

**Ministry of Education and Science of Ukraine
Dnipro University of Technology**

**FACULTY OF MANAGEMENT
DEPARTMENT OF PHILOSOPHY AND PEDAGOGY**

“APPROVED”
Head of Department

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“ ____ ” _____ 2018

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

“ Valuable professional competence ”

Field of study.....	18 Production and Technology
Specialty.....	185 Oil and Gas Engineering and Technology
Academic degree.....	Bachelor
Academic program.....	Oil and Gas Engineering and Technology
Language of study.....	English

Prolonged: for 20 __ / 20__ academic year _____ (_____) " __ " __ 20__.
(Signature, name, date)

for 20 __ / 20__ academic year _____ (_____) " __ " __ 20__.
(Signature, name, date)

Dnipro
NTU “DP”
2018

Work program of the academic discipline “Valuable professional competence” for bachelor’s specialty 185 “Oil and Gas Engineering and Technology” / Y.A. Shabanova, A.P. Hodenko-Nakonechna, A.F. Zaharchuk, N.Y. Tarasova, A.A. Schelkunov / NTU “Dnipro Polytechnic” Department of Philosophy And Pedagogy. - DA: NTU «DP» 2018 - 13 p.

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The work program regulates:

- key goals and objectives;
- the disciplinary learning outcomes generated through the transformation of the intended learning outcomes of the degree program;
- the content of the discipline formed according to the criterion “disciplinary learning outcomes”;
- the discipline program (thematic plan by different types of classes);
- distribution of the discipline workload by different types of classes;
- an algorithm for assessing the level of achievement of disciplinary learning outcomes (scales, tools, procedures and evaluation criteria);
- criteria and procedures for evaluating the academic achievements of applicants by discipline;
- the contents of the educational and methodological support of the discipline;

The work program is designed to implement a competency approach in planning an education process, delivery of the academic discipline, preparing students for control activities, controlling the implementation of educational activities, internal and external quality assurance in higher education, accreditation of degree programs within the specialty.

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1 DISCIPLINE OBJECTIVES

In the educational and professional programs of the Dnipro University of Technology specialty 185 “Oil and gas engineering and technology”, the distribution of program learning outcomes (NRN) for the organizational forms of the educational process is done. In particular, the following learning outcomes are attributed to the discipline Z5 " Valuable professional competence ":

CL1	Demonstrate the ability to think abstractly, to perform an analysis of the development process and settlement schemes elements of technical production, drilling, transportation and storage of oil and gas.
CL2	Demonstrate knowledge of current state and understanding of the role of oil and gas industry, profession in ensuring the energy security of Ukraine.
CL6	Demonstrate the ability to independently acquire new knowledge using technical literature in paper and electronic media.
CL7	Demonstrate teamwork skills during laboratory work, course design integrated projects, preparing presentations and more.
ZR10	Preserve and increase moral, cultural, scientific value and achieve a society based on the understanding of the history and patterns of subject area, its place in the overall system knowledge about nature and society and the development of society, techniques and technologies, use different types and forms of motor activity for active recreation and healthy lifestyles

The objective of discipline - Formation of general competences according to socio-cultural requirements of professional activity specialist.

The implementation of the objective requires transforming program learning outcomes into the disciplinary ones as well as an adequate selection of the contents of the discipline according to this criterion.

2 INTENDED DISCIPLINARY LEARNING OUTCOMES

Code NRN	Disciplinary learning outcomes (DRN)	
	DRN code	content
Z5	DRN-1	The ability to analyze and organize cultural events and phenomena from which it is possible to generate new ideas
	DRN-2	The ability to use logic when making decisions
Z5	DRN-3	The ability to use the fundamental ethical and philosophical knowledge in terms of battery life
	DRN-4	Based on the fundamental philosophical knowledge to be able to clearly understand their motives and not succumb to external influences
Z5	DRN-5	The ability to use the fundamental ethical and philosophical knowledge in substantiating motivation expert
	DRN-6	The ability to use a problematic approach to professional and daily activities
	DRN-7	The ability to make decisions and take responsibility for them based on fundamental philosophical knowledge society and the world, ignoring the needs of opportunistic
	DRN-8	The ability to use cultural dosvit humanity in choosing the most suitable model of behavior in the new situation develop practical skills that ensure team work

