

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

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УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

**Working programme of the discipline**

Macroeconomics

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Higher education level

Bachelor degree

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Area of study / speciality

38.03.01 - Economics

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Focus /specialization of the study programme

World Economy

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Mode of study

full-time

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Nizhny Novgorod

Year of commencement of studies 2025

## 1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.18 Макроэкономика 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
УК-10: Способен принимать обоснованные экономические решения в различных областях жизнедеятельности и	<p>УК-10.1: Применяет знания об основных законах и закономерностях функционирования экономики; основы экономической теории, необходимых для решения профессиональных и социальных задач</p> <p>УК-10.2: Применяет экономические знания при выполнении практических задач; принимать обоснованные экономические решения в различных областях жизнедеятельности</p> <p>УК-10.3: Использует основные положения и методы экономических наук при решении социальных и профессиональных задач</p>	<p>УК-10.1:</p> <p>Знать: основные понятия макроэкономики, методы и инструменты макроэкономического анализа, закономерности функционирования и регулирования экономических систем</p> <p>Уметь: анализировать причины и последствия различных макроэкономических явлений и процессов, а также способов их государственного регулирования</p> <p>Владеть: методами расчета основных макроэкономических показателей и давать им содержательную оценку.</p> <p>To know: basic concepts of macroeconomics, methods and tools of macroeconomic analysis, patterns of functioning and regulation of economic systems.</p> <p>To be able to: analyze the causes and consequences of various macroeconomic phenomena and processes, as well as ways of their state regulation.</p> <p>To have the skills: methods of calculating the main macroeconomic indicators and give them a meaningful assessment.</p>	<p>Задачи</p> <p>Тест</p>	<p>Курсовая работа</p> <p>Экзамен:</p> <p>Задачи</p> <p>Тест</p>

*УК-10.2:*

*Знать: взаимосвязи различных макроэкономических показателей, альтернативные подходы к объяснению эффектов и последствий макроэкономического регулирования.*

*Уметь: определять влияние различных факторов на основные макроэкономические переменные.*

*Владеть: способами оценки эффективности использования разных инструментов государственного регулирования экономики.*

*To know: the relationship of various macroeconomic indicators, alternative approaches to explaining the effects and consequences of macroeconomic regulation.*

*To be able to: determine the influence of various factors on the main macroeconomic variables.*

*To have the skills: ways of assessing the effectiveness of using various tools of state regulation of the economy.*

*УК-10.3:*

*Знать: основные положения неоклассической и кейнсианской макроэкономической теории.*

*Уметь: использовать знание альтернативных теорий и концепций при анализе макроэкономической среды в процессе принятия профессиональных экономических решений.*

*Владеть: методами формирования прогнозов развития бизнеса с учетом влияния макроэкономических процессов.*

		<p><i>To know: the main provisions of neoclassical and Keynesian macroeconomic theory.</i></p> <p><i>To be able to: use knowledge of alternative theories and concepts in the analysis of the macroeconomic environment in the process of making professional economic decisions.</i></p> <p><i>To have the skills: methods of making forecasts for business development, taking into account the impact of macroeconomic processes.</i></p>		
<p><i>ОПК-1: Способен применять знания (на промежуточном уровне) экономической теории при решении прикладных задач;</i></p>	<p><i>ОПК-1.1: Использует понятийный аппарат экономической науки для описания макроэкономических, микроэкономических и финансовых процессов</i></p> <p><i>ОПК-1.2: Использует принципы, методы и инструменты экономической теории при решении фундаментальных и прикладных экономических задач</i></p>	<p><i>ОПК-1.1:</i></p> <p><i>Знать: основы построения, расчета и анализа основных макроэкономических показателей.</i></p> <p><i>Уметь: подбирать и обрабатывать информацию при построении теоретических макроэкономических моделей и анализировать эффекты внутри них.</i></p> <p><i>Владеть: навыками разработки эффективных мер государственного регулирования национальной экономики.</i></p> <p><i>To know: the basics of building, calculating and analyzing the main macroeconomic indicators.</i></p> <p><i>To be able to: select and process information in the construction of theoretical macroeconomic models and analyze the effects within them.</i></p> <p><i>To have the skills: of developing effective measures of state regulation of the national economy.</i></p> <p><i>ОПК-1.2:</i></p> <p><i>Знать: принципы, методы и инструменты современной макроэкономики.</i></p> <p><i>Уметь: оценивать эффективность разных методов и инструментов</i></p>	<p><i>Задачи</i></p> <p><i>Тест</i></p>	<p><i>Курсовая работа</i></p> <p><i>Экзамен:</i></p> <p><i>Задачи</i></p> <p><i>Тест</i></p>

		<p>макроэкономического регулирования.</p> <p>Владеть: эффективными способами решения основных макроэкономических проблем с учетом интересов конкретного бизнеса.</p> <p><i>To know: principles, methods and tools of modern macroeconomics.</i></p> <p><i>To be able to: evaluate the effectiveness of various methods and tools of macroeconomic regulation.</i></p> <p><i>To have the skills: effective ways of solving basic macroeconomic problems, taking into account the interests of a particular business.</i></p>		
<p>ОПК-3: Способен анализировать и содержательно объяснять природу экономических процессов на микро- и макроуровне;</p>	<p>ОПК-3.1: Анализирует социально - экономические процессы на микро, макро и глобальном уровнях</p> <p>ОПК-3.2: Владеет навыками оценки тенденций социально-экономических процессов на микро, макро и глобальном уровнях</p>	<p>ОПК-3.1:</p> <p>Знать: принципы, методы и инструменты современной макроэкономики.</p> <p>Уметь: оценивать эффективность разных методов и инструментов макроэкономического регулирования.</p> <p>Владеть: эффективными способами решения основных макроэкономических проблем с учетом интересов конкретного бизнеса.</p> <p><i>To know: factors and features of the country's economic development.</i></p> <p><i>To be able to: analyze the dynamics of socio-economic processes.</i></p> <p><i>To have the skills: methods for calculating indicators of economic growth and cyclicity.</i></p> <p>ОПК-3.2:</p> <p>Знать: особенности воздействия мировой экономики на функционирование национальной экономики.</p> <p>Уметь: выявлять тенденции</p>	<p>Задачи</p> <p>Тест</p>	<p>Курсовая работа</p> <p>Экзамен:</p> <p>Задачи</p> <p>Тест</p>

