Приложение 5

Федеральное государственное бюджетное образовательное учреждение высшего образования «Тамбовский государственный университет имени Г.Р. Державина»
Институт экономики, информационных технологий и креативных индустрий
Кафедра педагогики и образовательных технологий

УТВЕРЖДАЮ:
Директор института



Т. М. Кожевникова
«17» июня 2026 г.

РАБОЧАЯ ПРОГРАММА

по дисциплине Б1.О.05 Иностранный язык в профессиональной сфере

Направление подготовки/специальность: 44.04.01 - Педагогическое образование

Профиль/направленность/специализация: Педагогика хореографии

Уровень высшего образования: магистратура

Квалификация: Магистр

год набора: 2024

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Авторы программы:
Доктор педагогических наук, профессор Сысоев Павел Викторович
Доктор педагогических наук, профессор Поляков Олег Геннадиевич

Рабочая программа составлена в соответствии с ФГОС ВО по направлению подготовки 44.04.01 - Педагогическое образование (уровень магистратуры) (приказ Министерства образования и науки РФ от «22» февраля 2018 г. № 126).

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Рассмотрена и одобрена на заседании Ученого совета Института экономики, информационных технологий и креативных индустрий, Протокол от «17» июня 2026 г. № 10.

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1. Цели и задачи дисциплины

1.1 Цель дисциплины – формирование компетенций:

УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

1.2 Типы задач профессиональной деятельности, к которым готовятся обучающиеся в рамках освоения дисциплины:

- методический
- научно-исследовательский
- педагогический

1.3 Дисциплина ориентирована на подготовку обучающихся к профессиональной деятельности в сфере: 01 Образование и наука (в сферах: профессионального и дополнительного образования; научных исследований)

1.4 В результате освоения дисциплины у обучающихся должны быть сформированы:

Обобщенные трудовые функции / трудовые функции / трудовые или профессиональные действия (при наличии профстандарта)	Код и наименование компетенции ФГОС ВО, необходимой для формирования трудового или профессионального действия	Индикаторы достижения компетенций
	УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные
		Использует иностранный язык для удовлетворения профессиональных потребностей, реализации личных деловых контактов и профессионального самообразования и самосовершенствования

1.5 Согласование междисциплинарных связей дисциплин, обеспечивающих освоение компетенций:

2. Место дисциплины в структуре ОП магистратуры:

Дисциплина «Иностранный язык в профессиональной сфере» относится к обязательной части учебного плана ОП по направлению подготовки 44.04.01 - Педагогическое образование.

Дисциплина «Иностранный язык в профессиональной сфере» изучается в 2, 3 семестрах.

3.Объем и содержание дисциплины

3.1.Объем дисциплины: 5 з.е.

Заочная: 5 з.е.

Вид учебной работы	Заочная (всего часов)
Общая трудоёмкость дисциплины	**180**
Контактная работа	16
Лабораторные (Лаб. раб.)	16
Самостоятельная работа (СР)	151
Экзамен	9
Зачет	4

3.2.Содержание курса:

№ темы	Название раздела/темы	Вид учебной работы, час.		Формы текущего контроля
		Лаб. раб.	СР	
		З	З	
2 семестр				
1	Education and Learning (Образование и обучение)	1	4	Собеседование; Эссе
2	Society (Общество)	1	4	Собеседование; Эссе
3	Science, Technology and Medicine (Наука, техника и медицина)	2	4	Собеседование; Эссе
4	Academic and Literary English (Академический и литературный английский язык)	2	6	Собеседование; Эссе
5	The News (Новости)	2	6	Тестирование; Собеседование
3 семестр				
6	Environment and Lifestyle (Окружающая среда и образ жизни)	2	26	Собеседование; Эссе
7	Learning on Campus (Учеба в кампусе)	2	26	Собеседование; Эссе
8	World Business and Economics (Мировой бизнес и экономика)	2	25	Собеседование; Эссе; Тестирование
9	Language and Communication (Язык и коммуникация)	1	25	Собеседование; Эссе
10	Cultures (Культуры)	1	25	Собеседование; Эссе

Тема 1. Education and Learning (Образование и обучение) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:

Life on campus in a Western tertiary setting.
How you learn and increase personal strategies for language learning.
Locating key words and scanning texts for relevant information; finding meaning in context.
Recognising and writing a topic sentence for an academic paragraph.
Discourse markers of time.
Writing an explanation paragraph.
Creating an essay outline.
Examining schema within explanations.
Understanding staging within introductory paragraphs so as to address an essay question.
Register in speaking and writing.
Listening for signals and key phrases within an introduction to a tertiary lecture and note-taking.
Note-taking from whole books and taking a global approach to books.
How to reference and write a bibliography.
Managing time for study and learning.

Задания для самостоятельной работы.

Задания для самостоятельной работы:
1. Write a bibliography for your master's thesis.
2. Write a text/essay outlining the education system in your own country.
3. Create a timetable for yourself that includes 30 hours of studying per week.

