

Methodology and Methods of Sociological Studies of Conflicts 1

Syllabus

Details of the discipline

Level of Higher Education	<i>The Second (master's level)</i>
Field of Knowledge	<i>05 - social and behavioral sciences</i>
Speciality	<i>054 Sociology</i>
Educational Program	<i>Conflict Resolution and Mediation</i>
Status of Discipline	<i>Normative</i>
Form of Learning	<i>Full-time/Distance Learning</i>
Year of Education, Semester	<i>1 year, autumn semester</i>
ECTS	<i>2,5 credits</i>
Form of Control	<i>Exam</i>
Schedule	<i>Lecture per two week and Practical Classes per two week</i>
Language	<i>Ukrainian / English</i>
Information about course leader / teachers	<i>Lecturer: Igor Pygolenko, PhD, associate professor, e-mail: pigolenko@gmail.com Practical Classes: Igor Pygolenko, PhD, associate professor, e-mail: pigolenko@gmail.com</i>
Course placement	

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study and learning outcomes

During the study of this discipline students will be able to get acquainted with the methodological and methodological aspects of preparing a program of sociological research, will consider the theoretical and methodological foundations of the sample survey method. which aims to provide students with knowledge about methods of collecting information in quantitative and qualitative sociological research, stages of programming and implementation of empirical sociological research of conflicts, as well as techniques that ensure the reliability of primary sociological information. The course also involves the formation of practical skills for program development and the formation of tools for sociological research, quality control of the project at the stage of data collection.

Communication with the teacher is possible and will be encouraged in the classroom, as well as in consultation with the teacher, which are held according to the schedule available on the website of the department.

Interdisciplinary links: knowledge gained by students in the course "Methodology and methods of sociological research of conflicts - 1" can be used not only in the study of specialized disciplines, but also in practice.

In accordance with the requirements of the OPP, the purpose of the discipline is to form students' abilities:

- ability to independently master new research methods, change the scientific and research and production profile of their activities (LC 4);*
- ability to prepare a project proposal (including a research project) in order to obtain funding, manage projects, organize teamwork, take the initiative to improve professional activities (LC 5);*
- ability to analyze and meaningfully interpret social information (FC 5);*
- ability to use tools for conflict risk assessment and early prevention of conflicts in different spheres of life and at different levels of interaction of social actors (FC10).*

The task of the discipline is the formation of the following learning outcomes:

1) knowledge:

- about the place and role of sociological research in sociological science, the specifics of the subject and method of sociological research of conflicts;*
- on the structure of the program of sociological research of conflicts as a document that regulates the norms and logic of empirical knowledge;*
- formulation of the problem, definition of the object and subject of research, its purpose and objectives;*
- on writing a strategic research plan;*
- on the preparation of tools for sociological research of conflicts;*
- on ways to build conceptual and operational models of sociological research as a basis for formulating research hypotheses;*
- about the peculiarities of the sampling process taking into account the formulation of the problem, definition of the object and subject of research, its purpose and objectives, strategic plan, choice of the main method of collecting primary sociological information.*

2) ability:

- apply the acquired theoretical knowledge in the process of preparing a program of sociological research of conflicts;*
- identify the problem, object and subject of research, its purpose and objectives;*
- formulate research hypotheses;*
- interpret and operationalize basic concepts;*
- determine the type of sample and sample size;*
- apply the acquired theoretical knowledge in the process of designing a sample sociological study of conflicts.*

As a result of mastering the discipline students will be able to:

- combine theoretical and practical knowledge on the design of sociological research;*
- independently develop a program of sociological research, which contains a draft sample on the selected topic.*
- independently include organizational and warehouse preparation for conducting sociological research of various scales.*

2. Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

In addition, the discipline "Public Relations and Crisis Communications" uses knowledge from such theoretical sources as: "Sociology", "Political Science", "Marketing", "Social Psychology", "Sociology of Personality", "Conflictology" and others.