Code NRN	Disciplinary learning outcomes (DRN)	
	DRN code	content
Z5	DRN-9	The ability to use the skills of critical reading
	DRN-10	The ability to use scientific methodology in analyzing the effects of socio-cultural reality

3 BASIC DISCIPLINES

Subjects	The acquired learning outcomes
Civilization processes in Ukrainian society Ukrainian language	The ability to maintain and increase the moral, cultural, scientific achievements and values of society by understanding the history and patterns of development domain, its place in the overall system knowledge about nature and society and the development of society, technology and technology The ability to communicate in the national language

4 WORKLOAD DISTRIBUTION BY THE FORM OF EDUCATIONAL PROCESS ORGANIZATION AND TYPES OF CLASSES

Type of classes	Workload hours	Distribution by forms of education, <i>hours</i>					
		Full-time		Part-time		Distance	
		Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)
lecture	144	44	100	36	108	18	126
practical	36	22	14	8	28	4	32
laboratory	-	-	-	-	-	-	-
workshops	-	-	-	-	-	-	-
TOGETHER	180	66	114	44	136	22	158

5 DISCIPLINE PROGRAM BY TYPES OF CLASSES

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
	LECTURES	44
	Module №1. Culture in the social dimension of man	
	1. Culture in human life and society	

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-1 DRN-2 DRN-3 DRN-4	1. The phenomenon of culture, its nature and role in society. 2. Culture as a system - the variety of types and forms of culture. 3. Subjekt and cultural facilities. Man as a creator of intellectual products and artificial environment. 4. Forms of culture. 5. Culture as semiotic system.	2
DRN-6 DRN-8 DRN-9	2. Culture and civilization 1. Spivvidnoschennya concepts of "culture" and "civilization": -tsyvilizatsiya a historical stage; -tsyvilizatsiya both locally and historical region; -tsyvilizatsiya as the level of technological progress. 2. Historical typology of cultures: -liniyni concept of civilization (Formation, information, etc.) -theory local civilizations.	2
DRN-2 DRN-3 DRN-4	3. Milestones of World Culture 1. Sotsiokulturna speaker. 2. Kultura ancient civilizations of the East. 3. Fenomen ancient culture. 4. Future development of European culture from the Middle Ages to the industrial era.	2
DRN-1 DRN-2 DRN-3 DRN-8 DRN-9	4. A system of cultural identity rights 1. Plemenna identity. Culture and myth. 2. Relihiyna identity. 3. Natsionalna identity. Ethnicity, mentality and culture. 4. Corporate and gender identity in the modern world.	2
DRN-2 DRN-3 DRN-8 DRN-9	5. Ancient foundations and the new Christian tradition as the basis of European culture 1. ancient mythology and art culture. 3. Pagan roots folk Ukrainian culture. 4. The importance of Christianity for the development of European culture. 5. Reformation churches and Protestant culture. 5. Ukrainian religious culture and the Ukrainian church.	2
DRN-2 DRN-5 DRN-6	6. Art culture 1. The art, its specificity, types and values in life. 2. Art as history styles. 3. Ways of world art. Page 4 of European and Ukrainian art - the names and events.	2
DRN-1 DRN-7 DRN-9	7. Cultural and historical regions of the world 1. The cultural paradigm of East and West. 2. Man and Society in the Arab-Muslim culture. 3. Lyudyna and the world in Buddhist culture. 4. Globalization and multiculturalism problem today.	2
DRN-2 DRN-3 DRN-4	8. Ukrainian culture in the global context 1. Features of Ukrainian culture. 2. The debate on the origins of Ukrainian culture. 3. Ancient culture in Ukraine.	2