Тема 2. Society (Общество) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:
Discussing issues around society.
Collocations.
Finding the main ideas in a text by skimming.
Improving skills at finding meaning from context.
Differentiating between weak and strong evidence.
Achieving cohesion in writing through the use of discourse signals of addition and contrast.
The structure of an argument essay.
Providing strong supporting evidence in body paragraphs.
Selecting ideas for, and planning and writing an argument essay.
Predicting the next points while listening to a lecture.
Using a range of note-taking formats while listening to spoken arguments.
Using symbols and abbreviations while taking notes.
Listening for supporting information.
Evaluating the strength of supporting information presented in lectures.
Avoiding over-generalisations by using modality.
Short talks with main ideas signposted, strong supporting evidence used

Задания для самостоятельной работы.

Задания для самостоятельной работы:
1. Read the following article: www.simple.wikipedia.org/wiki/poverty.
2. While you are reading this article, think about: What problems does poverty cause?
3. Make notes of some vocabulary from these readings.
4. Be prepared to share your answers next time you meet.

Тема 3. Science, Technology and Medicine (Наука, техника и медицина) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:

Discussing issues around science, technology and medicine.
Following the stages of a written text.
The relationship between style and purpose in academic and semi-academic written texts.
Identifying main ideas.
Using a range of discourse signals for deduction, example and summation.
The structure of a discussion essay.
Lexical cohesion and how to achieve it through the use of synonyms.
Writing clear, well-staged conclusion paragraphs.
Writing a discussion essay.
Understanding and expressing orally some common mathematics.
Recognising transitions between ideas in lectures.
Note-taking from discussions and choosing appropriate templates for this.
Using definite articles.
Interrupting as well as suggesting, accepting and rejecting ideas in tutorial-style discussions.
Choosing whether to answer an essay question with explanation, argument or discussion genre.
How to plan your own revision for optimum learning.

Задания для самостоятельной работы.

Задания для самостоятельной работы:

1. Read the following articles: http://en.wikipedia.org/wiki/Fundamental_science; http://en.wikipedia.org/wiki/Applied_science.
2. While you are reading these articles, think about:
- What is the difference between pure science and applied science?
- Which do you think is more useful to society?
3. Make notes of some vocabulary from these readings.
4. Be prepared to share your answers next time you meet in class.

Тема 4. Academic and Literary English (Академический и литературный английский язык) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:

Polite turn-taking in English so as to enter discussions, agree or disagree, especially in tutorials.
Academic vocabulary.
How to decipher difficult vocabulary in context within an authentic university essay and study required organisation of essays.
The concept of companies' strategic management practice and theory in business.
In-text referencing in essay writing.
Approaching information on the internet and evaluating it for academic credibility.
Different text types, their purpose and unique language features.
How to write a paragraph using seven, different methods for development.
Taking notes from books.
Some conventions of poetry, creative and narrative writing.
Listening for phrases that signal important points and note-taking the points.

Discourse markers of cause and effect.
Ellipsis and substitution, both clausal and verbal.
Speaking extemporarily.

Задания для самостоятельной работы.

Задания для самостоятельной работы:
1. Read the articles found on the websites below:
- http://en.wikipedia.org/wiki/English_for_academic_purposes;
- http://en.wikipedia.org/wiki/Literary_genre.
2. While you are reading these articles, think about:
- What is the definition of English for Academic Purposes?
- What are the criteria that define literary genres?
Take notes about this.
3. Make notes of some vocabulary from these readings.
4. Be prepared to share your answers next time you meet.

Тема 5. The News (Новости) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:
The current world-wide issue of refugees: critical considerations.
Knowledge around the field of psychology and social learning theory: critical considerations.
Staging within an oral presentation.
Language differences between fact and opinion in writing and speech.
Recognising bias.
Reading and thinking critically.
Register in writing.
Tracking main ideas/participants through a text to increase comprehension in reading and understanding the use of pronominal referencing.
Studying a university word list and increasing vocabulary.
Writing an extended introductory paragraph.
Paraphrasing main ideas from a reading.
Listening to a lecture.
Listening for fact versus opinion and taking notes of important points.
Using perfect tenses.
Reviewing narratives, participant tracking, processes and tense.
Critically considering information and events posted on a website.

Задания для самостоятельной работы.

Задания для самостоятельной работы:
1. Read the following articles:
http://www.computerworld.com/s/article/9173922/Wikipedia_founder_praises_Google_over_China_decision; http://www.huffingtonpost.com/2010/03/29/new-wikipedia-layout-2010_n_517007.html.
2. Consider the following questions about the sites:
- What makes news?
- What makes a news announcement?
- Why has Wikipedia been announced in the huffingtonpost.com website?
3. While reading, make notes for yourself and find and write down any new vocabulary.

