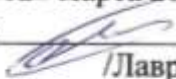


Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Наумова Наталия Александровна
Должность: Ректор
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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»
(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Экономический факультет
Кафедра финансово-экономического и бизнес-образования

Рекомендовано кафедрой финансово-
экономического и бизнес-образования
Протокол от «12» марта 2025 г. № 9
Зав. кафедрой  /Лавров М.Н./

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине

Иностранный язык (английский язык)

Направление подготовки
49.04.01 Физическая культура

Программа подготовки:
Спортивный менеджмент

Квалификация
Магистр

Форма обучения
Очная

Москва
2025

1. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

1.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностран-ном(ых) языке(ах), для академического и профессионального взаимодействия	1.Работа на учебных занятиях 2.Самостоятельная работа
ОПК-7. Способен обобщать и внедрять в практическую работу российский и зарубежный опыт по развитию физической культуры и массового спорта.	1.Работа на учебных занятиях 2.Самостоятельная работа

1.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. <u>Уметь</u>	Практическое задание	Шкала оценивания практического задания

			анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации		
	Продвинутый	1. Работа на учебных занятиях. 2. Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. <u>Уметь</u> анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации. <u>Владеть</u> Иноязычной коммуникативной компетенцией в области академического и профессионального дискурса	Практическое задание, сообщение	Шкала оценивания практического задания Шкала оценивания сообщения
ОПК-7	Пороговый	1. Работа на учебных занятиях. 2. Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. <u>Уметь</u> анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации	Практическое задание	Шкала оценивания практического задания

	Продви- нутый	1. Работа на учебных занятиях. 2. Самостоя- тельная работа сту- дентов.	<u>Знать</u> особенности делового профес- сионального общения в акаде- мической/научной среде; сте- реотипы поведения и общения, формулы этикетной речи. <u>Уметь</u> анализировать научные события с оценкой их значимости, выска- зывать собственное мнение по проблемам, связанным с научной и профессиональной деятельно- стью, осуществлять межкультур- ные контакты с зарубежными коллегами, создавать собствен- ные образцы речи в сфере науч- ной и профессиональной комму- никации. <u>Владеть</u> иноязычной коммуникативной компетенцией в области профес- сионального межкультурного общения	Практиче- ское зада- ние, сообщение	Шкала оцени- вания практи- ческого задания Шкала оцени- вания сообщения
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Шкала оценивания практического задания и сообщения

Вид работы	Шкала оценивания
1. Практиче- ское задание	6 баллов , если задание выполнено полностью, даны ответы на все вопросы, не допущено ни одной ошибки.
	4 балла , если задание выполнено полностью, даны не полные ответы на все во- просы, допущены незначительные ошибки.
	2 балла , если задание выполнено частично, допущены серьёзные ошибки при формулировке ответов на поставленные вопросы.
	0 баллов , если задание не выполнено.
2. Сообщение	20 баллов , если представленное сообщение свидетельствует о проведенном са- мостоятельном исследовании с привлечением различных источников информа- ции; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	15 баллов , если представленное сообщение свидетельствует о проведенном са- мостоятельном исследовании с привлечением двух-трех источников информа- ции; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	10 баллов , если представленное сообщение свидетельствует о проведенном ис- следовании с привлечением одного источника информации; тема раскрыта не полностью; отсутствуют выводы.
	0 баллов , если сообщение отсутствует.

**1.3. Типовые контрольные задания или иные материалы, необходимые для оценки зна-
ний, умений, навыков и (или) опыта деятельности, характеризующих этапы формиро-
вания компетенций в процессе освоения образовательной программы**

Виды практических заданий

1. Read the sample of an abstract. Pay attention to linking words. Translate the text of the abstract from Russian into English using linkings.

Globalization, Brain Drain and Development

This paper reviews four decades of economics research on the brain drain, with a focus on recent contributions and on development issues. **The authors first assess** the magnitude, intensity and determinants of the brain drain, **showing that** brain drain, or high-skill migration is becoming the dominant pattern of international migration and a major aspect of globalization. **They then use** a stylized growth model **to analyze** the various channels through which a brain drain affects the sending countries and **review the evidence on** these channels.

The recent empirical literature shows that high-skill emigration need not deplete a country's human capital stock and can generate positive network externalities. **Three case studies are considered:** the African medical brain drain, the recent exodus of European scientists to the United States, and the role of the Indian diaspora in the development of India's IT sector. **The analysis concludes with a discussion of** the implications of the analysis for education, immigration, and international taxation policies in a global context.

