



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.M.17 Economy

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

The program was developed by:

Name departments	Position, academic degree , academic rank	Full name developer
EOP	Associate Professor, PhD in Economics	Filina O.V.

Coordination	Name divisions	Date	No. protocol	Signature
Approved	By the EOP	05.03.2026	11	_____ Acting Head of Department, Associate Professor Livshits S.A.
Agreed	Management	10.02.2026	Protocol №5	_____ Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R.

1. The purpose, objectives and planned learning outcomes of the discipline

The purpose of mastering the discipline "Economics" is to study the fundamentals of economics, the principles and laws of the functioning of a market economy, as well as the specifics of micro and macroeconomic analysis and the content of basic terms and concepts.

The objectives of this discipline are:

- familiarization with the theoretical content of modern economic science, its fundamental problems and prospects for the development of progressive forms of economic organization;
- mastery of the conceptual apparatus of economic science, basic graphs, formulas and models used in economic calculations as the basis for making effective decisions;
- acquisition of general scientific methods of cognition within the framework of the methodology of economic science;
- development of skills for assessing economic activity, which form the economic basis of thinking.

Competencies and indicators developed in students:

Code and name of competence	Code and name indicator
UC-2. Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints	UC-2.2 Selects the optimal method for solving problems, taking into account applicable legal norms and existing conditions, resources, and limitations
UC-10. Able to make informed economic decisions in various areas of life	UC-10.1 Demonstrates knowledge of the conceptual and categorical apparatus and methods of economic science
	UC – 10.2 Demonstrates knowledge of the conceptual and categorical apparatus and methods of economic science
GPC-3. Able to develop sound organizational and management decisions, taking into account their social significance, promote their implementation in a complex and dynamic environment, and evaluate their consequences	GPC-3.1 Demonstrates an understanding of the nature of economic processes at the micro and macro levels to justify organizational and management decisions in complex and dynamic environments
	GPC-3.2 Applies basic methods for assessing the needs and effectiveness of an organization's resource use to identify key organizational and management decisions, taking into account their social significance

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

The discipline "Economics" is a mandatory part of the curriculum for the training program 38.03.01 "Economics".

Preceding disciplines (modules), practices, research, etc.:

- Introduction to professional activity

Subsequent disciplines (modules), practical training, research, etc.:

- Organization of entrepreneurial activity
- Money, credit, banks
- Accounting and analysis

3. Structure and content of the discipline

3.1. Structure of the discipline

For full- time education

Type of academic work	Total ZE	Total hours	Semester(s)	
			1	2
GENERAL WORK INTENSITY OF THE DISCIPLINE	6	216	144	72
CONTACT WORK*	-	104.4	64.8	39.6
AUDITING WORK	2.39	86	50	36
Lectures	1.45	52	34	18
Practical (seminar) classes	0.94	34	16	18
INDEPENDENT WORK OF THE STUDENT	3.61	130	94	36
Processing of educational material	2.61	94	58	36
Preparation for midterm assessment	1	36	36	
Interim assessment:			E	Z

For part-time and full-time forms of study

Type of academic work	Total ZE	Total hours	Semester(s)	
			2	3
GENERAL WORK INTENSITY OF THE DISCIPLINE	6	216	144	72
CONTACT WORK*	-	89.1	42.3	46.8
AUDITING WORK	1.72	62	22	40
Lectures	0.89	32	12	20
Practical (seminar) classes	0.83	30	10	20
INDEPENDENT WORK OF THE STUDENT	4.28	154	122	32
Processing of educational material	3.92	141	113	28
Preparation for midterm assessment	0.36	13	9	4
Interim assessment:			E	Z

3.2. The content of the discipline, structured by sections and types of

classes

Sections disciplines	Total hours	Distribution of labor intensity by type of educational work			Forms and appearance control	Indices of indicators of developing competencies
		lectures	etc. zan.	myself. slave.		
Section 1	33	10	4	19	TK1	UK-2.2.Z, UK-10.1.Z, OPK-3.1.Z
Section 2	37	12	6	19	TK2	UK-2.2.B, UK 10.2.B, OPK-3.2.U
Section 3	38	12	6	20	TK3	UK2.2.U, UK 10.2.U, OPK-3.1.V,
Exam	36			36	OM	UK-2.2.Z, UK-10.1U, UK 10.2V, OPK-3.1.Z, OPK-3.2.V
Total for 1 semester	144	34	16	94		
Section 4	24	6	6	12	TK4	UK-2.2.Z, UK-10.2.Z, OPK-3.2.3
Section 5	24	6	6	12	TK5	UK-2.2.B, UK 10.1.B, OPK-3.1.U
Section 6	24	6	6	12	TK6	UK - 2.2.U, UK -0.2.U, OPK-3.1.V,
Credit					OM	UK-2.2.Z, UK-10.1 Z , UK 10.2V, OPK-3.1.Z, OPK-3.2.V
Total for 2nd semester	72	18	18	36		

3.3. Content of the discipline

Section 1. Fundamentals of economic theory.

Topic 1.1. Introduction to economic theory.

Science. Economics as a science. Object of economic science. Subject of economic theory. Political economy. Fundamental and applied analysis in economic theory. Research method. Methodology as a system of methods. General scientific and special methods of economic research. Induction and deduction. Analysis and synthesis. Scientific abstraction. Cause-and-effect method. Empirical method. Methodology of dialectical and historical materialism. Positive and normative analysis. Economic-statistical method. Functional method. Economic-mathematical modeling.

Economic theory within the system of economic sciences. Specific, functional, information-analytical, and historical economic sciences. Microeconomics. Macroeconomics. Meso-economics . Mega-economics . Informational, methodological, analytical, predictive, and practical functions of economic theory.

Economic categories. Economic laws. Value. Labor theory of value. Use value. Exchange value. Surplus value. Factor theory of value. Utility. Theory of marginal utility . Law of diminishing marginal utility. Smith's paradox. Law of value. Stimulating, regulating, and remedial functions of the law of value. Capital. Industrial capital. Circulation of capital. Stages of the circulation of capital and its functional forms.

Topic 1. 2. Evolution of economic science.

Economic science in the ancient period. Mercantilism. Protectionism. Physiocracy . Classical political economy. Marxism. Marginalism. Economics . Keynesianism. Monetarism. Institutionalism .

Topic 1.3. Economic system.

The economic system. Subjects and objects of the economic system. Basic relations (property, distribution, and management). Free and economic goods. Potential and effective needs. Economic resources.

Reproduction of the economic system. Stages of the reproduction cycle: production, distribution, exchange, consumption. Simple and extended reproduction. Extensive, intensive, and integral types of extended reproduction.

The problem of unlimited qualitative and quantitative growth of needs. The problem of absolute and relative scarcity of resources. The problem of choice.

Basic models of economic systems. Traditional, market, command , and mixed economies. Modern market economy models: American, Japanese, and European.

Topic 1.4. Forms of public economy

Subsistence farming. Commercial farming. Simple and developed. (capitalist) commodity production. Commodity. Use value. Exchange value. Concrete labor. Abstract labor. Socially necessary labor time. Labor productivity. Labor intensity. Simple labor. Complex labor. Money. Money issue. Commodity, metal, paper, credit money. Bimetallism. Monometallism. Full-fledged and symbolic (inferior) money. Cash and non-cash money. Electronic money. Plastic cards. Functions of money as a measure of value, means of payment, accumulation, medium of circulation, world money. Absolute liquidity of money. Credit form of accumulation. Freely convertible currencies. Exchange rate.

Section 2. Fundamentals of a Market Economy

Topic 2.1. Market and market equilibrium

Market. Market functions. Market infrastructure. Market structure. Market conditions. Seller's market. Buyer's market. Main market parameters. Demand. Individual demand. Market demand. Quantity demanded. Demand price. Demand factors. Demand function. Demand curve. Law of demand. Giffen effect . Mass consumption effect. Snob effect. Conspicuous consumption effect. Supply. Quantity supplied. Asked price. Supply factors. Supply function. Supply curve. Law of supply.

Market equilibrium point. Equilibrium price. Equilibrium quantity. Equilibrium price functions. Income effect. Substitution effect. Consumer and producer surplus. Walrasian equilibrium model. Marshallian equilibrium model.

Topic 2.2. Elasticity of demand and supply

Elasticity. Elasticity coefficient. Point elasticity. Arc elasticity. Absolute elasticity. Absolute inelasticity. Unit elasticity. Direct price elasticity of demand. Determinants of price elasticity of demand. Cross price elasticity of demand. Substitute

goods. Complement goods. Indifferent goods. Direct income elasticity of demand. Abnormal goods. Normal goods. Price elasticity of supply. Determinants of elasticity of supply. Elasticity of supply in the short, short, and long run.

Topic 2.3. Theory of Consumer Behavior

Utility of goods. The concept of rational economic behavior. Cardinalism .

Total utility. Marginal utility. Law of diminishing marginal utility. Gossen's first law. Gossen's second law . Ordinalism . Indifference curve. Marginal rate of substitution. Budget line. Static and dynamic equilibrium of the consumer. Income-consumption curve. Price-consumption curve. Graphical models of the income effect and the substitution effect.

Topic 2.4. The firm as a subject of the market economy

Spontaneous order and hierarchy. The firm as a hierarchical system. Firm functions: resource management, organizational management, sales management, profit generation and risk bearing, creative functions, and accumulation of experience. The primary goals of the firm. Fundamental principles of firm organization. Limitations on firm activity: technological, financial, demand constraints, government regulation, public control, and time.

Institutions. Transaction costs and their types. Information asymmetry. Causes and limits of firm efficiency. Criterion of optimal firm size.

Topic 2.5. Production Theory

Production. Production technology. Economic and technological efficiency of production. Fixed and variable factors of production. Short-run production function. Total, average, and marginal products. Law of diminishing returns.

Long-run production. Isoquant . Marginal rate of technological substitution. Producer budget constraint. Isocost curve . Optimal combination of resources.

Cost minimization condition. Long-term development trajectory of the firm.

Topic 2.6. Costs and profits of a firm

Costs and their types. Private and social costs. Externalities. Accounting, opportunity, and economic costs. Sunk and non-sunk costs.

Profit concepts: accounting, economic, and normal profit. Short-run costs. Fixed, variable, total, and average costs. Average and marginal costs. Break-even production. Law of increasing marginal costs. Long-run costs.

Topic 2.7. Perfectly and imperfectly competitive markets

Competitive market structure. Perfect competition. Monopolistic competition. Monopoly. Oligopoly. The perfect competition model. Total, average, and marginal revenues of a firm. Optimal output of a perfectly competitive firm. Marginal profit. The profit maximization rule. The pure monopoly model. Natural, raw material, and local monopolies.

Section 3. Factor markets.

Topic 3.1. Labor market

The derived nature of resource demand. Interdependence of resource demand. Marginal product of a factor of production in monetary terms. Marginal resource costs. Profit maximization rules for firms demanding one or more variable factors.

Subjects of supply and demand in the labor market. Wages as income for owners of the labor factor. Nominal and real wages. Time-based and piece-rate wages. The wage system. Paternalism. Supply and demand in the labor market under conditions of perfect competition. The state of full employment. Individual labor supply. Economic rent and transfer income.

Topic 3.2. Natural Resources Market

Land as a factor of production. Actual and potential natural resources. Renewable and non-renewable natural resources. Replaceable natural resources. Land ownership. Land use. Limited supply and immovable nature of natural resources. Features of supply and demand in the land market. Equilibrium point in the land market. Land rent. Differential rent I. Differential rent II. Pure (absolute) rent. Rent and rental fee. Land as a capital asset. Market price of land.

