Министерство спорта Российской Федерации

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Московская государственная академия физической культуры»

Кафедра лингвистических дисциплин

УТВЕРЖДЕНО

Председатель УМК,

и.о. проректора по учебной работе

канд. пед. наук. А.С. Солнцева

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

«21» июня 2022 г

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**ИНОСТРАННЫЙ ЯЗЫК (профессиональный)**

**Б1.О.01**

**Направление подготовки**

**49.04.01 «Физическая культура»**

ОП: «Психолого-педагогический аспект культурно-просветительской деятельности в сфере физической культуры»

**Квалификация выпускника–магистр**

**Факультет магистерской подготовки**

**Форма обучения**

**очная**

|  |  |  |
| --- | --- | --- |
| Декан факультета  магистерской подготовки,  канд. фармацевт. наук., доцент  \_\_\_\_\_\_\_\_\_\_\_\_Н.А. Вощинина  «21» июня 2022 г. |  | Программа рассмотрена и одобрена на заседании кафедры  (протокол № 7 от 30.03. 2022)  Зав. кафедрой к.п.н., доцент \_\_\_\_\_\_\_\_\_Шнайдер Н.А. |

**Малаховка 2022**

Рабочая программа дисциплины «Иностранный язык (профессиональный)» разработана в соответствии с ФГОС ВО по направлению подготовки 49.04.01 «Физическая культура» (уровень магистратуры) утвержденным приказом Министерства образования и науки Российской Федерации от 19 сентября 2017 г. № 947

**Составители рабочей программы:**

Н.А.Шнайдер, к.п.н., доцент \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Составители ФОС:**

Н.А.Шнайдер, к.п.н., доцент \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

В.С.Спасова ст преподаватель \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Рецензенты:**

В.В.Буторин, к.п.н., доцент\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ю.А. Фомин, доктор соц. наук, профессор \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ссылки на используемые в разработке РПД дисциплины профессиональные стандарты (в соответствии с ФГОС ВО 49.04.01):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Код ПС** | **Профессиональный стандарт** | **Приказ**  **Минтруда России** | **Аббрев. исп. в РПД** |
| **05 Физическая культура и спорт** | | | |
| 05.003 | ["Тренер"](http://internet.garant.ru/document/redirect/72232870/0) | Приказ Министерства труда и социальной защиты РФ от 28 марта 2019 г. N 191н | **Т** |
| 05.008 | ["Руководитель организации (подразделения организации), осуществляющей деятельность в области физической культуры и спорта"](http://internet.garant.ru/document/redirect/71249184/0) | Приказ Министерства труда и социальной защиты РФ от 29 октября 2015 г. N 798н | **Р** |

1. **ИЗУЧЕНИЕ ДИСЦИПЛИНЫ НАПРАВЛЕНО НА ФОРМИРОВАНИЕ СЛЕДУЮЩИХ КОМПЕТЕНЦИЙ**:

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

**Планируемые результаты обучения:**

|  |  |  |
| --- | --- | --- |
| **Знать/Уметь/Владеть** | **Соотнесенные профессиональные стандарты** | **Формируемые компетенции** |
| **Знания:**  иностранного языка как способности к  коммуникациям в устной и  письменной формах для решения задач  академической и  профессиональной деятельности; | **05.003 Тренер**  G/01.7  **05.008 Руководитель организации (подразделения организации), осуществляющей деятельность в области физической культуры и спорта**  E/05.7, F/05.7,  G/07.7, H/06.8, H/07.8 | **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |
| **Умения:**  использовать  иностранный язык  как способность к  коммуникациям в устной и  письменной формах для решения задач  академической и  профессиональной  деятельности и  представлять результаты  этой деятельности  на различных мероприятиях,  включая международные; | **05.003 Тренер**  G/01.7, G/02.7, H/02.7  **05.008 Руководитель организации (подразделения организации), осуществляющей деятельность в области физической культуры и спорта**  G/07.7 H/06.8, H/07.8,  E/05.7, F/05.7, | **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |
| **Навыки:**  использования  иностранного языка,  необходимые для  эффективного участия  в академической и профессиональной  дискуссии. | **05.003 Тренер**  G/01.7  **05.008 Руководитель организации (подразделения организации), осуществляющей деятельность в области физической культуры и спорта**  E/03.7, E/05.7, F/05.7, G/01.7, G/02.7, G/03.7, G/04.7, G/05.7, G/06.7, G/07.7, H/07.8  G/03.7, G/07.7 | **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |

1. **2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

Дисциплина «Иностранный язык (профессиональный)» относится к обязательной части в структуре ОП. В соответствии с рабочим учебным планом дисциплина изучается в 1 семестре по очной форме обучения, в 1 семестре по заочной форме обучения. Вид промежуточной аттестации: экзамен.

1. **3. ОБЪЕМ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ**

***очная форма обучения***

|  |  |  |  |
| --- | --- | --- | --- |
| Вид учебной работы | | Всего часов | Семестр |
| 1 |
| **Контактная работа преподавателей с обучающимися** | | **32** | **30** |
| В том числе: | |  |  |
| Практические занятия | | **30** | **30** |
| Консультация | | 2 | 2 |
| Промежуточная аттестация  (зачет, экзамен) | | экз | экз |
| **Самостоятельная работа студента (Всего)** | | **58** | **58** |
| **Контроль** | | **18** | **18** |
| **Общая трудоемкость** | **часы** | **108** | **108** |
| **зачетные единицы** | **3** | **3** |

***заочная форма обучения***

|  |  |  |  |
| --- | --- | --- | --- |
| Вид учебной работы | | Всего часов | Семестр |
| 1 |
| **Контактная работа преподавателей с обучающимися** | | **20** | **20** |
| В том числе: | |  |  |
| Практические занятия | | **20** | **20** |
| Промежуточная аттестация  (зачет, экзамен) | | экз | экз |
| **Самостоятельная работа студента** | | **88** | **88** |
| **Общая трудоемкость** | **часы** | **108** | **108** |
| **зачетные единицы** | **3** | **3** |

