MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY
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________________ /A.V. Nazarenko/
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WORKING PROGRAM OF THE DISCIPLINE

«Macroeconomic Planning and Forecasting»

Direction of training/specialty
38.03.01 Economy

Profile/specialization
International business and foreign economic

Qualification
bachelor

Forms of study
full-time

Moscow, 2025

Developer(s):

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1. Objectives, tasks and planned learning outcomes for the discipline

The goalmastering the academic discipline "Macroeconomic planning and forecasting" is the formation of an understanding of the foundations, content and features of macroeconomic planning and forecasting, the study and assimilation of the foundations of macroeconomic planning and forecasting in the modern conditions of a market economy and the application of the acquired knowledge in practice to prepare an economist who meets the requirements of professional standards and the Federal State Educational Standard of Higher Education in the direction 38.03.01 "Economics".

Main**tasks**study of the discipline:

– study the methods of macroeconomic planning and forecasting;

– acquire skills in macroeconomic analysis, identifying problems and forming macroeconomic plans and forecasts;

– learn to develop macroeconomic plans and forecasts.

Training in the discipline "Macroeconomic planning and forecasting" is aimed at developing the following competencies in students:

Code and name of competencies	Indicators of Competence Achievement
UK-10. Capable of making informed economic decisions in various areas of life	IUK-10.1. Understands the basic principles of macroeconomics and economic development, the goals and types of state participation in the economy IUK-10.2. Represents main regularities functioning microeconomics And factors, providing rational use of resources and achievement of effective results of activities IUK-10.3. Applies methods economic And financial planning to achieve personal financial goals, uses adequate resources to achieve goals financial tools management personal budget, optimizes own financial risks

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

The discipline refers to a part of the block formed by participants in educational relations.

The study of the discipline is based on the following disciplines, and practical training:

- Economic theory;
- Microeconomics and
- macroeconomics; World economy;
- Linear algebra;
- Mathematical analysis;
- Economic statistics;
- Econometrics;
- Antimonopoly policy and consumer protection.

The basic principles of the discipline should be used in the future studying the following disciplines (practices):

- Industry economics;
- Economics of industry markets;
- Finance, money circulation and credit;
- Marketing research;
- Pre-graduation practice.

3. Structure and content of the discipline

The total workload of the course is 2 credit units (72 hours).

3.1 Types of academic work and labor intensity

3.1.1. Full-time education

p/p	Type of academic work	Quantity hours	Semesters	
			6	-
1.	**Classroom lessons**	**36**	**36**	-
	including:			
1.1	Lectures	18	18	-
1.2	Seminars/practical classes	18	18	-
1.3	Laboratory exercises	-	-	-
2.	**Independent work**	**36**	**36**	-
	including:			
2.1	Preparation for practical classes (study of lecture material)	18	18	-
2.2	Preparing for testing	9	9	-
2.3	Solving problems on your own	9	9	-
	Interim assessment			
	credit/differential credit/exam		**credit**	-
	Total	**72**	**72**	-

3.1.2. Part-time and part-time education

p/p	Type of academic work	Quantity hours	Semesters	
			6	-
1.	**Classroom lessons**	**36**	**36**	-
	including:			
1.1	Lectures	8	8	-
1.2	Seminars/practical classes	10	10	-
1.3	Laboratory exercises	-	-	-
2.	**Independent work**	**54**	**54**	-
	including:			
2.1	Preparation for practical classes (study of lecture material)	18	18	-
2.2	Preparing for testing	18	18	-
2.3	Solving problems on your own	18	18	-
	Interim assessment			
	credit/differential credit/exam		**credit**	-
	Total	**72**	**72**	-

3.2 Thematic plan for studying the discipline

(by form of education)

3.2.1. Full-time education

p/p	Sections/Topics of the Discipline	Labor intensity, hour					
		Total	Classroom work				Independent Job
			Lectures	Practical classes	Laboratory classes	Practical Preparation	
1.	Theoretical foundations of forecasting and macroeconomic planning	10	2	2	-	-	6
2.	Forms and methods of macroeconomic planning and forecasting	10	2	2	-	-	6
3.	Forecasting and indicative planning of basic conditions for socio-economic development. System of national accounts	10	2	2	-	-	6
4.	Forecasting the development of material production. Production planning in the public sector	14	4	4	-	-	6
5.	Social development planning	14	4	4	-	-	6
6.	Indicative planning bodies	14	4	4	-	-	6
	Total	**72**	**18**	**18**	**-**	**-**	**36**

