MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

Federal state autonomous educational institution of higher professional education

“Ural Federal university named after the first president of Russia B.N. Yeltsin”

Institute of Social and Political sciences

Department of Philosophy

Chair of Social Philosophy

Approved by

Pro-vice-chancellor in science

V.V. Kruzhaev

2015

Programme of the discipline

METHODOLOGICAL FOUNDATIONS OF SOCIAL COMMUNICATION THEORY

Recommended by methodological council of the Institute of Social and Political sciences for specialty 47.06.01 “Philosophy, ethics and religious studies”

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| --- | --- | --- | --- |
| EP code | Speciality | Specialisation | Discipline code in the curriculum |
| 47.06.01 | Philosophy, religious studies, ethics | Social philosophy | FTD.1 |

Ekaterinburg, 2015

1. GENERAL CHARACTERISTIC OF DISCIPLINE METHODOLOGICAL FOUNDATIONS OF SOCIAL COMMUNICATION THEORY

The programme of discipline (the level of training of highly qualified personnel) is compiled in accordance with Federal state educational standards for higher professional education

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| --- | --- | --- | --- |
| Speciality code and the level of training | Speciality | Requisites of the order of the Ministry of Education and Science of the Russian Federation on Federal State Education Standard of Higher Education (FSES HE) approving and putting into operation | |
| Date | Order number |
| 47.06.01 | Philosophy, religious studies and ethics | July 30, 2014 | 905 |
| Version of the order of April 30, 2015 | 464 |

**1.1. Summary of the content of the discipline**

The purpose of the discipline is the study of discipline aimed at the development by graduate and post-graduate students of a certain result of training:

1. to use knowledge of modern problems of philosophy and basic methods of scientific research in their professional activities;

2. to work with scientific and philosophical texts and the semantic constructions presented in them;

3. to apply various methods of scientific and philosophical research to collect, analyse and classify information and use the information obtained in professional activities;

4. to use knowledge of traditional and modern problems of philosophy in the process of pedagogical activity.

**1.2. Learning outcomes of the discipline**

The study of discipline is aimed at mastering learning outcomes (LO) presented by the postgraduate students in the form of the following abilities:

LO 1: the ability to carry out research and teaching activities on basic professional educational programme of higher education (BPEP HE) on the basis of critical analysis and evaluation of scientific achievements of the past, the ability to generate new ideas.

LO 2: the ability to design and implement comprehensive scientific research and teaching activity on the BPEP HE with the use of knowledge in the field of history and philosophy of science.

LO 4: the ability to work in the Russian and international teams to solve problems of scientific research as well as perform scientific and educational tasks.

As a result of mastering the discipline, the graduate student must:

**Know**: the history of the formation of social philosophy, the main methodological approaches to the construction of social ontology.

**Be able**: to choose and apply adequate methods of analysis in the relevant subject areas of social philosophy and related social and humanitarian disciplines.

**Show competence in**: using conceptual and categorical framework and logic of various philosophical and general scientific methodologies.

The result of mastering the discipline is the formation of the following competencies:

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| --- | --- | --- |
| UC-2 | ability to design and carry out complex studies, including interdisciplinary ones, on the basis of an integral systematic scientific worldview using knowledge in the field of history and philosophy of science | |
| UC-5 | ability to plan and solve problems of their own professional and personal development | |
| PC-1 | in-depth knowledge of modern concepts of ontology and the theory of knowledge, the ability to describe them competently, compare and offer both reasoned criticism and constructive ways of solving problems |
| PC-2 | ability to employ scientific research methods, the ability to set new goals and achieve new results in the corresponding subject area |
| PC-4 | readiness to conduct expert and analytical work on ontological, methodological, epistemological and cognitive problems in other philosophical, general scientific and special scientific fields of knowledge, present its results in the form of scientific publications, reports and conclusions |

UC – universal competence

PC – professional competence

**1.2 Scope of discipline**

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| --- | --- | --- |
| **Academic activities, forms of control** | **Teaching hours, in total** | **Semester, number** |
| 4 |
| **Classroom activities** | 4 | 4 |
| Lectures | 4 | 4 |
| Seminars | - | - |
| Laboratory works | - | - |
| Self-study of graduates, including all types of current assessment | 104 | 104 |
| **Interim assessment** | credit | credit |
| **Scope of discipline according to curriculum, academic hours** | 108 | |
| **Scope of discipline according to curriculum, credit units** | 3 | |