		<p>социально-экономического развития.</p> <p><i>Владеть: навыками оценки влияния глобальных процессов на функционирование национальных экономических систем.</i></p> <p><i>To know: peculiarities of the impact of the world economy on the functioning of the national economy.</i></p> <p><i>To be able to: identify trends in socio-economic development.</i></p> <p><i>To have the skills: in assessing the impact of global processes on the functioning of national economic systems.</i></p>		
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### 3. Структура и содержание дисциплины

#### 3.1 Трудоемкость дисциплины

	<b>очная</b>
<b>Общая трудоемкость, з.е.</b>	<b>5</b>
<b>Часов по учебному плану</b>	<b>180</b>
в том числе	
<b>аудиторные занятия (контактная работа):</b>	
- занятия лекционного типа	<b>48</b>
- занятия семинарского типа (практические занятия / лабораторные работы)	<b>32</b>
- КСР	<b>3</b>
<b>самостоятельная работа</b>	<b>61</b>
<b>Промежуточная аттестация</b>	<b>36</b> <b>Экзамен</b>

#### 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			Самостоятельная работа обучающегося, часы
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			
		Занятия лекционного типа	Занятия семинарского типа	Всего	

			(практические занятия/лабораторные работы), часы		
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Topic 1. Main Macroeconomic Variables and Identities	17	6	4	10	7
Topic 2. Aggregate Market of Goods and Services	18	6	4	10	8
Topic 3. Money Market	18	6	4	10	8
Topic 4. Co-equilibrium of Aggregate Commodity Market and Money Market	18	6	4	10	8
Topic 5. Labor market, unemployment, social policy	18	6	4	10	8
Topic 6. Inflation, its mechanisms and effects	18	6	4	10	8
Topic 7. Macroeconomic Dynamics. Fluctuations and Growth	17	6	4	10	7
Topic 8. Macroeconomic Equilibrium in Open Economy	17	6	4	10	7
Аттестация	36				
КСР	3			3	
Итого	180	48	32	83	61

### Contents of sections and topics of the discipline

#### Topic 1. Main Macroeconomic Variables and Identities

Four aggregate sectors of the national economy: Householders, Firms, Government, and Foreign Sector. Main regulative policies: Fiscal, Monetary, Exchange Rate, and Foreign Trade Policy. Their goals and instruments. Short-run and long-run periods of economic performance. Macroeconomic variables and their types (nominal and real, stock and flow). “The rule of 72”.

System of National Accounts. Gross Domestic Product: its notion, types (nominal, real, actual, potential) and methods of calculation. Consumption, investment, government purchases and net export. Economic growth rate and output gap. Gross National Income, Net National Income, Personal Income, Personal Disposable Income. Price Indices: GDP deflator, consumer price index and producer price index.

Formation and distribution of gross national income and disposable income. General rule for savings and investment.

#### Topic 2. Aggregate Market of Goods and Services

Keynesian vs. Neoclassical Approaches in Macroeconomics.

The basic Keynesian model of macroeconomic equilibrium on the aggregate goods market. Keynesian functions of consumption, savings and investment. The “fundamental psychological law” by Keynes. Marginal and average propensity to consume. Marginal and average propensity to save. Equilibrium of planned savings and autonomous investment in Keynesian model. Investment multiplier. The accelerator effect. The paradox of thrift. Recessionary and Inflationary gap. Effective demand management.

Neo-Keynesian approach to the equilibrium on the aggregate goods market: the AD-AS model. Aggregate demand as the inverse dependence of the real expenditures from general price level. Three effects of aggregate demand: Pigou’s Wealth Effect; Keynes’s Interest-Rate Effect; Mundell-Fleming’s Exchange-Rate Effect. Aggregate demand determinants. Influence of monetary, fiscal, exchange-rate policies and expectations on aggregate demand and the AD curve shifts. Aggregate supply as the direct dependence of the domestic output from general price level. Keynesian vs Neoclassical approaches to aggregate supply. Short-run and long-run AS curve. Aggregate supply determinants. Three types of equilibrium in the AD-AS model. The “ratchet effect” (inertial effect). Different explanations of prices rigidity in short-run.

The critique of the Keynesian Absolute Income Hypothesis and consumption function. The Kuznets Paradox. Short-run and long-run consumption function. The intertemporal choice model by Irving Fisher. Life-cycle

hypothesis by Franco Modigliani. Permanent income hypothesis by Milton Friedman.

