MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
V.N. KARAZIN KHARKIV NATIONAL UNIVERSITY
Department of International and European Law

"APPROVED" by
Dean of the School of Law

Vitalii SEROHIN

"31" august 2026

Course program

ASSISTANT PRACTICE

Level of academic degree:	**second (master's degree)**
Subject area:	**D Business, Administration and Law**
Special field:	**D9 International Law**
Program of study:	**International Law**
Type of discipline:	**Compulsory**
Faculty:	**School of Law**

2026/2027 academic year

The program is recommended for approval by the Academic Council of School of Law

"31" August 2026, Protocol №1

DEVELOPER: O. Havrylenko, professor at the department of International and European Law of V.N. Karazin Kharkiv National University, Doctor of Law, Professor.

The program was approved at the meeting of the department of International and European Law

Protocol of "28" August 2026, №1

Head of the department of
International and European Law Tetiana SYROID

The program was agreed with the guarantor of the educational and professional program of the second (master's) level of higher education in the specialty D9 International Law

Guarantor of the educational and professional program of the
second (master's) level of higher education "International Law"
Doctor of Law, Professor Oleksandr HAVRYLENKO

The program is approved by the Scientific and Methodological Committee of School of Law

Protocol of "31" August 2026, №1

Head of the Scientific and Methodological Committee Hanna ZUBENKO

INTRODUCTION

Assistant practice is an integral part of the educational process, a mandatory component of the educational and professional program for obtaining the second (master's) level of higher education in the field of knowledge D Business, administration and law, speciality D9 International law. It provides a combination of theoretical training of future specialists with their practical activities in a higher educational institution, promotes the formation of a future specialist's creative attitude to educational and scientific activities, determines the degree of his professional ability and the level of pedagogical skills.

During the internship, the student has the opportunity to directly observe the work of his senior colleagues - masters of their field, because their work experience is of great importance for the formation of the future teacher's personality.

The formation and improvement of professional abilities and skills is a process that continues throughout the entire period of study at a higher educational institution, and then during the course of independent professional activity.

Assistant practice for students of the second educational and scientific level of higher education, specialty D9 "International Law" of the Faculty of Law of Kharkiv National University named after V. N. Karazin occupies an important place in the system of professional training as an organic part of the educational process. During practice, students learn to independently and creatively apply theoretical knowledge, through personal experience they acquire skills and develop skills for assistant-educational and managerial work.

According to the educational and qualification characteristics, the position of a teacher of a higher educational institution is one of the positions in which a graduate of a higher educational institution - master's degree - can work. Realization of the production functions of a specialist in the educational process of a higher educational institution will require the graduate to have relevant theoretical knowledge, practical skills and abilities.

Assistant practice in the specialty D9 "International Law" is conducted for persons studying at the master's degree, in accordance with the curriculum in the 2nd semester, the duration of the practice is 7 weeks, 300 hours, 10 credits.

The organization of practical training is regulated by the Law of Ukraine "On Higher Education"; Regulations on the practice of students of higher educational institutions of Ukraine, which was approved by the order of the Ministry of Education of Ukraine No. 93 dated 08.04.1993; By the Regulation on the organization of the educational process at V. N. Karazin Kharkiv National University, approved by the decision of the Academic Council of the University dated 12.28.2020, protocol No. 19, and implemented by Order No. 0202-1/104 dated 15.03.2021, by the Regulation on the practice of students of the Kharkiv National University named after V. N. Karazin, approved by the decision of the Academic Council of the University of April 11, 2022, protocol No. 7.

