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Зав. кафедрой Сарычева Л.В.

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю)
Иностранный язык в профессиональной коммуникации

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Содержание

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 иностранном(ых) языке(ах), 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	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.

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

Оценива-емые компетенции	Уровень сформиро-ванности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	*Знать* особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи.	Практическое задание	Шкала оценивания практического задания
	Продвинутый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	*Знать* особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. *Уметь* анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам,	Практическое задание, сообщение	Шкала оценивания практического задания Шкала оценивания сообщения

			связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации.		
УК-5	Пороговый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	*Знать* особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи.	Практическое задание	Шкала оценивания практического задания
	Продвинутый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	*Знать* особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. *Уметь* анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные	Практическое задание, сообщение	Шкала оценивания практического задания Шкала оценивания сообщения

			контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации.		

Шкала оценивания практического задания и сообщения

Вид работы	Шкала оценивания
1. Практическое 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 вопросы, 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 самостоятельном исследовании с привлечением различных источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	15 баллов, если представленное сообщение свидетельствует о проведенном самостоятельном исследовании с привлечением двух-трех источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	10 баллов, если представленное сообщение свидетельствует о проведенном исследовании с привлечением одного источника информации; тема раскрыта не полностью; отсутствуют выводы.
	0 баллов, если сообщение отсутствует.

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Примерные 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 th a t involves a system or plan
c why you do something or why something exists
d a written list of questions th a t people are asked so th a t information can be collected
e something th a t exists or happens, usually something unusual
f something said or done as a reaction to something th a t has been said or done
g information th a t 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 d e tailed _____ .
2 A re c en t_____ revealed th a t 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 of the research is to try and find out more about the causes of the
disease.
6 Her proposals met w ith an enthusiastic_____ .

5. Complete the text w ith the following linking words.

| However | for example | they | These | therefore | this |

Facilitation of online discussions
Learning through online discussion s is an important instructional strategy (Hung, Tan, & Chen, 2005). Research indicates that1 .... have numerous advantages - such as promoting students' critical thinking and knowledge construction and improving students' relationships. 2____ , participants often do not value online discussion a s an effective means of knowledge construction. Online discussion 3 needs 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 a s providing information, inviting missing students, monitoring regularly, or acknowledging contributions (see 5 Barker, 2002). 6 ...... facilitation skills can be divided into four broad categories.

Образцы текстов 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 exception, 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.

Text 3

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.

Примерная 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.

Пример статьи по специальности
The Disciplinarity of Linguistic and Philology

Jacobus A. Naudé and Cynthia L. Miller-Naudé University of the Free State, Bloemfontein, South Africa

The term "linguistic science" was first used in the middle of the 19th century by William Dwight Whitney (1827-1894) to emphasize a new approach to the study of language that was developing and that he believed would be superior to philology. The independence of linguistics as a discipline was first declared in 1916 by Ferdinand de Saussure and then reiterated by Otto Jespersen (1860-1943) in 1922. 6 Linguistics, or linguistique, as the science of living languages was an Anglo-French reaction to the dominance of German philology (Pollock 2015:22). Although linguistics as a discipline dates only from the early twentieth century, historically linguistics is linked not to Greek philology but to Greek philosophy (Lyons 1968:4). Pythagoras, Heraclitus of Ephesus and his contemporary, Hecataeus of Miletus philosophized on the relation of the origin of words to their meaning (Turner 2014:5). In the first half of the fourth century BCE Plato's dialogue Cratylus already provided a solution: language is conventional and natural — words are based on nature, but altered by convention (Turner 2014:5). Centuries later, this was taken up again in the "speculative grammars" or treatises (De modis significandi) by the scholastic medieval dialecticians (circa 1200-1350 CE), who strove to use words precisely in their realist-nominalist debate (Robins 1967:74, Turner 2014:30).7 Speculative grammar also gave rise in 1660 to the efforts of the Port-Royal grammarians in devising a universal grammar with rules that underlie all languages (Turner 2014:57). Structural linguistics in Europe began with De Saussure's Course in General Linguistics in 1916, which can be summed up in three dichotomies, namely synchronic versus diachronic, langue (language system) versus parole (language behavior) and form (or structure or pattern) versus substance. In American structuralism, Franz Boas (died 1942) and his student Edward Sapir (died 1939) were attracted to the relationship between language and thought (Sapir 1921), but it was left to one of Sapir's student, Benjamin Lee Whorf, to formulate the thesis that language determines perception and thought. In 1933, Leonard Bloomfield published the book Language, which dominated the field for the next 30 years and in which he adopted a behavioristic approach to the study of language. Beginning in the mid-1950s Noam Chomsky adopted what he called a mentalistic theory of language. Chomsky's generative linguistics has been the dominant theory of linguistics in the US for more than fifty years. Among the rival schools to generative linguistics are tagmemics, stratificational grammar, systemic-functional grammar, cognitive linguistics and complexity theory. Although approaches, theories and methodologies for studying language have changed since its inception as a discipline in the early 20th century, the focus of linguistics as a discipline has remained constant, that is the systematic, scientific study of the properties of natural language.

