

**Ministry of education and science of Ukraine
V. N. Karazin Kharkiv National University**

Department of economic theory and economic methods of management

APPROVED BY
Dean of the faculty of economics

_____ Vitalii DIACHEK

“ ____ ” _____ 2026

**WORK PROGRAM
OF THE PRODUCTION (SCIENTIFIC
AND PEDAGOGICAL) PRACTICE**

Level of higher education: Third (Educational and scientific / PhD level)

Field of knowledge: C – Social Sciences, Journalism, Information and International Relations

Specialty: C1 Economics and International Economic Relations

Educational program: Economics

Specialization: C1.01 Economics

Course type: mandatory

Faculty: Economics

Academic year: 2026 / 2027

The program is recommended for approval by the academic council of the faculty of economics

Minutes No. , August , 2026,

PROGRAM DEVELOPER: Volodymyr SOBOLIEV, professor of department of economic theory and economic methods of management

The program was approved at the meeting of the department of economic theory and economic methods of management

Minutes No. dated August , 2026

Head of department of economic theory and economic methods of management

_____Andriy HRYTSENKO

The program is agreed with the guarantor of the educational-scientific program «Economics»

Guarantor of the educational-professional program «Economics»

Volodymyr SOBOLIEV

The program was approved by the scientific and methodological commission of the faculty of economics

Minutes No. dated August , 2025

Head of the scientific and methodological commission of the faculty of economics

Daria ZAHORSKA

INTRODUCTION

The program of pedagogical practice is compiled in accordance with the educational and scientific program of training of doctors of philosophy (phd) "Economics" in the specialty C1 "Economics and international economic relations."

Pedagogical practice is a mandatory component of the program of training of doctors of philosophy in economics. Before its completion, the mandatory discipline "Methodology of Teaching Economic Disciplines" is studied, therefore it is recommended to refresh knowledge in this subject, as well as to familiarize yourself with the regulations on pedagogical practice of applicants for the scientific degree of doctor of philosophy in economics on the website of the faculty of economics.

1. Description of Pedagogical Practice

1.1. The purpose of pedagogical practice is to consolidate the knowledge and skills obtained during theoretical training, master the practical skills of planning and conducting lectures, practical and seminar classes in economic disciplines, and create methodological support for teaching academic disciplines.

After completing the internship, a higher education applicant must acquire the following professional competencies:

- pedagogical skills, improvement of pedagogical techniques, professional skills of future higher school teachers, readiness for teaching activities within the specialty C1 " Economics and International Economic Relations ".

1.2. The main tasks of the internship are:

- familiarization with the real experience of organizing the educational process in higher education institutions;
- mastering the skills of preparing and conducting public speeches, lectures, practical and seminar classes in economic disciplines, conducting discussions with the audience;
- acquiring skills in creating methodological support for teaching academic disciplines in the form of educational and methodological complexes;
- acquiring skills in using modern information technologies and interactive teaching methods, including distance learning, presentations of educational material;
- gaining experience in developing criteria for assessing students' academic achievements;
- familiarization with modern methods of teaching economic disciplines in higher education and scientific developments in the field of teaching methods;
- familiarization with the procedure and obtaining individual experience in planning teaching activities and reporting on its results, methods of rating assessment of teaching results.

1.3. Number of credits – 5

1.4. Total number of hours – 150

1.5. characteristics of pedagogical practice	
Mandatory	
Full-time study	Part-time (distance) study
Year of study	
2	-
Semester	

4	-
Lectures	
Practical / seminar classes	
Laboratory classes	
	-
Independent work	
150 hours	
Individual tasks	
0 hours	

1.6. List of competencies that this discipline forms

PC03. Ability to use modern methodologies, methods and tools of empirical and theoretical research in the field of economics, computer modeling methods, modern digital technologies, databases and other electronic resources, specialized software in scientific and scientific and pedagogical activities.

PC04. Ability to carry out scientific and pedagogical activities in higher education institutions.

1.7. List of learning outcomes that this discipline forms:

PLO07. To apply innovative scientific and pedagogical technologies, to formulate the content, learning goals, methods of their achievement, forms of control, to be responsible for the effectiveness of the educational process in compliance with the norms of academic ethics and integrity.

1.8. Prerequisites: Research methodology and practice of measuring economic processes, Methods of teaching economic disciplines.

