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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

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"_16_" _____02_____ 2023

WORKING PROGRAM OF THE DISCIPLINE

"Introduction to Professional Activity"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Half-time

Moscow 2023

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1. Goals, objectives and planned learning outcomes in the discipline

The purpose of mastering the discipline "Introduction to project activities" is to form students' competencies through mastering knowledge about the basics of project activities, acquiring skills in the field of creating and managing projects that allow them to effectively carry out professional activities.

The main tasks of mastering the discipline "Introduction to project activities" include:

- gradual development by students of a number of basic skills (logical, speech, communication) necessary for the implementation and implementation of projects of varying complexity;
- acquaintance with various types of activities (cognitive, research, creative) carried out as a result of the implementation of projects;
- the formation of thinking, understanding and the ability to independently navigate in “what and why are you doing?”;
- formation of readiness to seek and find their own professional path in various activities;
- getting ideas about projects, design, research activities.

Training in the discipline "Introduction to project activities" is aimed at developing the following competencies among students:

Code and name of competencies	Competence achievement indicators
UK-2. Able to determine the range of tasks within the set goal and choose the best ways to solve them, based on current legal regulations, available resources and restrictions	IUK-2.1. Formulates a set of tasks within the framework of the project goal, the solution of which ensures its achievement IUK-2.2. Identifies the links between the tasks set, the main components of the project and the expected results of its implementation IUK-2.3. Selects the best methods for planning, distributing areas of responsibility, solving problems, analyzing results, taking into account current legal regulations, available conditions, resources and restrictions, and opportunities for use

2. The place of discipline in the structure of the educational program

The discipline refers to the mandatory part of block B1 "Disciplines (modules)".

The discipline "Introduction to project activities" is interconnected logically and methodically with the following disciplines and practices of the EP:

- Project activity
- Project management
- Educational practice (introductory practice)

3. Structure and content of the discipline

The total labor intensity of the discipline is 2 credit(s) unit(s) (72 hours).

3.1 Types of educational work and labor intensity

(according to the forms of education)

3.1.1. Half-time education

No. p / p	Type of study work	Quantity hours	Semesters	
			1	
1	**Auditory lessons**	**14**	14	
	Including:			
1.1	Lectures			

1.2	Seminars/practical classes	14	14	
2	**Independent work**	**58**	58	
3	**Intermediate certification**			
	Pass/Differential Pass/Exam	**pass**	pass	
	Total	**72**	72	

3.2 Thematic plan for studying the discipline

(according to the forms of education)

3.2.1. Half-time education

No. p/p	**Sections/topics disciplines**	**Labor intensity, hour**					
		Total	**Classroom work**				**Independent work**
			Lectures	Seminar / practical training	Laboratory studies	Practical training	
1.1	Topic 1. Acquaintance with the concept of the project.			2			6
1.2	Topic 2. Products of project activities.			2			6
1.3	Topic 3. Stages of project activity.			2			6
1.4	Topic 4. Project planning.			2			6
1.5	Topic 5. Project management.			2			6
1.6	Topic 6. Presentation of project results.			1			6
1.7	Topic 7. Requirements and preparation for public speaking.			1			6
1.8	Topic 8. The difference between design work and scientific research.			1			8
1.9	Topic 9. Criteria for evaluating project work.			1			8
Total				**14**			**58**

3.3 The content of the discipline

Topic 1. Acquaintance with the concept of the project.

Introductory lessons. Brainstorm "What is a project?" (training of associative thinking), generation of project ideas, analysis of their compliance with the accepted definition of the project, acceptance by students of the scheme, concepts and features of the project.

The main criteria for choosing a topic. Requirements for choosing a project topic.

Types of projects by dominant activity. Project Passport Template

Topic 2. Products of project activities.

External products of project activity. Internal products of project activities.

Topic 3. Stages of project activity.

The roles of managers and performers at different stages of the project. Project initiation. Determination of the relevance of the problem, classification of contradictions. Collective thinking, methods of generating ideas. Determining the role of reflection at all stages of project management.

Working in teams: actual problems in the field of personal, scientific and educational interests of students.

Topic 4. Project planning.

Documentation for initiative projects: defining the goals and objectives of the project, planning the expected result, resources and project activities, identifying and assessing risks. Consideration of real projects. Introduction to the PMI standard.

Topic 5. Project management.

Project management methodology. Basic elements of PMBoK. The standard for project management. Project management knowledge areas. State of the art project management software. Consideration of existing information technologies in the Internet environment for the organization of work on the project. Tools effective team communication in the Internet environment. Web services and applications for project management. Tools for non-programmatically creating a business card site for a project.

Topic 6. Presentation of project results.

Computer presentation design tools. Presentation of project results at conferences and competitions. Reflection of the work done within the framework of the discipline, projection of the results obtained onto the further trajectory of the student's development.

Topic 7. Requirements and preparation for public speaking.

Suggestions for the speaker. Preparation technique. General recommendations. Presentation requirements. Main presentation slides. Information content. Design errors.

Topic 8. The difference between design work and scientific research.

The main stages of scientific research and design work

Topic 9. Criteria for evaluating project work.