3. The content of the discipline

Distribution of hours

<i>Names of sections and topics</i>	<i>Number of hours</i>			
	<i>Total</i>	<i>including</i>		
		<i>Lectures</i>	<i>Laboratory (computer workshop)</i>	<i>IW</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>6</i>
<i>Modul 1 Program of sociological research of conflicts: theoretical and methodological section</i>				
<i>Topic 1. Program of sociological research of conflicts as a scientific document.</i>	8	2	2	4
<i>Topic 2. Problem, object and subject of research.</i>	8	2	2	4
<i>Topic 3. Goals, objectives and hypotheses of the study.</i>	8	2	2	4
<i>Topic 4. Interpretation and operationalization of key concepts.</i>	9	2	2	5
<i>Total 1</i>	33	8	8	17
<i>Modul 2 Program of sociological research of conflicts: procedural and methodical section</i>				
<i>Topic 5. Measurements in sociology.</i>	9	2	2	5
<i>Topic 6. Selective method.</i>	8	2	2	4
<i>Topic 7. Tools for sociological research of conflicts</i>	9	2	2	5
<i>Topic 8. Basic research plan.</i>	8	2	2	4
<i>Topic 9. Organization of sociological research of conflicts.</i>	8	2	2	4
<i>Total 2</i>	42	10	10	22
<i>Total</i>	75	18	18	39

4. Training materials and resources

4.1. Basic literature:

1. Elisabeth Noelle-Neumann *OFFENTLICHE MEINUNG Die Entdeckung der Schweigespirale*, Ullstein, 1989.
2. Gallup G.H. *The Gallup poll: Public opinion, 1935-1971 / 3 Vols.* New York: Random House, 1972.
3. Gallup G.H. *The Gallup poll: Public opinion, 1972-1977 / 2 Vols.* Wilmington: Scholarly Resources, 1978.
4. Naresh Malhotra *Marketing Research: An Applied Orientation*, Georgia Institute of Technology, 2019.
5. Seymour Sudman, Norman Bradburn *Asking Questions: A Practical guide to Questionnaire Design*, San Francisco, Jossey-Bass Publishers, 1982.

4.2. Educational on-line resources:

1. <http://www.socio-journal.kpi.kiev.ua> – Journal „Visnyk KPI. Sociology. Political science. Law”
2. <http://i-soc.com.ua/journal/content.php> – Journal „Sociology: Theory, Methods, Marketing”.
3. <http://www.nbuv.gov.ua> – V.I.Vernadskiy National library of Ukraine.
4. <https://prometheus.org.ua> – Online-courses.
5. <https://coursera.org> – Online-courses.
6. <http://www.gesis.org> – Archive of international comparative sociological research.

7. <http://ukraine.survey-archive.com> – National archive of sociological data „Kyevan archive”.
8. <https://forsbase.unil.ch/project/study-public-overview/15105/0/> - International research „People on War”.
9. <https://data.humdata.org/> - The Humanitarian data exchange.
10. <https://www.visionofhumanity.org/global-peace-index/> - Global peace index.

Educational content

5. Methods of mastering the discipline (educational component)

LECTURE CLASSES

Lectures take place in the form of a dialogue, when the teacher asks counter-questions to the audience about training material, may ask to give an immediate answer to the current question, or material from previous classes.

List of lectures:

<i>Nº</i>	<i>The name of the topic of the lesson and a list of main questions</i>
<i>Modul 1 Program of sociological research of conflicts: theoretical and methodological section</i>	
<i>1</i>	<p><i>Topic 1.1. Program of sociological research of conflicts as a scientific document.</i></p> <p><i>Stages and procedures of sociological research. The program of sociological research is the main document, which includes the preconditions of scientific research. The program as an organizational basis for research. The main types of sociological research (theoretical-applied and applied). The specifics of building a program depending on its type. Program sections. Internal and external functions of the program.</i></p> <p><i>IWS: What are the main types of empirical research. What is their specificity? What are the methodological and methodological functions performed by the sketch and the program of sociological research? Draw a diagram of the structure of the program of sociological research.</i></p>
<i>2</i>	<p><i>Topic 1.2. Problem, object and subject of research.</i></p> <p><i>Problem formulation is the starting point of program development. Theoretical and applied problems. The main requirements for the deployment of the research problem. Object and subject of research, their purpose. Requirements for the object of study. Object of research and units of observation. The concept of typology.</i></p> <p><i>IWS: What are the main elements of a sociological research program? What is a social indicator? What is a "problem"? Name the main characteristics of the production problem. How the object and subject of sociological research are related. Give an example of this relationship.</i></p>
<i>3</i>	<p><i>Topic 1.3. Goals, objectives and hypotheses of the study.</i></p> <p><i>Nomination of research goals as a focus on its end result. Theoretical and applied and practical objectives of the study. Objectives of the study. Consistent promotion of program tasks depending on the main purpose of the study. Methodical tasks. Hypothesis - the main methodological tool of sociological research. The source of the hypothesis. The logical structure of the hypothesis and the principles of its construction. Types of hypotheses in sociological research. The main hypothesis and the hypothesis-consequences. Descriptive and explanatory hypotheses. Rationale and possibility of empirical testing of hypotheses. Dependence of the type of sociological research on the hypothesis. General requirements</i></p>