2. Internship Program

The internship program is designed for 2 semesters and involves the implementation of three goals (topics), divided into stages (semesters):

Topic 1. Study of the organization of the educational process in higher education institutions (3th semester, 60 hours of independent work)

- 1.1. Development and coordination of the calendar plan for the first stage of internship.
- 1.2. Planning the educational process (attending department meetings, methodological and methodological seminars, working in the department's methodological office with documentation).
- 1.3. Accounting for the teacher's work (studying the regulatory framework, working on the Internet).
- 1.4. Evaluating the results of the teacher's work (studying the regulatory framework, working on the Internet)
- 1.5. Studying best practices in methodological work.
- 1.6. Attending classes of leading teachers.
- 1.7. Performing individual tasks (if necessary).
- 1.8. Preparation of an interim report.

Topic 2. Passive pedagogical practice (4th semester, 40 hours of independent work)

- 2.1. Development and coordination of the calendar plan for the second stage of practice.
- 2.2. Attendance at classes of leading teachers.
- 2.3. Study of the practice of applying modern teaching methods.
- 2.4. Study of documentary support for the organization of the educational process and accounting for its results.
- 2.5. Preparation for trial and credit classes.
- 2.6. Development of methodological support for conducting trial classes.
- 2.7. Conducting trial and credit classes (2 lectures and 4 practical and seminar classes).
- 2.8. Completion of individual tasks (if necessary).
- 2.9. Preparation of an interim report.

Topic 3. Active pedagogical practice (4th semester, 50 hours of independent work)

- 3.1. Development and coordination of the calendar plan for the third stage of practice.
- 3.2. Preparation for credit classes.
- 3.3. Development of methodological support for conducting classes.
- 3.4. Independent conduct of credit classes (1 lecture and 2 practical and seminar classes).
- 3.5. Attendance at classes of leading teachers and other higher education applicants.
- 3.6. Completion of individual tasks (if necessary).
- 3.7. Preparation of a final report.
- 3.8. Submission of a final report and receipt of credit.

The credit for the results of practice is issued by the applicant's scientific supervisor based on the results of active practice and credit classes held in the 6th semester. The results of the credit are taken into account by the Academic Council of the faculty when certifying the postgraduate student based on the results of the third year of training.

The condition for admission of a higher education applicant to active practice in the 6th semester is the provision of a written report on the completion of the previous stages, confirmed by the scientific supervisor. The calendar plan for completing each of the stages (weekly each semester) is developed by the applicant independently, agreed with the scientific supervisor and included in the individual curriculum for the 3rd (5th-6th semester) year of training, with subsequent approval by the Academic Council of the Faculty of Economics. The calendar plan provides for the distribution of the total number of hours in terms of specific types of work (attending classes of leading teachers, preparing for and conducting own trial and credit classes, participating in department meetings and methodological/methodological seminars of the department, working with department documentation on the organization, planning of the educational process, reporting and evaluation of teachers).

3. Practice structure

Назви теми (етапу) Topic (stage) Name	Number of hours					
	full-time form					
	total	including				
l		p	s	ind	indep.	
1	2	3	4	5	6	7
Stage 1. Study of the organization of the educational process in higher education institutions (3th semester)	60					50
Stage 2. Passive pedagogical practice (4th semester)	40					40
Stage 3. Active pedagogical practice (4th semester)	50					50
Total hours	150					150

4. Types of classes of the active practice stage (4th semester, full-time)

No.	Class type	Number hours
1	Lecture	2
2	Seminar	2
3	Seminar	2
4	Practical class	2
5	Practical class	2
	Total	10

The discipline and topic of each class are agreed in advance (before the beginning of the semester) by the higher education applicant and the academic supervisor with the teachers who provide teaching of the relevant disciplines at the Faculty of Economics. It is recommended to choose at least 5 disciplines in such a way as to ensure that classes are held in each of the bachelor's and master's courses. At the same time, it is recommended that a higher education applicant attend classes in the relevant disciplines in 5-6 semesters in order to prepare the appropriate educational and methodological support in advance.

5. Tasks for independent work

The independent work of the higher education applicant includes:

- studying the regulatory framework of the university on the organization of the educational process;
- processing educational material in the relevant disciplines and topics, preparation for lectures, practical and seminar classes, development of methodological support for each lesson (including presentations), development of tasks for current control.
- attending classes of leading faculty teachers.

