

Документ подписан в Министерстве науки и высшего образования Российской Федерации  
Информация о владельце:  
ФИО: Макаренко Елена Николаевна  
Должность: Ректор  
Дата подписания: 12.04.2024 11:33:48  
Уникальный программный ключ:  
c098bc0c1041cb2a4cf926cf171d6715d99a6ae00adc8e27b55cbe1e2dbd7c78

УТВЕРЖДАЮ  
Директор Института магистратуры  
Иванова Е.А.  
«01» июня 2023г.

**Рабочая программа дисциплины**  
**Philosophical Aspects of Personality Development in Social and Professional Activities**  
**(Философские аспекты развития личности в социально-профессиональной**  
**деятельности)**

Направление 38.04.01 Экономика  
магистерская программа 38.04.01.02 "International Business"

Для набора 2023 года

Квалификация  
магистр

**КАФЕДРА          Философия и культурология****Распределение часов дисциплины по семестрам**

| Семестр<br>(<Курс>.<Семестр на<br>курсе>) | 2 (1.2) |     | Итого |     |
|---|---------|-----|-------|-----|
|   | 15 2/6  |     |       |     |
| Неделя                                    | 15 2/6  |     | УП    | РП  |
| Вид занятий                               | УП      | РП  | УП    | РП  |
| Лекции                                    | 8       | 8   | 8     | 8   |
| Практические                              | 8       | 8   | 8     | 8   |
| Итого ауд.                                | 16      | 16  | 16    | 16  |
| Контактная работа                         | 16      | 16  | 16    | 16  |
| Сам. работа                               | 56      | 56  | 56    | 56  |
| Часы на контроль                          | 36      | 36  | 36    | 36  |
| Итого                                     | 108     | 108 | 108   | 108 |

**ОСНОВАНИЕ**

Учебный план утвержден учёным советом вуза от 28.03.2023 протокол № 9.

Программу составил(и): к.ф.н, доц., Поломошнов П.А.

Зав. кафедрой: к.ф.н., доц. Штофер Л.Л.

Методическим советом направления: к.э.н., доц., Бодягин О.В.

### 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

|     |  |
|-----|--|
| 1.1 | Развитие знаний, умений и навыков по совершенствованию социально-профессиональной деятельности личности на основе творческой деятельности и самооценки |
|-----|--|

### 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

**УК-6:Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки**

#### В результате освоения дисциплины обучающийся должен:

|   |
|---|
| <b>Знать:</b>   |
| основные условия и принципы профессионального и личностного развития, способы совершенствования своей деятельности на основе самооценки и творчества (соотнесено с индикатором УК-6.1)                            |
| <b>Уметь:</b>   |
| решать задачи собственного профессионального и личностного развития, включая задачи изменения карьерной траектории, расставлять приоритеты социально-профессионального развития (соотнесено с индикатором УК-6.2) |
| <b>Владеть:</b>   |
| навыками управления своей познавательной деятельностью и ее совершенствования на основе самооценки и принципов креативного мышления в течение всей жизни (соотнесено с индикатором УК-6.3)                        |

### 3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

| Код занятия | Наименование разделов и тем /вид занятия/  | Семестр / Курс | Часов | Компетенции | Литература  |
|-------------|--|----------------|-------|-------------|---|
|             | <b>Раздел 1. Concepts of personality in social and professional activities</b>   |                |       |             |   |
| 1.1         | 1.1 Personality in the socio-cultural and historical context. Personality as a sociocultural phenomenon: the history of formation. The main concepts of personality in the history of philosophy and psychology: rationalistic and irrationalistic philosophy, psychoanalysis, behaviorism, existentialism, personalism, humanistic psychology, activity concept. The relationship between the concepts of man, society, individual, personality, sociocultural identity, social agency. Social typology of personality. The specificity of the individual in social and professional activities: cognitive, practical, axiological aspects. The main characteristics of the professional activity of the individual. The unity of motivational, communicative, intellectual and existential parameters of personality development. Personal development in the process of mastering professional skills. Definition of professional skills. Communicative, intellectual and existential relations as the basis for the formation and development of personal professional skills. /Лек/ | 2              | 2     | УК-6        | Л1.1 Л1.4 Л1.5Л2.1<br>Л2.2 Л2.3 Л2.5 Л2.6         |
| 1.2         | 1.2 The structure of personality as a subject of social and professional development. The structure of personality as an integrative entity. The main psychological and socio-cultural components in the structure of personality: temperament and character, inclinations and abilities, needs and orientation, consciousness and self-awareness. Higher mental and behavioral competencies of a person as a subject of social and professional activity: activity, freedom, creativity, conscious goal setting (design and forecasting), self- organization (formation and implementation of priorities of one's own activity), reflection and self-esteem, professional competence (professionalism),professional responsibility. /Пр/  | 2              | 2     | УК-6        | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6 |

|   |   |   |   |      |  |
|---|---|---|---|------|--|
| 1.3   | 1.3 Basic concepts of personal development. Formation and development of personality. Social environment. Socialization and inculturation of personality. The main stages of the socialization of the individual. Crises of personal development. The role of the social environment in the development of the personality of a professional. Personal and professional self-determination are the main models. Organization and planning of personal development: goals, principles, methods and models. Factors and technologies of personal development. Life orientation of the individual. Lifeline modeling: tactics and strategy. Semantic and value priorities of professional and personal development. Preconditions and criteria of acme, its types. /Лек/   | 2 | 2 | УК-6 | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.6           |
| 1.4   | 1.4 Philosophical reflection and self-assessment in social and professional activities. The specificity and structure of self-esteem in the structure of personality. Empathy and self-esteem of the individual. Moral self-assessment as the basis for improving one's own activity. The development of social intelligence as a means of improving the professional adaptation of the individual. Readiness for continuous development of professional skills as the basis of an active life position. The need for reflective self-assessment. Philosophy as a theoretical and methodological basis of personalized social reflection. Philosophical reflection as a methodology for the development of cognitive flexibility and openness of thinking. /Пр/   | 2 | 2 | УК-6 | Л1.1 Л1.2 Л1.3 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6 |
| <b>Раздел 2. Development of the socio-professional competence of a person</b> |   |   |   |      |  |
| 2.1   | 2.1 Creativity as a property of the social and professional activity of the personality. Freedom and creativity: socio-professional aspect. Creativity and Creativity. Concept and typology of creativity. The concept of novelty and innovation. Traditions and innovations in professional activity. Application of innovations as a condition for the development of personal professionalism. Development of the creative beginning of a professional personality. Personal aspects and social prerequisites for creativity. Creativity and self-actualization in the context of meaningful life and professional orientations. Search-transformative professional activity as a unity of creativity of communication and creativity of thinking of a person. Synthesis of search and transformation in the process of professional activity. The need to develop the creativity of communication and creativity of thinking. /Лек/ | 2 | 2 | УК-6 | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6      |
| 2.2   | 2.2. Innovative technologies for the development of personality creativity. Professionalism as a system of open personality traits. Looking for something new and willingness to take risks. Theory and methodology of creative activity. Heuristic methods in scientific creativity. Heuristic principles of creative and inventive activity. Heuristic methods for searching for ideas and making decisions. Methods of psychological activation of thinking, methods of systematic search, methods of directed search. /Пр/  | 2 | 2 | УК-6 | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.6           |