Topic 3.3. Capital Market

Capital. Extended reproduction of capital. Financial capital. Real (physical) capital. Investment. Gross investment. Net investment. Supply and demand in the capital goods market. Fixed capital. Working capital. Physical depreciation of fixed capital. Moral depreciation of fixed capital. Depreciation. Depreciation rate. Rate of return on capital. Equity and debt capital. Supply and demand in the capital services market. Supply and demand in the loan capital market. Interest rate. Rate of return on investment. Time preference. Primitive accumulation of capital. Privatization.

Topic 3.4. Entrepreneurship

Entrepreneurship. Business entities. Direct and indirect methods of state regulation of entrepreneurship. The main objectives of state regulation of entrepreneurship. Types of entrepreneurship. Small, medium, large businesses. Manufacturing, trade, financial, insurance, consulting entrepreneurship. Forms of entrepreneurship. Organizational and legal forms of entrepreneurship. Business partnership (general and limited). Business companies (limited and additional liability companies, open and closed joint-stock companies). Production cooperative. State and municipal unitary enterprises. Forms of association of firms. Cartel. Syndicate. Trust. Concern. Holding. Consortium. Financial and industrial group.

Section 4. Subject and method of macroeconomic theory. System of national accounts.

Topic 4.1. Macroeconomics as a science of the national economy as a whole. Key macroeconomic issues. Key macroeconomic indicators.

Topic 4.2. Gross Domestic Product and Methods of its Measurement. GNI and GDP. Net Factor Income. Final and Intermediate Goods and Services. Eliminating

Double Counting. Calculating GDP Based on Income and Expenditure. Gross and Net Values.

Topic 4.3. Main accounts of the SNA. Nominal and real GDP. GDP deflator. Consumer price index. Differences between the GDP deflator and the CPI.

Section 5. Economic growth. Macroeconomic instability, unemployment, inflation.

Topic 5.1. The concept of the economic cycle. Cycle phases, procyclical and countercyclical indicators.

Topic 5.2. Employment and unemployment. The labor market. Causes of unemployment. Types of unemployment. The concept of the natural rate of unemployment. Hidden unemployment. The relationship between unemployment dynamics and GDP. Okun's law .

Topic 5.3. Inflation and its measurement. Nominal and real indicators. Real and nominal wages, interest rates, exchange rates. Causes of inflation. Demand-pull inflation and cost-push inflation. The role of inflation expectations. Deflation and disinflation . Stagflation.

Section 6. Aggregate demand and its structure. Money market. Joint equilibrium in the goods market and the financial market. (IS-LM model).

Topic 6.1. The concept of aggregate demand. The main components of aggregate demand. Effects explaining the negative slope of the AD curve. Non-price factors influencing shifts in the AD curve.

Topic 6.2. Government Revenue and Expenditure. State Budget. General Concept, Structure, and Levels of Public Finance. Public Debt. Tax Classification. Concept and Main Elements of the Russian Tax System. Structure of the Russian Tax System.

Topic 6.3. Money and its functions. Monetary aggregates. Interest rates and prices in a monetary economy. Demand for money. Money supply. Functions of the central bank. Monetary policy instruments. Open market operations. Refinancing rate. Monetary base, money multiplier, and money supply. Derivation of the LM curve.

Topic 6.4. Conditions of Joint Equilibrium. Uniqueness of Equilibrium. Interaction between the Goods and Financial Markets under Changes in Fiscal and Monetary Policy. Consequences of a Shift in the IS Curve. Investment and Liquidity Traps. Comparative Efficiency of Monetary and Fiscal Policy. Constructing an Aggregate Demand Function from the IS-LM Model.

3.4. Thematic plan of practical classes

1. Method of economic theory.
2. Production Possibility Curve. Law of Increasing Additional Costs

3. Property as an economic category: essence, forms, laws
4. Monetary systems: content and purpose. Evolution of monetary circulation and money.
5. Competition and its types. Competition and monopoly
6. Costs, their essence, structure and classification. Cost theory.
7. Economic equilibrium of a firm in markets of perfect and imperfect competition
8. Individual reproduction: fixed and working capital, their circulation and depreciation.
9. Gross domestic product and methods of its calculation.
10. Macroeconomic equilibrium in the AD-AS model.
11. The mechanism of propagation of cyclical fluctuations: the multiplier-accelerator effect.
12. Macroeconomic instability and unemployment.
13. Money and its functions. Concept and types of monetary systems.
14. The main directions of the Central Bank's monetary policy.
15. Definition of inflation. Open and suppressed forms of inflation. Changes in inflation.
16. Inflation expectations. The Fisher effect.

3.5. Thematic plan of laboratory work

This type of work is not provided for in the curriculum.

3.6. Course project/coursework

This type of work is not provided for in the curriculum.

4. Assessment of learning outcomes

The assessment of learning outcomes in a discipline is carried out within the framework of ongoing monitoring and midterm assessment, conducted using a point-rating system (PRS).

Learning outcomes assessment scale for the discipline:

Code competencies	Code competence indicator	Plan- proved results training in discipline	Level of development competence indicator			
			High	Average	Below average	Short
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			Great	Fine	satisfactorily	unsatisfactorily
			passed			not credited
UC-2. Able to define a range	UC-2.2. Selects the optimal method for	know: the optimal way to solve problems, taking	At a high level , he does not	At a good level , he does not	Doesn't have a good enough	Does not know the optimal

of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available	solving problems, taking into account applicable legal norms and existing conditions, resources, and limitations	into account current legal regulations	know the optimal way to solve problems, taking into account the current legal norms	know the optimal way to solve problems, taking into account current legal norms	understanding of the optimal way to solve problems, taking into account current legal regulations	way to solve problems, taking into account current legal regulations
		be able to:				
		use the optimal way to solve problems, taking into account current legal regulations	At a high level - does not know how to use the optimal way to solve problems, taking into account current legal regulations	At a good level , he /she is unable to use the optimal way to solve problems, taking into account current legal regulations.	Not good enough at using the optimal way to solve problems, taking into account current legal regulations	Unable to use the optimal way to solve problems, taking into account current legal regulations
		own:				
		problem-solving skills, taking into account current legal regulations and existing conditions, resources and constraints	Has a high level of problem-solving skills, taking into account current legal regulations and existing conditions, resources and limitations	At a good level - does not have problem-solving skills, taking into account current legal regulations and existing conditions , resources and limitations	Does not have sufficient problem - solving skills, taking into account current legal regulations and existing conditions, resources and limitations	Does not possess problem-solving skills, taking into account current legal regulations and existing conditions , resources and limitations
resource UC-10. Able to make informed economic decisions in various	UC-10.1. Demonstrates knowledge of the conceptual and categorical apparatus and	know:				
		conceptual and categorical apparatus and methods of economic science	At a high level - does not know the conceptual categorical apparatus and methods of economic science	At a good level - does not know the conceptual and categorical apparatus and methods	Doesn't have a good enough knowledge of the conceptual and categorical apparatus and	Does not know the conceptual and categorical apparatus and methods of

areas of life	methods of economic science			of economic science	methods of economic science	economic science
		be able to:				
		carry out information search , collection and analysis of data necessary for solving the assigned economic problems , including using the methods of economic science	At a high level , he /she is unable to search for information, collect and analyze data necessary to solve economic problems, including using the methods of economic science	At a good level , he / she is able to search for information, collect and analyze data necessary for solving economic problems, including using the methods of economic science	Not good enough at searching for information , collecting and analyzing data necessary to solve economic problems, including using methods of economic science	Does not know how to search for information, collect and analyze data necessary to solve economic problems, including using the methods of economic science
		own:				
	conceptual and apparatus methods of economic science	Has a high level of knowledge of the conceptual and categorical apparatus and methods of economic science	At a good level - does not own conceptual and categorical apparatus and methods of economic science	Does not have a good enough command of the conceptual and categorical apparatus and methods of economic science	Does not possess the conceptual and categorical apparatus and methods of economic science	
	Criminal Code 10.2	know:				
modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life		Knows at a high level modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	He knows at a good level modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Doesn't know well enough modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Doesn't know modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	

		be able to:				
		calculate indicators characterizing economic processes and phenomena in various areas of life	He can do it at a high level calculate indicators characterizing economic processes and phenomena in various areas of life	He can do it at a good level calculate indicators characterizing economic processes and phenomena in various areas of life	Not good enough calculate indicators characterizing economic processes and phenomena in various areas of life	He can't calculate indicators characterizing economic processes and phenomena in various areas of life
		own:				
		modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Has a high level of proficiency in modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Has a good command of the language modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Not proficient enough modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Does not own modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life
GPC-3. Able to develop sound organizational and management decisions, taking into account their social significance, promote	GPC-3.1. Demonstrates an understanding of the nature of economic processes at the micro and macro levels to justify organizational and managerial decisions in a complex and dynamic environment	know:				
		the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	at a high level the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He knows at a good level the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Doesn't know well enough the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Doesn't know the nature of economic processes at the micro and macro levels, to substantiate organizational and managerial decisions in a complex and

e their implementation in a complex and dynamic environment, and evaluate their consequences	environments			environme nt		dynamic environm ent
		be able to:				
		demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He can do it at a high level demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He can do it at a good level demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Not good enough demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He can't demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment
		own:				
	understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	a high level of understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Has a good command of the language understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Not proficient enough understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Does not own understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	
	GPC-3.2.	know:				

		basic methods for assessing the need and efficiency of using an organization's resources	Knows at a high level basic methods for assessing the need and efficiency of using an organization's resources	He knows at a good level basic methods for assessing the need and efficiency of using an organization's resources	Doesn't know well enough basic methods for assessing the need and efficiency of using an organization's resources	Doesn't know basic methods for assessing the need and efficiency of using an organization's resources
		be able to:				
		apply basic methods for assessing the needs and effectiveness of an organization's resource use to identify key organizational and management decisions, taking into account their social significance	He can do it at a high level apply basic methods for assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	At a good level, he/she is able to apply the basic methods of assessing the need and the efficiency of using the organization's resources to identify key organizational and managerial decisions	Not good enough apply basic methods for assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	Does not know how to apply basic methods for assessing the need and efficiency of using the organization's resources to identify key organizational and managerial decisions
		own:				
		methods for assessing the need and efficiency of using the organization's resources, to identify key organizational and managerial decisions taking into account their social significance	Has a high level of command methods for assessing the need and efficiency of using the organization's resources, to identify key organizational and managerial decisions taking into account their	Has a good command of the language methods for assessing the need and efficiency of using the organization's resources, to identify key	Not proficient enough methods for assessing the need and efficiency of using the organization's resources, to identify key organizational and managerial decisions taking into account	Does not own methods for assessing the need and efficiency of using the organization's resources, to identify key organizational and managerial

			social significance	organizational and managerial decisions taking into account their social significance	their social significance	l decisions taking into account their social significance
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Assessment materials for conducting ongoing monitoring and midterm assessment are provided in the Appendix to the course work program.

A complete set of assignments and materials required for assessing learning outcomes in the discipline is kept at the department developer a .

5. Educational, methodological and informational support of the discipline

5.1 . Educational and methodological support

5.1.1 . Main literature

1. Shcherbinina, Yu. V., Economics: a textbook / Yu. V. Shcherbinina, A. Yu. Yudanov, ed. N. N. Dumnaya. - Moscow: KnoRus , 2023. - 219 p. - ISBN 978-5-406-10322-7. - URL: <https://book.ru/book/945174> — Text: electronic.

2. Anofrikov S. Economics: textbook / Anofrikov S., P., Kaznacheev D., A., Kuleshova N., V., Savinykh A.N. - Moscow: KnoRus , 2022. - 235 p. — ISBN 978-5-406-09394-8. — URL: <https://book.ru/book/943082> — Text: electronic.

5.1.2. Further reading

1. Berezhnuy V. Economics: a teaching aid / Berezhnuy V., I., Novoseltseva A., P. - Moscow: Rusains , 2023. - 89 p. - ISBN 978-5-466-00951-4. - URL: <https://book.ru/book/947412>- Text: electronic.

