks questions that interfere with concentration.
3. You can't get off the bus because it is overcrowded.
4. Peers force you to miss the lecture by saying that "you are just a coward and a child."
5. The teacher makes a public comment to you.

5.1.4 Model assignments (assessment tool - Practical task) to assess the development of the competency ОИК ОО-7:

The game "If I were ..."

Each participant chooses something for himself (ice cream, lampshade, chair, pen, etc.) and plunges into its world, imagines himself as this thing, feels its “character”. On behalf of this thing, he tells how it feels in the world around it. Tells us about its worries, its past and future. When talking about an extraneous random subject, participants involuntarily talk about themselves, which leads to self-disclosure and the formation of skills in managing their emotions.

Game "Emergency"

The presenter divides the audience into groups of 6-7 people. All participants are given cards with tasks that must not be shown to each other. Then he announces the legend.

Each group represents a small air conditioner company. Over the past month, sales have tripled. But today there are complaints from customers that the air conditioners are not working. A check was carried out inside the company, and it turned out that the entire last batch was defective. The director called an urgent meeting to deal with the current problem. Employees receive their assignment forms. It is necessary that the group has at least 6 people. Give the audience 10 minutes to discuss. Further, each leader must announce to the coach the solution to the problem.

Exercise "Pass the mask!"

The presenter fixes a certain expression (mask) on his face, turns to the neighbor on the left and “gives him the expression of his face,” which he must repeat exactly. As soon as the neighbor on the left has completed the task, he changes his facial expression to a "new mask" and passes it on to the next participant. So everyone in turn "copy" and "transmit" the mask.

Assessment criteria (assessment tool — Practical task)

Grade	Assessment criteria
pass	The practical task has been completed in full, within the framework of the rules established for the public presentation, the student(s) provides a complete clear argumentation of the chosen decision based on a well-done analysis. Good theoretical knowledge is demonstrated, there is a well-founded point of view on the problem(s) and the reasons for its (their) occurrence. In the case of a number of identified problems, it clearly defines their hierarchy. During an oral presentation, he confidently and quickly answers the questions asked, and the presentation is accompanied by visualization techniques. In the case of a written report on the assignment, a structured and detailed analysis of the task is made, possible solutions are presented (3-5), and the final choice of one of the alternative solutions is clearly and argumentatively justified
fail	The practical task is completed by less than a third. There is no detail in the decision, and the oral or written presentation is not structured. If a solution is indicated in a speech or a presentation report, it is not a solution to the problem that is inherent in the task.

5.1.5 Model assignments (assessment tool - Case-task) to assess the development of the competency ИК-2:

Game "One man in the field is not a warrior "

Divide the students into 2 teams at random. Give each a writing sheet and a pen. Within 3-5 minutes, participants individually write 5 of their strengths and weaknesses. Then the teams unite in order to form the strengths and weaknesses of the entire team. Allow 10-15 minutes for this stage, depending on the number of people.

Ask 1 member of the team to talk about the top 5 strengths and weaknesses of his group.

Discussion:

- Was it difficult to write down your strengths and weaknesses?
- Was it difficult to organize the information?
- What conclusions did you draw?
- What could your team do, and what should not be tackled?
- How were the roles assigned in the teams?
- What (or who) your team is missing?
- Did the teams turn out to be identical in their skills?

5.1.6 Model assignments (assessment tool - Case-task) to assess the development of the competency ОПК OC-7:

The presenter divides the audience into groups of 6-7 people. He gives everyone involved cards with tasks that do not need to be shown to each other. Then he voices the legend.

Each group is a small company selling air conditioners (the legend can be changed depending on the situation). Over the past month, sales have increased 3 times. But today we started receiving complaints from customers that the air conditioners are not working. An inspection was carried out inside the company, and it turned out that the entire last batch was defective. The director called an urgent meeting to deal with the current problem. Employees receive their assignment forms.

It is necessary that there are at least 6 people in the group. Give the audience 10 minutes to discuss. Next, each manager must announce to the coach a solution to solve the problem.

Each group has two random observers who analyze the behavior of the participants during the game. After finishing, everyone can open their assignments.

Materials: task cards.

1. Your task is to make a final decision in connection with the situation that has arisen.

Organize the team's work so that the meeting is as effective as possible. At the end of the meeting, distribute the areas of responsibility among the participants. You can voice your role to your colleagues.

2 OBSERVER 1 Your task is to observe what is happening at the meeting and analyze the behavior of each player. Also, try to identify a second observer. You can participate in the meeting, but do it very passively. If you are asked about your position, introduce yourself as a department manager.

3 OBSERVER 2 Your task is to observe what is happening at the meeting and analyze the behavior of each player. Also, try to identify a second observer. You can participate in the meeting, but do it very passively. If you are asked about your position, introduce yourself as a department manager.

4 DEPARTMENT MANAGER Actively participate in the discussion process. Your task is to analyze the situation and propose the most correct solution. You can voice your role to your colleagues.

5 DEPARTMENT MANAGER Actively participate in the discussion process. Your task is to analyze the situation and propose the most correct solution. You can voice your role to your colleagues.

6 DEPARTMENT MANAGER Actively participate in the discussion process. Your task is to analyze the situation and propose the most correct solution. You can voice your role to your colleagues.