In accordance with state requirements regarding the content and level of professional training of a master's degree graduate, the applicant must:

- demonstrate a systematic scientific worldview, the ability to think creatively, formulate conclusions and develop recommendations, offer extraordinary approaches using the latest technologies in solving the tasks;
- to know the system of national and international law, methods and content of legal regulation in various fields of national and international law;
- generalize, think critically and analyze the phenomena and problems being studied, show flexibility in making decisions based on logical arguments and verified facts in conditions of limited time and resources on the basis of general scientific methodology.
- to know the main legal schools developed in the field of scientific research in specialty D9 "International Law";
- demonstrate leadership qualities, interpersonal skills, the ability to work in a team of researchers, communicate effectively at the professional and social levels, adhering to the principles of scientific ethics;
- to know legal (including international judicial) practice;
- apply on an ongoing basis deontological rules and guiding principles of scientific research in the field of law, taking into account such aspects as the need to respect copyright, privacy, professional secrecy and proper research practices, etc.;
- process, analyze and synthesize large volumes of data;
- correctly interpret new facts that appear in the relevant field of legal science and practice;
- to carry out scientific research on international legal topics;
- apply scientific developments, scientific, pedagogical, educational and methodological practice in legal disciplines classes; effectively apply methods, means, methods of pedagogical influence, methods of education and teaching of legal disciplines.

Methodological instructions provide information on the purpose, tasks, organization and information volume of assistant practice, forms and methods of control, recommended literature, as well as appendices with examples of practice documents.

The pedagogic component of assistant practice consists in the formation of the personality of the future teacher of a higher school, the application of theoretical knowledge in practical activities, with mastering pedagogical skills, acquisition, study and analysis of teaching experience.

1. Description of the assistant practice

During the internship, interns familiarize themselves with the curriculum, work and training programs of the courses, topics and plans of lectures, practical and seminar classes, recommended literature, methodical materials for carrying out seminar and practical classes, means of diagnosing students' educational achievements, attend the classes of the leading teacher of the course.

1.1. The purpose of assistant practice

The purpose of assistant practice is to consolidate and deepen students' theoretical knowledge, acquire practical skills in the field of organizing and conducting the educational process in a higher education institution, master the basics of teaching methods for professional disciplines, master the regulatory and organizational principles of the department's activities, develop pedagogical competencies through the preparation of lectures and seminars, and gain experience in analytical and methodological work as a teacher.

1.2. The main tasks of assistant practice

The main tasks of students undergoing assistant practice are: familiarization with the organization of the educational process in a higher education institution: the regulatory framework, internal documents of the university and department, educational and work programs of disciplines; mastering the organizational and methodological principles of teaching: the structure of the educational course, calendar planning of classes, forms and methods of the teacher's work; development of skills in working with educational and methodological literature and information resources, including library and electronic databases; preparation of an educational and methodological complex on the selected course topic (lecture notes, seminar lesson plans, methodological recommendations, didactic materials, etc.); attending and analyzing classes of leading teachers and fellow interns, learning their pedagogical experience, writing reviews and self-analysis; forming skills for independent conduct of classes and acquiring the basics of pedagogical skills; development of skills in assessing students' academic achievements, organizing interaction with academic groups, ensuring academic discipline in classes; mastering the basics of reporting and documentation of teaching activities at the department and preparing a final report on practice.

1.3. The number of credits is 10

1.4. The total number of hours is 300

1.5. Characteristics of the discipline

The subject of assistant practice is to familiarize students with the organizational, regulatory, scientific, methodological and pedagogical principles of the educational process in a higher education institution, mastering the methodology of teaching professional disciplines, acquiring practical skills in preparing and conducting classes.

Practice provides a combination of theoretical knowledge and practical skills, forms readiness for independent teaching work, develops skills in analytical,

methodological and educational activities.

The assistant practice program provides for:

• familiarization with regulatory legal acts on higher education, internal documents of the university and department that regulate the educational process;

• studying the structure of educational and work programs of the selected discipline, calendar planning and teaching methods;

• attending lectures and seminars of leading teachers of the department in order to master their experience and modern pedagogical technologies;

• preparing an educational and methodological complex on a separate course topic (lesson plans, methodological recommendations, didactic materials);

• discussion and coordination with the practice supervisor of plans and texts of their own lecture and seminar classes;

• conducting lecture and practical classes in an academic group by the student-intern, their self-analysis and analysis of the practice supervisor's feedback;

• attending and evaluating classes of other interns (if possible);

• drawing up final reporting documentation on the practice.

Assistant practice contributes to the formation of students' ability to integrate knowledge from professional disciplines into pedagogical activities, ensures the development of pedagogical culture, communication skills, critical thinking and a responsible attitude to the professional duties of a teacher.

