

Документ подписан простой электронной подписью

Информация о владельце:

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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education  
"NORTH CAUCASUS FEDERAL UNIVERSITY"

**APPROVED BY**

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**WORK PROGRAM OF THE DISCIPLINE**

Foreign Language

Area of study – 11.03.02 – Infocommunication Technologies and Communication Systems

Profile - Intelligent data processing in

information and communication systems and networks

Year of start - 2026

Form of study - full-time

Implemented in semester -1-2

**Developed by**

Associate Professor at the School  
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Stavropol 2026

### 1. The purpose and objectives of mastering the discipline

**The purpose of mastering the discipline** "Foreign Language (English)" is to increase the initial level of foreign language proficiency achieved at the previous stage of education, and to master the necessary and sufficient level of communicative and professional competencies by students to solve social and communicative problems in various areas of everyday, cultural, professional and scientific activities when communicating with foreign partners, as well as for further self-education.

**The objectives** of the discipline "Foreign Language (English)" are as follows:

- to develop a stable interest in learning a foreign language;
- to stimulate the creative activity of students;
- to stimulate the research activities of students.

### 2. Place of the discipline in the structure of the educational program

The discipline "Foreign Language (English)" belongs to the disciplines of the compulsory part.

### 3. List of planned learning outcomes in the discipline, correlated with the planned results of the development of the educational program

| Code, formulation of competence                                                                                                                      | Indicator code, wording                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Planned learning outcomes in the discipline, characterizing the stages of the formation of competencies, indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UK-4 Is able to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language(s) | ID-1 UK-4 chooses an acceptable style of business communication in the state and foreign languages, verbal and non-verbal means of interaction with partners in oral and written forms;<br><br>ID-2 UK-4 uses information and communication technologies to increase the efficiency of professional interaction, search for the necessary information in the process of solving standard communicative tasks in the state and foreign languages;<br><br>ID-3 UK-4 evaluates the effectiveness of the applied communication technologies in professional interaction in the state and foreign languages, and selects the optimal ones. | <ul style="list-style-type: none"><li>• Use the basics of establishing different types of communication (oral, written, business, intercultural, network, etc.) when solving problems of professional activity;</li><li>• Types of communication technologies for academic and professional interaction.</li><li>• Communicate in oral, written, hypermedia, and other forms;</li><li>• Reasonably choose the optimal means of communication and communication technologies, taking into account the specifics of academic and professional interaction</li></ul> <p>Apply modern communication technology skills, including in a foreign language(s), for academic and professional interaction</p> |

### 4. Scope of the academic discipline and forms of control

|                                       |                        |
|---------------------------------------|------------------------|
| Class volume: total: 12 ECT 432 hours | OFO,<br>in acad. hours |
|---------------------------------------|------------------------|

|                                                |        |
|------------------------------------------------|--------|
|                                                |        |
| <b>Contact work:</b>                           | 64     |
| Lectures/from them practical training          | - / -  |
| Laboratory work/from them practical training   | - / -  |
| Practical training/of which practical training | 64 / 0 |
| <b>Independent work</b>                        | 314    |
| <b>Forms of control</b>                        |        |
| Exam                                           | 54 / 0 |
| Credit                                         | -      |
| Credit with a grade                            | -      |
| Computational and graphic works                | -      |
| Term papers                                    | no     |
| Tests                                          | no     |

**5. The content of the discipline, structured by topics (sections) with an indication of the number of hours and types of classes**

| №          | Section (topic) of the discipline and summary                                                          | Emerging competencies, indicators   | Full-time                                                                                    |                     |       |                  | Independent work, hours | Forms of current monitoring of progress |
|------------|--------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------|---------------------|-------|------------------|-------------------------|-----------------------------------------|
|            |                                                                                                        |                                     | Contact work of students with the teacher / of them in the form of practical training, hours |                     |       |                  |                         |                                         |
|            |                                                                                                        |                                     | Lectures                                                                                     | Practical exercises | Tests | Group Counseling |                         |                                         |
| 1 semester |                                                                                                        |                                     |                                                                                              |                     |       |                  |                         |                                         |
|            | Section 1. The United Kingdom of Great Britain and Northern Ireland.                                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 |                                                                                              |                     |       |                  |                         |                                         |
| 1          | Communication situation: The United Kingdom of Great Britain and Northern Ireland. Grammar: The nouns. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | -                                                                                            | 2                   | -     | -                | 10                      | Interview                               |
| 2          | Communication situation: The United Kingdom of Great Britain and Northern Ireland. Grammar: The nouns. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | -                                                                                            | 2                   | -     | -                | 10                      | Interview                               |
| 3          | Communication situation: The United Kingdom of Great Britain and Northern Ireland. Grammar: The nouns. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | -                                                                                            | 2                   | -     | -                | 10                      | Interview                               |
| 4          | Communication situation: British countryside and environment. Grammar: The article.                    | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | -                                                                                            | 2                   | -     | -                | 10                      | Interview                               |

