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| **ECONOMY OF FOREIGN COUNTRIES**  **Work program of the discipline (Syllabus)** Details of the discipline  |  |  | | --- | --- | | Level of higher education | *First (bachelor's)* | | Field of knowledge | *05 social and behavioral sciences* | | Specialty | *051 economics* | | Educational program | "International Economics" | | Discipline status | General training cycle (normative (compulsory) educational components) | | Form of study | *Full-time* | | Year of preparation | semester 2021, 3 course, 1 semester | | The volume of the discipline | 3,5 cr / 115 hours | | Semester control / control measures | Exam | | Timetable | [*http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx*](http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx) | | Language | *English* | | Information about  course leader / teachers | Lecturer: Candidate of Economic Sciences, Associate Professor,  Naraievskiy Sergiy  contacts:  [s.naraevsky@ukr.net](mailto:s.naraevsky@ukr.net)  Practice: Candidate of Economic Sciences, Associate Professor,  Redko Kateryna  contacts:  + 38-066-549-87-89 (phone, Telegram, Viber)  redko\_kateryna@lll.kpi.ua | | Course placement | Link to remote resource https://classroom.google.com |  Curriculum of the discipline  1. **Description of the discipline, its purpose, subject of study and learning outcomes**   The study of the discipline "Economics of Foreign Countries" should contribute to students' understanding of the main trends in the world economy in general, and the peculiarities of the economy of individual countries in particular. The processes of globalization are crucial in shaping the economy of the XXI century and extend to any, even the least developed countries in the world. Understanding the specifics of the functioning of this environment should contribute to improving the quality and safety of life, economic growth and improving the well-being of citizens. This necessitates the study of the economic situation and the study of the peculiarities of the functioning of the economy in the leading countries in order to be able to adopt their best practices in Ukraine.  The purpose of studying the discipline "Economics of foreign countries" is the formation of students' ability to conduct foreign economic activity in international markets, among business entities of different nationalities, in the field of trade, movement of factors of production and international economic policy; gaining knowledge and ensuring students' understanding of the peculiarities of world development, economies at the global level, economies of regions and individual countries at the macro level, as well as the study of the experience of leading countries and the possibilities of its application in Ukraine  The subject of the discipline "Foreign Economics" is the study of the benefits of economic potential of specific countries, the peculiarities of the formation of their gross domestic product, the role of international organizations, transnational corporations, government and other organizations that influence the socio-economic process in certain countries.  The study of the discipline "Economics of Foreign Countries" should contribute to the formation of students in the following competencies:  - ability to show knowledge and understanding of the problems of the subject area, the basics of the modern economy at the micro, meso, macro and global levels;  - understanding of the peculiarities of the modern world and national economy, their institutional structure, substantiation of the directions of social, economic and foreign economic policy of the state;  - ability to use computer technology and data processing software to solve economic problems, analyze information and prepare analytical reports based on international experience;  - ability to analyze in depth problems and phenomena in one or more professional areas, taking into account economic risks and possible socio-economic consequences for the country's economy.  After mastering the discipline, students must demonstrate the following learning outcomes knowledge:  - features and main characteristics of the elements of the international economy;  - theoretical aspects and patterns of international trade, the movement of factors of production, international scientific and technical cooperation, monetary and financial mechanism, international economic integration;  - main provisions of the economic mechanism of activity of enterprises of different state affiliation in the field of international exchange of goods and provision of services;  - methods of analysis of international economic activity of the enterprise and the country as a whole;  **skills:**  - ability to analyze the depth of problems and phenomena in one or more professional areas, taking into account economic risks and possible socio-economic consequences;  - apply their knowledge in practice for the successful management of the unit, enterprise, association of enterprises, taking into account the international specifics and features of international relations with individual countries;  - have methods for calculating the main indicators of international economic activity of the enterprise and the national economy as a whole.  **2. Prerequisites and post requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)**  The discipline "Economics of Foreign Countries" is taught after studying the courses "Political Economy", "Microeconomics", "Macroeconomics", "Business Economics", "Statistics". The discipline "Economics of Foreign Countries" provides further study of the disciplines "Transnational Corporations", "International Economic Activity of Ukraine", "International Finance", "International Investment Activity", "International Competitiveness Management". The main task of the discipline is to equip students with deep knowledge in the field of international relations; to master the peculiarities of foreign economic activity; to instill decision-making skills taking into account the international specifics and the situation on international markets; developin g students' practical skills and management skills at the macro and macro levels, promoting research, developing independence and increasing responsibility for the results of their actions. |