Hans Ulrich Gumbrecht (2003:4-5) defines philology as referring to a configuration of scholarly skills that are geared toward a historical text curatorship that refers exclusively to written texts. Accordingly philological practice, in the first place, has an affinity with those historical periods that see themselves as following a greater cultural moment; secondly, philology's two-part core task is the identification and restoration of texts from each cultural past; thirdly, philology establishes a distance with respect to the intellectual space of hermeneutics and of interpretation as the textual practice that hermeneutics informs;

and lastly, philology plays a particularly important and often predominant role within those academic disciplines that deal with the most chronologically and cultural remote segments of the past (Gumbrecht 2003:4-5). Gumbrecht (2003:5) identifies five basic philological practices: identifying fragments, editing texts, writing historical commentaries, historicizing (that is, the awareness between different historical periods and cultures), and teaching by using the texts and cultures of the past. However, at different times and different places, the precise nature of the goals and methods of philology have manifested themselves in different ways (cf. for example Pollock et al 2015).

Our historical survey of linguistics and philology has shown that linguistics and philology are distinct. From a disciplinarity point of view in the twenty-first century, linguistics is a robust discipline with multiple theoretical perspectives which are constantly evolving as they are applied to data. By contrast, Classical Philology and Modern Philology of earlier eras had no central or competing theories and philological endeavors have been largely appropriated by other emergent disciplines. Only New Philology has proposed a new approach and methodology for textual criticism and the media history of texts. As we have argued, New Philology actually and appropriately falls under the discipline of Editorial Theory, comprising the collection of fragments, the editing of texts, and the writing of commentaries (Gumbrecht 2003; Suarez and Woudhuysen 2013). Presently in our modern and post-modern world, there is a drive to find ways to connect disciplines in a meaningful way. Turner's (2014) approach to this problem is to revive 19th century Modern Philology as an umbrella for the integrated analysis of texts using multiple disciplines; it is understood as a new way of conceptualizing the humanities. Lopez (2015:47) takes this viewpoint and defines philology (Modern Philology) as the study of civilization based on texts. It accesses the world of the text and represents the meaning of the text in its own discursive context by using tools from linguistics, astronomy, biology, history, geology, etc. (Witzel 1996:163). Revitalized Modern Philology thus become a superordinate discipline and linguistics becomes subordinate. In our view this approach is deeply flawed in that it attempts to return both the study of texts and the study of language back more than a century to a time before the emergence of the disciplines of linguistics, translation studies, art history, archaeology, textual criticism, social and cultural anthropology, history, literature, and religious studies, etc. We propose rather the appropriation of complexity theory for integrating multiple disciplines in a coherent and holistic way. Complexity theory, the modern scientific study of complex systems, emerged from questioning the Western scientific program which is characterized by modernist and postmodernist methodology, both of which are reductionistic (Marais 2014:15-22).

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 ….

Зачет 2 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.
Экзамен 3 семестр:
Экзамен по дисциплине «Иностранный язык в профессиональной коммуникации (английский язык)» состоит из двух частей:
1. сообщение о научной работе (согласно теме диссертационного исследования);
2. реферирование научной статьи по специальности.

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 70, за промежуточную аттестацию: зачет – до 20 баллов, экзамен – до 30 баллов.

В ходе освоения дисциплины, за текущий контроль, магистранту нужно набрать не менее 50 баллов.

В конце каждого семестра по дисциплине предусмотрена промежуточная аттестация:

- зачет в 2 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

- Экзамен во 3 семестре проводится устно и состоит из двух частей:
  1. сообщение о научной работе;

2. реферирование научной статьи по специальности.

Шкала оценивания экзамена

Критерий оценивания	Баллы
Студент может грамотно, уверенно ответить на предложенный вопрос (вопросы), предоставил подготовленное сообщение	20-30
Студент грамотно, уверенно отвечает на предложенный вопрос (вопросы) с незначительными ошибками, предоставил подготовленное сообщение с незначительными ошибками	1-19
Студент не может ответить ни на один из предложенных вопросов, не предоставил (или предоставил выполненное частично, или с большим количеством ошибок) подготовленное сообщение	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.

