

**NATIONAL AVIATION UNIVERSITY**  
**THE EDUCATIONAL AND SCIENTIFIC INSTITUTE OF ECONOMY AND**  
**MANAGEMENT**

**Department of Management of Foreign Economic Activity of Enterprises**

**G U I D E L I N E S**  
**O N T H E P E R F O R M A N C E O F S T U D E N T S '**  
**S E L F W O R K**  
**from the discipline "Methodology and Organization of Scientific Research"**

Specialty:                   073 «Management»

Specialization:            «Organization management and administration (by  
  type of economic activity)»  
  «Management of foreign economic activity»

Indexes:                    HM-6-073/16-2.1.2  
  HM-6-073/16-2.1.3

(code and name of the direction (specialty) of  
preparation)

Developed by ...

(scientific degree, academic status, last  
name, first name)

Reviewed and approved

at a meeting of the ZEDP Management  
Department

Protoco; № 7 from «15» May 2017 p.

Head of Department \_\_\_\_\_.....

## **1. Terms**

1.1. Self work of students is regulated by the Regulation on the Organization of Educational Process in NAU from 24.03.2015

1.2. The Regulation on the Organization of the Educational Process in NAU stipulates that the study time allocated for self work of students is determined by the work curriculum and must be not less than 1/3 and not more than 2/3 of the total amount of study time of the student allocated for studying a particular discipline.

1.3. The purpose of students' self work:

- development of creative abilities and activation of students' mental activity;
- formation of students' need for continuous self-replenishment of knowledge;
- acquisition of a deep knowledge system by the student as a sign of knowledge strength;
- students' self work as a result of moral and volitional efforts.

1.4. Students' self work tasks are:

- to teach students to work independently on literature;
- creatively perceive educational material and to make it;
- acquire the skills of daily self work in obtaining and generalization of knowledge, skills.

## **2. Organization of students' self work**

2.1. The content of students' self work in the discipline "Methodology and Organization of Scientific Research" is determined by the curriculum of the discipline and the course training program of the discipline.

2.2. For self work is made:

- part of the theoretical material, less complex in content;
- some practical work that does not require direct guidance of the teacher.

2.3. Self work of students is ensured by the system of educational and methodological means provided for studying of this discipline.:

- basic literature (textbook, reference for lecture notes, tutorials and methodological manuals);
- additional literature (scientific, professional monographic, periodical);
- methodological materials (guidelines for students' self work).

2.4. Self work on assimilation of educational material in this discipline can be performed in the library, study rooms, computer classes (laboratories), as well as at home.

2.5. Types of tasks for self work in the discipline:

- processing of information received directly in compulsory training sessions;
- work with relevant textbooks and personal lecture notes;
- self study of particular topics or issues with the development of a lecture notes;
- work with reference literature;
- writing abstracts, messages;

- creative tasks (reports, group projects, essays, reviews, etc.).

Successful completion the self work task is possible when the students have certain skills: ability to work with a book (to draw up a plan, abstract, abstract); to carry out the analysis of educational material (to make different types of tables, to carry out their analysis).

Independent tasks can be performed in a workbook or on separate sheets.

Table 1

### Discipline structure "Methodology and Organization of Scientific Research»

The name of the thematic section	Academic hours				
	Total	Lections	Practicals	Laboratory	Student's Self-work
<b>Total for module № 1</b>	60	18	18	x	24
<b>In total for the discipline</b>	<b>60</b>	<b>18</b>	<b>18</b>	<b>x</b>	<b>24</b>

Table 2

### Self work program on the discipline «Methodology and Organization of Scientific Research»

№ nop.	Topics presented for self work	Number of hours	Types of educational task for self-work	Control forms	Literature
<b>Module № 1 «Methodology and organization of scientific research»</b>					
1.1.	Science as a system of knowledge and scientific activity	11	self-study with lecture notes development	oral interview on topic materials	[1, 4, 5, 11, 15]
1.2.	Methodological principles of scientific knowledge and types of scientific research	11	report writing	oral interview on topic materials, homework check	[1, 4, 12, 14]
1.3.	Theoretical methods of research	11	creative tasks (reports, reviews)	homework check	[4, 6, 8, 10]
1.4.	Empirical methods of scientific research	11	independent study with lecture notes development	oral interview on topic materials	[8, 12, 14]
1.5.	Information support for scientific research	10	writing reports	homework check	[6–10, 14–16]
1.6.	Organization of economic research	10	creative tasks (reports, reviews)	homework check	[4, 5, 6, 16]
1.7.	Scientific and scientific-pedagogical staff	10	essay writing	homework check	[2, 4, 15]
1.8.	Forms of reflection of scientific results	10	creative tasks (reports, reviews)	homework check	[4, 7, 11, 115]
	<b>Total for the module № 1</b>	86			
	<b>Total</b>	86			