Evaluation sheet for expert evaluation of project work and project defense. Algorithm for writing the introduction of a research project work

3.4 Topics of seminars / practical and laboratory classes

3.4.1. Seminars/practical classes

Topic 1. Acquaintance with the concept of the project.	Workshop 1
Topic 2. Products of project activities.	Workshop 2
Topic 3. Stages of project activity.	Workshop 3
Topic 4. Project planning.	Workshop 4
Topic 5. Project management.	Workshop 5
Topic 6. Presentation of project results.	Workshop 6
Topic 7. Requirements and preparation for public speaking.	Workshop 7
Topic 8. The difference between design work and scientific research.	Workshop 8
Topic 9. Criteria for evaluating project work.	Workshop 9

4. Educational, methodological and information support

4.1 Main literature

1 Project management: textbook and workshop for universities / A. I. Balashov, E. M. Rogova, M. V. Tikhonova, E. A. Tkachenko; under the general editorship of E. M. Rogova. - Moscow: Yurayt Publishing House, 2023. - 383 p. - (Higher education). - ISBN 978-5-534-00436-6. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/510590

2 Chekmarev, A. V. Management of IT projects and processes: a textbook for universities / A. V. Chekmarev. - Moscow: Yurayt Publishing House, 2023. - 228 p. - (Higher education). - ISBN 978-5-534-11191-0. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/516193

4.2 Additional literature

3 Chernysheva, A. M. Product policy management: textbook and workshop for universities / A. M. Chernysheva, T. N. Yakubova. - Moscow: Yurayt Publishing House, 2023. - 187 p. - (Higher education). - ISBN 978-5-534-01142-5. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/511984

4.3 Electronic educational resources

Electronic educational resource for the discipline is not provided.

5. Logistics

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

6. Guidelines

6.1 Methodological recommendations for the teacher on the organization of training

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

In order for the presentation to be well perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a computer screen or projection screen), how quickly and adequately it is perceived from different audience locations,

under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

6.2 Guidelines for students on mastering the discipline

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude. In interactive classes, students should be active.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

7. Evaluation fund

7.1 Methods for monitoring and evaluating learning outcomes

Competence level indicator

Introduction to project activities					
FGOS VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following universal competencies:					
COMPETENCES		**List of components**	**Competence formation**	**Assessment Tool**	**Degrees of levels of**
INDEX	**FORMULATION**				

			technology	Form**	development of competencies
UK-2	the ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions	**IUK-2.1:** - place, role and significance of project activities in education; - theoretical foundations of project activities; **IUK-2.2:** - organize your project activities; - based on the analysis of the information received (problems), to form the goals and objectives of the project, to find ways to solve the problem; **IUK-2.3:** - skills and abilities of project activity; - the basics of design, modeling and design in the implementation of projects in their professional activities;	independent work, seminars	DS, Z	**A basic level of:** Know the terminology of project activities **Advanced level:** ability to design projects

7.2 Scale and criteria for evaluating learning outcomes

Scales for assessing the results of intermediate certification and their description:

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. Based on the results of the intermediate certification, “pass” or “not pass” is set.

Only students who have completed all types of educational work provided for by the work program in the discipline "Introduction to project activities" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	Description
Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Not credited	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, lack of knowledge, skills, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3 Evaluation tools

List of assessment tools by discipline
"Introduction to project activities"

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
1	Report, message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Pass (D)	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for offset

7.3.1. current control

Topics of reports by discipline
"Introduction to project activities"
(formation of the competence of the UK-2)

1. Relevance and novelty of the project.
2. The practical significance of the project.
3. Analysis of analogs of the developed project.
4. Analysis of the target audience for the project.
5. Requirements for the final result of the project.
6. Alternative concepts for the project.
7. Project Implementation Plan.
8. Project passport message.
9. Message on the results of the sub-stages.
10. A message about the resources used in the project.
11. Message on the tools used to implement the project.
12. Project indicators: aesthetic, ergonomic, economic, technical.
13. Organization of teamwork within the framework of the project.
14. Indicators for evaluating the effectiveness of the project.
15. Discussion of the results of the project

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
1	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under consideration and	The content does not fully reflect the essence of the problem under consideration or the	The content does not fully reflect the essence of the problem under consideration and	The content does not reflect the essence of the problem under consideration or

		the main results obtained.	main results obtained.	the main results obtained.	the main results obtained.
3	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
4	Relevance to the theme	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic.

7.3.2. Intermediate certification

Questions for the test in the discipline
"Introduction to project activities"
(formation of the competence of the UK-2)

1. Basic concepts of the project.
2. Distinctive features of the project.
3. Classification of projects.
4. Project environment, structural diagram of the project environment.
5. Participants of the investment construction project. The main participants of the project.
6. Structural decomposition (tree) of the EPS project.
7. Structural decomposition of WBS works.
8. Definition of project management.
9. What problem does your project solve?
10. What is the object of design - how are you going to solve the problem posed for the project?
11. Are there alternative ways to solve the problem, if so, which ones?
12. Are there analogues of your project on the market, if so, which ones?
13. What is the advantage of your project in comparison with existing analogues or alternative ways of solving the problem?
14. At what stage is your project?
15. Discussion of ideas for future projects, drawing up a work plan for the project.
16. Formulation of ideas and plans on the subject of the project.
17. Change/correction of the time frame of the project stages.
18. Discussion of the distribution of stage tasks by project teams and individual performers.
19. Selected design and project implementation tools.
20. Coordination of the result of work on various tasks of the stage.
21. Project risk analysis.
22. Elaboration of additional ways to support the project.
23. Elaboration of the format for presenting the project to the conference.
24. Discussion of the future project, its continuation.
25. Difficulties of the project and ways to solve them.

26. Presentation of work to the customer and discussion of the project.
27. Analysis of feedback from the customer/expert and making changes to the TOR.
28. Changes and additions to the project, taking into account comments and suggestions.
29. Preparation for the public defense of the project