



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
«KAZAN STATE POWER ENGINEERING UNIVERSITY»  
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital  
Technologies and Economics

\_\_\_\_\_ Zainullin R.R.  
«24» \_\_\_\_\_ February \_\_\_\_\_ 2026

**WORKING PROGRAM OF THE DISCIPLINE**

**B1.V.ED.01.01.04 Managerial economics**

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Direction  
Training

38.03.02 Management

Qualification\_

Bachelor's Degree

Kazan, 2026

The program was developed by:

Department name	Position, academic degree, academic title	FCs Developer's full name
Management	Candidate of Economic Sciences, Associate Professor	Candidate of Economic Sciences, Associate Professor Timofeev R. A.

Approval	Division name	Date	№ Protocol	Signature
Approved	Management	10.02.2026	Protocol №5	_____ Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V.
Agreed	Management	10.02.2026	Protocol №5	_____ Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R.

## 1. Purpose, objectives and planned results of training in the discipline

The purpose of mastering the discipline "Managerial Economics" is to study the concept, nature and regularities of the emergence of the basic concepts of managerial economics, methods of identification, economic methods of managing modern organizations, methods of assessment, as well as methods of managing and minimizing economic risks, as well as modeling economic aspects in the managerial activity of a manager.

The objectives of mastering the discipline are: to teach students to identify the main problems of forecasting and their connection with other management functions; to identify modern forms of implementing forecasting activities; to systematize the features of forecasting methods; to establish the main indicators and methods for evaluating the quality of forecast models; to determine suitable methods for predicting given indicators; to perform forecasting using the selected forecast method; to assess the quality of the\* create investment programs with specified goals and restrictions, including the level of investment risk; determine appropriate modeling methods and tools and conduct a quantitative assessment of project risks.

Competencies and indicators formed by students:

Competence code and name	Indicator code and name
PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization.	PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.

## 2. Place of the discipline in the structure of the educational programs

Previous disciplines (modules), practices, research and development: Management, Economics, Marketing, Human Resource Management.

Subsequent disciplines (modules), practices, research and development: Strategic management, Methods of making managerial decisions.

## 3. Structure and content of the discipline

### 3.1. Structure of the discipline

For full-time education

Type of academic work	Total ZE	Total hours	Semester	
			7	8
TOTAL LABOR INTENSITY OF THE DISCIPLINE	10	360	6	4
CONTACT WORK*	4,3	158	78	80
CLASSROOM WORK	2,9	108	60	48
Lectures	1,5	54	30	24
Practical (seminar) classes	1,5	54	30	24
Laboratory work	-	-	-	
INDEPENDENT WORK OF THE STUDENT	5	180	90	90
Study material	0,3	14	9	5

Course work	1	36-36	-	36
Preparation for intermediate certification	2	72	36	36
Intermediate certification:	E	E		
Intermediate certification:				KR

### For full-time and part-time education

Type of academic work	Total ZE	Total hours	Semester	
			S	E
TOTAL LABOR INTENSITY OF THE DISCIPLINE	10	360	6	4
CONTACT WORK*	4	142	87	55
CLASSROOM WORK	3	104	64	40
Lectures	1,4	52	32	20
Practical (seminar) classes	1,4	52	32	20
INDEPENDENT WORK OF the STUDENT	6,6	238	143	95
Study of the educational material	0,7	20	14	6
Preparation for intermediate certification	0.5	18	9	9
Intermediate certification:			E	E
				KR

### 3.2. Content of the discipline, structured by sections and types of classes

Discipline sections	Total hours	Distribution of labor intensity by type of academic work				Forms and type of control	Indexes of indicators of formed competencies
		lectures	laboratory work	practical exercises	independent work		
Section 1. Introduction to Managerial Economics.	72	15		12	45	<b>TK1</b>	PC-4.2Z;PC-4.2U;PC-4.2V
Section 2. Basic laws and tools of Managerial economics	72	15		12	45	<b>TK2</b>	PC-4.2H; PC-4.2Y;PC-4.2V
Exam	36					<b>OM E</b>	PC-4.2H;PC-4.2Y;PC-4.2V
<b>Total for the 7th semester</b>	<b>180</b>	<b>30</b>		<b>24</b>	<b>90</b>		
Section 3. The role of managerial economics in managerial activities.	54	15		12	27	<b>TK3</b>	PC-4.2H;PC-4.2Y; PC-4.2 To
Section 4. Issues of globalization in	54	15		12	27	<b>TK4</b>	PC-4.2Z; PC-4.2Y; PC-4.2V

managerial economics.							
Coursework	36				36	<b>OMkr</b>	PC-4.2Z; PC-4.2Y; PC-4.2V
Exam	36					<b>OM E</b>	PC-4.2Z;PC-4.2Y;PC-4.2V
<b>Total for the 8th semester</b>	<b>180</b>	<b>30</b>		<b>24</b>	<b>90</b>		
<b>TOTAL</b>	<b>360</b>	<b>60</b>		<b>48</b>	<b>252</b>		

### 3.3. Content of the discipline

#### *Section 1. Introduction to Managerial Economics.*

Topic 1.1. Managerial economics: content, goals and objectives.

Topic 1.2. Economic content of the firm.

#### *Section 2. Basic laws and tools of managerial economics.*

Topic 2.1. Estimation and forecasting of supply and demand.

Elasticity.

Topic 2.2. Theory and evaluation of production.

Topic 2.3. The value of production costs in management decisions.

#### *Section 3. The role of managerial economics in the manager's activity.*

Topic 3.1. Optimization of production in conditions of perfect competition.

Topic 3.2. Making decisions about prices and production volumes in conditions of imperfect competition.

Topic 3.3 Economic analysis of investment efficiency and the degree of risk.

#### *Section 4. Issues of globalization in the managerial economy.*

Topic 4.1 Globalization and management of a multinational company.

Topic 4.2 State regulation of the market economy. Theory of consumer choice.