3.2.2. Part-time and part-time education

p/p	Sections/Topics of the Discipline	Labor intensity, hour					
		Total	Classroom work				Independent I work
			Lectures	Practical classes	Laboratory classes	Practical Preparation	
1.	Theoretical foundations of forecasting and macroeconomic planning	14	2	2	-	-	10
2.	Forms and methods of macroeconomic planning and forecasting	10	2	-	-	-	8
3.	Forecasting and indicative planning of basic conditions for socio-economic development. System of national accounts	14	2	2	-	-	10
4.	Forecasting the development of material production. Production planning in the public sector	10	-	2	-	-	8
5.	Social development planning	12	2	2	-	-	8
6.	Indicative planning bodies	12	-	2	-	-	10
	Total	**72**	**8**	**10**	**-**	**-**	**54**

3.3 Contents of the discipline

Topic 1. Theoretical foundations of forecasting and macroeconomic planning

The socio-economic essence of macroeconomic planning. Its role in management at the level of the state, regional and municipal formations. Differences between forecasting and planning. The need for macroeconomic planning in a market economy. Tasks of planning and forecasting macroeconomic processes. The main principles of forecasting and planning: scientific nature, purposefulness, sociality, systematicity, balance of interests, consistency, variability, continuity, efficiency.

Topic 2. Forms and methods of macroeconomic planning and forecasting

Planning forms: directive, indicative, strategic, tactical planning. Methodology of forecasting and planning economic and social processes. The most important provisions of Keynesian, monetary and Marxist theories. Forecasting and planning methods: methods of expert assessments, extrapolation, modeling, economic and mathematical methods, method of economic analysis, balance method, program-target method. Advantages and disadvantages of individual methods.

Topic 3. Forecasting and indicative planning of basic conditions for socio-economic development. System of national accounts

The essence of the concepts of economic growth, gross national product (GNP), gross domestic product (GDP). GNP (GDP) nominal, real. Okun's law. Subsistence minimum budget. Economic meaning of the minimum wage. The concept and structure of the system of national accounts (SNA). The system of indicators and general principles of constructing the SNA. Methods of calculating indicators: gross domestic product, national income.

Topic 4. Forecasting the development of material production. Production planning in the public sector

Scientific and technological progress. Innovation Andinnovative activity. Forecasting the need for investments. Evaluation of the economic efficiency of investments. Methods used in current practice to forecast the need for material and technical resources. State enterprises. Financing of state enterprises. Regulation of investment activities of state enterprises.

Topic 5. Planning of social development

The concept and composition of labor resources. Analysis and forecasting of labor resources. Population migration. Unemployment. Unemployment rate. Forecast of prospective population size. Forecast calculations of population structure. Number of working-age population. Number of people employed in material production sectors and non-production sphere.

Topic 6. Indicative planning bodies

The system of executive bodies of the Russian Federation engaged in various aspects of planning work. The Ministry of Economic Development and Trade of the Russian Federation is the central element in the system of bodies implementing work in the field of planning at the macro level. The main tasks of the Ministry of Economic Development and Trade of the Russian Federation, the list and content of its main functions ensuring the solution of this task. Legal support for planning work in the Russian Federation. The need, main tasks and organization of control over the implementation of programs and plans.

3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical classes

Topic 1. Solving problems on constructing three types of forecast scenarios.

Topic 2. Solving problems on the practical use of various forms and methods of macroeconomic planning and forecasting.

Topic 3. Solving problems in analyzing the main indicators of the system of national accounts.

Topic 4. Solving problems of forecasting the need for material and technical resources.

Topic 5. Solving problems in forecasting the labor market and the standard of living of the population.

Topic 6. Solving problems in determining the parameters of the country's monetary and foreign exchange policy.

3.4.2. Laboratory exercises

Laboratory classes for this discipline are not provided for in the curriculum.

