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Кафедра иностранных языков

УТВЕРЖДЕН
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Зав. кафедрой 
/Сарычева Л.В./

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

по учебной дисциплине

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
КОММУНИКАЦИИ**

Направление подготовки
44.04.01 Педагогическое образование

Программа подготовки
Языковое образование

Мытищи
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Фонд оценочных средств для обеспечения образовательного процесса магистрантов по дисциплине «Иностранный язык в профессиональной коммуникации» составлен в соответствии с требованиями Федерального государственного образовательного стандарта высшего образования.

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1. ОБЩИЕ ПОЛОЖЕНИЯ

Фонд оценочных средств – составная часть образовательной программы по направлению подготовки 44.04.01 Педагогическое образование на факультете русской филологии МГОУ.

Оценочные средства – фонд контрольных заданий для освоения дисциплины «Иностранный язык в профессиональной коммуникации», а также описаний форм и процедур, предназначенных для определения качества освоения магистрантом учебного материала.

2. 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 иностранном языке, для академического и профессионального взаимодействия;	1. Работа на учебных занятиях. 2. Самостоятельная работа студентов.
УК-5 – способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия;	
ОПК-7 – способен планировать и организовывать взаимодействие участников образовательных отношений.	

3. ФОРМЫ ТЕКУЩЕГО КОНТРОЛЯ

Примерные виды практических заданий

Assignment 1. Read and translate the text:

Coping with Stress

Everyone – adults, teens, and even children – experiences stress at times. Stress can be beneficial. It can help people develop the skills they need to deal with possible threatening situations throughout life. Stress is not helpful when it prevents a person from taking care of themselves or their family. You can put problems into perspective by finding healthy ways to cope. Getting the right care and support can help reduce stressful feelings and symptoms.

Stress is a reaction to a situation where a person feels threatened or anxious. Stress can be positive (e.g., preparing for a wedding) or negative (e.g., dealing with a natural disaster). The symptoms may be physical or emotional.

After a traumatic event that is very frightening, people may have strong and lingering reactions. These events may include personal or environmental disasters, or threats with an assault. These strong emotions, may be normal and temporary.

Common reactions to a stressful event can include:

- Feeling sad, frustrated, and helpless
- Fear and anxiety about the future
- Anger, tension, and irritability
- Difficulty concentrating and making decisions
- Crying
- Wanting to be alone
- Loss of appetite
- Sleeping too much or too little
- Nightmares or bad memories
- Reoccurring thoughts of the event
- Headaches, back pains, and stomach problems
- Increased heart rate, difficulty breathing
- Smoking or use of alcohol or drugs

Healthy Ways to Cope with Stress

Feeling emotional and nervous or having trouble sleeping and eating can all be normal reactions to stress. Here are some healthy ways you can deal with stress:

- Take care of yourself.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out
- Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counselor, doctor, or pastor.
- Avoid drugs and alcohol. These may seem to help with the stress. But in the long run, they create additional problems and increase the stress you are already feeling.
- Take a break. If news events are causing your stress, take a break from listening or watching the news.

Recognize when you need more help. If problems continue or you are thinking about suicide, talk to a psychologist, social worker, or professional counselor.

Helping Youth Cope with Stress

Children and adolescents often struggle with how to cope well with stress. Youth can be particularly overwhelmed when their stress is connected to a traumatic event—like a natural disaster (earthquakes, tornados, wildfires), family loss, school shootings, or community violence. Parents and educators can take steps to provide stability and support that help young people feel better.

Tips for school personnel

Kids and teens experiencing a stressful event, or see it on television, may react with shock, sadness, anger, fear, and confusion. They may be reluctant to be alone or fearful of leaving safe areas such as the house or classroom. School personnel can help their students restore their sense of safety by talking with the children about their fears. Other tips for school personnel include:

- **Reach out and talk.** Create opportunities to have students talk, but do not force them. Try asking questions like, what do you think about these events, or how do you think these things happen? You can be a model by sharing some of your own thoughts as well as correct misinformation. When children talk about their feelings, it can help them cope and to know that different feelings are normal.
- **Watch and listen.** Be alert for any change in behavior. Are students talking more or less? Withdrawing from friends? Acting out? Are they behaving in any way out of the ordinary? These changes may be early warning signs that a student is struggling and needs extra support from the school and family.
- **Maintain normal routines.** . A regular classroom and school schedule can provide reassurance and promote a sense of stability and safety. Encourage students to keep up with their schoolwork and extracurricular activities but do not push them if they seem overwhelmed.
- **Take care of yourself.** You are better able to support your students if you are healthy, coping and taking care of yourself first.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out