### Topic 3. Money Market

Money functions: unit of account (measure of value); medium of exchange; store of value. Demand for money: Neoclassical vs Keynesian approaches. Equation of exchange by I. Fisher. Cambridge equation of money demand by A. Marshall and A.C. Pigou. Three motives of liquidity preference according to J. Keynes. Transactions demand for money. Precautionary demand for money. Speculative demand (assets demand) for money. Equilibrium on money market and its changes: Neoclassical and Keynesian approaches. Money supply. Money aggregates and money supply structure. The coefficient of economy monetization and its determinants. The role of central bank in creation money and the process of banking multiplication with fractional reserve. The required reserves ratio and its relation to bank multiplier. The “currency ratio” and the excessive reserves ratio. Calculating money, deposit and credit multipliers. The role and functions of Central Bank. The foundations and instruments of monetary policy. The official discount rate and its influence on money supply. Open market operations and operations of “sterilization the money supply”. Passive monetary policy and “the monetary rule” by M. Friedman. Active monetary policy: expansionary vs restrictive. Monetary regimes: monetary aggregates targeting; exchange rate targeting; inflation targeting; interest rate targeting and the Taylor rule; nominal GDP targeting.

### Topic 4. Co-equilibrium of Aggregate Commodity Market and Money Market

The equality of investments and savings, derivation of IS curve in two-sector economy. The extended IS curve in an economy with the public sector. The IS function arithmetic. The position and slope of the IS curve and the factors affecting it. Influence of fiscal policy on IS curve shifts. Multipliers of fiscal policy (of autonomous expenditures, government purchases, transfers, autonomous and income taxes) in a closed and an open economy. The Haavelmo theorem and the balanced budget multiplier. Alternative views on results of tax cuts. The equality of money supply and liquidity preference, derivation of LM curve. The LM function arithmetic. The position and slope of the LM curve and the factors affecting it. Influence of monetary policy on LM curve shifts. The co-equilibrium in IS-LM model in short-run. Influence of fiscal and monetary policy on economic performance: real interest rate and output. Aggregate demand formation. The extreme cases of equilibrium in the IS-LM model: full employment, “liquidity trap”, “investment trap”. Long-run equilibrium in the IS-LM model: neoclassical view.

### Topic 5. Labor market, unemployment, social policy

Economically active population (labor force) and economically inactive population. The level of economic activity. Employed and unemployed. The unemployment rate. The types of unemployment: frictional, structural and cyclical. Natural unemployment and its level. The Okun’s law. Voluntary and involuntary unemployment. Labor demand and labor supply. Labor market equilibrium and its change: Keynesian vs Neoclassical approach.

Inequality in personal income distribution and its measurement (the Lorenz curve, the Gini coefficient, the coefficient of funds). The relationship between inequality and economic development: the Kuznets hypothesis. Methods for reducing inequality. Social policy, its goals and instruments. Social transfers.

### Topic 6. Inflation, its mechanisms and effects

The notion of inflation. Its forms: opened and repressed (suppressed). Measuring inflation. Types of inflation distinguished by different criteria. Creeping inflation, galloping inflation and hyperinflation. Balanced vs unbalanced inflation. Expected vs unexpected inflation. Mechanisms of inflation: demand-pull inflation vs cost-push inflation. The mechanism of an inflationary spiral. Imported inflation. The causes of inflation. Social costs of inflation: “shoe leather cost”, “menu cost”, “relative-price variability and the misallocation of resources”, “inflation-induced tax distortions” and “confusions and inconvenience”. Distributive effects of inflation. Positive effects of inflation. Inflation impacts on state budget: Olivera-Tanzi

and Patinkin effects. Nominal and real interest rates, the Fisher hypothesis. The theories of inflation: Keynesian, monetarist, fiscal, structuralist.

Trade-off between inflation and unemployment: the Phillips curve and its interpretation in Keynesian approach, theories of adaptive and rational expectations. Derivation the aggregate-supply (AS) curve based on the labor market equilibrium and the Phillips curve.

#### Topic 7. Macroeconomic Dynamics. Fluctuations and Growth

Business (economic) cycle and its stages. Recovery, expansion and boom (peak). Recession, depression and bottom. Trend, amplitude and duration of economic cycle. The variables (parameters) of the cycle: procyclical, countercyclical and acyclical; leading, lagging and coincident. Main types of cycles: the Kitchin inventory cycle, the Juglar fixed investment cycle, the Kuznets infrastructural investment cycle, the Kondratiev waves or long technological cycle etc. The theories of macroeconomic cyclicity: endogenous vs. exogenous.

The P. Samuelson and J. Hicks model of economic fluctuations. The role of marginal propensity to consume and investment accelerator in this model. Determining the zones of convergence and divergence, oscillatory and monotonic changes by calculating the discriminant of the main model equation.

Economic Growth: definition and its factors, ways of representation. Measuring economic growth rates. Types of economic growth in open economy. The Keynesian models of economic growth (the E. Domar and R. Harrod models).

The neoclassical model of economic growth by R. Solow and T. Swan. The balanced growth path. The steady and the gold levels of capital stock per unit of labor. Short-term and long-term factors of economic growth in the Solow-Swan model. Convergence in economic development.

#### Topic 8. Macroeconomic Equilibrium in Open Economy

The balance of payments and its parts: the current account and the capital account. The role of exchange rate in balance of payments equilibrium. Nominal and real exchange rate, parity of purchasing power. "The terms of trade" and "the law of one price". Three regimes of exchange rate: fixed, managed and floating. Tradable and non-tradable goods. Influence of mobility of capital on balance of payments equilibrium.

The model of balance of payments in a small open economy with perfect capital mobility. Consequences of fiscal, monetary and trade policies in this model.