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

УЧЕБНО-МЕТОДИЧЕСКОЕ И РЕСУРСНОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Основная литература:

1. Гольдман, А. А. English for Diamond Miners. Профессионально-ориентированный курс английского языка / Гольдман А. А. - Москва : ФЛИНТА, 2019. - 492 с. - ISBN 978-5-9765-1833-9. - Текст : электронный // ЭБС "Консультант студента" : [сайт]. - URL : https://www.studentlibrary.ru/book/ISBN9785976518339.html (дата обращения: 24.03.2023). - Режим доступа : по подписке.
2. Куприна, О. Г. English for managers (курс английского языка для магистрантов) : учебное пособие для вузов / Куприна О. Г. - Москва : Горячая линия - Телеком, 2016. - 138 с. - ISBN 978-5-9912-0476-7. - Текст : электронный // ЭБС "Консультант студента" : [сайт]. - URL : https://www.studentlibrary.ru/book/ISBN9785991204767.html (дата обращения: 24.03.2023). - Режим доступа : по подписке.

6.2 Дополнительная литература:

3.   Елисеева, И. А. Английский язык в коммуникации : учебно-методическое пособие / И. А. Елисеева. — 2-е изд., стер. — Москва : ФЛИНТА, 2022. — 119 с. — ISBN 978-5-9765-5134-3. — Текст : электронный // Лань : электронно-библиотечная система. — URL: https://e.lanbook.com/book/266312 (дата обращения: 24.03.2023). — Режим доступа: для авториз. пользователей.

4.   English for science : учебно-методическое пособие / составители Н. С. Кресова, С. Э. Кегеян. — Москва : ФЛИНТА, 2021. — 51 с. — ISBN 978-5-9765-4756-8. — Текст : электронный // Лань : электронно-библиотечная система. — URL: https://e.lanbook.com/book/182977 (дата обращения: 24.03.2023). — Режим доступа: для авториз. пользователей.

5.   Бажалкина Н.С. Английский язык для магистров: сб.текстов с заданиями. – М.: ИИУ МГОУ, 2013. – 50 с. – Текст: непосредственный.

6.   Кытманова Е.А. Английский язык для магистров: учеб.пособие / Е. А. Кытманова, Н. С. Бажалкина, Е. А. Титова. – М.: МГОУ, 2015. – 142с. – Текст: непосредственный.

7.   Лукина, Л. В. Курс английского языка для магистрантов. English Masters Course : учебное пособие для магистрантов по развитию и совершенствованию общих и предметных (деловой английский язык) компетенций / Л. В. Лукина. — Воронеж : Воронежский государственный архитектурно-строительный университет, ЭБС АСВ, 2014. — 136 с. — ISBN 978-5-89040-515-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: http://www.iprbookshop.ru/55003.html (дата обращения: 09.11.2020). — Режим доступа: для авторизир. пользователей

6.3 Ресурсы информационно-телекоммуникационной сети «Интернет»:

1. Dictionary and Thesaurus. [Электронный ресурс]. – Режим доступа: http://www.merriam-webster.com/ Дата обращения 20.04.2020
2. BBC Learning English. [Электронный ресурс]. – Режим доступа: http://www.bbc.co.uk/worldservice/learningenglish/language/ – Дата обращения 20.04.2018
3. British Council. [Электронный ресурс]. – Режим доступа: http://www.britishcouncil.org/ru/russia – Дата обращения 20.04.2020
4. Britannica Online Encyclopedia. [Электронный ресурс]. – Режим доступа: http://www.britannica.com/ Дата обращения 20.04.2020
5. Oxford Dictionaries. [Электронный ресурс]. – Режим доступа: http://www.oxforddictionaries.com/ Дата обращения 20.04.2020

Энциклопедии
- Encyclopedia Britannica Online

Образовательные ресурсы:
- Macmillan Education
http://www.macmillandictionary.com/
http://www.macmillandictionaryblog.com/
http://www.youtube.com/macmillanelt
- Oxford University Press
http://www.oup.co.uk/
- OUP online practice
http://www.oup.com/elt/students/?cc=ru
- Cambridge University Press - Worldwide
http://www.cambridge.org/uk/international/
- CUP ELT resources
http://www.cambridge.org/elt/resources/
- Express Publishing

http://www.expresspublishing.co.uk/

- Roget's Thesaurus
- Brewer's Phrase and Fable
- Hobson Jobson
- Soule's Synonyms
- Webster's Dictionary