|     |  |   |    |      |  |
|-----|--|---|----|------|--|
| 2.3 | <p>2.3 Competence approach in professional activity. Conceptual and methodological foundations of critical and strategic thinking. Self-discipline and self-organization. Rational activity planning and self-control. Values as the basis of goal setting. Prioritization of goals and objectives. Methods and forms of self-organization: time management, mind maps. Communication as a condition for the implementation of socio-professional agency. The culture of social communications as a condition for the development of creativity. Collective, group and individual creativity. The role of education in the development of professional and creative competencies of the individual. The level of economic, political and social relations as a condition for the development of professional and creative personality. /Cp/</p>  | 2 | 28 | УК-6 | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6      |
| 2.4 | <p>2.4 Ethical aspects of social and professional activity. Decision making and personal responsibility. Socio-professional responsibility of the individual. Universal and professional (special) aspects of the moral and ethical development of the individual. Professional ethics and moral culture of the individual. Philosophical and social content of the category "professionalism". Professionalism in the integral structure of personality. Genesis and trends in the development of professionalism. Professional ethics as a social-normative concretization of general ethics. Universal principles of professional ethics: professional solidarity (corporatism), professional duty and honor, professional responsibility. The role of personal dignity in the implementation of the principles of professional ethics. Areas of professional activity subject to ethical regulation. Professional ethical codes (goals and objectives). Actualization of professional ethics in the XXI century. /Лек/</p> | 2 | 2  | УК-6 | Л1.1 Л1.2 Л1.3 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6 |
| 2.5 | <p>2.5 Institutional and technological features of the formation of socio-professional competence. Socio-economic dynamics in society is an objective request for the development of a professionally creative personality. The social environment as a world for the development of the creative potential of the individual, or as a condition for its deformation. Social conditions and prerequisites for innovation activity. Institutes for the formation of socio-professional agency (state, civil society, education, science, business). Intellectual and creative activity of the organization. Resource and organizational principles for managing the development of socio-professional creativity. Technologies of formation and development of personal and professional agency. The role of professional innovations in the process of personality development. (professional self-realization, professional career management). /Пп/</p>  | 2 | 2  | УК-6 | Л1.1 Л1.2 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6      |
| 2.6 | <p>2.6 Features of professional self-realization of the individual in modern society. Sociocultural advantages and difficulties of personal development in modern society. Socio-economic, cultural and technological opportunities and limitations of personal professional development in the context of globalization. Positive and negative grounds in the system of social relations for the development of personality creativity. Amateurism as the opposite of professionalism, its moral danger. Professional burnout and professional deformation as a distortion of the principles of professional ethics. Trends in the marginalization of the personality of a professional in the public mind. Gender features of personal professional development. /Cp/</p>  | 2 | 28 | УК-6 | Л1.1 Л1.2 Л1.3 Л1.4<br>Л1.5Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.6 |

|     |           |   |    |      |  |
|-----|-----------|---|----|------|--|
| 2.7 | /Экзамен/ | 2 | 36 | УК-6 | Л1.1 Л1.2 Л1.3 Л1.4<br>Л1.5 Л2.1 Л2.2 Л2.3<br>Л2.4 Л2.5 Л2.6 |
|-----|-----------|---|----|------|--|

#### 4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущей и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

#### 5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

##### 5.1. Основная литература

|      | Авторы, составители  | Заглавие  | Издательство, год  | Колич-во  |
|------|--|---|--|---|
| Л1.1 | Лебедев С. А., Бирич И. А., Губин В. Д., Ершова И. И., Исаев И. А., Лебедев С. А.                      | Философская антропология: Человек многомерный: учебное пособие        | Москва: Юнити, 2012  | <a href="https://biblioclub.ru/index.php?page=book&amp;id=117937">https://biblioclub.ru/index.php?page=book&amp;id=117937</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л1.2 | Холодцева Е. Л., Портнова А. Г.  | Акмеология субъекта профессиональной деятельности: учебное пособие    | Кемерово: Кемеровский государственный университет, 2010        | <a href="https://biblioclub.ru/index.php?page=book&amp;id=232321">https://biblioclub.ru/index.php?page=book&amp;id=232321</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л1.3 | Росенко М. Н., Бабаева А. В., Чигирь М. В., Азарова Л. В., Маркова О. Ю.                               | Профессиональная этика: учебник для высших учебных заведений: учебник | Санкт-Петербург: Петрополис, 2006                              | <a href="https://biblioclub.ru/index.php?page=book&amp;id=253940">https://biblioclub.ru/index.php?page=book&amp;id=253940</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л1.4 | Ивин А. А.   | Философия коллективного творчества: монография                        | Москва, Берлин: Директ-Медиа, 2017                             | <a href="https://biblioclub.ru/index.php?page=book&amp;id=450674">https://biblioclub.ru/index.php?page=book&amp;id=450674</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л1.5 | Батюта, Е. А., Мельник, Н. Б., Смирнова, Т. В., Циплакова, Ю. В., Черепанова, Е. С., Черепанова, Е. С. | Философская антропология: учебное пособие                             | Екатеринбург: Уральский федеральный университет, ЭБС АСВ, 2014 | <a href="http://www.iprbookshop.ru/65999.html">http://www.iprbookshop.ru/65999.html</a><br>неограниченный доступ для зарегистрированных пользователей                                       |