### 3. Organization of control measures for students' self work

3.1. Control measures include ongoing and final control of students' knowledge.

3.2. Ongoing supervision is an organic part of the educational process and is conducted during lectures and practicals.

3.3. Current control forms:

- oral interview on the materials of the topic discussed at the beginning of the next lecture with the assessment of students' answers (5-10 minutes);
- written poll of students at the beginning or at the end of the lecture (5-10 minutes). The answers are verified and evaluated by the teacher in the classroom. It is desirable that the test questions should be prepared in advance on separate sheets on which students write answers;
- Front-end machine-free standardized control of students' knowledge on several topics presented for independent work (5-10 minutes). Conducted at the beginning of practical classes;
- homework check;
- verification of acquired skills in practical classes;
- test examination of students' knowledge;
- other forms.

3.4. The completion of some students' self-study tasks can be controlled during the practical classes (some questions of the lesson may relate to topics that have been partially or completely done independently), the teacher may anticipate conducting the lesson completely on topics of self work.

3.5. In the case of a credit-module system, the topics of the independent work are included in the module. They are monitored after the completion of the logically completed part of lectures and other types of lessons in the discipline and their results are taken into account when presenting the final assessment.

3.6. The educational material of the discipline, provided by the working curriculum for students to learn in the process of self work, is submitted for final control, along with the educational material that is processed during the training.

3.7. Control over the processing of educational material submitted for independent work is carried out by the teacher in the classroom, in extracurricular time by two-sided ("enrolled" or "not enrolled") or by the implemented scale in NAU. Consultations and ongoing supervision by the teacher are conducted according to the schedule of additional classes.

3.8. The results of current control over the students' self work are recorded in the teacher's journal.

## RECOMMENDED LITERATURE

### The main recommended literature

1. Економічні дослідження (методологія, інструментарій, організація, апробація : навч. посіб. / за ред. А.А. Мазаракі. — 2-ге вид., допов. — К. : Київ. нац. торг.-екон. ун-т, 2011. — 296с.
2. Єріна А.М. Методологія наукових досліджень : навч. посіб. / А.М. Єріна, В.Б. Захожай, Д.Л. Єрін. — К. : Центр навч. літ-ри, 2004. — 212с.
3. Колесников О.В. Основи наукових досліджень : навч. посіб. / О.В. Колесников. — К. : Центр учбової літ-ри, 2011. — 114с.
4. Кушнарєнко Н.М. Наукова обробка документів : підруч. / Н.М. Кушнарєнко, В.К. Удалова. — Вид. 4-те, переробл. І допов. — К. : Знання, 2006. — 334с.
5. Методологія та організація наукових досліджень : Опор. конс. лекц. / Укладач В.М. Кислий. — Суми : Вид-во Сумськ. держ. ун-ту, 2009. — 113с.
6. Основи наукових досліджень : ОКЛ / укл. Е.В. Колісніченко. — С. : Сумськ. держ. ун-т, 2012. — 83с.
7. Скляр М.Ф. Основы научных исследований : учеб. пособ. / В.Ф. Скляр. — 5-е изд. — М. : Дашков и Ко, 2013. — 243с.
8. Шейко В.М. Організація та методика науково-дослідницької діяльності : підруч. / В.М. Шейко, Н.М. Кушнарєнко. — Вид. 6-те, переробл. І допов. — К. : Знання, 2008. — 310с.

### Additional recommended literature

9. Білявський В.М. Комплексний підхід до дослідження передумов використання соціальних методів управління / В.М. Білявський // Вісник Донец. держ. ун-ту економіки і торгівлі ім. М. Туган-Барановського. — 2006. — № 4 (32) — С. 84–92.
10. Білявський В.М. Методичні підходи до оцінювання ефективності управління стратегічним потенціалом підприємства / В.М. Білявський // Вісник Східноукр. нац. ун-ту ім. В. Даля. — 2010. — № 2 (144). — Ч. 2. — С. 30–35.
11. Білявський В.М. Методичні підходи до оцінювання ефективності функціонування системи операційного менеджменту підприємства / В.М. Білявський // Вісник Східноукр. нац. ун-ту ім. В. Даля. — 2013. — № 8 (197). — Ч. 2. — С. 31–37.
12. Білявський В.М. Методичні підходи до оцінювання соціально-економічного потенціалу торговельного підприємства / В.М. Білявський // Вісник Хмельницьк. нац. ун-ту (Економічні науки) — 2010. — Т. 4.— С. 15–22.
13. Білявський В.М. Моделювання операційної системи підприємств / В.М. Білявський // Вісник Полтав. ун-ту екон. і торг. : журнал. — 2014. — № 2 (64). — С. 85–93.
14. Білявський В.М. Характеристика теоретико-методологічних засад управління системою операційного менеджменту / В.М. Білявський // Торговля та ринок України. — Випуск 36 — 2013. — С. 16–24.
15. Доброзорова О.В. Організація праці менеджера : навч. посіб. / О.В. Доброзорова, І.В. Осадчук. — МОН. — К. : Кондор, 2009. — 502с.