|                   |                                                                                           |                                     |   |           |   |   |            |           |
|-------------------|-------------------------------------------------------------------------------------------|-------------------------------------|---|-----------|---|---|------------|-----------|
| 5                 | Communication situation:<br>British countryside and environment. Grammar:<br>The article. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 6                 | Communication situation:<br>British countryside and environment. Grammar:<br>The article. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 7                 | Communication situation:<br>Cities.<br>Grammar: The adjectives.                           | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 8                 | Communication situation:<br>Cities.<br>Grammar: : The adjectives.                         | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 9                 | Communication situation:<br>Cities.<br>Grammar: The adjectives.                           | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 10                | Communication situation:<br>British education.<br>Grammar: The numerals.                  | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 11                | Communication situation:<br>British education.<br>Grammar The numerals.                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 12                | Communication situation:<br>British education.<br>Grammar: The numerals.                  | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 13                | Communication situation:<br>Art and architecture.<br>Grammar: Pronouns.                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 14                | Communication situation:<br>Art and architecture.<br>Grammar: Pronouns.                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 15                | Communication situation:<br>Art and architecture.<br>Grammar: Pronouns.                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 16                | Situation: Leisure:<br>holidays and sports.<br>Grammar: The verb.                         | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
| 17                | Situation: Leisure:<br>holidays and sports.<br>Grammar: The verb.                         | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | -         | - | - | 12         | Interview |
| 18                | Situation: Leisure:<br>holidays and sports.<br>Grammar: The verb.                         | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | -         | - | - | 12         | Interview |
|                   | <b>TOTAL for 1 semester</b>                                                               |                                     |   | <b>32</b> |   |   | <b>184</b> |           |
| <b>Semester 2</b> |                                                                                           |                                     |   |           |   |   |            |           |
|                   | <b>Section 2. The United States of America</b>                                            | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 |   |           |   |   |            |           |
| 19                | Situation: The United States of America.<br>Grammar: Adverbs.                             | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 8          | Interview |

|    |                                                                                                               |                                     |   |   |   |   |   |           |
|----|---------------------------------------------------------------------------------------------------------------|-------------------------------------|---|---|---|---|---|-----------|
|    | Continuous times                                                                                              |                                     |   |   |   |   |   |           |
| 20 | Communication situation:<br>Some interesting facts<br>about the USA.<br>Grammar: Perfect<br>Continuous Tenses | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 21 | Communication situation:<br>Some interesting facts<br>about the USA.<br>Grammar: Perfect<br>Continuous Tenses | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 22 | Social situation: The most<br>important American cities.<br>Grammar: Perfect Tenses                           | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 23 | Communication situation:<br>Educational structure in<br>the USA.<br>Grammar: Simple Group<br>Tenses           | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 24 | Social situation: USA<br>landmarks.<br>Grammar: The verb to be,<br>to have.                                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 25 | Social situation: USA<br>landmarks.<br>Grammar: The verb to be,<br>to have.                                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 26 | Social situation: Popular<br>US sports.<br>Grammar: Classification of<br>verbs. Infinitive.                   | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
|    | <b>Section 3. Canada</b>                                                                                      | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 |   |   |   |   | 8 |           |
| 27 | Communication situation:<br>Canada – some historical<br>facts. Grammar: The<br>Passive Voice.                 | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 28 | Social situation: Canadian<br>countryside and<br>environment. Grammar:<br>Modals.                             | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 29 | Social situation: Cultural<br>mosaic.<br>Grammar: Adverbs.                                                    | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 30 | Communication situation:<br>The education system in<br>Canada. Grammar:<br>Prepositions.                      | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |
| 31 | Social situation: Canadian<br>landmarks. Grammar:<br>Conjunctions.                                            | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2 | - | - | 8 | Interview |

|    |                                                              |                                     |   |           |   |   |            |           |
|----|--------------------------------------------------------------|-------------------------------------|---|-----------|---|---|------------|-----------|
| 32 | Social situation: Canadian landmarks. Grammar: Conjunctions. | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 8          | Interview |
| 33 | Communication situation: Canadian sports. Review             | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 8          | Interview |
| 34 | Communication situation: Canadian sports. Review             | ID-1 UK-4<br>ID-2 UK-4<br>ID-3 UK-4 | - | 2         | - | - | 10         | Interview |
|    | <b>Exam</b>                                                  |                                     |   |           |   |   | <b>54</b>  |           |
|    | <b>TOTAL for the 2nd semester</b>                            |                                     |   | <b>32</b> |   |   | <b>184</b> |           |
|    | <b>TOTAL</b>                                                 |                                     |   | <b>62</b> |   |   | <b>368</b> |           |