Аннотация: В статье анализируется актуальность получения высшего образования степени магистр, как один из возможных способов саморазвития, рассматриваются основные преимущества обучения в магистратуре в настоящее время, условия саморазвития студентов в рамках данной ступени обучения, а также сочетание собственных профессиональных устремлений студентов и современных требований, предъявляемых со стороны государства и профессиональных сообществ к профессиональной компетентности выпускников высших учебных заведений.

2. Fill the gaps using words from the box to complete the structure of the article.

Abstract/Synopsis	Appendices	Conclusion	Discussion
Literature Review (sometimes included in the Introduction)	References or Bibliography	Results	
Title of report			

Parts	Sections
Preliminary material	1.
	2 Table of Contents (not always required)
	3.
Body of report	4 Introduction
	5.
	6 Methodology
	7
	8
	9
Supplementary material	10 Recommendations (sometimes included in the Conclusion)
	11.
	12.

3. Match nouns 1-7 from the research report to their definitions.

- 1 phenomenon
- 2 response
- 3 findings
- 4 questionnaire

5 purpose

6 survey

7 method

a a set of questions people are asked to gather information or find out their opinions

b a way of doing something, often one that involves a system or plan

c why you do something or why something exists

d a written list of questions that people are asked so that information can be collected

e something that exists or happens, usually something unusual

f something said or done as a reaction to something that has been said or done

g information that has been discovered

4. Fill the gaps with the words from the previous task.

1. Visitors to the country have been asked to fill in a detailed _____.

2 A recent _____ revealed that 58% of people did not know where their heart is.

3 The report's _____ on the decrease in violent crime support the police chief's claims.

4 The new teaching encourages children to think for themselves.

5 The purpose of the research is to try and find out more about the causes of the disease.

6 Her proposals met with an enthusiastic _____.

5. Complete the text with the following linking words.

However	for example	they	These	therefore	this
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Facilitation of online discussions

Learning through online discussions is an important instructional strategy (Hung, Tan, & Chen, 2005). Research indicates that 1..... have numerous advantages - such as promoting students' critical thinking and knowledge construction and improving students' relationships.

2_____, participants often do not value online discussions as an effective means of knowledge construction. Online discussions 3 need facilitation to make it more effective (Salmon,

2004). In order to achieve 4 .. online tutors and moderators need to have appropriate skills. The literature has reported a number of specific facilitation skills that a moderator should possess, such as providing information, inviting missing students, monitoring regularly, or acknowledging contributions (see 5 Barker, 2002). 6..... facilitation skills can be divided into four broad categories.

Тексты для чтения, перевода и реферирования на зачете Text 1

Master degree

A master's degree can be a viable option for those who want to further their knowledge of a particular subject, explore other areas of interest after having completed an undergraduate degree, or improve their career prospects. The nature of master's degree programs mean prospective students must be prepared for an intensive learning experience that incorporates their undergraduate studies and/or their experience gained from employment.

What is a master's degree?

A master's degree is an academic qualification granted at the postgraduate level to individuals who have successfully undergone study demonstrating a high level of expertise in a specific field of study or area of professional practice. Students who graduate with a master's degree should possess advanced knowledge of a specialized body of theoretical and applied topics, a high level of skills and techniques associated with their chosen subject area, and a range of transferable and professional skills gained through independent and highly focused learning and research.

Master's degrees typically take one to three years to complete, through either part-time or full-time study. The specific duration varies depending on the subject, the country in which you study and the type of master's degree you choose. In terms of study credits, the standardized European system of

higher education specifies students must have 90-120 European Credit Transfer and Accumulation System (ECTS) credits, while in the UK it takes 180 credits to complete a master's program, and 36 to 54 semester credits in the US.

Types of master's degrees

Broadly speaking, there are two main types of master's degrees: taught master's degrees and research master's degrees. Taught master's degrees (also called course-based master's degrees) are much more structured, with students following a program of lectures, seminars and supervisions, as well as choosing their own research project to explore. Research master's degrees, on the other hand, require much more independent work, allowing students to pursue a longer research project and involves less teaching time.

There are also master's programs aimed at working professionals (sometimes called executive master's degrees), and master's programs that follow directly on from an undergraduate degree (integrated master's programs). Types of master's degrees and the names and abbreviations used for them also vary depending on the subject area and the entry requirements (read more here).