3.5 Topics of course projects (course papers)

The curriculum does not provide for a course project (course work) for this discipline.

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

1. Federal Law of the Russian Federation "On Strategic Planning in the Russian Federation" from June 28, 2014 No. 172-FZ // SPS "ConsultantPlus: Non-commercial Internet version".

4.2 Main literature

1. Nevskaya, N. A. Macroeconomic planning and forecasting in 2 parts. Part 1 : textbook and practical training for universities / N. A. Nevskaya. - 2nd ed., corrected. - Moscow: Yurait Publishing House, 2023. - 310 p. - (Higher education). - ISBN 978-5-534-02360-2. - Text: electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/514405 (accessed: 02/16/2023).

2. Nevskaya, N. A. Macroeconomic planning and forecasting in 2 hours. Part 2 : textbook and practical training for universities / N. A. Nevskaya. - 2nd ed., corrected. - Moscow: Yurait Publishing House, 2023. - 236 p. - (Higher education). - ISBN 978-5-534-02362-6. - Text: electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/514406 (accessed: 02/16/2023).

3. Mashunin, Yu. K. Forecasting and planning of socio-economic systems: a textbook for universities / Yu. K. Mashunin. - Moscow: Yurait Publishing House, 2023. - 330 p. - (Higher education). - ISBN 978-5-534-14698-1. - Text: electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/519737 (accessed: 02/16/2023).

4.3 Further reading

1. Stegniy, V. N. Forecasting and planning: a textbook for universities / V. N. Stegniy, G. A. Timofeeva. - Moscow: Yurait Publishing House, 2023. - 210 p. - (Higher education). — ISBN 978-5-534-14403-1. — Text: electronic // Educational platform Urait [website]. — URL: https://urait.ru/bcode/519713 (date of access: 02/16/2023).

2. Kalyuzhnova, N. Ya. Social entrepreneurship: a textbook for universities / N. Ya. Kalyuzhnova, E. P. Ogarkova, M. A. Osipov; edited by N. Ya. Kalyuzhnova. — Moscow

: Publishing house Yurait, 2023. - 114 p. - (Higher education). - ISBN 978-5-534-11478-2. — Text: electronic // Educational platform Urait [website]. — URL: https://urait.ru/bcode/518307 (date of access: 16.02.2023).

3. Social policy of the state and business: textbook for universities / O. A. Kanaeva [and [etc.] ; edited by O. A. Kanaeva. - Moscow : Yurait Publishing House, 2023. - 343 p. - (Higher education). - ISBN 978-5-534-03190-4. - Text : electronic // Yurait Educational Platform [website]. - URL: https://urait.ru/bcode/511195 (date accessed: 02/16/2023).

4.4 Electronic educational resources

E-learning resources for the discipline "Macroeconomic planning and forecasting": https://online.mospolytech.ru/course/view.php?id=11644

4.5 Additional electronic educational resources

Additional electronic educational resources By course "Macroeconomic planning and forecasting" is missing.

4.6 Licensed and freely distributed software security

1. Microsoft Office suite programs (Word, Excel, PowerPoint)

4.7 Modern professional databases and information reference systems

1. SPS "ConsultantPlus: Non-commercial Internet version". - URL: http://www.consultant.ru/online/ (date accessed: 16.02.2023). –Access mode: free.

5. Logistics

1. Lecture hall.
2. Auditorium for practical classes.
3. Computer class with Internet access.
4. Audience for group and individual consultations, ongoing monitoring and midterm assessment.
5. Audience for independent work.
6. Library, reading room.

6. Methodological recommendations

6.1 Methodological recommendations for the teacher on the organization training

This section of this work program is intended for beginning teachers and practicing specialists who do not have teaching experience.

The discipline "Macroeconomic planning and forecasting" forms the competence of UK-10 in students. In the context of constructing educational systems on the principles of the competence approach, there has been a conceptual change in the role of the teacher, who, along with the traditional role of the knowledge carrier, performs the function of the organizer of the student's scientific research work, a consultant in the procedures for selecting, processing and interpreting information necessary for practical action and further development, which must be taken into account when conducting lectures and practical classes in the discipline "Macroeconomic planning and forecasting".

