

*Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia»*

the Shared Research and Educational Center

**PROGRAM
STATE FINAL EXAMINATIONS**

Direction of training / specialties

33.06.01 (060108) Pharmacy

(the code and name of the direction of training / specialty are indicated)

Direction of the program (focus (profile), specialization)

Pharmaceutical technology (in cooperation with the University of Basel)

(name of the educational program in accordance with the direction (profile))

Graduate qualifications Researcher. Research instructor

1. General Provisions

State final examinations (GIA) refers to the basic (mandatory) part of the main educational program for training scientific and pedagogical personnel: the 4th chapter of the “state validation (final validation) of ‘OOP’”. The GIA is carried out upon completion of the development of the basic education program as a whole.

The final validation of postgraduate graduates includes an exam (in the specialty - technology of obtaining drugs, teaching methods and research methodology) and a defense of the final qualification work.

1. Goals and objectives of the State final examinations

2.1. The purpose of the State final examinations is to determine the compliance of the results of mastering the basic educational programs with the requirements of the educational standard of higher education of the RUDN University.

State final certification includes a state examination established by the Academic Council of the university and (or) the defense of the final qualifying work (VKR).

2.2. The tasks of the state final certification are:

- checking the quality of person’s education of basic natural science laws and facts necessary in professional activity;
- Determination of the level of theoretical and practical readiness of the graduate to perform professional tasks in accordance with the acquired qualifications;
- Establishing the degree of a person's aspiration for self-development, improving their qualifications and skills;
- Checking the formation of stable motivation for professional activity in accordance with the types of professional activity provided for by the educational standard of higher education of the RUDN University;
- Checking the ability to organise and manage solutions in non-standard situations and the readiness to take responsibility for them;
- ensuring the integration of education and scientific and technical activities, increasing the efficiency of the use of scientific and technological achievements, reforming the scientific field and stimulating innovation;
- Ensure the quality of training in accordance with the requirements of educational standard of higher education of the RUDN University/ Federal State Educational Standards.

2. The program of the state examination.

3.1. The exam in the specialty - technology of obtaining drugs, pedagogy and methodology of scientific research, is the first stage of the GIA. In preparation for the exam, graduate students get acquainted with the program and questions for the exam in pedagogy. The final stage of the final validation is the defense of the results of the research work and is carried out at a meeting with examination committee.

3.2. As part of the state examination, the degree of development of graduates of the following competencies is checked: UC 1-6; GPC 1-5; PC 1,2.

the ability to critically analyze and evaluate modern scientific achievements generate new ideas when solving research and practical problems, including in interdisciplinary areas (UC-1); the ability to design and carry out complex research based on a comprehensive systemic scientific view using knowledge in the field of history and philosophy of science (UC-2);

willingness to participate in the work of Russian and international research teams to solve scientific and educational problems (UC-3);

readiness to use modern methods and technologies of scientific communication in the state and foreign languages, including the readiness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity, possession of

foreign language communicative competence in official business, educational and professional, scientific, socio-cultural, everyday life spheres of foreign language communication (UC-4);
the ability to follow ethical standards in professional activity (UC-5);
Ability to plan and solve professional and personal development problems (UC-6).

General professional competencies:

ability and readiness to organize scientific research in the field of drug management (GPC-1);

Ability and willingness to conduct scientific research in the field of drug management (GPC-2);

ability and readiness to analyse, generalize and publicly present the results of completed scientific research (GPC-3);

readiness to implement the developed methods and techniques aimed at rational, effective and safe use of medicines (GPC-4);

ability and readiness to use laboratory and instrumental equipment for obtaining scientific data (GPC-5);

and professional competencies:

ability and readiness for scientific research on the development and creation of innovative medicines, including those based on medicinal plant raw materials (PC-1);

ability and readiness for scientific research to obtain more advanced forms of medicines with predictable pharmacokinetic characteristics based on modern technologies (PC-2).

3.3. The scope of the state examination.

The exam is conducted on tickets, which include 3 questions.