**3.The content of the discipline**

*Section 1. The world economy*

*Topic 1. The world economy in the XXI century.*

*Topic 2. Economic potential of the state and indicators of its development*

*Topic 3. Trends in the world economy*

*Topic 4. Determinants of economic success of leading countries*

*Section 2. Economy of countries and regions*

*Topic 5. The economy of Europe*

*Topic 6. Economies of Asia and the Pacific*

*Topic 7. Economy of North and South America*

*Topic 8. The economy of Africa*

*Section 3. Ukraine in the world economy*

*Topic 9. Ukraine's place in the world economy*

**4.** **Training materials and resources**

**Basic literature**

1. D. Hume, “Of the Balance of Trade,” in Essays, Morals, Political and Literary, Vol. 1 (London: Longmans Green, 1898). Excerpts reprinted in R. N. Cooper, International Finance (Baltimore: Penguin, 1969), pp. 25–37.
2. F. W. Taussig, International Trade (New York: Macmillan, 1927).
3. R. Nurkse, International Currency Experience (Princeton, N.J.: League of Nations, 1944).
4. A. I. Bloomfield, Monetary Policy Under the International Gold Standard: 1880–1914 (New York: Federal Reserve Bank, 1959).
5. M. Michaely, Balance-of-Payment Adjustment Policies (New York: National Bureau of Economic Research, 1968).
6. W. Bagehot, Lombard Street (New York: Arno Press, 1978).
7. M. D. Bordo and A. J. Schwartz, eds., A Retrospective on the Classical Gold Standard (Chicago: University of Chicago Press, 1984).
8. R. I. McKinnon, The Rules of the Game (Cambridge, Mass.: MIT Press, 1996).
9. T. Bayoumi, B. Eichengreen, and M. P. Taylor, eds., Modern Perspectives on the Gold Standard (New York: Cambridge University Press, 1996).
10. C. M. Meissner, “A New World Order: Explaining the Emergence of the Classical Gold Standard,” NBER Working Paper No. 9333 , October 2002.
11. H. Chenery and T. N. Srinivasan, Handbook of Development Economics, Vols. I and II (Amsterdam: North-Holland, 1988 and 1989).
12. D. Salvatore, ed., African Development Prospects: A Policy Modeling Approach (New York: Taylor and Francis for the United Nations, 1989).
13. B. Eichengreen and P. H. Lindert, The International Debt Crisis in Historical Perspective (Cambridge, Mass.: MIT Press, 1989).
14. J. A. Frankel et al., eds., Analytical Issues in Debt (Washington, D.C.: IMF, 1989).
15. J. Sachs, Developing Country Debt, Volume 1: The World Financial System (Chicago: University of Chicago Press for the NBER, 1989).
16. E. Grilli and D. Salvatore, eds., Handbook of Development Economics (Westport, Conn., and Amsterdam: Greenwood Press and North-Holland, 1994).
17. J. Eaton and R. Fernandez, “Sovereign Debt,” in G. Grossman and K. Rogoff, eds., The Handbook of International Economics, Vol. III (Amsterdam: North-Holland, 1995), pp. 2031–2077.