2. Bludova S. Economics: a textbook / Bludova S., N., Novoseltseva A., P., Eretnsenova M., A., Gladilin V. A. - Moscow: Rusains, 2022. - 239 p. - ISBN 978-5-4365-9147-6. - URL: <https://book.ru/book/943718> - Text: electronic.

3. Ermakov, S. L., Economics: a textbook / S. L. Ermakov, S. V. Ustinov, Yu. N. Yudenkov. - Moscow: KnoRus, 2023. - 270 p. - ISBN 978-5-406-11398-1. - URL: <https://book.ru/book/949345>. - Text: electronic.

4. Lipsits I. Economics: textbook / Lipsits I., V. - Moscow: Knorus, 2022. - 309 p. - ISBN 978-5-406-09068-8. - URL: <https://book.ru/book/942438> — Text: electronic.

5. Economics: a textbook for universities / V. A. Fedotov, O. V. Komarova. - 2nd ed., reprinted. - M.: Academy, 2008. - 160 p. - (Higher professional education). - ISBN 978-5-7695-5583-1. - Text: direct.

5.2 . Information support

5.2.1. Electronic and Internet resources

1. Portal "Open Education" . <http://npoed.ru>
2. [Single window for access to educational resources . http://window.edu.ru](http://window.edu.ru)

5.2.2. Professional databases / Information and reference systems

1. Scientific electronic library <http://elibrary.ru/>
2. Federal [educational portal " Economics , sociology , management " . http://ecsocman.hse.ru/](http://ecsocman.hse.ru/)
3. Reference system "Consultant Plus" <http://consultant.ru/>
4. Reference and legal system on the legislation of the Russian Federation <http://garant.ru/>
5. Portal of Federal State Educational Standards of Higher Education . <http://fgosvo.ru>
7. [Electronic Library of Dissertations \(RSL \) . https://diss.rsl.ru/](https://diss.rsl.ru/)
8. Scientific electronic library eLIBRARY.RU . <http://elibrary.ru>
9. Official website of the State Duma of the Federal Assembly of the Russian Federation . <http://duma.gov.ru/>

5.2.3. Licensed and freely distributed software of the discipline

No . p/p	Name of the software provision	Description	Details supporting documents
1	Windows 7 Professional (Pro)	Custom operating system	SoftLineTrade CJSC No. 2011.25486 dated November 28, 2011. Non-excludable right. Indefinitely
2	Office Professional Plus 2007 Windows32 Russian DiskKit MVL CD	A software package containing the necessary office programs	SoftLineTrade CJSC No. 225/10 dated January 28, 2010. Non-excludable right. Indefinitely
3	Chrome Browser	Internet information retrieval system	Free license. Non-excludable right. Indefinitely
4	Firefox browser	Internet information search system	Free license. Non-excludable right. Indefinitely
5	OpenOffice	Office suite	Free license. Non-excludable right. Indefinitely
	1C: Enterprise 8	The software is designed to automate accounting and management records, economic and organizational activities of the enterprise	IP Valishina No. B3C0000641-JI from 05/22/2013 Non-excludable right. Indefinitely
	1C: Enterprise 8 Training Package for Higher and Secondary Educational Institutions	Software for the automation of accounting and management records, economic and organizational activities of an	LLC "BIT Business Solution" No. 21/000608 dated 05.2010 Non-excludable right. Indefinitely

		enterprise	
6	LMS Moodle	Software for effective online interaction between teachers and students	Free license. Non-excludable right. Indefinitely

6. Material and technical support of discipline

Name of the type of academic work	Name of the classroom, specialized laboratory	List of necessary equipment and technical training aids
Lectures	A classroom for conducting lecture-type classes	Specialized educational furniture, technical teaching aids, employees for presenting educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, educational visual aids
Practical classes	A classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and midterm assessments	Specialized educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen), etc.
Independent work	Computer class with Internet access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software
	Reading room libraries	Specialized furniture, computer equipment with Internet access and access to the electronic information system (EIOS), a screen, a multimedia projector, and software

7. Features of the organization of educational activities for persons with disabilities and disabled people

Persons with disabilities (PWD) and individuals with disabilities have the opportunity to move freely from one educational and laboratory building to another, ascend to all floors of educational and laboratory buildings, and study in educational and other rooms, taking into account the characteristics of their psychophysical development and health status.

- free access to all classrooms is provided for students with disabilities and those with musculoskeletal disorders. Information on the special conditions created for students with disabilities and those with disabilities is available on the university website [www // kgeu.ru](http://www.kgeu.ru) . [Technical assistance is available from an assistant, as well as sign language and audio-visual interpreters .](#)

To adapt reference and educational material on the subject to the perception of persons with disabilities and persons with impaired hearing, the following conditions are provided:

- For better orientation in the classroom, signals are used to announce the beginning and end of the lesson (the word “bell” is written on the board);

- the attention of the hearing-impaired student is attracted by the teacher with a gesture (a hand is placed on the shoulder and a gentle pat is made);
- When talking to a student, the teaching staff looks at him, speaks clearly, in short sentences, allowing for lip reading.

Compensation for speech and intellectual development difficulties in hearing-impaired students is carried out by:

- use of diagrams, charts, drawings, computer presentations with hyperlinks commenting on individual components of the image;
- regular use of exercises for graphically highlighting the essential features of objects and phenomena;
- providing the opportunity for the student to receive targeted advice by e-mail as needed.

the educational program for the chosen field of study to the perception of individuals with disabilities and visually impaired persons, the following conditions are provided:

- The official website is being adapted to take into account the special needs of visually impaired people, and large-font reference information on the schedule of classes is being provided;
- the teaching staff member and his interlocutor (if necessary), present at the lesson, introduce themselves to the student, and each time the person to whom the teaching staff member is addressing is named;
- the actions, gestures, and movements of the teaching staff are briefly and clearly commented on;
- printed information is provided in large font (from 18 points) and is fully voiced;
- the required level of illumination of the premises is ensured;
- The opportunity to use computers during classes and the right to record explanations on a voice recorder (at the students' discretion) is provided.

The format for ongoing and midterm assessments for students with disabilities is determined by the teaching staff in accordance with the curriculum. If necessary, students with disabilities and those with disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to complete midterm assessments orally, in writing on paper, on a computer, through testing, etc., or are given additional time to prepare their responses.

8. Methodological recommendations for teachers on organizing educational work with students.

Methodological support for the student development process is one of the defining factors of high-quality education. By demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional problems, university teachers contribute to the development of a well-rounded individual throughout the educational process.

When implementing the discipline, the teacher can use the following educational methods:

- methods of forming the individual's consciousness (conversation, debate, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);

- methods of organizing activities and forming behavioral experience (task, public opinion, pedagogical requirement, assignment, training, creation of educational situations, training, exercise, etc.);

- methods of motivating activity and behavior (approval, encouragement of social activity, censure, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher must take into account the following areas of educational activity:

Civic and patriotic education:

- the development of a holistic worldview in students, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, for the national, cultural and historical heritage, and the development of a desire to preserve and develop it;

- to develop in students an active civic position based on the traditional cultural, spiritual and moral values of Russian society, in order to increase their ability to responsibly exercise their constitutional rights and obligations;

- development of the legal and political culture of students, expansion of constructive participation in decision-making affecting their rights and interests, including in various forms of self-organization, self-government, and socially significant activities;

- the formation of motives, moral and semantic attitudes of the individual that enable them to resist extremism, xenophobia, discrimination on social, religious, racial, national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and moral education:

- fostering a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, and older people;

- the formation of principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;

- developing solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;

- the formation of an emotionally rich and spiritually elevated attitude towards the world, the ability and skill to convey one's aesthetic experience to others.

Cultural and educational education:

- formation of an aesthetic picture of the world;

- developing respect for the cultural values of one's hometown, region, country;

- increasing the cognitive activity of students.

Scientific and educational education:

- formation of a scientific worldview in students;

- development of the ability to acquire knowledge;

- development of skills for analysis and synthesis of information, including in the professional field.

Changes and approvals for the new academic year

No. p/p	Section No. of the contribution	Date of entry changes	Contents of the changes	"Agreed" by the Head of the Department implementing the	"Agreed" Methodological Committee (TMC), which includes the graduating department)
1	2	3	4	5	6
1					
2					
3					



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

**ASSESSMENT MATERIALS
for the discipline**

B1.M.17 Economy

(Name of the discipline in accordance with the curriculum)

Kazan, 2026

Assessment materials for the discipline "Economics" are intended to evaluate learning outcomes for compliance with indicators of competency achievement.

The assessment of learning outcomes in a discipline is carried out within the framework of current monitoring (CM) and interim assessment, conducted using a point-rating system (PRS).

1. Technological map

Semester 1

Section name	Forms and appearance control	Rating indicators							
		I current control	TK1	II current control	TK2	III current control	TK3	Total	Interim assessment
Section 1. Fundamentals of economic theory.	TK1	15	0-15					15-30	15-30
Interview (SBS)		5	5					10	10
Test (Test)		7	7					14	14
Report (R), message (Sbsh)		3	3					6	6
Section 2. Fundamentals of market economy.	TK2			25	0-15			25-40	25-40
Practical assignment (PA)				12	7			19	19
Test (Test)				10	5			15	15
Report (R), message (Sbsh)				3	3			6	6
Section 3. Factor markets.	TK3					15	0-15	15-30	15-30
Interview (SBS)						5	5	10	10
Test (Test)						7	7	14	14
Report (R), message (Sbsh)						3	3	6	6
									55-100
Interim assessment (exam)	OM								0-45
In writing for tickets									0-45

Semester 2

Section name		Rating indicators
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		I current control	TK1	II current control	TK2	III current control	TK3	Total	Interim assessment
Section 4. Subject and method of macroeconomic theory. System of national accounts.	TK4	15	0-15					15-30	15-30
Interview (SBS)		5	5					10	10
Test (Test)		7	7					14	14
Report (R), message (Sbsh)		3	3					6	6
Section 5. Economic growth. Macroeconomic instability, unemployment, inflation.	TK5			25	0-15			25-40	25-40
Practical assignment (PA)				12	7			19	19
Test (Test)				10	5			15	15
Report (R), message (Sbsh)				3	3			6	6
Section 6. Aggregate demand and its structure. Money market. Joint equilibrium in the goods market and the financial market. (IS-LM model).	TK6					15	0-15	15-30	15-30
Interview (SBS)						5	5	10	10
Test (Test)						7	7	14	14
Report (R), message (Sbsh)						3	3	6	6
									55-100
Interim assessment (credit)	OM								0-45
In writing for tickets									0-45

2. Assessment materials for ongoing monitoring and midterm assessment

Learning outcomes assessment scale for the discipline:

Code competencies	Code competence indicator	Plan- proved results training in discipline	Level of development competence indicator			
			High	Average	Below average	Short
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			Great	Fine	satisfactorily	unsatisfactorily

			passed			not credited
UC-2. Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints	UC-2.2. Selects the optimal method for solving problems, taking into account applicable legal norms and existing conditions, resources, and limitations	know:				
		the optimal way to solve problems, taking into account current legal regulations	At a high level , it does not know the optimal way to solve problems, taking into account current legal regulations.	At a good level - does not know the optimal way to solve problems, taking into account current legal regulations	Doesn't have a good enough understanding of the optimal way to solve problems, taking into account current legal regulations	Does not know the optimal way to solve problems, taking into account current legal regulations
		be able to:				
		use the optimal way to solve problems, taking into account current legal regulations	At a high level - does not know how to use the optimal way to solve problems, taking into account current legal regulations	At a good level , he /she is unable to use the optimal way to solve problems, taking into account current legal regulations	Not good enough at using the optimal way to solve problems, taking into account current legal regulations	Unable to use the optimal way to solve problems, taking into account current legal regulations
		own:				
		problem-solving skills, taking into account current legal regulations and existing conditions, resources and constraints	Has a high level of problem-solving skills, taking into account current legal regulations and existing conditions, resources and limitations	At a good level - does not have problem-solving skills, taking into account current legal regulations and existing conditions , resources and limitations	Does not have sufficient problem - solving skills, taking into account current legal regulations and existing conditions, resources and limitations	Does not possess problem-solving skills, taking into account current legal regulations and existing conditions , resources and limitations
UC-10 Able to make informed	UC-10.1 Demonstrates knowledge	know:				
		conceptual and categorical apparatus and	At a high level - does not know the	At a good level - does not	Doesn't have a good enough	Does not know the conceptua

d econom ic decisio ns in various areas of life	of the conceptual and categorical apparatus and methods of economic science	methods of economic science	conceptual categorical apparatus and methods of economic science	know the conceptual and categorical apparatus and methods of economic science	knowledge of the conceptual and categorical apparatus and methods of economic science	l and categorica l apparatus and methods of economic science	
		be able to:					
		carry out information search, collection and analysis of data necessary for solving the economic problems , including using the methods of economic science	At a high level , he /she is unable to search for information, collect and analyze data necessary to solve economic problems, including using the methods of economic science	At a good level , he / she is able to search for informatio n, collect and analyze data necessary for solving economic problems, including using the methods of economic science	Not good enough at searching for information , collecting and analyzing data necessary to solve economic problems, including using methods of economic science	Does not know how to search for informati on, collect and analyze data necessary to solve economic problems, including using the methods of economic science	
		own:					
		conceptual and categorical apparatus and methods of economic science	Has a high level of knowledge of the conceptual and categorical apparatus and methods of economic science	At a good level - does not own conceptual and categorical apparatus and methods of economic science	Does not have a good enough command of the conceptual and categorical apparatus and methods of economic science	Does not possess the conceptua l and categorica l apparatus and methods of economic science	
	Criminal Code 10.2	know:					
modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life		Knows at a high level modern methods for calculating indicators characterizin g economic processes and phenomena	He knows at a good level modern methods for calculating indicators characteriz ing economic	Doesn't know well enough modern methods for calculating indicators characterizi ng economic processes	Doesn't know modern methods for calculatin g indicators characterizi ng economic		

			in various areas of life	processes and phenomena in various areas of life	and phenomena in various areas of life	processes and phenomena in various areas of life
		be able to:				
		calculate indicators characterizing economic processes and phenomena in various areas of life	He can do it at a high level calculate indicators characterizing economic processes and phenomena in various areas of life	He can do it at a good level calculate indicators characterizing economic processes and phenomena in various areas of life	Not good enough calculate indicators characterizing economic processes and phenomena in various areas of life	He can't calculate indicators characterizing economic processes and phenomena in various areas of life
		own:				
		modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	a high level of knowledge of modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Has a good command of the language modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life	Not proficient enough modern methods of calculating indicators characterizing economic processes and phenomena in various areas of life	Does not own modern methods for calculating indicators characterizing economic processes and phenomena in various areas of life
GPC-3 Able to develop sound organizational and management decisions, taking	GPC-3.1 Demonstrates an understanding of the nature of economic processes at the micro and macro levels to justify	know:				
		the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Knows at a high level the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a	He knows at a good level the nature of economic processes at the micro and macro levels, to justify organizati	Doesn't know well enough the nature of economic processes at the micro and macro levels, to justify organizational and	Doesn't know the nature of economic processes at the micro and macro levels, to justify organizational and

into account their social significance, promote their implementation in a complex and dynamic environment, and evaluate their consequences	organizational and management decisions in complex and dynamic environments		complex and dynamic environment	organizational and managerial decisions in a complex and dynamic environment	managerial decisions in a complex and dynamic environment	managerial decisions in a complex and dynamic environment
		be able to:				
		demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He can't do it at a high level demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	He can do it at a good level demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Not good enough demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and management decisions in a complex and dynamic environment	He can't demonstrate an understanding of the nature of economic processes at the micro and macro levels, to justify organizational and management decisions in a complex and dynamic environment
		own:				
	understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Has a high level of understanding of the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Has a good command of the language understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex	Not proficient enough understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic environment	Does not own understanding the nature of economic processes at the micro and macro levels, to justify organizational and managerial decisions in a complex and dynamic	

				and dynamic environment		environment	
GPC-3.2. Applies basic methods for assessing the needs and effectiveness of an organization's resource use to identify key organizational and management decisions, taking into account their social significance	know:						
	basic methods for assessing the need and efficiency of using an organization's resources	Knows at a high level basic methods for assessing the need and efficiency of using an organization's resources	He knows at a good level basic methods for assessing the need and efficiency of using an organization's resources	Doesn't know well enough basic methods for assessing the need and efficiency of using an organization's resources	Doesn't know basic methods for assessing the need and efficiency of using an organization's resources		
	be able to:						
	apply basic methods for assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	He can do it at a high level apply basic methods for assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	At a good level, he/she is able to apply the basic methods of assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	Not good enough apply basic methods for assessing the needs and efficiency of using the organization's resources to identify key organizational and managerial decisions	Does not know how to apply basic methods for assessing the need and efficiency of using the organization's resources to identify key organizational and managerial decisions		
	own:						
methods for assessing the need and efficiency of using the organization's resources, to identify key organizational and managerial decisions taking	Has a high level of command methods for assessing the need and efficiency of using the organization's resources, to identify key organizational	Has a good command of the language methods for assessing the need and efficiency of using the	Not proficient enough methods for assessing the need and efficiency of using the organization's resources, to identify key organization	Does not own methods for assessing the need and efficiency of using the organization's resources,			

		into account their social significance	l and managerial decisions taking into account their social significance	organizati on's resources, to identify key organizati onal and manageria l decisions taking into account their social significanc e	al and managerial decisions taking into account their social significance	to identify key organizati onal and manageria l decisions taking into account their social significan ce
--	--	--	--	---	---	--

		be able to:				
		carry out information search, collection and analysis of data necessary for solving the set economic problems , including using modern tools	At a high level , he / she is unable to search for information , collect and analyze data necessary for solving the assigned economic problems , including using modern tools	At a good level , he / she is able to search for informatio n, collect and analyze data necessary for solving the assigned economic problems , including using modern tools	Not good enough at searching for information , collecting and analyzing data necessary to solve assigned economic problems , including using modern tools	Does not know how to search for informati on, collect and analyze data necessary to solve assigned economic problems , including using modern tools
		own:				
		the ability to search for and select professionally significant information, including using modern tools	Has a high level of ability to search and select professiona lly significant information , including using modern tools	At a good level , the student has the ability to search for and select profession ally significant informatio n , including using modern tools	Does not have a sufficiently good command of the ability to search for and select professional ly significant information , including using modern tools	Does not possess the skills to search for and select profession ally significant informati on , including using modern tools

"excellent" grade is awarded if the student presents the material fully (answers questions) and provides a correct definition of the main concepts; for the student's demonstration of the educational material on the topic of practical work, the determination of the relationship between the indicators of the problem, for the correct solution algorithm ; for the correct completion of more than 85% of the test tasks; for the conformity of the content of the report, the issue being covered , the completeness of the topic covered in the report , the presentation of information in the presentation , correct, reasoned answers to questions on the report ; answers to the exam questions on the ticket.

A grade of **"good"** is given if the student presents the material well (answers questions), provides correct definitions of concepts, but there are inaccuracies in the answers; for the student's demonstration of educational material on the topic of practical work, allowing minor inaccuracies in solving problems with the correct choice of solution algorithm; for the correct completion of 70-85% of test tasks; for the conformity of the content of the report, the issue being covered , the completeness of the topic covered in the report , the presentation of information , When answering questions on the report, he made inaccuracies that were not of fundamental importance; inaccuracies were also made in his answers to the exam questions.

"satisfactory" grade is given if the student presents the material (answers questions) incompletely and makes inaccuracies in defining concepts; if the student has difficulty correctly assessing the proposed task, gives an incomplete answer that requires leading questions from the teacher, the choice of an algorithm for solving the problem is possible with leading questions from the teacher ; for the correct completion of 50-70% of test tasks; for the conformity of the content of the report, The issue being covered , but there are logical flaws in the presentation of the material, inaccuracies in the answers to questions on the report; when answering the exam questions, the wording is insufficiently correct, and the sequence in the presentation of the program material is disrupted.

A **"fail"** grade is awarded to a student if they have significant problems with their knowledge of the core theoretical and practical material, if the content of the questions is not fully covered, if the solution algorithm is incorrectly selected, if less than 50% of the test assignments are completed correctly, if the content of the report does not cover the stated topic, if there are logical errors in the presentation of the material, if significant inaccuracies are present in the answers to the report questions, if the answers to the exam questions demonstrate a lack of knowledge of the program material, or if errors are encountered in the answers.

3 . List of appraisal funds

Brief description of the assessment tools used for ongoing monitoring of student progress and midterm assessment of the subject:

Name evaluative means	Brief description of the assessment tool	Description of the evaluation means
Interview (SBS)	A means of control organized as a special conversation between a teacher and a student on topics related to the subject being studied, and designed to determine the extent of the student's knowledge on a specific section, topic, problem, etc.	Questions on the sections of the discipline
Practical assignment (PA)	A tool for assessing the ability to apply acquired theoretical knowledge in a practical situation. The task is aimed at assessing discipline-specific competencies and contains clear instructions for completion or an action plan.	Set of tasks and assignments
Test (Test)	A system of standardized assignments that allows for the automation of the procedure for measuring the level of knowledge and skills of a student	Set of test tasks
Report (R), message (Sbsh)	A product of a student's independent work, which is a public presentation of the results obtained in solving a specific educational-practical, educational-research or scientific topic	Topics of reports, messages

4. A list of test assignments or other materials necessary for assessing knowledge, skills and abilities characterizing the stages of competence development in the process of mastering the discipline

Examples of tasks

For current control of TK1:

Questions for the complex task TK1.

1. The main stages of development of economic theory.
2. Classical political economy: A. Smith and D. Ricardo .
3. Marxist period of development of economic theory .
4. The main directions of modern Western economic thought.
5. History of monetary reforms in Russia.
6. The theory of marginal utility.
7. Advantages and disadvantages of the market mechanism.
8. Market equilibrium and efficiency.
9. Welfare and the market.
10. The nature of modern money.

Tests:

Tested competencies : UK-2 (UK-2.2), UK-10 (UK10.1, UK10.2),
OPK-3 (OPK-3.1, OPK-3.2.)

1. Establish a correspondence between individual methods of economic research and their content.

1. Analysis

2. Synthesis
3. Induction
4. Deduction

1. knowledge of an economic phenomenon that involves drawing conclusions when moving from general facts to specific ones; distraction in the process of studying an economic phenomenon from the unimportant, the unimportant.

2. knowledge of an economic phenomenon based on dividing it into separate components and studying each of the parts.

3. knowledge of an economic phenomenon that involves drawing conclusions based on the transition from particular facts to general ones.

4. the unification of individual parts of an economic phenomenon in the process of its cognition into a single whole.

2. Establish a correspondence between the contribution to the development of economic theory and the scientist who made it.