1.1. State Exam Content:

Questions about Pedagogy

1. General characteristics of the main theoretical and methodological aspects of higher education pedagogy.
2. Modern development of education in Russia and abroad.
3. Fundamentalization of education in higher education.
4. Object and subject of study of pedagogy and psychology of higher education.
5. Brief description of the current state of higher education in Russia.
6. Modern trends in the development of higher education abroad and the prospects for the development of higher education.
7. Bologna Declaration and Bologna Process.
8. Didactics of higher education. General concept of didactics.
9. The essence of the competence-based approach in education.
10. Characteristics of the structure of pedagogical activity.
11. Pedagogical abilities and pedagogical skills of a higher school teacher.
12. Forms of organization of the educational process in higher education.
13. General concept of activity.
14. Activity and cognitive processes. Cognition as activity.
15. Trends in the development of innovations in higher education.
16. The role and place of the lecture at the university.
17. Seminars and workshops in higher education.
18. Independent work of students as the development and self-organization of the personality of students.
19. Fundamentals of pedagogical control in higher education.
20. The introduction of scientific achievements and the dissemination of advanced pedagogical experience as an innovative process in higher education.
21. Pedagogical design in higher education.
22. Pedagogical technologies and their classification.
23. Modular training in the context of modernization changes in the Russian system of higher

- professional education.
24. The concept and principles of modular training.
 25. Technology of problem learning.
 26. Trends and ideas for the development of innovative activities of teachers of higher education.
 27. Technology of sign-contextual learning. Business game as a leading form.
 28. Description of the case method.
 29. Characteristics of the project method.
 30. Heuristic learning technologies.
 31. Technology of developing education.
 32. Technology of distance learning.
 33. Online training based on webinar technology.
 34. The theory of the planned formation of mental actions as an example of the consistent implementation of the activity approach in training.
 35. Psychology of personality and problems of education in higher education.
 36. Characteristics of the structure of the personality.
 37. Characteristics of personality development.
 38. Development of creative thinking of students in the learning process.
 39. Psychodiagnostics in higher education.
 40. Analysis of the professional activity of a university teacher.
 41. Psychological factors of successful training of students at the university.
 42. Psychological and pedagogical support of students and a teacher of a medical university.
 43. Methods of psychological and pedagogical support of students and a teacher of a medical university.
 44. Advanced training of teachers of a medical university. The dynamics of professional growth of a teacher of a medical university.
 45. Transition from the concept of qualification to the concept of competence.
 46. Key and professional competencies.
 47. The specifics of the pedagogical process in a medical university.
 48. The interaction of the stages of training in the university and the goals of training.
 49. Principles of teaching in a medical school.
 50. Classification of the principles of teaching in a medical university.
 51. Reveal the principle of visibility and the principle of systematicity and consistency in teaching at a medical university.
 52. Expand the principle of accessibility and the principle of the strength of the results of perception and training in a medical university.
 53. Expand the principle of conscientiousness and "feasibility" when studying at a medical university. 28. Reveal the principle of social conditioning and scientific character when studying at a medical university.
 54. Reveal the principle of the practical orientation of training, the principle of purposefulness, consistency and consistency of training in a medical university.
 55. Special, due to the specifics of medical activities, didactic principles.
 56. Education at a medical university. Types of training.
 57. Classification of teaching methods.
 58. Verbal teaching methods in a medical university. 34. Visual teaching methods in a medical school.
 59. Practical types of training in a medical university.
 60. The process of education in a medical university.
 61. Functions and principles of professional education in a medical university. 42. Methods of education in a medical university. (on the example of 2 classifications)
 62. Methods: beliefs and self-beliefs in the organization of educational work in a medical university.