Below are some of the common reasons why students choose to study a master's degree:

Subject interest. You gained a passionate interest in your chosen field of study during your bachelor's degree (or during independent study outside of formal education) and want to further your knowledge in the subject, and/or specialize in a particular area. You may want to pursue in-depth research about the subject, become an academic of the subject or teach it to others. You may also be preparing for PhD-level research.

Career development. You need a master's degree in order to acquire further knowledge, qualifications or skills in order to pursue a particular career, advance in your present career or even change careers altogether. Make sure to check with professional bodies or employers to ensure your chosen course is properly recognized or accredited before applying. Lawyers, doctors, teachers, librarians and physicists may all require postgraduate qualifications.

Employability. You believe an extra qualification can help you stand out from first-degree graduates and impress employers. A master's degree can indeed increase your knowledge, personal and professional skills and perhaps even boost your confidence, and consequently your employability. A master's degree qualification can also assist you in securing funding for PhD study.

Love of academia. You wish to stay in university as long as possible, either because you love university life or are unable to make a decision about your future and want to explore more about your chosen subject before entering the working world. You may stay in academia professionally if you wish, by contributing to research in a university department. If that's your goal, it may help to start exploring possible job options during your studies so you're better prepared for life after graduation.

Change of direction. You wish to change subjects from your undergraduate degree, effectively treating your master's degree program as a 'conversion course' so you can explore a different subject, sector or industry in more detail.

Professional specialization/networking. You wish to gain a clearer insight into your own industry, or into an industry you wish to enter, and to create invaluable contacts within the industry. Many master's degree programs offer the chance to network regularly with key industry players and offers work experience opportunities.

Academic challenge. You have the necessary motivation, determination and tenacity to take on the challenge of intense, continued study concerning a higher level of knowledge. Indeed, there is a steep learning curve between a first-degree (such as an associate's or bachelor's degree) and a master's degree. A master's degree involves an increased workload, a considerably more complex and sophisticated level of work, broader and more independently sourced research, a closer relationship with your course tutor and high professionalism, and excellent time management. And, unlike first degree students, master's degree candidates should have a specific grasp of their own academic interests and a clearly targeted passion for their subject before they apply.

Flexibility of study mode. You appreciate the flexibility of study provided by master's courses which are often available in many teaching modes.

Industry requirement. Your chosen professional field puts immense value on master's degrees. The value of a master's degree varies by field. While some fields require a master's degree without excep-

tion, others do not require advanced degrees for advancement or employment, while in some cases a master's degree career progression comparable to a doctoral degree (for example, in social work, the pay differential between doctoral degree graduates and master's degree graduates is fairly slim).

Text 2

Master thesis

Before enrolling in a master's degree program, it's important that you know what a thesis is and whether you'll need to write one. Your thesis is the sum of all of your learned knowledge from your master's program and gives you a chance to prove your capabilities in your chosen field.

A thesis also involves a significant amount of research, and depending on the subject, may require you to conduct interviews, surveys and gather primary and secondary resources. Most graduate programs will expect you to dedicate enough time to developing and writing your thesis, so make sure to learn more about the department's requirements before enrolling in your master's program.

What is a Master's Thesis?

Unlike thesis projects for undergraduates, which are shorter in length and scope, a master's thesis is an extensive scholarly paper that allows you to dig into a topic, expand on it and demonstrate how you've grown as a graduate student throughout the program. Graduate schools often require a thesis for students in research-oriented degrees to apply their practical skills before culmination.

For instance, a psychology major may investigate how colors affect mood, or an education major might write about a new teaching strategy. Depending on your program, the faculty might weigh the bulk of your research differently.

Regardless of the topic or field of study, your thesis statement should allow you to:

Help prove your idea or statement on paper

Organize and develop your argument

Provide a guide for the reader to follow

Once the thesis is completed, students usually must defend their work for a panel of two or more department faculty members.

What is the Difference Between a Thesis and a Non-Thesis Master's Program?

A thesis is a common requirement in many research-focused fields, but not every master's program will require you to complete one. Additionally, some fields allow you to choose between a thesis and a non-thesis track. In the case of a non-thesis program, you won't have to write a lengthy paper, but you will have to take more classes to meet your graduation requirement.

Whether you choose a thesis or non-thesis program, you'll still be required to complete a final project to prove your critical thinking skills. If you favor a non-thesis program, your project may be a capstone project or field experience.