**4. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № п/п | Тема (раздел) | Содержание раздела | Всего часов | |
| Очная форма | Заочная форма |
| 1 | Многоуровневая  система высшего образования | Характеристика высшего образования в России и за рубежом. Сопоставление с зарубежными аналогами.  Компетенции магистранта.  Магистерские диссертации, формы проведения научных исследований.  *Повторение системы времен глагола в активном и пассивном залогах. Способы перевода на русский язык пассивных конструкций в научных текстах.*  *Разновидности употребления предлогов времени, места, пространственные предлоги.*  *Использование различных видов*  *словообразования в научном тексте;*  развитие навыков эффективного участия в академической и профессиональной  дискуссии;  навыков командной работы, межличностных коммуникаций, принятия решений, лидерских качеств | **22** | **24** |
| 2 | Молодой ученый  в современном обществе | Возможности профессионального роста молодого ученого. Академическое резюме. Научные конференции, совместные проекты, Очная и заочная конференция, телемост.  Обсуждение, круглый стол, дебаты. Виды представлений: устное представление; стендовый доклад, презентация.  Развитие международного спортивного сотрудничества в историческом контексте в России и за рубежом.  Обзор сборников тезисов международных конференции (конгресса, симпозиума),  посвященных проблемам развития спорта высших достижений. Поиск аутентичных текстов по проблеме допинга в современном спорте.  Написание писем, резюме, аннотации, реферата. Оформление документов, заявок,  грантов. Составление информационных писем-приглашений на международную  конференцию, проводимую в вузе.  *Употребление и перевод модальных конструкций в научных текстах.*  *Грамматический тренинг.*  *Безличные и неопределенно-личные предложения. Перевод предложений с различными видами отрицаний;*  *Развитие навыков эффективного участия в академической и профессиональной*  *дискуссии;*  *навыков командной работы, межличностных коммуникаций, принятия решений, лидерских качеств* | **30** | **26** |
| 3 | Научное исследование. Научная продукция. | Работа с научными источниками. Научный этикет: использование источников, передача научной информации, плагиат. Аннотирование научной литературы. Реферирование научной литературы.  Научная публикация: тезисы, расширенные тезисы, статья, монография, реферат, аннотация, магистерская диссертация.  Получение и обработка информации с информационных и научных порталов и сайтов, чтение по теме, подготовка к дискуссии. Обзор результатов зарубежных и отечественных исследований в науке (по материалам Интернет-ресурсов).  Обучение работе с текстом: разбивать текст на логические части; составлять план текста  (выделение ключевых слов, логических частей текста, основных положений, сокращение текста для пересказа и составление доклада по тексту).  *Функции существительного в предложении.*  *Способы перевода существительных, характерных для научного текста. Слова-*  *заместители существительных и глаголов-сказуемых;*  *Развитие навыков эффективного участия в академической и профессиональной*  *дискуссии;*  *навыков командной работы, межличностных коммуникаций, принятия решений, лидерских качеств* | **36** | **58** |
|  | **Консультация** |  | **2** |  |
|  | **Контроль** |  | **18** |  |
|  |  |  | **108** | **108** |

1. **РАЗДЕЛЫ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ**

***очная форма обучения***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № п/п | Наименование разделов дисциплины | Виды учебной работы | | Всего  часов |
| ПЗ | СРС |
| 1. | Многоуровневая  система высшего образования | 4 | 18 | 22 |
| 2. | Молодой ученый  в современном обществе | 10 | 20 | 30 |
| 3. | Научное исследование. Научная продукция. | 16 | 20 | 36 |
|  | Консультация | 2 |  | 2 |
|  | Контроль |  | 18 | 18 |
|  | Всего часов | 30 | 78 | 108 |

***заочная форма обучения***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № п/п | Наименование разделов дисциплины | Виды учебной работы | | Всего  часов |
| ПЗ | СРС |
| 1. | Многоуровневая  система высшего образования | 4 | 20 | 24 |
| 2. | Молодой ученый  в современном обществе | 6 | 20 | 26 |
| 3. | Научное исследование. Научная продукция. | 10 | 48 | 58 |
|  | Всего часов | 20 | 88 | 108 |