Teaching theoretical (lecture) material By discipline "Macroeconomic planning and forecasting" is carried out on the basis of interdisciplinary integration and clear interdisciplinary links within the educational program and curriculum.

The detailed content of individual topics of the discipline “Macroeconomic planning and forecasting” is considered in paragraph 3.3 of the work program.

Sample versions of tasks and test assignments for current monitoring and a list of questions for differentiated assessment in the discipline are presented in the FOS for the discipline in paragraph 7 of this work program.

The list of primary and secondary literature, databases and information reference systems required during the teaching of the discipline “Macroeconomic Planning and Forecasting” is given in paragraph 4 of this work program.

6.2 Methodological instructions for students on mastering the discipline

Acquiring in-depth knowledge of the discipline is achieved through active independent work of students. It is advisable to use the allocated hours to get acquainted with educational and scientific literature on the problems of the discipline, and to analyze scientific concepts.

The discipline provides for various forms of monitoring the level of achievement by students of the stated indicators of mastery of competencies.

Forms of ongoing control – active work in practical classes, testing.

The form of intermediate control in the discipline is a differentiated test, during which the level of achievement of students' declared indicators of mastering competencies is assessed.

Methodological guidelines for mastering the discipline.

Lecture classes are conducted in accordance with the content of this work program and represent a presentation of the theoretical foundations of the discipline.

Attendance at lectures is mandatory.

Taking notes on lecture material is permitted both in writing and on a computer.

Regular repetition of the material of lecture notes for each section in preparation for the current forms of certification in the discipline is one of the most important types of independent work of the student during the semester, necessary for high-quality preparation for the midterm certification in the discipline.

Conducting practical classes on the discipline “planning and "Macroeconomic forecasting” is carried out in the following forms:

- survey on materials discussed in lectures and studied independently recommended literature;
- analysis and discussion of issues on topics, problem solving.

Attendance at practical classes and active participation in them is mandatory.

Preparation for practical classes necessarily includes studying lecture notes and recommended literature for an adequate understanding of the conditions and method of completing the tasks planned by the teacher for a specific practical class.

Methodological guidelines for the implementation of various forms of extracurricular independent work

Study of regulatory documents and GOSTs, basic and additional literature on the discipline is conducted on a regular basis in the context of each topic to prepare for the midterm assessment in the discipline "Macroeconomic planning and forecasting". The list of regulatory documents and GOSTs, basic and additional literature on the discipline is given in paragraph 4 of this work program.

Guidelines for preparation for midterm assessment The midterm assessment in the discipline "Macroeconomic planning and forecasting" is carried out in the form of a differentiated test. An approximate list of questions for the differentiated test in the discipline "Macroeconomic planning and forecasting" and the criteria for assessing the student's response for the purposes of assessing the achievement of the stated indicators of competence development are provided in the FOS for the discipline in paragraph 7 of this work program.

The student is admitted to the midterm assessment in the discipline regardless of the results of the current academic performance monitoring.

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes

Code and name competencies	Achievement indicators competencies	Control methods and assessments
UK-10. Capable take reasonable economic decisions in various areas life activity	IUK-10.1. Understands basic principles functioning macroeconomics and economic development, goals and types of state participation in the economy IUK-10.2. Represents main regularities functioning microeconomics and factors, providing rational use of resources and achieving efficiency results activities IUK-10.3. Applies methods economic And financial planning to achieve personal financial goals, uses adequate delivered goals financial tools for managing personal budget, optimizes own financial risks	Intermediate Certification: differentiated credit Current control: survey and decision tasks on practical classes; testing

7.2 Scale and criteria for assessing learning outcomes

7.2.1. Criteria for assessing the answer in the differentiated test (formation of competence UK-10, indicators IUK-10.1, IUK-10.2, IUK-10.3) **"5" (excellent):**the student demonstrates excellent theoretical knowledge, practical skills, knows the terms, makes reasoned conclusions and generalizations, gives examples, demonstrates fluency in monologue speech and the ability to quickly respond to clarifying questions.

"4" (good):the student demonstrates good theoretical knowledge, practical skills, knows the terms, makes reasoned conclusions and generalizations, gives examples, demonstrates fluency in monologue speech, but at the same time makes minor mistakes that he quickly corrects independently or with minor correction from the teacher.