R. Mundell and M. Fleming model for a small open economy (the IS-LM-BP model). The derivation of BP (balance of payments) curve as relationship between real income and real interest rate. The factors influencing the position and the slope of the BP curve. The consequences of monetary and fiscal policies under floating and fixed exchange rate regimes in the IS-LM-BP model.

### **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:

Macroeconomics / Макроэкономика, <https://e-learning.unn.ru/course/view.php?id=3074>.

Иные учебно-методические материалы:

Малкина М. Ю. Макроэкономика : учебно-методическое пособие / Малкина М. Ю. - Нижний Новгород : ННГУ им. Н. И. Лобачевского, 2017. - 72 с. - Рекомендовано методической комиссией Института экономики и предпринимательства ННГУ для иностранных студентов,

обучающихся по направлению подготовки 38.03.01 «Экономика» (бакалавриат) на английском языке. - Книга из коллекции ННГУ им. Н. И. Лобачевского - Экономика и менеджмент. <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=730025&idb=0>

Malkina M. Yu. Macroeconomics: Tutorial / Malkina M. Yu. - Nizhny Novgorod: Lobachevsky State University of Nizhny Novgorod, 2017. - 72 p. - Recommended by the Methodological Commission of the Institute of Economics and Entrepreneurship of Lobachevsky State University for foreign students studying in the field of training 38.03.01 "Economics" (bachelor's degree) in English.

## 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 - Tasks) to assess the development of the competency УК-10:

Problem 1 for solution (3 points)

What will be the volume of consumption if the marginal propensity to save disposable income is 0.4;  $Y=2500$  units, taxes are 30% of income, and the amount of autonomous consumption is 500 units?

#### 5.1.2 Model assignments (assessment tool - Tasks) to assess the development of the competency ОПК-1:

Problem 2 for solution (3 points)

Let the required reserve ratio for commercial banks be 10%, the share of excess reserves in deposits be 15%, and the population prefers to keep 1/3 of their money in cash. Determine the size of the deposit multiplier.

#### 5.1.3 Model assignments (assessment tool - Tasks) to assess the development of the competency ОПК-3:

Problem 3 for solution (3 points)

The Phillips curve equation has the form:  $\pi = \pi_e - 0,3 \cdot (u - u_n) + \eta$ . Expected inflation is 12%, the natural rate of unemployment is 5%, and there are no supply shocks. In order to reduce inflation, the Central Bank decreased the money supply in the economy, which led to an increase in actual unemployment to 10%. What will the actual inflation rate be if inflation expectations have not changed?

### Assessment criteria (assessment tool — Tasks)

Grade	Assessment criteria
outstanding	94-100 % of the maximum points
excellent	82-93 % of the maximum points
very good	66-81 % of the maximum points
good	50-65 % of the maximum points
satisfactory	34-49 % of the maximum points

Grade	Assessment criteria
unsatisfactory	11-33 % of the maximum points
poor	0-10 % of the maximum points

### 5.1.4 Model assignments (assessment tool - Test) to assess the development of the competency YK-10:

Question 1 (choose one correct answer) (1 point).

**When calculating GDP, its value does not include:**

- a) services provided by paid domestic servants,
- b) services of a lawyer working in a private firm,
- c) an increase in the company's inventory,
- d) house cleaning and home equipment repair services provided by household members to each other.

Question 2 (choose one correct answer) (1 point).

**Four aggregated macroeconomic sectors are ...**

- a) the external sector, the internal sector, the sector of production of goods, the sector of production of services;
- b) the firms sector, the household sector, the state, abroad;
- c) the fuel and energy sector, the agro-industrial sector, the machine-building sector, the service sector;
- d) public sector, municipal sector, commercial sector, non-commercial sector.

Question 3 (choose one correct answer) (1 point).

**Gross domestic product is ...**

- a) the market value of all final goods and services produced in the country for any period of time, usually a year;
- b) the cost of products sold in the territory of a given country during a year or another period;
- c) primary income of national factors received within the country and abroad during the year;
- d) the sum of the prices of goods and services produced by various branches of the national economy for a certain period of time.

Question 4 (choose one correct answer) (2 points).

**The annual growth rate of real GDP is 6%. How many years will it take to double GDP?**

a) 12; б) 14; в) 15; г) 16.

Question 5 (choose one correct answer) (2 points).

**The investment multiplier shows ...**

- a) how many times the income will increase with a given increase in investment;
- b) an increase in income with an increase in autonomous investments by 1;
- c) an increase in investment with an increase in savings by 1;
- d) an increase in investment with an increase in income by 1%.

**5.1.5 Model assignments (assessment tool - Test) to assess the development of the competency OIHK-1:**

Question 1 (choose one correct answer) (1 point).

**I. Fisher's exchange equation allows us to determine...**

- a) speculative demand for money,
- b) demand for money for precautionary motive,
- c) transactional demand for money,
- d) aggregate demand for money for all motives.

Question 2 (choose one correct answer) (1 point).

**The function of money, which is its ability to measure the relative values of goods, is called ...**

- a) the unit of account;
- b) the scale of prices;
- c) a medium of exchange;
- d) a store of value.

Question 3 (choose one correct answer) (2 points).

**Equilibrium in the money market in the neoclassical approach is achieved thanks to ...**

- a) establishing an equilibrium price level;
- b) establishing an equilibrium level of the real interest rate;
- c) establishing an equilibrium level of the nominal interest rate;

d) establishing a balance of savings and investments.