Normative / Optional Normative	
Full-time education	Part-time (distance) form of education
Year of preparation	
1	1
Semester	
2	2

1.6. List of competencies formed by this discipline

According to the requirements of the educational and professional program, applicants must acquire the following competencies: GC 2. Ability to identify, pose and solve problems. GC 3. Ability to adapt and act in a new situation. GC 5. Ability to develop projects and manage them. GC 7. Ability to learn and master modern knowledge. GC 10. Ability to use information and communication

technologies. SC 2. Ability to independently provide legal representation of the client's interests and organize the provision of legal services. SK 3. Ability to integrate knowledge and solve complex problems of international law, in broad or multidisciplinary contexts. SC 4. Ability to effectively ensure the adaptation of Ukrainian legislation to EU law in the law-making, law-interpretation and law-enforcement contexts, to provide legal support to European integration and Euro-Atlantic processes in various spheres of public relations. SC 5. Ability to prepare draft national and international legal acts, to provide proposals for the implementation of international standards in national legislation, to bring domestic legislation into line with international law. SC 6. Ability to represent the interests of one's own state or individuals and legal entities in international judicial institutions, arbitrations, national courts of foreign states, international intergovernmental organizations. SC 9. Ability to develop and implement innovations in various fields and institutions of international law, EU law using international legal instruments.

1.7. List of learning outcomes formed by this discipline

According to the requirements of the educational and professional program, applicants must achieve the following program outcomes: PLO 2. produce new ideas for solving practical problems in the field of professional legal activity. PLO 3. Communicate freely in the state and foreign languages orally and in writing to discuss issues of professional activity, research and innovation results, search and analysis of relevant information. PLO 5. Provide legal representation of the client in international judicial bodies, national courts, international commercial arbitrations, other international organizations, state authorities and local self-government bodies. PLO 6. Protect the interests of the state in national courts, international commercial arbitrations, international courts and organizations, in particular integration ones, at international conferences. PLO 7. Make informed decisions, including under conditions of uncertainty, generate and evaluate alternatives, be aware of the consequences of these decisions for various subjects of national and international law. PLO 8. Prepare draft international treaties and acts of national legislation, provide proposals to eliminate conflicts between the norms of international law, as well as bring the norms of national law into line with the norms of international law. PLO 9. Implement the norms of international treaties, acts of international intergovernmental organizations, and decisions of international promises into the national legal order. PLO 14. Clearly and unambiguously convey one's own knowledge, conclusions and arguments to specialists and non-specialists. PLO 16. Assess the reliability of information and

the reliability of sources, analyze it and use it for scientific research and professional activities in the field of international law.

1.8. Prerequisites

According to the requirements of the educational and professional program, before studying this discipline, applicants must master the following academic disciplines: international law: fundamentals of theory, international law: main branches, foreign language, international humanitarian law, international criminal law, international legal principles of human rights protection activities.

2. Thematic plan of the academic discipline

№	The content of the work	Week
1. 2. 3. 4.	Coordination of the practice schedule. Acquaintance with information resources (libraries, online libraries, source and bibliographic database of the department). Acquaintance with the legislation on higher education, with the regulatory framework for the organization of the educational process at the Kharkiv National University of Timeni V.N. Karazin. Acquaintance with the department's practice base. Acquaintance with documentation at the department (individual teacher plans, teacher consultation schedules, etc.).	I week
5. 6. 7.	Acquaintance with the educational and working program of the legal discipline, the calendar plan of its teaching. Selection of a separate topic of the course for the preparation of the educational and methodological complex. Drawing up an individual schedule for conducting and attending classes.	II week
8. 9.	Attending classes (lectures, seminars) of leading teachers of the department (faculty). Development of an educational and methodological complex on the chosen topic of the course.	III-IV week
10. 11.	Discussion and coordination of the plan and text of lectures and practical (seminar) classes with the head of practice. Preparation for classes in the classroom.	V week
12. 13. 14.	Conducting lectures and seminars in an academic group. Analysis of the lessons. Attending classes of other interns, discussing them (if possible). Feedback on attended classes was completed by other intern students.	VI week

15	Preparation of practice documentation. Preparation and submission of the report.	VII week

3. Teaching methods

The teaching method is an interconnected activity of the teacher and the student, aimed at students' assimilation of a system of knowledge, acquisition of skills and abilities, their upbringing and general development. The teaching method is a way of guiding the cognitive activity of students, which should perform three functions: educational, educational and developmental.