Assignment 2. Scan the text in order to find the following information in it:

- 1) The proportion of young people involved in post-school education in Britain:
England & Wales _____; *Scotland* _____
- 2) Higher education in Britain is received at _____
- 3) The first awarded degree _____
The course lasts _____; *students are called* _____
- 4) The next awarded degree _____
The course lasts _____; *students are called* _____
- 5) The highest degree _____
The course lasts _____
- 6) The number of terms _____
- 7) Vacations:
 1. _____; *lasts* _____
 2. _____; *lasts* _____
 3. _____; *lasts* _____

Post-school Education in Britain

There is a considerable enthusiasm for post-school education in Britain. A large proportion of young people – about a third in England and Wales and almost half in Scotland – continue in education at a more advanced level beyond the age of 18. The higher education sector provides a variety of courses up to degree and postgraduate degree level, and carries out research. Higher education in Britain is traditionally associated with universities, though education of University standard is also given in other institutions such as colleges and institutes of higher

education, which have the power to award their own degrees.

All degree courses last three years, however there are some four-year courses and medical and veterinary courses last five or six years. The British University year is divided into three terms. The vacations – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of private study.

Students studying for the first degree are called undergraduates. At the end of the third year of study they sit for their examinations and take the Bachelor's Degree. Those engaged in the study of art subjects such as history, languages, economics or law take Bachelor of Arts (BA). Students studying pure or applied sciences such as medicine, dentistry, technology or agriculture get Bachelor of Science (BSc). When they have been awarded the degree, they are known as graduates.

Students who obtain their Bachelor degree can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses – the Master's Degree (MA or MSc), which takes one or two years, and the higher degree of Doctor of Philosophy (PhD), which takes two or three years.

Assignment 3.Read and translate the text:

5 Steps to Effective Time Management

Once you make the decision, there are a number of excellent time management systems that you can follow. Although these are sometimes expensive or complex, you can achieve your goal by adopting a simple time management approach. The eight strategies below could make a huge impact on your academic career..

1. Make a schedule

After establishing your priorities, set up a schedule which respects your priorities. A wide variety of student organizers, diaries, planners, electronic tools and time management systems are available on the market. Choose or create whatever seems best for you. Many students select weekly planners that enable them to see the big picture more easily. Make sure your system is something you are very comfortable with as you will be referring to it often. Then, set up your schedule in this order:

- Mark in all your fixed commitments such as classes, seminars, tutorials, and part-time jobs. These are the givens, which you cannot change.
- Add in study time. Block off large sections of your day, reserved for studying alone, as well as shorter review periods. Organize your peak study times to coincide with the times of day when you are most awake and alert.
- Mark in other non-study activities. These are the important but lower priority items, such as exercise, recreational classes, or socializing, which you will fit in when possible.

2. Use a calendar

In addition to your weekly planner, invest in a large monthly wall calendar. Jot down all the important due dates, deadlines, exams, etc so they are in front of

you as a visual reminder. This will make you more aware of important dates and allow you to adjust or rearrange plans if you are behind schedule.

3. Use review cards

Always keep some review cards with you to read over when you are waiting for something else to happen. This could include when you are traveling or waiting in line at the bus stop, bank, supermarket, cafeteria and so on. You could also place review cards in common locations which you pass frequently in your house, such as on the fridge door, bathroom mirror, etc. Frequent repetition and review is one of the keys to remembering information easily and effectively.

4. Plan activities logically

Get to know your bodily cycle; then, schedule activities around it as much as possible. If you always feel sleepy after lunch, for example, use the time to get in your daily walk, instead of fighting to keep your eyes open over a history book.

5. Plan some down time.

You are not a robot! Schedule some time to relax so you can rest and refresh your mind and body. This will enable you to study more effectively. Get enough sleep as well. A sleep-deprived student is not going to be able to perform at his or her best.

Assignment 4. Study the problems of the following students and recommend them the proper solutions based on the step(s) to effective time management, using the introductory phrases:

I (strongly) recommend you (not) to ...; Try (not) to ...; You'd better (not) ...;

You should (not) ...; You may ...