Тема 6. Environment and Lifestyle (Окружающая среда и образ жизни) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:

Discussing environmental issues and expanding vocabulary in this topic area.
Further practice of a range of reading skills.
Distinguishing between facts and opinions.
Avoiding emotional language.
Investigating the plausibility of some claims on the internet.
Developing a plan for extensive reading outside class.
Identifying written predictions.
Choosing appropriate tenses and verbs for future predictions.
Writing descriptions of numerical information expressed in graphs and charts.
Carrying out a small research project.
Writing research reports.
Writing abstracts.
Taking notes from detailed spoken explanations.
Writing summaries of information from spoken explanations.
Using a range of reporting verbs in spoken and written referencing.
Useful expressions for refuting, exemplifying, requesting further explanation and checking understanding.

Задания для самостоятельной работы.

Задания для самостоятельной работы:

1. Consider the question below: The 21st century has seen the advent of an incredible amount of technology. Choose one form of technology and trace its origins, development and current state. Discuss its impact upon society and determine whether it is part of the global marketplace.
2. Read the following articles:
- www.simple.wikipedia.org/wiki/Greenhouse_effect;
- www.simple.wikipedia.org/wiki/Global_warming.
3. While you are reading, think about:
- What is the ‘Greenhouse effect’?
- Why does the ‘Greenhouse effect’ occur?
- What are the likely results of the ‘Greenhouse effect’?
4. Make notes of some vocabulary from these readings about global warming and the ‘Greenhouse effect’.

Тема 7. Learning on Campus (Учеба в кампусе) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:

Discussing topics around education and learning and expanding vocabulary and knowledge of this topic area.
Developing tutorial discussion skills, and expanding repertoire of useful expressions for such situations.
Further practice of a range of reading skills.
Using texts to assist in making and supporting judgements.
Reading from different points of view.
Developing skills in writing in academic registers by avoiding personals.
Refuting arguments in paragraphs and essays.
Annotating computer slides while listening to a lecture, and using those notes.
Listening to identify the speaker’s attitude.

Choosing appropriate verb forms in hypothesising, speculating and other uses of conditionals.
How to appropriately make academic requests and replies in appropriate situations.
Developing a plan to practise speaking even outside class, including after the course finishes.

Задания для самостоятельной работы.

Задания для самостоятельной работы:

1. Go to the website of the university you intend to apply to, or any university you have heard of in an English-speaking country. Find the main page for international students (with most universities, it is a link on the front page) and then find the page or pages about services for international students.
2. Think about:
- What support services are available to overseas students;
- Which of those services might be useful to you;
- How you can access them.
3. Make notes of some vocabulary from these readings.
4. Be prepared to share your answers next time you meet.

Тема 8. World Business and Economics (Мировой бизнес и экономика) (УК-4)

Лекция.

не предусмотерно

Лабораторные работы.

Лабораторные занятия:

Issues around trade and global economics.
Vocabulary about world trade, economics and population growth.
Global inequality.
How to globally examine a text and understand juxtaposition of ideas.
Locating key words within reading, writing and listening.
The application of language concerned with cause and effect; result and reason in reading and writing.
Using modal verbs appropriately in a spoken presentation.
Revisiting paragraph development methods.
Converting descriptions into comparisons using appropriate contrasting language, including metaphor and simile.
Reading, understanding and writing using exposition schema.
In-text referencing from an essay.
Listening and note-taking for main ideas.
Further understanding of nominalisation and applying it in reading and writing and ‘unpacking’ nominalised forms.

Задания для самостоятельной работы.

Задания для самостоятельной работы:

1. Examine and read from the following website: http://en.wikipedia.org/wiki/Economics.
2. Scroll down the reading and find the title History of Economic Thought and consider Sumer and early trade there using barley as money.
3. While reading, think about: What characteristics of economics are the same today as they were back then?

Тема 9. Language and Communication (Язык и коммуникация) (УК-4)

Лекция.

не предусмотрена

Лабораторные работы.

Лабораторные занятия:
Discussing topics around language and communication.
Practice of a range of reading skills.
Reading for implied meaning.
Reading for main ideas with an authentic student essay.
Features of referencing and citation.
Accuracy in the use of articles.
Analysing multi-stage assignment questions.
Understanding that each part of a student essay contributes towards addressing the essay question.
How genres can be combined within an essay in order to effectively address the essay question.
Transitioning between different ideas and stages within essays.
How to approach short answer questions.
Taking notes from lectures and reviewing lecture content using the Cornell Method.
Selecting different information from notes to address different assignments.
Developing a plan to practise listening outside class.
Understanding when a variety of strategies are being used in an attempt to persuade.
Detecting certain fallacies in others' arguments.
Using a variety of strategies and language features to aid in persuading people.
Meeting the requirements of a poster session, as an assessment requirement or otherwise using internet directories in research.
Short oral presentations.

Задания для самостоятельной работы.

Задания для самостоятельной работы:
1. Read the following article: http://en.wikipedia.org/wiki/Language_death.
2. While you are reading this article, think about:
- Why do languages die?
- Which languages have been revived?
3. You don't need to read every part of this article – use the headings to guide your reading.
4. Make notes of some vocabulary from these readings about language death.
5. Be prepared to share your answers next time you meet.