Explanatory and illustrative method or informational and receptive. Students receive knowledge at lectures, from educational or methodological literature, through a screen manual in a "ready-made" form. Students perceive and comprehend facts, assessments, conclusions and remain within the framework of reproductive (reproductive) thinking. This method is widely used for transmitting a large amount of information.

Reproductive method. Students' activities are algorithmic in nature, that is, they are carried out according to instructions, instructions, rules in similar, similar to the shown sample situations. Students' activities are organized for repeated reproduction of the acquired knowledge. For this purpose, various exercises, practical tasks, programmed control, various forms of self-control are used. It is used in conjunction with the information-receptive method (which precedes the reproductive one). Together, they contribute to the formation of knowledge, skills and abilities in students, form the basic mental operations (analysis, synthesis, generalization, transfer, classification).

Problem-based presentation method. A scientific and pedagogical worker poses a problem before presenting the material, formulates a cognitive task based on various sources and means. Shows a way to solve the task. The way to achieve the goal is to reveal the system of evidence, compare points of view, different approaches. Students become witnesses and accomplices of scientific research. Students not only perceive, realize and remember the ready-made information, but also follow the logic of evidence, the movement of thought of a scientific and pedagogical worker.

Partial-search, or heuristic, method. It consists in organizing an active search for a solution to cognitive tasks posed in training (or formulated independently). The search for a solution takes place under the guidance of a teacher, or on the basis of heuristic programs and instructions. The thinking process acquires a productive character. The thinking process is gradually directed and controlled by the teacher or the students themselves on the basis of work on programs (including computer ones) and textbooks. The method allows you to activate thinking, arouse interest in cognition at seminars and colloquiums.

Research method. An analysis of the material, the formulation of problems and tasks, and a brief oral or written instruction of students are carried out. Students independently study literature, sources, conduct observations and

measurements, and perform other actions of a search nature. Tasks performed using the research method must contain all the elements of an independent research process (statement of the task, justification, assumptions, search for appropriate sources of necessary information, the process of solving the task). In this method, initiative, independence, and creative search in research activities are most fully manifested. Educational work directly develops into scientific research.

Discussion methods. Elements of discussion (disputes, clashes of positions, deliberate aggravation and even exaggeration of contradictions in the discussed content material) can be used in almost any organizational forms of training, including lectures. Discussion methods act as a means not only of training, but also of education.

Business game as a method of active learning. One of the most effective active learning methods is a business game. The method reveals the student's personal potential: each participant can diagnose their capabilities, as well as in joint activities with other participants. Positive factors in the use of business games are the activation of students' thinking, increasing the independence of the future specialist, bringing training closer to professional activity, preparing the student for professional practical activity; high motivation, emotional saturation of the learning process.

Modeling method. Modeling pedagogical situations is the creation of such model situations where real objects are replaced by symbols and the relationships between participants in the activity are not formed naturally, but are organized specifically under the guidance of the teacher, that is, artificially.

4. Control methods

Control methods are diagnostic methods that allow for feedback in the learning process in order to obtain data on the success of learning, the effectiveness of the educational process.

Control measures determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of regulatory documents on higher education.

Self-control is intended for self-assessment by higher education applicants of the quality of mastering the educational material of the academic discipline (section, topic). For this purpose, self-control questions are provided in the textbooks for each topic (section), as well as in methodological developments for seminar classes.

Departmental control is carried out in order to assess the level of preparation of students in the academic discipline at different stages of its study and is carried out in the form of input, current, milestone and semester control.

The following types of control of learning outcomes are used in the educational process: entrance, current during the semester, tests provided for by

the curriculum, acceptance of individual tasks, coursework, final semester, deferred control.