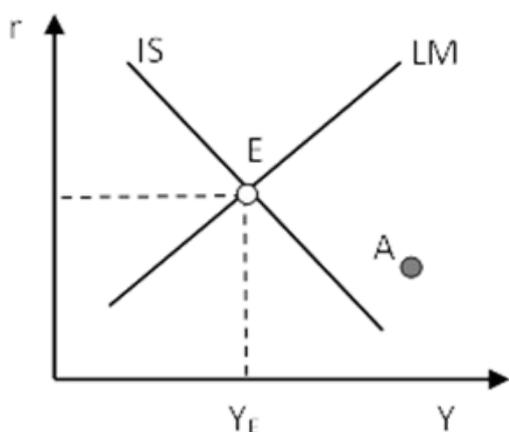
Question 4 (choose one correct answer) (2 points).

**If a country is faced with the task of stimulating economic growth, and the economy operates on the Keynesian portion of the aggregate supply curve, the Central Bank should ...**

- a) purchase government bonds or issue loans with corporate securities collateral;
- b) revoke licenses from financially unstable commercial banks;
- c) increase the discount rate and increase the rate of required reserve requirements for commercial banks;
- d) sell foreign currency on the domestic market, thereby reducing the official foreign exchange reserves of the state.

Question 5 (choose one correct answer) (2 points).

**Suppose point A depicts the goal of state regulation. What does the government and the central bank need to do to achieve it?**



- a) the Central Bank - to reduce the required reserves ratio, and the government - to increase government investment and transfers;
- b) the Central Bank - to increase the monetary base, and the government - to increase the income tax rate;
- c) the Central Bank - to increase the core interest rate, and the government - to increase transfers;
- d) The Central Bank - to present government bonds to the Ministry of Finance for maturity, and to the government - to reduce the state budget deficit.

### **5.1.6 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-3:**

Question 1 (choose one correct answer) (1 point).

**An increase in the price level and a simultaneous increase in the unemployment rate in the country...**

- a) are impossible,

- b) are possible only in a centralized system,
- c) can occur when the amount of available resources decreases,
- d) are a consequence of an increase in aggregate supply.

Question 2 (choose one correct answer) (1 point).

**"Suppressed" inflation manifests itself in the form of ...**

- a) reducing the savings of the population;
- b) an increase in the purchasing power of money;
- c) a general shortage of goods;
- d) stagflation.

Question 3 (choose one correct answer) (2 points).

**In a certain country, the general price level index, calculated in relation to the base period in the past, increased from 5465 in 2000 to 5790 in 2001. Consequently, this year there was ...**

- a) hyperinflation;
- b) suppressed inflation;
- c) galloping inflation;
- d) moderate inflation.

Question 4 (choose one correct answer) (2 points).

**What does the S. Kuznets hypothesis claim?**

- a) That people with lower incomes have a higher propensity to consume, and this smooths out inequality in the distribution of income.
- b) That with the growth of GDP per capita, inequality first increases, then decreases.
- c) That a decrease in inequality in income distribution leads to an increase in social welfare.
- d) That the Gini coefficient is independent of the decile coefficient.

Question 5 (choose one correct answer) (2 points).

**The value of which of the following indicators rises before the onset of the upward phase and falls before the onset of the downward phase?**

- a) The volume of inventories in the manufacturing industry.
- b) The volume of industrial production.

c) Average wages in the extractive industry.

d) Stock prices.

### Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
outstanding	94-100 % of the maximum points
excellent	82-93 % of the maximum points
very good	66-81 % of the maximum points
good	50-65 % of the maximum points
satisfactory	34-49 % of the maximum points
unsatisfactory	11-33 % of the maximum points
poor	0-10 % of the maximum points

### 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	При решении стандартных задач не продемонстрированы основные умения. Имели	Продемонстрированы основные умения. Решены типовые задачи с	Продемонстрированы все основные умения. Решены все основные	Продемонстрированы все основные умения. Решены все основные	Продемонстрированы все основные умения. Решены все	Продемонстрированы все основные умения. Решены все основные задачи.

	отказа обучающегося от ответа	место грубые ошибки	негрубыми ошибками. Выполнены все задания, но не в полном объеме	задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	задачи. Выполнены все задания в полном объеме, но некоторые с недочетами	основные задачи с отдельным и несущественными недочетами, выполнены все задания в полном объеме	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 и недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми и недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

### Scale of assessment for interim certification

Grade		Assessment criteria
<b>pass</b>	<b>outstanding</b>	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.
	<b>excellent</b>	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	<b>very good</b>	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	<b>good</b>	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	<b>satisfactory</b>	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.
<b>fail</b>	<b>unsatisfactory</b>	At least one competency has been developed at the "unsatisfactory" level.
	<b>poor</b>	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 - Test) to assess the development of the competency UK-10

Question 1 (choose one correct answer) (2 points).

**Which statement about the aggregate demand curve is FALSE?**

- a) The aggregate demand curve has a negative slope.
- b) The quantity of aggregate demand increases when the price level in the economy decreases.
- c) A decrease in the supply of money in the economy will shift the demand curve to the left.
- d) An increase in the exchange rate of the national currency leads to a shift of the aggregate demand curve to the right/upward.

Question 2 (choose one correct answer) (2 points).

**Which of the following transactions will be counted in GDP?**

- a) The Metallurgical Plant carried out the construction of a new workshop intended for the production of products for export.
- b) One company purchased from another company 3 used GAZ vehicles.
- c) Stock speculator Ivanov acquired at the beginning of the year the shares of OJSC LUKOIL for 100 thousand rubles and resold them at the end of the year for 140 thousand rubles.
- d) The flour mill sold out stocks of flour from warehouses at cost.

Question 3 (choose one correct answer) (1 point).

