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

APPROVED BY
Acting Director of the Institute
Advanced Engineering
A.A. Porokhnya

DISCIPLINE ASSESSMENT TOOLS FUND

"Moral Education Practice"

Field of study	11.03.02 Infocommunication Technologies and Communication Systems
Profile	Intelligent Data Processing in Infocommunication Systems and Networks
Year of start of training	Oct. 2026
Form of study	Full-time
Implemented in a semester	7

Introduction

1. Purpose: this fund of assessment tools is designed to assess the level of competence formation during the current monitoring of progress and intermediate certification of students in the discipline "Moral Education Practice".

2. The FOC is an appendix to the program of the discipline "Moral Education Practice".

3. Developer N.Y. Bratchenko, Associate Professor of the Department of Digital, Robotic Systems and Electronics of the Institute of Advanced Engineering.

4. An examination of the FOC was carried out.

Members of the expert group:

Chairman: N.Y. Bratchenko, Chairman of the CMT of the Institute of Advanced Engineering, Associate Professor of the Department of Digital, Robotic Systems and Electronics of the Institute of Advanced Engineering.

Members of the Commission:

V.P. Mochalov, Professor of the Department of Digital, Robotic Systems and Electronics of the Institute of Advanced Engineering.

S.V. Melnikov, Senior Researcher of the Interdisciplinary Training and Research Center for Agricultural Technologies, Associate Professor of the Department of Digital, Robotic Systems and Electronics of the Institute of Advanced Engineering.

Representative of the employer's organization:

Mironov V.A., General Director of Orintex LLC.

Expert opinion: The FAT for the discipline allows you to assess the level of competence formation. Start approbation.

5. The validity period of the FAT is determined by the period of implementation of the educational program.

1. Description of indicators and assessment criteria at various stages of their formation, description of assessment scales

Levels of competency(s), indicator(s)	Descriptors			
	The minimum level has not been reached (unsatisfactory) 2 points	Minimum level (satisfactory) 3 points	Intermediate level (good) 4 points	High level (excellent) 5 points
<i>Competence: UK-2 Is able to determine the range of tasks within the framework of the goal and choose the best ways to solve them, based on the current legal norms, available resources and constraints</i>				
Learning outcomes in the discipline: <i>Indicator:</i> ID-1 UK-2 formulates the goal of the project, defines a set of interrelated tasks that ensure its achievement and determines the expected results of solving the tasks	knowledge, skills and abilities related to the structure of the goals of moral education and the system of measures are not formed.	basic knowledge, skills and abilities related to the structure of the goals of moral education and the system of measures have been formed.	the basic knowledge, skills and abilities related to the structure of the goals of moral education and the system of measures have been formed.	knowledge, skills and abilities related to the structure of moral education and the system of measures have been formed.
Learning outcomes in the discipline: <i>Indicator:</i> ID-2 UK-2 develops an action plan to solve the tasks of the project, choosing the best way to solve them, based on the current legal norms and available resources and restrictions.	knowledge, skills and abilities related to the international legal framework and interaction between countries in the field of moral education have not been formed	basic knowledge, skills and abilities related to the international legal framework and interaction between countries in the field of moral education have been formed	basic knowledge, skills and abilities related to the international legal framework and interaction between countries in the field of moral education have been formed	knowledge, skills and abilities related to the international legal framework and interaction between countries in the field of moral education have been formed
Learning outcomes in the discipline: <i>Indicator:</i> ID-3 UK-2 ensures the implementation of the project in accordance with the established goals, deadlines and costs, based on current legal regulations, available resources and constraints, including the use of digital tools.	knowledge, skills and abilities related to the use of modern information resources and tools for assessing the level and problems of moral education have not been formed	basic knowledge, skills and abilities related to the use of modern information resources and tools for assessing the level and problems of moral education have been formed	the basic knowledge, skills and abilities associated with the use of modern information resources and tools for assessing the level and problems of moral education have been formed	knowledge, skills and abilities related to the use of modern information resources and tools for assessing the level and problems of moral education have been formed
<i>Competence: UK-10 Able to carry out social interaction and realize his role in a team</i>				

Learning outcomes in the discipline: <i>Indicator:</i> ID-1 ^{UK-10} is familiar with the current legal norms that ensure the fight against corruption in various areas of life, with ways to prevent corruption and form an intolerant attitude towards it;	the values of moral education have not been formed, he is familiar with the current legal norms that ensure the fight against corruption in various areas of life	the basic values of moral education have been formed, he is familiar with the current legal norms that ensure the fight against corruption in various areas of life	basic knowledge, skills and abilities related to the support and implementation of the values of moral education have been formed, he is familiar with the current legal norms that ensure the fight against corruption in various areas of life	the values of moral education have been formed, he is familiar with the current legal norms that ensure the fight against corruption in various areas of life
Learning outcomes in the discipline: <i>Indicator:</i> ID-2 ^{UK-10} prevents corruption risks in professional activities; excludes interference in one's professional activities in cases of inducement to corruption offenses;	knowledge, skills and abilities related to the prevention of corruption risks in professional activities are not formed; excludes interference in their professional activities in cases of inducement to corruption offenses	knowledge, skills and abilities related to the prevention of corruption risks in professional activities are partially formed; excludes interference in their professional activities in cases of inducement to corruption offenses	formed knowledge, skills and abilities related to the prevention of corruption risks in professional activities; excludes interference in their professional activities in cases of inducement to corruption offenses	formed stable knowledge, skills and abilities related to the prevention of corruption risks in professional activities; excludes interference in their professional activities in cases of inducement to corruption offenses
Learning outcomes in the discipline: <i>Indicator:</i> ID-3 ^{UK-10} interacts in society on the basis of an intolerant attitude to corruption.	does not interact in society on the basis of intolerance of corruption.	partially interacts in society on the basis of intolerance of corruption.	interacts in society on the basis of an intolerant attitude to corruption.	confidently interacts in society on the basis of an intolerant attitude to corruption.