### 3.4. Thematic plan of practical exercises

#### *Section 1. Introduction to Managerial Economics.*

Topic 1.1. The concept and methodology of managerial economics. Professional tasks of the manager. The production opportunity curve and the role of opportunity costs in management decision-making. Transaction costs as a factor of economic selection.

Topic 1.2. The concept of a firm and its role in society. The economic goal of the firm and optimal decision-making. The principal-agent problem.

#### *Section 2. Basic laws and tools of managerial economics.*

Topic 2.1 Concepts of supply and demand. Market equilibrium. The value of elasticity in decision-making. State influence on market equilibrium. Estimation and forecasting of demand.

Topic 2.2 Production and production function. Short-term activity of the firm. The law of diminishing returns. Long-term production period: isoquant and isocost. Determining the optimal combination of resources. Production expansion management and economies of scale.

Topic 2.3. The concept and significance of production costs in management

decisions. Short-and long-term costs. Using long-term average costs to make decisions on the volume of production. Cost management and minimally efficient scale of production.

*Section 3. The role of managerial economics in the manager's activity.*

Topic 3.1. Main features of the perfect competition market. Short-and long-term equilibrium of a competitive market. Maximize profits and minimize losses. The level of the share of fixed costs in total costs and its significance in decision-making by the firm.

Topic 3.2. Making decisions on prices and production volumes under monopoly conditions. Monopolistic competition. Making decisions on prices and production volumes in different models of oligopoly.

Topic 3.3. Management decisions based on the economic analysis of investment efficiency. Methods for evaluating the effectiveness of investment projects. Risk and uncertainty. Raising capital by the firm.

*Section 4. Issues of globalization in the managerial economy.*

Topic 4.1. Multinational companies and globalization. Multinational companies and their risks. Economic efficiency of foreign direct investment. Transfer pricing.

Topic 4.2. Goals, functions and tools of state regulation of the market economy. Ensuring the legal framework for competition. Consumer behavior. Budget opportunities of the consumer.

**3.5. Thematic plan of laboratory work**

This type of work is not provided for in the curriculum.

**3.6. Course project /course work**

An approximate list of coursework topics.

1. State regulation of the economy.
2. Methods of government intervention in the development of the economy.
3. Protection of the national market from foreign competition.
4. Theories of profit.
5. Profit maximization and determination of the optimal output volume of the company.
6. Profit planning and management.
7. Risk management at a manufacturing enterprise.
8. The concept of internal entrepreneurship of an organization.
9. Features of enterprise management in the context of an economic crisis.
10. Economic sustainability of the organization.
11. Foreign economic activity of companies.
12. Investment risks. Investment project risk assessment and management.
13. Investment risks. Formation of a risk-based investment portfolio.
14. Country risks. The global economic crisis and trends in the development of the Russian economy.
15. Making decisions in conditions of uncertainty and risk.
16. Management of the firm's economy based on the theory of the product life cycle.
17. Risk-based management of the firm's economy.
18. The problem of optimal combination of state and market power.
19. The problem of optimal combination of monopoly and market power.
20. Problems of measuring productivity in various industries (manufacturing,

education, government): criteria and measurement capability.

21. The value of forecasts in managing the firm's economy.
22. Optimization of enterprise resource allocation (between direct investment and enterprise infrastructure development).
23. Enterprise reputation risk: basic concepts and the need for assessment.
24. Investment project risks.
25. Product market typologies: analysis, informed choice, and use in decision-making.
26. Managing the company's entry into the global market.
27. Managing the business reputation of commercial banks.
28. Enterprise management taking into account the dynamics of the market structure.
29. Price discrimination and the position of equality.
30. Evolution of theoretical views on the problems of state regulation of the market economy.

#### **4. Evaluating learning outcomes**

Assessment of the results of training in the discipline is carried out within the framework of current control and intermediate certification, conducted according to the point-rating system (BRS).

Evaluation materials for conducting current control and interim certification are given in the Appendix to the discipline's work program.

The complete set of tasks and materials required for evaluating the results of training in the discipline is stored at the developer's department.

Scale of assessment of learning outcomes in the discipline:

Code Competence	Competence indicator code	Planned learning outcomes for the discipline	Level of formation of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment scale			
			excellent	good	satisfactory	unsatisfactory
			credited			not credited
PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization.	PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.	to know:				
		Internal (external) factors and conditions affecting the management team management activity of the organization	Level of knowledge in the amount corresponding to the training program, without errors	Level of knowledge in the amount corresponding to the program, there are several non-rough errors	Minimum permissible level of knowledge, there are not many non- rough errors	Level of knowledge below the minimum requirements, there are gross errors
		be able to:				
		Analysis of internal (external) factors and conditions affecting managerial activities.	All basic skills have been demonstrated, all basic tasks have been solved with some minor shortcomings, and all tasks have been completed in full.	All basic skills have been demonstrated, all basic tasks have been solved with minor errors, and all tasks have been completed in full, but some have had shortcomings.	Demonstrated basic skills, Solved typical problems with minor errors, completed all tasks, but not in full,	When solving standard problems, basic skills are not demonstrated, and gross errors occur.

		own: Tools for generating further potential solutions based on the selected criteria.	Skills in solving non-standard problems without errors or shortcomings were demonstrated.	Basic skills were demonstrated in solving standard problems with some shortcomings.	There is a minimum set of skills for solving standard problems with some shortcomings	When solving standard problems, basic skills are not demonstrated, and gross errors occur
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## 5. Educational, methodical and informational support of the discipline

### 5.1. Educational and methodical support

#### 5.1.1. Basic literature

1. Danilova O. V., Belyaeva I. Yu., Novikova I. V. Upravlencheskaya ekonomika : uchebnik [Managerial Economics: textbook]. - Moscow: KnoRus, 2023. - 243 p. - ISBN 978-5-406-04654-8. - URL: <https://book.ru/book/947497> — - Text : electronic.