Entrance control is carried out before studying a new course in order to determine the level of preparation of students in the disciplines that provide this course. Entrance control is carried out in the first lesson on tasks that correspond to the programs of previous training. The results of the control are analyzed at departmental (interdepartmental) meetings and meetings of methodological commissions together with scientific and pedagogical workers who conduct classes in the supporting discipline. Based on the results of entrance control, measures are developed to provide individual assistance to students and adjust the educational process.

Current control is carried out in all types of classroom classes during the semester. Current control can be carried out in the form of oral questioning or written control during practical, seminar classes, lectures, in the form of a colloquium, student speeches during the discussion of issues in seminar classes, in the form of computer testing, etc. Specific forms of current control and criteria for assessing the level of knowledge are determined by the program of the academic discipline. The results of the assessment of students' work must be brought to the attention of students in a timely manner. The form of current control is the rector's control work. The results of the assessment of the rector's control work can be counted as the results of the performance of the control work provided for in the curriculum.

Semester test - a form of final control, which consists in assessing the students' assimilation of lecture material, as well as the specific types of work performed by them in seminar classes. Semester test provides for the mandatory presence of students and their writing of a test work in the form of answers to test questions. The maximum number of points that a student can score when taking a test in an academic discipline is 40.

The final control score is set according to the national scale as the sum of the points scored by the higher education applicant during the semester when performing control measures provided for by the program of the academic discipline and the points scored when taking a semester test.

The maximum number of points that a student can score when studying an academic discipline is 100.

Summarizing the results of the practice

Students report on the implementation of the plan and individual practice tasks. The general and typical form of reporting for practice is the submission of a report signed and evaluated directly by the practice manager from the base, as well as the practice manager from the department.

Students report on the completion of the practice before a commission appointed by the head of the department, which includes practice managers from the department. The practice defense is carried out orally. The commission accepts the test from students on a predetermined day. The grade for the

internship is entered into the credit and examination report and the student's individual curriculum signed by the committee members.

Assessment of the results of the internship

The assessment is carried out according to the national scale. The teacher signs and submits the credit report for the internship personally to the dean's office.

When assessing the internship, the implementation of the general part of the report, individual tasks is taken into account.

Special attention is paid to the intern's attitude to work, his independence, ability to make conclusions and recommendations.

The result of the credit for the internship is entered into the credit and examination report.

A student who did not start the internship on time for good reasons is assigned to complete the internship in another period (according to the individual schedule).

The results of each internship are discussed at department meetings annually.

The scale for calculating the points scored by the student based on the results of completing and defending the internship report is given below

5. Points accrual scheme

№	Content of the practice	Number of points
Passive practice		
1	Excursion to the Kharkiv State Library named after V.G. Korolenko	1
2	Excursion to the Central Scientific Library of V.N. Karazin Kharkiv National University	1
3	Attending 2 lectures.	2
4	Attending 2 seminar classes .	2
5	Participation in the meeting of the department	1
Active practice		
6	Acquaintance with current legislation in the field of regulation of higher education	2

7	Acquaintance with the regulatory and legal framework regarding the organization of the educational process at V.N. Karazin Kharkiv National University	2
8	Development of a bibliography for one of the topics of the training course	1-2
9	Development of lecture materials on one subject of the training course	1-7
10	Independent conducting of a seminar or lecture or part of it (under the guidance of a teacher)	1-7
11	Development of materials for a seminar session on one topic of the training course	1-7
12	Self-conducting a seminar class (under the guidance of a teacher)	1-5
13	Development of presentation material for the lecture on the subject of the training course	1-5
14	Participation in public discussion of lectures and seminars conducted by students (for those who did not conduct the classes themselves)	1
15	Development of case studies	1-4
16	Development of test questions for one of the topics of the training course (40 tests for the topic)	1-3
17	Acquiring practical skills in checking test papers in the disciplines taught at the department	1-2
18	Keeping a practice diary	1-6
In common		**60**

Criteria for evaluating the level of passing and defending the practice report

The total number of points is 100

The number of points for completing assistant practice is 60
The number of points for the defense of assistant practice is 40

Completion of assistant practice	Protection of assistant practice materials	In common
60 points	40 points	100

90-100 Excellent – Materials on the practice are designed in accordance with the requirements. The report of the student of higher education is thought out, structured, contains the main results of the internship, the answers to the questions of the commission members are complete, the understanding of the material is deep, the basic skills are formed and mastered, the presentation is logical, evidential (justified), conclusions and generalizations are accurate, there are practical recommendations; the student orients himself in the system of current legislation; the use of professional terminology is correct.