**The GDP deflator is:**

- a) the ratio of nominal GDP to real GDP;
- b) the ratio of potential GDP to nominal GDP;
- c) the ratio of potential GDP to real GDP;
- d) the indicator of the change in the value of the consumer basket.

Question 4 (choose one correct answer) (2 points).

**In some country, the following results are obtained this year: household expenditures on consumption is 600, gross private domestic investment is 200, government purchases of goods and services is 100, negative trade balance is -200, depreciation is 100. Net domestic product of this country this year amounted to ...**

- a) 400;
- b) 600;
- b) 800;
- r) 1000.

Question 5 (choose one correct answer) (1 point).

**The aggregate supply curve is the relationship between:**

- a) the level of prices and the amount of GDP demanded;
- b) the size of the produced GDP and the level of total income;
- c) the levels of potential and actual GDP;
- d) the level of prices and the volume of real GDP planned for production.

**5.3.2 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-1**

Question 1 (choose one correct answer) (1 point).

**The function of money, which is its ability to measure the relative values of goods, is called ...**

- a) the unit of account;
- b) the scale of prices;
- c) a medium of exchange;
- d) a store of value.

Question 2 (choose one correct answer) (2 points).

**Equilibrium in the money market in the Keynesian approach is achieved thanks to ...**

- a) establishing an equilibrium price level;
- b) establishing an equilibrium level of the real interest rate;
- c) establishing an equilibrium between aggregate demand and aggregate supply;
- d) establishing a balance of savings and investments.

Question 3 (choose one correct answer) (2 points).

**If the Central Bank decreases the money supply and at the same time the government increases taxes, then:**

- a) the interest rate will undoubtedly increase;
- b) the interest rate will definitely decrease;
- c) the equilibrium level of income will necessarily increase;
- d) the equilibrium level of income will undoubtedly decrease;

e) there is not enough information to forecast the dynamics of income level and interest rate.

Question 4 (choose one correct answer) (1 point).

**The money multiplication process shows ...**

- a) how the Central Bank issues cash into circulation;
- b) how commercial banks participate in increasing the non-cash money supply;
- c) how the interaction of banks with the population is carried out;
- d) what is the rate of growth of the number of banks in the country.

Question 5 (choose one correct answer) (2 points).

**If the marginal propensity to consume is 0.75, then with an increase in transfers by 100:**

- a) the IS curve will shift to the right by 100;
- b) the IS curve will shift to the right by 300;
- c) the IS curve will shift to the left by 400;
- d) the LM curve will move upward by 75;
- e) the LM curve will shift to the right by 300.

**5.3.3 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-3**

Question 1 (choose one correct answer) (2 points).

**Which of the following is NOT a cause of cost-push inflation?**

- a) The growth in wages exceeds the growth in labor productivity.
- b) Increase in prices by enterprises - natural monopolies.
- c) Deterioration of conditions for mining.
- d) Growth of the state budget deficit.
- e) Increase in interest rates on loans.

Question 2 (choose one correct answer) (1 point).

**The menu costs are ...**

- a) costs associated with the maintenance of the bureaucratic apparatus and corruption;
- b) losses in real income caused by unpredictable inflation;

c) costs associated with frequent revision of prices in the context of inflation;

d) payments to brokers, realtors when the structure of assets changes.

Question 3 (choose one correct answer) (2 points).

**If the nominal interest on deposits is 8%, and the inflation rate is 12%, the real interest on deposits is ...**

a) -3.6%;

b) -4%;

c) 4%;

d) 20%.

Question 4 (choose one correct answer) (1 point).

**Which theory considered changing expectations of stock market participants and investors to be the main cause of the economic crisis?**

a) The theory of overaccumulation.

b) The theory of underconsumption,

c) Psychological theory of the cycle.

d) The “sunspots theory”.

Question 5 (choose one correct answer) (2 points).

**The value of which of the following indicators falls before the onset of the upward phase and increases before the onset of the downward phase?**

a) The volume of inventories in the manufacturing industry.

b) The level of utilization of production facilities.

c) Average wages in the extractive industry.

d) Stock prices.

**Assessment criteria (assessment tool — Test)**

Grade	Assessment criteria
outstanding	94-100 % of the maximum points
excellent	82-93 % of the maximum points
very good	66-81 % of the maximum points

Grade	Assessment criteria
good	50-65 % of the maximum points
satisfactory	34-49 % of the maximum points
unsatisfactory	11-33 % of the maximum points
poor	0-10 % of the maximum points

### 5.3.4 Model assignments (assessment tool - Tasks) to assess the development of the competency YK-10

#### Problem 1 for solution (5 points)

A certain country produces two types of goods: grain and cars.

Year	Production		Price	
	Grain (tons)	Cars (units)	Grain (thousand monetary units per ton)	Cars (thousand monetary units per unit)
1st	600	800	12	500
2nd	800	1000	15	600

Determine: a) the GDP deflator in the 2nd year, if the 1st year is the base one; b) the rate of economic growth in the 2nd year.

### 5.3.5 Model assignments (assessment tool - Tasks) to assess the development of the competency OIK-1

#### Problem 2 for solution (5 points).

The economy is characterized by the following data:  $C=100+0,8 \cdot Y_d$ ;  $I=200-100 \cdot r$ ;  $G=300-0,1 \cdot Y$ ,  $t=0,2$ ;  $NX=400-0,4 \cdot Y-2000 \cdot r$ ;  $M_s=400$ ;  $P=1$ . Determine the equilibrium level of income and the equilibrium interest rate.