"3" (satisfactory):the student demonstrates satisfactory theoretical knowledge, demonstrates poorly developed skills in analyzing phenomena and processes, insufficient ability to make reasoned conclusions and give examples, shows insufficient fluency in monologue speech, terms, logic and sequence of presentation, makes mistakes that can only be corrected with correction from the teacher.

"2" (unsatisfactory):the student demonstrates ignorance of theoretical fundamentals of the subject, lack of practical skills, cannot make reasoned conclusions and give examples, demonstrates poor command of monologue speech, does not know the terms, demonstrates a lack of logic and consistency in presentation, makes mistakes that cannot be corrected by the teacher, refuses to answer additional questions.

7.2.2. Criteria for assessing the student's work in practical classes (formation of competence UK-10, indicators IUK-10.1, IUK-10.2, IUK-10.3) **"5" (excellent):**all tasks provided for in the practical plan have been completed classes, the student answered all test questions clearly and without errors, and worked actively in practical classes.

"4" (good):all tasks provided for in the practical plan have been completed classes, the student answered all the test questions with corrective comments from the teacher and worked quite actively in practical classes.

"3" (satisfactory):all tasks provided for in the plan have been completed practical classes, with comments from the teacher; the student answered all test questions with comments.

"2" (unsatisfactory):the student did not complete it or completed it incorrectly practical tasks provided for in the practical lesson plan; the student answered the test questions with errors or did not answer the test questions.

7.2.3. Test results evaluation criteria

(development of competence UK-10, indicators IUK-10.1, IUK-10.2, IUK-10.3) Testing is assessed in accordance with the percentage of correct answers given by the student to the test questions.

Standard scale of compliance of test results with the assigned score:

- "excellent" - over 85% correct answers; "good" - from
- 70.1% to 85% correct answers; "satisfactory" - from 55.1%
- to 70% correct answers; from 0 to 55% correct answers -
- "unsatisfactory"

"5" (excellent):the test taker demonstrates excellent theoretical knowledge, has terms and has the ability to quickly respond to test questions.

"4" (good):the test taker demonstrates good theoretical knowledge, has most terms and has the ability to quickly respond to test questions.

"3" (satisfactory):the test taker demonstrates satisfactory theoretical knowledge, has a command of basic terms and concepts.

"2" (unsatisfactory):the test taker lacks theoretical knowledge, He doesn't know the terminology and responds slowly to test questions.

7.3 Evaluation tools

7.3.1. Current control

(formation of competence UK-10, indicators IUK-10.1, IUK-10.2, IUK-10.3)

Examples of problems to be solved in practical classes:

1. GNP is 22.3 trillion rubles. Payments from abroad by residents of the country amount to 1.1 trillion rubles. Payments to foreign residents – 1.2 trillion rubles. How and by how much percent

GDP will change if payments from abroad increase by 7%, payments to foreign residents decrease by 2%, and prices of GDP increase by 15%.

2. GDP in the base period is 17 trillion rubles. In the forecast period, GDP in in comparable prices will be 17.9 trillion rubles, in current prices – 22.3 trillion rubles. Determine the growth rates and increase of GDP in the forecast period.

3. As a result of the implementation of the technical measure, the unit cost products will decrease from 240 thousand rubles to 228 thousand rubles. The annual sales volume of this type of product is 85 thousand units. The average annual loan interest rate is 14%. Income tax is 18%. Determine the economic effect and the increase in profit after taxes in the 2nd and 3rd years of the implemented measure.

4. Scientific and technological progress measures provide for an improvement in the quality of products. Before it implementation, the unit cost of production was 25 thousand rubles, the price was 35 thousand rubles, and the sales volume was 120 thousand units per year. After the implementation of the measures, the unit cost of production increased to 26 thousand rubles, the price to 38 thousand rubles, and the sales volume to 130 thousand units. Determine the annual economic effect.

5. In the base period, the production of 20,000 tons of confectionery products consumed 9,100 tons of sugar. In the forecast period, it is envisaged to reduce sugar consumption rates by 5% due to a reduction in dry matter losses and an increase in confectionery production to 22,000 tons. Determine the need for sugar for confectionery production in the forecast period.