**6**. **Перечень основной и дополнительной литературы**

**6.1.Основная литература**

| **№**  **п/п** | **Наименование издания** | **Кол-во экземпляров** | |
| --- | --- | --- | --- |
| **библиотека** | **кафедра** |
|  | Легкая атлетика=Track and Field+Athletics : учебно-методическое пособие / сост. Н. А. Шнайдер. - Москва : Спорт, 2016. - 141 с. - Библиогр.: с. 141. - ISBN 978-5-906839-12-1 : 982.00. - Текст (визуальный) : непосредственный. | 10 | - |
|  | Шнайдер, Н. А. Легкая атлетика : учебно-методическое пособие для вузов физической культуры / Н. А. Шнайдер. - Москва : Спорт, 2016. - с. 144. - Библиогр.: с. 141. - ISBN 978-5-906839-12-1. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Глембоцкая, Я. И. Футбол=Soccer : учебное пособие по английскому языку ... для бакалавров / Я. И. Глембоцкая ; МГАФК. - Москва : Спорт, 2016. - 87 с. : ил. - Библиогр.: с. 87. - ISBN 978-5-906839-08-4 : 941.00. - Текст (визуальный) : непосредственный. | 10 | - |
|  | Глембоцкая, Я. И. SOCCER. Избранный вид спорта: футбол : учебное пособие по английскому языку / Я. И. Глембоцкая ; МГАФК. - Москва, 2015. - Библиогр.: с. 120-121. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 09.04.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Глембоцкая, Я. И. Фигурное катание=Figure skating : лексико-грамматический практикум английского языка / Я. И. Глембоцкая ; МГАФК. - Москва : Спорт, 2016. - 73 с. : ил. - Библиогр.: с.73. - ISBN 978-5-906839-10-7 : 922.00. - Текст (визуальный) : непосредственный. | 10 | - |
|  | Глембоцкая, Я. И. Figure skating = Фигурное катание : лексико-грамматический практикум по английскому языку / Я. И. Глембоцкая ; МГАФК. - Малаховка : Спорт, 2016. - 76 с. : ил. - Библиогр.: с. 73. - ISBN 978-5-906839-10-7. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru%20) (дата обращения: 03.02.2020). — Режим доступа:  для авторизир. пользователей | 1 | - |
|  | Английский язык : учебное пособие. Ч. 1 / МГАФК; ред.-сост. Н. А. Шнайдер, С. П. Канарский; сост. Е. В. Пахомова, А. И. Глембоцкая. - 2-е изд., испр. и доп. - Малаховка, 2016. - 140 с. - Библиогр.: с. 136-137. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Английский язык : учебное пособие. Ч. 2 / МГАФК; ред.-сост. Н. А. Шнайдер, С. П. Канарский. - 2-е изд., испр. и доп. - Малаховка, 2016. - Библиогр.: с. 176. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Спасова, В. С. Деловое общение. Английский язык : учебно-методическое пособие. Ч. 1 / В. С. Спасова ; МГАФК. - Малаховка, 2019. - 135 с. : ил. - Библиогр.: с. 133-135. - 160.00. - Текст (визуальный) : непосредственный. | 50 | - |
|  | Спасова, В. С. Деловое общение. Английский язык : учебно-методическое пособие. Ч. 1 / В. С. Спасова ; МГАФК. - Малаховка, 2019. - 135 с. : ил. - Библиогр.: с. 133-135. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Канарский, С. П. Тяжелоатлетические направления в спорте. Английский язык : учебно-методическое пособие для студентов вузов физической культуры. Ч. 1 / С. П. Канарский ; МГАФК. - Малаховка, 2019. - 163 с. : ил. - Библиогр.: с. 153-160. - 248.00. - Текст (визуальный) : непосредственный. | 50 | - |
|  | Канарский, С. П. Тяжелоатлетические направления в спорте. Английский язык : учебно-методическое пособие для студентов вузов физической культуры. Ч. 1 / С. П. Канарский ; МГАФК. - Малаховка, 2019. - Библиогр.: с. 153-160. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 09.04.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Романова, С. В. Английский язык (олимпийские виды спорта) : учебное пособие / С. В. Романова ; НГУ им. П. Ф. Лесгафта. - Санкт-Петербург, 2017. - Библиогр.: с. 276-277. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Кашпарова, В. С. Английский язык : учебное пособие / В. С. Кашпарова, В. Ю. Синицын. — 3-е изд. — Москва, Саратов : Интернет-Университет Информационных Технологий (ИНТУИТ), Ай Пи Ар Медиа, 2020. — 118 c. — ISBN 978-5-4497-0302-6. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/89418.html> (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Беликова, Е. В. Английский язык : учебное пособие / Е. В. Беликова. — 2-е изд. — Саратов : Научная книга, 2019. — 191 c. — ISBN 978-5-9758-1882-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/80998.html> (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Терещенко, Ю. А. Деловой английский язык : учебное пособие для магистрантов / Ю. А. Терещенко. — Саратов : Ай Пи Эр Медиа, 2019. — 76 c. — ISBN 978-5-4486-0567-3. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/85745.html> (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | Спасова, В. С. Адаптивная физическая культура=Adapted physical education : учебно-методическое пособие по английскому языку для студентов вузов физической культуры / В. С. Спасова, Е. В. Пахомова ; МГАФК. - Малаховка, 2016. - 86 с. : ил. - Библиогр.: с. 82-84. - 183.00. - Текст (визуальный) : непосредственный. | 60 | - |
|  | Спасова, В. С. Adapted physical education = Адаптивная физическая культура : учебно-методичекое пособие / В. С. Спасова, Е. В. Пахомова ; МГАФК. - Малаховка, 2016. - 88 с. : ил. - Библиогр.: с. 82-84. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |

**6.2. Дополнительная литература**

| **№**  **п/п** | **Наименование издания** | **Кол-во экземпляров** | |
| --- | --- | --- | --- |
| **библиотека** | **кафедра** |
| 1. | Английский язык = English : учебное пособие для бакалавров вузов физической культуры. Ч. 1 / МГАФК ; сост. Е. В. Пахомова [и др.] ; под ред Н. А. Шнайдер, С. П. Канарского. - 2-е изд., испр. и доп. - Малаховка, 2016. - 137 с. : ил. - Библиогр.: с. 136-137. - 179.50. - Текст (визуальный) : непосредственный. | 154 | - |
| 2. | Английский язык : учебное пособие. Ч. 1 / МГАФК; ред.-сост. Н. А. Шнайдер, С. П. Канарский; сост. Е. В. Пахомова, А. И. Глембоцкая. - 2-е изд., испр. и доп. - Малаховка, 2016. - 140 с. - Библиогр.: с. 136-137. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 09.04.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 3. | Английский язык = English : учебное пособие для бакалавров вузов физической культуры. Ч. 2 / МГАФК ; Н. А. Шнайдер [и др.]. - 2-е изд., испр. и доп. - Малаховка, 2016. - 176 с. : ил. - Библиогр.: с.176. - 225.00. - Текст (визуальный) : непосредственный. | 149 | - |
| 4. | Английский язык : учебное пособие. Ч. 2 / МГАФК; ред.-сост. Н. А. Шнайдер, С. П. Канарский. - 2-е изд., испр. и доп. - Малаховка, 2016. - Библиогр.: с. 176. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru) (дата обращения: 09.04.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 5. | Яковлюк, А. Н. Иностранный язык. Английский в международном общении : учебное пособие / А. Н. Яковлюк, М. В. Поляничко ; НГУ им. П. Ф. Лесгафта. - Санкт-Петербург, 2017. - Библиогр.: с. 89. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 6. | Кисметова, Г. Н. Профессионально-ориентированный английский язык для специальности "Физическая культура и спорт" : учебное пособие / Г. Н. Кисметова, Б. Б. Утегалиева, Н. Т. Худайбергенова ; Каз. акад. спорта и туризма. - Алматы, 2017. - Библиогр.: с. 155. - ISBN 978- 601-214-230-1. - Текст : электронный // Электронно-библиотечная система ЭЛМАРК (МГАФК) : [сайт]. — [URL: http://lib.mgafk.ru](URL:%20http://lib.mgafk.ru%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 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 c. — ISBN 978-5-89040-515-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: [http://www.iprbookshop.ru/55003.html](http://www.iprbookshop.ru/55003.html%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 8. | Колобаев, В. К. Английский язык для врачей : пособие предназначено для специалистов-медиков и студентов старших курсов / В. К. Колобаев. — Санкт-Петербург : СпецЛит, 2013. — 446 c. — ISBN 978-5-299-00541-7. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: [http://www.iprbookshop.ru/47754.html](http://www.iprbookshop.ru/47754.html%20) (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
| 9. | Борисенко, Е. Г. Английский язык для физкультурных специальностей : учебное пособие / Е. Г. Борисенко, О. А. Кравченко. - Ростов н/Д : Феникс, 2015. - 408 с. - (Высшее образование) | 5 | - |