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
	<p>4. Culture of Russia and Ukrainian Cossack Baroque as the "golden stage" national culture.</p> <p>4. The classics of Ukrainian literature, music, fine arts (XIX-beg. XX c.).</p>	
DRN-6 DRN-7 DRN-8 DRN-9	<p>9. The problem of memory in contemporary culture</p> <p>1. Value of collective and individual memory.</p> <p>2. Traumatic Memory in European culture.</p> <p>3. "Invented tradition". Historical memory.</p> <p>4. Cultural Monuments as cultural texts (the problem of protection of monuments, the role of UNESCO monuments of Ukraine lost).</p>	2
DRN-4 DRN-5 DRN-7 DRN-8 DRN-9	<p>10. Major trends in modern European culture</p> <p>1. "The Decline of the West" and attempts to overcome the crisis of civilization, communist and fascist alternative "society of universal happiness" and its crisis at the beginning of.</p> <p>2. Globalization processes and socio-cultural transformation.</p> <p>3. The mass and elite culture. Subcultures.</p> <p>4. Information, post-industrial civilization as reality and perspective. Solutions to the problems of modern culture and civilization.</p>	2
DRN-1 DRN-2 DRN-3 DRN-4	<p>Module 2. Critical thinking</p> <p>1. The genesis and development of thinking (in the mirror of culture)</p> <p>1. Non-critical and critical thinking styles: from myth to logos.</p> <p>2. Philosophy as a specific form of comprehension of reality.</p> <p>3. Influence of philosophy on the culture of rational thinking.</p>	2
DRN-1 DRN-3 DRN-4	<p>2. Formation of critical style of thinking in European culture</p> <p>1. mythology and philosophy. Milesians and Pythagorean school. Philosophy as theoretical and critical thinking.</p> <p>2. Logic and Logic eleativ Heraclitus.</p> <p>3. Trying to overcome the contradiction between the teachings of Heraclitus and eleatamy: Empedocles, Anaxagoras, Leucippus and Democritus.</p> <p>4. The role of the Sophists and Socrates in the formation of critical thinking. The method of searching for truth as a way Socrates education concept. Students Socrates, Plato, Antisthenes, Aristippus. The dialectic of Plato, Antisthenes nominalism, sensationalism Aristippus.</p> <p>5. The method of cognition Aristotle. Establishment of logic as a science. Features Aristotelian logic.</p> <p>6. Ancient skepticism as a critique of dogmatism. Research trends Hellenism.</p>	2
DRN-1 DRN-2 DRN-3	<p>3. Developing a European culture of thinking in the Middle Ages</p> <p>1. The theological nature of medieval philosophy as an integral part of ideas about the spiritual component of man.</p> <p>2. The development of moral issues in medieval patrystytsi</p>	2

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-4	3. A rational approach to solving theological problems of medieval scholasticism. 4. Medieval dialectic as a continuation and development of the European rationalist tradition of thought. 5. Medieval views on knowledge of the world, the doctrine of double truth.	
DRN-1 DRN-4	4. Man as the main problem of comprehension in the philosophy of the Renaissance 1. How anthropocentric notions Renaissance to the development of European science and art. 2. Social utopianism as a result of changes in the European discourse of ideas about human nature and society. 3. Critical tendencies of Protestantism (Protestants criticism of Catholicism). 4. The origin of the scientific approach to the study of nature, natural philosophy of the Renaissance (Galileo, M. Cusa, etc.).	2
DRN-1 DRN-3 DRN-4	5. New Age philosophy as the quintessence of Western rationalist tradition 1. Science as main value activities and means of modern European culture: Achievements and Challenges. Bacon: the fight against the 5 idols as criticism of scholastic thinking and establishment of science. Empiricism Bacon, the formation of inductive logic. Skepticism D. Hume. Sensationalism and philosophy of John. Berkeley. 2. "Cartesian" way of thinking in the context of Newtonian mechanistic scientific paradigm worldview. 3. The formation of the modern image of human values in the philosophy of the French Enlightenment.	2
DRN-1 DRN-3 DRN-4	6. German idealist philosophy as the synthesis of new European axiological and epistemological ideas 1. subcritical and critical periods of the Kant. 2. Critique of Hegel philosophy of Kant. 3. Herelivska dialectic. 4. Critique of Hegel Feuerbach.	2
DRN-1 DRN-2 DRN-3 DRN-4	7. Man and society as a relevant problem in nonclassical philosophy antystsiyentchniy 1. Review of European classical paradigm of thinking in non-classical philosophy in a variety of antystsiyentchnh currents. 2. Theories crisis of European culture and modern Western society as a philosophy of life. 3. Philosophy psychoanalysis as a radical rethinking of the nature of consciousness in Western culture. 4. Ekzistentsiyna philosophy in search of the meaning of human life in the context of mass society.	2