**2. CONTENT OF THE DISCIPLINE**

|  |  |  |
| --- | --- | --- |
| Code of the section and topic | Section and topic of the discipline | Content |
| S1 | Methodological problems of communication in modern society | Modern theories of communicative and creative action and their place in the socio-philosophical theory. “Communication matrix” and social rhetoric |
| S2 | Ways of managing communicative societies | Communicative networks and aggregating human actions. Communicative societies as hostages of communicative process: conditions of their conservation and disintegration |

**3. Time allocation**

3.1 Allocation of time on classroom activities and assessment on sections

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|  | | |  | | | | Scope of the discipline (credit units):3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section of the discipline | | | Lessons (teaching hours) | | | | Self-study: types, amount and scope of work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section code, topics | Section title, topics | **Total amount for the section, topic (academic hours)** | **Total amount of classroom work (academic hours)** | Lectures | Seminars | Laboratory work | **Total amount of self-study (academic hours)** | Preparation for lecture classes(academic hours) | | | | | Independent extracurricular activities (amount) | | | | | | | | | | Preparation for control activities of the current certification (quantitative) | | | Preparation for the interim assessment on discipline (academic hours) | | | | Preparation for interim certification in module in the framework of the discipline (hour) | | | |
| Total | Lectures | Seminars | Laboratory work | Research seminar, conference-seminar | **Total (academic hours)** | Home task | Work in technical drawing\* | Report, essay, creative work\* | Individual or collaborative project\* | Translation of foreign texts\* | Calculations,, software development | Calculation-drawing work\* | Coursework\* | Course project \* | **Total (academic hours)** | Test\* | Colloquium\* | Credit (with exam) | Credit (without exam) | | Examination | Integrative examination on the module | Module project | Integrated assessment mark on the disciplines of the module | |
| S1 | Methodological problems of communication in modern society | **48** | **2** | **2** |  |  | **46** | **2** | **2** |  |  |  | **44** | 24 |  | 20 |  |  |  |  |  |  |  |  |  |
| S2 | Ways of managing communicative societies | **56** | **2** | **2** |  |  | **54** | **2** | **2** |  |  |  | **50** | 24 |  | 26 |  |  |  |  |  |  | **2** | **2** |  |
|  | **Total (academic hours),** with no account of preparation for assessment | **104** | **4** | **4** |  |  | **100** | **4** | **4** |  |  |  | **94** | 48 |  | 46 |  |  |  |  |  |  | **2** | 2 |  |
|  | **Total (academic hours):** | **108** | **4** |  | | | **104** |  | | | | | | | | | | | | | | | **6** |  | |  | **4** |  | |  |  | |  |

**2. ORGANISATION OF SEMINARS AND SELF-STUDY IN THE FRAMEWORK OF THE DISCIPLINE**

4.1 Laboratory activities

Not implemented.

4.2. Seminars

Not implemented.

**3. CORRESPONDENCE OF THE DISCIPLINE SECTIONS AND EDUCATIONAL TECHNOLOGIES EMPLOYED**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section code, topics of the discipline** | **Educational technologies** | | | | | | **Distant educational technologies, e-learning** | | | | | |
| Projects | Case - analysis | Business games | Task-based learning | Team work | Other (identify the types) | Network training courses | Virtual workshops and simulators | Webinars and videoconferences | Asynchronous web conferences and seminars | Collaboration and content development | Other (identify the types) |
| S 1-2 |  |  |  | + | + |  |  |  |  |  |  |  |
|  |  |  | + | + |  |  |  |  |  |  |  |

**8. MEANS OF CURRENT AND INTERIM ASSESSMENT**

**8.1 MEANS OF CURRENT ASSESSMENT**

**8.1.1 A sample list of test topics**

1. Methods for calculating the amount of pleasure and suffering in utilitarianism and in classical political economy.

2. Possible and real predecessors of T. Parsons’ theory of action.

3. Features of the use of the "ritual" concept in sociology and ethnology.

4. Modern game theories.

5. Communicative aspects of the action and their significance for the development of the action theory.

6. Philosophical theories of action and their relation to philosophical traditions.

7. The problem the action effectiveness assessment.

8. Action as a source of social structures creation.

9. Action as an adventure and action as resistance.

10. Modern theories of revolution.

**8.1.2. A sample list of home task topics:**

1. The concept of "arethe" and the rationale for the training of "virtue."

2. V. Benjamin, german drama and allegory in art history and sociology.

3. R. O. Jacobson and options for the use of metaphor and metonymy.

4. "Anti-empirical turn" in the American philosophy of education.