**Additional literature**

1. G. L. Kaminsky and A. Pereira, “The Debt Crisis: Lessons of the 1980s for the 1990s,” Journal of Development Economics, June 1996, pp. 1–24.
2. D. Salvatore, “International Trade Policies, Industrialization, and Economic Development,” International Trade Journal, Spring 1996, pp. 21–47.
3. D. Salvatore, “Could the Financial Crisis in East Asia Have Been Predicted?” Journal of Policy Modeling, May 1999, pp. 341–348.
4. G. L. Kaminsky and C. M. Reinhart, “The Twin Crises: The Causes of Banking and Balance of Payments Problems,” American Economic Review, June 1999, pp. 473–500.
5. “Symposium on Global Financial Instability,” Journal of Economic Perspectives, Fall 1999, pp. 3–84.
6. “Symposium: The Origin and Management of Financial Instability,” The Economic Journal, January 2000, pp. 235–262.
7. D. Reagle and D. Salvatore, “Forecasting Financial Crises in Emerging Market Economies,” Open Economies Review, August 2000, pp. 133–150.
8. R. Dornbusch, “A Primer on Emerging Market Crises,” NBER Working Paper No. 8326 , June 2001.
9. N. Roubini and B. Setser, Bailout or Bailins? Responding to Financial Crises in Emerging Economies (Washington, D.C.: Institute for International Economics, 2004).
10. B. Eichengreen and R. Hausman, eds. Other People’s Money: Debt Denomination and Financial Instability in Emerging Market Economics (Chicago: University of Chicago Press, 2005).
11. D. Regale and D. Salvatore, “Robustness of Forecasting Financial Crises in Emerging Market Economies with Data Revisions,” Open Economies Review, April 2005, pp. 209–216.

**Information resources**

The United Nations [Electronic resource]: Website the United Nations. – Access to resources: <http://www.un.org>.

The Organisation for Economic Cooperation and Development [Electronic resource]: Website the Organisation for Economic Co-operation and Development. – Access to resources: [http://www.oeCW.org](http://www.oecd.org).

The World Factbook [Electronic resource] : Website Central Intelligence Agency (CIA). – Access to resources: <https://www.cia.gov/library/publications/resources/the-world-factbook/>.

The Fortune Global 500 [Electronic resource]: Website Fortune magazine. – Access to resources: <http://fortune.com/global500/>.

The Forbes Global 2000 [Electronic resource]: Website Forbes magazine. – Access to resources: <http://www.forbes.com/global2000/list/>.

European Statistical Office [Electronic resource]: Website Eurostat. – Access to resources: <http://epp.eurostat.ec.europa.eu>.

# *Educational component*

**5. Methods of mastering the discipline (educational component).**

The discipline includes 36 hours of lectures and 36 hours of practical classes, as well as the implementation of modular tests.

Conducting lectures provides the formation of theoretical knowledge of the student in the process of presenting theoretical material, solving problems, situations, problems of practical and applied nature, the use of multimedia tools. In order to consolidate the knowledge gained by students in lectures, practical classes and as a result of independent work, in lectures it is recommended to carry out express control of the acquired knowledge in the form of a written solution of test tasks.

During the practical classes the theoretical material is consolidated and practical skills are acquired in the process of solving individual and differentiated tasks, problem situations, partner discussions, business games, presentations, educational projects that model the future professional activity of specialists in market conditions. Students consider situations close to the real conditions of production activities, taking into account the international specifics.

