BUNIN YELETS STATE UNIVERSITY

"APPROVED"

Director of the Institute of Culture, History and Law_____/L.A Karpacheva/

THE WORK PROGRAMME OF THE DISCIPLINE
B1.C.04.01 Psychology

Direction of training: *44.03.01 Pedagogical Education*
Programme: *Fine Arts*

Qualification (degree): *bachelor*
Mode of study: *full-time*

Institute *of Culture, History and Law*
Department: *Psychology and psychophysiology*

	full-time form	full-time and part-time form	part-time form
Study course	1, 2		
Term	1, 2, 3, 4		

Lectures	72		
Laboratory work			
Seminars (practical work)	72		
including practical training			
Form(s) of control	Credit test – 3 term Exam – 1, 2, 4 terms - 0,9		
Control	27		
Other forms of work			
Independent work	188,1		

Total number of academic hours: 360
Labor intensity: 10 credits

Developer of the work programme:
Senior Lecturer Rogova N.S.

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: formation of a system of universal and general professional competencies in students necessary for the implementation of social interaction, including with participants in educational relations within the framework of the implementation of educational programs, successful professional and other activities in various social groups, taking into account individual and age characteristics. Improving the general and psychological culture of students, forming a holistic understanding of the psychological characteristics of a person as factors in successful learning, development and education.

Objectives of studying the discipline:
– Conscious assimilation by students of the basic concepts, categories, theories, and research directions of psychology.
– Development strategies cooperation for achievements delivered goals.
– Knowledge of the laws of personality development and manifestation of personal qualities, psychological laws of periodization and crises of development; psychological and pedagogical technologies of individualization of training, development, education.
– Mastering the skills of identifying mental states and methods of diagnosing them.
– Knowledge of the psychological and pedagogical foundations of educational activities, taking into account the individual characteristics of students.

The place of the discipline in the structure of the basic professional educational program: it is implemented within the framework of the basic (compulsory) part of block B1. Disciplines (modules).

Planned learning outcomes for the discipline:

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
UC-3	To know: strategies of cooperation to achieve the set goal; behavioral characteristics of different groups of people with whom he/she works/interacts; assess the consequences of personal actions and plan a sequence of steps to achieve the set result.	Knows: basic strategies of cooperation; psychological characteristics different social groups and the specifics of human behavior in groups.
	To be able to: define his/her role in the team; establish different types of communication (educational, business, informal, etc.).	Is able to: determine leader group and sociometric status others members groups; set different types communications; plan your own activities in accordance with delivered goals.
	To possess: skills of effective interaction with other team members, including participation in the exchange of information, knowledge and experience, in the presentation of the results of the team's work.	Posses: skills effective interaction in a group.
UC - 6	To know: your resources and their limits (personal,	Knows: psychological, personal resources of a

	psychophysiological, situational, temporary, etc.) for the successful completion of the assigned task works.	person for the successful performance of various types of activitiesю	

	To be able to: plan long-term goals of activity taking into account conditions, means, personal capabilities, stages of career growth, time perspective development activities and the demands of the labor market; critically evaluate efficiency of using time and other resources in solving assigned tasks, as well as in relation to the result obtained.	Is able to: take into account the psychological and personal capabilities of a person for successful long-term planning of personal growth and development of activities; take into account the psychological and personal capabilities of a person for a critical assessment of the effectiveness of the use of his resources, necessary for solutions delivered tasks.
	To possess: skills to implement the intended goal of the activity with taking into account the conditions, resources, personal capabilities, stages of career growth, time perspective of development of activities and requirements market labor; skills of use opportunities provided for acquisition new knowledge and skills	Possesses: skills for implementing the intended goal of an activity taking into account personal capabilities, stages of activity development; skills for using opportunities for personal growth and acquisition of knowledge and skills by a person.
GPC-6	To know: the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development; psychological and pedagogical technologies of individualization of training, development, education; psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students; the main patterns of age development, socialization of the individual; indicators of individual characteristics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics.	Knows: the laws of personality development and manifestation of personal qualities, psychological laws of periodization and crises of development; the psychological and pedagogical features of individualization of training, development, education and the basics of educational activities taking into account the individual characteristics of students; the basic patterns and indicators of age development, socialization of the individual.
	To be able to: use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work; apply educational technologies for individualization of training, development, education; compile (jointly with a psychologist and other specialists) a psychological and	Is able to: use knowledge about features of the development of students in the planning and organization of educational work; draw up a psychological and pedagogical profile of a student's personality; use knowledge about the age, gender and individual characteristics of students to organize educational and upbringing