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-1 DRN-3 DRN-4	<p>8. Stsiyentychna philosophy in the context of understanding the trends of modern science</p> <p>1. problematic effects of science and technology for man and society. 2. Evolution of representatives of the philosophy of science in science content and mechanisms of development, rationalization and science deratsionalizatsiya 3. Prospects and challenges for further development of science and technology.</p>	2
DRN-1 DRN-5 DRN-6	<p>9. Ukrainian philosophy as a reflection of mental identity Ukrainian culture and its relationship with the European philosophical tradition</p> <p>1. Ukrainian philosophy as the organic component of Ukrainian spiritual culture. 2. Analysis of the impact on the formation of national traditions of Eastern philosophy. 3. The synthesis of Eastern and Western philosophical tradition in the works of Ukrainian philosophers from the Renaissance to modern times. 4. Ukrainian philosophy in the challenges of our time.</p>	2
DRN-1 DRN-2 DRN-3 DRN-4 DRN-7 DRN-9	<p>10. The philosophical comprehension of the phenomenon of consciousness</p> <p>1. The phenomenon of consciousness. Basic concepts of consciousness. Reflection as a defining element of philosophical understanding of consciousness. 2. figurative and conceptual thinking: vzayemozv`yazok and features. 3. Consciousness and language. Natural and artificial languages, their interaction. 4. The problem of artificial intelligence. 5. ideology as a form of social consciousness. The ideology and power.</p>	2
DRN-1 DRN-2 DRN-3 DRN-4 DRN-7 DRN-8	<p>11. Social Philosophy as a theory and methodology knowledge society and solving global problems</p> <p>1. The phenomenon of society: formational and civilizational approach to social development 2. Freedom and responsibility of the individual in society 3. Social activities: concept development and alienation. dialectic objectives, means and results in the business. 4. The concept of social institutions. The state as a decisive social institution. The role of the state in terms of totalitarianism and democracy.</p>	2
	<p>12. Spirituality and morality as an integral part of human existence.</p>	

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-1 DRN-2 DRN-3 DRN-4 DRN-7 DRN-9	1. The problem of understanding the phenomenon of spirituality. Spirituality and religion. Experience of philosophical reflection. 2. Culture and personality: spirituality, education, intelligence. 3. Moral values as elements of culture. Culture interpersonal relationships, social, psychological, moral aspect. 4. The concept of universal human values and moral components. The problem of good and evil.	2
	seminars	22
	module 1	
DRN-1 DRN-2 DRN-3 DRN-4	1. Culture as a social phenomenon 1. Right as a form of culture. 2. Culture and power. Political culture. 3. Organizational culture and the culture of entrepreneurship. 4. Ideology and Culture. Ideological and a universal culture. The method of socialist realism	2
DRN-2 DRN-8 DRN-9	2. Statistics - the foundation of modern culture. Culture as text 1. Semiotics of culture. Sign, symbol, archetype. 2. Language as a verbal sign system. The role of the national language in the culture. 3. The emergence and development of writing from pictography to hieroglyphics and phonetic writing. 4. Ukrainian writing and development of the printing press.	2
DRN-2 DRN-3 DRN-4 DRN-5	3. Education and science as a form of culture. The history of European and Ukrainian education, science and technology 1. The system of university education and the first European universities. 2. The new scientific paradigm in the views of scientists Renaissance (opening heliocentric system of the world) 3. The history of education in Russia-Ukraine. The role of Kyiv-Mohyla Academy. 4. Science and new technologies nineteenth and twentieth centuries. 5. Problems of modern education system.	2
DRN-6 DRN-7 DRN-8 DRN-9	4. Art culture of the twentieth century modernism and postmodernism .: 1. The crisis of Enlightenment ideas and new trends in the	2