## 6. Fund of assessment tools for the discipline

The Assessment Tools Fund (WFF) for the discipline is based on the list of competencies to be mastered with the indication of indicators. The FAT provides objective control over the achievement of the planned learning outcomes. The FAT includes:

- description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales;
- methodological materials that determine the procedures for assessing knowledge, skills, and (or) work experience that characterize the stages of competence formation (included in the methodological guidelines for those types of work that are provided for by the curriculum and provide for the assessment of the formation of competencies);
- standard assessment tools necessary for assessing knowledge, skills and the level of competence formation.

The FAT is an appendix to this discipline program.

## 7. Methodical instructions for students on the development of the discipline

The discipline is built on a thematic principle, each topic is a logically complete section.

Practical classes are conducted in order to consolidate the learned information, to acquire skills for its application in solving practical problems in the relevant subject area.

Independent work of students is aimed at independent study of additional material, preparation for practical and laboratory classes, as well as the performance of all types of independent work.

For the successful development of the discipline, it is necessary to perform all types of independent work, using the recommended sources of information.

## 8. Educational, methodological and information support of the discipline

### 8.1. List of basic and additional literature necessary for mastering the discipline

#### 8.1.1. List of basic literature:

1. Foreign Language (English): Textbook (Practicum) / O. O. Varnavskaya, L. G. Gubanova, G. N. Nezhelskaya [i dr.]; North Caucasus Federal University, Institute of Humanities, Department of Foreign Languages for Humanities and Natural Specialties. – Stavropol: North Caucasus Federal University, 2022. – 109 p. – EDN KNOECH.

2. Online Course: English Language for Humanities and Natural Science Specialties: Electronic Educational Course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya; FGAOU HPO Sev.-Kav. feder. un-t.- Stavropol: NCFU, 2020. on the basis of LMS Moodle NCFU

#### 8.1.2. List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; Federal State Autonomous Educational Institution of Higher Professional Education Sev.-Kav. Feder. University - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English Language for Schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 18.01.2023). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 18.01.2023). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 18.01.2023). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

## **8.2. List of educational and methodological support for students' independent work in the discipline**

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of English.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of English.

## **8.3. List of resources of the information and telecommunication network "Internet" necessary for mastering the discipline**

1. <http://www.bbc.co.uk/home/today/index.shtml> - BBC Resources & Materials
2. <http://www.englishonline.co.uk> - English Online - English Language Resources
3. <http://www.alleng.ru/english/engl.htm> - English Learning Resources
4. <http://www.english-globe.ru/> - English Learning Resources
5. <http://www.britannica.com> is the most complete and oldest universal encyclopedia in English
6. <http://www.multitrans.ru> - electronic dictionary
7. <http://biblioclub.ru> - University Library Online

## **9. List of information technologies used in the implementation of the educational process in the discipline, including a list of software and information reference systems**

At seminars and practical classes, students present presentations prepared by them during the hours of independent work.

Information reference systems:

Information and reference and information and legal systems used in the study of the discipline:

|   |                                                                                                       |
|---|-------------------------------------------------------------------------------------------------------|
| 1 | <a href="http://www.bbc.co.uk/home/today/index.shtml">http://www.bbc.co.uk/home/today/index.shtml</a> |
| 2 | <a href="http://www.englishonline.co.uk">http://www.englishonline.co.uk</a>                           |
| 3 | <a href="http://www.alleng.ru/english/engl.htm">http://www.alleng.ru/english/engl.htm</a>             |
| 4 | <a href="http://www.english-globe.ru/">http://www.english-globe.ru/</a>                               |

Software:

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1. Operating system: Microsoft Windows 8: 2013-02(3000). Perpetual license. Contract No 01-ea/13 dated 25.02.2013. End of free support – 2023-01 Operating system: Microsoft Windows 10: 2016-08(20), 2017-10(67), 2018-01(18), 2018-04(6), 2018-05(6), 2019-02(7). Perpetual license. Contracts No 27-ea/16 dated 02.08.2016. and No 0321100021117000009_229123 dated 10.10.2017. At the moment, the end of support has not been announced.                                            |
| 2 | Basic package of Microsoft Office programs (Word, Excel, PowerPoint). Microsoft Office Standard 2013: Contract No 01-EA/13 dated 25.02.2013, Microsoft Office Licensing <a href="https://support.microsoft.com/ru-ru/lifecycle/search/16674">https://support.microsoft.com/ru-ru/lifecycle/search/16674</a> Lifecycle start date 09.01.2013; Office 2013 Service Pack 1 Lifecycle Start Date 25.02.2014, Mainstream Support End Date 10.04.2018; Additional Support End Date 11.04.2023 |