2. Bezpалov V. V., Lochan S. A., Petrosyan D. S. Upravlenie organizatsii na etape postindustrialnogo razvitiya natsional'noi ekonomiki : uchebnoe posobie [Organization management at the stage of postindustrial development of the National economy: a textbook]. - Moscow: KnoRus, 2023. - 576 p. - ISBN 978-5-406-10453-8. — URL: <https://book.ru/book/945681> — - Text : electronic.

3. Managerial economics : a textbook for universities / R. A. Burganov. - Moscow: INFRA-M, 2017. - 192 p.- (Higher education. Master's degree program). - ISBN 978-5-16-012523-7. - Text: direct.

#### 5.1.2. Additional literature

1. Osnovy biznesa : uchebnik [Fundamentals of Business: textbook] / E. V. Arsenova, A. A. Vorob'ev, A. I. Dmitrieva [et al.]; ed.by A.V. Trachuk, N. V. Linder. - Moscow: KnoRus, 2021. - 346 p. - ISBN 978-5-406-08659-9. — URL: <https://book.ru/book/940209> — - Text : electronic.

2. Levin Yu. A., Litvinova T. N. Ekonomika, upravlenie i politika: sintez i analiz : uchebnoe posobie [Economics, Management and Politics: synthesis and analysis]. - Moscow: KnoRus, 2022. - 172 p. - ISBN 978-5-406-09097-8. - URL: <https://book.ru/book/942445> — - Text : electronic.

### 5.2. Information support

#### 5.2.1. Electronic and online resources

n/	Name of electronic and Internet resources	Link
1	Official website of the University	<a href="https://kgeu.ru/">https://kgeu.ru/</a>
1	Open Education Portal	<a href="http://npoed.ru">http://npoed.ru</a>
3	Unified portal of state and municipal Servicesrussia	<a href="https://www.gosuslugi.ru/">https://www.gosuslugi.ru/</a>
4.	Electronic library system "Book"	<a href="https://book.ru/">https://book.ru/</a>

### 5.2.2. Professional databases / Information and Reference systems

n/a	Name of professional databases	Address
1	Federal Educational Portal "Economics, Sociology, Management"	<a href="http://ecsocman.hse.ru/">http://ecsocman.hse.ru/</a>
2	Ministry of Economic Development of the Russian Federation	<a href="https://economy.gov.ru/">https://economy.gov.ru/</a>
3	Business navigator for SMEs	<a href="https://smbn.ru/">https://smbn.ru/</a>

### 5.2.3. Licensed and freely distributed software of the discipline

1	1C: Enterprise 8	Software is designed for automation of accounting and management accounting, economic and organizational	IP Valishina No. VZS-0000641-L 22.05.2013 Neiskl. right. Perpetual
2	Windows Server Standard 2012 R2 Russian OLP NL Academic Edition 2Proc	Server operating system from Microsoft.	SoftLineTrade CJSC No. 2014.0310 dated 15.11.2014 Not applicable. right. Indefinitely
3	Office Professional Plus 2007 Windows 32 Russian Disk Kit MVL CD	A software package that contains the necessary office programs	SoftLineTrade CJSC No. 225/10 28.01.2010 Neiskl. right. Unlimited
4	Windows Professional (FSTEC certified)	The user's operating system	"CJSC "TaksNet-Service" No. PO-PERSONS0000/2014 dated 27.05.2014 Not applicable. right. Unlimited
5	Chrome browser	Information search system on the Internet	Free license Neiskl. right. Unlimited
6	OpenOffice	Suite of office applications	Free Perpetual license Neiskl. right.
7	Adobe Acrobat	Software package for creating and viewing PDF files	Free Perpetual license Neiskl. right.
8	LMS Moodle	software for effective online interaction between teachers and students	Free license Neiskl. right. Unlimited

9	Alt-Invest Sums	Software for preparation, analysis and optimization of investment projects of various industries, scales	OOO Alt-Invest LLC No. 1-17-125 02.10.2017 Neiskl. right. Indefinitely
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## 6. Material and technical support of the discipline

Name of the type of educational work	Name of the educational audience, specialized laboratory	List of necessary equipment and technical means of teaching
Lectures	Educational audience for conducting lecture-type	classes Specialized educational furniture, technical means of teaching that serve to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, educational and visual aids
Practical classes	Training room for conducting seminar type classes, group and individual consultations, current monitoring and intermediate certification	Specialized educational furniture, technical training tools (multimedia projector, computer (laptop), screen), etc. Classroom whiteboard, portable equipment-multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Coursework	Classroom for conducting coursework and individual consultations, current control and intermediate certification	Classroom board, portable equipment-multimedia projector (2 pcs.), screen, laptop (3 pcs.)
Independent work	Computer class with Internet access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical training equipment (multimedia projector, computer (laptop), screen), video cameras, software
	Library Reading room	Specialized furniture, computer equipment with Internet access and Internet access EIE, screen, multimedia projector, software
	Classroom for completing a course project (term paper) (indicated if there is a CR/KP and such an audience) D-708	Specialized furniture, computer equipment with the ability to access the Internet and provide access to the EIE, software Classroom board, portable equipment-multimedia projector (2 pcs.), screen, laptop (3 pcs.)

## 7. Features of the organization of educational activities for persons with disabilities and disabled people

Persons with disabilities and persons with disabilities have the opportunity to move freely from one educational and laboratory building to another, to climb all floors of educational and laboratory buildings, to study in educational and other premises, taking into account the peculiarities of psychophysical development and health status.

Conditions of unhindered access to all educational facilities are provided for the training of persons with disabilities and disabled people with musculoskeletal disorders. Information about special conditions created for students with disabilities and disabilities is available on the university's website [www/kgeu.ru/](http://www/kgeu.ru/). There is a possibility to provide technical assistance by an assistant, as well as sign language interpreters and tiflosurd interpreters.

To adapt to the perception of reference and educational material on the discipline by persons with disabilities and hearing impairments, the following conditions are provided:

- for better orientation in the classroom, use alerts about the beginning and end of the lesson (the word "call" is written on the blackboard).
- the teacher draws the attention of a hard-of-hearing student with a gesture (a hand is placed on the shoulder, a soft pat is performed).
- when talking to a student, the teacher looks at them, speaks clearly, in short sentences, providing the ability to read lips.