5. Rethinking rhetoric by R. McKeon, C. Burke, R. M. Pirsig.

6. History of rhetoric and rhetoric of history.

7. Similarities and differences in rhetoric and hermeneutics.

8. The problem of generalization in social theory.

9. The importance of speech ethics in the life of communities.

10. Project of social grammar identification.

11. The concept of relevance and rhetorical doctrine of kairos.

**8.1.3. List of sample report (essay, creative work) topics:**

1. Compare the utilitarian and positivist theories of action.

2. Compare the sociological and economic theories of action.

3. What are the main shortcomings of the "voluntaristic" theory of action?

4. How do communicative and creative theories of action to complement the "voluntaristic" theory?

5. Compare the "voluntaristic" theory of action with the dramatic one.

6. Compare philosophical theories of action with those of social science.

7. How can the ritual elements of the action be described?

8. How can creative moments of action be coined?

9. Compare the degree and nature of the manifestation of creativity in work and game.

10. How does the modern attitude to work affect the properties of modern social structures?

**8.1.4. List of sample questions for a credit test:**

1. Utilitarianism as a theory of action.

2. Action theories in classical political economy.

3. A. Marshall’s action theory in neoclassical economics.

4. V. Pareto’s action theory.

5. E. Durkheim’s action theory.

6. M. Weber’s action theory.

7. T. Parson’s classification of action theory.

8. T. Parson’s interpretation of social action structure.

9. K. Burke’s theory of the action.

10. Theory of action in symbolic interactionism from G. Bloomer to I. Hoffmann

11. Rituals of social interaction

12. Theory of social action in ethnomethodology

13. Communicative theory of social action of J. Habermas

14. The theory of creative action of H. Joas

15. Social action, struggle and conflict

16. Philosophical debates about human activity: M. Heidegger vs. J.-P. Sartre

17. Philosophical disputes about human activity: M. Blanchot v. J.-P. Sartre

18. Action and adventure: "filled" and "empty" action

19. Action and sacrifice: accumulation and waste as functions of action

20. Revolution as a metaphor for action creativity

21. Work and art as metaphors for action creativity

22. Game as a metaphor for creativity

23. Risk and uncertainty in human action

24. The principle of methodological individualism in sociology and economics

25. The principle of methodological unity in praxeology

26. Description of human actions in the economic theory of competition

27. Action, technology and creativity

28. Action, dominance and resistance

29. Comparative analysis of different methods of action analysis

30. Social action as a way of generating a social structure

31. Sophistry as an early form of rhetorical philosophy and the reasons for its traditional underestimation.

32. Contemporary ideas about the meaning of sophistry.

33. Criticism and application of rhetoric by Plato.

34. The main notions of Aristotle’s treatise "Rhetoric."

35. Philosophical criticism of the rhetoric of the stoics and skeptics.

36. The main features of Cicero's rhetoric.

37. Formation of the medieval system of education and rhetoric.

38. Rhetoric and aesthetics of the era of classicism in France.

39. Rhetoric and aesthetics of Augustinianism in England.

40. Pre-romanticism and the "death" of rhetoric.

41. Theories of the language origin of the eighteenth century and the question of the cause of changes in language.

42. Subjective stylistics of Romanticism as a form of otherness of rhetoric.

43. Rhetoric in the framework of formalistic literary criticism.

44. Attempts to reduce the functions of rhetoric to support of logical reasoning.

45. Structuralism and revival of rhetoric.

46. ​​Deconstruction in Europe and America and its rhetorical component.