Criteria for assessing competencies

The grade "excellent" is given to the student if the vocabulary used corresponds to the task; there are practically no violations in the use of vocabulary; grammatical structures are used in accordance with the communicative task. There are practically no mistakes (1-2 minor mistakes are allowed).

A grade of "good" is given to a student if the vocabulary used corresponds to the communicative task, but there are some inaccuracies in the use of words (2-3), or the vocabulary is limited, but the vocabulary is used correctly; there are a number of grammatical errors that do not impede the understanding of the text (no more than 4).

A "satisfactory" grade is given to a student if an unreasonably limited vocabulary is used; there are often violations in the use of vocabulary, some of which can make it difficult to understand the text (no

more than 4); there are many elementary errors, or there are few mistakes, but they make it difficult to understand the text (6-7 mistakes are allowed in 3-4 grammar sections)

The grade "unsatisfactory" is given to the student if the student does not answer the teacher's questions.

ASSESSMENT TOOLS TO CHECK THE LEVEL FORMATION OF COMPETENCIES

Job Number	Correct answer	Content of the question	Competence
1.	In	What is the highest level of moral development of a person according to the methodological instructions? a) Pre-moral level b) Conventional level c) Autonomous level	UK-2, UK-10
2.	B	What process is defined as a specially organized interaction between a teacher and students in order to form a system of moral values? (a) Moral development b) Moral education c) Ethical education	UK-2, UK-10
3.	B	What is considered a decisive factor in assessing the level of moral education of a person? a) The scope of theoretical knowledge about morality b) Actions and real behavior of a person c) Knowledge of etiquette and decency	UK-2, UK-10
4.	In	What concept includes the inner attitude of a person to act according to his principles and conscience? a) Morality b) Legal culture c) Moral consciousness	UK-2, UK-10
5.	B	What is the role of literature and history in the moral education of students? a) Only introductory (transfer of facts) b) Formation of ideals and values through examples c) Purely entertaining	UK-2, UK-10
6.	A	Which of the following refers to the methods of forming moral consciousness? a) Ethical conversation, debate, lecture b) Assignment, exercise, training c) Competition, encouragement, punishment	UK-2, UK-10
7.	b	What is the essence of "humanistic pedagogy" in relation to the student? b) In the complete absence of demands from the pedagogue b) Recognition of a person as the highest value and reliance on his self-development c) Focusing exclusively on academic success	UK-2, UK-10
8.	B	What level of development is characterized by orientation to external rules and expectations of others? a) Pre-moral b) Conventional c) Autonomous	UK-2, UK-10

9.	B	What is "pedagogical tact"? a) The ability to always agree with the student b) A sense of proportion in the use of means of pedagogical influence c) The ability of the teacher to control discipline by force	UK-2, UK-10
10.	B	What direction of education is closely related to the formation of a culture of interethnic relations? a) Labor education b) Moral education c) Aesthetic education	UK-2, UK-10
11.	B	What is the relationship between education and self-education in student age? a) Education completely replaces self-education b) Self-education becomes the highest form of moral development c) Self-education is not important for the formation of personality	UK-2, UK-10
12.	B	What personality quality is the result of successful labor education, according to section 12? a) Diligence b) Diligence c) Professional suitability	UK-2, UK-10
13.	A	What does the "basic culture of the personality" include? a) Unity of internal morality and external culture of behavior b) Only knowledge of specialized disciplines c) Ability to use digital technologies	UK-2, UK-10
14.	B	What concept describes the process of transforming external moral norms into internal beliefs of a student? a) Socialization b) Interiorization c) Adaptation	UK-2, UK-10
15.	B	What pedagogical situation requires the use of the "explosion method" (according to A.S. Makarenko)? (a) Standard Teaching Work b) The need for a sharp change in the negative orientation of the personality c) Encouragement of excellent students	UK-2, UK-10
16.	a	What is the basis for the formation of discipline in students? a) Conscious acceptance of community norms and rules b) Fear of punishment c) Strict authoritarian control by the administration	UK-2, UK-10
17.	B	What method of education involves the organization of activities in which the student gains experience of moral behavior? a) Method of persuasion b) Method of training (exercises) c) Method of stimulation	UK-2, UK-10
18.	A	What is the main goal of civic education as a part of moral education? a) Formation of responsibility to society and the state b) Study of political history only c) Preparation for professional activity	UK-2, UK-10