**7. Перечень ресурсов информационно-коммуникационной сети «Интернет». Информационно-справочные и поисковые системы, профессиональные базы данных:**

1. Электронная библиотечная система ЭЛМАРК (МГАФК) <http://lib.mgafk.ru>
2. Электронно-библиотечная система Elibrary <https://elibrary.ru>
3. Электронно-библиотечная система IPRbooks <http://www.iprbookshop.ru>
4. Электронно-библиотечная система «Юрайт» <https://biblio-online.ru>
5. Электронно-библиотечная система РУКОНТ <https://rucont.ru/>
6. Министерство науки и высшего образования Российской Федерации <https://minobrnauki.gov.ru/>
7. Федеральная служба по надзору в сфере образования и науки <http://obrnadzor.gov.ru/ru/>
8. Федеральный портал «Российское образование» <http://www.edu.ru>
9. Информационная система «Единое окно доступа к образовательным ресурсам» <http://window.edu.ru>
10. Федеральный центр и информационно-образовательных ресурсов <http://fcior.edu.ru>
11. **8.МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

**8.1 Учебные аудитории**

|  |  |  |
| --- | --- | --- |
| Наименование специализированных аудиторий, кабинетов | Вид занятий | Наименование оборудования, программного обеспечения |
| ауд. 301 | лекции, практические занятия | компьютер, экран, доска, телевизор, DVD-плеер |
| ауд. 307 | практические занятия | телевизор, DVD-плеер |

**8.2. Программное обеспечение**

В качестве программного обеспечения используется офисное программное обеспечение с открытым исходным кодом под общественной лицензией GYULGPL Libre Office или одна из лицензионных версий Microsoft Office.

Для контроля знаний обучающихся используется «Программный комплекс для автоматизации процессов контроля текущей успеваемости методом тестирования и для дистанционных технологий в обучении» разработанной ЗАО «РАМЭК-ВС»

**8.3 Изучение дисциплины инвалидами и обучающимися с ограниченными возможностями здоровья** осуществляется с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья обучающихся. Для данной категории обучающихся обеспечен беспрепятственный доступ в учебные помещения Академии. Созданы следующие специальные условия:

*8.3.1.для инвалидов и лиц с ограниченными возможностями здоровья по зрению:*

*-* обеспечен доступ обучающихся, являющихся слепыми или слабовидящими к зданиям Академии;

- электронный видео увеличитель "ONYX Deskset HD 22 (в полной комплектации);

**-** портативный компьютер с вводом/выводом шрифтом Брайля и синтезатором речи;

**-** принтер Брайля;

**-** портативное устройство для чтения и увеличения.

*8.3.2 для инвалидов и лиц с ограниченными возможностями здоровья по слуху:*

*-* акустическая система Front Row to Go в комплекте (системы свободного звукового поля);

*-* «ElBrailleW14J G2;

**-** FM- приёмник ARC с индукционной петлей;

- FM-передатчик AMIGO T31;

- радиокласс (радиомикрофон) «Сонет-РСМ» РМ- 2-1 (заушный индуктор и индукционная петля).

*8.3.3.для инвалидов и лиц с ограниченными возможностями здоровья, имеющих нарушения опорно-двигательного аппарата:*

*-* автоматизированное рабочее место обучающегося с нарушением ОДА и ДЦП (ауд. №№ 120, 122).

*Приложение к рабочей программе дисциплины*

*«Иностранный язык (профессиональный)»*

**Министерство спорта Российской Федерации**

**Федеральное государственное бюджетное образовательное учреждение**

**высшего образования**

**«Московская государственная академия физической культуры»**

**Кафедра лингвистических дисциплин**

УТВЕРЖДЕНО

решением Учебно-методической комиссии

протокол № 6/22 от «21» июня 2022 г.

Председатель УМК,

и. о. проректора по учебной работе

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_А.С. Солнцева.

**Фонд оценочных средств**

по дисциплине

**ИНОСТРАННЫЙ ЯЗЫК (профессиональный)**

**Б1.О.01**

**Направление подготовки**

**49.04.01 «Физическая культура»**

ОП: «Психолого-педагогический аспект культурно-просветительской деятельности в сфере физической культуры»

**Форма обучения**

**очная**

|  |
| --- |
| Рассмотрено и одобрено на заседании кафедры  (протокол № 7 от 30 марта 2022 г.)  Зав. кафедрой к.п.н., доцент  \_\_\_\_\_\_\_\_\_Шнайдер Н.А. |