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-2 DRN-3 DRN-4 DRN-8	<p>artistic culture of late. Nineteenth century.</p> <ol style="list-style-type: none"> 2. Art Nouveau and Modernism new directions. 3. Avant-garde movements in European and Ukrainian art. 4. Postmodernism as a new stage of world culture and art. <p>5. Ukrainian culture towards sovereignty</p> <ol style="list-style-type: none"> 1. Future development of Ukrainian culture in the twentieth century. 2. Decommunisation processes and formation of national consciousness Ukrainian culture period of independence. 3. Prominent events, field names in modern Ukrainian culture. 4. Ukraine dialogue of cultures in the modern world. 	2
	module 2	

Ciphers DRN	Types and topics of training sessions	The volume of components, <i>hours</i>
DRN-3 DRN-4	1. Logic as a tool for critical thinking 1. Osnovnye concept of logic 2. The laws of logic and practice their implementation in critical thinking	2
DRN-3 DRN-4 DRN-7 DRN-8	2. Axiological aspect of critical thinking 1. Axiology as the study of values 2. The principles and values of justification in the light of the history of philosophy 3. Values of man in the modern world 4. Futuristic prospects of becoming human values and society	2
DRN-5 DRN-6 DRN-9	3. Ethical aspects of critical thinking 1. The essence of the concept of ethics 2. Historical and philosophical space ethical issues 3. Current measurements ethics 4. Professional ethics	2
DRN-1 DRN-2 DRN-7 DRN-8 DRN-9	4. Social philosophy as the theory and methodology of knowledge society and solving global challenges. 1. The phenomenon of society: formational and civilizational approach to social development 2. Freedom and responsibility of the individual in society 3. Social activities: concept development and alienation. dialectic objectives, means and results in the business. 4. The concept of social institutions. The state as a decisive social institution. The role of the state in terms of totalitarianism and democracy. 5. kriptorelihiynosti phenomenon in the modern world. 6. Religious eclecticism and revival of the myth.	2
DRN-2 DRN-4 DRN-5 DRN-9	5. Transforming the nation's understanding of the phenomenon in European culture 18 - 21 centuries. 1. Understanding the phenomenon of the nation in the 19th century. 2. Understanding the phenomenon of the nation in the first half of the 20th century. 3. The concept of nation in modern European culture.	2
	6. Colloquium	2
TOTAL		66

6 KNOWLEDGE PROGRESS TESTING

Certification of student achievement is accomplished through transparent procedures based on objective criteria in accordance with the University Regulations “On Evaluation of Higher Education Applicants' Learning Outcomes”.

The level of competencies achieved in relation to the expectations, identified during the control activities, reflects the real result of the student's study of the discipline.

6.1 GRADING SCALES

Assessment of academic achievement of students of the Dnipro University of Technology is carried out based on a rating (100-point) and institutional grading scales. The latter is necessary (in the official absence of a national scale) to convert (transfer) grades for mobile students.

The scales of assessment of learning outcomes of the NTUDP students

Rating	Institutional
90 ... 100	Excellent
74 ... 89	Good
60 ... 73	Satisfactory
0 ... 59	Failed

Discipline credits are scored if the student has a final grade of at least 60 points. A lower grade is considered to be an academic debt that is subject to liquidation in accordance with the Regulations on the Organization of the Educational Process of NTUDP.

6.2 DIAGNOSTIC TOOLS AND EVALUATION PROCEDURES

The content of diagnostic tools is aimed at controlling the level of knowledge, skills, communication, autonomy, and responsibility of the student according to the requirements of the National Qualifications Framework (NQF) up to the 7th qualification level during the demonstration of the learning outcomes regulated by the work program.