63. Methods: stimulation, encouragement and punishment in the organization of educational work in a medical university.
64. Methods: suggestions and requirements in the organization of educational work in a medical university.
65. Methods: training and exercises in the organization of educational work in a medical university.
66. Methods: behavior correction and an example in the organization of educational work in a medical university.
67. Methods: educational situation and social tests in the organization of educational work in a medical university.
68. Methods: competitive, analysis of activity and communication in the organization of educational work in a medical university.
69. The method of reflection in the organization of educational work in a medical university.
70. The choice of methods in the organization of educational work in a medical university.
71. Distance learning.
72. Technology of modular training.
73. Types of control when studying at a medical university.
74. Business games and simulation games in the organization of training at a medical university.
75. Operational games, role-playing games, business theater in the organization of training at a medical university.
76. Passive and active forms of education in a medical university.
77. Training systems in a medical university (course, cycle, modular).
78. Problems of academic performance in a medical school.
79. Monitoring the quality of education and educational services in a medical university. 121. Legal framework for higher education.
80. The structure of a seminar at a medical university.
81. Requirements for the content of educational material classes in a medical university.
82. The quality of higher medical education in Russia.
83. The quality management system of education at the university.
84. State educational standards of HPE and the professionalism of the teacher.
85. Competence-based approach to teaching in a medical university.
86. Features of the educational environment of a medical university.
87. Features of the educational environment of a medical institution.
88. The problem of professional self-determination and self-realization of medical students.
89. The problem of professional self-determination and self-realization of medical students.
90. Organizing by the teacher and carrying out workouts and missed classes for students.
91. Psychological and pedagogical styles of interaction: teacher-student.

Research Methodology Questions

1. Questioning, interviewing, testing, expert survey and sociometry.
2. List the philosophical and psychological foundations of the methodology of science
3. Describe the stages of the formation of a common topic of collective scientific research
4. List the scientific foundations of the methodology of science
5. Describe the steps in planning a collaborative research study.
6. List the ethical and aesthetic foundations of the methodology of science
7. Give examples of the implementation of the results of collective research.
8. Indicate the main features of scientific activity
9. Formulate the rules for conducting discussions in research teams.
10. Formulate the basic principles of scientific knowledge
11. List modern modeling techniques
12. List the means of scientific research.

implementation of the results, prospects for the practical use of the data obtained (practical recommendations, methodological recommendations). An urgent scientific task must be solved in accordance with the research profile performed (specialty or scientific disciplines).

In the study, modern methods of collecting and processing primary information (actual data) should be applied. The volume of preliminary information should be sufficient to obtain convincing and reliable results by the chosen research methods.

A dissertation for the degree of Candidate of Sciences, completed in accordance with the criteria that must be met for the theses for the degree of the candidate (Decision of the Government of the Russian Federation of 24.09.2013 No. 842 "On the procedure for awarding academic degrees", paragraphs 9, 10 and 11) for defending the final qualification work.

Recommended structure for graduate qualification work:

- Introduction (relevance, purpose, objectives, scientific novelty, scientific and practical value of the results)
- Literature review
- Materials and research methods
- Research results
- Conclusions
- Practical advice
- Bibliography

The order of submission of the final qualifying work:

The work should be written using a computer and printed on one side of a sheet of white paper of the same grade A4 (210x297 mm) with one and a half spacing and a font size of 12-14 points.

the final qualifying work is presented in a folder in which the printed pages.

The final qualifying work is sent for review by 2 reviewers appointed at the department meeting.

Together with a copy of the work, a review of the scientific supervisor, reviews, reprints of scientific articles on the topic (at least one), or the text of the article, with information from the editorial office of the journal, that has been accepted for publication, are submitted for defense.

Evaluation

- "Excellent" - the final qualification work meets all the requirements for the content, design and presentation of the research work. There are positive reviews. Reasonable answers to all the questions asked. The graduate student demonstrates complete fluency in information about all sections of the study, and an overview of the topic under study.
- 'Good' - the final qualification work meets all the requirements for the content, design and presentation of the research work. There are positive reviews. Complete answers to most questions asked about the merits of work; Comments or recommendations of members of the State Certification Committee on the presentation of the research results (presentation, construction of a report).
- • "Satisfactory" - the final qualified work generally meets the requirements for the content, design and presentation of the research work, but there are comments on the content and presentation of the research results; Difficulty answering questions (incomplete, illogical). There are comments in the reviews, but the conclusions of the reviewers are positive.
- • "Unsatisfactory" - the final qualified work does not meet the requirements for the content, design and presentation of the research work. The answers to most questions are unsatisfactory.

creators:

Ph.D., Associate Professor

Lazar Simon

Program Manager:

Director of the Shared Research
and Educational Center, Doctor of Pharmacy.

Abramovich R.A.