Problem 1. Student A is enjoying his first year. He has a lot of friends and a great social life. But this doesn't leave much time for work. **A** is anxious and guilty about this and to avoid these feelings he spends even more time going out.

Problem 2. Student B is a perfectionist. She works all the time as she finds it hard to be realistic about how much she has to do. Her goals are defined as "I should work harder" or "I must do better". Because she feels that nothing she does is good enough, **B** doesn't know when to stop, so she ends up feeling overwhelmed.

Problem 3. Student C leaves everything to the last minute. For **C** this is an attempt to deal with anxiety about his work since it gives him no time to agonize about whether it is good enough. However, putting things off is actually very stressful and **C** encounters difficulties over more complex, long-term projects or if a last minute crisis occurs.

Problem 4. Every day Student D means to get up at 8.00am and start work, but other things always seem more important. The longer she puts it off, the hungrier and more unmanageable her assignment seems. When **D** stops to look it is clear how much time she wastes. She also recognizes that she actually works better at night.

Примерная тематика сообщений

1. Языковое образование в России и за рубежом.
2. Информационные технологии в обучении языкознанию.
3. Образовательная политика Великобритании.
4. Процессы модернизации в системе образования России.
5. Особенности профессионально-деловой коммуникации.
6. Формы межкультурного профессионального общения.
7. Устойчивые обороты научной речи: англо-русские соответствия.
8. Особенности общения в условиях международной научной конференции.
9. Коммуникативные стили и межкультурные различия.
10. Виртуальные педагогические конференции.
11. Терминологический аппарат педагогических технологий: русско-английские соответствия.
12. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
13. Идиоматика профессионально-делового языка.
14. Новейшие достижения в области образования по направлению подготовки.
15. Терминологический аппарат педагогических теорий: русско-английские соответствия.
16. Лексико-морфологические особенности профессионально-делового языка.
17. Великие русские лингвисты.
18. Терминологический аппарат лингвистической науки: русско-английские соответствия.

4. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

Зачет 2 семестр:

Зачет по дисциплине «Иностранный язык в профессиональной коммуникации» состоит из:

- 1) чтение, перевод и реферирование текста деловой и профессиональной тематики.

Экзамен 3 семестр:

Экзамен по дисциплине «Иностранный язык в профессиональной коммуникации» состоит из двух частей:

- 1) ответ по подготовленному сообщению;
- 2) ответ на вопрос по изученной тематике.

Образцы текстов для чтения, перевода и реферирования на зачете

Text 1

History of the Russian Language

The sixth century AD saw the migration of the Slav people from old Poland. The Slavs expanded westwards to the river Elbe and southwards to the Adriatic Sea where they gradually occupied much of the Balkans. By the tenth century, three Slavonic language groups had emerged: Western, Southern and Eastern. Eastern Slavonic gave rise to the modern languages known as Ukrainian, Belorussian and Russian. The Slavonic languages retained many features in common especially in grammatical structure, therefore the separate groups were able to use one common written language. This language was known as Old Slavonic or Old Church Slavonic (the language was used in its written form only). In the ninth century, two missionaries – Constantine (who on his deathbed took the monastic name Cyril) and Methodius – were required to write down the scriptures in Old Church Slavonic and to preach Christianity to the people of Moravia. Before they set out for Moravia, Constantine invented a Slavonic, now known as the Cyrillic alphabet. The Cyrillic alphabet is closely based on the Greek alphabet, with about a dozen additional letters invented to represent Slavic sounds not found in Greek.

In Russia, Cyrillic was first written in the early Middle Ages in clear-cut, legible *ustav* (large letters). Later a succession of cursive forms developed. In the early eighteenth century, under Peter the Great, the forms of letters were simplified and regularized, with some appropriate only to Greek being removed. Further unnecessary letters were expunged in 1918, leaving the alphabet as it is today.

In Russia, Old Church Slavonic remained the written language until the middle of the eighteenth century. By this time, the need was felt for a written language which was closer to the educated spoken norm. The famous M. V. Lomonosov, after which the Moscow State University is named, distinguished three styles:

- 1) High Style – Church Slavonic, to be used for poetics and religion.
- 2) Middle Style – to be used for lyric poetry, prose and science.
- 3) Low Style – to be used in personal correspondence and in low comedy.