	<p>for the hypothesis.</p> <p>IWS: What is a "hypothesis" in sociology? What types of hypotheses do you know? Formulate the purpose, objectives and hypotheses of the sociological study of crime and its root causes.</p>
4	<p>Topic 1.4. Interpretation and operationalization of key concepts.</p> <p>Highlighting the main concepts of the study. Interpretation of concepts as a procedure for their explanation, clarification of their content, which makes up the conceptual scheme of the study. Types of interpretation of the main concepts (theoretical, empirical, operational). The essence of interpretation, the main procedures. Regulatory requirements for interpretation procedures. Preliminary systematic analysis of the object of study.</p> <p>IWS: What is the essence of theoretical interpretation and operationalization of concepts? How are these concepts related? Give an example of a multilevel interpretation of the concept of "youth attitude to private enterprise".</p>
Modul 2 Program of sociological research: procedural and methodological section	
5	<p>Topic 2.1. Measurements in sociology.</p> <p>Search and design of the measurement standard. Checking the primary measurement procedures for reliability. Characteristics of the main scales (nominal, ordinal, interval, ratio). Guttman and Thurston scales. Limitation of quantification of primary social characteristics.</p> <p>IWS: Give an example of a nominal scale. What mathematical transformations are possible when using nominal scales? What is the difference between the concepts of "variable" and "sign"?</p>
6	<p>Topic 2.2. Selective method.</p> <p>The concept of general and sample population. Selection units and observation units. The problem of representativeness and the principles of forming a sample. Methods for assessing representativeness. The concept of marginal sampling error and interval reliability. The main stages of formation and substantiation of the structure of the sample. The principle of the minimum base group. Types of samples. Sample size. Types of selection. Regional multi-stage samples. Types and limits of spontaneous selection.</p> <p>Tasks for VTS: Define the concepts of "general population", "sample population", "representativeness". How do the concepts of "reliability" and "validity" relate?</p>
7	<p>Topic 2.3. Tools for sociological research of conflicts.</p> <p>Logical and organizational structure of the questionnaire. Classification of questionnaire questions. General and partial questions. Application of question-filters. Questions in the form of tables. Contact and buffer questions. The main functions of the question (indicator, communicative and measuring). Address to the respondent and instructions for filling out the questionnaire. Demographic block of the questionnaire. Types and prevention of errors associated with the violation of the logical structure of the question (the effect of suggestion, inconsistency of awareness of the respondent, tendentious questions, inadequacy of the designation of the addressee). Watering can rule. Requirements for questionnaires. Problems that arise during the survey (the problem of "non-respondents", the problem of insincerity of respondents, the problem of "poor quality of the field", ethical issues). Composition and technical design of the questionnaire. Graphic design. Aerobatics questionnaire.</p> <p>IWS: What is the requirement for unambiguous questionnaire questions? Briefly describe the main errors of wording. What is the significance of filter questions? Name the</p>

	<i>advantages and disadvantages of open-ended questions.</i>
8	<p><i>Topic 2.4. Basic research plan.</i></p> <p><i>Conditions for choosing a basic plan. Types of plans: exploratory, descriptive, analytical, re-comparative. Grounds for adopting the plan. Compliance of the plan with the purpose of the study. Features of the sample depending on the basic plan.</i></p> <p><i>IWS: What are the main blocks of a sociological research work plan? You should conduct a sociological study of students' attitudes to learning. Which version of the strategic plan will you choose and why?</i></p>
9	<p><i>Topic 2.5. Organization of sociological research of conflicts.</i></p> <p><i>Problems of coordination of scientific-theoretical, methodical and organizational-technical procedures with the purposes of research. The sequence of research procedures and coordination of its participants. The main regulatory requirements for the organization of sociological research. Research work plan. Network schedule. Stages and procedures: preparatory, operational, resulting. Stages of designing research tools. Instructions for field contractors. Stages of training performers. Qualities of knowledge, skills that performers need. Typical difficulties and errors in the organization of applied research.</i></p> <p><i>IWS: Describe the stages of the work plan of the sociological study of the problems of the young family.</i></p>

SEMINAR CLASSES

The main objectives of the seminars are to consolidate and deepen the knowledge that received in lectures and in the process of independent training of students, assistance and development in students' skills of independent and analytical thinking, the ability to lead a discussion, to defend one's own point of view, to generalize the received information.