### 5.3.6 Model assignments (assessment tool - Tasks) to assess the development of the competency OIK-3

#### Problem 3 for solution (5 points).

There are 30 households in the country whose incomes are respectively 1, 2, 3, 4,..., 28, 29, 30 units. Calculate: a) decile coefficient; b) quantile coefficient; c) Gini coefficient. Plot the Lorenz curve.

**Assessment criteria (assessment tool — Tasks)**

Grade	Assessment criteria
outstanding	94-100 % of the maximum points
excellent	82-93 % of the maximum points
very good	66-81 % of the maximum points
good	50-65 % of the maximum points
satisfactory	34-49 % of the maximum points
unsatisfactory	11-33 % of the maximum points
poor	0-10 % of the maximum points

Примерный перечень тем оценочного средства – Курсовая работа:

1. Types of economic systems and models of economic development.
2. Taxes. Their functions and role in the market economy.
3. The tax system of the Russian Federation and ways to improve it.
4. Securities market: problems and development prospects.
5. Inflation in developed countries and its factors.
6. Specific causes of inflation in developing countries.
7. Development of forms and functions of money at the present stage.
8. Banks and their role in a market economy.
9. The labor market and its development in modern conditions.
10. Unemployment in various countries: causes, consequences, ways to overcome.
11. Indicators of income inequality and their relationship to economic development.
12. The role of social policy in a market economy.
13. Indicators of the level of well-being of the population and quality of life.
14. Official minimum wage: pro et contra.
15. The cyclical nature of economic development.
16. Financial market: its place, functions and features of development in modern conditions.
17. The role of foreign investment in the development of the national economy.
18. Ways to increase investment activity in the national economy.
19. Analysis of structural changes in the national economy.
20. State budget and the problem of its balance.
21. The role of foreign investment in the development of the national economy.
22. Ways to increase investment activity in the national economy.
23. Economic growth: models, factors and methods of regulation.

24. Economic growth in developed and developing countries and its factors.
25. The impact of globalization on the development of the national economy.
26. Monetary policy, its goals, instruments, impact on economic development.
27. Fiscal policy, its goals, tools, impact on economic development.
28. Impact of floating and fixed exchange rates on macroeconomic stability.
29. Formation and use of state stabilization funds: problems and prospects.
30. Problems of public debt management.
31. Shadow economy: its origins, types, consequences, ways of overcoming.

When writing a course paper, students are guided by the methodological manual: Malkina M. Yu., Vinogradova A.V., Grinevich Yu. A. GUIDELINES FOR COURSE PROJECT IN Macroeconomics: Guidance manual. - Nizhny Novgorod: Lobachevsky University, 2022. - 24 p. (In English)

**Assessment criteria (assessment tool — Term paper)**

Grade	Assessment criteria
outstanding	– the course work meets all of the above requirements, is completed independently, is not plagiarism or a compilation of primary sources, the author has his own position, proposals and defends them with reason. The work does not contain serious contradictions or distortions (for example, incorrect statistical data), and is presented logically and consistently. One of the main characteristics of such work is also that it fully reveals the topic, includes all the necessary elements (sections), it optimally combines theoretical and practical material, problems and contradictions are deeply studied, generalizations and conclusions are made.
excellent	– the work is written independently, the topic has been studied, the material is presented logically. One of the main characteristics of such work is also that it fully reveals the topic, includes all the necessary elements (sections), it optimally combines theoretical and practical material, problems and contradictions are deeply studied, generalizations and conclusions are made. A disadvantage may be that the author does not have his own proposals for improving the problem he has chosen, but refers to the positions of other economists with whom his views coincide.
very good	– the work is written independently, the topic is revealed, the material is presented logically. However, there are a number of shortcomings, for example, the content of one of the chapters (theoretical, descriptive or problematic) is not fully disclosed. Disadvantages may include poor formatting, somewhat inconsistent presentation of material, insufficient illustrative material, or lack of up-to-date data. In this case, only minor deviations are allowed, which can be estimated within 10-15% of the exemplary work.
good	– the work is written independently, the topic is revealed, the material is presented logically. However, there are a number of shortcomings, for example, the content of one of the chapters (theoretical, descriptive or problematic) is not fully disclosed. Disadvantages may include poor formatting, somewhat inconsistent presentation of material, insufficient illustrative material, or lack of up-to-date data. In this case, only minor deviations are allowed, which can be estimated within 16-25% of the exemplary work.
satisfactory	– the topic as a whole is covered, although not fully enough, at least 4 primary sources are used, the work contains all the necessary elements, and is written relatively consistently and

Grade	Assessment criteria
	logically. Disadvantages: there are few primary sources or one of the chapters is poorly disclosed, there is no latest factual material, the author failed to think through the structure of the work. At the same time, the paper may have only one serious drawback, but on the whole it reveals the essence of the issue being studied and contains the necessary conclusions.
unsatisfactory	– the topic is not covered, the paper has several serious shortcomings: either the material is presented unsystematically, or due to an uncritical approach, the student allows serious contradictions in the presentation, or the paper contains serious factual or logical errors. Unsatisfactory work is one that is inappropriate in volume or structure, as well as when 3 or fewer primary sources are used.
poor	– the paper was not written independently.