19.	B	What are the "driving forces" of the educational process in the methodological instructions? (a) Ministerial Decrees b) Resolution of contradictions (internal and external) c) Availability of modern equipment at the university	UK-2, UK-10
20.	B	Under what conditions do the requirements of the teacher become an effective means of education? a) If they are presented in the form of an ultimatum b) If they are reasoned and understandable to the student c) If they relate only to attendance	UK-2, UK-10
21.	A	What role does the team play in the moral education of a student? a) It is an environment and a tool for the formation of social qualities b) Serves only for the organization of leisure time c) It does not affect personal morality in any way	UK-2, UK-10
22.	B	What is meant by "aesthetics of the university environment"? a) Only the presence of paintings on the walls b) Design of space that contributes to the formation of taste and culture c) Holding ceremonial assemblies	UK-2, UK-10
23.	B	What quality is considered mandatory for an ideal teacher according to Appendix 3 (according to Sh.A. Amonashvili)? a) Strict distance with students b) A lively interest in the personality and life of the student c) Knowledge only of one's subject	UK-2, UK-10
24.	A	What is the "two-sided nature" of the educational process? a) In the interaction of the educator and the pupil (subject-subject relations) b) In obtaining a grade and diploma c) In studying at the university and at home	UK-2, UK-10
25.	b	Which of the following forms of work contributes most to moral development through discussion? a) Lecture-monologue b) Ethical dispute c) Test work	UK-2, UK-10
26.	A	What is "deviant behavior" discussed in topic 7? a) Behavior that deviates from generally accepted moral and legal norms b) Creative behavior of the student c) Active participation in the life of the university	UK-2, UK-10
27.	B	What is the purpose of professional and moral education? a) Only receiving a high salary b) Formation of the code of ethics of the future specialist c) Study of technical standards	UK-2, UK-10
28.	B	Which of the following is a "form of education"? (a) Punishment b) Class hour (curatorial hour) c) Persuasion	UK-2, UK-10
29.	B	What concept characterizes the student's readiness for empathy and sympathy? a) Intelligence	UK-2, UK-10

		b) Empathy c) Logic	
30.	B	What is the final condition necessary for recognizing a student as morally educated? a) Diploma with honors b) Stability of moral habits and behavior in all situations c) No disciplinary sanctions per year	UK-2, UK-10
31.		What is meant by the essence of moral education in higher education?	UK-2, UK-10
32.		What are the three levels of moral development of the individual in the program (premoral, conventional, autonomous)?	UK-2, UK-10
33.		What is the main difference between the educational and educational processes?	UK-2, UK-10
34.		What is the decisive factor in assessing the level of a person's upbringing?	UK-2, UK-10
35.		What are the main functions of education in modern society?	UK-2, UK-10
36.		What is "interiorization" and what role does it play in the formation of moral beliefs?	UK-2, UK-10
37.		What is the difference between the concepts of "pedagogical influence" and "pedagogical interaction"?	UK-2, UK-10
38.		What methods of forming moral consciousness (conversations, lectures, disputes) are described in the manual?	UK-2, UK-10
39.		What is the role of the team in the process of educating the student's personality?	UK-2, UK-10
40.		What is "self-education" and how can a teacher guide this process?	UK-2, UK-10
41.		How does "pedagogical tact" manifest itself when communicating with students?	UK-2, UK-10
42.		What specific features of the process of education distinguish it from simple learning?	UK-2, UK-10
43.		What does the concept of "basic culture of the individual" include?	UK-2, UK-10
44.		What are the objective and subjective criteria of good manners?	UK-2, UK-10
45.		How are the ideas of humane pedagogy (for example, Sh.A. Amonashvili) implemented at the university?	UK-2, UK-10
46.		What is the importance of labor education for the formation of moral qualities?	UK-2, UK-10
47.		What is the "dialectics" of the educational process?	UK-2, UK-10
48.		What methods of stimulating behavior (encouragement, punishment) are considered the most effective?	UK-2, UK-10
49.		What is a "pedagogical situation" and how is it used to analyze the level of morality?	UK-2, UK-10
50.		How are moral, aesthetic and civic education interrelated in the holistic structure of education?	UK-2, UK-10

2. Description of the rating scale

There is no rating system.

Students' progress in each discipline is assessed during current control and intermediate certification. The principles of the rating system for assessing students' knowledge are based on the requirements described in the Regulation on the organization of the educational process based on the rating system for

assessing students' knowledge at NCFU.

3. Criteria for assessing competencies

*The grade "**unsatisfactory**" is given to a student if he or she has not reached the minimum level of competence.*

*The grade "**satisfactory**" is given to a student if he has reached the minimum level of competence formation.*

*A grade of "**good**" is given to a student if he has reached an average level of competence formation.*

*The grade "**excellent**" is given to a student if he has achieved a high level of competence formation.*