The Middle Style, which combined features of both East Slavonic and Church Slavonic is the style which came to form the basis of the modern standard language. In the mid 1800's, Standard Russian based on the Moscow dialect became the official language. Today Russian is the most important of the Slavic languages and is now one of the major languages of the world. It is also one of the official languages of the United Nations. In a recent census, 153 million people listed Russian as their mother tongue and another 61 million indicated they spoke it fluently as a second language. The number of Russian speakers world-wide could be in the region of 220 million. The Russian language allows an interesting way of addressing people to whom you have just been introduced. The person's first name is combined with a modified form of his or her father's first name. If a man's first name is Ivan and his father's first name is also Ivan, you would call him Ivan Ivanovich (Ivan, son of Ivan), and if Ivan had a sister, she would be called Natasha Ivanovna, (Natasha, daughter of

Ivan). The -ovich and -ovna suffixes are always appended to the father's first name and not to the mother's.

Text 2

Russian level TORFL

Levels of Russian

Basic TORFL level 0

Intermediate TORFL level 1

Advanced TORFL level 2

Proficiency TORFL level 3

Fluency TORFL level 4.

INTERMEDIATE (TORFL level 1)

Students have skills needed to survive in social and working Russian-speaking environments. The TORFL test consists of five parts:

Reading Competence: Students are able to read small authentic texts (newspapers, magazines, books, etc.) of both informative (factual) and descriptive nature. They must demonstrate the ability to understand the main points as well as specific details. There are three tasks in the test. The total number of items is 20 (multiple-choice questions).

Writing Competence: Students are expected to reproduce the context of a text (reproduction) and write their own composition, such as a letter, a card, etc. (a productive type task). The written text should contain no less than 20 sentences (110 words).

Listening Competence: Students are able to understand short oral dialogues and extract factual information (topic, time, relations, characteristics, purposes, causes, etc.). They are also expected to make sense of longer dialogues and attitudes of speakers. Listening texts (announcements, news items, etc.) are also included in the test. There are two tasks in the test (three monologues and three dialogues) with a total of 30 multiple choice questions.

Oral Competence: Students are tested by two examiners (an Interlocutor and an Assessor). Students are able to participate in a dialogue, respond appropriately to questions of conversational nature, and start and finish their own conversation. Students are also expected to be able to converse on various topics (about themselves, their work, profession, interests, hobbies, families, about their country, their city, etc.). There are 4 parts in the test (14 items).

Structural competence: Students must be able to demonstrate their knowledge of grammar and lexical systems, making simple statements in standard situations. Required vocabulary is approximately 2000 words. There are four parts in this test (165 items, multiple-choice questions).

All five tests are equally weighted – 20% each.

There are three pass grades: A, B and C and certificates are awarded to all successful candidates.

A TORFL Level 1 certificate is a prerequisite for entering semester study in Russian Universities institutions with obligatory further studies of the Russian language in Moscow.

ADVANCED (TORFL level 2)

Students are expected to show intermediate linguistic ability and competence to express and discuss everyday life situations. Successful completion of this level enables the student to carry out professional activities in science, engineering and humanities (except philology, translation and interpreting, editing, journalism, diplomatic service and management, for which this level is an intermediate stage). This level is obligatory for receiving Bachelor's, Master's and Ph.D. degrees from Russian universities, you can get to this point by studying Russian in Moscow state university. The TORFL test consists of five parts:

Reading Competence: Students are able to read fluently various intermediate level texts. Students must show an understanding of the main points as well as of specific details, understand the author's viewpoint and reproduce the given text logically. The test consists of 3 sections, each of which consists of two tasks (text and reading test respectively). The total number of multiple choice (3-4 variants) items is 25.

Writing Competence: Students are expected to write their own versions of texts they have heard or read with the ability to summarize (plans, notes) and to write their own informative texts in the form of personal or business letter, inquiries, applications, etc. Students must complete three tasks: 1) reproduce the heard text in written form; 2) compile their own version of the read text; 3) write a formal or informal text characterizing a person or an object.

Listening Competence: Students are able to understand everyday life conversations (announcements, news, TV features, etc., which explicitly express speakers' attitudes). Students are able to extract factual information, speakers' intentions, their aims and motives, opinions and relations from the text. There are five parts in the test, each of which contains audio and video items and tasks (25 items, multiple-choice questions).