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

Основная литература:

1. Малкина Марина Юрьевна. Экономическая теория : учеб. пособие для студентов ННГУ, обучающихся по направлениям 521600 "Экономика" и 521500 "Менеджмент" (бакалавриат и магистратура) и по специальностям в обл. экономики / Нижегородский государственный университет им. Н. И. Лобачевского. - Н. Новгород : Изд-во ННГУ, 2009-. Экономическая теория. Ч. 2. Макроэкономика. - Н. Новгород, 2009. - 257 с. - ISBN 978-5-91326-105-2 : 78.97., 328 экз.
2. Лекции по макроэкономике / Бланшар О., Фишер С. - Москва : Дело, 2019., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=661459&idb=0>.
3. Косов Николай Степанович. Макроэкономика : Учебное пособие / Российская академия народного хозяйства и государственной службы при Президенте РФ, ф-л Среднерусский институт управления; Российская академия народного хозяйства и государственной службы при Президенте РФ, ф-л Среднерусский институт управления. - 1. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2022. - 284 с. - ВО - Бакалавриат. - ISBN 978-5-16-010315-0. - ISBN 978-5-16-102254-2., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=834313&idb=0>.
4. Басовский Леонид Ефимович. Макроэкономика : Учебник / Тульский государственный университет. - 1. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2023. - 202 с. - ВО - Бакалавриат. - ISBN 978-5-16-004928-1. - ISBN 978-5-16-100788-4., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=836418&idb=0>.
5. Нуреев Рустем Махмутович. Макроэкономика : Учебное пособие / Финансовый университет при Правительстве Российской Федерации; Российский университет дружбы народов; Институт экономики Российской академии наук; Национальный исследовательский университет "Высшая школа экономики"; Российский экономический университет им. Г.В. Плеханова. - Москва : ООО "Юридическое издательство Норма", 2020. - 400 с. - ВО - Бакалавриат. - ISBN 978-5-91768-574-8. - ISBN 978-5-16-102528-4. - ISBN 978-5-16-010511-6., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=631130&idb=0>.
6. Малкина М. Ю. Методические рекомендации по выполнению курсовых работ по дисциплинам «экономическая теория» и «макроэкономика» : учебно-методическое пособие / Малкина М.

- Ю.,Виноградова А. В.,Пыхтеев Ю. Н. - Нижний Новгород : ННГУ им. Н. И. Лобачевского, 2021. - 24 с. - Рекомендовано методической комиссией института экономики и предпринимательства для специалистов и бакалавров ННГУ, обучающихся по направлениям подготовки 38.03.01 «Экономика», 38.05.02 «Таможенное дело» и 38.03.05 «Бизнес-информатика». - Библиогр.: доступна в карточке книги, на сайте ЭБС Лань. - Книга из коллекции ННГУ им. Н. И. Лобачевского - Экономика и менеджмент., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=783154&idb=0>.
7. Малкина М. Ю. Методические рекомендации по выполнению курсовых работ по дисциплине "макроэкономика" : учебно-методическое пособие / Малкина М. Ю.,Виноградова А. В.,Гриневиц Ю. А. - Нижний Новгород : ННГУ им. Н. И. Лобачевского, 2022. - 19 с. - Рекомендовано методической комиссией Института экономики и предпринимательства для иностранных студентов, обучающихся по направлению подготовки 38.03.01 «Экономика». - Книга из коллекции ННГУ им. Н. И. Лобачевского - Экономика и менеджмент., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=867898&idb=0>.
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#### Дополнительная литература:

1. Малкина Марина Юрьевна. Экономическая теория : учеб. пособие для студентов ННГУ, обучающихся по направлениям 521600 "Экономика" и 521500 "Менеджмент" (бакалавриат и магистратура) и по специальностям в обл. экономики / Нижегородский государственный университет им. Н. И. Лобачевского. - Н. Новгород : Изд-во ННГУ, 2009-. Экономическая теория. Ч. 3. Практические задания, тесты и кейсы. - Н. Новгород : Изд-во ННГУ, 2011. - 318 с. - ISBN 978-5-91326-105-2 : 137.29., 230 экз.
2. Макроэкономика : Учебник / Российский экономический университет им. Г.В. Плеханова; Российский экономический университет им. Г.В. Плеханова. - 2. - Москва : ООО "Научно-

издательский центр ИНФРА-М", 2024. - 385 с. - (Высшее образование: Бакалавриат (РЭУ)). - ВО - Бакалавриат. - ISBN 978-5-16-019299-4. - ISBN 978-5-16-107494-7.,  
<https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=889032&idb=0>.

3. Нуреев Рустем Махмутович. Макроэкономика : Пособие для семинарских занятий; Практическое пособие / Финансовый университет при Правительстве Российской Федерации; Российский университет дружбы народов; Институт экономики Российской академии наук; Национальный исследовательский университет "Высшая школа экономики"; Российский экономический университет им. Г.В. Плеханова. - Москва : ООО "Юридическое издательство Норма", 2019. - 384 с. - ВО - Бакалавриат. - ISBN 978-5-91768-788-9. - ISBN 978-5-16-105434-5. - ISBN 978-5-16-012408-7., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=631281&idb=0>.

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

International Monetary Fund - <https://www.imf.org/en/home>

The World Bank - <https://www.worldbank.org/en/home>

International Labor Organization (ILO) - <https://www.ilo.org/global/lang--en/index.htm>

United Nations Organization (UN) - <https://www.un.org/en>

European Bank for Reconstruction and Development - <https://www.ebrd.com/home>

European Central Bank - <https://www.ecb.europa.eu/home/html/index.en.html>

Statistical Agency of the European Union Eurostat - <https://ec.europa.eu/eurostat>

## **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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Заведующий кафедрой: Золотов Александр Владимирович, доктор экономических наук.

Программа одобрена на заседании методической комиссии от 12.11.24, протокол № 5.