47. Organic analogy in art and in social creativity.

48. Traditional theory of social organism, its problems and contradictions.

49. Social differentiation as the basis of social integration.

50. Observed and unobservable groups: the problem of design.

51. Regularities in the construction of communities: difference and integrity.

52. The problem of practical logic and its relation to formal logic.

53. Principles of methodological individualism and methodological singularity.

54. Aggregation of individuals’ behavioral acts.

55. The definition of situation and the concept of rationality

9. COMPETENCE CARD

UNIVERSAL COMPETENCE CARD

UC-2

Competence: ability to design and carry out complex studies, including interdisciplinary ones, on the basis of an integral systematic scientific worldview using knowledge in the field of history and philosophy of science (UC-2

CORRESPONDENCE OF COMPETENCE MASTERY STAGES (LEVELS) TO THE LEARNING OUTCOMES AND THEIR ASSESSMENT CRITERIA

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Competence mastery stage (level) | | Learning outcomes (competence mastery level indicators) | | 2 (unsatisfactory/ fail) | | 3 (satisfactory) | | 4 (good) | | 5 (excellent) | |
|  |  | |  | |  | |  | |  | |
| Entrance level (UC-2) -1 | Show competence in designing and carrying out scientific research in a specific scientific field. (UC-2) -I | | Learner does not have the skills in designing and carrying out scientific research in a certain scientific area. | | Learner shows limited skills in designing and carrying out scientific research in a certain scientific area. | | Learner shows basic skills in designing and carrying out scientific research in a certain scientific area. | | Learner effortlessly applies the skills in designing and carrying out scientific research in a certain scientific area. | |
| Be able: to apply knowledge in the field of philosophy in order to substantiate the general cultural significance of scientific research. (UC-2) -I | | Learner does not know how to apply knowledge in the field of philosophy to justify the general cultural significance of scientific research. | | Learner shows limited skills in applying knowledge in the field of philosophy to justify the general cultural significance of scientific research. | | Learner shows sufficient skill in applying knowledge in the field of philosophy to justify the general cultural significance of scientific research. | | Learner shows excellent skill in applying knowledge in the field of philosophy to justify the general cultural significance of scientific research. | |
| Know: basics of philosophy (UC- 2) - I | | Learner does not know the basics of philosophy | | Learner shows limited knowledge of the basics of philosophy | | Learner shows sufficient knowledge of the basics of philosophy | | Learner shows excellent knowledge of the basics of philosophy | |

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| --- | --- | --- | --- | --- | --- |
| Outcome level (UC-2)-П | Show competence in designing and carrying out complex scientific research, including interdisciplinary one based on the systemic scientific worldview. (UC-2) - II | Learner does not show competence in designing and carrying out complex scientific research, including interdisciplinary one based on the systemic scientific worldview. | Learner shows limited competence in designing and carrying out complex scientific research, including interdisciplinary one based on the systemic scientific worldview. | Learner shows basic competence in designing and carrying out complex scientific research, including interdisciplinary one based on the systemic scientific worldview. | Learner effortlessly applies the skills in designing and carrying out complex scientific research, including interdisciplinary one based on the systemic scientific worldview |
|  | Be able: to use knowledge in the field of history and philosophy of science for design and implementation of complex studies, both in a separate field and in interdisciplinary areas (UC-2) - II | Learner is not able to use knowledge in the field of history and philosophy of science for design and implementation of complex studies, both in a separate field and in interdisciplinary areas . | Learner shows limited ability to use knowledge in the field of history and philosophy of science for design and implementation of complex studies, both in a separate field and in interdisciplinary areas. | Learner shows sufficient skill in using knowledge in the field of history and philosophy of science for design and implementation of complex studies, both in a separate field and in interdisciplinary areas. | Learner shows excellent skill in using knowledge in the field of history and philosophy of science for design and implementation of complex studies, both in a separate field and in interdisciplinary areas |
|  | Know: history and philosophy of science (UC- 2)- II | Learner does not know history and philosophy of science | Learner shows limited knowledge of history and philosophy of science . | Learner shows sufficient knowledge of history and philosophy of science . | Learner shows excellent knowledge of history and philosophy of science . |

UNIVERSAL COMPETENCE CARD

UC-5

Competence: ability to plan and solve problems of their own professional and personal development