70-89 Good – There are insignificant comments regarding the content and design of the materials on practical training. The report of the student of higher education is thought out, justified, contains the main results of the conducted research, the answers to the questions of the commission members are complete, the understanding of the material is deep enough, the basic skills are formed and mastered, the conclusions and generalizations are accurate, there are practical recommendations; the student orients himself in the system of current legislation; the use of professional terminology is correct. But the presentation is not sufficiently systematized, there are some errors in the definition of concepts, terminology, and generalizations, which are corrected with the help of additional questions from the commission members.

50-69 Satisfactory – Careless preparation of the report and diary about the completion of practice. The report of the student of higher education indicates an understanding of the main issues of the practice program, but there are certain gaps in knowledge: definitions of concepts are vague and imprecise, conclusions and generalizations, practical recommendations are poorly argued, errors are allowed in them, knowledge is fragmentary, incomplete, an inability to work with documents is observed , sources of law, use professional terminology.

1-49 Unsatisfactory – There are significant comments regarding the content and design of materials on practical training. The report of the student of higher education is not properly prepared, the answers to the questions of the commission members are unfounded or absent, understanding the content and tasks of practice; the student is insufficiently oriented in the system of current legislation, unable to use professional terminology at the appropriate level.

During the study of the course, the use of artificial intelligence (AI) technologies shall be carried out in accordance with the Policy on the Use of Artificial Intelligence Technologies of V. N. Karazin Kharkiv National University.

The following AI use models are applied within the course:

1. “AI Prohibited” Model

The use of artificial intelligence technologies is not permitted during assessment activities aimed at verifying the student's individual knowledge and acquisition of competencies, including oral questioning, modular tests, examinations (pass/fail assessments), unless otherwise specified by the instructor, as well as other forms of assessment for which the instructor has established restrictions on the use of AI.

2. “AI as an Assistant” Model

During preparation for practical classes and completion of individual assignments, essays, analytical reviews, and other written assignments, students are permitted to use AI for: searching for and systematizing information; selecting and conducting a preliminary analysis of academic sources; explaining complex concepts; improving the structure of a text; checking grammar, style, and formatting; generating ideas, work plans, or examples.

The final text of the assignment, conclusions, analysis, interpretation of results, and decisions made must be prepared independently by the student.

3. “AI as a Tool” Model

For certain laboratory, practical, project-based, or research assignments, the use of AI technologies may be a mandatory component of the task. In such cases, students may use generative AI models for: data analysis and preparation; generation, analysis, and optimization of code; comparison of the results produced by different AI models; creation of visualizations, diagrams, or images; analysis of large datasets; and conducting experiments using modern AI tools.

All results obtained with the assistance of AI must be critically analyzed, verified, and further developed by the student.

Declaration of AI Use

If artificial intelligence technologies are used, the student is required to indicate: the name of the AI service or model; the date of use; and the nature of the assistance provided (e.g., idea generation, information search, data analysis, code generation, text editing, etc.).

At the instructor's request, the student must provide the prompts used or explain how the AI tools were utilized.

Undeclared use of artificial intelligence technologies or submission of AI-generated material as the student's own academic work shall be considered a violation of the principles of academic integrity in accordance with the University’s internal regulations.