During the control activities, the student should perform tasks focused solely on the demonstration of disciplinary learning outcomes (Section 2).

Diagnostic tools provided to students at the control activities in the form of tasks for the intermediate and final knowledge progress testing are formed by specifying the initial data and a way of demonstrating disciplinary learning outcomes.

Diagnostic tools (control tasks) for the intermediate and final knowledge progress testing are approved by the appropriate department.

Type of diagnostic tools and procedures for evaluating the intermediate and final knowledge progress testing are given below.

Diagnostic and assessment procedures

INTERMEDIATE CONTROL	FINAL ASSESSMENT
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training sessions	diagnostic tools	procedures	diagnostic tools	procedures
lectures	control tasks for each topic	task during lectures	comprehensive reference work (CCW)	determining the average results of intermediate controls; CCW performance during the examination at the request of the student
practical	control tasks for each topic	tasks during practical classes		
	or individual task	tasks during independent work		

During the intermediate control, the lectures are evaluated by determining the quality of the performance of the control specific tasks. Practical classes are assessed by the quality of the control or individual task.

If the content of a particular type of teaching activity is subordinated to several descriptors, then the integral value of the assessment may be determined by the weighting coefficients set by the lecturer.

Provided that the level of results of the intermediate controls of all types of training at least 60 points, the final control can be carried out without the student's immediate participation by determining the weighted average value of the obtained grades.

Regardless of the results of the intermediate control, every student during the final knowledge progress testing has the right to perform the CDF, which contains tasks covering key disciplinary learning outcomes.

The number of specific tasks of the CDF should be consistent with the allotted time for completion. The number of CDF options should ensure that the task is individualized.

The value of the mark for the implementation of the CDF is determined by the average evaluation of the components (specific tasks) and is final.

The integral value of the CDF performance assessment can be determined by taking into account the weighting factors established by the department for each NLC descriptor.

6.3 EVALUATION CRITERIA

The actual student learning outcomes are identified and measured against what is expected during the control activities using criteria that describe the student's actions to demonstrate the achievement of the learning outcomes.

To evaluate the performance of the control tasks during the intermediate control of lectures and practicals the assimilation factor is used as a criterion, which automatically adapts the indicator to the rating scale:

$$O_i = 100 a / m,$$

where a - number of correct answers or significant operations performed according to the solution standard; m - the total number of questions or substantial operations of the standard.

Individual tasks and complex control works are expertly evaluated using criteria that characterize the ratio of competency requirements and evaluation indicators to a rating scale.

The content of the criteria is based on the competencies identified by the NLC for the Bachelor's level of higher education (given below).

General criteria for achieving learning outcomes 7th qualification for LDCs (BA)

Integral competence is the ability to solve complex problems and specialized practical problems in a particular area of professional activities or in a learning process that involves the use of certain theories and methods of the relevant scientific areas and characterized by complexity and conditions uncertainty.

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
Knowledge		
<ul style="list-style-type: none"> ◆ Conceptual knowledge acquired during the training and professional activities, including some knowledge of modern achievements; ◆ critical understanding of the main theories, principles, methods, and concepts in education and careers 	- A great - proper, reasonable, sensible. Measures the presence of: - conceptual knowledge; - a high degree of state ownership issues; - critical understanding of the main theories, principles, methods and concepts in education and careers	95-100
	A non-gross contains mistakes or errors	90-94
	The answer is correct but has some inaccuracies	85-89
	A correct some inaccuracies but has also proved insufficient	80-84
	The answer is correct but has some inaccuracies, not reasonable and meaningful	74-79
	A fragmentary	70-73
	A student shows a fuzzy idea of the object of study	65-69
	Knowledge minimally satisfactory	60-64
Knowledge unsatisfactory	<60	
Ability		
<ul style="list-style-type: none"> ◆ solving complex problems and unforeseen problems in specialized areas of professional and/or training, which involves the collection and interpretation of information (data), choice of methods and tools, the use of innovative approaches 	- The answer describes the ability to: <ul style="list-style-type: none"> - identify the problem; - formulate hypotheses; - solve problems; - choose adequate methods and tools; - collect and interpret logical and understandable information; - use innovative approaches to solving the problem 	95-100
	The answer describes the ability to apply knowledge in practice with no blunders	90-94
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of a requirement	85-89
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the two requirements	80-84
	The answer describes the ability to apply knowledge in	74-79