**CORRESPONDENCE OF COMPETENCE MASTERY STAGES (LEVELS) TO THE LEARNING OUTCOMES**

**AND THEIR ASSESSMENT CRITERIA**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Competence mastery stage (level) | | Learning outcomes (competence mastery level indicators) | | 2 (unsatisfactory/ fail) | | 3 (satisfactory) | | 4 (good) | | 5 (excellent) | |
|  |  | |  | |  | |  | |  | |
| Entrance level (UC-5) -1 | Show competence in basics of self-management. (UC-5) -I | | Learner does not have the skills of self-management. | | Learner shows limited skills of self-management | | Learner shows sufficient skills of self-management . | | Learner shows excellent skills of self-management . | |
| Be able: to assess both personal and professional resources as well as find areas for development (UC-5) -I | | Learner does not know how : to assess both personal and professional resources as well as find areas for development | | Learner shows limited skill in assessing both personal and professional resources as well as finding areas for development | | Learner shows sufficient skill in assessing both personal and professional resources as well as finding areas for development . | | Learner shows excellent skills in assessing both personal and professional resources as well as finding areas for development .. | |
| Know: ways of professional development at modern science and education development stage in both Russia and abroad (UC- 5) - I | | Learner does not know the ways of professional development at modern science and education development stage in both Russia and abroad | | Learner shows limited knowledge of the ways of professional development at modern science and education development stage in both Russia and abroad | | Learner shows sufficient knowledge of the ways of professional development at modern science and education development stage in both Russia and abroad | | Learner shows excellent knowledge of the ways of professional development at modern science and education development stage in both Russia and abroad | |

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| Outcome level **(UC-5)-П** | Show competence in planning and organizing one’s professional and personal development. (UC-2) - II | Learner does not show competence in planning and organizing one’s professional and personal development | Learner shows limited competence in planning and organizing one’s professional and personal development | Learner shows basic competence in planning and organizing one’s professional and personal development . | Learner shows excellent skills in planning and organize one’s professional and personal development |
|  | Be able: to solve current and strategic problems of both professional and personal development (UC-5) - II | Learner is not able to solve current and strategic problems of both professional and personal development . | Learner shows limited ability to solve current and strategic problems of both professional and personal development | Learner shows sufficient ability to solve current and strategic problems of both professional and personal development | Learner shows excellent skills in solving current and strategic problems of both professional and personal development |
|  | Know: specific features of professional activity in the sphere of science and education (UC- 5)- II | Learner does not know specific features of professional activity in the sphere of science and education | Learner shows limited knowledge of specific features of professional activity in the sphere of science and education e . | Learner shows sufficient knowledge of specific features of professional activity in the sphere of science and education | Learner shows excellent knowledge of specific features of professional activity in the sphere of science and education . |

PROFESSIONAL COMPETENCE CARD

PC-1

Competence: ability to set goals and tasks of scientific research in the field of social communication and provide further in-depth development

CORRESPONDENCE OF COMPETENCE MASTERY STAGES (LEVELS) TO THE LEARNING OUTCOMES AND THEIR ASSESSMENT CRITERIA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Competence mastery stage (level) | Learning outcomes (competence mastery level indicators) | 2 (unsatisfactory/ fail) | 3 (satisfactory) | 4 (good) | 5 (excellent) |
| Entrance level (PC-1)- I | Show competence in: primary skills of analysis and adaptation of theoretical material for public presentation . (PC-1)-1 | Learner does not show competence in primary skills of analysis and adaptation of theoretical material for public presentation. | Learner shows limited competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner shows basic competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner effortlessly uses primary skills of analysis and adaptation of theoretical material for public presentation |
|  | Be able to: expound theoretical material and carry out a well-reasoned criticism on its basis (PC-1) -1 | Learner is not able to expound theoretical material and carry out a well-reasoned criticism on its basis | Learner shows limited ability to expound theoretical material and carry out a well-reasoned criticism on its basis | Learner shows sufficient ability to expound theoretical material and carry out a well-reasoned criticism on its basis | Learner shows excellent skill in expounding theoretical material and carry out a well-reasoned criticism on its basis |