Oral Competence: Students are able to participate in a guided conversation, initiate a dialogue asking questions on the topic of the conversation, describe something they have seen, express their opinion, achieve their communicative intentions in a conversation. There are two parts to the test: 1) question answering from recorded texts; 2) role-play with an examiner, where TV news or comments are used to guide and stimulate the interaction.

Structural competence: Students must be able to demonstrate their ability to use all lexical and grammatical means of the Russian language course in Odessa. The test contains multiple choice questions, word matching and text reconstruction. The total number of items is 150. A vocabulary of about 4000 words is required.

All five tests are equally weighted – 20% each.

There are three pass grades: A, B and C and certificates are awarded to all successful candidates.

Text 3

The Importance of a Language

It is natural for people to view their own first language as having intrinsic advantages over languages that are foreign to them. However, a scientific approach to linguistic study combined with a consideration of history reminds us that no language acquires importance because of what are assumed to be purely internal advantages. Languages become important because of events that shape the balance of power among nations.

These political, economic, technological, and military events may or may not reflect favorably, in a moral sense, on the peoples and states that are the participants; and certainly, different parties to the events will have different interpretations of what is admirable or not. It is clear, however, that the language of a powerful nation will acquire importance as a direct reflection of political, economic, technological, and military strength; so also, will the arts and sciences expressed in that language have advantages, including the opportunities for propagation. The spread of arts and sciences through the medium of a particular language in turn reinforces the prestige of that language. Internal deficits such as an inadequate vocabulary for the requirements at hand need not restrict the spread of a language. It is normal for a language to acquire through various means, including borrowing from other languages, the words that it needs. Thus, any language among the 4,000 languages of the world could have attained the position of importance that the half-dozen or so most widely spoken languages have attained if the external conditions had been right. English, French, German, and Spanish are important languages because of the history and influence of their populations in modern times; for this reason they are widely studied outside the country of their use. Sometimes the cultural importance of a nation has at some former time been so great that its language remains important long after it has ceased to represent political, commercial, or other greatness.

Greek, for example, is studied in its classical form because of the great civilization preserved and recorded in its literature; but in its modern form as spoken in Greece today the Greek language does not serve as a language of wider communication.

The Importance of English.

In numbers of speakers as well as in its uses for international communication and in other less quantifiable measures, English is one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages. English, however, is not the most widely used native language in the world. Chinese, in its eight spoken varieties, is known to 1.3 billion people in China alone. Some of the European languages are comparable to English in reflecting the forces of history, especially with regard to European expansion since

the sixteenth century. Spanish, next in size to English, is spoken by about 330 million people, Portuguese by 180 million, Russian by 175 million, German by 110 million, French by 80 million native speakers (and a large number of second-language speakers), Italian by 65 million. A language may be important as a lingua franca in a country or region whose diverse populations would otherwise be English present and future unable to communicate. This is especially true in the former colonies of England and France whose colonial languages have remained indispensable even after independence and often in spite of outright hostility to the political and cultural values that the European languages represent.

French and English are both languages of wider communication, and yet the changing positions of the two languages in international affairs during the past century illustrate the extent to which the status of a language depends on extralinguistic factors. It has been said that English is recurringly associated with practical and powerful pursuits. Joshua A. Fishman writes: "In the Third World (excluding former anglophone and francophone colonies) French is considered more suitable than English for only one function: opera. It is considered the equal of English for reading good novels or poetry and for personal prayer (the local integrative language being widely viewed as superior to both English and French in this connection). But outside the realm of aesthetics, the Ugly Duckling reigns supreme."¹ The ascendancy of English as measured by numbers of speakers in various activities does not depend on nostalgic attitudes toward the originally English-speaking people or toward the language itself. Fishman makes the point that English is less loved but more used; French is more loved but less used. And in a world where "econo-technical superiority" is what counts, "the real 'powerhouse' is still English. It doesn't have to worry about being loved because, loved or not, it works. It makes the world go round, and few indeed can afford to 'knock it.'

If "econo-technical superiority" is what counts, we might wonder about the relative status of English and Japanese. Although spoken by 125 million people in Japan, a country that has risen to economic and technical dominance since World War II, the Japanese language has yet few of the roles in international affairs that are played by English or French. The reasons are rooted in the histories of these languages. Natural languages are not like programming languages such as Fortran or LISP, which have gained or lost international currency over a period of a decade or two. Japan went through a two-century period of isolation from the West (between 1640 and 1854) during which time several European languages were establishing the base of their subsequent expansion.