Compensation for difficulties in speech and intellectual development of hard-of-hearing students is carried out by:

- use diagrams, diagrams, drawings, and computer presentations with hyperlinks that comment on individual image components.
- regular use of exercises for graphic selection of essential features of objects and phenomena;
- providing an opportunity for the student to receive targeted advice by e-mail as needed.

The following conditions are provided for adaptation to the perception of reference, educational, and educational materials provided by the educational program for the chosen field of study by persons with disabilities and visually impaired people:

- The official website on the Internet is being adapted to meet the special needs of visually impaired people, and large-scale reference information on the schedule of educational programs is being provided classes;
- the teacher and his interlocutor (if necessary) who are present at the lesson are introduced to the students, and each time the person to whom the teacher addresses is called;
- actions, gestures, and movements of the teacher are briefly and clearly commented on.
- printed information is provided in large font (starting from 18 points) and is fully voiced.
- provides the necessary level of illumination of the premises;
- it is possible to use computers during classes and the right to record explanations on a voice recorder (at the request of students).

The form of conducting current and intermediate certification for students with disabilities and disabilities is determined by the teacher in accordance with the curriculum. If necessary, students with disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to pass an interim certification orally, in writing on paper, in writing on a computer, in the form of testing, etc., or are given additional time to prepare an answer.

## **8. Methodological recommendations for teachers on the organization of educational work with students.**

Methodological support of the process of educating students is one of the determining factors of high quality of education. A university teacher, demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional problems, contributes to the formation of a harmonious personality during the educational process.

When implementing the discipline, the teacher can use the following methods of educational work:

- methods of forming a person's consciousness (conversation, dispute, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);
- methods of organizing activities and forming behavioral experience (task, public opinion, pedagogical requirement, assignment, training, creating educational situations, training, exercise, etc.);
- methods of motivating activity and behavior (approval, encouragement of social activity, censure, creating success situations, creating situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher should take into account the following areas of educational activity:

### *Civic and patriotic education:*

- formation of students ' holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, national, cultural and historical heritage, formation of the desire for its preservation and development;
- formation of students ' active citizenship based on traditional cultural, spiritual and moral values of Russian society, in order to increase their ability to responsibly exercise their constitutional rights and obligations;
- development of legal and political culture of students, expansion of constructive participation in decision-making affecting their rights and interests, including in various forms of self-organization, self-government, socially significant activities;
- formation of motives, moral and semantic attitudes of the individual, allowing to resist extremism, xenophobia, discrimination on social, religious, racial, national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

### *Spiritual and moral education:*

- education of a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, and older people;
- formation of the principles of collectivism and solidarity, the spirit of mercy and compassion, the habit of caring for people in difficult life situations;
- forming solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;
- formation of an emotionally rich and spiritually elevated attitude to the world, the ability and ability to pass on your aesthetic experience to others.

### *Cultural and educational education:*

- forming an aesthetic picture of the world;
  - formation of respect for the cultural values of the native city, region, or country;
  - improving students ' cognitive activity.
- Scientific and educational education:*
- formation of students ' scientific worldview;
  - formation of the ability to acquire knowledge;
  - formation of skills in analyzing and synthesizing information, including in the professional field.

**Current changes and approvals for the new academic year**

n /	№ of the section for making changes	Date of making changes	Content of changes	«Agreed» Head of the department implementing the discipline	«Agreed» Chairman of the Department of Management of the Institute (faculty), which includes the graduating department)
1	2	3	4	5	6
1					
2					
3					

*Appendix to  
working  
program of the  
discipline*



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
**«KAZAN STATE POWER ENGINEERING UNIVERSITY»**  
**(FSBEI HE «KSPEU»)**

**EVALUATION MATERIALS  
by discipline**

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**B1.V.DE. 01.01.04 Managerial economics**





Scale of assessment of learning outcomes in the discipline:

Code competence	Competence indicator code	Planned learning outcomes for the discipline	Level of formation of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Assessment scale			
			excellent	good	satisfactory	unsatisfactory
			credited			not credited
PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization	PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.	to know:				
		Internal (external) factors and conditions affecting the management team management activity of the organization	Level of knowledge in the amount corresponding to the training program, without errors	Level of knowledge in the amount corresponding to the program, there are several non-rough errors	Minimum permissible level of knowledge, there are not many non-rough errors	Level of knowledge below the minimum requirements, there are gross errors
		be able to:				
		To analyze internal (external) factors and conditions affecting the management activities of the organization	All basic skills have been demonstrated, all basic tasks have been solved with some minor shortcomings, and all tasks have been completed in full.	All basic skills have been demonstrated, all basic tasks have been solved with minor errors, and all tasks have been completed in full, but some have had shortcomings	Demonstrated basic skills, Solved typical problems with minor errors, completed all tasks, but not in full	When solving standard problems, basic skills are not demonstrated, and gross errors occur

		own:				
		Tools for forming further potential solutions based on the selected criteria	Demonstrated skills in solving non-standard problems without mistakes or oversights	Basic skills were demonstrated in solving standard problems with some shortcomings	There is a minimum set of skills for solving standard problems with some shortcomings	Basic skills are not demonstrated when solving standard problems, and gross errors occur.

### 3. List of evaluation tools

Brief description of the assessment tools used in the current monitoring of academic performance and intermediate certification of a student in the discipline:

Name of the evaluation tool	Brief description of the evaluation tool	Description of the evaluation tool
Case-task (CT)	Problem assignment in which the student is asked to comprehend a real professionally-oriented situation necessary to solve this problem	Tasks for solving a case problem
Coursework (CW)	The final product obtained as a result of planning and performing a set of educational and research tasks. It allows evaluating students' ability to independently construct their knowledge in the process of solving practical problems and problems, to navigate in the information space, and the level of formation of analytical, research, practical and creative thinking skills. It can be performed individually or by a group of students	Project topics
Survey by sections (topics)	Knowledge of the main concepts of the topic/section / discipline	List of definitions of the main concepts of the topic / discipline
Test (Test)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	A set of test tasks
Ticket	control tool that contains questions, tests, case tasks, etc.evaluation tools designed to control students' knowledge during exams and differentiated tests.	Set of tickets

### 4. A list of control tasks or other materials necessary for assessing knowledge, skills and abilities that characterize the stages of competence formation in the course of mastering the discipline

*Task example*

#### **For the current control of TK1:**

PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization

PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.