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| --- | --- | --- | --- | --- | --- |
|  | Know: fundamental theories of social communication (PC-1) - II | Learner does not know fundamental theories of social communication | Learner shows limited knowledge of fundamental theories of social communication | Learner shows sufficient knowledge of fundamental theories of social communication | Learner shows excellent knowledge of fundamental theories of social communication |
| Outcome level (PC-1)-П | Show competence in: skills of qualified analysis and analysis of modern social concepts of social philosophy aimed at reasoned criticism and constructive solutions to problems | Learner does not have the skills of qualified analysis and analysis of modern social concepts of social philosophy aimed at reasoned criticism and constructive solutions to problems | Learner shows limited skills of qualified analysis and analysis of modern social concepts of social philosophy aimed at reasoned criticism and constructive solutions to problems | Learner shows basic skills of qualified analysis and analysis of modern social concepts of social philosophy aimed at reasoned criticism and constructive solutions to problems | Learner shows excellent skills of qualified analysis and analysis of modern social concepts of social philosophy aimed at reasoned criticism and constructive solutions to problems |
|  |  |  |  |  |  |
| Be able to: apply modern theories in the sphere of social philosophy as reasons for argument (PC- 1) - II | Learner is not able to apply modern theories in the sphere of social philosophy as reasons for argument | Learner shows limited ability in applying modern theories in the sphere of social philosophy as reasons for argument | Learner shows sufficient ability in applying modern theories in the sphere of social philosophy as reasons for argument | Learner shows excellent skills in applying modern theories in the sphere of social philosophy as reasons for argument |
| Know: modern concepts and theories of social philosophy (PC-1)-П | Learner does not know modern concepts and theories of social philosophy | Learner shows limited knowledge of modern concepts and theories of social philosophy | Learner shows sufficient knowledge of modern concepts and theories of social philosophy | Learner shows excellent knowledge of modern concepts and theories of social philosophy |

PROFESSIONAL COMPETENCE CARD

PC- 2

Competence: ability to employ scientific research methods, the ability to set new goals and achieve new results in the corresponding subject area

**CORRESPONDENCE OF COMPETENCE MASTERY STAGES (LEVELS) TO THE LEARNING OUTCOMES**

**AND THEIR ASSESSMENT CRITERIA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Competence mastery stage (level) | Learning outcomes (competence mastery level indicators) | 2 (unsatisfactory/ fail) | 3 (satisfactory) | 4 (good) | 5 (excellent) |
| Entrance level (PC-2)- I | Show competence in: primary skills of analysis and adaptation of theoretical material for public presentation . (PC-2)-1 | Learner does not show competence in primary skills of analysis and adaptation of theoretical material for public presentation. | Learner shows limited competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner shows basic competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner effortlessly uses primary skills of analysis and adaptation of theoretical material for public presentation |
|  | Be able to: formulate new goals and achieve new results in research of social communication (PC-2) -1 | Learner does not know how to formulate new goals and achieve new results in research of social communication | Learner shows limited ability to formulate new goals and achieve new results in research of social communication | Learner shows sufficient ability to formulate new goals and achieve new results in research of social communication | Learner shows excellent skill in formulating new goals and achieving new results in research of social communication |

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| --- | --- | --- | --- | --- | --- |
|  | Know: fundamental theories of social communication (PC-2) - II | Learner does not know fundamental theories of social communication | Learner shows limited knowledge of fundamental theories of social communication | Learner shows sufficient knowledge of fundamental theories of social communication | Learner shows excellent knowledge of fundamental theories of social communication philosophy |
| Outcome level (PC-2)-П | Show competence in: skills of qualified research of social communication (PC-2)-II | Learner does not have the skills of qualified research of social communication | Learner shows limited skills of qualified research of social communication | Learner shows basic skills of qualified research of social communication | Learner shows excellent skills of qualified research of social communication |
|  |  |  |  |  |  |
| Be able to: apply theoretical knowledge in the sphere of modern social philosophical research as reasons for getting new results in the development of the theory (PC- 2) - II | Learner is not able to apply theoretical knowledge in the sphere of modern social philosophical research as reasons for getting new results in the development of the theory | Learner shows limited ability in applying theoretical knowledge in the sphere of modern social philosophical research as reasons for getting new results in the development of the theory | Learner shows sufficient ability in applying theoretical knowledge in the sphere of modern social philosophical research as reasons for getting new results in the development of the theory | Learner shows excellent skills in applying theoretical knowledge in the sphere of modern social philosophical research as reasons for getting new results in the development of the theory |
| Know: contemporary concepts and theories of social communication (PC-2)-П | Learner does not know contemporary concepts and theories of social communication | Learner shows limited knowledge of contemporary concepts and theories of social communication | Learner shows sufficient knowledge of contemporary concepts and theories of social communication | Learner shows excellent knowledge of contemporary concepts and theories of social communication |