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| *Deadline (week)* | *Title of sections and topics* |
|  | *Section 1. The world economy* |
| *1* | *Lecture (topic) 1. The world economy in the XXI century.*  *Stages of formation of the world economy. Classification of countries in the world economy. Developed countries. Countries with economies in transition. Developing countries. Basic models of socio-economic development of the world.* |
| *1* | *Practical lesson 1. The world economy in the XXI century.*  *Stages of formation of the world economy. Classification of countries in the world economy. Developed countries. Countries with economies in transition. Developing countries. Basic models of socio-economic development of the world. The main indicators and indicators of economic potential and the level of development of the national economy.*  *Tasks: the history of the world economy; existing approaches to the classification of countries; economic systems and their transformation.* |
| *2* | *Lecture (topic) 2. Economic potential of the state and indicators of its development.*  *Components of the economic potential of the state. The main indicators and indicators of economic potential and the level of development of the national economy.* |
| *2* | *Practical lesson 2. Economic potential of the state and indicators of its development.*  *Economic potential and its components. Workforce. Technological resources. Natural resources. Financial resources. Information resources.*  *Tasks: features of the formation of economic potential of developed countries, countries with economies in transition and developing countries.* |
| *3* | *Lecture (topic) 3. Trends in the world economy.*  *Internationalization. Transnationalization. Globalization. Features of relations between countries in the context of globalization. Regionalization. Cluster development in the world economy.* |
| *3* | *Practical lesson 3. Trends in the world economy.*  *Internationalization. Transnationalization. Globalization. Features of relations between countries in the context of globalization. Regionalization. Cluster development in the world economy.*  *Tasks: multinational companies and their role in the world economy; globalization of the world economy; regional associations.* |
| *4* | *Lecture (topic) 4. Determinants of economic success of leading countries.*  *The main features of the leading countries. The genesis of modern economic growth of post-industrial countries. Differentiation and equalization of post-industrial countries of the world.* |
| *4* | *Practical lesson 4. Determinants of economic success of leading countries.*  *The main features of the leading countries. The genesis of modern economic growth of post-industrial countries. Differentiation and equalization of post-industrial countries of the world.*  *Tasks: characteristics of developed countries; domestic markets of developed countries; export and import of capital, goods and services of developed countries; economic assistance to developed countries.* |
|  | *Section 2. Economy of countries and regions* |
|  | *Topic 5. The economy of Europe* |
| *5* | *Lecture 5. Economy of European countries.*  *General characteristics of the economic situation in Europe. The countries of the European Union in the system of world economic relations. Regional features of European countries: Western Europe, Northern Europe, Southern Europe, Central Europe, Eastern Europe.* |
| *5* | *Practical lesson 5. Economy of European countries.*  *General characteristics of the economic situation in Europe. The countries of the European Union in the system of world economic relations. Regional features of European countries: Western Europe, Northern Europe, Southern Europe, Central Europe, Eastern Europe.*  *Tasks: models of socio-economic development of European countries; regional features of development of European countries.* |
| *6* | *Lecture 6. Economy of the most powerful countries in Europe.*  *The economy of Germany. The British economy. The economy of France. The economy of Italy.* |
| *6* | *Practical lesson 6. Economics of the most powerful countries in Europe.*  *The economy of Germany. The British economy. The economy of France. The economy of Italy.*  *Tasks on VTS: features of socio-economic development of leading European countries.* |
| *7* | *Lecture 7. Economy of "small" countries of Western Europe and Central Europe.*  *Economy of "small" countries of Western Europe. Economy of Central Europe. Comparative characteristics of the economic situation in the "old" members of the European Union (EU-15) and its new members (enlargements in 2004, 2007 and 2013).* |
| *7* | *Practical lesson 7. Economics of "small" countries of Western Europe and Central Europe.*  *Economy of "small" countries of Western Europe. Economy of Central Europe. Comparative characteristics of the economic situation in the "old" members of the European Union (EU-15) and its new members (enlargements in 2004, 2007 and 2013).*  *Tasks: comparative characteristics of socio-economic development of "old" members of the European Union (EU-15) and its new members (enlargements in 2004, 2007 and 2013).* |
| *8* | *Lecture 8. Economy of the Russian Federation (RF) and Eastern Europe.*  *Economic potential of the Russian Federation. The modern structure of the Russian economy. Features of foreign economic relations of the Russian Federation. Features of the economy of Eastern Europe.* |
| *8* | *Practical lesson 8. Economy of the Russian Federation (RF) and Eastern European countries.*  *Economic potential of the Russian Federation. The modern structure of the Russian economy. Features of foreign economic relations of the Russian Federation. Socio-economic situation in Eastern Europe.*  *Task: socio-economic development of the Russian Federation; the role of natural resources (primarily energy) in the development of 's economy.* |
|  | *Topic 6. Economies of Asia and the Pacific.* |