The approximate distribution of hours by types of independent work is given in the table below.

№ з/п	Types, content of independent work	Number hours	
		full-time form	part-time form
1	Preparation for lectures (development of lecture notes, study of literature on topics presented at lectures, attending classes of other teachers)	30	30
2	Preparation for practical classes (including attending classes of other teachers)	10	30
3	Preparation for seminar classes (including attending classes of other teachers)	20	30
4	Preparation of presentations	10	20
5	Study of the regulatory framework for the organization of the educational process	10	20
6	Preparation of reporting documentation	10	20
	Total	90	150

6. Control methods

Control of the implementation of the calendar plan for the internship is carried out during the annual (6th semester) and intermediate (5th semester) certifications of the applicant at meetings of the graduation department and the academic council of the Faculty of Economics. The applicant's reports on the completion of the internship are endorsed by the guarantor of the educational and scientific program, the scientific supervisor and the teachers in whose disciplines the trial (credit) classes were held, as well as, upon the recommendation of the guarantor of the educational and scientific program, by the heads of the methodological offices of the relevant departments.

Control of the acquisition of the relevant practical skills of applicants obtained during pedagogical practice is carried out by evaluating the trial and credit classes (lectures, practical and seminar classes) provided for in the individual curriculum agreed with the scientific supervisor, with the issuance of appropriate grades (in points, according to the scoring scheme).

Control is provided by the scientific supervisor and the teacher in whose discipline the relevant class is held, through the presence of the scientific supervisor and/or teacher teaching the relevant course (educational discipline). After the lesson, it is discussed with the participation of the scientific supervisor and/or teacher of the relevant discipline and, if necessary, a representative of the scientific and methodological commission of the faculty.

7. Scoring scheme

The structure of control measures and distribution of points for pedagogical practice is given in the table.

Generalized scoring scheme

Topic 3. Active pedagogical practice (4th semester)	Total	l p	s	p
3.1. Preparation for lessons	0	0	0	0
3.2. Development of methodological support for conducting lessons	40	24	8	8
3.3. Independent conduct of lessons	60	36	12	12
Total points	100	60	20	20

A higher education applicant must deliver 1 credit lecture in the 6th semester. The lecture is graded on a 12-point scale with a 2.0 coefficient. The maximum grade for a lecture is 24 points.

In addition, a higher education applicant must conduct 2 practical and 2 seminar credit classes.

For conducting a practical class, a maximum grade is given on a 12-point scale, which is converted into an overall grade with a coefficient of 0.5. The maximum score for practical classes is 12.

Each seminar class is also graded on a 12-point scale. The maximum number of points for seminar classes is 24.

The maximum total score for practical and seminar credit classes is 36 points.

The total maximum score for credit classes is 60 points. In this case, conducting the planned classes in full is mandatory. A higher education applicant is allowed to conduct the next lesson according to the schedule after the previous one. If a higher education applicant has at least 2 years of experience in scientific and pedagogical work, the total number of trial and credit lessons may be reduced, with the corresponding number of points being credited to the overall score.

Methodological support for conducting lessons is also assessed on a 12-point scale. For methodological support for each credit lecture, the maximum score is 12 points, and for 2 lectures together – 24 points. For methodological support for practical and seminar classes, a score for each lesson is not given, but a generalized score for methodological support for all 4 classes is given on a 12-point scale (separately – a maximum of 12 points for practical classes, separately – a maximum of 12 points for seminar classes) using a reducing coefficient of 2/3. The total maximum score for methodological support for practical classes is 8 points, seminar classes – 8 points, and together – 16 points.

The total maximum score for methodological support of credit classes is 40 points. If a higher

education applicant has at least 2 years of experience in scientific and pedagogical work, the total number of units of methodological support does not change, but the applicant is allowed to provide methodological support for classes on other topics (disciplines) of his choice instead of methodological support for classes not actually held, with the corresponding number of points credited to the overall score.

The credit is issued based on the results of independent conduct of credit classes in the amount provided for by the practice program.

When conducting pedagogical practice at a correspondence department, depending on the real capabilities of the postgraduate student, instead of conducting classes, it is allowed to credit methodological support with the application of an increasing coefficient of 2.5.