Тема 10. Cultures (Культуры) (УК-4)

Лекция.

не предусмотрено

Лабораторные работы.

Лабораторные занятия:
Presenting ideas based around culture, in speaking and writing.
Applying many of the features of academic reading and writing to a reading, including tense, participant tracking, recognising there, discourse signals, vocabulary in context, staging and referencing.
Listening to a lecture of over 15 minutes, taking notes from the lecture that will refresh memory of it.
Constructing nominalisations.
Deconstructing or 'unpacking' nominalisations.
Different genres of explanation, argument and discussion.
Writing summaries and conclusions with confidence.
Conventions of simile and metaphor in writing and recognising them when reading.
Reviewing introductory paragraphs for their linguistic features and content.
Critically considering a major issue.

Задания для самостоятельной работы.

Задания для самостоятельной работы:

1. Read the following articles: http://en.wikipedia.org/wiki/Culture; scroll down to 3 Cultural Change and follow the link. Next, scroll down in the link ‘Culture’ until you reach Cultural Change.

2. While reading, consider the following questions:

- In the first article, consider why the images on the right side of the site are art. (Read the titles of the art works that are beneath them to assist you in your thinking).
- What might they indicate since they are used as examples to explain culture?
- The second article concerns Australian Aboriginals. Why do you think the link to cultural change is concerned with an indigenous people? Familiarise yourself with the site and note any similarities to cultural change amongst the indigenous peoples you know about.

4. Контроль знаний обучающихся и типовые оценочные средства

4.1. Распределение баллов:

Балльно-рейтинговые мероприятия не предусмотрены

4.2 Типовые оценочные средства текущего контроля

Собеседование

Тема 1. Education and Learning (Образование и обучение)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I’ve already started planning my route for the summer. How are you 1 … ?

Ben: We’ve decided to invest in a Eurail pass. But we need to 2 … how we can keep all the other costs to a minimum.

Andy: Sounds great. Where were you thinking of 3 … ?

Ben: Unfortunately, it’s all talk and no action at the moment, so if you 4 … , we might succeed in coming up with a firm plan. I’m sure your suggestions will carry more 5 … with the others.

Andy: 6 … in a hostel in summer can be expensive, so to get good rates we need to book now.

Ben: Exactly, but we want to stay flexible and we’re on a 7 … budget. So, we’re thinking of taking camping equipment and sleeping on the trains.

Andy: OK, but travelling together is a real test of friendship. We may 8 … famously at home, but in challenging situations people react in different ways, and then 9 … and quit being friends.

Ben: I don’t think that’ll happen with us; we’re all 10 … relaxed and able to see the humorous side of things. I’m sure it’ll work out for the best.

a AIM FOR b CLOSED c COME ON BOARD d COME TO MIND
e DOING WITHOUT f FALL OUT g FIGURE OUT h GET ALONG
i GETTING AROUND j HEADING FOR k PUTTING UP
l PRETTY m QUIET n TIGHT o WEIGHT

[Answer key: 1 – i, 2 – g, 3 – j, 4 – c, 5 – o, 6 – k, 7 – n, 8 – h, 9 – f, 10 – l]

Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?

4. Talk about interesting developments in your field of study.

Тема 2. Society (Общество)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

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a AIM FOR b CLOSED c COME ON BOARD d COME TO MIND
e DOING WITHOUT f FALL OUT g FIGURE OUT h GET ALONG
i GETTING AROUND j HEADING FOR k PUTTING UP
l PRETTY m QUIET n TIGHT o WEIGHT

[Answer key: 1 – i, 2 – g, 3 – j, 4 – c, 5 – o, 6 – k, 7 – n, 8 – h, 9 – f, 10 – l]

Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?
4. Talk about interesting developments in your field of study.

Тема 3. Science, Technology and Medicine (Наука, техника и медицина)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you 1 … ?

Ben: We've decided to invest in a Eurail pass. But we need to 2 … how we can keep all the other costs to a minimum.

Andy: Sounds great. Where were you thinking of 3 … ?

Ben: Unfortunately, it's all talk and no action at the moment, so if you 4 … , we might succeed in coming up with a firm plan. I'm sure your suggestions will carry more 5 … with the others.

Andy: 6 … in a hostel in summer can be expensive, so to get good rates we need to book now.

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?
4. Talk about interesting developments in your field of study.

Тема 4. Academic and Literary English (Академический и литературный английский язык)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you 1 … ?

Ben: We've decided to invest in a Eurail pass. But we need to 2 … how we can keep all the other costs to a minimum.

Andy: Sounds great. Where were you thinking of 3 … ?

Ben: Unfortunately, it's all talk and no action at the moment, so if you 4 … , we might succeed in coming up with a firm plan. I'm sure your suggestions will carry more 5 … with the others.

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.

2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?
4. Talk about interesting developments in your field of study.

Тема 5. The News (Новости)

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?
4. Talk about interesting developments in your field of study.