Thesis vs. Dissertation

It's common for graduate students to mistakenly use the words "thesis" and "dissertation" interchangeably, but they are generally two different types of academic papers. As stated above, a thesis is the final project required in the completion of many master's degrees. The thesis is a research paper, but it only involves using research from others and crafting your own analytical points. On the other hand, the dissertation is a more in-depth scholarly research paper completed mostly by doctoral students. Dissertations require candidates create their own research, predict a hypothesis, and carry out the study. Whereas a master's thesis is usually around 100 pages, the doctoral dissertation is at least double that length.

Benefits of Writing a Thesis

There are several advantages that you can reap from choosing a master's program that requires the completion of a thesis project, according to Professor John Stackhouse. A thesis gives you the valuable opportunity to delve into interesting research for greater depth of learning in your career area. Employers often prefer students with a thesis paper in their portfolio, because it showcases their gained writing skills, authoritative awareness of the field, and ambition to learn. Defending your thesis will also fine-tune critical communication and public speaking skills, which can be applied in any career. In fact, many graduates eventually publish their thesis work in academic journals to gain a higher level of credibility for leadership positions too.

Research methods

Research methods is a broad term. While methods of data collection and data analysis represent the core of research methods, you have to address a range of additional elements within the scope of your research.

The most important elements of research methodology expected to be covered in business dissertation at Bachelor's, Master's and PhD levels include research philosophy, types of research, research approach, methods of data collection, sampling and ethical considerations.

1. Research philosophy

Research philosophy is associated with clarification of assumption about the nature and the source of knowledge. All studies are based on some kind of assumptions about the world and the ways of understanding the world. There is no consensus among philosophers about the most appropriate ways of understanding the world; therefore, you are expected to clarify the philosophy you have chosen to understand your research problem.

In simple words, research philosophy refers to your belief about how data should be collected, analysed and used. Accordingly, clarification of research philosophy is a starting point for the choice of research methods.

Positivism and phenomenology are the two main contrasting research philosophies related to business studies. Positivism is an objective approach which relies on facts and quantitative data. Phenomenology, on the contrary, takes into account subjective human interests and focuses on meanings rather than hard data. You have to specify in your dissertation which philosophy you are following.

2. Types of Research

Research methods also depend on the type of research to the purpose of the study. Specifically, according to their purpose, studies can be classified either as applied research or fundamental research.

Applied research, also known as action research, aims to find solution for immediate and specific problem(s). Accordingly, findings of applied studies are valuable on practical levels and can be applied to address concrete problems.

Fundamental research, on the other hand, also known as basic research or pure research, aims to contribute to the overall scope of knowledge in the research area without immediate practical implications. Findings of fundamental studies cannot be used to solve immediate and specific business problems.

3. Research approach

Research approach is another important element of research methodology that directly effects the choice of specific research methods. Research approach can be divided into two, inductive and deductive categories. If you decide to find answer to specific research question(s) formulated in the beginning of the research process, you would be following an inductive approach. Alternatively, if you choose to achieve research objective(s) via testing hypotheses, your research approach can be specified as deductive. The choice between the two depends on a set of factors such as the area of study, research philosophy, the nature of the research problem and others.

4. Research design

Research design can be exploratory or conclusive. If you want merely explore the research problem and you do not want to produce final and conclusive evidences to the research problem, your research design would be exploratory. Conclusive research design, on the contrary, aims to provide final and conclusive answers to the research question. Conclusive research be further divided into two sub-categories.

5. Data collection methods

There are two types of data – primary and secondary. Primary data is a type of data which never existed before, hence it was not previously published. Primary data is collected for a specific purpose, i.e. they are critically analyzed to find answers to research question(s). Secondary data, on the other hand, refers to a type of data that has been previously published in journals, magazines, newspapers, books, online portals and other sources.

Dissertations can be based solely on the secondary data, without a need for the primary data. However, the opposite is not true i.e. no research can be completed only using primary data and secondary data collection and analysis is compulsory for all dissertations.

Primary data collection methods can be divided into two categories: qualitative and quantitative.

The main differences between qualitative and quantitative research methods can be summarized in the following points:

Firstly, the concepts in quantitative research methods are usually expressed in the forms of variables, while the concepts in qualitative research methods are expressed in motives and generalizations.

Secondly, quantitative research methods and measures are usually universal, like formulas for finding mean, median and mode for a set of data, whereas, in qualitative research each research is approached individually and individual measures are developed to interpret the primary data taking into account the unique characteristics of the research.

Thirdly, data in quantitative research appears in the forms of numbers and specific measurements and in qualitative research data can be in forms of words, images, transcripts, etc.