1. Completed the monistic approach to the system, based on the labor theory of value

2. Developed the theory of surplus value

3. Developed the theory of monopolistic competition

4. Substantiated new possibilities for solving the problem of external effects

1. R. Coase

2. J.B. Say

3. K. Marx

4. E. Chamberlin

5. D. Riccardo

3. Physical capital includes _____

4. The general pattern of industry shifts in the economy is a noticeable _____.

5. Establish a correspondence between the main economic trends and schools and their representatives.

1. Mercantilism

2. Marginalism

3. Monetarism

4. Institutionalism

1. W.S. Jevons

2. T. Men

3. F. Quesnay

4. M. Friedman

5. T. Veblen

6. Goods that are not the subject of people's productive activity and are not exchanged for other goods are called...

- a) economic
- b) material
- c) intangible
- d) non-economic

7. Establish a correspondence between individual methods of economic research and their content.

- 1. Abstraction method
- 2. Normative method
- 3. Positive method
- 4. Comparison method

1. distraction in the process of studying an economic phenomenon from the unimportant, the non-essential

3. the study of economic phenomena as they actually exist

2. recommendations on the desired development of the economy as a result of economic analysis; a formalized description of the economic process

4. identifying similarities and differences of an economic phenomenon in the process of its analysis

8. Establish a correspondence between individual sections of economic theory and examples of the area of their study.

- | | |
|-------------------|--|
| 1. Microeconomics | of the US economy |
| 2. Macroeconomics | balance sheet of JSC Russian Railways
milk supply and demand
unemployment in the country |

9. Social relations that develop in the process of reproduction are manifested in the form of...

- a) organizational and economic relations
- b) material and technical connections
- c) socio-economic relations
- d) matter-energy connections

10. Establish a correspondence between the individual functions of economic theory and the form of their manifestation.

- 1. Cognitive function
- 2. Methodological function
- 3. Practical function

1. the use of a certain technology in production
2. Analysis of economic development
3. Recommendations to the government for conducting economic policy
4. development of tools for economic research.

11. Establish a correspondence between the main economic trends and schools and their representatives.

1. Mercantilism
2. Physiocrats
3. Marxism
4. Keynesianism

1. J.M. Keynes
2. A. Smith
3. V.I. Lenin
4. A. Montchretien
5. A. Turgot

12. Objects with the help of which needs are satisfied are, in the most general sense, called _____

13. The relationship between different branches of the economy represents the _____ structure of production.

14. Establish a correspondence between individual groups of economic laws and individual laws.

1. Specific economic laws
2. Special economic laws
3. General economic laws

1. law of distribution according to labor
2. law of value
3. law of increasing needs
4. Law of conservation of energy

15. Match the titles of the works with their authors.

1. "An Inquiry into the Nature and Causes of the Wealth of Nations"
2. "The General Theory of Employment, Interest, and Money"
3. "Principles of Economic Science"
4. "The Role of Monetary Policy"

1. J.M. Keynes
2. M. Friedman
3. A. Marshall

- 4. A. Smith
- 5. A. Montchretien .

16. Economic science studies_____

17. The object of research in economics is human behavior_____

18. What provisions are related to the subject of economic theory:

- a) economic good;
- b) minimization of needs satisfaction;
- c) unlimited resources;
- d) efficient use of resources.

19. The economic law reflects_____

20. Economic categories are:

- a) generalizations that reveal the essence of an economic phenomenon;
- b) isolated cases of manifestation of certain events;
- c) proof of the presence or absence of certain phenomena;
- d) scientific abstractions expressing objectively existing economic relations.

21. Economic science is suitable for studying _____

22. What is a public good:

- a) going to the cinema;
- b) street lighting;
- c) maintaining law and order;
- d) relaxation in the water park.

23. The general scientific method of research in economic science is _____.

24. The methodological principle based on the use of limit values for the study of economic categories and laws is called _____.

25. The fundamental problem that all economic systems face is_____.

26. The subject of the mercantilists' research was the sphere of _____.

27. The term “Economy” was first introduced into circulation by _____ (write the last name in the nominative case).

28. One of the economic schools considered trade to be the source of wealth _____.

29. The subject of the Physiocrats' research was the sphere of _____.

30. Which of the functions of economic science allows us to deepen our knowledge in the field of complex economic phenomena and processes _____.

31. The law of monetary circulation was first derived and introduced into scientific circulation by ____ (enter the missing word in the nominative case).

32. What are the main postulates that distinguish neoclassical theory from Keynesian doctrine:

- a) demand creates supply;
- b) supply creates an adequate demand;
- c) the permanent presence of the state in the economy;
- d) the market system does not require government intervention.

33. Who is not a representative of the institutional school:

- a) J.K. Galbraith ;
- b) R. Coase ;
- c) F. Engels;
- d) A. Smith.

34. What did the representatives of the classical political economic school see as the main wealth of nations?

35. The economic system of Sweden can be classified as a ____ economy (insert the missing word in the nominative case).

36. The economic law reflects_____.

Topics of reports (messages):

1. Wealth in the economic thought of the ancient world: economics and chrematistics .
2. Economic ideas of market feudalism in Western Europe.
3. Economic thought in Russia in the 9th – 17th centuries.
4. Mercantilism.
5. Economic thought in Russia in the 18th – first half of the 19th centuries.
6. Early mercantilism and the formation of a pragmatic approach to development of business decisions.
7. "Political Arithmetic" by W. Petit.
8. Physiocrats – the first school of economic thought.
9. Creation of the ideological foundations of liberalism (J. Locke , T. Hobbes , A. Smith).
10. A. Smith's labor theory of value .

For current control of TK2:

Practical tasks:

1. As a result of using the new equipment, the number of workers involved in the production of this product was reduced by 1.5 times, while their productivity increased threefold. Determine how the physical volume of production has changed.
2. An entrepreneur opening a clothing company expects to produce 20 units per month. This output volume is possible with two combinations of materials (A) and labor (B) costs:
 - I. $10A + 5V$.
 - II. $8A + 7B$.Which combination is best for an entrepreneur to choose if the price of a unit of material is 4 monetary units, and the price of a unit of labor is 5 monetary units?
What combination will an entrepreneur choose if the company does not change its profile, but the price per unit of material falls by half?
3. Social demand for a product is met by three groups of producers. The first group produces 10,000 items, spending two hours of labor on each; the second group produces 60,000 items, spending three hours each; and the third group produces 30,000 items, spending four hours each. Calculate the cost of the product.
4. In the shadow economy, legally securing property rights is fundamentally impossible. How does this differ between shadow and legal businesses, and why?
5. Between 1849 and 1859, following the discovery of rich gold deposits in California, labor productivity in the gold-processing industry increased by 2.2 times, and by 30% in U.S. industry as a whole. Determine how these changes would have affected the price level of industrial goods, all other conditions remaining constant.
6. The quantity of goods in the country has tripled, while prices have doubled. How has the money supply changed if the velocity of money has doubled?
7. The sum of the prices of goods in circulation is 240 million monetary units, the sum of the prices of goods sold on credit is 10 million monetary units, mutual settlements are 50 million, and urgent payments are 20 million. A monetary unit makes an average of 20 turnovers per year. There are 1 million monetary units in circulation. How will commodity-money circulation react to this?
8. The markup on goods sold by retailers amounted to 18.5 billion monetary units. Determine the profit on trading capital if it is known that distribution costs amounted to 5.1% of the total turnover of 260.9 billion monetary units.
9. The demand function has the form $D = 30 - 5p$, and the supply function

$S = -5 + 2p$. Define:

- a) equilibrium price and sales volume;
- b) how will supply and demand change if the price is set at 4 units;
- c) What will happen to sales volume if the price is set at 6 units.

10. As a result of an increase in the price of a product from 5 monetary units to 7 monetary units, the quantity demanded decreased from 9 million monetary units to 7 million monetary units. Determine the price elasticity of demand.

Tests:

Tested competencies: UK-2 (UK-2.2), UK-10 (UK10.1, UK10.2),
OPK-3 (OPK-3.1, OPK-3.2.)

1. In the process of reproduction, consumption...
 - a) is the initial stage of reproduction
 - b) has a direct impact on production
 - c) is the final stage of reproduction
 - d) has a negative impact on production

2. The American model of a mixed economy is characterized by _____.

3. Economic property relations are not characterized as _____.

4. The basis of the analysis of reproduction proportions is the division of the total social product by...
 - a) social division of labor
 - b) cost
 - c) in natural-material form
 - d) supply and demand

5. The main features of a purely market economy include _____.

6. The main features of the Swedish economic system include _____.

7. The advantage of a "pure" market economy is the possibility of _____.

8. In the neoclassical classification of property rights by A. Honore, the right of management in its economic content expresses _____.

9. The right of use in classical economic content expresses...
 - a) the process of using things in accordance with their functional purpose

- b) the possibility of transferring the item by inheritance or by will
- c) the process of using things in accordance with their economic purpose
- d) the possibility of alienation of means and results of production

10. The consumer value of the service...

- a) exists only for certain types of services
- b) does not have a material form
- c) absent
- d) has a material form

11. The right of ownership, in contrast to the right of use in its classical economic content, expresses _____

12. The form of ownership is called _____ in the case of the exercise of the powers of the "full" owner by local authorities.

13. Reproductive proportions include the proportions between

- a) industry and agriculture
- b) consumption and accumulation
- c) demand for goods and their supply
- d) the production of means of production and the production of consumer goods

14. One of the main features of a command economy is _____

15. Reproduction, in the process of which production volumes increase, is called _____.

16. What type of economic systems is typical for countries with developed market economies _____.

17. A market economy is characterized by _____.

18. A mixed economic system is characterized by the predominance of _____.

19. The fundamental principles of the functioning of a planned economy are _____.

20. The commonality between economic laws and the laws of nature is that they _____.

21. In a mixed economy, the state, when conducting its economic policy, must _____.

22. The principle when phenomenon A leads to phenomenon B, which is a consequence of phenomenon C, is called “_____”.

23. Microeconomics studies the economy at the _____ level.

24. One of the reasons for the “state failure” is/ are _____.

25. The initial equilibrium corresponds to point A. A large number of substitute goods have appeared on the market, and demand for them is quite high. Consequently, in the short run, the equilibrium price will be established at: _____

26. It is known that when the price of a product changes from 8 to 10 rubles, the demand for it decreases from 275 thousand to 260 thousand units. This allows us to characterize the demand for the product as _____

27. A decrease in the price of a product causes the effect _____

28. The demand curve for the products of a perfectly competitive firm is _____. The relationship between the economic interests of sellers and buyers is ensured by the market performing the _____ function.

29. The initial equilibrium corresponds to point A. The population expects a significant slowdown in price growth, while the government increases taxes. As a result, in the short run, the equilibrium sales volume will be established at ____.

30. Average consumer income increased from 10,000 to 15,000 rubles, while the demand for product X increased from 2,000 to 5,000 units. This allows us to characterize product X as _____.

31. The consumer's budget line...

a) shifts in parallel with the change in the price of one product

b) shifts in parallel with changes in consumer income

c) changes its slope when the price of one product changes

d) changes its slope when the consumer's income changes

32. A decrease in demand for automobiles, all other things being equal, will lead to a _____ level of employment in automobile manufacturers.

33. If the total revenue increases with an increase in the price of a product, then the price elasticity coefficient is _____.

34. Indifference curve for a normal good _____.

35. Positive economies of scale mean that as production volume increases, _____.

36. The subject of demand in the sewing equipment market is _____.

37. Severe quality limitations and absolutely inelastic supply are the characteristics of the _____ market as a factor of production.

38. The price elasticity of demand is well-known for its practical use in justifying pricing policy. Thus, a seller of goods with a price elasticity coefficient less than 1 should _____ these goods to increase their income. All other things being equal, a change in supply will result in _____.

39. The inability of sellers to increase or decrease the volume of sales in a situation of shortest equilibrium when demand changes is explained by the fact that supply is _____

40. The substitution effect in the description of consumer behavior can be illustrated by the following example...

a) the demand for leather coats increased despite the rise in their prices due to fashion

b) the rise in prices of green apple varieties led to an increase in sales of green pear varieties

c) a decrease in the prices of green apple varieties led to an increase in their sales

d) the reduction in prices for laptops led to an increase in sales of accessories for them.