#### **Tests.**

1. Profit from sales of products is:
  - a) the cost of products sold;
  - b) revenue from sales minus non-operating expenses;
  - c) revenue from sales of products less the total cost of production;
  - d) the cost of marketable products.
2. Which of the listed elements are not included in the production cost:
  - a) the cost of materials used;
  - b) salary costs;
  - c) depreciation of fixed assets;
  - d) personnel training expenses.
3. The profitability of a particular product type is calculated as a part of dividing the following values:
  - a) profit from the sale of a unit of production at its full cost;
  - b) profit from the sale of gross output at the cost of production of a particular type of product;
  - c) net profit on the cost of production of a particular type of product;
  - d) taxable profit on the cost of production of a particular type of product.
4. Growth rate of fixed production assets — this ratio is:
  - a) the value of the introduced funds to their value at the end of the year;
  - b) the cost of fixed assets at the beginning of the year to the cost at the end of the year;
  - c) the cost of worn-out fixed assets to the original cost of fixed assets funds;
  - d) the value of retired fixed assets to the total value of fixed assets.
5. Moral depreciation of fixed assets is:
  - a) moral aging of funds, non-compliance with the necessary requirements;
  - b) use of fixed assets for more than one year;
  - c) depreciation accrual;
  - d) depreciation of fixed assets exceeding 50%.
6. Specify the indicators that characterize the efficiency of energy divisions ' activities:
  - a) production automation coefficient;
  - b) labor mechanization coefficient;
  - c) the labor power ratio;
  - d) increase in the cost of electricity spent.
7. Select the elements of the tariff grid:
  - a) tariffs and qualifications.
  - b) grades and corresponding coefficients;
  - c) competencies and salaries;
  - d) professional experience.
8. The total cost of production is greater than the production cost by the amount of:
  - a) expenses;
  - b) profit;
  - c) depreciation;
  - d) taxes.
9. Gross output includes:
  - a) commercial products;
  - b) insurance reserve;
  - c) production stock of products;

d) unfinished products.

9. The fixed asset renewal ratio is defined as the ratio of:

- a) the value of the introduced funds to the value of all funds at the end of the reporting period year;
- b) the cost of fixed assets at the beginning of the year to the average annual the cost of core funds;
- c) the average annual cost of fixed assets to the cost of fixed assets at the end of the year;
- d) the value of fixed assets purchased in the reporting year to the residual value of fixed assets.

10. They do not belong to working capital:

- a) materials;
- b) raw materials;
- c) accounts receivable;
- d) machine tools.

11. Means of production are:

- a) part of the authorized capital;
- b) labor resources, time costs and capital;
- c) objects of labor and means of labor;
- d) material reserves of the enterprise.

12. The structure of production costs is as follows:

- a) the composition of costs and part of each element in their total volume;
- b) the share of cost in sales revenue;
- c) the specific weight of costs in the total amount of expenses of the enterprise;
- d) the composition of expenses of the enterprise.

13. Name the costs that depend on the volume of production:

- a) variables;
- b) aggregate;
- c) gross;
- d) constants.

14. Calculation of the production cost adds up to:

- a) by product;
- b) by cost items;
- c) by type of work;
- d) by income group.

### **Tests.**

#### **For current TK3 monitoring:**

PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization

PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.

### **Tests.**

1. The break-even point of production characterizes:

- a) the minimum volume of production and sales of products, at which expenses will be compensated by income, and during the production and sale of each subsequent unit of production, the enterprise begins to make a profit;
- b) the difference between sales revenue (excluding VAT and excise taxes) and variable

costs;

c) part of the revenue that remains to cover fixed costs and generate profit;  
d) the main part of monetary savings, which is created by enterprises of all forms of ownership.

2. The minimum product price is determined by:

a) the level of expenses of the enterprise and its profit; b) fixed costs of the enterprise;  
c) total costs of the enterprise;  
d) gross profit of the enterprise.

3. The objects of cost accounting at an enterprise are:

a) each type of product that is produced;  
b) each production division of the enterprise;  
c) each production worker in the enterprise;  
d) each item of the company's income.

4. The scale effect of production is as follows:

a) the composition and size of the main and auxiliary workshops and sections of service farms for industrial purposes;  
b) the ratio between changes in the volume of resources used and changes in the corresponding production results;  
c) it is a set of various operations to change the size, properties, forms of labor items, methods of processing and manufacturing them  
products in the production process;  
d) the ability of people to combine all the factors of production in order to create goods or services with the greatest efficiency, and to make the main decisions regarding the production process.

5. The competitiveness of an enterprise is represented by:

a) the economic activity of the enterprise and the totality of relations that develop in the system of production, distribution, exchange and consumption;  
b) the use of various limited resources to ensure that the needs of the enterprise are met;  
c) the ability to achieve their own goals in the face of opposition from competitors;  
d) the process of active transformation of natural resources by an enterprise into a product.

6. A manufacturing enterprise is:

a) a set of elements that are in relations and connections with each other, which forms a certain integrity;  
b) organized activity, the results of which have a material expression and can be implemented to meet the needs of the organization;  
c) an automatic device designed for carrying out production and other operations, which operates according to a pre-set program;  
d) a separate specialized unit, the basis of which is a professionally organized labor collective, capable of using the means of production at its disposal to produce the products needed by the consumer (perform work, provide services) for the appropriate purpose, profile, assortment.