		pedagogical characteristic (portrait) of the student's personality; build educational activities taking into account the cultural differences of children, gender, age and individual characteristics.	activities.
		To possess: actions of taking into account the developmental characteristics of students in conducting individual educational activities; actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs; actions of providing targeted assistance to students, including those with special educational needs; actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child; techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work.	Possesses: the skills to take into account the developmental characteristics of students; the skills to take into account the individual characteristics of students to build the educational process; the skills to take into account the individual characteristics of students to ensure their development.
GPC-7		To know: laws and features of building interactions between participants in educational relations; basic patterns of family relations that allow for effective work with the parent community; patterns of formation of children-adult communities, their socio-psychological characteristics and patterns of development of children's and adolescent communities.	Knows: the laws and features of building interactions participants in educational relations; the main patterns of family relations and the formation of various communities, including children-adults and children-teenagers.
		To be able to: select forms, methods, techniques of interaction with different participants in the educational process (students, parents, teachers, administration) in accordance with the context of the situation; cooperate with other teaching staff and specialists in solving educational problems.	Is able to choose forms, methods, techniques for interacting with different participants in the educational process.
		To possess: actions to identify behavioral and	Possesses: the skills to identify behavioral and

	personal problems of students related to the peculiarities of their development; actions to interact with other specialists within the framework of a psychological, medical and pedagogical council; skills of building (or constructing) interactions with different participants in educational relations (students, parents, teachers, administration) within the framework of the implementation of educational programs.	personal problems of students related to the characteristics of their development; the skills to build interaction with different participants in educational relations.				

II. CONTENT AND SCOPE OF THE DISCIPLINE
indicating the number of hours allocated for contact work of students with the teacher (by type of class) and for independent work

№	Name of sections and topics	Total	Classroom lessons			Ind. work.
			Lec.	Sem. (pract.)	Lab.	
1 term						
	Section 1. "General psychology"	**98.7**	**18**	**18**	**-**	**62.7**
1.	Topic 1. General performance psychology how science.	11	2	2	-	7
2.	Topic 2. Methodology and methods psychology	11	2	2	-	7
3.	Topic 3. Feelings and perception	11	2	2	-	7
4.	Topic 4. Thinking.	11	2	2	-	7
5.	Topic 5. Attention and memory	11	2	2	-	7
6.	Topic 6. Imagination.	11	2	2	-	7
7.	Topic 7. Emotions.	10.7	2	2	-	6.7
8.	Topic 8. Concept And personality structure.	11	2	2	-	7
9.	Topic 9. Individually-typological personality traits.	11	2	2	-	7
	Exam	*0.3*				
	Control	*9*	*-*	*-*	*-*	
	Total for 1 term	*108*	*18*	*18*	*-*	*62.7*
2 term						
	Section 2. "Age psychology"	**62,7**	**18**	**18**	**-**	**26.7**
10.	Topic 10. Item, tasks and methods age psychology.	6	2	2	-	2
11.	Topic 11. Main concepts of mental development human in ontogenesis	6	2	2	-	2

