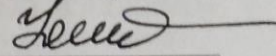**Ministry of Education and Science of Ukraine**
Dnipro University of Technology

Department of Philosophy and Pedagogy

WORK PROGRAM OF THE ACADEMIC DISCIPLINE
«Value competencies of a specialist»

Field of study…………………….... 19 Architecture and construction
Specialty………………………. 192 Construction and Civil Engeneering
Academic degree…………………. Bachelor
Academic program…… 192 Construction and Civil Engeneering
Type of discipline……………………… Basic
Total workload…………………… 6 credits (180 hours)
Type of final assessment…….. exam
Period of study………………… 3 semesters

Lecturers: Zakharchuk O.F., Schelkunov A.O.

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

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

Dnipro
NTU "DP"
2020

Work program of the academic discipline «Value competencies of a specialist» for bachelor's specialty **192 Construction and Civil Engeneering** / Shabanova Yu.O., Zakharchuk O.F., Schelkunov A.O. / NTU "Dnipro Polytechnic" Department of Philosophy and Pedagogy- DA: NTU «DP» 2020 - 13 p.

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

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

Approved by the decision of the Methodical Commission of specialty 192 Construction and Civil Engeneering (protocol №7 від 26.06.2020 р).

CONTENTS

1 DISCIPLINE OBJECTIVES

In the educational and professional programs of the Dnipro University of Technology specialty 192 Construction and Civil Engeneering, the distribution of program learning outcomes (NRN) for the organizational forms of the educational process is done. In particular, the following learning outcomes are attributed to the discipline 37 «Value competencies of a specialist».

PH3	Communicate in the state language with representatives of other professional groups of different levels to convey to professionals and non-specialists information and personal experience in the field of professional activity.
PH4	Identify and perform tasks and responsibilities.

The objective of discipline – formation of general competencies in accordance with the socio-cultural requirements of the professional activity of the specialist.

Achieving the goal requires the transformation of program learning outcomes into disciplinary and adequate selection of the content of the discipline according to this criterion.

2 INTENDED DISCIPLINARY LEARNING OUTCOMES

Code NRN	Disciplinary learning outcomes (DRN)	
	DRN code	**content**
PH3	PH3-37-1	Based on fundamental philosophical knowledge to be able to argue orally and in writing the concepts of professional activity and practically use the skills of abstract thinking in corporate communication
PH4	PH4-37-2	Be able to analyze and systematize cultural phenomena and phenomena on the basis of which it is possible to generate and present new ideas for a professional audience.
	PH4-37-3	Be able to use scientific methodology in the analysis of phenomena socio-cultural reality. Be able to form the worldview and civic qualities of the specialist, his moral and ethical values and general cultural training

3 BASIC DISCIPLINES

Subjects	The acquired learning outcomes
Civilization processes in Ukrainian society	Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society and technology
Ukrainian language	Ability to communicate in the state language

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

Type of classes	Workload hours	Distribution by forms of education, *hours*					
		Full-time		Part-time		Distance	
		Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)
lecture	120	30	60	-	-	8	82
practical	60	15	75	-	-	4	86
laboratory	-	-	-	-	-	-	-
workshops	-	-	-	-	-	-	-
TOGETHER	180	45	135	-	-	12	168

5 DISCIPLINE PROGRAM BY TYPES OF CLASSES

Code NRN	Types and topics of training sessions	houers
	LECTURE	**120**
	MODULE №1. CULTURE IN THE SOCIAL DIMENSION OF HUMAN	
PH3-37-1 PH4-37-3	1. Culture in human life and society	12
PH3-37-1 PH4-37-3	2. The main stages of development of world culture	12
PH3-37-1 PH4-37-3	3. Ukrainian culture in the world context	12
PH3-37-1 PH4-37-3	4. The main trends in modern European and Ukrainian culture	12
PH3-37-1	MODULE 2. CRITICAL THINKING	
PH4-37-3	5. Genesis and development of thinking (in the mirror of cultural development)	12
PH3-37-1 PH4-37-3	6. Development of European culture of thinking in the Middle Ages and the Renaissance	12
PH3-37-1 PH4-37-3	7. Modern philosophy as the quintessence of the Western rationalist tradition in European philosophy of the XVII-XIX centuries.	12
PH3-37-1 PH4-37-3	8. Man and society as a topical issue in non-classical and post-classical philosophy	12
PH3-37-1 PH4-37-3	9. Ukrainian philosophy as a reflection of the identity of Ukrainian mental culture and its connection with the European philosophical tradition	12

Code NRN	Types and topics of training sessions	houers
PH3-37-1 PH4-37-3	10. Socio-psychological aspects of corporate activity	12
	PRACTICAL	**60**
PH3-37-1 PH3-37-1 PH4-37-2	MODULE №1	
	1. Culture as a social phenomenon. Forms of spiritual culture	7
	2. Ukrainian culture on the way to sovereignty	7
	3. Art culture of the 20th century: modernism and postmodernism 4.	8
	4. Postmodernism as a new stage of world culture and art	8
	MODULE №2	
	1. Axiological aspect of critical thinking	7
	2. Ethical aspect of critical thinking	7
	3. Moral and value bases of socio-cultural communication	8
	4. The state as a defining social institution	8
	TOGETHER	**180**

6 TASKS FOR SElF TRAINING

The main tasks for self training are:

1) preliminary processing of information concerning the module (topic);

2) preparation for the current tests - solving tasks of self-control on each topic;

3) performance of an individual task;

4) preparation for the defense of an individual task;

5) preparation for the final test.