Тема 6. Environment and Lifestyle (Окружающая среда и образ жизни)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you 1 … ?

Ben: We've decided to invest in a Eurail pass. But we need to 2 … how we can keep all the other costs to a minimum.

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
3. What are the reasons for choosing your field of study?
4. Talk about interesting developments in your field of study.

Тема 7. Learning on Campus (Учеба в кампусе)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you 1 … ?

Ben: We've decided to invest in a Eurail pass. But we need to 2 … how we can keep all the other costs to a minimum.

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
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Тема 8. World Business and Economics (Мировой бизнес и экономика)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you 1 … ?

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Типовые вопросы собеседования
1. Talk about your experiences and how you approach studying together with others.
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Тема 9. Language and Communication (Язык и коммуникация)

Типовые задания тестирования
Read the following text and decide which phrase a – o is missing in items 1 – 10.
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Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?
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Типовые вопросы собеседования
1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
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4. Talk about interesting developments in your field of study.

Тема 10. Cultures (Культуры)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
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Тестирование

Тема 5. The News (Новости)

Типовые задания тестирования

Read the following text and decide which phrase a – o is missing in items 1 – 10.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

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Типовые вопросы собеседования

1. Talk about your experiences and how you approach studying together with others.
2. What is the main focus of your degree?
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Тема 8. World Business and Economics (Мировой бизнес и экономика)

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

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Эссе

Тема 1. Education and Learning (Образование и обучение)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
- Online courses have the potential to make studying much more accessible.

2. Many students stay at home with their parents during their university years. Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
- Moving out is a vital step in becoming an adult and it builds character.

Тема 2. Society (Общество)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
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2. Many students stay at home with their parents during their university years. Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
- Moving out is a vital step in becoming an adult and it builds character.

Тема 3. Science, Technology and Medicine (Наука, техника и медицина)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
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2. Many students stay at home with their parents during their university years. Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
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Тема 4. Academic and Literary English (Академический и литературный английский язык)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

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- Why should you move out of your parents' house if it is near your university and living there is free?
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Тема 6. Environment and Lifestyle (Окружающая среда и образ жизни)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
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2. Many students stay at home with their parents during their university years. Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
- Moving out is a vital step in becoming an adult and it builds character.

Тема 7. Learning on Campus (Учеба в кампусе)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
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2. Many students stay at home with their parents during their university years. Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
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Тема 8. World Business and Economics (Мировой бизнес и экономика)

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

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- Moving out is a vital step in becoming an adult and it builds character.

Тема 9. Language and Communication (Язык и коммуникация)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

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Тема 10. Cultures (Культуры)

Типовые темы эссе

1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular. Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

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- Why should you move out of your parents' house if it is near your university and living there is free?
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4.3 Промежуточная аттестация по дисциплине проводится в форме зачета, экзамена

Типовые вопросы зачета (УК-4)

Типовые задания для зачета (УК-4)

Типовые вопросы экзамена (УК-4)

1. Small talk (approximately four minutes for both students).

Students will be asked to talk spontaneously about a topic which they have not prepared beforehand. Each student receives a task sheet with a picture related to a particular aspect of university life and a statement encouraging them to comment. Together, the students talk informally about the topic. The interlocutor does not intervene unless the conversation falters.

Part 2: Presentation (approximately five minutes per student).

Each student in turn is expected to talk for three minutes on their chosen topic. Based on what the student has said, the other student and the interlocutor will ask one or two follow-up questions. Then it is the second student's turn to speak and the first student's turn to listen and ask questions.

Part 3: Discussion (approximately six minutes for both students).

The two students will be asked to discuss in depth with one another a controversial topic which is outlined on the task sheet. They are expected to express their opinion and discuss other possible points of view. Students should think of arguments and examples to support their contributions.

Типовые задания для экзамена (УК-4)

Типовые задания по аудированию (Listening)

1. You will hear two conversations. For each conversation there are three tasks. Decide if the two statements are true or false and decide which answer fits best: a, b or c. You will hear each conversation once. Mark your answers for items 1–6 on the answer sheet. First you will have 30 seconds to read the items.

2. You will hear a podcast of a lecture. First you will have two minutes to read the items. Then you will hear the lecture. You will hear the podcast once. During the podcast, decide which answer fits best: a, b or c. For item 14 you are asked to choose the option that best summarises the speaker's attitude. Mark your answers for items 7–14 on the answer sheet. Now read the items.

3. You will hear a talk show with people giving their opinions on a topic. Which statement a–k best matches the opinions 15–19? Mark your answers for items 15–19 on the answer sheet. You will now have one minute to read statements a–k. You will then hear the talk show once.

4. You will hear a podcast of a discussion between several speakers. First you will have one minute to read the items. Then you will hear the discussion. You will hear the podcast once. During the podcast, decide if the statements are true or false. Mark your answers for items 20–25 on the answer sheet. Now read the items.