Recommended literature

Basic literature:

1. Abbott B.B., Bordens K. Research Design and Methods: A Process Approach. 10th Edition. McGraw-Hill Education, 2018. 621 p.
2. Huntington-Klein N. The Effect: An Introduction to Research Design. Boca Raton: CRC Press, 2022. 646 p.
3. O'Leary Z. The Essential Guide to Doing Your Research Project. Los Angeles: SAGE Publications Ltd, 2017. 415 p.
4. Shoja M.M, Arynchyna A., Loukas M., D′Antoni A.V., Buerger S.M., Karl M., Tubbs R.S. A Guide To The Scientific Career: Virtues, Communication, Research And Academic Writing. New York: Blackwell/John Wiley & Sons, 2020. 728 p.
5. Tantra R. A Survival Guide for Research Scientists. New York: Springer, 2019. 234 p.
6. Tracy Sarah. Qualitative Research Methods. Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley and Sons Ltd, 2012. 370 p.
7. Walliman N. Your Research Project: A Step-by-Step Guide for the First-Time Researcher. London: Sage Publications Ltd, 2001. 329 p.
8. Wilkinson D., Dokter D. The Researcher's Toolkit: The Complete Guide to Practitioner Research. 2nd edition. Routledge, 2023. 179 p.

Supplementary literature:

9. Alber S.M. A Toolkit for Action Research. Rowman & Littlefield Publishers, Inc. 2011, 200 p.
10. Albuquerque U.P. Speaking in Public About Science: A Quick Guide for the Preparation of Good Lectures, Seminars, and Scientific Presentations. Springer, 2015. 68 p.
11. Alley M. The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid. 2nd ed. Springer, 2013. 286 p.
12. Anfara Jr. V.A., Mertz N.T. Theoretical Frameworks in Qualitative Research. 2nd ed. Sage Publications, Inc., 2014. 264 p.
13. Bell J. Doing Your Research Project: A guide for first-time researchers in education, health and social science. 4th ed. Berkshire; Open University Press, 2005. 267 p.
14. Bell J., Waters S. Doing Your Research Project: A Guide For First-Time Researchers. 6th ed. Berkshire: McGraw-Hill Education, 2014. 269 p.
15. DeNeef A.L., Goodwin C.D. The Academic's Handbook. New York: Duke University Press Books, 2007. - 409 p.

16. Frey B.B. (ed.). The SAGE Encyclopedia of Research Design. Second Edition. SAGE Publications, 2022. 2005 p.

17. Greenfield Tony (ed.) Research Methods for Postgraduates. 3rd edition. John Wiley & Sons, 2016. 514 p.

18. Hegde D.S. (Ed.) Essays on Research Methodology. Springer, New Delhi, Heidelberg, New York, Dordrecht, London, 2015. 244 p.

19. Helliwell J.R. Skills for a Scientific Life. Boca Raton: CRC Press, 2016. 215 p.

20. Illingworth S., Allen G. Effective Science Communication: A practical guide to surviving as a scientist. 2nd edition. Bristol: IOP Publishing, 2020. 166 p.

21. Johnson A., Sumpter J. How to Be a Better Scientist. New York: Routledge, 2018. 260 p.

22. Kennett Brian. Planning and Managing Scientific Research: A guide for the beginning researcher. ANU Press, 2014. 93 p.

23. LeBrun J.-L. Scientific Writing: A Reader and Writer's Guide. Singapore: World Scientific, 2007. 224 p.

24. Leedy P.D., Ormrod J.E. Practical Research: Planning and Design. 11th ed. Pearson, 2015. 408 p.

25. Lury C., Fensham R., Heller-Nicholas et al. Routledge Handbook of Interdisciplinary Research Methods. Routledge, 2019. 391 p.

26. Marder M.P. Research Methods for Science. Cambridge: Cambridge University Press, 2011. 237 p.

27. Marusic A. (ed.). A Guide to Responsible Research. Springer, 2023. 139 p.

28. McNeill P., Chapman S. Research Methods. Third edition - Routledge, 2005. 225 p

29. Merriam S., Tisdell E. Qualitative Research: A Guide to Design and Implementation. 4th ed. John Wiley & Sons, 2016. 346 p.

30. Mirvis Philip, Mohrman Susan. How to Do Relevant Research: From the Ivory Tower to the Real World. Edward Elgar Publishing, 2021. 200 p.