##### 5.2. Дополнительная литература

|      | Авторы, составители                                   | Заглавие   | Издательство, год   | Колич-во  |
|------|---|--|---|---|
| Л2.1 | Максимцев И. А.                                       | Основы наукоемкой экономики (Знания-Креативность-Инновации): учебник | Москва: Креативная экономика, 2011                                  | <a href="https://biblioclub.ru/index.php?page=book&amp;id=137745">https://biblioclub.ru/index.php?page=book&amp;id=137745</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л2.2 |   | Логос  | , 1991  | <a href="http://www.iprbookshop.ru/51188.html">http://www.iprbookshop.ru/51188.html</a><br>неограниченный доступ для зарегистрированных пользователей                                       |
| Л2.3 | Боровинская, Д. Н., Захарова, Л. Н., Суровцева, В. А. | Феномен креативности. Философско-методологический анализ: монография | Сургут: Сургутский государственный педагогический университет, 2017 | <a href="http://www.iprbookshop.ru/87019.html">http://www.iprbookshop.ru/87019.html</a><br>неограниченный доступ для зарегистрированных пользователей                                       |

|      | Авторы, составители | Заглавие  | Издательство, год  | Колич-во  |
|------|---------------------|---|--|---|
| Л2.4 | Штофер Л. Л.        | Профессиональная этика: учебное пособие                       | Ростов-на-Дону: Издательско-полиграфический комплекс РГЭУ (РИНХ), 2017   | <a href="https://biblioclub.ru/index.php?page=book&amp;id=568672">https://biblioclub.ru/index.php?page=book&amp;id=568672</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л2.5 | Борко Т. И.         | Культурная антропология: учебное пособие                      | Тюмень: Тюменский государственный университет, 2011                      | <a href="https://biblioclub.ru/index.php?page=book&amp;id=571933">https://biblioclub.ru/index.php?page=book&amp;id=571933</a><br>неограниченный доступ для зарегистрированных пользователей |
| Л2.6 | Ковшов, Е. М.       | Социальная рефлексия (структура, формы и функции): монография | Самара: Самарский государственный технический университет, ЭБС АСВ, 2020 | <a href="http://www.iprbookshop.ru/105068.html">http://www.iprbookshop.ru/105068.html</a><br>неограниченный доступ для зарегистрированных пользователей                                     |

### 5.3 Профессиональные базы данных и информационные справочные системы

Электронная библиотека Института философии РАН <https://iphlib.ru/library> (свободный доступ)

База данных и цифровая библиотека по философии <http://filosof.historic.ru> (свободный доступ)

Справочно-правовая система "Гарант" <https://www.garant.ru/>

Информационно-правовая система "Консультант Плюс"

### 5.4. Перечень программного обеспечения

Libre Office

### 5.5. Учебно-методические материалы для студентов с ограниченными возможностями здоровья

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

## 6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Помещения для всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения:

- столы, стулья;

- персональный компьютер / ноутбук (переносной);

- проектор, экран / интерактивная доска.

## 7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

**1 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

**1.1 Показатели и критерии оценивания компетенций:**

| ЗУН, составляющие компетенцию   | Показатели оценивания  | Критерии оценивания   | Средства оценивания  |
|---|--|---|--|
| УК-6: Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки   |  |   |  |
| Знать основные условия и принципы профессионального и личностного развития, способы совершенствования своей деятельности на основе самооценки и творчества.                           | Демонстрирует понимание специфики творческой деятельности в ходе подготовки ответов на вопросы опроса и (или) экзамена   | Полное, развернутое, обоснованное, грамотное и логичное изложение вопроса, верный ответ на вопрос теста.  | Опрос (1-12), вопросы к экзамену (1-30), тест.   |
| Уметь решать задачи собственного профессионального и личностного развития, включая задачи изменения карьерной траектории, расставлять приоритеты социально-профессионального развития | Свободно оперирует основными понятиями курса, умеет работать с литературными источниками, проводить анализ по предложенным проблемам, успешно подготовив эссе и творческое задание и (или) отвечая на вопросы к экзамену | Для вопросов к экзамену: полнота и правильность ответа, наличие выводов<br>Для эссе и творческого задания: полнота и содержательность излагаемого материала; оперирование базовыми понятиями учебного курса; широта и глубина проведенного анализа; структурированность и логическая стройность выступления / ответа на вопрос; оригинальность подхода; наличие выводов; наличие собственной позиции по исследуемой проблеме; отсутствие плагиата | Эссе (темы 1-15), творческое задание (вариабельность осуществляется за счет индивидуального набора дополнительных вопросов от преподавателя), ментальная карта, вопросы к экзамену (1-30), практико-ориентированные вопросы к экзамену (1-15)  |
| Владеть навыками управления своей познавательной деятельностью и ее совершенствования на основе самооценки и принципов креативного мышления в течение всей жизни.                     | Формулирует выводы, собственную позицию по наиболее значимым проблемам дисциплины, а также дает рекомендации в ходе подготовки эссе и творческого задания и (или) отвечая на вопросы к экзамену                          | Для вопросов к экзамену: полнота и правильность ответа, наличие выводов<br>Для эссе и творческого задания: полнота и содержательность излагаемого материала; оперирование базовыми понятиями учебного курса; широта и глубина проведенного анализа; структурированность и логическая стройность выступления / ответа на вопрос; оригинальность подхода; наличие выводов;  | Эссе (темы 1-10), творческое задание (вариабельность осуществляется за счет индивидуального набора дополнительных вопросов от преподавателя), ментальная карта, практико-ориентированные вопросы к экзамену (1-15), коллективная деловая игра. |



|  |  |  |  |
|--|--|--|--|
|  |  | наличие собственной позиции по исследуемой проблеме; отсутствие плагиата |  |
|--|--|--|--|

## 1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале:

84-100 баллов (оценка «отлично»)

67-83 баллов (оценка «хорошо»)

50-66 баллов (оценка «удовлетворительно»)

0-49 баллов (оценка «неудовлетворительно»)

## 2 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

### Questions for the exam (вопросы к экзамену)

1. Personality as a sociocultural phenomenon: the history of formation.
2. Basic concepts of personality in the history of philosophy and psychology
3. The specificity of the individual in social and professional activities: cognitive, practical, axiological aspects.
4. Communicative, intellectual and existential relations as the basis for the formation and development of professional skills of the individual.
5. The main psychological and socio-cultural components in the structure of personality: temperament and character, inclinations and abilities, needs and orientation, consciousness and self-awareness.
6. Mental and behavioral competencies of a person as a subject of social and professional activity: activity, freedom, creativity, conscious goal setting, self-organization, reflection and self-esteem, professional competence, social and professional responsibility.
7. Basic concepts of personal development.
8. The main stages of socialization and inculturation of the individual. Crises of personal development.
9. The role of the social environment in the development of the personality of a professional.
10. Organization and planning of personal development: objectives, principles, models. Factors and technologies of personal development.
11. Life orientation of the individual. Semantic and value priorities of professional and personal development.
12. Specificity and structure of self-esteem in the structure of personality.
13. Philosophy as a theoretical and methodological basis of personalized social reflection.
14. Freedom and creativity. Creativity as an attribute of the socio-professional activity of the individual.
15. Motivational bases of professional and creative activity.
16. Social creativity as a complex characteristic of a professional personality.
17. Traditions and innovations in professional activity. Application of innovations as a condition for the development of personal professionalism.
18. Search and transformative professional activity as a unity of creativity in communication and creativity in thinking of a person.
19. Theory and methodology of creative activity. Heuristic principles and methods in creative and inventive activity.
20. Conceptual and methodological foundations of critical and strategic thinking. Self-discipline and self-organization.
21. Culture of social communications as a condition for the development of creativity. Collective, group and individual creativity.
22. The level of economic, political and social relations as a condition for the development of professional and creative personality.