16. Основи наукових досліджень у соціальній роботі : навч. посіб. / М.М. Букач, Т.С. Попова, Н.В. Клименюк. — Миколаїв: ЧДУ ім. Петра Могили, 2009. — 284с.
17. Сурмін Ю.Г. Майстерня вченого: Підручник. / Ю.Г. Сурмін. — К. : Знання-Прес, 2006. — 280с.

## Guidelines for students' work with literature

Processing of the material should start with reading of the whole text, paragraph, adhere the following rules:

- - focus on what you read;
- - to highlight the essence of the read, throwing away the little things;
- - understand the author's opinion clearly and clearly and this will help to formulate a clear and own opinion;
- - to think consistently and carefully;
- - make clear what you read;
- - in the process of working on the topic of interpretation of unfamiliar words and special terms, to find in the dictionary of foreign words and in special reference books on the profession;
- - obscure places, phrases, expressions re-read several times to understand their meaning.

The text contains single words, phrases, or whole sentences, italicized, bold, or typed. This is indicative of the author's emphasis on the main.

After reading the text is necessary:

- - highlight the main opinion of the author;
- - to distinguish the main issues of the text from minor;
- - to understand the connection between theoretical positions and life (practice);
- - to consolidate the read in the mind;
- - to relate new knowledge to previous knowledge in the field;
- - go to the final stage of assimilation and processing - records.

Entries must begin with the subject and title, author's name, year of publication, and publisher's name. If this is a magazine, then the year and issue number, the title of the article. Then make a plan, that is, a brief list of the main issues of the text in the logical sequence of the topic.

Drawing up a plan, or theses of a logical passage completed in the semantic content of the text, contributes to a better understanding of it. The plan can be simple or detailed, that is, more in-depth, especially when working on additional literature on the topic.

After drawing up the plan, you need to start texting the records.

Recordings must be kept clearly and clearly. They can be short or detailed depending on the level of knowledge of the student, the richness of his literary and professional vocabulary, the skills of independent work with the book. As painstaking and systematic work, the records should be thesis-like and be logically consistent.

For ease of use, you need to leave notes and free lines for additions. Entries should not be monotonous. They should highlight important places, key words that are accentuated by different fonts or fonts, underlining, field notes, borders, columns, and more.

Entries can be in the form of a synopsis, simple or detailed abstracts, quotations, extracts, systematic tables, graphs, diagrams, diagrams.

**A lecture note** is a short, concise, sequentially versatile form of recording the main content of a read, which may be accompanied by the various entries mentioned above.

Summarizing is summarized in brief records of the contents of each heading of the plan. Outlining basic thoughts, provisions, confirmation of examples. All issues of the plan must be interconnected.

**Excerpts** are used when it is necessary to present the most important places, facts, digital data, precise formulation of rules and laws.

**A quote** is a consistent statement that emphasizes the position of the text. It retains the sharpness of the author's statement, is written consistently, competently and the source of the citation is indicated.

An important element of note is the ability to use **illustrated works** (diagrams, graphs, diagrams) and **systematic tables**. The main drawback in this issue is the mechanical execution of illustrations that are not related to textual material.

The teacher should emphasize the students' attention to the necessity of implementation and meaning of graphical images and systematic tables, to teach them to independently compile, analyze and use in theoretical calculations of the material. For example, when studying the blood circulation in animals, it is possible to limit drawing without textual entries.

Compilation of thematic graphs and tables promotes better absorption of homogeneous phenomena, allows to trace the development of the same phenomenon, ie to cover all the educational material of the topic.

Systematic tables allow students to summarize their knowledge and analyze the information they receive.

Preparation of illustrated materials demonstrates the creative and conscious activity of the student to master knowledge, promotes practical skills and skills for independent, thoughtful work.

Outline skills produce a student's ability to write abstracts.

**An abstract** is a summary of the substance of a book, topic, or a separate issue of a read source.

The abstract is presented in the form of a free record in their own words, following the sequence of facts according to the sources and accompanying text with excerpts, quotes, illustrative materials.

It is necessary to teach students to use a large number of sources to write an abstract. This makes it possible to cover the topic more fully and to learn how to compare expressions, thoughts, digital data of different authors, years of publication, which contributes to the development of the student's own thought and is a driving factor in the skills of the elements of research thinking.