| *9* | *Lecture 9. Economics of Asia and the Pacific.*  *General characteristics of the economic situation in Asia and the Pacific. Regional features of the countries of Asia and the Pacific region: Southwest Asia, Central Asia, North Asia, South Asia, East Asia, Southeast Asia, Australia and the Pacific region.* |
| *9* | *Practical lesson 9. Economics of Asia and the Pacific region.*  *General characteristics of the economic situation in Asia and the Pacific. Regional features of Asia and the Pacific: Southwest Asia, Central Asia, North Asia, South Asia, East Asia, Southeast Asia, Australia and the Pacific.*  *Tasks for VTS: models of socio-economic development of Asian countries; regional features of development of the Asian countries.* |
| *10* | *Lecture 10. Economy of the most powerful countries in Asia.*  *Japan's economy. The economy of India.* |
| *10* | *Practical lesson 10. Economics of the most powerful countries in Asia.*  *Japan's economy. The economy of India.*  *Tasks on VTS: models of socio-economic development of Japan and India.* |
| *11* | *Lecture 11. Economy of the People's Republic of China (PRC).*  *China's place in the world economy. Evolution of the economic model of China. Sectoral structure of the PRC economy. Features of China's foreign economic relations.* |
| *11* | *Practical lesson 11. Economy of the People's Republic of China (PRC).*  *China's place in the world economy. Evolution of the economic model of China. Sectoral structure of the PRC economy. Features of China's foreign economic relations.*  *Tasks on VTS: a model of socio-economic development of the CST countries and features of economic transformations.* |
| *12* | *Lecture 12. Economics of the newly industrialized countries of East and Southeast Asia.*  *The economy of South Korea. Features of the economy of "dragon" states (Hong Kong, Taiwan, Singapore). Features of the economy of the "tiger" states (Malaysia, Thailand, Indonesia, Philippines).* |
| *12* | *Practical lesson 12. Economics of the newly industrialized countries of East and Southeast Asia.*  *The economy of South Korea. Features of the economy of "dragon" states (Hong Kong, Taiwan, Singapore). Features of the economy of the "tiger" states (Malaysia, Thailand, Indonesia, Philippines).*  *Tasks: models of socio-economic development of NICs of East and Southeast Asia.* |
|  | *Topic 7. Economy of North and South America.* |
| *13* | *Lecture 13. Economics of North and South America.*  *General characteristics of the economic situation in North and South America. Regional features of the countries of North and South America: North America, Latin America (Mexico, Central America, South America).* |
| *13* | *Practical lesson 13. Economics of North and South America.*  *General characteristics of the economic situation in North and South America. Regional features of the countries of North and South America: North America, Latin America (Mexico, Central America, South America).*  *Tasks: models of socio-economic development of North and South America; regional features of development of the countries of North and South America.* |
| *14* | *Lecture 14. Economy of the most powerful countries of North and South America.*  *The economy of Canada. Economy of Mexico. The economy of Brazil.* |
| *14* | *Practical lesson 14. Economics of the most powerful countries of North and South America.*  *The economy of Canada. Economy of Mexico. The economy of Brazil.*  *Tasks: features of development of the most powerful countries of North and South America.* |
| *15* | *Lecture 15. The US economy.*  *The place of the United States in the world economy. Economic and scientific and technical potential of the United States. Sectoral structure of the US economy. Features of US foreign economic relations.* |
| *15* | *Practical lesson 15. US economy.*  *The place of the United States in the world economy. Economic and scientific and technical potential of the United States. Sectoral structure of the US economy. Features of US foreign economic relations.*  *Tasks: factors and dynamics of US economic development; US foreign economic expansion; the role of the state in the US economy.* |
|  | *Topic 8. The economy of Africa.* |
| *16* | *Lecture 16. Economics of Africa.*  *General characteristics of the economic situation in Africa. Regional features of African countries: North Africa, West Africa, Central Africa, East Africa, South Africa.* |
| *16* | *Practical lesson 16. Economics of African countries.*  *General characteristics of the economic situation in Africa. Regional features of African countries: North Africa, West Africa, Central Africa, East Africa, South Africa.*  *Tasks: regional features of socio-economic development of African countries.* |
|  | *Topic 17. Ukraine's place in the world economy.* |
| *17* | *Lecture 17. Ukraine in the world economy.*  *Economic potential of Ukraine. Sectoral structure of Ukraine's economy. Features of Ukraine's foreign economic relations.* |
| *17* | *Practical lesson 17. Ukraine's place in the world economy.*  *Economic potential of Ukraine. Sectoral structure of Ukraine's economy. Features of Ukraine's foreign economic relations.*  *Task: the transformation of Ukraine's economy during the 90's of the twentieth century. and at the beginning of the XXI century.* |
| *18* | *Lecture 18. Strategic trade and economic partners of Ukraine.*  *Peculiarities of Ukraine’s foreign economic relations with the Russian Federation, the European Union and the United States. Prospects for expanding the range of strategic trade and economic partners of Ukraine.* |
| *18* | *Practical lesson 18. Strategic trade and economic partners of Ukraine.*  *Strategic trade and economic partners of Ukraine. Prospects for expanding the range of strategic trade and economic partners of Ukraine.*  *Tasks: promising areas of cooperation between Ukraine and strategic trade and economic partners.* |