31. Mulvihill T.M., Swaminathan R. Collaborative Qualitative Research. NY, London: Guilford Press, 2023. 291 p.

32. Nather A. Planning Your Research and How to Write It. Singapore: World Scientific, 2015. - 350p.

33. Patten M.L., Newhart M. Understanding Research Methods. London: Routledge, 2017. 353 p.

34. Pritchard A. Studying and Learning at University: Vital Skills for Success in Your Degree. SAGE Publishers, 2008. 216 p.

35. Reichardt C.S. The Method of Multiple Hypotheses: A Guide for Professional and Academic Researchers. New York: Routledge, 2021. 113 p.
36. Rodgers Paul A., Yee Joyce. The Routledge Companion to Design Research. Routledge, 2014. 538 p.
37. Rowe N. The Realities of Completing a PhD: How to Plan for Success. New York: Routledge, 2021. 100 p.
38. Rugg Gordon, Petre Marian. A Gentle Guide to Research Methods. Berkshire: Open University Press, 2007. 238 p.
39. Schiffer M.B. The Archaeology of Science: Studying the Creation of Useful Knowledge. Springer, 2013. 212 p.
40. Schmidt M.H. Being a Scientist: Tools for Science Students. Toronto: University of Toronto Press, 2019. 319 p.
41. Sharon R., Gretchen R. An Introduction To Qualitative Research: Learning in the Field. 4th ed. Sage Publications, 2017. 592 p.
42. Silverman D. Doing Qualitative Research. 4th edition. SAGE, 2013. 870 p.
43. Yin K. R. Case Study Research: Designs and Methods. 4th Edition. Издательство Sage, 2009. 219 pages.
44. Zanders E., MacLeod L. Presentation Skills For Scientists: A Practical Guide. Cambridge: Cambridge University Press, 2018. 93 p.

Links to information resources on the Internet, video lectures,

and other methodological support:

1. United Nations Official Website [Electronic Resource]. URL: http://www.un.org/en/index.html
2. National Library of Ukraine named after V.I. Vernadsky [Electronic resource]. URL: http://www.nbuv.gov.ua/
3. Electronic library TWIRPX [Electronic resource]. URL: http://www.twirpx.com/
4. International digital library [Electronic resource]. URL: https://www.wdl.org/en/
5. Europeans [Electronic resource]. URL: http://www.europeana.eu/portal/en
7. The Questia Online Library [Electronic resource]. URL: https://www.questia.com/
8. National Parliamentary Library of Ukraine [Electronic resource]. URL: http://nplu.org/

9. National Law Library (NUB) [Electronic resource]. URL: http://nbuviap.gov.ua/index.php?option=com_content&view=article&id=27&Itemid=394

10. Scientific electronic library of periodicals of the National Academy of Sciences of Ukraine [Electronic resource]. URL: http://dspace.nbuv.gov.ua/

11. Scientific Library. M. Maksymovych of Kyiv National Taras Shevchenko University [Electronic resource]. URL: http://www.library.univ.kiev.ua/ukr/title4.php3

Portal Funag [Electronic resource]. URL: http://www.funag.gov.br/loja/

14. Google Scholar (Electronic Academy). URL: https://scholar.google.com/

15. World Wide Science [Electronic resource]. URL: https://worldwidescience.org/indextext

16. Virtual bibliographic reference [Electronic resource]. URL: http://chl.kiev.ua/cgi-bin/sp/index.php

18. SSM (Simple Search Metadata in Open Archives Ukraine) [Electronic resource]. URL: http://oai.org.ua/

19. DOAJ (Directory of Open Access Journals) [Electronic resource]. URL: https://doaj.org/

20. Scientific Research in Information Systems: Research Design. [Electronic resource]. URL: https://www.youtube.com/watch?v=lbuKRBee6r4

21. Understanding the Scientific Research Process. [Electronic resource]. URL: https://www.youtube.com/watch?v=nqv9CkEMDQY

22. Social research methods. [Electronic resource]. URL: https://www.youtube.com/watch?v=PCBdkS1TCIo

23. ORCID. A free, unique, persistent identifier (PID) for individuals to use as they engage in research, scholarship, and innovation activities. URL: https://orcid.org/