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	practice but has some errors in the implementation of the three requirements	
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the four requirements	70-73
	The answer describes the ability to apply knowledge in practice while performing tasks on the model	65-69
	A characterizes the ability to apply knowledge in performing tasks on the model, but with uncertainties	60-64
	The level of skills is poor	<60
Communication		
<ul style="list-style-type: none"> ◆ report to specialists and non-specialists of information, ideas, problems, solutions and their experience in the field of professional activity; ◆ the ability to form an effective communication strategy 	<ul style="list-style-type: none"> - Fluent problematic area. Clarity response (report). Language - correct; - - net; - - clear; - - accurate; - - logic; - - expressive; - - concise. <p>Communication strategy: coherent and consistent development of thought; availability of own logical reasoning; relevant arguments and its compliance with the provisions defended; the correct structure of the response (report); correct answers to questions; appropriate equipment to answer questions; the ability to draw conclusions and formulate proposals</p>	95-100
	Adequate ownership industry issues with minor faults. Sufficient clarity response (report) with minor faults. Appropriate communication strategy with minor faults	90-94
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total three requirements are not implemented)	85-89
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (a total of four requirements is not implemented)	80-84
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total not implemented the five requirements)	74-79
	Satisfactory ownership issues of the industry. Satisfactory clarity response (report) and relevant communication strategy (a total of seven requirements not implemented)	70-73
	Partial ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented nine requirements)	65-69
	The fragmented ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented 10 requirements)	60-64

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	The level of poor communication	<60
Autonomy and responsibility		
<ul style="list-style-type: none"> ◆ management actions or complex projects, responsible for decision-making in unpredictable conditions; ◆ responsible for the professional development of individuals and/or groups ◆ the ability to continue study with a high degree of autonomy 	<ul style="list-style-type: none"> - Excellent individual ownership management competencies focused on: <ol style="list-style-type: none"> 1) management of complex projects, providing: <ul style="list-style-type: none"> - exploratory learning activities marked the ability to independently evaluate various life situations, events, facts, detect and defend a personal position; - the ability to work in a team; - control of their own actions; 2) responsibility for decision-making in unpredictable conditions, including: <ul style="list-style-type: none"> - justify their decisions the provisions of the regulatory framework of sectoral and national levels; - independence while performing tasks; - lead in discussing problems; - responsibility for the relationship; 3) responsible for the professional development of individuals and/or groups that includes: <ul style="list-style-type: none"> - use of vocational-oriented skills; - the use of evidence from independent and correct reasoning; - possession of all kinds of learning activities; 4) the ability to further study with a high degree of autonomy, which provides: <ul style="list-style-type: none"> - degree possession of fundamental knowledge; - independent evaluation judgments; - high level of formation of general educational skills; - search and analysis of information resources 	95-100
	Confident personality possession competency management (not implemented two requirements)	90-94
	Good knowledge management competencies personality (not implemented three requirements)	85-89
	Good knowledge management competencies personality (not implemented the four requirements)	80-84
	Good knowledge management competencies personality (not implemented six requirements)	74-79
	Satisfactory ownership of individual competence management (not implemented seven requirements)	70-73
	Satisfactory ownership of individual competence management (not implemented eight claims)	65-69
	The level of autonomy and responsibility fragmented	60-64
	The level of autonomy and responsibility poor	<60

7 TOOLS, EQUIPMENT, AND SOFTWARE

Technical training tools via multimedia software.
Distance learning platform Moodle.

8 RECOMMENDED SOURCES

1. Bokan B. Culture. - K. : AIDP, 2000.
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