7 COURIER DEPARTMENT You accidentally got into a meeting. Your task is to propose impossible and strange things (for example, to throw out the entire batch and close the company). If you are asked about your position, introduce yourself as a department manager.

Assessment criteria (assessment tool — Case-task)

Grade	Assessment criteria
pass	The case-task has been completed in full, within the framework of the rules established for the public presentation, the student(s) provides a complete clear argumentation of the chosen decision based on a well-done analysis. Good theoretical knowledge is demonstrated, there is a well-founded point of view on the problem(s) and the reasons for its (their) occurrence. In the case of a number of identified problems, it clearly defines their hierarchy. During an oral presentation, he confidently and quickly answers the questions asked, and the presentation is accompanied by visualization techniques. In the case of a written report on the assignment, a structured and detailed analysis of the task is made, possible solutions are presented (3-5), and the final choice of one of the alternative solutions is clearly and argumentatively justified.
fail	The case-task is completed by less than a third. There is no detail in the decision, and the oral or written presentation is not structured. If a solution is indicated in a speech or a presentation report, it is not a solution to the problem that is inherent in the task.

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продemonстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade	Assessment criteria
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pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-2

1	History and state of development of the problem of social technologies.
2	Social technologies as a special kind of technology.
3	Projectivism and constructivism in socio-cultural practice as a prerequisite for social technologies.
4	The problem of projecting typology
5	The concepts of "social engineering", "social and humanitarian projecting", "social technologies".
6	Advantages and disadvantages of using the project method in educational activities.
7	Project presentation and project content - which is more significant for attracting interest to the project.
8	Value vectors in the ways of applying social technologies and projecting.
9	Applications and benefits of project management.

10	What are the basic concepts of project activities.

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ОПК OC-7

1	Standards in the field of project activities, the possibility of their application in the Russian context.
2	The main roles of the participants in project activities. Separation of responsibility and authority: customer, sponsor, project manager, project participant.
3	Project structure, assignment of key roles, planning of interaction and communications.
4	Project communications management.
5	Professional responsibility. Code of Ethics.
6	Critical project success factors and common reasons for project management failure.
7	Team spirit and team building concepts.
8	Terms of team formation. Problems of team formation and methods of overcoming them.
9	Distribution of roles in the team: role, types of roles, principles of distribution of roles.
10	Leadership types and their features. Applicability of different types of leadership to project management.

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	All competencies (parts of competencies) that the discipline is aimed at forming are formed at a level not lower than "excellent", knowledge, skills, and proficiency in relevant competencies are demonstrated at a level higher than stipulated by the program.
fail	At least one competence has been formed at the "unsatisfactory" level, none of the competencies has been formed at the "poor" level

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Невеев Александр Борисович. Тренинг в организации : Учебное пособие. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2021. - 256 с. - ВО - Бакалавриат. - ISBN 978-5-16-005660-9. - ISBN 978-5-16-101737-1., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=740698&idb=0>.
2. Саляева Т. В. Проектная деятельность : учебно-методическое пособие. Ч. 1. Фирменный стиль / Саляева Т. В., Антоненко Ю. С., Гаврицков С. А. - Магнитогорск : МГТУ им. Г.И. Носова, 2022. - 83 с. - Утверждено Редакционно-издательским советом университета в качестве учебно-методического пособия. - Книга из коллекции МГТУ им. Г.И. Носова - Искусствоведение. - ISBN 978-5-9967-2494-9., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=886528&idb=0>.
3. Цепилова Е. С. Проектная деятельность / project activity : метод. пособие / Цепилова Е. С. - Сочи : СГУ, 2022. - 40 с. - Книга из коллекции СГУ - Сервис и туризм., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=868461&idb=0>.

Дополнительная литература:

1. Винник В. К. Теоретические и методологические основы преподавания дисциплины «Введение в проектную деятельность» : учебное пособие / Винник В. К., Воронкова А. А. - Нижний Новгород : ННГУ им. Н. И. Лобачевского, 2023. - 163 с. - Рекомендовано методической комиссией Института экономики и предпринимательства ННГУ для студентов ННГУ, обучающихся по направлению 38.03.01 Экономика, 09.03.03 Прикладная информатика, 38.03.03 Управление персоналом, 38.03.05 Бизнес-информатика очной, очно-заочной, заочной формы обучения. - Книга из коллекции ННГУ им. Н. И. Лобачевского - Экономика и менеджмент., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=867929&idb=0>.
2. Левчук С. В. Введение в проектную деятельность : учебно-методическое пособие / Левчук С. В. - Тамбов : ТГУ им. Г.Р.Державина, 2020. - 104 с. - Библиогр.: доступна в карточке книги, на сайте ЭБС Лань. - Книга из коллекции ТГУ им. Г.Р.Державина - Психология. Педагогика. - ISBN 978-5-00078-340-5., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=757856&idb=0>.
3. Сивкина Наталья Юрьевна. Введение в проектную деятельность : учебное пособие / Н. Ю. Сивкина ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2023. - 65 с. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=877164&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. Electronic library system "Student's Consultant". Access mode: <http://www.studentlibrary.ru/>
2. Russian Electronic Library (RSL. Access mode: <http://elibrary.rsl.ru/>)
3. Code of Ethics of the International Association of Personality Development Professionals

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Economics.

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