23. Professional ethics and moral culture of the individual. Philosophical and social content of the category "professionalism".
24. Decision making and personal responsibility. Socio-professional responsibility of the individual.
25. Social conditions and institutional mechanisms for the formation of innovative socio-professional agency (state, civil society, education, science, business).
26. Intellectual and creative activity of the organization. Resource and organizational principles for managing the development of socio-professional creativity.
27. Technologies for the formation and development of personal and professional agency.
28. Professional self-realization, professional career management.
29. Features of professional self-realization of the individual in modern society.
30. Social problems and limitations of personal and professional development.

### **Sample Practice-Oriented Exam Questions\***

#### **(Примерные практико-ориентированные вопросы к экзамену)\***

1. What is Occupational Burnout and Occupational Deformation? Give examples from your field of work. What is their danger to professional activity? What measures lead to reducing the risk of their occurrence?
2. Explain which approach to education is more productive, aimed at the formation of a narrow specialist or a creative, comprehensively developed personality?
3. What, in your opinion, prevents a person from being creative? How do stereotypes influence our opinion? Why do people follow stereotypes? How can this be avoided?
4. How do abilities influence the development of creative thinking? How can you develop your creativity?
5. Reflect: "What did I gain (saw, realized, noted, singled out) for myself as a professional?"
6. Reflect: "What did I acquire (saw, realized, noted, singled out) for myself as a person in the course of training / in professional activities / in everyday life?"
7. Reflect: "How can I be creative in my profession?"
8. Analyze the concept of "personal development crisis". Justify why social and professional development is cyclical and give an example of how this fact can be used for good.
9. Analyze what type of creativity you are. What are your strengths, weaknesses and professional qualities?
10. Present an individual program for personal development, in which you define the goal, objectives, ideal, deadlines and ways to achieve the result.
11. Project the levels and stages of professionalism, the achievement of which is realistic for you and which are in the zone of proximal professional development.
12. Analyze your individual living conditions, assess the degree of correlation between these conditions and your life demands. Work out a program of convergence of requests and conditions.
13. Conduct a retrospective analysis of your own development from birth to the present, what moments in this process would you definitely single out as the most significant? Draw your life line and versions of its further trajectory.
14. Make a list of personality characteristics of a professional in your chosen field of activity.
15. Write an author's professional resume or plan for a professional job interview.

\*Practice-oriented questions are not included in the exam ticket. However, they can be set as additional at the discretion of the teacher, including the case when the student has missed classes and unfinished activities (surveys, essays, assignments). The weight of additional practice-oriented questions can be 0-30% of the total score.

#### **Критерии оценки:**

- оценка «отлично» (84-100 баллов) выставляется, если ответ магистранта характеризуется содержательностью, конкретностью, знанием основной и дополнительной литературы, рекомендуемой по теме, четкостью и логичностью изложения материала;
- оценка «хорошо» (67-83 баллов) выставляется, если ответ магистранта характеризуется содержательностью, конкретностью, знанием литературы, но в нем отсутствует четкость изложения материала;
- оценка «удовлетворительно» (50-66 баллов) выставляется, если ответ магистранта характеризуется содержательностью, но недостаточно конкретен и в нем отсутствует четкость изложения материала и знание литературы в требуемом объеме;

- оценка «неудовлетворительно» (0-49 баллов) выставляется, если магистрант не может раскрыть содержание вопросов, не знает основной рекомендованной литературы.

### **Criteria for evaluation:**

- an "excellent" mark (84-100 points) is given if the undergraduate's answer is characterized by content, specificity, knowledge of basic and additional literature recommended on the topic, clarity and logical presentation of the material;
- "good" grade (67-83 points) is given if the undergraduate's answer is characterized by content, specificity, knowledge of the literature, but there is no clarity in the presentation of the material;
- "satisfactory" grade (50-66 points) is given if the undergraduate's answer is informative, but not specific enough and it lacks clarity of presentation of the material and knowledge of the literature in the required volume;
- "unsatisfactory" grade (0-49 points) is given if the undergraduate cannot disclose the content of the questions, does not know the main recommended literature.

### **Sample survey questions (Примерные вопросы для опроса)**

Topic "Structure of personality as a subject of socio-professional development"

1. The structure of personality as an integrative education: temperament and character, inclinations and abilities, needs and orientation, consciousness and self-awareness.
2. The highest mental and behavioral competencies of the individual as a subject of social and professional activity: initiative, freedom, creativity, design and forecasting, formation and implementation of priorities for one's own activity, reflection and self-esteem, professionalism, responsibility.

Topic "Philosophical reflection and self-assessment in social and professional activities"

3. Empathy and self-esteem of the individual. Moral self-assessment as the basis for improving one's own activity.
4. The development of social intelligence and communication as a means of improving the professional adaptation of the individual.
5. Philosophical reflection as a methodology for the development of cognitive flexibility and openness of thinking.

Theme "Innovative technologies for the development of personality creativity"

6. Typology of personal creativity. The system of open personality traits. Looking for something new and willingness to take risks.
7. Theory of heuristics and innovation. Ambivalence of influence of heuristics, their innovative potential.
8. Heuristic methods for searching for ideas and making decisions.

Topic "Institutional and technological features of the formation of socio-professional competence"

9. Social conditions and prerequisites for the development of innovation: history and modernity
10. Institutes for the formation of socio-professional agency
11. The role of professional innovation in the process of personality development.
12. Organizational resources for the development of socio-professional competence.

Evaluation criteria:

The maximum number of points for work in a seminar is 5, for work in 4 seminars - 20 points.

5 points - the undergraduate gives a clear and complete answer to the question; answers additional questions, supplements the answers of other undergraduates;

4 points - the undergraduate's answer is characterized by pithiness and specificity, but there are inaccuracies; answers additional questions, supplements the answers of other undergraduates;

3 points - the undergraduate's answer is characterized by pithiness, but there is no specificity, clarity of presentation of the material and knowledge of the literature in the required volume;

2 points - there are inaccuracies in the answer, there is no specificity and knowledge of the literature in the required volume;

1 point - the answer is an addition to the answer of another undergraduate; depends on the completeness and content of the answer.