**6. Independent student work**

The student's independent work includes such components as preparation for current surveys, preparation for practical classes, due to in-depth study of lecture materials, preparation for modular tests.

# Policy and control

**7.Course policy (educational component)**

Attending classes. Attendance is mandatory, the final rating of the student is formed on the basis of assessment of learning outcomes during the semester and the results of the exam. The final result of the student consists of points received for work on lectures and practical classes, performance of modular control work, passing of examination.

For active participation in practical classes, the student prepares according to the materials provided by the teacher in lectures.

Evaluation control measures missed. Each student has the right to complete missed classes for a good reason (hospital, mobility, etc.) through independent work. More details on the link: <https://kpi.ua/files/n3277.pdf>.

Procedure for appealing the results of evaluation control measures. The student can raise any issue related to the control procedure and expect it to be considered according to predefined procedures. Students have the right to challenge the results of control measures, explaining which criterion they do not agree with according to the assessment.

Calendar boundary control. Intermediate attestation of students (hereinafter - attestation) is a calendar boundary control. The purpose of the certification is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students.

Academic integrity. The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: https://kpi.ua/code.

Norms of ethical behavior. Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

**8. Types of control and rating system for evaluation of learning outcomes (RSO)**

Semester certification is conducted in the form of an exam. A 100-point rating system and a university scale are used to assess learning outcomes.

Current control: participation in discussions at lectures, surveys, participation in practical classes, modular control work.

Calendar control: conducted twice a semester as a monitoring of the current state of compliance with the requirements of the syllabus.

Semester control: exam

Conditions of admission to semester control: semester rating more than 60 points.