12.	Topic 12. Mental development child in infancy	8	2	2	-	4
13.	Topic 13. Mental child development in early childhood.	8	2	2	-	4
14.	Topic 14. Mental child development in preschool age.	8	2	2	-	4
15.	Topic 15. Mental child development in junior school age.	8	2	2	-	4
16.	Topic 16. Mental child development in adolescence age.	6,7	2	2	-	2.7
17.	Topic 17. Mental development in adolescence.	6	2	2	-	2
18.	Topic 18. Adulthood: youth, maturity and old age.	6	2	2	-	2
	Exam	*0.3*	-	-	-	-
	Control	*9*	-	-	-	
	Total for semester	*72*	*18*	*18*	-	*26.7*
3 term						
	Section 3. "Social psychology"	**72**	**18**	**18**	**-**	**36**
19.	Topic 19. Introduction in social psychology.	8	2	2	-	4
20.	Topic 20. Interpersonal relationship.	16	4	4	-	8
21.	Topic 21. Essence process communication.	16	4	4	-	8
22.	Topic 22. Group how social-psychological phenomenon.	16	4	4	-	8
23.	Topic 23. Personality how social phenomenon.	8	2	2	-	4
24.	Topic 24. Socialization and development personalities.	8	2	2	-	4
	Credit test					
	Total for 3 termr	*72*	*18*	*18*	*-*	*36*
4 term						
	Section 4. "Pedagogical psychology"	**98,7**	**18**	**18**	**-**	**62.7**
25.	Topic 25. Item, tasks, structure of educational psychology.	11	2	2	-	7
26.	Topic 26. Education in modern world.	11	2	2	-	7

27.	Topic 27. Teacher how subject pedagogical activities.	11	2	2	-	7
28.	Topic 28. Student as a subject of pedagogical activities.	11	2	2	-	7
29.	Topic 29. Educational activity.	11	2	2	-	7
30.	Topic 30. Psychological essence training.	11	2	2	-	7
31.	Topic 31. Cooperation and communication in educational process.	10.7	2	2	-	6.7
32.	Topic 32. Psychological features of evaluation activities.	11	2	2	-	7
33.	Topic 33. Upbringing how purposeful formation personalities.	11	2	2	-	7
	Exam	*0.3*				
	Control	*9*	*-*	*-*	*-*	
	Total for 4 term	*108*	*18*	*18*	*-*	*62.7*
	Total number of academic hours:	**360**	**72**	**72**	**-**	**188.1**

Full-time and part-time education (not implemented)

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is carried out in the form of a test, etc.

Standard version of the test

1. The subject of psychology is the study of...
a) entities and regularities development psyche,
b) consciousness and the unconscious,
c) human activity,
d) mental states.

2. Appearance behaviorism marked selection subject psychology …
a) behavior,
b) unconscious,
c) consciousness,
d) soul.

3. Mental process, representing by yourself mental reflection individual properties and states of the external environment by the subject - this is
a) sensation,
b) perception,

c) thinking,
d) attention.

4. To types attention can be attributed
a) proprioceptive
b) emotional
c) spaces
d) post-arbitrary

5. To properties perceptions can take away…
a) distribution
b) constancy
c) adaptation
d) threshold

6. In infancy, the leading activity is:
a) receiving information about surrounding world
b) exercise of motor functions
c) directly emotional communication with adults
d) object-manipulative activity

7. One from symptoms crisis 3 years is…
a) negativism
b) dualism
c) projection
d) revival child

8. Leading activities in preschool age is…
a) role-playing game
b) emotional-personal communication with adults
c) study
d) work

9. New formation junior school age is:
a) reflection
b) self-control, arbitrariness
c) internal plan of action
d) all the answers are correct

10. Puberty period - this:
a) period sexually maturation
b) age crisis
c) period development cognitive processes
d) growth spurt.

11. To the presenter view activities in youthful age is -
a) intimate-personal communication with peers
b) play activities
c) educational professional activity
d) work.

12. Social and psychological phenomenon – this:

a) recurring socio-psychological phenomenon;
b) a single socio-psychological phenomenon;
c) phenomenon, revealing myself non-standard socio-psychological conditions;
d) a phenomenon that has a scientific basis.

13. Communicative barrier - this …
a) collision opposite opinions;
b) a complex, multifaceted process of establishing and developing contacts between people;
c) process, including myself production united strategies interactions, perception and understanding another human;
d) psychological let on paths adequate transmissions information between communication partners.