6. In the base period, the population is 10 million people, the birth rate is 15 people and mortality - 18 people per 1000 population. In the future, an annual increase in the birth rate by 1% and a decrease in mortality by 2.1% are assumed. Determine the population at the end of the 3-year forecast period, taking into account the birth and mortality rates.

7. Labor resources in the base period - 6054 thousand people, including the working-age population the working-age population is 95.3%, employed persons of older working age and adolescents under 16 years old – 4.7%. In the forecast period, the number of the working-age population of working age will increase by 1%, the number of employed persons of older working age and adolescents under 16 years old will decrease by 4%. Determine the labor force and its change in the forecast period.

Examples of test tasks:

1. Planning methodology is a system of: A) economic indicators for planning
B) principles, indicators, methods and techniques for developing and substantiating planning decisions
C) statistical indicators and methods for developing forecasts
D) principles, indicators, methods and techniques for developing and substantiating forecasts

2. Macroeconomic planning and forecasting is: A) a task of state regulation of the economy
B) function of the state
C) the function of economic entities
D) the task of the state

3. The extrapolation method in forecasting involves: A) the extension of future trends to the present period
B) finding predicted values within the analyzed time period
C) the extension of present trends into the future
D) the extension of a trend in the past to a future period

4. To plan economic growth, use:

A) absolute indicators B)
relative indicators
C) average indicators
D) a system of statistical indicators

5. To plan and forecast economic growth, use: A) absolute indicators

B) relative indicators
C) a system of indicators
D) average indicators

6. To forecast economic growth, it is necessary to measure it using ... indicators:

A) ordinal
B) alternative
C) nominal
D) quantitative

7. economic policy is based on the optimization of the market economy with the help of anti-inflationary policies and the development of scientific and technological progress: A) neoclassical
B) neo-Keynesian
C) Keynesian
D) classical

8. ... forecasts involve the use of information about the future when making decisions: A) cognitive
B) long-term
C) management
D) all

9. ... forecasts aim to describe possible or desirable prospects for a future state:

A) cognitive
B) long-term
C) management
D) all

10. The strategy of stimulating economic growth based on neoclassical theory is characterized by ... approach:
A) macroeconomic
B) microeconomic
C) international
D) regional

11. The main problem that necessitates planning and forecasting at the state level is:

A) lack of natural resources
B) the growth of social tension in society
C) meeting ever-growing needs
D) political and economic crises

12. The main factors of economic growth include: A)
population size
B) investment size
C) demand stimulation
D) population size, investment size and demand stimulation

13. Forecasting is: A) a
mathematical model
B) quantitative and qualitative assessment of the development of an economic entity
C) qualitative assessment of the future development of an economic entity
D) quantitative assessment of the future development of an economic entity

14. Macroeconomic planning is a scientific prediction of the level of development and results of functioning:
A) industries and regions
B) economy
C) world economy
D) the economy of firms and organizations

15. The main indicator for planning and forecasting from the point of view of Keynesian theory are the factors that determine:
A) the level of social tension in society B)
personal savings and investments
C) the level and dynamics of supply and demand in the market
D) the level and dynamics of national income

16. ... rely on the use of mathematical apparatus: A)
algorithmic forecasting methods
B) analytical methods of forecasting
C) intuitive forecasting methods
D) methods of expert assessments

17. The period of time from the moment for which the latest statistical data on the object under study are available until the moment to which the forecast applies is called:
A) retrospective section B)
adaptation period
C) observation period
D) forecast lead time

18. Structural crises in the economy necessitate: A) planning
and forecasting in the economy
B) supply stimulation
C) non-intervention of the state in the economy
D) demand stimulation

19. ... relate to microeconomic forecasts: A)
macroeconomic forecasts
B) interregional and intersectoral forecasts
C) forecasts of enterprises and organizations
D) regional forecasts

20. The assessment of the future state of development of economic processes is the basis of the ... forecast:
A) normative-target
B) target
C) search
D) normative

21. The assessment of the necessary resources for the development of economic processes is the basis of the ... forecast:
A) normative
B) target
C) normative-target
D) search