<i>№</i>	<i>The name of the topic of the lesson and a list of main questions</i>
<i>Modul 1 Program of sociological research of conflicts: theoretical and methodological section</i>	
1	<p><i>Topic 1.1. Program of sociological research of conflicts as a scientific document.</i></p> <ol style="list-style-type: none"> <i>1. Program of sociological research: essence, functions.</i> <i>2. The main types of sociological research.</i> <i>3. The specifics of the program depending on the type of sociological research.</i> <i>4. The main sections of the program.</i> <p><i>IWS: What are the main types of empirical research. What is their specificity? What are the methodological and methodological functions performed by the sketch and the program of sociological research? Draw a diagram of the structure of the program of sociological research.</i></p>
2	<p><i>Topic 1.2. Problem, object and subject of research.</i></p> <ol style="list-style-type: none"> <i>1. Problem situation and problem.</i> <i>2. The main requirements for the formulation of the research problem.</i> <i>3. Theoretical and applied problems.</i> <i>4. The subject of research.</i> <i>5. Object of research. Object measurement and object measurement.</i> <i>6. Observation units.</i> <p><i>IWS: What are the main elements of a sociological research program? What is a social indicator? What is a "problem"? Name the main characteristics of the production problem.</i></p>

	<i>How the object and subject of sociological research are related. Give an example of this relationship.</i>
3	<p><i>Topic 1.3. Goals, objectives and hypotheses of the study.</i></p> <ol style="list-style-type: none"> <i>1. Theoretically-applied and applied purposes of research.</i> <i>2. Tasks of the study.</i> <i>3. Hypotheses: logical structure, principles of construction.</i> <i>4. Types of hypotheses in sociological research.</i> <i>5. The main requirements for hypotheses.</i> <p><i>IWS: What is a "hypothesis" in sociology? What types of hypotheses do you know? Formulate the purpose, objectives and hypotheses of the sociological study of crime and its root causes.</i></p>
4	<p><i>Topic 1.4. Interpretation and operationalization of key concepts.</i></p> <ol style="list-style-type: none"> <i>1. Identification of key concepts.</i> <i>2. Interpretation of concepts: the essence of the procedure.</i> <i>3. Types of interpretation and their functions.</i> <i>4. Theoretical interpretation of the main concepts.</i> <i>5. Typical errors of theoretical interpretation.</i> <i>6. Empirical interpretation.</i> <i>7. Operationalization of key concepts.</i> <i>8. The concept of "indicator" in sociology.</i> <p><i>IWS: What is the essence of theoretical interpretation and operationalization of concepts? How are these concepts related? Give an example of a multilevel interpretation of the concept of "youth attitude to private enterprise".</i></p>
<i>Modul 2 Program of sociological research of conflicts: procedural and methodical section</i>	
5	<p><i>Topic 2.1. Measurements in sociology.</i></p> <ol style="list-style-type: none"> <i>1. Measurement in sociology: features of application.</i> <i>2. Reliability of measurement.</i> <i>3. Types of scales and their characteristics.</i> <i>4. Guttman and Thurston scales.</i> <p><i>IWS: Give an example of a nominal scale. What mathematical transformations are possible when using nominal scales? What is the difference between the concepts of "variable" and "sign"?</i></p>
6	<p><i>Topic 2.2. Selective method.</i></p> <ol style="list-style-type: none"> <i>1. The concept of general and sample population.</i> <i>2. Units of observation, units of selection.</i> <i>3. Representativeness of the sample.</i> <i>4. Types of samples.</i> <i>5. Sample size and its errors.</i> <i>6. Quota sampling: limits of application.</i> <p><i>IWS: Define the concepts of "general population", "sample population", "representativeness".</i></p>
7	<p><i>Topic 2.3. Tools for sociological research of conflicts.</i></p> <ol style="list-style-type: none"> <i>1. Logical and organizational structure of the questionnaire.</i> <i>2. Classification of questionnaire questions.</i> <i>3. General and partial questions.</i>