Примерные вопросы для экзамена

1. Система высшего образования в России.
2. Система высшего образования в Британии и США.
3. Система высшего образования в Европейских странах.
4. Магистратура в Британии и США.
5. Магистратура в России.

6. Обучение в магистратуре в различных университетах мира.
7. Магистерские направления и курсы.
8. Исследовательские программы магистратуры.
9. Обучающие программы магистратуры.
10. Уровни образования, дипломы и ученые степени в англо-русских соответствиях.
11. Научное исследование магистранта: проблема, цель, задачи, методы исследования, результаты.
12. Перспективы развития образования в профессиональной сфере.
13. Профессиональное образование в образовательном пространстве.
14. Научная педагогическая деятельность.
15. Терминологический аппарат педагогических теорий: русско-английские соответствия.
16. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
17. Лексико-морфологические особенности профессионально-делового языка.
18. Идиоматика профессионально-делового языка.
19. Виды делового общения.
20. Жанры научной речи.
21. Особенности профессионально-деловой коммуникации.
22. Устная и письменная коммуникация.
23. Особенности межкультурного профессионального общения.
24. Формы межкультурного профессионального общения.
25. Виртуальные педагогические конференции.
26. Международные педагогические конференции.
27. Межкультурные различия вербального и невербального поведения.
28. Новейшие достижения в области образования по направлению подготовки.
29. Терминологический аппарат педагогических теорий: русско-английские соответствия.
30. Лексико-морфологические особенности профессионально-делового языка.
31. Идиоматика профессионально-делового языка.
32. Формальный/неформальный регистры речи.
33. Понятие коммуникативного стиля. Виды коммуникативных стилей.

Примерная тематика сообщений для выступления на экзамене

1. Ученая степень бакалавра в Европе XII-XIII веков.
2. Ученая степень магистра в Европе XII-XIII веков.
3. Ученая степень доктора в Европе XII-XIII веков.
4. Иерархическая система степеней «магистр» – «доктор» в XV–XVII веках.
5. Проблема унификации ученых степеней и званий.

6. «Всеобщая хартия университетов» (1988 г.).
7. Конвенция о признании квалификаций, относящихся к высшему образованию в Европейском регионе (1997 г.)
8. Совместная Декларация о гармонизации структуры системы европейского высшего образования (1998 г.).
9. Декларации об архитектуре высшего европейского образования (Болонская декларация, 1999 г.).
10. Интерактивная технология и ее использование в области языкового образования.
11. Проектная технология и ее использование в области языкового образования.
12. Блочно-модульная технология и ее использование в области языкового образования.
13. Метод кейсов в области языкового образования.
14. Проблемная технология и ее использование в области языкового образования.
15. Дебаты-технология и ее использование в области языкового образования.
16. Понятийно-терминологический аппарат педагогических технологий.
17. Эволюция научных знаний в педагогике в России.
18. Эволюция научных знаний в зарубежной педагогике.
19. Объективные и субъективные трудности в разработке терминов и понятий в определенной области научного исследования.
20. Идиоматика профессионально-делового языка в сфере языкового образования.
21. Система регистров речи.
22. Факторы регуляции речевого общения.
23. Формальный регистр речи.
24. Неформальный регистр речи.
25. Формы межкультурной профессиональной коммуникации.
26. Видов межкультурной профессиональной коммуникации.
27. Типы межкультурной профессиональной коммуникации.
28. Блоги и форумы в области языкового образования в России.
29. Блоги и форумы в области языкового образования за рубежом.
30. Научные дебаты в области языкового образования, организуемые в России.
31. Научные дебаты в области языкового образования, организуемые за рубежом.
32. Инструменты для создания эффективной презентации.

5. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ.

Дисциплина «Иностранный язык в профессиональной коммуникации» занимает важное место в профессиональной подготовке высококвалифицированного педагога в определенной профессиональной области и является обязательной для изучения.

Практические занятия по дисциплине «Иностранный язык в профессиональной коммуникации» должны пробудить интерес студентов к изучению особенностей речевой коммуникации в условиях межкультурного профессионального общения, развить умение анализировать новейшие достижения в области профессиональной деятельности с оценкой их значимости, создавать собственные образцы речи на английском языке по профессиональной тематике.