Assessment criteria (diagnostic tools)

The qualitative criteria for assessing the conduct of classes by a higher education applicant are:

1. Completeness of task performance:
 - Elementary;
 - Fragmentary;
 - Complete;
 - Incomplete.
2. Level of independence of the higher education applicant:
 - under the guidance of a teacher;
 - teacher consultation;
 - independently.
3. Formation of educational and information skills (working with a textbook, mastering different reading methods, drawing up a plan, reviews, notes, the ability to use the library, observation, experiment, etc.);
4. Formation of educational and intellectual skills (definition of concepts, analysis, synthesis, comparison, classification, systematization, generalization, abstraction, the ability to answer questions, perform creative tasks, etc.);
5. Level of formation of professional methodological skills (the ability to apply acquired knowledge in practice):
 - low - the ability to perform primary processing of educational information without further analysis;
 - medium - the ability to choose known methods of action to perform professional tasks;
 - sufficient - applies acquired knowledge in standard practical situations;
 - high - the ability to perform creative and search activities.

Assessment scale for credit-bearing lessons

Number of points	Lesson conducted	Methodological support for the lesson
10-12	The lesson was conducted at a high level. Fluent mastery of the material. Good contact with the audience. The lesson plan was fully implemented. Active use of the presentation. Optimal pace of presentation and distribution of the material. Terminological literacy.	Methodological and technological literacy is demonstrated. Methodological decisions are justified. The design meets the requirements.
7-9	The lesson was conducted at a sufficient level. Fluent mastery of the material. Insufficient contact with the audience. The lesson plan was not fully implemented (60-80%). Suboptimal distribution of time on individual questions. Incomplete use of the	The presence of minor methodological and technological errors, as well as errors in the design of the work. Methodological decisions are justified.

	presentation. Suboptimal pace of presentation of the material. Terminological literacy	
4-6	The lesson was conducted at a satisfactory level. Linkage to the lesson outline. Insufficient contact with the audience. The lesson plan was not fully implemented (less than 60%). Active use of the presentation. Optimal pace of presentation of the material. Errors in the use of terms, omissions.	The presence of a significant number of methodological and technological errors, as well as in the design of the work.
1-3	The lesson was conducted at a low level. Insufficient mastery of the material. Uncertainty. Poor contact with the audience. Ineffective use of the presentation. Terminological illiteracy. Poor contact with the audience. Many slips of the tongue.	Lack of methodological support / gross errors in the design of methodological support.

Final assessment scale

Total points for credit classes and methodological support, together	for a two-level assessment scale
50-100	counted
1-49	not counted

Individual internship assignments

If necessary (depending on the level of preparedness of the higher education applicant and/or during the internship), the academic supervisor, on his own initiative or at the request of the higher education applicant, may issue the higher education applicant with individual internship assignments related to individual issues provided for in the internship program, which specify program issues and facilitate the conditions for implementing the program.

Depending on the real possibilities, part-time students may undergo internship without conducting educational classes, but with the mandatory preparation and evaluation by the internship supervisor of relevant methodological materials for conducting classes.

8. Requirements for the internship report

The internship report is drawn up in advance by the higher education applicant and submitted to the academic supervisor for review no later than a week before the test in the 6th semester test week. The report should contain the following structural elements:

- assignments for practice, in accordance with the work program (Appendix 1);
- a list of all types of work that were performed by the higher education applicant during the practice, in accordance with the approved assignment, with marks on the period of their performance;
- a report on the conducted credit classes (discipline, date of conduct, time, audience, course, specialty, group) (Appendix 2);
 - methodological materials on the conducted credit classes (lecture plans and theses, presentations, plans and scenarios for conducting practical and seminar classes, control tasks and tests, list of sources, etc.);
 - self-analysis of the conducted credit classes;
 - reviews of the scientific supervisor (teacher in whose course the class was conducted) for all credit classes with grades in accordance with the approved criteria.
- When compiling the report, verbose statements and non-specific provisions should be avoided. The report should be a concise, convincing testimony on the achievement of the goals and

objectives of the internship and the achievement of the planned results. It is advisable to provide proposals in the report for improving the internship program and its organization and conduct.

The report is submitted in paper and electronic versions. The paper version of the report is stored at the graduation department for a year from the date of the credit. When accepting the credit, the head puts a mark on the paper version of the report about the submission of the electronic version.