7 KNOWLEDGE PROGRESS TESTING

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

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

7.1 GRADING SCALES

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

The scales of assessment of learning outcomes of the NTUDP students

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

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

7.2 DIAGNOSTIC TOOLS AND EVALUATION PROCEDURES

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

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

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

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

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

Diagnostic and assessment procedures

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

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

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

7

weighting coefficients set by the lecturer.

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

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

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

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

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

7.3 EVALUATION CRITERIA

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

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

$$O_i = 100 \, a \, / \, m,$$

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

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

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

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

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
Knowledge		
• Conceptual knowledge acquired during the training and professional activities, including some knowledge of modern achievements; • critical understanding of the main theories, principles, methods, and concepts in education and careers	– A great - proper, reasonable, sensible. Measures the presence of: - conceptual knowledge; - a high degree of state ownership issues; - critical understanding of the main theories, principles, methods and concepts in education and careers	95-100
	A non-gross contains mistakes or errors	90-94
	The answer is correct but has some inaccuracies	85-89
	A correct some inaccuracies but has also proved insufficient	80-84
	The answer is correct but has some inaccuracies, not reasonable and meaningful	74-79
	A fragmentary	70-73
	A student shows a fuzzy idea of the object of study	65-69
	Knowledge minimally satisfactory	60-64
	Knowledge unsatisfactory	<60
Ability		
• solving complex problems and unforeseen problems in specialized areas of professional and/or training, which involves the collection and interpretation of information (data), choice of methods and tools, the use of innovative approaches	– The answer describes the ability to: - identify the problem; - formulate hypotheses; - solve problems; - choose adequate methods and tools; - collect and interpret logical and understandable information; - use innovative approaches to solving the problem	95-100
	The answer describes the ability to apply knowledge in practice with no blunders	90-94
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of a requirement	85-89
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the two requirements	80-84
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the three requirements	74-79
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the four requirements	70-73
	The answer describes the ability to apply knowledge in practice while performing tasks on the model	65-69
	A characterizes the ability to apply knowledge in performing tasks on the model, but with uncertainties	60-64
	The level of skills is poor	<60
Communication		
• report to specialists and non-specialists of information, ideas, problems, solutions and their experience in the	– Fluent problematic area. Clarity response (report). Language - correct; – - net; – - clear; – - accurate;	95-100

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
field of professional activity; ♦ the ability to form an effective communication strategy	- - logic; - - expressive; - - concise. Communication strategy: coherent and consistent development of thought; availability of own logical reasoning; relevant arguments and its compliance with the provisions defended; the correct structure of the response (report); correct answers to questions; appropriate equipment to answer questions; the ability to draw conclusions and formulate proposals	
	Adequate ownership industry issues with minor faults. Sufficient clarity response (report) with minor faults. Appropriate communication strategy with minor faults	90-94
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total three requirements are not implemented)	85-89
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (a total of four requirements is not implemented)	80-84
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total not implemented the five requirements)	74-79
	Satisfactory ownership issues of the industry. Satisfactory clarity response (report) and relevant communication strategy (a total of seven requirements not implemented)	70-73
	Partial ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented nine requirements)	65-69
	The fragmented ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented 10 requirements)	60-64
	The level of poor communication	<60
Autonomy and responsibility		
♦ management actions or complex projects, responsible for decision-making in unpredictable conditions; ♦ responsible for the professional development of individuals and/or groups ♦ the ability to continue study with a high degree of autonomy	- Excellent individual ownership management competencies focused on: 1) management of complex projects, providing: - exploratory learning activities marked the ability to independently evaluate various life situations, events, facts, detect and defend a personal position; - the ability to work in a team; - control of their own actions; 2) responsibility for decision-making in unpredictable conditions, including: - justify their decisions the provisions of the regulatory framework of sectoral and national levels; - independence while performing tasks; - lead in discussing problems; - responsibility for the relationship;	95-100