**Малаховка, 2022**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

1. **Паспорт фонда оценочных средств**

|  |  |  |
| --- | --- | --- |
| **Компетенции** | **Трудовые функции (при наличии)** | **Индикаторы достижения** |
| **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | ***Трудовые действия:***  **Т**  **G/01.7**  Обмен информацией  **Р**  **Е/03.7,** **Е/05.7**  Представление интересов организации на переговорах | **Имеет опыт:**  использования иностранного языка как способности к коммуникациям в устной и письменной формах для решения задач академической и профессиональной деятельности;  анализа, обобщения и трансляции передового педагогического опыта физкультурно-оздоровительной и подготовительно-соревновательной деятельности на иностранном языке;  логически верного, аргументированного и ясного построения устной и письменной речи на иностранном языке;  критического оценивания научно-педагогической информации,  российского и зарубежного опыта по тематике исследований, создания новой продукции на иностранном языке;  письменной фиксации и редактирования различных академических текстов (рефераты, эссе, обзоры, статьи и т.д.) на иностранном языке;  представления результатов академической и профессиональной деятельности на различных научных мероприятиях, включая международные, на иностранном языке;  письменной реализации коммуникативных намерений (составление делового письма, запроса, делового предложения, благодарности, заявка на участие в конференции, заполнение анкеты) на иностранном языке;  поиска и отбора информации из различных источников (в том числе из интервью), анализа специальной литературы статистических сборников, иных отчетных данных на иностранном языке;  использования информационно-  коммуникационных технологий и средств для подготовки презентаций на иностранном языке |
| **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | ***Необходимые знания:***  **Т**  **G/01.7**  Методы сбора, систематизации информации  **Р**  **G/01.7, G/02.7**  Методы убеждения, аргументации своей позиции  **E/05.7**  Основы ведения деловых переговоров | **Знает:**  иностранный язык для решения задач академической и профессиональной деятельности;  варианты анализа, обобщения и трансляции на иностранном языке передового педагогического опыта физкультурно-оздоровительной и подготовительно-соревновательной деятельности;  способы логически верного, аргументированного и ясного построения устной и письменной речи для эффективного участия в академических и профессиональных дискуссиях на иностранном языке;  пути критического оценивания научно-педагогической информации, российского и зарубежного опыта по тематике исследований, создания новой продукции на иностранном языке;  методы и способы составления и оформления научной работы, научной статьи на иностранном языке;  пути написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.) на иностранном языке;  варианты представления результатов академической и профессиональной деятельности на различных научных мероприятиях, включая международные, на иностранном языке;  пути сбора информации из различных источников, в том числе из интервью, анализа специальной литературы, статистических сборников, иных отчетных данных на иностранном языке;   * методы пользования информационно-коммуникационными технологиями и средствами подготовки презентаций на иностранном языке |
| **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | ***Необходимые умения:***  **Т**  **G/01.7, G/02.7**  Собирать, обобщать и анализировать информацию;  **H/02.7**  Проводить деловые переговоры и осуществлять деловую переписку  **Р**  **G/01.7,** **G/02.7**  Оформлять документы  **E/05.7**  Вести деловые переговоры | **Умеет:**  использовать иностранный язык как способность к коммуникациям в устной и письменной формах для решения задач академической и профессиональной деятельности;  анализировать, обобщать и транслировать на иностранном языке передовой педагогический опыт физкультурно-оздоровительной и подготовительно-соревновательной деятельности  логически верно, аргументировано и ясно строить устную и письменную речь для эффективного участия в академических и профессиональных дискуссиях на иностранном языке;  критически оценивать научно-педагогическую информацию, российский и зарубежный опыт по тематике исследований, создавать новую продукцию на иностранном языке;  -составлять и оформлять научные работы, научные статьи на иностранном языке;  выполнять письменный перевод и редактировать различные академические тексты (рефераты, эссе, обзоры, статьи и т.д.) на иностранном языке;  представлять результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные, на иностранном языке;  собирать информацию из различных источников, в том числе из интервью, статистических сборников, иных отчетных данных на иностранном языке;  пользоваться информационно-коммуникационными технологиями и средствами подготовки презентаций на иностранном языке.   * изучать результаты зарубежных научных исследований в области ФКиС на иностранном языке; |

***2.*** ***Промежуточная аттестация***

*оценивание учебных достижений студента по дисциплине. Проводится в конце изучения данной дисциплины. Форма аттестации - экзамен.*

*Каждый экзаменационный билет включает одно письменное и одно устное задание.*

***2.1.Перечень вопросов для промежуточной аттестации***

***ЭКЗАМЕНАЦИОННЫЕ БИЛЕТЫ***

**Экзаменационный билет № 1**

* 1. Прочитайте, переведите и передайте содержание на английском языке

**WHAT IS PSYCHOLOGY**

Psychology is the scientific study of mental processes and behaviour. Psychologists observe and record how people and other animals relate to one another and to the environment. They look for patterns that will help them understand and predict behaviour, and they use scientific methods to test their ideas. Through such studies, psychologists have learned much that can help people fulfill their potential as human beings and increase understanding between individuals, groups, nations, and cultures.

Psychology is a broad field that explores a variety of questions about thoughts, feelings, and actions. Psychologists ask such questions as: "How do we see, hear, smell, taste, and feel? What enables us to learn, think, and remember, and why do we forget? What activities distinguish human beings from other animals? What abilities are we born with, and which must we learn? How much does the mind affect the body, and how does the body affect the mind? For example, can we change our heart rate or temperature just by thinking about doing so? What can our [dreams](http://uadreams.us/" \t "_blank) tell us about our needs, wishes, and desires? Why do we like the people we like? What is mental illness?"

The research findings of psychologists have greatly increased our understanding of why people behave as they do. For example, psychologists have discovered much about how personality develops and how to promote healthy development. They have some knowledge of how to help people change bad habits and how to help students learn. They understand some of the conditions that can make workers more productive. A great deal remains to be discovered. Nevertheless, insights provided by psychology can help people function better as individuals, friends, family members, and workers.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 2**

* 1. Прочитайте, переведите и передайте содержание на английском языке

**BODY LANGUAGE**

Body language is a broad term for forms of communication using body movements or gestures instead of, or in addition to, sounds, verbal language, or other forms of communication. It forms part of the category of paralanguage, which describes all forms of human communication that are not verbal language.