Fourthly, research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-charts, whereas, research findings in qualitative studies is usually presented in analysis by only using words.

Тематика сообщений:

1. Ведущие университеты страны изучаемого языка – программы магистратуры по профилю подготовки.
2. Структура научной статьи IMRAD.
3. Основные научные журналы в России и стране изучаемого языка в области научной работы.
4. Научная конференция: информация, заявка, подготовка тезисов.

Статья по специальности Measuring Readiness for e-Learning

There are several reasons behind this increase in e-learning implementations. One of the most significant reasons is related to the cost of training. The literature is filled with reports about how much money companies saved by implementing e-learning. As an example, Shea-Shultz and Fogarty (2002) cite that IBM's e-learning initiative Basic Blue helped the company save \$16 million in 2000 and PricewaterhouseCoopers reduced the cost of training for per person by approximately 87 percent through its e-learning initiative. The same authors state that "E-learning is saving 33 to 50 percent from the cost of training while cutting 50 percent off the time invested and allowing better results." In addition to cost benefits, organizations prefer e-learning for its promises to: increase employee retention; rapidly develop, deploy and update courses; provide effective training, available anytime and anywhere (Minton, 2000); boost worker productivity; broaden training opportunities; stay competitive; improve motivation and morale; and implement strategic initiatives (Bork, 2002). In addition to the benefits of implementing e-learning, experts such as Anderson (2002), Bean (2003), Chapnick (2000), Clark and Mayer (2003), Gold et al. (2001) warn managers to be careful in the process of adopting e-learning for their organizations. They point out that adapting e-learning without careful planning most likely ends with cost overruns, unappealing training products, and failure. They also state that like any other major innovation, e-learning strategies require considerable up-front analysis, development time, money, technological infrastructure and leadership support to be successful. Thus, managers should assess their companies' readiness for e-learning before adopting this innovation. The literature on organizational readiness for e-learning provides managers questions, guidelines, strategies, models and instruments for assessing the readiness of their companies for e-learning. Haney (2002), for example, suggests that managers should ask themselves 70 questions for assessing their organizational readiness. She classifies these questions into 7 categories: (1) Human resources; (2) learning management sys-

tem; (3) learners; (4) content; (5) information technology; (6) finance; and (7) vendor. Haney's instrument is sort of a checklist that requires managers to choose levels of importance for each of the questions. A manager should decide whether the question is "not very", "moderate" or "very" important for her/his company. However, the questions under the last three categories, which are information technology, finance, and vendor, have already been checked as "very" important because Haney believes that these items should always be considered as very important in any e-learning assessment process. Likewise, Chapnick (2000) has developed an instrument for assessing organizational readiness for e-learning. She considers her instrument as an e-learning needs assessment model and she states that the model helps to answer three main questions, (1) 'Can we do this?', (2) 'If we can do this, how ... are we going to do it?', and (3) 'What are the outcomes and how do we measure them?'. Chapnick claims that there are several factors that must be considered to assess readiness. She lists 66 factors in question format and groups them into 8 categories: (1) Psychological; (2) sociological; (3) environmental; (4) human resources; (5) financial readiness; (6) technological skill (aptitude); (7) equipment; (8) content readiness. In a different way than prior researcher, Chapnick provides multiple choices for each question and expects managers to select only one response that represents the situation of their respective companies. Each response has a point value indicated in parenthesis at the end of each choice. The managers are expected to add up the points for each section after responding to all the questions in the section. In addition, the managers are asked to combine the points for each section to find out the cumulative score. According to Chapnick's model, the lower the grade the users get the more ready their companies are for e-learning. The model helps managers not only assess on what level their companies are ready for e-learning, but also reveals in what areas their companies need improvement and in which areas it is successful. Although the above e-learning readiness instruments are often cited in the literature, similar ones can also be found, such as Anderson (2002), Rosenberg (2000), Broadbent (2001), Milton (2002), so forth. Any of these instruments may seem to be used by any company to assess its readiness for e-learning. According to the results of the analyses, companies can decide to implement e-learning or determine the areas in which they need to improve in order to be able to execute a successful e-learning initiative. However, Rogers (2003) points out that every system (i.e., organization, culture, country, individual) has its own norms that can be effective in diffusing an innovation in its system. From this perspective, it can be said that these instruments may not work for organizations of other countries. The human resources development field in many of the emerging countries as well as some developed ones has only recently shown advancement, and as a result, most of the terms and strategies for implementation that are widely used in western companies have not been adopted as yet. The e-learning readiness assessment instruments readily available in the field generally ask questions that include some terms and implementations that are not known or are not being used by many human resources departments. Learning style, for example, is a term that has only recently caught the attention of human resources departments of the companies. Indeed, the literature in emerging countries such as Turkey on determining employees' learning styles is almost non-existent. Using an e-learning readiness assessment tool, a question concerning the learning styles of a company's employees may not have an answer. Moreover, users (managers) may not understand, or even misunderstand, the question because they do not have a context in which to place it. Almost all the available assessment instruments contain items related to learning style or similar terms/implementations that may influence effectiveness of the assessment processes and results. Therefore, the results of the assessment may very well be invalid for respondents from other countries than western. Studies on impact of culture and context in e-learning (e.g., Gunawardena, et al, 2001; Le Boterf, 1994; McIsaac, 2002) can also be shown as a base for this observation.