Типовые задания по чтению (Reading)

1. You are looking at a question and answer forum on the Internet. First, read the forum questions in items 26–31 below. Then, read the forum answers a-h on the next page. Find the answer that best matches each question. In two cases there is no answer for the question. Mark your answers for items 26–31 on the answer sheet. Mark the items that have no answer with an ×.

2. Read the following text and decide which answer fits best: a, b or c. Mark your answers for items 32–42 on the answer sheet.

3. Read the text and decide if the statements 43–46 are true or false. Then decide which answer fits best for items 47–50: a, b or c. Mark your answers for items 43–50 on the answer sheet.

Типовые лексико-грамматические задания (Use of English)

1. Read the following text and decide which phrase a-o is missing in items 51–60. Mark your answers for items 51–60 on the answer sheet.

2. Read the following text and decide which phrase is the most appropriate in items 61–70: a, b or c. Mark your answers for items 61–70 on the answer sheet.

Типовые задания по письму (Writing)

You have been asked to contribute an article to the university magazine. Choose a topic and write an argumentative text. Include an appropriate introduction and conclusion.

Topic 1. Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular.

Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

- Online study programs cannot offer students the same academic standard as a real university.
- Online courses have the potential to make studying much more accessible.

Topic 2. Many students stay at home with their parents during their university years.

Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

- Why should you move out of your parents' house if it is near your university and living there is free?
- Moving out is a vital step in becoming an adult and it builds character.

Типовые задания по говорению (Speaking)

1. Small talk (approximately four minutes for both students).

Students will be asked to talk spontaneously about a topic which they have not prepared beforehand. Each student receives a task sheet with a picture related to a particular aspect of university life and a statement encouraging them to comment. Together, the students talk informally about the topic. The interlocutor does not intervene unless the conversation falters.

Part 2: Presentation (approximately five minutes per student).

Each student in turn is expected to talk for three minutes on their chosen topic. Based on what the student has said, the other student and the interlocutor will ask one or two follow-up questions. Then it is the second student's turn to speak and the first student's turn to listen and ask questions.

Part 3: Discussion (approximately six minutes for both students).

The two students will be asked to discuss in depth with one another a controversial topic which is outlined on the task sheet. They are expected to express their opinion and discuss other possible points of view. Students should think of arguments and examples to support their contributions.

4.4. Шкала оценивания промежуточной аттестации

Зачет

Оценка	Компетенции	Дескрипторы (уровни) – основные признаки освоения (показатели достижения результата)
«зачтено»	УК-4	
«не зачтено»	УК-4	

Экзамен

Оценка	Компетенции	Дескрипторы (уровни) – основные признаки освоения (показатели достижения результата)

«отлично»	УК-4	Демонстрирует готовность к академическому и профессиональному взаимодействию на иностранном языке, в том числе с применением современных коммуникативных технологий. Использует иностранный язык в ситуациях академического и профессионального взаимодействия. Показывает сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
		Демонстрирует готовность к академическому и профессиональному взаимодействию на иностранном языке, в том числе с применением современных коммуникативных технологий. Использует иностранный язык в ситуациях академического и профессионального взаимодействия. Показывает сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
«хорошо»	УК-4	Демонстрирует неполную готовность к академическому и профессиональному взаимодействию на иностранном языке, в том числе с применением современных коммуникативных технологий. Использует иностранный язык в ситуациях академического и профессионального взаимодействия с небольшими неточностями.. Показывает неполную сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
		Демонстрирует неполную готовность к академическому и профессиональному взаимодействию на иностранном языке, в том числе с применением современных коммуникативных технологий. Использует иностранный язык в ситуациях академического и профессионального взаимодействия с небольшими неточностями.. Показывает неполную сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
«удовлетворительно»	УК-4	Слабо готов к академическому и профессиональному взаимодействию на иностранном языке, эпизодически применяет при этом современные коммуникативные технологии. Затрудняется в использовании иностранного языка в ситуациях академического и профессионального взаимодействия. Демонстрирует частичную сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
		Слабо готов к академическому и профессиональному взаимодействию на иностранном языке, эпизодически применяет при этом современные коммуникативные технологии. Затрудняется в использовании иностранного языка в ситуациях академического и профессионального взаимодействия. Демонстрирует частичную сформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.

«неудовлетворительно»	УК-4	Не готов к академическому и профессиональному взаимодействию на иностранном языке, не умеет применять при этом современные коммуникативные технологии. Не может использовать иностранный язык в ситуациях академического и профессионального взаимодействия. Демонстрирует несформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.
		Не готов к академическому и профессиональному взаимодействию на иностранном языке, не умеет применять при этом современные коммуникативные технологии. Не может использовать иностранный язык в ситуациях академического и профессионального взаимодействия. Демонстрирует несформированность языковых навыков и стратегий устного и письменного общения на иностранном языке.

5. Методические указания для обучающихся по освоению дисциплины (модуля)

5.1 Методические указания по организации самостоятельной работы обучающихся:

Приступая к изучению дисциплины, в первую очередь обучающимся необходимо ознакомиться содержанием рабочей программы дисциплины (РПД), которая определяет содержание, объем, а также порядок изучения и преподавания учебной дисциплины, ее раздела, части.