Paralanguage including body language, has been extensively studied in social psychology. In everyday speech and popular psychology, the term is most often applied to body language that is considered involuntary, even though the distinction between voluntary and involuntary body language is often controversial. For example, a smile may be produced either consciously or unconsciously.

Voluntary body language refers to movement, gestures and poses intentionally made by a person (i.e., conscious smiling, hand movements and imitation). It can apply to many types of soundless communication. Generally, movement made with full or partial intention and an understanding of what it communicates can be considered voluntary.

Involuntary body language quite often takes the form of facial expression, and has therefore been suggested as a means to identify the emotions of a person with whom one is communicating.

The relation of body language to animal communication has often been discussed. Human paralanguage may represent a continuation of forms of communication that our non-linguistic ancestors already used, or it may be that it has been changed by co-existing with language. Body language is a product of both genetic and environmental influences. Blind children will smile and laugh even though they have never seen a smile. Iraneus Eibl-Eibesfeldt claimed that a number of basic elements of body language were universal across cultures and must therefore be fixed action patterns under instinctive control.

Some forms of human body language show continuities with communicative gestures of other apes, though often with changes in meaning. More refined gestures, which vary between cultures (for example the gestures to indicate «yes» and «no»), must be learned or modified through learning, usually by unconscious observation of the environment.

Body language is important in one-on-one communications, and may be even more important in group communications. In group situations, often only one person at a time is speaking, while non-verbal communication is coming from each individual in the group. The larger the group, the more impact body language may have.

**PSYCHOLOGY AS THE STUDY OF BEHAVIOUR**

Psychology is the study of behaviour, but this is a very large area of study. There are several different branches of psychology, each of which studies a different aspect of behaviour.

**Social** psychologists study interactions among people. For example, a social psychologist might try to learn about the situations that cause people to behave aggressively. Another question studied by social psychologists is why certain people become attracted to each other. One of the interesting problems in social psychology is conformity: what causes people to behave in the same way, and to follow what others do and say?

**Cognitive** psychologists study thinking, memory, and language. One problem studied by cognitive psychologists is how people remember numbers. For example, what is the best way to memorize some numbers? Is it better to repeat the numbers to oneself, or to try to attach some meaning to these numbers? A cognitive psychologist might also study language. For example, why can young children learn a second language so quickly and easily? Cognitive psychologists **are also interested in the ways that people learn to solve problems, such as finding a new place.**

**Clinical** psychologists study mental illnesses. For example, a clinical psychologist might try to find out the causes of depression and to figure out ways of helping people who are depressed. Other clinical psychologists might study the behaviour of people who suffer from addiction to drugs, so that this problem can be prevented and treated. Another topic of interest to clinical psychologists is violent behaviour. It is very important to find ways of preventing violence and to change the behaviour of persons who act violently.

Some psychologists are interested in the measurement of **psychological characteristics**. For example, psychologists might develop tests to assess a person’s intelligence, personality traits, or interests. These tests can be used to help people make decisions about education, occupation, and clinical treatment.

Psychologists who study the behaviour of animals are called **ethologists**. Ethologists often go into wilderness areas to watch the activity of birds, fish, or other animals. These psychologists try to figure out why it is that some animals have “instincts” for various behaviours such as parenting, mating, or fighting. Some ethologists have learned very much about the unusual behaviours observed in many animals.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 3**

1. Прочитайте, переведите и передайте содержание на английском языке

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**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 4**

1. Прочитайте, переведите и передайте содержание на английском языке

**WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?**

The work of psychologists and psychiatrists has much in common. Both psychologists and psychiatrists can provide psychotherapy and counseling services. Both psychologists and psychiatrists are trained to diagnose neuropsychological disorders and dysfunctions plus psychotic, neurotic and personality disorders and dysfunctions. Both professionals are granted the right to make such diagnoses by law while other doctors cannot. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functioning.

However, there are some important differences in training and special skills. Psychiatrists, as medical doctors, can prescribe medications for psychological distress. Psychologists do not prescribe medications, instead focusing their treatment on psychotherapy. In addition, psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

The education of psychologists provides knowledge of psychological and emotional problems, personality, and human development, integrated with specialized training in how to apply this knowledge to helping people with emotional distress and other problems in living. The psychologist's training in research allows them to evaluate the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

Psychologists also specialize in psychological testing. Psychological tests are used in situations where there are questions about what a person's particular problem is. For example, a psychologist may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time there is uncertainty about what is troubling an individual Psychological tests can include assessments of personality styles, tests of emotional well-being, intellectual (or "IQ") tests, tests of academic achievement and tests for possible brain damage. The use of psychological tests requires years of training that involves not only learning how to give the tests, but also how to integrate all the information from a variety of tests, background information, interviews, and knowledge of theories, research, psychological problems, personalities, and human development. Psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

It is important to be aware that there can be broad differences in training and philosophy among psychologists, psychiatrists, social workers, and other therapists which can often lead to widely differing treatment approaches and understandings of psychological and emotional problems.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 5**

1. Прочитайте, переведите и передайте содержание на английском языке

**SOCIAL PRESSURE AND PERCEPTION**

Imagine yourself in the following situation: you sign up for a psychology experiment, and on a specified date you and seven others whom you think are also subjects arrive and are seated at a table in a small room. You don't know it at the time, but the others are actually associates of the experimenter, and their behaviour has been carefully scripted. You're the only real subject.

The experimenter arrives and tells you that the study in which you are about to participate concerns people's visual judgments. She places two cards before you. The card on the left contains one vertical line. The card on the right displays three lines of different length.

The experimenter asks all of you, one at a time, to choose which of the three lines on the right card matches the length of the line on the left card. The task is repeated several times with different cards. The other "subjects" unanimously choose the wrong line. It is clear to you that they are wrong, but they have all given the same answer.

What would you do? Would you go along with the majority opinion, or would you trust your own eyes?

In 1951, the social psychologist Asch used this experiment to examine how the pressure from other people could affect one's perceptions. In total, about one third of the subjects who were placed in this situation agree with the majority.