Образец сообщения о научной работе.

Sample of introductory speech

TITLE OF THE THESIS

1) **Present the idea of the research.** It is acknowledged that Following this, ...

In particular, the attention should be drawn to.... However,... Therefore, it is worth analyzing the context in which... .

2) **Aim and objectives**

The main objective of this thesis is to provide The possibility to approach this topic by means of regulatory theories, in particular by self-regulatory modes, is to a large extent ignored, ... Thus, this thesis goes one step further

Following the main aim of the research we plan to deal with several objectives:

- to analyze theoretical literature
- to compare foreign and domestic experience
- to formulate the basic principles...

3) **Methods**

This thesis presents a qualitative research, which to a large extent is based on the technique of desk research which results in a systematic literature review.

The significance of the thesis lays in the application of a good regulation test, which conceptualizes a theoretical framework Based on the application of different methods and topics covered, the thesis is divided into three chapters, which eventually answer the central thesis question:.... ?

4) **Description of each chapter**

The first chapter introduces.... . The chapter briefly introduces recent empirical data Although the chapter primarily focuses on

The second chapter provides insights to the ongoing debate on.... The chapter is organized in the following structure. This chapter is unique because of the methodology applied; it is based on the empirical experience gathered by participating in.... The firsthand experience provides the thesis with insights

The third chapter is of a decisive importance as it presents the core problems.... In particular, the chapter provides a

Очная форма обучения:

Зачет 1 семестр:

Зачет по дисциплине «Иностранный язык в профессиональной коммуникации (английский язык)» состоит из частей:

- 1) чтение, перевод и реферирование текста профессиональной тематики.
- 2) сообщение (тезисы) научной конференции.

1.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

В ходе освоения дисциплины предусмотрены следующие формы отчетности: сообщения и практические задания. В рамках освоения дисциплины предусмотрен текущий контроль и промежуточная аттестация.

Текущий контроль стимулирует студентов к непрерывному овладению учебным материалом, систематической работе в течение всего семестра и осуществляется по темам практических занятий.

Максимальное количество баллов, которое магистрант может получить за освоение дисциплины в каждом семестре 100 баллов. За текущий контроль максимальное количество баллов 80, за промежуточную аттестацию: зачет – до 20 баллов.

В конце каждого семестра по дисциплине предусмотрена промежуточная аттестация:

- зачет в 1 семестре проводится устно и состоит из двух частей:
- чтение, перевод и реферирование текста профессиональной тематики.
- сообщение (тезисы) научной конференции.

Шкала оценивания зачета

Критерий оценивания	Баллы
Студент чётко излагает предложенный текст и демонстрирует его содержания, читает бегло, без ошибок, переводит отрывок на русский язык адекватно содержанию оригинала, грамотно составил диалог по пройденной тематике	11-20
Студент чётко излагает предложенный текст и демонстрирует его содержания, читает бегло, с допущением незначительных ошибок, переводит отрывок на русский язык адекватно содержанию оригинала с незначительными ошибками, диалог по пройденной тематике составлен с незначительными ошибками	1-10
Студент демонстрирует непонимания прочитанного текста, читает с допущением множества ошибок, переводит отрывок на русский язык неадекватно содержанию оригинала, составил диалог по пройденной тематике с допущением большого числа лексических и грамматических ошибок	0

Итоговая шкала по дисциплине

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа магистранта в течение всего срока освоения дисциплины, а также оценка по промежуточной аттестации.

Баллы, полученные магистрантом по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81 - 100	Зачтено
61 - 80	Зачтено
41 - 60	Зачтено
0 - 40	Не зачтено