Для самостоятельной работы важное значение имеют разделы «Объем и содержание дисциплины», «Учебно-методическое и информационное обеспечение дисциплины» и «Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы».

В разделе «Объем и содержание дисциплины» указываются все разделы и темы изучаемой дисциплины, а также виды занятий и планируемый объем в академических часах.

В разделе «Учебно-методическое и информационное обеспечение дисциплины» указана рекомендуемая основная и дополнительная литература.

В разделе «Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы» содержится перечень профессиональных баз данных и информационных справочных систем, необходимых для освоения дисциплины.

5.2 Рекомендации обучающимся по работе с теоретическими материалами по дисциплине

При изучении и проработке теоретического материала необходимо:

- просмотреть еще раз презентацию лекции в системе MOODLe, повторить законспектированный на лекционном занятии материал и дополнить его с учетом рекомендованной дополнительной литературы;

- при самостоятельном изучении теоретической темы сделать конспект, используя рекомендованные в РПД источники, профессиональные базы данных и информационные справочные системы:

- ответить на вопросы для самостоятельной работы, по теме представленные в пункте 3.2 РПД.

- при подготовке к текущему контролю использовать материалы фонда оценочных средств (ФОС).

5.3 Рекомендации по работе с научной и учебной литературой

Работа с основной и дополнительной литературой является главной формой самостоятельной работы и необходима при подготовке к устному опросу на семинарских занятиях, к дебатам, тестированию, экзамену. Она включает проработку лекционного материала и рекомендованных источников и литературы по тематике лекций.

Конспект лекции должен содержать реферативную запись основных вопросов лекции, в том числе с опорой на размещенные в системе MOODLe презентаци, основных источников и литературы по темам, выводы по каждому вопросу. Конспект может быть выполнен в рамках распечатки выдачи презентаций лекций или в отдельной тетради по предмету. Он должен быть аккуратным, хорошо читаемым, не содержать не относящуюся к теме информацию или рисунки.

Конспекты научной литературы при самостоятельной подготовке к занятиям должны содержать ответы на каждый поставленный в теме вопрос, иметь ссылку на источник информации с обязательным указанием автора, названия и года издания используемой научной литературы. Конспект может быть опорным (содержать лишь основные ключевые позиции), но при этом позволяющим дать полный ответ по вопросу, может быть подробным. Объем конспекта определяется самим студентом.

В процессе работы с основной и дополнительной литературой студент может:

- делать записи по ходу чтения в виде простого или развернутого плана (создавать перечень основных вопросов, рассмотренных в источнике);
- составлять тезисы (цитирование наиболее важных мест статьи или монографии, короткое изложение основных мыслей автора);
- готовить аннотации (краткое обобщение основных вопросов работы);
- создавать конспекты (развернутые тезисы).

5.4. Рекомендации по подготовке к отдельным заданиям текущего контроля

Собеседование предполагает организацию беседы преподавателя со студентами по вопросам практического занятия с целью более обстоятельного выявления их знаний по определенному разделу, теме, проблеме и т.п. Все члены группы могут участвовать в обсуждении, добавлять информацию, дискутировать, задавать вопросы и т.д.

Устный опрос может применяться в различных формах: фронтальный, индивидуальный, комбинированный. Основные качества устного ответа подлежащего оценке:

- правильность ответа по содержанию;
- полнота и глубина ответа;
- сознательность ответа;
- логика изложения материала;
- рациональность использованных приемов и способов решения поставленной учебной задачи;
- своевременность и эффективность использования наглядных пособий и технических средств при ответе;
- использование дополнительного материала;
- рациональность использования времени, отведенного на задание.

Устный опрос может сопровождаться презентацией, которая подготавливается по одному из вопросов практического занятия. При выступлении с презентацией необходимо обращать внимание на такие моменты как:

- содержание презентации: актуальность темы, полнота ее раскрытия, смысловое содержание, соответствие заявленной темы содержанию, соответствие методическим требованиям (цели. ссылки на ресурсы. соответствие содержания и литературы), практическая направленность, соответствие содержания заявленной форме, адекватность использования технических средств учебным задачам, последовательность и логичность презентуемого материала;
- оформление презентации: объем (оптимальное количество), дизайн (читаемость, наличие и соответствие графики и анимации, звуковое оформление, структурирование информации, соответствие заявленным требованиям), оригинальность оформления, эстетика, использование возможности программной среды, соответствие стандартам оформления;
- личностные качества: ораторские способности. соблюдение регламента, эмоциональность, умение ответить на вопросы, систематизированные, глубокие и полные знания по всем разделам программы:
- содержание выступления: логичность изложения материала, раскрытие темы, доступность изложения, эффективность применения средств ИКТ, способы и условия достижения результативности и эффективности для выполнения задач своей профессиональной или учебной деятельности, доказательность принимаемых решений, умение аргументировать свои заключения, выводы.