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	3) responsible for the professional development of individuals and/or groups that includes: - use of vocational-oriented skills; - the use of evidence from independent and correct reasoning; - possession of all kinds of learning activities; 4) the ability to further study with a high degree of autonomy, which provides: - degree possession of fundamental knowledge; - independent evaluation judgments; - high level of formation of general educational skills; - search and analysis of information resources	
	Confident personality possession competency management (not implemented two requirements)	90-94
	Good knowledge management competencies personality (not implemented three requirements)	85-89
	Good knowledge management competencies personality (not implemented the four requirements)	80-84
	Good knowledge management competencies personality (not implemented six requirements)	74-79
	Satisfactory ownership of individual competence management (not implemented seven requirements)	70-73
	Satisfactory ownership of individual competence management (not implemented eight claims)	65-69
	The level of autonomy and responsibility fragmented	60-64
	The level of autonomy and responsibility poor	<60

8 TOOLS, EQUIPMENT, AND SOFTWARE

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

9 RECOMMENDED BIBLIOGRAPHY

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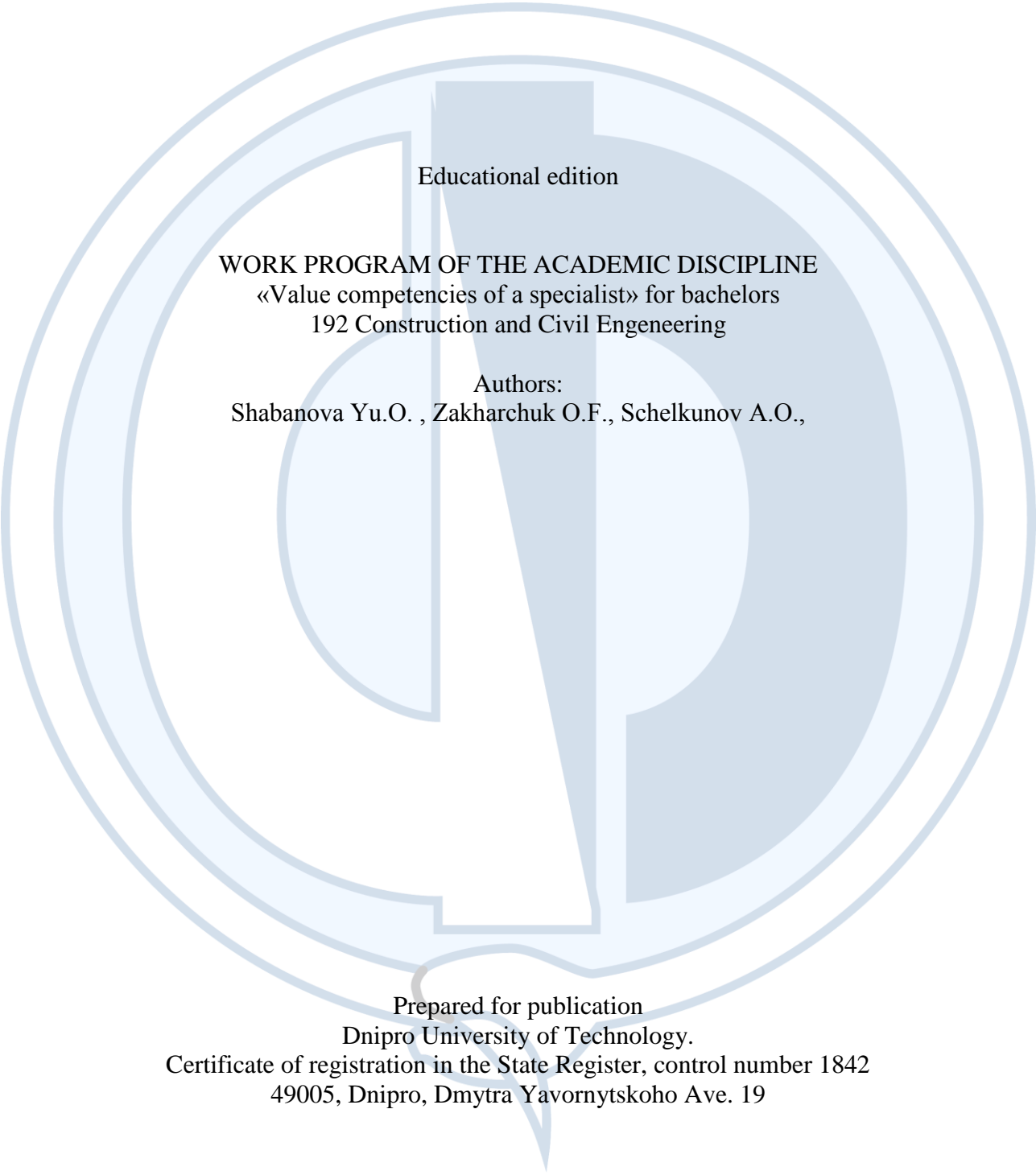Stephen P., Culturology: Using Organizational Culture For Strategic Growth, 2011.

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Educational edition

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