14. Side communication, related with organization interactions is designated as
a) communication;
b) perception;
c) interaction;
d) interdiction.

15. The psychological process that includes the perception of a person's external characteristics, their correlation with his personal characteristics, interpretation and prediction of a person's actions on this basis, is designated as
a) causal attribution;
b) interaction;
c) social perception;
d) communication.

16. The dissemination of information in society through filters of trust/distrust is an effect
a) disinformation;
b) fascination;
c) facilitation;
d) interaction.

17. Region research, engaged study normal spatial and temporary organization of communication.
a) kinesics;
b) takeshika;
c) proxemics;
d) prosody.

18. Mechanism, by eans of whom group controls compliance members of a group of group norms is called:
a) group pressure;
b) group opinion;
c) group expectation;
d) group sanctions.

19. Group cohesion is expressed ...
a) execution functions, which endowed with members groups;
b) the nature of group communications;
c) aspiration members groups to cooperation and preservation groups at decision group tasks;

d) in coincidence interests.

20. One from indicators social status human is:
a) natural deposits;
b) political beliefs;
c) religious views;
d) view professional activities.

21. In social psychology socialization is understood as:
a) effect social development human;
b) process inclusions individual in social relations;
c) a complex process that occurs spontaneously;
d) process initiation to culture.

22. Into the structure pedagogical psychology NOT enters
a) psychology of learning;
b) psychology education;
c) teacher psychology;
d) didactics.

23. Teaching in domestic science D.B. Elkonin and V.V. Davydov interpreted as…
a) acquisition knowledge and skills
b) assimilation knowledge on basis committed subject actions
c) a specific type of educational activity
d) type activities.

24. Subject pedagogical activities is….
a) teacher,
b) student,
c) pupil,
d) textbook.

25. Subject pedagogical activities works for the sake of achievements goals ….
a) "for students and then for myself",
b) "for myself for the sake of achievements common goals",
c) "to achieve a common goal",
d) "to educate any "by way."

26. The ability to convey educational material to students, making it accessible to children, to present the material or problem to them clearly and understandably, to arouse interest in the subject, to excite active independent thought in students - this is...
a) didactic abilities,
b) academic abilities,
c) perceptual abilities,
d) speech abilities.

27. If a teacher views a student as an object of pedagogical influence, and not as an equal partner, then this is...
a) authoritarian style,
b) democratic style,
c) liberal style,
d) absence style.

28. A unique fusion of the personal culture, knowledge and outlook of a teacher, his comprehensive theoretical training with perfect mastery of teaching and upbringing techniques, pedagogical techniques and advanced experience is…
a) pedagogical skills,
b) academic abilities,
c) perceptual abilities,
d) speech abilities.

29. One from main indicators readiness to teaching, to development knowledge spontaneously or purposefully in the context of a specific educational system is …
a) learning ability,
b) training,
c) learning,
d) teaching.

30. To main characteristics educational activities NOT refers to…
a) it is specifically aimed at mastering the educational material,
b) in her are being mastered general methods actions and scientific concepts,
c) leads to changes in the "subject" itself,
d) is happening active perception surrounding reality.

34. To factors that determine educational motivation refers to…
a) ecological situation,
b) organization educational process,
c) the teacher's style of clothing,
d) territorial location educational organizations.

35. First stages manifestations self-control in relation to assimilation the material appears...
a) in absence any self-control,
b) in complete self-control,
c) selective self-control,
d) self-control on basis past experience.

36. First stage assimilation is…
a) familiarization,
b) comprehension,
c) memorization,
d) application on practice.

37. From fundamental thesis L.S. Vygotsky follows, what …
a) learning, ahead of development, stimulates it,
b) development, ahead education, stimulates his,
c) training and development go in parallel,
d) education and development not related.

38. If difficulties in teaching activities are caused by a number of underlying reasons: family upbringing, position in the community, role attributes, status of the institution, educational system, region, city, etc. - this is...
a) ethno-sociocultural region difficulties,
b) status-positional-role region difficulties,

c) age range of difficulties,
d) professional region.