### Критерии оценивания:

Максимальное количество баллов за работу на семинарском занятии – **5**, за работу на 4 семинарских занятиях – **20 баллов**.

**5 баллов** – магистрант дает четкий полный ответ на поставленный вопрос; отвечает на дополнительные вопросы, дополняет ответы других магистрантов;

**4 балла** – ответ магистранта характеризуется содержательностью и конкретностью, но присутствуют неточности; отвечает на дополнительные вопросы, дополняет ответы других магистрантов;

**3 балла** – ответ магистранта характеризуется содержательностью, но отсутствует конкретика, четкость изложения материала и знание литературы в требуемом объеме;

**2 балла** – в ответе присутствуют неточности, отсутствует конкретика и знание литературы в требуемом объеме;

**1 балл** – ответ представляет дополнение к ответу другого магистранта; зависит от полноты и содержательности ответа.

### Sample test questions (Примерные вопросы для теста)

1. The concept of "agency" means:

- Ontological principle, a general characteristic of the existence of an individual, denoting his isolation from others, atomicity.
- Personal characteristic, implying the ability to independently set goals, initiate, control and be responsible for the results of their activities.
- The unity of the unique biological and social properties of a particular person.
- The totality of the basic rights and obligations of the individual, due to its place in the hierarchical system of social relations.

2. The desire of the individual to most fully demonstrate their talents and abilities is called:

- identification
- integration
- self-actualization
- self-expression

3. A specific way of being a person, associated with his ability to choose decisions and perform actions in accordance with his ideals, interests and goals:

- freedom
- need
- need
- obligation

4. The set of stable motives that guide the development of the individual is:

- motivation
- personality orientation
- self-awareness
- temperament

5. The social, activity-transforming way of being a person is:

- adaptability
- agency
- variability
- identity

6. For the first time in foreign psychology, mature age was most fully described as the age of development:

- K. Jung
- J. Piaget
- E. Erickson
- Z. Freud

7. The life of an adult is:

- a) stagnation, consolidation at the achieved level
- b) involutory process
- c) movement, change, development
- d) a chain of random events

8. What distinguishes a creative type of activity from a reproductive one?

- a) an acute sense of dissatisfaction with the result and the desire for improvement.
- b) the goal is the assimilation of experience
- c) activity is usually adequate to the current state of social being
- d) complacency and a sense of satisfaction with what has been achieved
- e) the activity does not go beyond the physical and spiritual needs of a particular individual

9. Crisis of personal development:

- a) goes unnoticed and does not affect the development of personality
- b) carries a positive beginning, as it contributes to self-knowledge and conscious further self-development
- c) leads to personality degradation
- d) clearly means the fallacy of the socio-professional trajectory

10. The types of professional competence do not include:

- a) methodological competence
- b) technical competence
- c) engineering competence
- d) soft skills (soft skills)

11. The types of over-professional competence do not include:

- a) Self-organization skills
- b) Technical competencies
- c) Communication skills
- d) Ability to work with information

12. Ideas developed by a professional group about obligations to society, which specialists voluntarily assume, in accordance with the place and role of their profession in public life.

- a) Professional honor
- b) Professional debt
- c) Corporate morality
- d) Professional etiquette

13. The ability of consciousness to make itself its object, to refer to its own content, states, actions.

- a) Reflection
- b) Self-esteem
- c) Projection
- d) Rationalization

14. The motivation of a person to activity, born by the system of his conscious needs, is called:

- a) the motive
- b) the need
- c) the will
- d) a command

15. The location of the causes of behavior, one's activities and personal responsibility is called:

- a) locus of control
- b) motive
- c) stimulus
- d) affiliation

16. Choose the most appropriate meaning of the term "personality":
- a complex social quality acquired by an individual in the subject-practical activity and communication.
  - biological individuality as a unique set of natural characteristics of a person, his separate original physical existence.
  - a strong, strong-willed person who has achieved social recognition and power.
  - the totality of the basic rights and obligations of the individual, due to its place in the hierarchical system of social relations.
17. Arrange in the correct order from the lowest to the highest need, according to the concept of A. Maslow:
- Physiological
  - Security
  - Social Belonging
  - Respect
  - Cognition
  - Aesthetic needs
  - Self-actualization (creativity)
18. The desire of a person to selflessly help other people is called:
- will
  - altruism
  - sublimation
  - affiliation
19. Socially acquired qualities and psychological characteristics of a person that ensure success in any activity are:
- efficiency
  - focus
  - ability
  - deposits
20. Which of the following does not apply to the signs of socio-professional agency?
- Goal-setting, modeling and planning of ways of their activity and interaction
  - Activity, the ability to make changes in the world and in oneself.
  - The ability to socially and professionally significant reflection, using it as a tool for self-determination.
  - Motivation to avoid failure.

**Evaluation criteria:**

The test task includes 20 questions on all topics of the course. Tests are performed in the Moodle system with automatic assessment. Each correctly answered question is worth 1 point. Maximum points for work: 20.

**Критерии оценивания:**

Тестовое задание включает 20 вопросов по всем темам курса. Тесты выполняются в электронном виде в системе Moodle с автоматическим оцениванием. Каждый из правильно ответвленных вопросов оценивается в 1 балл. Максимальное количество баллов за работу: 20.

**Essay Topics**  
**(Темы эссе)**

- Motivational, communicative, intellectual and existential parameters of the development of a professional and communicative personality.
- The culture of social communications as a condition for the development of personality creativity.
- The role of the social environment in the development of professional and creative personality.
- The level of economic, political and social relations as a condition for the development of a professionally creative personality.
- Dialectics of subject-object relations in the process of formation of professional and creative activity of a person.
- Activity-activist model of the development of social creativity of the individual.
- Social creativity as a complex characteristic of a professional personality.

8. The role of education in the development of professional and creative competencies of the individual.
9. Social activity of the individual as a condition for professional and creative activity.
10. Development of professional and creative personality traits in developed countries (optional).
11. Sociocultural advantages and difficulties of personal development in modern society.
12. Socio-economic, cultural and technological opportunities and limitations of personal professional development in the context of globalization.
13. Obstacles to the development of personality creativity: how to overcome them?
14. Amateurism as the opposite of professionalism, its moral danger.
15. Gender features of personal professional development.

Implementation instructions. There are no strict formatting requirements. The recommended volume is 5-10 typewritten pages.