7. The production structure of an enterprise is:

a) the structure of the products produced at the enterprise;  
b) composition and correlation between production and non-production sub-divisions;  
c) the number of employees of the enterprise;  
d) interaction of production units in the enterprise.

8. The city-forming enterprise faced a decrease in demand for its products.

In this situation, all other things being equal, most likely...

- a) the supply of labor of employees of the main production will increase;
- b) the supply of labor from the main production sector will decrease;
- c) the demand for labor of employees of the main production will increase;
- d) the demand for labor of employees of the main production will decrease.

9. If nominal income has increased by 8% and the price level has increased by 10%, then the real income:

- a) increased by 2%,
- b) increased by 18%,
- c) decreased by 2%,
- d) decreased by 18%,
- e) remained the same.

9. Demand is — ...

- a) the quantity of goods that sellers want to sell at each of the possible prices for a certain period of time;
- b) the quantity of goods that buyers want to purchase at each of the possible prices for a certain period of time;
- c) the quantity of goods that customers want to purchase at any price over a certain period of time;
- d) the quantity of goods that sellers want to sell at any price over a certain period of time.

10. The suggestion is....

- a) the quantity of goods that sellers want to sell at each of the possible prices for a certain period of time;
- b) the quantity of goods that buyers want to purchase at each of the possible prices for a certain period of time;
- c) the quantity of goods that customers want to purchase at a certain price over a certain period of time;
- d) the quantity of goods that sellers want to sell at a certain price over a certain period of time.

11. The amount of demand is ...

- a) the quantity of goods that sellers want to sell at each of the possible prices for a certain period of time;
- b) the quantity of goods that buyers want to purchase at each of the possible prices for a certain period of time;
- c) the quantity of goods that customers are willing and able to purchase at a certain price over a certain period of time.

12. Which of these factors do not affect demand?

- a) resource prices;
- b) prices for complementary goods;
- c) consumer expectations;
- d) the number of consumers in the market.

13. Which of these factors do not affect the offer?

- a) the level of taxation;
- b) subsidies;
- c) resource prices.
- d) the level of income of the population.

14. If the price of pork increases, then the demand for beef will increase ...

- a) it will decrease.

- b) will increase;
  - c) will not change.
  - d) not enough data for the response.
15. If the price of bananas goes up, then ...

- a) demand for bananas will decrease;
- b) the supply of bananas will decrease;
- c) the amount of demand for bananas will decrease;
- d) the amount of demand for bananas will increase.

Tests are tasks that are completed within 20 minutes after completing the study of sections 1 and 2 (based on the materials of sections)

The student is given a task consisting of 15 tests. 2 points are awarded for each correctly completed task.

**Number of points: maximum – 30.**

**Survey.**

**For the current control of TK2:**

PC-4 Able to develop potential solutions based on target indicators developed for them, with the aim of implementing effective project activities of the organization

PC-4.2 Analyzes internal (external) factors and conditions affecting the organization's management activities in order to develop further potential solutions based on selected criteria.

List of sample control questions for the survey:

1. Managerial economics: content, goals and objectives.
2. Economic content of the company.
3. Assessment and forecasting of supply and demand. Elasticity.
4. Theory and evaluation of production.
5. The concept and methodology of managerial economics.
6. The production possibility curve and the role of opportunity costs in managerial decision-making.
7. Managing the firm's transaction costs.
8. The economic goal of the firm and optimal decision-making.
9. Estimation and forecasting of demand.
10. Market equilibrium.

The survey is conducted at the end of studying section 1 (based on the materials of the sections). Answers to questions should be accurate and concise. When evaluating a completed task, the following criteria are taken into account:

1. Knowledge of the material
  - the content of the material is fully disclosed in accordance with the discipline program – 5 points;
  - the content of the material is not fully disclosed, and the general understanding of the issue is shown, which is sufficient for further study of the program material – 3 points.
  - the main content of the training material is not disclosed – 0 points.
2. Sequence of presentation
  - the content of the material is disclosed consistently, quite well thought out – 5 points;
  - the sequence of presentation of the material is not well thought out – 3 points.
  - confusion in the presentation of the material – 0 points.

3. Proficiency in speech and terminology
  - the material is presented in a competent language, with accurate use of terminology – 5 points.
  - there were difficulties in the presentation of the material and mistakes were made in the definition of concepts and in the use of terminology – 3 points;
  - mistakes made in defining concepts – 0 points.
4. Applying specific examples
  - the ability to illustrate the material with concrete examples is shown -5 points;
  - giving examples is difficult – 3 points.
  - inability to give examples when explaining the material – 0 points.
5. Level of theoretical analysis
  - the ability to make generalizations, conclusions, and comparisons is shown-5 points.
  - generalization, conclusions, and comparison are made with the help of a teacher – 3 points.
  - complete inability to make generalizations, conclusions, and comparisons – 0 points.

**Number of points: maximum-25 Sample case for TK4.**

**CASE 1.** Analyze the situation in the oil market over the past 15 years and answer the following questions:

1. Should the government allow businesses to make as much profit as they can?
2. What do you think about the increase in budget contributions by Russian oil companies when world oil prices were at a historical maximum?
3. Was it fair and reasonable from an economic standpoint?

**CASE 2.** The profits of large companies provide the basis for the well-being of both individuals and the country as a whole. Tasks:

- explain the most important function that company profits provide in the "market - enterprise" system.
- Public utilities serve as an example of government-regulated industries of production. Why doesn't the government allow market regulation in this industry?

Case studies are tasks that are completed within 30 to 45 minutes of completing Section 2.

From 20 to 25 points, an answer is evaluated that shows a solid knowledge of the main processes of the subject area under study, differs in the depth and completeness of the disclosure of the topic of the case task; possession of the terminological apparatus; ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and the response sequence.

From 11 to 19 points, an answer is evaluated that reveals a solid knowledge of the main processes of the subject area under study, differs in the depth and completeness of the disclosure of the topic of the case task; ability to explain the essence, phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and consistency of the answer. However, there may be one or two inaccuracies in the response.