## 10. Description of the material and technical base necessary for the implementation of the educational process in the discipline

|                     |                                                                                                                                                                                                                        |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practical exercises | Classroom for training sessions, equipped with multimedia equipment and technical teaching aids.                                                                                                                       |
| Independent work    | Room for independent work of students, equipped with computer equipment with the ability to connect to the Internet and the ability to access the electronic information and educational environment of the university |

## 11. Features of mastering the discipline by persons with disabilities

Students with disabilities are provided with special textbooks, teaching aids and didactic materials, special technical teaching aids for collective and individual use, the services of an assistant (assistant) who provides students with the necessary technical assistance, as well as the services of sign language interpreters and typhlo-sign interpreters.

The development of the discipline by students with disabilities can be organized together with other students, as well as in separate groups.

The development of the discipline by students with disabilities is carried out taking into account the peculiarities of psychophysical development, individual capabilities and health status.

In order to ensure the accessibility of higher education under the educational program by persons with disabilities when mastering the discipline (module), the following is ensured:

1) for visually impaired persons:

- the presence of an assistant who provides the student with the necessary technical assistance, taking into account individual characteristics (helps to take a workplace, move, read and complete the task, including by writing down by dictation),
- written tasks, as well as instructions on the procedure for their implementation, are drawn up in enlarged font,
- special textbooks, teaching aids and didactic materials (with large print or audio files),
- individual uniform lighting of at least 300 lux,
- if necessary, the student is provided with a magnifying device to complete the task;

2) for persons with hearing disabilities:

- the presence of an assistant who provides the student with the necessary technical assistance, taking into account individual characteristics (helps to take a workplace, move, read and complete the task, including by writing down by dictation),
- the availability of sound-amplifying equipment for collective use is ensured, if necessary, the student is provided with sound-amplifying equipment for individual use;
- is provided with appropriate sound means of reproducing information;

3) for persons with disabilities with musculoskeletal disorders (including those with severe disorders of the motor functions of the upper extremities or the absence of upper limbs):

- written tasks are performed on a computer with specialized software or dictated to an assistant;
- At the request of the student, tasks can be performed orally.

## **12. Features of the implementation of the discipline using distance educational technologies and e-learning**

According to Part 1 of Article 16 of the Federal Law of December 29, 2012 No 273-FZ "On Education in the Russian Federation", *e-learning* is understood as the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs and information technologies, technical means, as well as information and telecommunication networks that ensure the transmission of this information through communication lines, the interaction of students and teachers. Distance *educational technologies* are understood as educational technologies implemented mainly with the use of information and telecommunication networks with indirect (at a distance) interaction between students and teachers.

The discipline can be implemented using distance learning technologies and e-learning in whole or in part. The components of the discipline's teaching materials (the discipline's work program, assessment and methodological materials, forms of certification), implemented using distance learning technologies and e-learning, contain an indication of their use.

When organizing educational activities with the use of distance educational technologies and e-learning, asynchronous and synchronous ways of interacting with participants in educational relations through the information and telecommunication network "Internet" may be provided.

When using distance learning technologies and e-learning, the schedule for the discipline indicates: ways of interaction between participants in educational relations through the information and telecommunication network "Internet" (videoconferencing, ET - electronic testing); links to the electronic information and educational environment of NCFU, to educational platforms and resources of other organizations to which open access is provided through the information and telecommunication network "Internet"; for synchronous learning - the time of online classes and teachers; for asynchronous learning - the authors of online courses.

When organizing interim certification using distance learning technologies and e-learning, the Methodological Recommendations for the Use of Technical Means That Ensure the Objectivity of Results in the Conduct of Interim and State Final Certification in Educational Programs of Higher Education - Bachelor's Degree Programs, Specialist Programs and Master's Degree Programs with the Use of Distance Educational Technologies (Letter of the Ministry of Education and Education of Russia dated 07.12.2020 No MN-19/1573-AN "On the Direction of Methodological Recommendations") are used.

The implementation of the discipline using e-learning and distance learning technologies is carried out using the electronic information and educational environment of NCFU, to which students have access through the information and telecommunication network "Internet", or using the resources of other organizations, including platforms that provide services for video conferences, online meetings and distance learning (MTS-Link), as well as using the capabilities of social networks for communication between students and teachers.

Educational and methodological support of the discipline implemented with the use of e-learning and distance educational technologies includes a work program, teaching aids or a course of lectures presented in electronic form, guidelines for the implementation of various types of educational activities of students provided for by the discipline, and other educational materials posted in the information and educational environment of NCFU.