### Evaluation criteria

Requirements: Points

The content of the material presented, the breadth and depth of the analysis 0-8

Structured and logical harmony of presentation 0-3

Quality of idea and originality of approach 0-3

The presence of references to the literature used, the absence of gross plagiarism 0-3

The presence of a pronounced author's position 0-3

TOTAL 20 points

### Критерии оценивания

| Требования:   | Баллы            |
|---|------------------|
| Содержательность излагаемого материала, широта и глубина проведенного анализа | 0-8              |
| Структурированность и логическая стройность изложения                         | 0-3              |
| Качество идеи и оригинальность подхода  | 0-3              |
| Наличие ссылок на использованную литературу, отсутствие грубого плагиата      | 0-3              |
| Наличие выраженной авторской позиции  | 0-3              |
| <b>ИТОГО</b>  | <b>20 баллов</b> |

### Ментальная карта

#### Mind Map

Make a Mind Map, following the general rules for drawing up:

- content and design
- use expressive means:
- always use the central image;
- use graphic images as often as possible;
- use more than 3 colors for the central image;
- use volume (for example, raised letters, with shadows);
- vary the size of the letters, the thickness of the lines, etc.;
- use the arrows;
- associate:
- use arrows for relationships;
- use colors;
- encode information;
- strive for clarity of expression of thought:
- one keyword for each line;
- use block letters;
- place keywords above the lines;
- the length of the line should be equal to the length of the word;
- make the main lines bolder and smoother;

- drawings should be extremely clear;
- try to arrange the words horizontally;
- sheet layout - landscape;
- structure
- respect the hierarchy of thoughts
- recommendations
- add empty lines;
- ask yourself questions;
- add pictures, if the card is electronic - then also video and audio files;
- Review your mind map.

Try to present your current or previous scientific and educational project (article, term paper, competition work) in the form of a Mind Map. Try to cover the topic as fully as possible. To draw a mental diagram, you can use both traditional tools (doing everything on paper, highlighting with colored pencils, pens and markers) or free digital services Miro, MindMap, Yandex, etc. The choice of the creation method does not affect the final grade for the task.

### Evaluation criteria

Requirements Points

Complied with the requirements for compiling Mind Maps 0-3

The Mind Map is deployed enough to reflect the essence (phenomenon / problems / research) 0-3

Data is presented clearly and easily 0-2

Creativity of the presentation of the material 0-2

Total 0-10

### Критерии оценивания

| Требования  | Баллы       |
|---|-------------|
| Соблюдены требования к составлению ментальных карт  | 0-3         |
| Ментальная карта развернута достаточно для отражения сути (явления / проблемы / исследования) | 0-3         |
| Данные представлены наглядно и доступно   | 0-2         |
| Креативность изложения материала  | 0-2         |
| <b>Всего</b>  | <b>0-10</b> |

### Creative task (Творческое задание)

Introduction. Any scientific and professional sphere is associated with a set of key concepts, in the coordinate system of which the subject of a given science or the object of applying the forces of a given profession is considered. Any academic discipline is built as a set of key concepts defined by the name of the academic discipline.

The language of a scientist or a professional practitioner, in addition to the basic speech set, understandable to an ordinary person, includes a special terminological dictionary. Terms are the names of concepts with which the specialist thinks. Ignorance, misunderstanding, non-use of special terms betrays an amateur. The inability to isolate and comprehend the key terminology is the collapse of any analyst. The training of a professional in any field requires the skills of analyzing facts and the ability to reconstruct meanings, concepts, and guiding ideas on their basis.

The tasks proposed for completion, on the one hand, reveal the subject of the discipline "Philosophical aspects of personality development in social and professional activities", and on the other hand, they will continue to develop the skills of independent thinking and the skills of substantiating one's position, which distinguishes a class specialist from an ordinary performer.

The key terms in the title are "creativity" and "personality". They set the semantic field for further reflection. The development of creativity in the most general sense today implies a new look at something. So try to look at the "personality" and at the very "creativity" creatively...

Execution instructions:

- Answers to the questions of the task are written in the file of the task itself. The last name of the performer is added to the file name: Task1.docx → Task1\_Ivanov.docx



• Give answers to questions as short as possible (the answer itself should not exceed 120 words + an indication of citation sources). The style of the answer: oral speech, understandable to any normal Russian-speaking person (even young, even poorly educated). Terms used only in a narrow social or age group should be avoided. If the mention of special terms could not be avoided, then you should briefly (possibly in brackets) explain this term in simple words.

• Teacher's comments, questions and comments will be in red font.

• Applicants for a high score in the final assessment must be sure to answer the questions of the teacher on the content of their work. The teacher's questions will appear in the right column of the answer sheet after you write and submit your answers.

• Expressing one's own opinion is welcome in the answers, although quoting other people's words is not forbidden, but the quotation must be quotation marks, and the author (or source) of the quotation must be mentioned. The issuance of other people's formulations for their own is punishable by a decrease in the final grade.

Watch the video "How to be creative?" <https://www.youtube.com/watch?v=-gAGjA4du0M> and answer the following questions in writing:

1. What does the author of the video consider "creativity"? What does the phrase "be creative" mean to the author? "Creativity" - what is it? Subject? Property? Process? Condition? Result? Grade? Connection? Essence? Skill? Talent? Possibility? Ability? .. or something else? And how this object (property, process, condition or something else) differs from other similar objects. Imagine you are explaining this to an elementary or middle school student.

2. What words and phrases does the author of the video use as synonyms for "creativity", "creative personality", "creative thinking"? Why are these synonyms worse? Why does the author use derivatives of "creativity" instead?

3. What hinders the development of creativity?

4. What abilities, in your opinion, are developed by the two exercises that the author recommends for assessing and developing creativity?

5. How do you yourself evaluate the creativity of the author of the video based on the results of Task No. 2 he himself completed?

6. Define creativity from the point of view of the author of the video.

7. Give your own definition of creativity (you can also use someone else's if you fully agree with it and can explain it in your own words; in this case, do not forget to indicate the author of the definition). Unlike question number 1, you must give a more or less strict scientific definition through the genus and species difference, and in the first task you try to explain in your own words using simple examples.

8. What criteria for evaluating creativity does the author of the video suggest or mention? Do you agree with him?

### Answers

1 [for the author of the video] Creativity is ... (in my own words, as simple and clear as possible, even primitive)

2 [synonyms for the author of the video]

"creativity" =

"creative personality" =

"creative thinking" =

[reason for the author's neglect of these synonyms]

3 The author believes that the development of creativity is hindered by ...

4 Task 1 and 2 actually develop ...

5 [your assessment of the creativity of the author of the video based on the results of Task 2]

6 Creativity is ... (definition)

7 Creativity is ... (definition)

8 Creativity, according to the author of the video, can be assessed by such parameters as ...

### Evaluation criteria:

Points

Completeness and content of the answer (all tasks have equal weight) 0-5 points

Clear compliance with the instructions 0-5 points

Originality, the presence of the author's position, borrowings are designed accordingly 0-5 points

Answers to additional questions of the teacher 0-5 points

Total 20 points

| <b>Критерии оценки:</b>  | <b>Баллы</b>     |
|--|------------------|
| Полнота и содержательность ответа (все задачи имеют равный вес)                            | 0-5 баллов       |
| Четкое соответствие инструкции   | 0-5 баллов       |
| Оригинальность, наличие авторской позиции, заимствования оформлены соответствующим образом | 0-5 баллов       |
| Ответы на дополнительные вопросы преподавателя   | 0-5 баллов       |
| <b>Итого</b>   | <b>20 баллов</b> |

**Collective business game "Brainstorm"**  
(Коллективная деловая игра «Мозговой штурм» )

It involves the solution of a case problem using the rules for conducting the method of collective creativity and decision-making "brainstorming" The rules for brainstorming involve 4 stages.