Up to 10 points are awarded for an answer that indicates, mainly, knowledge of the processes of the subject area under study, characterized by insufficient depth and completeness of the case task disclosure; poorly formed skills in analyzing phenomena and processes, insufficient ability to give reasoned answers and give examples; insufficient fluency in monologue speech, logic and consistency of the answer. There may be several errors in the response content.

**For intermediate certification:**

Assessment materials submitted for the exam consist of 2 questions for testing theoretical knowledge, and a case task for testing practical skills.

*Examples of theoretical questions:*

1. Subject, content and objectives of the course "Managerial Economics".
2. Institutional nature of the firm.
3. Economic content of the company.
4. Objectives of the company's creation and operation.
5. Integrated enterprises: forms of management.
6. Models of firm behavior.
7. The concept of uncertainty and risk.
8. Production theory: basic provisions.
9. Theory of consumption.
10. Theory of production costs.
11. Managing production costs.
12. Classification of costs.
13. Factors of production cost formation.
14. Cost planning.
15. Types of resources of a manufacturing enterprise.
16. The essence of the company's pricing policy.
17. Types of the company's price policy.
18. Goals of the company's pricing policy.
19. Relationship of pricing policy with production volumes.
20. The limits of state intervention in the economy.

*Example of a case task:*

An integral part of reforming the national economy is the creation of an effective system of entrepreneurship.

Under this concept, we understand the type of economic activity aimed at making a profit. This feature makes entrepreneurship very attractive for the broadest segments of the population, which makes it possible to distinguish several socially significant functions of commercial activity.

First, entrepreneurship helps attract large amounts of money to various sectors of the national economy, including locomotives, which contributes to the development of the national economy as a whole.

Second, the emergence of a wide network of small and medium-sized enterprises contributes to the creation of numerous jobs, which solves the problem of labor surplus and structural unemployment.

Third, business entities are the largest and most important taxpayers. In this regard, the welfare of the state directly depends on the successful development of commercial organizations.

Fourth, the emergence of entrepreneurship contributes to the emergence of a large middle class in Russian society, which can become the basis for the stable development of Russia...

The development of the economy primarily depends on the success of businessmen in the production sector, since it is here that both means of production and consumer goods are created, which allows us to saturate the market with goods mainly from domestic producers...

It is no secret that the majority of Russian manufacturing entrepreneurs suffer from a lack of working capital in general and from a lack of cash in particular. To this we can add the moral and physical deterioration of funds, and we will see a picture of the state of Russian industry...

In this regard, we distinguish among the entire set of directions costs - entrepreneurship as the main capital investment development of production on the part of the state.

**Task:**

1. What are the four socially significant functions of entrepreneurship assigned by the author of the document?
2. Describing the state of Russian industry, the author identifies the problems faced by manufacturing entrepreneurs. Specify two of them.
3. The text formulates one feature of entrepreneurial activity - the focus on making a profit. Based on this knowledge, name three other specific features of this activity.

The text notes one of the directions of state support for entrepreneurship-capital investments in the development of production. Using your knowledge of the course and the facts of public life, name three other areas of state support aimed at developing business activities.

*Example of an exam ticket:*

1. Market supply: concept, reasons for change.
2. Features управления of enterprise management in the context of an economic crisis
3. Practical task (case study):

Participants of the WTO Summit in Cancun (Mexico) agreements on trade, investment, and competition have not yet been concluded. The negotiations, which were attended by representatives of 146 WTO member countries, reached a dead end just a few days after the conference began. Differences of opinion between developed and developing countries were evident on almost all issues on the agenda, the most important of which were agricultural subsidies, trade barriers, tariffs and investment.

In particular, developing countries require developed countries to reduce subsidies to agricultural producers, which in Europe, the United States and Japan spend a total of \$ 300 billion a year. The amount of EU agricultural subsidies exceeds the total GDP of the whole of Africa, while Europe produces mountains of products that are not demanded by the market. Although agriculture is not an important industry in developed countries, politicians support it with subsidies in order to retain voters, says Brigitte Granville of the Royal Institute of International Affairs (RIIA) in London. In France, for example, 6% of the employed work in agriculture, which produces only 3% of GDP; in Japan, these figures are 5% and 1%, respectively. Instead of rebuilding their own economies and diverting their surplus labor to other sectors, developed countries prefer agricultural subsidies.

Cotton is a prime example of the use of subsidies. For example, the United States, the world's largest cotton producer, provides \$ 4 billion annually to 25,000 farmers. subsidies. This amount exceeds the market value of cotton grown in the United States. According to Washington, this measure is necessary to keep American farmers afloat. The amount of subsidies to American cotton farmers is three times the amount of American aid to Africa. Because of these subsidies in West and Central Africa, 10 million cotton farmers, many of whom live in developing countries, are demanding that developed countries reduce unnecessarily high tariffs on agricultural raw materials, as well as on food and light industry products. Average tariffs on imports of European products to the United States are only 2% of the cost. At the same time, the average tariffs on US imports of products from some developing countries are 20 times higher. The United States and the European Union, in response to the demands of developing countries, want to reduce tariffs on imports of industrial products from developed countries.

**Task:**

1. What are subsidies and tariffs? What measures — direct or indirect- of state regulation of the market do they relate to?
2. How do subsidies to agricultural producers in developed countries affect market equilibrium? How have prices changed in the domestic market of agricultural products for buyers and producers? How did agricultural subsidies affect the gains of producers and buyers of agricultural products?
3. Why do 10 million cotton farmers in West and Central Africa suffer because of subsidies to American cotton farmers?
4. What is the impact of high tariffs on developing countries ' products on the domestic markets of agricultural raw materials and food products in Europe and the United States? Is the attitude of producers and buyers alike to high tariffs on imports of products from developing countries?

Why is reducing tariffs on industrial goods from developed countries unprofitable for developing countries?