9. Features of organizing and conducting internships in martial law

In martial law, pedagogical internships are organized and conducted remotely, in compliance with all the rules of safe stay and ensuring the preservation of the life and health of teachers and higher education applicants.

Depending on the security conditions, it is allowed to redistribute the implementation of internship tasks between semesters, as well as change the volume and number of elements of reporting documentation provided for by the work program. Mandatory elements of reporting are internship tasks and a report on internships. In agreement with the practice supervisor, a simplified version of the report may be compiled, which contains brief information about the work carried out by the postgraduate student, with a mandatory indication of the trial and credit classes held (discipline, topic, group, date of conduct).

10. Summing up the practice

Summing up the practice is carried out in the form of a report defense during the credit. The credit score is displayed in the credit report and in the credit book.

11. Recommended literature

Basic literature

- 1.Hall Joshua, Lawson Kerianne. Teaching Economics: Perspectives on Innovative Economics Education (2019, Springer).182 p.
- 2.Huettel Scott. Behavioral Economics: When Psychology and Economics Collide. Palgrave Pivot ,2014. 188 p.
- 3.Modernizing Academic Teaching and Research in Business and Economics. International Conference MATRE 2016, Beirut, Lebanon. 192 p.
- 4.Ozanne Adam. Power and Neoclassical Economics: A Return to Political Economy in the Teaching of Economics. Palgrave Pivot, 2016. 110 p.
- 5.-Crash Economics. Plurality and Heterodox Ideas in Teaching and Research. Editors Omar Feraboli and Carlo J. Morelli. Palgrave Pivot, 2018. 268 p.
- 6.Sarnikar Supriya. What Can Behavioral Economics Teach Us about Teaching Economics? Palgrave Macmillan, 2015.127 p.
- 7.Teaching and Research Methods for Islamic Economics and Finance. Mohd Ma'Sum Billah -editor. Routledge, 2022. 411 p.
- 8.Teaching economics in Troubled Times. Theory and Practice for secondary social studies Edited by Mark C. Schug and William C. Wood. Routledge 2011. 233 p.. Routledge 2011. 233 p.
- 9.Teaching Economics Online. Edited by Abdullah Al-Bahrani, Parama Chaudhury, Brandon J. Sheridan. Edward Elgar Publishing, 2024. 262 p.

Supporting literature

- 1.Abuselidze, G., Beridze, L., 2019. Financing models of vocational education and its impact on the economy: Problems and perspectives. SHS Web of Conferences 66, 01001. <https://doi.org/10.1051/shsconf/20196601001>

2. Abuselidze, G., Davitadze, L., 2020. Analysis of the necessity and efficiency of the HEI diploma holder professional retraining needs in Adjara Autonomous Republic. E3S Web of Conferences 224, 03015. <https://doi.org/10.1051/e3sconf/202022403015>

3. Abuselidze, G., Mamaladze, L., 2021. The Impact of Artificial Intelligence on Employment before and during Pandemic: A Comparative Analysis. Journal of Physics: Conference Series 1840, 012040. <https://doi.org/10.1088/1742-6596/1840/1/012040>

4. Dimitrov, I., Davydenko, N., Lotko, A., Dimitrova, A., 2019. Comparative Study of Main Determinants of Entrepreneurship Intentions of Business Students. International Conference on Creative Business for Smart and Sustainable Growth (CREBUS) 1-4. <https://doi.org/10.1109/CREBUS.2019.8840050>

5. Erfort, O., Erfort, I., Zbarazskaya, L., 2016. Financing higher education in Ukraine: The binary model versus the diversification model. International Journal of Educational Development 49, 330-335. <https://doi.org/10.1016/j.ijedudev.2016.03.009>.

6. Iatsyshyn, A.V., Kovach, V.O., Romanenko, Y.O., 2019. Cloud services application ways for preparation of future PhD. CEUR Workshop Proceedings 2433, 197-216. <http://ceur-ws.org/Vol-2433/paper12.pdf>

7. Iatsyshyn, A. V., Burov, O. Y., Lytvynova, S. H., Kovach, V. O., Romanenko, Y. O., Deinega, I. I., Artemchuk, V. O., 2020. Application of augmented reality technologies for preparation of specialists of new technological era. In CEUR Workshop Proceedings 2547, 181200. <http://ceur-ws.org/Vol-2547/paper14.pdf>.