	<p>4. Application of question-filters.</p> <p>5. Questions in the form of tables.</p> <p>6. Contact and buffer questions.</p> <p>7. The main functions of the question (indicator, communicative and measuring).</p> <p>8. Appeal to the respondent and instructions for completing the questionnaire.</p> <p>9. Demographic block of the questionnaire.</p> <p>10. Watering can rule.</p> <p>11. Requirements for questionnaires.</p> <p>IWS: What is the requirement for unambiguous questionnaire questions? Briefly describe the main errors of wording. What is the significance of filter questions? Name the advantages and disadvantages of open-ended questions.</p>
8	<p>Topic 2.4. Basic research plan.</p> <p>1. Research plan: essence and functions.</p> <p>2. Types of plans.</p> <p>3. The main requirements for building a plan.</p> <p>IWS: What are the main blocks of a sociological research work plan? You should conduct a sociological study of students' attitudes to learning. Which version of the strategic plan will you choose and why?</p>
9	<p>Topic 2.5. Organization of sociological research of conflicts.</p> <p>1. The main requirements for the organization of the study.</p> <p>2. Network research schedule.</p> <p>3. Typical errors in the organization of the study.</p> <p>IWS: Describe the stages of the work plan of the sociological study of the problems of the young family.</p>

6. Independent work of student

The student's independent work is designed to prepare questions for seminars, analysis of individual sources. The teacher also offers for processing modern scientific articles and journalistic materials related to the latest trends in the field.

Policy and control

7. Course policy (educational component)

Attending classes

For students who want to demonstrate excellent learning outcomes, active work on lectures is required, at the same time it is not necessary to attend advanced actions.

Students will be actively involved in seminars. The student's rating is largely formulated for the results of his work in practical (seminar) classes. Each common practical lesson (regardless of the reasons for promotion) reduces the final rating of the student in the discipline. There is no specific participation in the promotion of seminars that require students to independently study relevant topics (tasks) and additional communication with this introduction with the teacher. However, a student who has missed a practical session may receive a low rating that does not invite such a student to close (in case of 2 non-certifications). In such cases, with advanced seminars must be studied, and practical tasks are performed by the student. Control of knowledge (understanding) of the student of the missed subjects (performance of tasks) took place during communication with the teacher according to the schedule of consultations or on call. The student who performs the relevant tasks receives the appropriate points for the rating, depending on the quality of answers and creative tasks.

Students who have offered practical classes cannot allow the use of the final rating, at the same time (during the semester) correct the relevant topics and perform the tasks proposed for missed classes. You should not wait for the approach of the test-examination session for appropriate communication with the teacher. This should be done as soon as the student is ready to demonstrate their knowledge and navigation with missed engagement topics.

Topics and assignments for seminars are offered by Syllabus, available from the student's personal account in the "Moodle" system.

The use of laptops and smartphones is allowed during the review and seminar classes, but only for the purposes determined by the topics of work and relevant thematic tasks.

In the internship, the student can use pre-created written notes with questions about the issues of involvement (or intended tasks), individual nomination positions, reading from a sheet of paper that correspond to the quality and evaluation.

Calendar control

Calendar control (hereinafter - attestation) is a calendar boundary control. The purpose of the certification is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students. At the first intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 20 or more points. At the second intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 40 or more points. If this indicator does not meet the requirements, it is set "not certified". Practice of "non-certification" is carried out in consultation with the teacher by oral answer to the questions of the material not mastered by the student.

To appeal against control measures, the student must submit an application stating the reason for the appeal, the facts of the teacher's bias. The teacher should discuss this statement with the student in person at the consultation. In case of lack of understanding on the result of the control measure, a commission of teachers of the department is formed, which evaluates the procedure of the control measure and the student's claim. The Commission may decide to re-examine or reject the application. The decision of the commission is final and not subject to appeal.