**When assigning points for answers to tasks, the ticket takes into account the following criteria:**

*High level:*

from 16 to 45 points, an answer is evaluated that shows a solid knowledge of the main processes of the subject area under study, differs in the depth and completeness of the topic disclosure; possession of the terminological apparatus; ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. **Solving the Case without errors.**

*Intermediate level:*

from 10-15 points, an answer is evaluated that reveals a solid knowledge of the main processes of the subject area under study, differs in the depth and completeness of the topic disclosure; possession of terminological apparatus; ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in

monologue speech, logic and consistency of the answer. However, there may be one or two inaccuracies in the response. **There are some minor errors in the solution of the Case.**

*Below average:*

from 1-9 points, the answer is evaluated, indicating mainly knowledge of the processes of the subject area under study, characterized by insufficient depth and completeness of the topic disclosure; knowledge of the main questions of the theory; poorly formed skills in analyzing phenomena and processes, insufficient ability to give reasoned answers and give examples; insufficient logic and consistency of the answer. There may be several errors in the response content. **There are significant errors in solving the case problem.**

*Low level:*

up to 8 points are given for an answer that indicates ignorance of the processes of the subject area under study, ignorance of the main questions of the theory, unformed skills in analyzing phenomena and processes, and inability to give reasoned answers. **Case task not solved**

***Minimum number of exam points – 0 Maximum number of exam points – 45***

**Coursework.**

An approximate list of coursework topics.

1. State regulation of the economy.
2. Methods of government intervention in the development of the economy.
3. Protection of the national market from foreign competition.
4. Theories of profit.
5. Profit maximization and determination of the optimal output volume of the company.
6. Profit planning and management.
7. Risk management at a manufacturing enterprise.
8. The concept of internal entrepreneurship of an organization.
9. Features of enterprise management in the context of an economic crisis.
10. Economic sustainability of the organization.
11. Foreign economic activity of companies.
12. Investment risks. Formation of a risk-based investment portfolio.
13. Country risks. The global economic crisis and trends in the development of the Russian economy.
14. Making decisions in conditions of uncertainty and risk.
15. Management of the firm's economy based on the theory of the product life cycle.
16. Risk-based management of the firm's economy.
17. The problem of optimal combination of state and market power.
18. The problem of optimal combination of monopoly and market power.
19. Problems of measuring productivity in various industries (manufacturing, education, government): criteria and measurement capability.
20. The value of forecasts in managing the firm's economy.
21. Optimization of enterprise resource allocation (between direct investment and enterprise infrastructure development).

22. Enterprise reputation risk: basic concepts and the need for assessment.
23. Investment project risks.
24. Product market typologies: analysis, informed choice, and use in decision-making.
25. Managing the company's entry into the global market.
26. Managing the business reputation of commercial banks.
27. Enterprise management taking into account the dynamics of the market structure.
28. Price discrimination and the position of equality.
29. Evolution of theoretical views on the problems of state regulation of the market economy.

A coursework is considered protected if it receives points that correspond to a rating of at least "satisfactory", both for the text of the coursework and for the protection of the coursework. When evaluating a completed task, the following criteria are taken into account:

1. Timely submission of course work:
  - all tasks were completed on schedule, and the work was submitted on time – 5 points.
  - tasks were completed with a slight delay from the deadlines set by the schedule, and the work was submitted on time – 4 points.
  - all tasks were completed late, and the work was submitted on time – up to 3 points.
  - the work is not submitted within the deadline set by the schedule – 0 points.
2. Logical and balanced structure of the work, presentation style:
  - the structure of the work is logically verified; chapters and paragraphs are comparable in volume; the sequence of consideration of questions is logically justified; relationships between parts of the work are revealed, together they form a single system – 8-10 points;
  - the structure of the work is logically verified; chapters and paragraphs are not fully comparable in volume; the sequence of consideration of questions is logically justified – 4-7 points.
  - the structure of the work is not sufficiently logically verified; chapters and paragraphs are not comparable in volume; the sequence of consideration of questions is not fully logically justified – up to 3 points.
  - the structure of the work is not logically verified; chapters and paragraphs are not comparable in volume; the sequence of consideration of questions is not logically justified – 0 points.
3. Ability to use analytical material in problem research
  - works qualitatively with borrowed from the literature and own statements, is able to isolate and distinguish individual ideas; is able to see system connections in the situations, problems, concepts under consideration; is able to distinguish between the thesis and its argumentation; is able to formulate independent conclusions on the research topic – 12-15 points.
  - works well with references and own statements; is able to see the strengths and weaknesses of the analyzed ideas; is able to correlate statements

drawn from different sources and use them together when analyzing a specific question

– 6-11 points.

- poorly works with borrowed from literature and own statements; partially able to see the strengths and weaknesses of the analyzed ideas and their arguments; partially able to correlate statements drawn from different sources and use them together when analyzing a specific question – up to 5 points.

- works poorly with statements borrowed from the literature and his own; is not able to see the strengths and weaknesses of the analyzed ideas; is not able to correlate statements drawn from different sources and use them together when analyzing a specific question – 0 points.

4. Correct wording of problems identified during the course of the course work, conclusions drawn, and suggested recommendations:

the text pays great attention to the argumentation of the author's statements; the conclusions of the work are well-founded; there is an analysis argumentation of concepts used in the work and individual ideas of other authors – 15-20 points.

- the text pays great attention to the argumentation of the author's statements; the conclusions of the work are well-founded; insufficient attention is paid to the analysis of the argumentation of individual ideas used in the work by other authors – 9-14 points.

- the text pays insufficient attention to the argumentation of the author's statements; the conclusions of the work are poorly justified – up to 8 points.

- conclusions of the paper are not justified – 0 points.

5. Compliance of the coursework design with the required requirements:

- correct design of the work in accordance with the current standards; compliance with the norms of citation processing – 4-5 points;

- there are small errors in the design of certain aspects of the work – 2-3 points.

- there are minor errors in the design of the work – up to 1 point.

- there are gross errors in the design of the work – 0 points.

**Number of points: maximum TC – 55 points, maximum intermediate certification-100 points.**