1. Preparation stage. The rules and objectives of the game are reported, the participants get acquainted with the case within 10 minutes.

2. Stage of idea generation.

The first is a maximum of ideas and no criticism. The main thing is the quantity of ideas, not the quality, there are no bad ideas! Do not break the chain, do not stop, even if it seems that the best solution has been found. You can borrow and improve, develop other people's ideas (not only the participants in the assault). Ideas can be transformed, combined, turned inside out.

Any associations, fantasy assumptions, time travel, role playing are welcome. Imagine what a bum, Elon Musk, your grandmother would do in this situation... Relax, there is no guarantee of success, but even if a good solution is not found, it will give a good warm-up and tune the subconscious mind to a new search. You can use one of the common techniques:

Technique 1. Time travel. Employees solve the problem by mentally plunging into the past or the future.

Technique 2. Teleport. Subordinates should look at the problem as if it overtook them in another country where there are no friends, acquaintances and colleagues.

Technique 3. Role reversal. The goal is to put yourself in the place of another person and describe how he would act in this situation.

Technique 4. Spaces. On the sheet draw a starting point and an end goal. Along the way, they put down stops and write what needs to be done at this stage.

Technique 5. Smart cards. The task is similar to the previous one, but employees do not fill out the route, but weave a web. Next to the cobwebs, they write the difficulties they encountered, as well as ways to solve the problem. Alternatively, you can draw a fish skeleton - Ishikawa diagram

Technique 6. Look ahead. You need to peep not at competitors or colleagues, but go beyond the industry.

Technique 7. Random factor. The employee takes any advertising brochure, document or magazine, finds the first word that comes across. After that, he comes up with a solution in which a phrase, a parameter, or something else appears.

Technique 8. Blurred consciousness. It is necessary to offer ideas that cannot come to a sober person.

3. Criticism stage.

We single out the main trajectories for solving the problem and evaluate their feasibility.

At the stage of criticism, all ideas should be considered in terms of their originality (novelty), constructive potential (will they benefit or harm), potential feasibility (physical, financial, legal), prospects (can they be developed further). It is necessary to analyze all the circumstances that may hinder or facilitate the implementation of the idea. Making a consolidated decision.

It is necessary to focus students' attention on the fact that the solution, as a rule, is at the intersection of the trajectories of several productive ideas. The decision is not unique and final.

4. Reflection stage.

As a conclusion, it is supposed to sum up, analyze one's own actions and the actions of colleagues, determine the positive negative aspects of the event (meaningful, organizational, mental, emotional) in order to assimilate the results of external social activity. Throughout the lesson, it is necessary to skillfully monitor compliance with the rules, encouraging the initiative of the participants, but not allowing violations of the rules of discussion. It is important to stop the assault in time so that it does not turn into fruitless chatter.

## Case "Travel company X"

Company X is one of the five largest tour operators that specialize in children's holidays. She develops routes and programs, concludes agreements with hotels, transport and host companies, and provides escort for groups. X sells the finished product through an agent network - 1470 travel agencies throughout Russia, working on commission.

Children's recreation programs bring about 70% of the company's turnover (in 2010, X's revenue amounted to 118 million rubles). The main volumes of sales in this business fall on the summer. In the autumn, spring, New Year holidays, as well as on the May holidays, children's excursion tours are in demand, but the number of groups is incomparably less than in summer (15% in winter versus 85% in summer). "The profitability on mass tourism destinations reaches 5% at best, so we can earn something only on large volumes. In winter, they are only enough to cover the costs of maintaining the children's department of six people, and the employees are underloaded," explains the CEO of company X.

It would be too expensive to provide employees with paid vacations during the off-season. Sending people to unpaid means losing the team and harming the business. The team was formed for a long time, but now the company has an excellent team, there is practically no turnover. The way out is to take people in new directions. In 2007, company X changed ownership, and in 2008 it was headed by A. The new management continued to develop those areas that had previously been successful: children's recreation, as well as bus tours.

"In children's tourism, experience, reputation, relationships with partners are of fundamental importance. All of this has been built up over the years. Good volumes can also be obtained far from immediately. X has been engaged in children's recreation for about 20 years, we picked up this direction and seriously developed it," says the CEO. The company offers its clients a wide range of programs - camps in Turkey, Bulgaria, Slovakia, Hungary and Greece, language courses in Malta. In addition to foreign holidays, X organizes programs in the Krasnodar Territory, the Crimea and the Moscow Region. Foreign tours make up about 70% of sales, Russian tours - about 30%. At the moment, foreign proposals for the most part win in terms of price-quality ratio.

According to A., people sometimes wonder why a child's vacation is more expensive than an adult's tour. But the fact is that each children's group requires more staff: counselors, doctors, psychologists, animators. So, the company sends groups on vacation in Russia together with accompanying persons (their functions are sometimes performed by school teachers), and some foreign camps are completely equipped by themselves or together with partners. "Somewhere we are provided only with territory, accommodation, food and cleaning services. And we provide staff to work with children, develop recreation programs," says A. Every summer, the company hires about 250 people to work in foreign camps - this is seasonal staff, most of them work from X to several years.

Last year, the company sent about 5,000 children to children's health camps, and in 2011 demand is likely to grow by 30% - places are already being actively booked. The CEO is pleased with how this business segment is developing: children's recreation is a stable direction, and the likelihood that someone will be able to press the leaders is small. "Many large tour operators consider children's recreation more like a secondary product, they need it only to increase the load of charter flights. In addition, organizing children's tours is more troublesome and nervous than for adults," she says. In this case, the operator bears additional legal and moral responsibility, and you can earn no more here than by selling ordinary tours.

In the summer, six employees of the children's department work with full dedication. During the autumn, spring and New Year holidays, they offer bus tours for children. However, in the off-season, the number of tour groups is much smaller, and employees often sit idle.