6. Учебно-методическое и информационное обеспечение дисциплины

6.1 Основная литература:

1. Арнольд И. В. Стилистика. Современный английский язык : учебник для вузов. - 13-е изд., стер.. - Москва: Флинта, 2016. - 385 с. - Текст : электронный // ЭБС «Университетская библиотека онлайн» [сайт]. - URL: http://biblioclub.ru/index.php?page=book&id=364035

2. Гвишиани Н. Б. Современный английский язык: лексикология : Учебник для бакалавров. - пер. и доп; 3-е изд.. - Москва: Юрайт, 2019. - 273 с. - Текст : электронный // ЭБС «ЮРАЙТ» [сайт]. - URL: https://urait.ru/bcode/425841

3. Арнольд И.В. Стилистика. Современный английский язык : Учебник для вузов. - 8-е изд.. - М.: Флинта, Наука, 2006. - 383 с.

6.2 Дополнительная литература:

1. Боева Л.Д., Гурина Л.М., Коробкова Е.А. Слушай и учись понимать современный английский язык : учеб. пособ.. - Тамбов: Изд-во ТГУ, 2008. - 44 с.

2. Александрова О. В., Комова Т. А. Современный английский язык : морфология и синтаксис : учеб. пособие. - 2-е изд., испр.. - М.: Издат. центр "Академия", 2013. - 218, [6] с.

3. Боева Л.Д. Слушай и учись понимать современный английский язык : Учеб.пособие по аудированию для студ. 2 курса /Л.Д.Боева, Л.М. Гурина, Е.А. Коробкова. - Тамбов: Изд-во ТГУ им.Г.Р.Державина, 2008. - 44с.

4. Дудорова Э.С. Практический курс разговорного английского языка : Учебное пособие. - СПб.: Союз, 2000. - 341 с.

5. Хисамова В. Н., Ахметзянов И. Г. Практический курс разговорного английского языка для религиозных деятелей : учебное пособие. - Казань: Казанский федеральный университет (КФУ), 2016. - 115 с. - Текст : электронный // ЭБС «Университетская библиотека онлайн» [сайт]. - URL: http://biblioclub.ru/index.php?page=book&id=480109

6.3 Иные источники:

1. Университетская библиотека онлайн: электронно-библиотечная система - http://www.biblioclub.ru

2. Федеральный портал «Российское образование» - http://www.edu.ru/

3. Федеральное хранилище «Единая коллекция цифровых образовательных ресурсов» - http://school-collection.edu.ru/

4. Вопросы образования - http://www.ecsocman.edu.ru/vo

5. Журнал «Педагогика» - http://pedagogika-rao.ru/announcements/9/

6. Федеральное хранилище «Единая коллекция цифровых образовательных ресурсов» - http://school-collection.edu.ru/

7. Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы

Для проведения занятий по дисциплине необходимо следующее материально-техническое обеспечение: учебные аудитории для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, помещения для самостоятельной работы.

Учебные аудитории и помещения для самостоятельной работы укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы укомплектованы компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду Университета.

Для проведения занятий лекционного типа используются наборы демонстрационного оборудования, обеспечивающие тематические иллюстрации (проектор, ноутбук, экран/ интерактивная доска).

Лицензионное и свободно распространяемое программное обеспечение:

Microsoft Office Профессиональный плюс 2007

Kaspersky Endpoint Security для бизнеса - Стандартный Russian Edition. 1500-2499 Node 1 year Educational Renewal Licence

CorelDRAW Graphics Suite X3

QuarkXPress 7.2

- Лицензия №42574186 от 10.08.2007

Профессиональные базы данных и информационные справочные системы:

1. ЭБС «Университетская библиотека онлайн» . – URL: http://www.biblioclub.ru
2. Университетская библиотека онлайн: электронно-библиотечная система. – URL: https://biblioclub.ru
3. Электронный каталог Фундаментальной библиотеки ТГУ. – URL: https://www.tsutmb.ru/biblio/elektronnyij-katalog/
4. Российская национальная библиотека: официальный сайт. – URL: http://nlr.ru
5. Springer Open (ресурсы Springer открытого доступа): база данных. – URL: https://www.springeropen.com
6. Web of Science: политематическая реферативно-библиографическая и наукометрическая база данных . – URL: https://apps.webofknowledge.com
7. Консультант студента. Гуманитарные науки: электронно-библиотечная система. – URL: https://www.studentlibrary.ru
8. Scopus: база данных . – URL: https://www.scopus.com
9. Федеральный портал «Российское образование». – URL: https://www.edu.ru

Электронная информационно-образовательная среда

https://auth.tsutmb.ru/authorize?response_type=code&client_id=moodle&state=xyz

Взаимодействие преподавателя и студента в процессе обучения осуществляется посредством мультимедийных, гипертекстовых, сетевых, телекоммуникационных технологий, используемых в электронной информационно-образовательной среде университета.