Сообщение как форма текущего контроля предполагает 10-15-минутное выступление магистранта на практическом занятии на заранее подготовленную тему. Сообщение направлено на формирование навыка изложения своих мыслей в устной форме. При оценивании сообщения учитывается умение выделить актуальные научные работы по выбранной теме; проанализировать изученный материал с выделением наиболее значимых с точки зрения раскрытия темы сообщения, фактов, мнений и научных положений; логически выстроить материал сообщения.

Выполнение практических заданий направлено на углубление, совершенствование профессиональных знаний и навыков учащихся, которые должны овладеть различными методами решения практических задач в художественном образовании. Критерием оценки практических заданий является: соответствие содержания работы заявленной теме; глубина, полнота раскрытия темы; уровень навыков самостоятельной работы с научной литературой.

Формой промежуточной аттестации является, зачет во 2-м семестре, экзамен в 3 семестре. Зачет проводится в виде устного собеседования по прочитанному отрывку текста общей и профессиональной направленности. Экзамен проводится в виде устного собеседования по вопросам и выступления по подготовленному сообщению.

Зачет.

Максимальное количество баллов, которое может набрать магистрант в течение 2 семестра за текущий контроль, равняется 80 баллам.

Минимальное количество баллов, которые магистрант должен набрать в течение 2 семестра за текущий контроль равняется 20 баллам.

Максимальная сумма баллов, которые магистрант может получить на зачете, равняется 20 баллам.

Шкала оценивания зачета			
Отлично (20-15 баллов)	Хорошо (14-10 баллов)	Удовлетворительно (9-5 баллов)	Неудовлетворительно (4-0 баллов)
Демонстрация глубокого понимания текста. Грамотное изложение содержания текста. Беглое чтение без ошибок. Перевод отрывка на русский язык адекватный содержанию оригинала.	Чёткое изложение текста, и демонстрация его содержания. Беглое чтение, с допущением одной или двух незначительных ошибок. При переводе отрывка на русский язык возможно допущение незначительных лексических, грамматических и стилистических ошибок.	Слабое изложение текста и демонстрация его неполного содержания. Чтение с допущением ошибок. Перевод отрывка на русский язык с допущением лексических, грамматических и стилистических ошибок.	Демонстрация непонимания текста, плохое понимание содержания текста. Чтение с допущением множества ошибок. Перевод отрывка на русский язык не адекватный содержанию оригинала.

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине формируется из суммы баллов по результатам текущего контроля и промежуточной аттестации и выставляется в соответствии с приведенной ниже таблицей:

Оценка по 100-балльной системе	Оценка по традиционной шкале
41-100	зачтено
0-40	не зачтено

Экзамен.

Максимальное количество баллов, которое может набрать магистрант в течение 3 семестра за текущий контроль, равняется 70 баллам.

Минимальное количество баллов, которые магистрант должен набрать в течение 3 семестра за текущий контроль равняется 30 баллам.

Максимальная сумма баллов, которые магистрант может получить на экзамене, равняется 30 баллам.

Критерии оценивания промежуточной аттестации (экзамен)

«30-22»

- 1) Полное усвоение материала;
- 2) Умение выделить главное, сделать обобщающие выводы;
- 3) Исчерпывающее, грамотное и ясное изложение материала;
- 4) Свободное владение основными понятиями;
- 5) Полные ответы на дополнительные вопросы;

«21-11»

- 1) Достаточно полное усвоение материала;
- 2) Умение выделять главное, делать выводы;
- 3) Грамотное изложение материала, отсутствие неточностей;
- 4) Знание основных понятий;
- 5) Ответы на дополнительные вопросы;

«10-1»

- 1) Общее знание основного материала;
- 2) Неточная формулировка основных понятий;
- 3) Умение применить свои знания на практике с допущением ошибок;
- 4) Знание некоторых понятий;
- 5) Затруднения при ответе на дополнительные вопросы;

«0»

- 1) Незнание значительной части материала;
- 2) Существенные ошибки при ответе на вопрос;
- 3) Незнание основных понятий;
- 4) Грубые ошибки при попытке применить знания на практике;
- 5) Неспособность ответить на дополнительные вопросы.

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине формируется из суммы баллов по результатам текущего контроля и промежуточной аттестации и выставляется в соответствии с приведенной ниже таблицей:

Оценка по 100-балльной системе	Оценка по традиционной шкале
81-100	отлично
61-80	хорошо
41-60	удовлетворительно
0-40	не удовлетворительно