41. The supply side in the construction labor market is _____

42. An example of a purely public good is _____

43. The amount of money that represents the benefit to buyers from establishing market equilibrium is called _____

44. The price at which the rights to a capital asset can be completely transferred from one economic entity to another is called _____

45. The law of diminishing marginal returns can be illustrated by the following example...

a) an increase in price leads to a decrease in sales volume

b) a decrease in the growth of output with an increase in the use of labor and the constancy of other factors of production.

c) decreasing marginal utility when consuming an additional unit of output

c) when the quantity of all factors of production changes in the long run, the volume of output will increase.

46. Equilibrium in the market of goods and services is achieved when:

a) supply and demand in the money market ($L = M$);

b) equality of savings and investments ($S=I$);

- c) joint equilibrium in the money market and the market for goods and services (IS=LM);
- d) equality of exports and imports.

47. The subjects of supply in the labor market are:

- a) state;
- b) households;
- c) firms;
- d) external sector.

Topics of reports (messages):

1. Models of economic systems of the national health care system.
2. Model of supply and demand. Non-price factors of demand and offers.
3. Demand, dynamics, non-price factors.
Utility: cardinalist , ordinalist approaches. Law diminishing marginal utility.
4. Indifference curves. Marginal rate of substitution.
5. Budget constraints. Consumer equilibrium.
6. Income-consumption curves. Engel curves .
7. Price-consumption curves. Income effect, substitution effect.
8. Main organizational and legal forms of production.
9. Production function and its properties.
10. Short-term and long-term periods of production. The law of diminishing returns.

For current control of TK3:

Questions for the complex task TK3.

1. Profit functions and enterprise efficiency.
2. Types and forms of entrepreneurial activity.
3. Practice of antitrust regulation abroad.
4. Problems of overcoming monopoly in the domestic economy.
5. Modern methods of competition.
6. Specifics of pricing in oligopoly conditions.
7. Patterns of formation of market structures.
8. Market structures and principles of firm behavior.
9. General characteristics of the modern market economy.
10. Competition and monopoly.
11. Features of the formation of the labor market in Russia.

Tests:

Tested competencies: UK-2 (UK-2.2), UK-10 (UK10.1, UK10.2),

OPK-3 (OPK-3.1, OPK-3.2.)

1. One of the main properties of production factors as groups of resources is _____
2. Labor productivity, being one of the indicators of efficiency, is defined as the quotient of the division _____.
3. The long-run average cost curve, illustrating the economies of scale, shows that for various industries the optimal size of a firm is...
 - a) may vary significantly depending on the specifics of the industry
 - b) assumes equal optimality of both small and large enterprises
 - c) is the same and assumes small enterprises
 - d) is the same and assumes large enterprises
4. In the short run, a firm produces 500 units of output. Average variable costs are 2 units , average fixed costs are 0.5 units . Total costs will be ___ units .
5. The cost function of a monopolist firm is given by the formula $TC = Q^2 = 60$. The demand function for the firm's product is $Q_d = 30 - 2P$, then the monopoly price and production volume are respectively equal to _____
6. Coordination of the activities of competing interdependent firms in the form of a cooperative and non-cooperative strategy is carried out under the conditions of _____
7. The price paid for the use of money for a given period of time is _____
8. An increase in real wages in society with a decrease in nominal wages indicates (about) ...
 - a) an increase in the general level of prices for goods and services
 - b) successful transition from a planned economy to a market economy
 - c) a decrease in the well-being of citizens
 - d) a decrease in the general level of prices for goods and services
9. The cost of 1 ton of potatoes grown on the first plot is 5,000 rubles, on the second plot – 10,000 rubles, on the third plot – 12,000 rubles. The wholesale price of 1 ton of potatoes is 12,000 rubles. The differential rent received on the first plot, with a harvest of 100 tons, is equal to _____ thousand rubles.
10. To reduce inequality in income distribution, the government can _____
11. The cause of a positive consumption externality may be...
 - a) voluntary vaccination of citizens

- b) the road to the new deposit
- c) airport noise
- d) loud music from the neighbor.

12. Marginal product with an increase in the number of employees, while other factors of production remain unchanged _____

13. The function of total economic costs (TC) for the entire volume of produced goods (q) has the following form:

This means that fixed costs will be _____

14. Market barriers in a perfectly competitive market _____

15. The situation when a monopolist firm will receive maximum profit at the optimal volume of production corresponds to point C in the figure, at $Q=35$, $P=4$: _____

16. The graph of the long-run capital supply function indicates a _____ supply.

17. The annual income generated by the plot is 18,000 rubles. The annual bank interest rate is 12%. The minimum price for which the owner of the land agrees to sell it is _____ rubles.

18. Variables _____ can be measured only at a certain point in time and characterize the state of the object of study on a certain date.

19. Variables _____ are measured per unit of time and characterize the "flow" of economic processes over time.

20. The cause of a negative consumption externality may be...

- a) emissions from a chemical plant
- b) tobacco consumption
- c) payment by the enterprise for the training of a specialist
- d) receiving free (at the expense of the state) education.

21. 2 million rubles were invested in the company's creation. Gross income for the year was 8 million rubles, accounting costs were 5 million rubles. The bank interest rate on deposits is 10% per annum. Economic profit is ____ million rubles.

22. The monopolistic competition market is characterized by the fact that _____

23. The demand for capital is determined, among other things, by the prices of other factors of production. This dependence is illustrated, among other things, by the substitution effect, which states that...

- a) a more expensive factor is replaced by a cheaper one
- b) capital can only be replaced by labor
- c) a cheaper factor is replaced by a more expensive one
- d) a change in the price of one factor leads to a change in the demand for all factors

24. Under conditions of perfect competition in the labor market, the specific shape of individual labor supply is explained by the substitution and income effects. The income effect comes into play when...

- a) a person begins to value free time more highly than the acquisition of possible benefits with additionally earned money
- b) the individual supply of labor constantly increases in response to an increase in income received from labor activity
- c) a person works the same amount of time regardless of the income he can receive
- d) the possibility of receiving additional income leads to the fact that a person begins to work more at the expense of leisure

25. A corrective tax when regulating negative externalities allows _____

26. Average consumer income increased from 6,000 to 15,000 rubles, while the demand for product X increased from 50,000 to 100,000 units. This allows us to characterize product X as _____

27. An example of an object of the legal market of goods and services in the Russian Federation can be _____

28. All other things being equal, a change in demand will result in _____

29. It is known that as income increases, consumption of a given product decreases. Based on the income elasticity of demand, it can be concluded that this product belongs to the category _____.

30. On _____, each point reflects the same level of total utility from consuming different sets of some two goods.

31. If long-run average costs decrease as production volume increases, then the industry experiences _____ economies of scale.

32. Revenue can be calculated as _____.

33. The market for hairdressing services in a large city is an example of a market structure called _____.

34. The economic measure of antimonopoly policy is _____.

35. For a monopoly market, in contrast to monopolistic competition, it is characteristic...

- a) non-price methods of competition
- b) production of a differentiated product
- c) low barriers to entry into the market
- d) the presence of one seller

36. The object of the modern labor market is _____.

37. Nominal income is called _____.

38. Overcoming the market "fiasco" caused by information asymmetry is possible through...

- a) financing of public goods by the state
- b) state certification systems.
- c) corrective taxes
- d) corrective subsidies

39. A situation where market coordination of economic choice processes does not ensure the efficient use of resources is called _____ An example of fixed costs is _____ .

40. The plurality of sellers and buyers, the homogeneity of the goods presented in the market, good information about prices in the market, the possibility of free entry and exit of producers in and out of the industry are the main features of the market structure called _____.

41. A natural monopoly arises as a result of _____.

42. An oligopoly market is characterized by the fact that _____.

43. An example of an object of the capital goods market is/ are ...

- a) working machines
- b) securities
- c) economic rights
- d) household appliances

44. The sufficiency of wages to satisfy and reproduce the vital needs of a person expresses the _____ function of wages.

45. Additional income from the use of a land plot, arising as a result of improved qualities or location of the given plot, is called _____.

46. The main causes of income inequality do not include _____.

47. The fruit market in retail stores in a particular large city can be described as...

- a) financial, saturated, excessive
- b) regional, closed, equilibrium
- c) local, goods and services, legal.
- d) factors of production, scarce, illegal

48. The correct completion of the statement regarding economic profit is: "Economic profit is always _____"

49. The implementation and continuous improvement of the pre-sales service system is a tool of _____ competition.

50. The sale of electricity at different rates to individuals and organizations is an example of pricing _____

51. Emissions from an industrial plant located within the city limits can cause _____ external effects...

52. An additional cigarette for a smoker has _____ marginal utility compared to the previous one during continuous smoking.

53. An example of a list of production factors is...

- a) worker, water, banker
- b) seamstress, paint, excavator
- c) forest, janitor, soup
- d) oil, fitter, sewing machine.

54. The degree of income inequality can be graphically represented using the _____ curve.

55. The income effect occurs in the following case:

- a) if people's incomes fall, they buy less of a given product;
- b) the reduction in the price of goods leads to the fact that the consumer can buy more of a given product without reducing the volume of purchases of other goods;
- c) the volume of purchases of some goods decreases as people's income increases;

d) as people's incomes rise, they save an increasing proportion of their income.

56. In the circular flow model of income and expenditure, the “injections” are:

- a) household savings;
- b) private sector investment;
- c) income taxes;
- d) government expenditure.

57. The amount of disposable income is 50 thousand. 45 thousand was spent on consumption. The average propensity to consume (APC) is ____ (enter the number to the nearest tenth, the separator is a period).

58. If consumers save 25% of each additional unit of income, the multiplier is ____ (enter number).

59. The amount of disposable income is 320 thousand. Savings are 64 thousand. The average propensity to save (APS) is ____ (enter the number to the nearest tenth, the separator is a period).

60. If the marginal propensity to consume (MPC) is 0.94, then the autonomous expenditure multiplier is ____ (enter the number to the nearest hundredth, separator is a period).

61. Differences in wages in competitive markets can be explained by:

- a) limited mobility of labor resources;
- b) incomplete information;
- c) differences in conditions and quality of work;
- d) all answers are correct.

62. Real wages are:

- a) the amount of money received in hand by each employee;
- b) the amount of accrued wages;
- c) nominal salary adjusted by the amount inflation;
- d) the amount of salary at the place of main and additional work.

63. When the wage rate increases, the individual supply of labor:

- a) always increases;
- b) always decreases;
- c) always remains unchanged;
- d) first increases and then may decrease.

64. The formation of the equilibrium wage rate is achieved when:

- a) reduction of working hours;

- b) restriction of immigration;
- c) the coincidence of demand and supply of labor;
- d) expansion of demand for labor.

Topics of reports (messages):

1. Economic costs. Economic, normal, accounting profit.
2. Cost and cost reduction factors.
3. The company's costs in the short and long term.
4. Main competitive structures of the market: characteristic features.
5. Perfect competition: demand, marginal gross revenue of the firm.
6. Perfect competition: maximizing profits in the short term, long-term period.
7. Perfect competition: minimizing losses, closing the company.
8. Pure monopoly: demand, marginal, gross revenue of the firm.
9. Monopsony: features and consequences. Determining price and profit.
10. Social costs of natural monopolies. Tasks of state regulation.

For current control of TK4:

Questions for the complex task TK4.

1. The system of national accounts and its use.
2. Principles of classification of macroeconomic results.
3. Types of economic growth.
4. Scientific and technological progress as a factor in economic growth.
5. The role of the state in regulating economic growth.
6. Cyclical nature of economic development.
7. Economic crisis in Russia: causes and solutions.
8. Inflation and unemployment. The Phillips curve .
9. The theory of long waves by N.D. Kondratiev and its development in world economic science.
10. Macroeconomic goals.

Tests:

Tested competencies: UC-2 (UC-2.2), UC-10 (UC10.1, UC10.2), GPC-3 (GPC-3.1, GPC-3.2.)