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| *№ з/п* | Evaluation control measure | *%* | *Weight score* | *Quantity* | *Total* |
| 1 | Participation in lectures | 18 | 0; 0,5; 1 | 18 | 18 |
| 2 | Participation in practical classes | 32 | 0; 0,5; 1; 2 | 16 | 32 |
| 3 | Modular control work | 5 | 0; 1; 2; 3; 4; 5 | 1 | 5 |
| 4 | Tasks "International Economy in Action" | 5 | 0; 1; 2; 3; 4; 5 | 1 | 5 |
| 5 | Examination | 40 | 10; 20; 30; 40 | 40 | 40 |
|  | Total | | | | 100 |

*\** *The weight of 100 points covers three components: participation in the work of lectures, participation in the work of practical classes, preparation of the report.*

*The first component is participation in lectures. Active participation is evaluated in 1 point, inactive participation, incorrect questions and comments, which indicate a student's inattentive attitude to the lesson, reduce the grade for work in the seminar to 0.5 points or to 0 points.*

*The second component is participation in practical classes. Active participation in the lesson, correct answers to questions, correctly solved problems - are evaluated in 2 points; the answers to the questions contain minor shortcomings, there are insignificant errors in solving problems - they are evaluated in 1 point; inactive participation in the lesson, incomplete answers to questions, significant errors in solving problems - are estimated at 0.5 points; incorrect answers to the questions, incorrectly solved tasks, absence from class - are evaluated in 0 points.*

*The third component is a modular test, which is evaluated at 5 points: "excellent", creative problem solving, free possession of material, clear and correct answers to questions - 5 points; "Good", deep disclosure of the task, minor inaccuracies in the answers to the questions - 4 points; "Satisfactory", reasonable disclosure of the task, inaccuracies in the answers to the questions - 3 points, "enough", poor mastery of the material, but the presence of answers to the questions - 2 points, "unsatisfactory", poor mastery of the material, incorrect answers to questions - 1 point, "unsatisfactory"; poor mastery of the material, lack of answers to questions - 0 points.*

*The fourth component - the task "International Economics in Action", which is evaluated at 5 points: "excellent", creative disclosure of the task, free possession of material, clear and correct answers to questions - 5 points; "Good", deep disclosure of the task, minor inaccuracies in the answers to the questions - 4 points; "Satisfactory", reasonable disclosure of the task, inaccuracies in the answers to the questions - 3 points, "enough", poor mastery of the material, but the presence of answers to the questions - 2 points, "unsatisfactory", poor mastery of the material, incorrect answers to questions - 1 point, "unsatisfactory"; poor mastery of the material, lack of answers to questions - 0 points.*

*Exam work consists of 3 questions and one task.*

*Evaluation criteria:*

*1. Complete, correct answer (problem solved) to 4 points - 40 points;*

*2. Complete, correct answer (problem solved) to 3 points - 30 points;*

*3. Complete, correct answer (problem solved) to 2 points - 20 points;*

*4. Complete, correct answer (problem solved) to 1 point - 10 points*

*Table of correspondence of rating points to grades on the university scale:*

|  |  |
| --- | --- |
| Scores | Rating |
| 100-95 | Perfectly |
| 94-85 | Very good |
| 84-75 | Fine |
| 74-65 | Satisfactorily |
| 64-60 | Enough |
| Less than 60 | Unsatisfactorily |
| Admission conditions are not met | Not allowed |

**9. Additional information on the discipline (educational component)**

Teaching methods and forms include not only traditional university lectures and practical classes, but also elements of teamwork and group discussions. Active learning strategies are used, which are determined by the following methods and technologies: problem-based learning methods (research method); visualization and information and communication technologies, in particular electronic presentations for lectures. Communication with the teacher is built with information system "Electronic Campus", distance-learning platform "Sikorsky", as well as communication tools such as e-mail, Telegram and Viber. During the study and for interaction with students, modern information and communication and network technologies are used to solve educational problems.

**Work program of the discipline (syllabus):**

**Compiled by:** Associate Professor of International Economics Naraievskyi Serhii and Redko Kateryna

**Approved by:** the Department of International Economics (protocol №11 of 26.05.21)

**Agreed:** by the Methodical Commission of the Faculty (protocol № 10 from 15.06.21)