PROFESSIONAL COMPETENCE CARD

PC- 4

Competence: readiness to conduct expert and analytical work on ontological, methodological, epistemological and cognitive problems in other philosophical, general scientific and special scientific fields of knowledge, present its results in the form of scientific publications, reports and conclusions

**CORRESPONDENCE OF COMPETENCE MASTERY STAGES (LEVELS) TO THE LEARNING OUTCOMES**

**AND THEIR ASSESSMENT CRITERIA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Competence mastery stage (level) | Learning outcomes (competence mastery level indicators) | 2 (unsatisfactory/ fail) | 3 (satisfactory) | 4 (good) | 5 (excellent) |
| Entrance level (PC-4)- I | Show competence in: primary skills of analysis and adaptation of theoretical material for public presentation . (PC-4)-1 | Learner does not show competence in primary skills of analysis and adaptation of theoretical material for public presentation. | Learner shows limited competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner shows basic competence in primary skills of analysis and adaptation of theoretical material for public presentation . | Learner effortlessly uses primary skills of analysis and adaptation of theoretical material for public presentation |
|  | Be able to: carry out analytical work in the sphere of specific scientific knowledge (PC-2) -1 | Learner does not know how to carry out analytical work in the sphere of specific scientific knowledge | Learner shows limited ability to carry out analytical work in the sphere of specific scientific knowledge | Learner shows sufficient ability to carry out analytical work in the sphere of specific scientific knowledge | Learner shows excellent skill in to carry out analytical work in the sphere of specific scientific knowledge |
|  | Know: methodological problems in the specific scientific area (PC-4) - I | Learner does not know methodological problems in the specific scientific area | Learner shows limited knowledge of methodological problems in the specific scientific area | Learner shows sufficient knowledge of methodological problems in the specific scientific area | Learner shows excellent knowledge of methodological problems in the specific scientific area |
| Outcome level (PC-4)-П | Show competence in:skills of expert and analytical work in the spheres of philosophy, general science and specific science on the issues of social philosophy (PC-4) | Learner does not have the skills of expert and analytical work in the spheres of philosophy, general science and specific science on the issues of social philosophy | Learner shows limited skills of expert and analytical work in the spheres of philosophy, general science and specific science on the issues of social philosophy | Learner shows basic skills of expert and analytical work in the spheres of philosophy, general science and specific science on the issues of social philosophy | Learner shows excellent skills of expert and analytical work in the spheres of philosophy, general science and specific science on the issues of social philosophy |
|  | Be able to: present the results of expert and analytical work in scientific publications, reports and special reports and conclusions (PC- 4) - II | Learner is not able to present the results of expert and analytical work in scientific publications, reports and special reports and conclusions | Learner shows limited ability in presenting the results of expert and analytical work in scientific publications, reports and special reports and conclusions | Learner shows sufficient ability in presenting the results of expert and analytical work in scientific publications, reports and special reports and conclusions | Learner shows excellent skills in presenting the results of expert and analytical work in scientific publications, reports and special reports and conclusions |
|  | Know: content and specific features of expert and analytical work on contemporary issues of social philosophy in various knowledge areas (PC-4)-П | Learner does not know content and specific features of expert and analytical work on contemporary issues of social philosophy in various knowledge areas | Learner shows limited knowledge of content and specific features of expert and analytical work on contemporary issues of social philosophy in various knowledge areas | Learner shows sufficient knowledge of content and specific features of expert and analytical work on contemporary issues of social philosophy in various knowledge areas | Learner shows excellent knowledge of content and specific features of expert and analytical work on contemporary issues of social philosophy in various knowledge areas |