1. Macroeconomics studies the economy at the level of _____.
2. In the Keynesian macroequilibrium model , the main factor determining the dynamics of consumption and savings is _____.
3. In which case will the equilibrium volume of GDP decrease (there is more than one answer):
 - a) with an increase in imports;

- b) when exports decrease;
- c) with an increase in exports;
- d) with an increase in investments.

4. In which case will the equilibrium volume of GDP increase (there is more than one answer):

- a) with an increase in imports;
- b) when exports decrease;
- c) with an increase in exports;
- d) with an increase in investments.

5. If the nominal GDP in 2008 increased by 50 billion monetary units and amounted to 1000 billion monetary units, then with a GDP deflator equal to 1.1, real GDP compared to the previous year_____

6. The ratio of the increase in investment to the increase in income (GDP) that caused this increase is called _____.

7. The concept of the first privatization model is based on...

- a) the initial free and equal distribution among citizens of the rights to acquire state-owned enterprises
- b) sale of state-owned enterprises at market value
- c) free seizure of state property
- d) failure to comply with the principle of social justice

8. If in 2008 household consumer spending was 350 billion euros, gross domestic investment was 130 billion euros, depreciation was 25 billion euros, government purchases of goods were 100 billion euros, exports were 40 billion euros, and imports were 20 billion euros, then the net domestic product was _____ billion euros.

9. Reducing the share of the public sector in order to reduce the degree of monopolization of the economy, create a competitive environment, and form a diversity of forms of ownership is called _____

10. If the nominal GDP increased by 50 billion monetary units over the year and amounted to 1000 billion monetary units, then with a GDP deflator equal to 1.25, the real GDP will amount to ____ billion monetary units .

11. If the country's budget revenues are equal to 900 billion euros, and social expenditures are 400 billion euros, government purchases of goods and services are 350 billion euros, and interest on servicing the public debt is 100 billion euros, then the state budget has _____ billion euros.

12. Such features of the privatization process as directiveness, priority transformation of state property into private form, formation of a stock market through

shares of privatized enterprises are inherent in the _____ variant of privatization.

13. If in 2018 household consumer spending was €300 billion, gross private domestic investment was €150 billion, government purchases of goods were €100 billion, indirect taxes were €120 billion, and net exports were €40 billion, then nominal GDP was €_____ billion.

14. If the consumption function is described by the equation, then the autonomous expenditure multiplier is equal to...

15. If the GDP is 500 billion euros, the income tax rate is 12%, and the public debt is 10 billion euros, then budget revenues are equal to _____ billion euros.

16. In order to stimulate production in the domestic market, it is advisable to _____.

17. The indicator that determines the ratio of the increase in national income to the change in new investments that caused the increase in income is called:

- a) animator;
- b) deflator;
- c) accelerator;
- d) maximizer .

18. The national wealth of a country in the broad sense is: _____.

19. Gross national product is an indicator of _____.

20. The maximum volume of the country's gross national product for the year is limited to:

- a) consumer income;
- b) capital investments of firms;
- c) production resources;
- d) demand for goods and services.

21. Which of the following groups acquires the national product created in the country during the year:

- a) farmers, hired workers, households;
- b) corporations, investors, households;
- c) households, firms, states;
- d) investors, stockbrokers, producers.

Topics of reports (messages):

1. Macroeconomics: subject of research. Methodology of macroanalysis .
2. System of national accounts.

3. Gross national product. Gross domestic product. Real, nominal GNP. GNP deflator.
4. Methods of calculating GDP.
5. Structure of GDP expenditure and revenue.
6. Economic cycles: concept, causes, impact on the economy.
7. Unemployment: types, unemployment rate. "Full employment." Law Oukena .
8. Inflation: concept, types, kinds. Inflation rate. Stagflation.
9. Fiscal policy: concept, types.
10. The impact of government spending on the equilibrium volume of output. The government spending multiplier.

For current control of TK5:

Practical tasks:

1. A forward transaction with a premium for the purchase of 100 shares at 2,000 units per share, of which the premium is 100 units, was concluded on the stock exchange. At the time of execution of the transaction, a) the stock price fell to 1,850 units per share; b) the stock price rose to 2,100 units. Describe the buyer's behavior in situations a) and b).
2. The production cycle lasts six months. To finance this, 30 monetary units are advanced for the purchase of raw materials and supplies, and 10 monetary units are advanced for fuel and energy. Wages are paid monthly in 2 monetary units. Determine the amount of working capital and the number of times it is turned over during the year.
3. The machine cost 4,000 units. Overhauls over the machine's lifespan amounted to 1,800 units. The residual value is 400 units. The planned service life is 16 years, and dismantling costs are 360 units.
Calculate the depreciation rate of the car.
4. GNP = 5000 billion monetary units. Consumer spending = 320 billion monetary units. Government spending = 900 billion monetary units. Net exports = 80 billion monetary units. Exports = 350 billion monetary units. Depreciation = 150 billion monetary units.
Determine the value of gross private investment, the volume of imports, and the net national product.
5. Calculate the GNP deflator if apples, oranges and bananas were produced in quantities of 100, 75 and 50 tons, respectively, and sold at a price of 100, 150 and 75 monetary units per 1 kg.
6. Last year the prices were: 60, 90 and 80 monetary units per 1 kg, respectively.
7. Real GNP was 800 billion monetary units last year and 840 billion monetary units this year. Calculate: a) the growth rate; b) the rate of GNP growth in the current year compared to last year as a percentage.
8. Determine the equilibrium level of gross national product under the condition that entrepreneurial investment amounted to 50 monetary units, government

spending – 200, net exports – 70, autonomous consumption – 100, and the marginal propensity to save is 0.25.

9. A store is looking for general laborers. Labor demand is described by the equation $L = 10 - 0.2W$. Seven people responded to the job posting. Two are willing to work for at least 40 units per hour, two for at least 25 units per hour, two for at least 20 units per hour, and one for at least 15 units per hour.

Determine: a) how many general laborers will be hired and at what wage level; b) the state legally sets a minimum daily wage of 40 monetary units per hour. How many workers will the store manager hire in this case?

10. You are purchasing a car with a one-year installment plan (prices are approximate). The price of the car is 10,000 units. The down payment is 20%, and the service fee is 10%. Calculate the monthly payment and the total cost of purchasing the car. Explain why purchasing with installments is attractive to consumers.

Tests:

Tested competencies: UC-2 (UC-2.2), UC-10 (UC-10.1, UC-10.2), GPC-3 (GPC-3.1, GPC-3.2.)

1. The reasons for inequality in the distribution of national income in a market economy are (there is more than one answer):

- a) economic recession and inflation;
- b) inefficiency of the market mechanism for the distribution and redistribution of income;
- c) differences in people's abilities, education and motivations;
- d) imperfection of the labor market.

2. Under conditions close to full employment, the cause of demand-pull inflation will be an increase in _____

3. Unemployed economically active population seeking work that matches their qualifications due to individual preferences or in connection with a change of residence are recognized as being covered by _____ unemployment.

4. The introduction of resource-saving technologies is the basis for the transition to _____ economic growth.

5. Relocation to other countries for the purpose of permanent or temporary residence is called _____.

6. The phase of the industrial cycle characterized by overproduction of goods, increased interest rates, and enterprise bankruptcies is called _____

7. Economic growth accompanied by an increase in the quality of manufactured products, an increase in labor productivity and resource conservation is called _____.

8. The graph shows the demand curve for investments. An upward shift in the demand curve for investments due to an increase in their expected return can be caused by _____.

9. If Ivanov put money on deposit at 11%, and the expected inflation rate is 9%, then his real income will be ____%.

10. Establish a correspondence between the consequences of unemployment and specific forms of their manifestation.

1. Social consequences of unemployment
 2. Economic consequences of unemployment
- Provide a match for each numbered element of the task
1. increase in unemployment benefits
 2. early retirement
 3. underproduction of a part of GDP – economic
 4. loss of employee qualifications – social.

11. If a country has a progressive tax rate and the tax rate is 12% on an income of 50 thousand euros, and 20% on income above that, then a person will pay _____ thousand euros in tax on an income of 60 thousand euros.

12. Establish the correct sequence of results of automatic fiscal policy during an economic downturn (crisis).

Please provide a serial number for all answer options.

- automatic reduction of tax collections
- a drop in income due to a decline in production
- increase in social benefits
- mitigation of the economic downturn

13. The transaction demand for money is higher the _____

14. A passive banking operation is _____

15. The policy of expensive money is applied in conditions of _____

16. Technological progress and structural changes are the main features of the _____ cycle

17. Economic growth accompanied by an increase in the quality of manufactured products, an increase in labor productivity and resource conservation is called _____

18. The stage of integration economic cooperation in which the participating states agree on the free movement across national borders of not only goods, but also factors of production, is called _____

19. The reason for the trade balance deficit (all other things being equal) may be...

- a) an increase in the volume of factor income paid
- b) a decrease in demand for imported goods
- c) increase in purchases of foreign equipment
- d) reduction in the outflow of foreign portfolio investment

20. Autonomous investments are carried out...

- a) in non-financial assets
- b) with any demand for goods
- c) in securities
- d) only in a closed economy

21. If Ivanov put money on deposit at 11%, and the expected inflation rate is 9%, then his real income will be ____%.

22. Establish a correspondence between the forms of unemployment and the reasons that caused their occurrence.

- 1. Frictional unemployment
- 2. Structural unemployment
- 3. Cyclical unemployment

Provide a match for each numbered element of the task

- 1. transfer of an employee to a shorter work week due to a reduction in orders
- 2. substitution of labor for capital
- 3. change of professional interests
- 4. actual production volume is less than potential.

23. The advantage of the extensive type of economic growth is _____.

24. The current stage of development of the world economy is characterized, first of all, by _____.

24. Income received from investments is reflected in the _____ balance of payments.

25. Price factors influencing the amount of investment include _____.

26. If a country's expected inflation rate is 12%, natural unemployment is 6% with an elasticity of inflation to unemployment of 0.7, and in order to reduce inflation

the government cut government spending, which increased unemployment to 8%, then the inflation rate will be ____%.

27. The consumption function is given: $C = 40 + 0.85Y$. The volume of savings, if the household income is equal to 300 units, will be ____ (enter a number).

28. Investments are _____

29. The strength of the multiplication effect depends on:

a) how much income will be received at each subsequent stage of income generation ;

b) how much time is spent on the production of one unit of output;

c) how many consumers consume the national product;

d) what is the consumption period.

30. The "paradox of thrift" shows that all attempts to increase savings lead to:

a) a decrease in investment, production, a reduction in income and a decrease in savings;

b) a decrease in investment, production, a reduction in income and an increase in savings;

c) increasing investment, production, increasing income and increasing savings;

d) a decrease in the marginal propensity to save.

31. The essence of the wage policy of a modern state is:

a) elimination of discrimination;

b) increasing the level of wages;

c) freezing wages;

d) changes in the level of wages.

32. Total income is 1500, consumption is 1200, and planned investment is 400.

Then:

a) savings in the economy amount to 300;

b) stocks decreased by 100;

c) the actual investment is 300;

d) Savings in the economy amount to 400.

33. The English economist J.M. Keynes criticized the "law of markets" ____ (choose the only correct answer) and believed that the market mechanism under conditions of monopolization cannot guarantee macroeconomic equilibrium.

34. According to classical theory, raising the minimum wage leads to:

a) growth of population income;

b) an increase in unemployment;

c) increasing the level of employment;

d) a decrease in demand for labor.

35. The sum of frictional and structural unemployment is _____.

36. Okun's law states that the deviation of the output volume from its _____ is inversely proportional to the deviation of the unemployment rate from the _____ level.

37. A person who is actively looking for work and is registered with the employment authorities is _____ unemployed.

38. Unemployment caused by imperfect labor market institutions (high benefits, etc.) is _____ unemployment.

39. Involuntary unemployment is an economic phenomenon/state of the labor market when part of the economically active population cannot find work.