Some of the subjects indicated after the experiment that they assumed the rest of the people were correct and that their own perceptions were wrong. Others knew they were correct but didn't want to be different from the rest of the group. Some even insisted they saw the line lengths as the majority did.

Asch concluded that it is difficult to maintain that you see something when no one else does. Pressure from other people can make you see almost anything.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 6**

1. Прочитайте, переведите и передайте содержание на английском языке

**CHARACTER COMES BY LEARNING**Who am I? I have a name, and that’s how people know me. But how am I known? Am I funny, serious, friendly, or angry? Do I have lots of friends…or none at all?

Our personality traits [(character) trait — черта (характера)] make up our character. And our character was shaped by those influences that had close contact with our life. For some that may be mother and father, for others, they may not even know their parents. School, friends, music, and media also have great influence on how we choose to live our life.

A good character comes from good influences, and bad ones are just the opposite. While none of us could ever choose where and what living circumstances we were born into, we must all, at some point, take responsibility for who we are. Putting the past aside, forgetting about blame, now we must choose what course and influences will direct our life.

A very wise man once said: “Do not be misled; bad company corrupts good character” (Paul the Apostle). Who do you keep company with? Who do you spend lots of time with? Is it your friends…music…TV? Stop now for a moment and ask yourself this question: what messages are you getting from these sources about life?

Think carefully about what kind of person you want to be in 5 years…in 10 years? What do you need to do now to start being that kind of person? Think about these things!

**Family Life: Plan For Your Future**

The influences we receive while young dramatically shape our character. They affect the very core of our being. While none of us can choose to be born into a great, loving and secure family, we all must learn to live and adapt to life as it is given to us. Much of your future will be decided by the choices you make in life. Career, marriage and family are all important decisions that you will face one day. Practice making good decisions early in life. Consequences follow our choices. Poor choices lead to bad consequences, some of which may affect your entire life. One day you may choose to have a family of your own. Who will raise your children and give them their sense of values? Will you be able to give your children a stable home where they can live in love and security with a mother and father?

Consider these facts in how you choose to live your life: Living together before marriage is becoming increasingly common in America. But research has shown that the chances for divorce are almost twice as high for couples living together before marriage, as those who don’t.

Children of divorced parents are statistically more likely to show behavior problems, emotional difficulties, and lower academic performance.

What kind of home do you want to provide for your future family? Will it be better or worse than your own? Do you want a lasting marriage and children who can grow up in a stable home? What kinds of influences help move you toward this goal? This is important…read on.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 7**

1. Прочитайте, переведите и передайте содержание на английском языке

**DEALING WITH CULTURE SHOCK**

You have stepped off the plane into a new cultural world. Initially you may experience a sense of overwhelming fascination and awe. Everything around you is new: a different language, different dress, or a confusing transit system. Slowly you begin to adapt. You begin to notice certain cultural nuances. This process takes time.

Culture is "an integrated system of learned behavior patterns (образцы поведения) that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes - its systems of attitudes and feelings. Culture is learned and transmitted from generation to generation."

You may have heard these words - Culture Shock (культурный шок (психологическая травма в результате столкновения с культурой, резко отличной от собственной)) - already and possibly within a negative context. Conflict in our lives, however, does not have to be negative. It can be used as a source of motivation, introspection, and change.

Culture shock is defined as a psychological disorientation that most people experience when living in a culture markedly different from one’s own. Culture shock occurs when our "...cultural clues, the signs and symbols which guide social interaction, are stripped away. ...A difficult part of this process for adults is the experience of feeling like children again, of not knowing instinctively the ‘right’ thing to do."

Symptoms of culture shock include: homesickness (тоска по дому, ностальгия), boredom, withdrawal, excessive sleep, compulsive eating/drinking, irritability, stereotyping host nationals, hostility towards host nationals.

Everyone experiences culture shock in different ways, at different times and to different degrees. Usually the cultural adjustment process follows a certain pattern. At first, you will be excited about going to starting a new adventure. When you first arrive, everything will appear new and exciting. However, after some time, you may start to feel homesick and question why the Swiss (or Italians or French) do things differently than we do. You may even become irritated with these differences. However, you will eventually get used to this new way of life. And before you know it, you will be getting excited about the return home to your family and friends.

People from different cultures have different values (ценности). You may find your own values questioned, just as you are questioning those of the Swiss (or Italians, Germans, French, Hungarians, etc.). For example, a visitor from India to the US observed: "Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do."

Sometimes our values and beliefs will conflict and sometimes they will converge with the cultures we visit. The better you are able to adjust to the differences, the greater the ability you will have in empathizing and communicating with those with whom you come in contact. The result will be a better understanding of your own values and the values of the people you will encounter (встречать).

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 8**

1. Прочитайте, переведите и передайте содержание на английском языке

**DIFFERENCE BETWEEN ANIMALS AND HUMANS**

*If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.*

The term Animal as described in the dictionary means a living organism other than humans which feeds and usually has sense organs and a nervous system and can move. Animals include a vast majority of species. Humans belong to Homo Sapiens and are bipedal species. This means that the humans walk around using their two rear limbs.

Animals would normally only include multi cells and complex organisms. Organisms like the bacteria will not be included in the animal kingdom. In most animals the dietary habits are very limited which means that they would either be vegetarians or non-vegetarians. The Humans on the other hand are omnivorous which means that they are able to consume both vegetarian and non-vegetarian foods.

Animals cannot talk or communicate with each other. In some species that the skills have been found these are very basic and undeveloped. Humans on the other hand are the only known species with highly developed communication skills.

Animals merely feed to survive and reproduce. They have not developed any skills that go beyond their survival needs. The Humans are known for their curiosity to understand and to try and influence and change their environment. It is this curiosity in the Humans that has lead to the development of advanced tools, technology and science. The human behavior is much different from the animals as we have set purposes in life that go beyond the survival needs of day today.

