Federal State Budgetary Educational Institution

higher education

“Orenburg State Medical University”

Ministry of Health of the Russian Federation

**GUIDELINES**

**FOR TEACHERS**

**FOR THE INDEPENDENT WORK OF STUDENTS**

**THE DISCIPLINE**

**"ADAPTIVE PSYCHOLOGICAL TRAINING"**

31.05.01 “General medicine”

Is the part of the main professional educational program of higher education

education in the direction of training (specialty) 31.05.01 General medicine,

approved by the Academic Council of the FSBEI HE ORGMU of the Ministry of Health of Russia

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Orenburg

**1.Explanatory note**

Independent work is a form of organizing the educational process that stimulates activity, independence, and the cognitive interest of students.

Independent work of students is an obligatory component of the educational process, since it ensures the consolidation of the acquired knowledge by acquiring the skills of comprehending and expanding their content, solving urgent problems of the formation of general cultural (universal), general professional and professional competencies, research activities, preparing for classes and passing the intermediate certification.

Independent work of students is a set of classroom and extracurricular activities and works that ensure the successful development of the educational program of higher education in accordance with the requirements of the Federal State Educational Standard. The choice of the form of organization of independent work of students is determined by the content of the academic discipline and the form of organization of training (lecture, seminar, practical lesson, etc.).

As a result of performing independent work on the discipline "ADAPTIVE PSYCHOLOGICAL TRAINING", the student must:

- to deepen knowledge about the basic concepts of psychological adaptation, psychological training;

- to form skills and abilities to improve psychological adaptation.

**2. Content of students' independent work.**

The content of tasks for independent work of students in the discipline is presented in the fund of assessment tools for monitoring progress and intermediate certification in the discipline, which is attached to the discipline's work program, section 6 "Educational and methodological support for the discipline (module)", in the information system of the University.

The list of educational, educational, methodological, scientific literature and information resources for independent work is presented in the work program of the discipline, section 8 "List of basic and additional educational literature necessary for mastering the discipline (module)".

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Topic of the independent work | Form of the independent work | Control form of the independent work | Form of contact work during current control |
| 1 | 2 | 3 | 4 | 5 |
| *Independent work within all disciplines* | | | | |
| 1 |  | Work with the educational material of the textbook, additional literature. Text reading. | Testing | extracurricular work - CIW |
|  |  | Filling out a reflective diary | Interview (checking reflective diary) | extracurricular work - CIW |
|  |  | Practical skills training | Taking control task | Classroom work |
| *Independent work within the framework of practical exercises module 1*  *"Self-confidence training"* | | | | |
| 1 | Topic“Acquaintance. Discussion of the goals and objectives of the training. Introduction of the rules of the training group. Self-knowledge. Introspection " | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 2 | Topic“Feelings. Ways to Express Feelings " | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 3 | Topic“Self-love. Self-acceptance. Self-approval. Positive thinking " | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 4 | Topic “Self-confidence. Self-regulation ". | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| *Independent work within the framework of practical exercises module 2 "Training of confidence in interpersonal relationships"* | | | | |
| 5 | Topic "Contact-training" | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 6 | Topic "Barriers to Interpersonal Communication" | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 7 | Topic “Confidence in Conflict Situations”. | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| *Independent work within the framework of practical exercises of module 3 "Training in the formation of positive life goals"* | | | | |
| 8 | Topic"Self-realization and self-determination." | Making up an electronic presentation | presentation defense | extracurricular work - CIW |
| 9 | Topic"Formation of positive life goals." | Making up an electronic presentation | presentation defense | extracurricular work - CIW |

**3. Guidelines for completing assignments for independent work in the discipline.**

The study of the discipline "Adaptive psychological training" involves the participation of students in training sessions to train the skills of confident behavior, communication skills and the skills of forming positive life goals. Independent work of students within the discipline "Adaptive psychological training" involves the study of methodological recommendations for classes, the implementation of "homework" to consolidate the skills, the formation of which the training sessions are aimed at in the discipline "Adaptive psychological training", as well as writing reflection diaries based on the results of the work groups. All feelings and thoughts that arise shortly before the training lesson, during and after the lesson, and at the same time are directly related to what happened in the lesson, are entered into the reflection diary. Reflective diary

The purpose of a reflective diary is to organize the reflection of one's activity through the fixation of stages, results and products, methods of analysis and planning of activities, assessment.