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>. 3

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

8. Types of control and rating system for evaluation of learning outcomes (RSO)

The student's rating in the discipline consists of points that he receives for the following types works:

- 1) answers to seminars;*
- 2) active work in seminars;*
- 3) modular control work (MCW);*
- 4) home control work (HCW).*

1. Calculation of weight points

RSO in the discipline consists of the sum of student scores for all completed control activities during the semester (RD).

$$RD = R_{sem.} + R_{akt} + R_{mcw} + R_{hchw} = 45 + 18 + 17 + 20 = 100 \text{ points.}$$

1. Answers to seminars.

*Weight score - 3 points when answering one question. The maximum number of points in all seminars is equal to $R_{sem} = 5 \text{ points} * 9 = 27 \text{ points}$.*

When answering each question, the student receives:

- "excellent", a complete answer (at least 90% of the required information) if the student demonstrates a deep knowledge of the material, logically and consistently teaches it, gives sound conclusions, freely operates with specific data, easily and convincingly answers questions - 3 points ;*
- "good", a fairly complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answers most of the questions - 2 points;*
- "satisfactory", incomplete answer (not less than 60% of the required information) and significant errors, answers to the questions poorly, or does not answer at all -1 points;*
- "unsatisfactory", no work at the seminar - 0 points.*

2. Activity of work at seminars.

*Weight score - 1. The maximum number of points in seminars is $2 \text{ points} * 9 = 18 \text{ points}$.*

The student takes an active part in the discussed issues of the topic of practical training - 2 points.

The student does not take part in the discussed issues of the topic of practical training - 0 points.

3. Modular control work.

Weight score - 17.

Evaluation criteria:

- "excellent", the topic is fully disclosed (at least 90% of the required information), the work is written independently, meets the established requirements and submitted on time - 15 -17 points;*
- "good", the topic is not fully disclosed (at least 75% of the required information), there are minor deviations from the established requirements, passed on time - 12 - 14 points;*
- "satisfactory", the topic is poorly covered and / or there are significant deviations from the established requirements and / or the work is submitted with a significant delay - 9 - 11 points;*
- "unsatisfactory", the work does not meet the requirements for 8 points - 0 points.*

4. Home control work.

Weight score - 20.

Evaluation criteria:

- "excellent", the topic is fully disclosed (at least 90% of the required information), the work is written independently, meets the established requirements and submitted on time - 18 -20 points;*
- "good", the topic is not fully disclosed (at least 75% of the required information), there are minor deviations from the established requirements, passed on time - 14 - 17 points;*
- "satisfactory", the topic is poorly covered and / or there are significant deviations from the established requirements and / or the work is submitted with a significant delay - 10 - 13 points;*
- "unsatisfactory", the work does not meet the requirements for 9 points - 0 points.*

Incentive points (not more than 10 points for all types of work):

- for research activities (participation in conferences, "Days of Science FSP", competitions for student work, publications);*
- participation in faculty competitions in the discipline and all-Ukrainian competitions.*

2. The procedure for credit control

According to the results of educational work for the first 8 weeks, the "ideal" student must score 20 points. At the first attestation, a student receives a "credit" if his current rating is 20 or more points. At the second certification, the student receives a "credit" if his current rating is 40 or more points. The sum of the starting component of the rating is 40 points. A necessary condition for admission to credit is the enrollment of all assignments in seminars, as well as MCR.

To draw up a certificate in the discipline, each teacher uses a cumulative statement, which records the accrued points for all types of student-performed classroom and independent tasks (practical classes,

MCR, express control, etc.). Rating points are entered in the statement of boundary control (1st, 2nd certification) and credit.

If this indicator does not meet the requirements, the attestation statement states "not certified".

Admission to the test is based on the value of $Re > 40$ points. When receiving less than 40 points, the student must perform additional work in the form of writing and defending work on a given topic by the teacher.

The test is a list of questions that the student must answer. The questions are different in content, correspond to the topics of lectures, seminars, independent work, issues of self-control.

Thus, the general (final) rating of the student is calculated as the sum of actually received points on the specified types of works. The maximum possible total student score is 100 points.

<i>Scores</i>	<i>Mark</i>
<i>100-95</i>	<i>Perfectly</i>
<i>94-85</i>	<i>Very good</i>
<i>84-75</i>	<i>Fine</i>
<i>74-65</i>	<i>Satisfactorily</i>
<i>64-60</i>	<i>Enough</i>
<i>Less than 60</i>	<i>Not allowed</i>
<i>Admission conditions are not met</i>	<i>Not allowed</i>

9. Additional information on the discipline (educational component)

Questions to the MCW.