Interim assessment of students is carried out in the form of a credit test, an exam using the following assessment materials: list of questions for a credit test, list of questions for an exam.

List of questions for the exam
(1 term, full-time education)
1. Item And tasks psychology how science.
2. Structure psychological knowledge.
3. Classification methods.
4. Performance about sensations.
5. Main properties sensations.
6. Types of sensations.
7. Performance about perception.
8. Main properties perception.
9. Types perceptions.
10. Definition concepts attention.
11. Properties attention.
12. Types of attention.
13. Definition concepts memory processes.
14. Types of memory.
15. The concept of imagination.
16. Types of imagination.
17. Concept of thinking.
18. Logical forms thinking.
19. Logical operations thinking.
20. Types of thinking.
21. Concept about emotions.
22. Classification emotions.
23. General characteristic strong-willed actions.
24. Personality, individual, personality.
25. Concept of temperament.
26. Typologies temperaments.
27. Properties of temperament.
28. Concept of character.
29. Concept about accentuations character. Types accentuations.
30. Capabilities. Types abilities.
31. Concept of activities.
32. Structure activities.

List of questions for the exam
(2 term, full-time education)
1. Object, item studies age psychology, theoretical and practical tasks.
2. Structure age psychology, its place in system others sciences.
3. Methods research age psychology.
4. Age how key concept age psychology, types ages.
5. Psychological age, its structure.
6. Concept of crisis and stable ages.
7. Concept "development", options development.
8. Factors, moving forces, levels mental development.
9. Psychoanalytic theory development personalities child Z. Freud.

10. Theory psychosocial development personalities E. Erickson.
11. Cultural and historical theory development psyche child L.S. Vygotsky.
12. Periodization mental development in domestic psychology of D.B. Elkonin.
13. Newborn how crisis period development.
14. Infant age how stable period development.
15. Crisis one years.
16. Early age: social situation development, leading activity, main psychological neoplasms.
17. Crisis three years.
18. Preschool period development: social situation development, leading activity, basic psychological neoplasms.
19. Crisis seven years.
20. Psychological readiness child to training in school.
21. Peculiarities adaptations child to school, her violations.
22. Younger school age: social situation development, leading activity, basic psychological neoplasms.
23. Teenage age: social situation development.
24. Presenter activity in teenage age.
25. Educational development in teenage age.
26. Development personalities in teenage age.
27. Peculiarities communication teenagers with adults and peers.
28. Main psychological neoplasms in teenage age.
29. Youthful age: social situation development, leading activity, basic psychological neoplasms.
30. General characteristic psychology human mature age.

List of questions for the credit test
(3 term, full-time education)
1. Item And tasks social psychology.
2. Methods social psychology.
3. Concept socio-psychological phenomenon. Types socio-psychological phenomena.
4. Interpersonal relationship. Signs and types interpersonal relationships.
5. Concept, types, reasons, structure, functions conflict.
6. *Interpersonal conflict, his peculiarities. Methods permissions conflicts.*
7. Concept communication. Content, goals communication. Structure and functions communication.
8. Concept communications. Types communications.
9. Communication process.
10. Forms communications.
11. Concept social perception.
12. Mechanisms mutual understanding in the process communication.
13. Interpersonal perception effects. Interpersonal attraction. Causal attribution.
14. Concept small groups. Their types. Social and psychological characteristics of the group.
15. Stages And levels development groups. Concept about the team.
16. Group effects.
17. Leadership and management styles.
18. Concept big groups. Types big groups and communities.
19. Social and psychological phenomena of big groups. Emotions in big groups.
20. Personality how socio-psychological phenomenon.
21. Personality how carrier social roles.
22. The concept of socialization. Factors and mechanisms socialization. Institutions of socialization. Features of socialization of children and adults, stages of socialization.