40. Unemployment associated with structural changes in production that change the structure of demand for labor is called _____ unemployment.

41. The _____ law describes the relationship between the level of cyclical unemployment and the percentage deviation of actual GDP from potential (enter the scientist's last name with a capital letter in the nominative case)

42. According to this law, if the actual unemployment rate is 3% higher than the natural unemployment rate, then the gap between actual GDP and potential GDP will be ____ (enter the number that corresponds to the only correct answer):

43. The Keynesian theory of employment defines unemployment as _____.

44. The potential volume of output in the economy is achieved when:

- a) institutional unemployment;
- b) cyclical unemployment;
- c) full employment;
- d) frictional unemployment.

45. The fight against unemployment involves the use of the following means:

- a) decrease in the money supply;
- b) improving the efficiency of employment services;
- c) increase in the required reserve ratio;
- d) increase in government spending.

46. The actual unemployment rate is 8%, the natural unemployment rate is 3%, and the Okun coefficient is 2.5. Potential GDP is 50 trillion rubles. The GDP loss in % will be ____ (enter the number to the nearest tenth, separator is a period).

47. The natural rate of unemployment is 4%, while the actual rate is 7%; the Okun coefficient is 2.3. The gap between actual and potential GDP in % will be ____ (enter the number to the nearest tenth, separator is a period).

48. I. Fisher's equation: _____

49. Cambridge equation of the quantity theory of money: _____

50. The Keynesian theory of money demand includes:
_____.

51. The Fisher effect states: _____.

52. Money supply = _____.

53. _____ – the process of issuing payment instruments within the commercial banking system.

Topics of reports (messages):

1. Aggregate Demand: Reasons for the Downward Sloping Aggregate Demand Curve.
2. Aggregate supply: features of the aggregate supply curve.
3. Non-price factors of change in aggregate demand and aggregate offers.
4. Macroeconomic equilibrium in the aggregate demand model and aggregate supply.
5. Macroeconomic equilibrium in the AD-AS model: the influence of price factor on production volume.
6. Macroeconomic equilibrium in the AD-AS model: change aggregate demand.
7. Macroeconomic equilibrium in the AD-AS model: consequences changes in aggregate supply.
8. Classical and Keynesian AD-AS model.
9. Keynesian consumption and saving schedule. Average and marginal propensity to consume and save
10. Non-income factors of consumption and savings.

For current control of TK6:

Questions for the complex task TK6.

Macroeconomic analysis: aggregate demand and supply.

2. The influence of aggregate demand and aggregate supply on GNP.
3. Models of macroeconomic equilibrium.

4. The essence and methods of fiscal policy.
5. Government spending multiplier.
6. Taxes and the tax multiplier.
7. Revenues and expenditures of the federal budget of Russia.
8. Basic concepts of taxation.
9. Problems of budget deficit and public debt.
10. Income tax and the A. Laffer curve .
11. Federal Reserve Banks and Monetary Policy.
12. Demand for money and its supply.

Tests:

Tested competencies: UC-2 (UC-2.2), UC-10 (UC-10.1, UC-10.2), GPC-3 (GPC-3.1, GPC-3.2.)

1. To graphically illustrate equilibrium in commodity markets, Keynesians use the model:
 - a) Cobb -Douglas;
 - b) J. Hicks (Keynesian cross);
 - c) J.-B. Say ;
 - d) L. Walras.

2. The aggregate supply curve in the long run has a _____ shape.

3. When there is a rush demand, there will be...
 - a) growth in consumption and reduction in savings
 - b) reduction in consumption and increase in savings
 - c) growth of both consumption and savings
 - d) reduction of both consumption and savings

4. Total expenditure includes: _____ expenditure, _____ expenditure, _____ expenditure, _____ expenditure, _____ export.

5. The main motives for firms to invest include _____.

6. The state budget is _____

7. Discretionary fiscal policy instruments include _____

8. Money circulation is...
 - a) a set of monetary units, price scales, monetary signs and emission system
 - b) the continuous movement of money, its functioning as a medium of circulation or a means of payment
 - c) the movement of money in internal circulation in cash form when they perform their functions
 - d) the movement of money in internal circulation in non-cash form when they perform their functions

9. Specialized credit and financial institutions include _____

10. In a situation of economic downturn, the central bank should carry out _____

11. Procyclical indicators include _____

12. The graph shows the AD-AS (aggregate demand-aggregate supply) model. If the aggregate demand curve intersects the aggregate supply curve at the intermediate point, then the increase in aggregate demand _____

13. If in 2008, with an income of 950 million ecu, household consumption amounted to 800 million ecu, and in 2007 they were 750 million ecu and 700 million ecu, respectively, then the marginal propensity to save is equal to $_$. If the nominal interest rate is 6% with an inflation rate of 4%, then the real interest rate will be $____\%$.

14. Establish a correspondence between the forms of unemployment and the reasons that caused their occurrence.

1. Frictional unemployment
2. Structural unemployment
3. Cyclical unemployment

Provide a match for each numbered element of the task

1. enrollment as a full-time student at the university
2. scientific and technological progress - structural
3. A person's move to live in another city is frictional
4. fall in aggregate demand is cyclical

15. The tax function is _____ and the social transfer function is _____. Government purchases of goods amount to 125 million euros. The potential volume of production $YF = 900$ million euros. If the actual volume of national production is less than the potential by 100 million euros, then the state budget will have _____ million euros.

16. Establish the correct sequence of results of expansionary fiscal policy.

Please indicate the serial number for all answer options:

- increase in employment and production volumes
- increase in government spending
- increase in private sector income
- increase in aggregate demand

17. Paper money includes _____

18. The function of organizing the issue and placement of shares and bonds of industrial and trading companies on the market is performed by _____ banks .

19. The Central Bank makes large-scale purchases of government securities from the public on the open market with the aim of...

a) restrictions on investment activity of enterprises and the banking sector of the economy

b) a decrease in the total amount of commercial bank reserves and the money supply

c) an increase in the total volume of commercial bank reserves and the money supply

d) facilitating the growth of the volume of loans provided by the central bank to commercial banks.

20. The modern world economy is characterized by _____

21. The reason for the trade balance deficit (all other things being equal) may be _____

22. The graph shows the AD-AS (aggregate demand – aggregate supply) model. An increase in aggregate demand in the long run _____

23. If in 2008, with an income of 950 million ecu, household consumption amounted to 800 million ecu, and in 2007 they amounted to 750 million ecu and 700 million ecu, respectively, then the marginal propensity to save is equal to ____.

24. The graph shows the AD-AS (aggregate demand – aggregate supply) model. A decrease in aggregate demand in the long run _____.

25. If the consumption function is described by an equation, then at income level $Y=1000$ the average and marginal propensity to consume are respectively equal to _____.

26. The instruments of budgetary and tax (fiscal) policy are _____.

27. An additional function under the gold standard, compared to the list of basic functions of modern money, is the function of money as _____.

28. An active banking operation is _____.

29. The cheap money policy leads to...

A) a reduction in the cost of credit, and consequently a decrease in the profits of commercial banks and a crisis in the banking system

b) a decrease in the rate of inflation and, consequently, according to the Phillips curve, an increase in unemployment

c) a decrease in the amount of money in the economy in national currency due to the acquisition of large volumes of foreign currency by the population

d) a reduction in the cost of credit, and hence an increase in total expenditure, investment, production volumes and employment

Topics of reports (messages):

1. Expansionary and contractionary fiscal policy.
2. Financing the budget deficit.
3. Problems of fiscal policy. Crowding-out effect.
4. Monetary policy: prices, methods of regulating money supply.
5. Cheap money policy, expensive money policy. Keynesian interpretation of the monetary policy mechanism.
6. Monetary policy and the AD-AS model.
7. Monetarism: monetary basis, M. Friedman's monetary rule.
8. The main problems of the social sphere and ways to solve them in the Russian Federation.
9. International division of labor and international economic relationship.
10. Stages of development of the global economy.

For interim assessment:

Examples of exam questions:

1. Stages of formation and development of economic science. The Russian economic school and its specific features.
2. Subject and method of economic theory. Economic laws and categories.
3. Fundamentals of social production: simple aspects of the labor process, social product and its movement.
4. Natural and social conditions of life.
5. The problem of limited resources and unlimited needs.
6. Factors of production, their interaction and combination.
7. Production function.
8. Property as an economic category: essence, forms, laws. Methods of changing forms of ownership.
9. Economic systems.
10. Commodity economy: conditions of emergence, main features and types.
11. Commodity and its properties. Alternative theories of commodity properties and value.
12. Money as a category of commodity production: origin and essence. Theories of money.

13. Functions of money.
14. Monetary system: content and purpose, evolution of monetary circulation and money.
15. Market: conditions of emergence, role and functions.
16. Market infrastructure: essence and main elements.
17. Trade and commerce as elements of the market: essence, types, structure.
18. Exchange and bank – market links: purpose, types and content of activities.
19. Competition and its types. Competition and monopoly.
20. Demand for a product and its characteristics: law of demand, demand curve, elasticity of demand.
21. Supply of goods and its curve, elasticity of supply.
22. Equilibrium of supply and demand.
23. Price in a market economy: functions, types, formation mechanism, price theories.
24. Fundamentals of the theory of consumer behavior.
25. Costs, their essence, structure and classification. Cost theory.
26. Entrepreneurship: economic content, characteristics, types. Risk in entrepreneurship.
27. Basic forms of business organization.
28. Firm in the system of market relations.
29. Theories of the firm.
30. Economic equilibrium of a firm in markets with perfect and imperfect competition.

Examples of questions for the test:

1. The subject of macroeconomic theory: its general characteristics.
2. National economy: its goals and results.
3. Gross domestic product (GDP) and gross national product (GNP), methods of measuring GDP.
4. Nominal and real gross domestic product (GDP). The concept of the GDP deflator.
5. System of National Accounts (SNA). Main SNA indicators (Main macroeconomic indicators)
6. The essence of economic growth, its types and indicators.
7. Sources and factors of economic growth.
8. Types of economic cycles. Kondratiev's long wave theory.
9. The place and role of the state in a market economy/State regulation of the economy
10. State economic policy: short-term and long-term
11. Macroeconomic equilibrium and its type
12. Basic models of macroeconomic equilibrium
13. Aggregate demand and factors influencing it
14. Aggregate supply and factors affecting it

15. Consumption and savings. Factors influencing them
16. The nature of investments and their types. Investments and GDP dynamics
17. Demand for investments and their supply.
18. Investment multiplier theory
19. The nature, causes and types of inflation
20. Socio-economic consequences of inflation
21. Anti-inflationary policy of the state: tactical and strategic measures
22. Socio-economic consequences of unemployment and methods of overcoming it.
23. The relationship between inflation and unemployment. The Phillips curve .
24. Financial relations and financial system, functions of finance.
25. State budget, its deficit and surplus.
26. Methods of balancing the state budget
27. Public debt. Types of public debt and its management.
28. State fiscal policy, mechanism and instruments for its implementation
29. Taxes and their functions. The Laffer curve
30. Discretionary fiscal policy and the policy of built-in stabilizers
31. Money market: supply and demand for money. Money supply
32. Equilibrium of the money market, formation of the level of bank interest
33. Banking system: structure and functions in the national economy.
34. The Central Bank and its functions. The Central Bank's activities in ensuring equilibrium in the money market
35. Commercial banks. Expansion of the money supply and the money multiplier.
36. Monetary policy of the Central Bank: its goals, instruments and mechanism of influence on GDP
37. Monetary policy: essence, goals and features in Russia.
38. The nature of income and its causes. The Lorenz curve and the Gini coefficient.
39. State regulation of income: social justice and economic efficiency.
40. Social policy of the state and its main directions
41. Social protection of the population: principles and sources