Write a program of sociological research on the topic:

1. The attitude of students to market reforms.
2. Labor migration of Ukrainian youth: intentions and ways of implementation.
3. Intellectual migration for the border of Ukraine: scale, causes, consequences and ways to overcome.
4. European and national identity of modern Ukrainian youth: opportunities for connection.
5. Labor values of modern youth in Ukraine: from a labor society to a society without labor?
6. Secondary employment of student youth in a crisis society.
7. Social portrait of an entrepreneur-student.
8. Informal youth relationships: factors of formation and nature of activity.
9. Religion for modern youth: a "tribute to fashion" or the basis of worldview?
10. Life strategies of young people in the context of the military conflict in Shoda Ukraine.

Final test questions

1. Social and scientific preconditions for the emergence of empirical sociology.
2. Sociological research as one of the types of social research.
3. Organization of the study. The main types of sociological research.
4. The main stages of the study and the necessary regulations.
5. Program of sociological research: essence, functions.
6. The main types of sociological research. The specifics of the program depending on the type of sociological research.
7. The main sections of the program of sociological research.

8. *Problem situation and problem.*
9. *The main requirements for the formulation of the research problem.*
10. *Theoretical and applied problems.*
11. *Subject of study.*
12. *Object of study. Object measurement and object measurement.*
13. *Observation units.*
14. *Theoretically-applied and applied purposes of research.*
15. *Objectives of the study.*
16. *Hypotheses: logical structure, principles of construction.*
17. *Types of hypotheses in sociological research.*
18. *The main requirements for hypotheses*
19. *Highlighting the main concepts.*
20. *Interpretation of concepts: the essence of the procedure.*
21. *Types of interpretation and their functions.*
22. *Theoretical interpretation of the main concepts.*
23. *Typical errors of theoretical interpretation.*
24. *Empirical interpretation.*
25. *Operationalization of key concepts.*
26. *The concept of "indicator" in sociology.*
27. *Measurements in sociology: features of application.*
28. *Reliability of measurement.*
29. *Types of scales and their characteristics.*
30. *Guttman and Thurston scales.*
31. *The concept of general and sample population.*
32. *Representativeness of the sample.*
33. *Observation units, selection units.*
34. *Logical and organizational structure of the questionnaire.*
35. *Classification of questionnaire questions.*
36. *General and partial questions.*
37. *Application of question-filters.*
38. *Questions in the form of tables.*
39. *Contact and buffer questions.*
40. *The main functions of the question (indicator, communicative and measuring).*
41. *Address to the respondent and instructions for filling out the questionnaire.*
42. *Demographic block of the questionnaire.*
43. *Watering can rule.*
44. *Requirements for questionnaires.*
45. *Research plan: essence and functions.*
46. *Types of plans.*
47. *The main requirements for building a plan.*
48. *The main requirements for the organization of the study.*
49. *Network research schedule.*
50. *Typical mistakes in the organization of the study.*
51. *Sample research: the concept of general and sample population.*
52. *The concept of sampling.*
53. *Representativeness of the sample.*
54. *Parameters of the general and sample population.*
55. *The concept of probabilistic (random) sampling.*
56. *The concept of improbable (non-random) sampling.*
57. *Types of improbable selection: target and spontaneous selection.*
58. *Multistage sampling.*
59. *Systematic sampling.*

60. *District sampling.*
61. *Nesting sampling.*
62. *Quota sampling.*
63. *Directed sampling.*
64. *The main array method.*
65. *Methods for estimating the number of closed groups.*
66. *The method of estimating the number according to national surveys.*
67. *The method of estimating the number by the method "Capture - repetition of capture".*
68. *Method of systematic selection. Selection unit.*
69. *Ideal and real aggregates.*
70. *Factors influencing the sample size.*
71. *Confidence interval and confidence probability.*
72. *General characteristics of the sampling error. Random and systematic errors.*
73. *Ways to avoid sampling errors.*
74. *The concept of control and repair of the sample.*
75. *Sample population correction.*
76. *Ways to describe the sample in scientific journals.*
77. *Comparison of average distributions of the sample and the general population.*
78. *Influence of representativeness errors on the results of a scientific report.*
79. *The concept of reliability, validity of sociological information. Stability of the obtained results.*

Work program of the discipline (syllabus):

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Approved by the Department of Sociology (protocol № 13 from 12.07.2022)

Approved by the Methodical Commission of the faculty (protocol № 1 from 31.08.2022)