22. Subject of study of the discipline "Macroeconomic planning and forecasting" - This:
A) a set of macroeconomic indicators
B) a set of methods for planning and forecasting macroeconomic indicators

C) federal ministries and departments that prepare plans and forecasts
D) macroeconomics

23. The most effective type of economic growth is... growth:

A) intensive-extensive B) intensive
C) extensive
D) macroeconomic

24. Macroeconomic development is: A) an increase in the quality and standard of living
B) economic growth, structural changes in the economy, growth in the standard of living of the population
C) economic growth
D) structural changes in the economy

25. The main distinguishing feature of the modern market economic system is: A) minimal influence of the state on the development of the national economy
B) the absence of state influence on the development of the national economy
C) active influence of the state on the development of the national economy
D) that the market system does not involve government intervention in the economy

26. In countries with a market economy, the instrument of influence on the economy is... planning:
A) directive
B) intuitive
C) normative
D) indicative

27. The industrial structure of developed countries is characterized by an increase in the share of: A) heavy industry
B) service sectors
C) agriculture and forestry

D) extractive industries

28. Forecasting is:
A) quantitative assessment of the future development of an economic object B) qualitative assessment of the future development of an economic object
C) quantitative and qualitative assessment of the development of an economic entity
D) mathematical model

29. Extrapolation:
A) transfer of the development patterns of one phenomenon to another
B) transferring into the future the patterns of change in the forecast object that have developed in the past and present
C) one of the options of the forecast scenario
D) a recommendation for planning based on the results of the forecast study

30. In accordance with the problem-target criterion, the following are distinguished: A) short-term forecast
B) search forecast
C) probabilistic forecast
D) interval forecast

7.3.2. Interim assessment

(formation of competence UK-10, indicators IUK-10.1, IUK-10.2, IUK-10.3)

1. The socio-economic essence of macroeconomic planning.
2. The role of macroeconomic planning in management at the level of the state, regional and municipal entities.
3. Differences between forecasting and planning.
4. The need for macroeconomic planning in a market economy.
5. Tasks of planning and forecasting macroeconomic processes.
6. Basic principles of forecasting and planning.
7. Forms of planning.
8. Methodology of forecasting and planning economic and social processes.
9. The most important provisions of Keynesian theory.
10. The most important provisions of monetary theory.
11. The most important provisions of Marxist theory.
12. Methods of forecasting and planning.
13. Advantages and disadvantages of the expert assessment method.
14. Advantages and disadvantages of extrapolation.
15. Advantages and disadvantages of modeling.
16. Advantages and disadvantages of economic and mathematical methods.
17. Advantages and disadvantages of the economic analysis method.
18. Advantages and disadvantages of the balance method.
19. Advantages and disadvantages of the program-target method.
20. The essence of the concept of economic growth.
21. The essence of the concept of gross national product (GNP).
22. The essence of the concept of gross domestic product (GDP).
23. Okun's Law.
24. Budget of the minimum subsistence level.
25. The economic meaning of the minimum wage.
26. Concept and structure of the system of national accounts (SNA).

27. System of indicators and general principles of constructing the SNA.
28. Methods of calculating indicators: gross domestic product, national income.
29. Scientific and technological progress.
30. Innovation and innovative activity.
31. Forecasting investment needs.
32. Evaluation of economic efficiency of investments.
33. Methods used in current practice to forecast the need for material and technical resources.
34. Financing of state enterprises.
35. Regulation of investment activities of state enterprises.
36. Concept and composition of labor resources.
37. Analysis and forecasting of labor resources.
38. Population migration.
39. Unemployment. Unemployment rate.
40. Forecast of prospective population size.
41. Forecast calculations of the population structure.
42. The number of working-age population.
43. Number of people employed in material production sectors and non-production sphere.
44. The system of executive bodies of the Russian Federation dealing with various aspects of planning work.
45. The Ministry of Economic Development and Trade of the Russian Federation is the central element in the system of bodies implementing work in the field of planning at the macro level.
46. The main tasks of the Ministry of Economic Development and Trade of the Russian Federation, the list and content of its main functions ensuring the solution of this task.
47. Legal support for planned work in the Russian Federation.
48. The necessity, main tasks and organization of control over the implementation of programs and plans by the state.