Links to information resources on the Internet, video lectures, other methodological support

1. State Statistics Service of Ukraine. URL: <http://www.ukrstat.gov.ua>
2. Institute of Economics and Forecasting of the National Academy of Sciences of Ukraine. URL: <http://www.ief.org.ua>
3. International Center for Policy Studies. URL: <http://www.icps.kiev.ua>
4. National Library named after V.I. Vernadsky. URL: <http://www.nbuv.gov.ua>
5. Official website of the Ministry of Education and Science of Ukraine. URL: <https://mon.gov.ua/ua>
6. Eurostat. European statistics. URL: <http://ec.europa.eu/eurostat>
7. Global Education Monitoring Report. Unesco. URL: <https://en.unesco.org/gem-report/allreports>
8. Human Development Reports. United Nations Development Programme. URL: <http://hdr.undp.org/en>

12. Sample Internship Reporting Forms

Form 1

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Kharkiv National University named after V.N. Karazin

Faculty of Economics

Department _____

Level of higher education (educational and qualification level) third, Doctor of Philosophy

Specialty C1 "Economics and International Economic Relations"

Educational and scientific program "Economics"

I APPROVE
the head of the department

" ___ " _____ 202_ year

**APPLICATION
FOR PEDAGOGICAL PRACTICE**

(Full name of the graduate student)

Practice supervisor: _____,

(Full name of the practice supervisor)

Deadline for submission of the final report by the graduate student -

Stages of the practice:

№	Name of the stages of the practice	Deadline
1.	Passive practice. Study of the organization of the educational process in higher education institutions	
1.1	Development and coordination of the calendar plan for the practice.	
1.2	Planning the educational process (attending department meetings, methodological and methodological seminars, working in the department's methodological office with documentation).	
1.3	Accounting for the teacher's work (studying the regulatory framework, working on the Internet).	
1.4	Evaluating the results of the teacher's work (studying the regulatory framework, working on the Internet)	
1.5	Attending classes of leading teachers.	
1.6	Studying the practice of applying modern teaching methods.	
1.7	Studying the documentary support for organizing the educational process and accounting for its results.	
1.8	Preparing for trial classes.	
1.9	Conducting trial classes	
2.	2. Active practice	
2.1	Preparing for credit classes.	
2.2	Developing methods	
2.3	Conducting credit classes	
2.4	Preparation of the final report	
2.5	Submission of the final report and receipt of credit.	

Date of assignment: _ _____

Postgraduate student _____
signature Full name

Practice supervisor _____
signature Full name

Form 2

REPORT

of a postgraduate student of the 3rd year of study _____ on the
completion of pedagogical practice

The practice was carried out from _____ to _____ in accordance with the received task.
In the first semester of the _____ academic year, I carried out the following work:

1. I got acquainted with the organization of the educational process in higher education institutions in the following areas:

-planning of the educational process (attending department meetings, methodological and methodological seminars);
 -accounting of the teacher's work (studying the regulatory framework, working on the Internet); -
 evaluating the results of the teacher's work (studying the regulatory framework,
 working on the Internet);

-studying best practices in methodological work.

-studying the practice of applying modern teaching methods.

-studying documentary support for the organization of the educational process and accounting for its results.

2. I attended classes of leading teachers:

_____ in the disciplines _____.
 _____ in the disciplines _____.
 _____ from disciplines _____.
 _____ from disciplines _____.

3. Conducted trial classes:

Lecture, topic « », discipline « » (gr. , date).

Practical class, topic « », discipline « » (gr. , date).

Practical class, topic « », discipline « » (gr. , date).

Seminar class, topic « », discipline « » (gr. , date ____).

Seminar class, topic « », discipline « » (gr.,date _).

In the second semester of the 2026-2027 academic year, conducted the following work:

1. Attended classes of leading teachers:

_____ from disciplines _____.
 _____ from disciplines _____.
 _____ from disciplines _____.
 _____ from disciplines _____.

2. Conducted credit classes:

Lecture, topic « », discipline « » (gr. , date).

Practical class, topic « », discipline « » (gr. , date).

Practical class, topic « », discipline « » (gr. , date).

Seminar class, topic « », discipline « » (gr. , date ____).

Seminar class, topic « », discipline « » (gr., date ____).

Postgraduate student _____

signature Full name

___. ___.202__.