1. Topic of practical lesson No. \_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Please state your expectations for participation in this workshop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3-What turned out to be the most difficult for you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-What turned out to be the most important for you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Describe (name the emotional state) and rate it at the beginning of the practical lesson from 0 to 10 p \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What discovery did you make today \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. I still have questions (add) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. I would also like to know (add) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.Fill in the table by continuing the sentence:

|  |  |
| --- | --- |
| Satisfied |  |
| Interesting |  |
| Important |  |
| Actual |  |
| Novetly |  |

9.- What new tasks have appeared?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Has the perception of others changed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Has ideas about the position of the teacher in the educational process changed?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-How have your ideas about yourself changed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Rate the productivity of the day from 0 to 10 pts

12**"**Mirror"

In the upper part of the mirror, designate what you received during the practical lesson, and in the lower part, what you will reflect, project in your activity (based on the position).

practical lesson

your activity

13**. "Reflexive target"**

Indicate how much your expectations from the practical lesson corresponded to the result

14. Was it easy for you to communicate with the presenter from 0 to 10b \_\_\_\_\_\_\_

If it is difficult, then what are the difficulties \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. Was it easy for you to communicate with other participants from 0 to 10b \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If it is difficult, then what are the difficulties \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. Describe (name your emotional state) and rate it from 0 to 10 points at the end of the practical lesson

**Methodological recommendations for the preparation of an electronic presentation (independent work within the entire discipline).**

Computer presentation: demonstration in a visual form of the main provisions of the report, the degree of mastering the content of the problem.

Algorithm for preparing a computer presentation:

1) preparation and agreement with the scientific supervisor of the text of the report;

2) development of the presentation structure;

3) creating a Power Point presentation;

4) rehearsal of the report using the presentation.

Requirements for the design of a computer presentation:

- The presentation must fully comply with the text of your report. First of all, you need to compose the text of the report itself, and secondly, to create a presentation.

- The title slide should contain the topic of the report and the surname, name and patronymic of the speaker.

- The order of the slides should clearly correspond to the structure of your presentation. Do not plan to return to previous slides or turn them forward during the presentation, this will complicate the process and can disrupt the course of your reasoning.

- Do not try to reflect the entire text of the report in the presentation! The slides should only show the main points of your talk.

- Slides should not be overloaded with graphic and text information, various animation effects.

- The text on the slides should not be too small (size 24-28).

- Sentences should be short, maximum 7 words. Each separate information should be in a separate sentence or on a separate slide.

- The theses of the report must be generally understandable.

- Spelling errors in the text of the presentation are not allowed!

- Illustrations (figures, graphs, tables) must have a clear, concise and expressive title.

- In the design of the presentation, adhere to the principle of "less is more."

- You should not use more than 3 different colors on one slide.

- Beware of light colors, they are difficult to see from a distance.

- The combination of background and text colors should be such that the text is easy to read. Best combination: white background, black text. It is recommended to use black or dark blue as the main font.

- It is better to use the same color scheme throughout the presentation, rather than different styles for each slide.

- Use only one type of font. Better to use a plain typeface instead of exotic and ornate fonts.

- The final slide, as a rule, gives thanks for your attention, provides information for contacts.

Requirements for the text of the presentation:

- do not write long;

- break text information into slides;

- use headings and subheadings;

- to improve readability, use: formatting, lists, selection of fonts.

Presentation background requirements:

Recommended use: blue on white, black on yellow, green on white, black on white, white on blue, green on red, red on yellow, red on white, orange on black, black on red, orange on white, red on green ...

Requirements for presentation illustrations:

- The more abstract the material, the more effective the illustration.

- What can be portrayed, it is better not to describe in words.

- To portray what is difficult or impossible to describe in words.

- Use animation as one of the most effective means of attracting and controlling the user's attention.

- Use video information that allows you to dynamically demonstrate information in real time.

- Remember that video information requires a lot of computing resources and significant costs for the delivery and reproduction of the image.

**Methodical instructions for preparation for practical (training)**

**classes.**

Preparation for a practical (training) lesson requires the student to carefully study the methodological materials given in this manual.

The main type of work in the training lesson is the implementation of the exercises suggested by the teacher, as well as the discussion of the process and results of these exercises. The student is required to actively participate in the work of the training group and conscientiousness in completing "homework", filling out reflection diaries, studying the materials offered to prepare for training sessions.

4. Criteria for evaluating the results of assignments for independent work of students.

Evaluation criteria for completed assignments are presented in the fund of evaluation tools for ongoing monitoring of progress and intermediate certification in the discipline, which is attached to the work program of the discipline, section 6 "Teaching and methodological support for the discipline (module)", in the information system of the University.