In addition to children's activities, X organizes bus tours for adults - four other employees are involved in this. In a number of countries (France, Italy, Czech Republic, Poland) the company has good offers and large sales volumes. The bus tourism market is also growing, with the opening of the St. Petersburg office, the company plans to expand the direction and offer trips around Scandinavia. However, the demand for bus tours has no seasonality, here the load is uniform, therefore, according to A, it makes no sense to transfer temporarily free employees of the children's department here.

"The best companies in the tourism market are those that have strong positions in both summer and winter destinations. For example, they sell Thailand and Egypt in winter, and Turkey in summer," comments A. The optimal solution for X is to find the same mass product for winter as children's summer holidays.

### Questions and tasks:

1. How to load the staff of the children's department in the winter so that the employees can return to their duties in the summer?
2. Should we gradually develop all promising areas or focus on one?
3. Is it possible (and is it necessary) to break the stereotype of travel agencies that are accustomed to perceiving X exclusively as a children's tour operator.

### Answer options (keys)

Alternatively, you could take ski tours. However, this segment has already been firmly occupied by other tour operators, which are difficult to deal with in the main areas of ski holidays. At the same time, A. is sure that the presence of foreign partners with whom the company has established trusting relationships can become the basis for business development. "Sometimes it takes time to promote something new. We can afford to act strategically, working at zero for some time, only with those with whom we are sure that we will continue to develop and earn together," explains A.

In particular, X has a strong relationship with a Slovak company. Now Slovakia is promoting its ski resorts in the Tatras, lifts are being built here and hotels are being reconstructed. Local recreation areas were popular with Russians even before the country joined the Schengen, but now the audience has to be won over again. Last winter, together with other operators, X organized a weekly charter flight to the city of Poprad, sold ski tours and organized a children's ski camp in the Low Tatras. But the company's results in the ski direction, according to Zoya, are worse than those of competitors. "Travel agencies specializing in this type of recreation do not perceive us as a ski operator, everyone knows that we are engaged in children's recreation," notes A.

Sports tourism is another potential direction for the development of the tour operator. Last year, 15% of the children sent on summer holidays went as part of sports groups, and during the year the company organized sports camps for swimmers, basketball players, football players, and children involved in sports dancing. X also had experience organizing amateur children's karate competitions in Turkey.

A. is sure that the demand for organizing sports camps and amateur competitions (both among children and adults), as well as trips of fans to international events that take place all year round, will grow. Now, for example, the company sends tourists to the Ice Hockey World Championship, held in Bratislava and Kosice.

However, the groups that X works with are either her longtime clients or came on their recommendation. To develop sports tourism, you need to look for additional channels to reach the target audience, to advertise. It seems that no one has yet seriously dealt with this in the tourism market, and how to approach the issue is not yet very clear. Sports tourism is well developed abroad, while in Russia, X has a chance to become one of the first.

Another promising way is health and medical tourism, which is gaining popularity. For partners from Eastern Europe, with which X cooperates on children's tourism, this is a strategic direction of development. In Slovakia, Hungary, the Czech Republic there are many balneological resorts, good sanatoriums and specialists, prices are lower than in Western Europe, and not higher than in Russia. In addition, there are no clear leaders in this niche yet. But he does not dare to choose it as the main A.. There are examples of companies that tried to promote health tourism, but did not succeed - perhaps they were doing something wrong. On the other hand, the company could start offering children's resorts and programs, which may well be done by employees of the "children's" department. In this case, A. will have to hire additional medical specialists. But, most importantly, medical tourism is a year-round direction, so it is unlikely that it will be possible to create a balance for summer children's recreation with its help.

"Perhaps the greatest success can be achieved by becoming a host, first for Russian tourists, and then for foreign tourists. Many groups that come to Moscow and St. Petersburg are for children, and the main volumes of excursions fall just in the spring, autumn and winter seasons," says the general director. The company has good connections and developments in this area, and the three employees of the domestic tourism department who "sit at the reception" in winter can be strengthened by free people from the "children's" department. According to A., at the moment this is the most promising direction, especially since there are no obvious leaders here again.

### Evaluation criteria

Requirements Points

Brainstorming requirements 0-3

Fixed participation in all stages of work (preparation, generation, criticism, reflection) 0-4

The task is expanded enough to reflect the essence (phenomena / problems / studies), 3 final solutions are proposed 0-3

**Total 0-10**

### Критерии оценивания

| Требования  | Баллы       |
|---|-------------|
| Соблюдены требования мозгового штурма   | 0-3         |
| Зафиксировано участие во всех этапах работы (подготовка, генерация, критика, рефлексия)                                     | 0-4         |
| Задача развернута достаточно для отражения сути (явления / проблемы / исследования), предложены 3 итоговых варианта решения | 0-3         |
| <b>Всего</b>  | <b>0-10</b> |

### **3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

**Текущий контроль** успеваемости проводится с использованием оценочных средств, представленных в п. 2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

**Промежуточная аттестация** проводится в форме экзамена. Экзамен проводится по расписанию промежуточной аттестации. Количество вопросов в экзаменационном задании – 2. Проверка ответов и объявление результатов производится в день экзамена. Результаты аттестации заносятся в экзаменационную ведомость и зачетную книжку студента. Студенты, не прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Учебным планом предусмотрены следующие виды занятий:

- лекции;
- практические занятия.

В ходе лекционных занятий особое внимание уделяется философской проблематике профессионально-личностного развития обучающихся, рассматриваются условия и возможности такого развития, фиксируется необходимость творчества в профессиональной деятельности, даются рекомендации для самостоятельной работы и подготовке к практическим занятиям.

В ходе практических занятий углубляются и закрепляются знания студентов по ряду рассмотренных на лекциях вопросов.

При подготовке к практическим занятиям каждый студент должен:

- изучить рекомендованную учебную литературу;
- изучить конспекты лекций;
- подготовить ответы на все вопросы по изучаемой теме.

В процессе подготовки к практическим занятиям студенты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на лекциях и практических занятиях, должны быть изучены студентами в ходе самостоятельной работы. Контроль самостоятельной работы студентов над учебной программой курса осуществляется в ходе занятий методом устного опроса. В ходе самостоятельной работы каждый студент обязан прочитать основную и по возможности дополнительную литературу по изучаемой теме, дополнить конспекты лекций недостающим материалом, выписками из рекомендованных первоисточников, выделить непонятные термины, найти их значение в энциклопедических словарях.

Для подготовки к занятиям, текущему контролю и промежуточной аттестации студенты могут воспользоваться электронно-библиотечными системами и программным обеспечением Libre Office. Также обучающиеся могут взять на дом необходимую литературу на абонементе университетской библиотеки или воспользоваться читальными залами.