1. Item, tasks and main problems pedagogical psychology.
2. Methods pedagogical psychology.
3. Education how object sciences, studying education and upbringing. The main trends of modern education.
4. Concept training P.Y. Galperin.
5. Concept training V.V. Davydova. Types generalizations in training.
6. Personal-activity approach in organizations educational process.
7. Motivation pedagogical activities.
8. Structure pedagogical abilities. Pedagogical functions and skills.
9. Professional dignity teacher. Styles pedagogical activities.
10. Professional skills of a teacher. Psychological criteria of pedagogical skills.
11. Psychohygiene of teacher's work. Sources of psychological load of teacher. Ways and means of preventing increased fatigue of teacher, his emotional burnout.
12. Learning ability as the most important characteristic of the subject of learning activity. Intellectual indicators determining learning ability. Learning ability levels and their psychological determinacy.
13. Subjective factors on which the success of learning depends: cognitive processes, personality traits, communication skills.
14. Objective determinants of successful educational activity: optimal level of difficulty and accessibility of educational material, the presence of a system of stimulating success and preventing failure.
15. Educational activity – as a type of activity. Its structure. Educational task in the structure of educational activity.
16. Control (self-control) in structure of the educational activities.
17. Educational motivation as a component of the structure of educational activity. The role of a problem situation in motivating educational activity. Formation of sustainable educational motivation of schoolchildren.
18. Skill as a result of acquisition. Factors influencing skill formation. Criteria for skill formation.
19. General characteristic process assimilation. Stages and stages assimilation.
20. Independent job - highest form educational activities.
21. Training as management of the process of formation of knowledge, abilities, skills. Ways and means of increasing the effectiveness of training.
22. Developmental education in domestic educational system.
23. The psychological essence and organization of problem-based learning, the stages of its progress.
24. Two-way unity of learning – teaching in the educational process. The relationship between learning and development of schoolchildren.
25. Typology underachievers schoolchildren. Reasons failure to achieve academic success and methods her corrections.
26. Problems differentiation and individualization training.
27. Psychological essence programmed training.
28. Communication and interaction in educational process. Educational and pedagogical cooperation.
29. "Barriers" in pedagogical interaction. Main areas difficulties in pedagogical interaction.
30. Influence evaluation activities on development personalities child, his cognitive activity and relationships with the teacher.
31. Monitoring and assessment of students' work. Assessment and grading. Assessment as feedback. The problem of ungraded learning.

32. Psychological analysis of a lesson in the teacher's activity. Scheme and levels of psychological analysis of a lesson.
33. Education as a purposeful formation of personality. Education and self-education.
34. Classification methods education. Collective education.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Dedov, N. P. Social Psychology: a textbook for undergraduate students: [16+] / N. P. Dedov, Zh. V. Korobanova, A. N. Nevryuev; edited by Zh. V. Korobanova; Financial University under the Government of the Russian Federation. - Moscow: Prometheus, 2020. -- 161 p.: ill. - Access mode: by subscription. - URL: https://biblioclub.ru/index.php?page=book&id=576030 (date of access: 04 April 2025). - Bibliography in the book. - ISBN 978-5-907244-02-3. - Text: electronic.
2. Zobkov, V. A. Pedagogical Psychology: a textbook for universities / V. A. Zobkov, E. V. Pronina. - 3rd ed., revised. and additional. - Moscow: Publishing house Yurait, 2024. - 261 p. - (Higher education). - ISBN 978-5-534-14676-9. - Text: electronic // Educational platform Yurait [website]. - URL: https://urait.ru/bcode/544475 (date of access: 04 April 2025).

4.2. Additional literature

Ivannikov, V. A. General Psychology: a textbook for universities / V. A. Ivannikov. - Moscow: Yurait Publishing House, 2023. - 482 p. - (Higher education). - ISBN 978-5-534-03357-1. - Text: electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/511083 (date of access: 04 April 2025).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	http://edu.ru/	**Russian Education: Federal Portal.** Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	https://e.lanbook.com/	Electronic library system (ELS) Lan	Registration via the university computer. In the future,

			unlimited individual access is provided from any point where there is access to the Internet.
3.	www.urait.ru	The Yurite educational platform. For universities and colleges	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.

VII. LICENSED AND FREELY DISTRIBUTABLE SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:
- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.