The Humans are highly social beings and live in large colonies. The Humans are the only known species that has the ability to domesticate animals and engage in agriculture. With the invention of advanced techniques and technology the Humans have been able to colonise all the continents. Through this colonization the humans have infringed on the land where these animals once survived and created a problem of existence for them.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 9**

1. Прочитайте, переведите и передайте содержание на английском языке

**THE MYSTERIES OF DREAMS**

People have always dreamed, and dreamers have always wondered what their mysterious nighttime visions meant. Some philosophers in ancient times believed that dreams were important messages from the gods or visions of things to come. As the centuries rolled by, many other philosophers, as well as average people, developed their own theories about the purpose of dreams and what dreams mean. And finally, dreams became a subject of scientific inquiry.

Freud and Jung Interpret Dreams. In his 1900 book, Freud described how he asked his patients to tell him everything they could remember from their dreams. Freud believed that dreams were “the royal road to the unconscious.” He concluded, on the basis of his talks with the patients, that dreams are caused by disturbing [беспокоящий] wishes, such as sexual desires or aggressive impulses that a person represses in waking life. These unacceptable thoughts, according to Freud, are often disguised as symbolic elements in dreams. For example, fire may symbolize feelings of hostility, while water may stand for sexuality. The symbolism in dreams, Freud maintained [отстаивать], needs to be decoded, or interpreted, in order to be understood. Freud believed that symbolism is necessary in dreams, because straightforward thoughts about unacceptable desires and feelings would arouse anxiety and awaken the dreamer. Thus, Freud proposed, dreams are the guardians of sleep.

Freud’s questioning of his patients led him to believe that dreams are usually brief and that dreaming itself is rare during sleep. Furthermore, he concluded, a dream usually incorporates some minor, unresolved event from earlier in the day—a piece of “unfinished business” of some kind. But at a deeper level, Freud theorized, dreaming is a unique state of consciousness that is prompted by such urges [побуждение] as hunger, thirst, and sexuality that arise during the night.

Doubts about Freud’s explanations for dreaming led the Swiss psychiatrist Carl Jung to develop his own theory between 1912 and 1920. Jung rejected Freud’s idea that dreams are related to wish fulfillment. He believed that dreams can express spiritual and moral concerns as often as they express sexual or emotional preoccupations [предрассудки]. Jung’s main conclusion was that dreams express aspects of the personality that are not fully developed in waking life. For example, people who neglect their spiritual needs may experience strong religious feelings in their dreams.

In order to understand what their dreams mean, Jung suggested, dreamers need to become familiar with the kinds of symbols used in myths, fairy tales, and religious rituals. For instance, as in tales involving the “big, bad wolf,” a dangerous animal may symbolize some person or event that poses a threat to the dreamer. And, as in Christian theology, wine may represent blood or salvation. Jung claimed that people in modern Western civilization often ignore such symbolic language, and so they need help in understanding what their dreams are trying to say to them.

Although most psychiatrists disagreed with some of the ideas of Freud or Jung, many accepted the central conclusion of their theories—that dreams have symbolic meanings.

**2.** Беседа на английском языке по теме «Мое научное исследование »

**Экзаменационный билет № 10**

1. Прочитайте, переведите и передайте содержание на английском языке

**HOW DO PSYCHOLOGISTS STUDY THE MIND**

Psychology is the science of the mind and behaviour. The human mind is perhaps the most complex and unique field of study, and has been a puzzle to humankind for hundreds of years. The human mind is the source of all thought, behaviour, emotions, interactions, and it determines how we conduct ourselves in society.

The mind is highly complex and enigmatic. Many wonder how psychologists can study such an abstract and extremely sophisticated thing. Even if scientists look inside the brain, as in an autopsy or during a surgical operation, all they see is gray matter (the brain). Thoughts, cognition, emotions, memories, dreams, perceptions, etc. cannot be seen physically, like a skin rash or heart defect.

Experts say that the approach to psychology is not that different to other sciences. As in other sciences, experiments are devised to confirm or disprove theories or expectations. For a psychologist, human behaviour is used as evidence - or at least an indication - of how the mind functions. We are unable to observe the mind directly; however, virtually all our actions, feelings and thoughts are influenced by the functioning of our minds. That is why human behaviour is used as raw data for testing psychological theories on how the mind functions.

German psychologist Wilhelm Wundt opened the first experimental psychology labs in the late 1800s. Since that time we have learned an enormous amount about the relationship between brain, mind, memory and behaviour.

**2.** Беседа на английском языке по теме «Мое научное исследование»

***2.1.2. Перечень вопросов для устного собеседования***

*Студент должен уметь последовательно изложить свои мысли в объеме учебной программы по дисциплине «Иностранный язык (профессиональный)» по изученным темам:*

*Студент может использовать представленный набор вопросов для подготовки устного ответа на экзамене.*

*Эти же наборы вопросов могут использоваться для текущей аттестации при изучении соответствующих тем.*

***Раздел 1.*** ***Многоуровневая система высшего образования/Multi-level higher education system***

1. Describe multi-level higher education system in European countries and the USA.
2. Describe multi-level higher education system in Russia.
3. Describe the first (undergraduate) level of higher education system.
4. How many years does it last?
5. What is the second level of higher education system? How is it called?
6. How many years does it last?
7. Name the degrees of the second level.
8. Describe the third level of higher education system.
9. How is it called in European countries and the USA?
10. How is it called in Russia?
11. Name the degrees of the third level in European countries and the USA?
12. Name the degrees of the third level in Russia.

***Раздел 2. Молодой ученый в современном обществе*** /***Young scientist in modern society***

1. What is the difference between an academic resume and a working resumeю
2. Where do students send the academic resume?
3. Have you ever written an academic resume?
4. What is covering letter to the academic resume?
5. Whom is it addressed?
6. Where do master students submit their scientific articles?
7. What do they describe in their theses?
8. What should be attached to the article to be printed?
9. Whom should it be addressed?
10. Have you ever written scientific theses?

***Раздел 3. Научное исследование. Научная продукция.******Scientific Research. Scientific Production***

1. What are you?
2. What is the subject of your thesis?
3. What is your special subject?
4. What field of knowledge are you doing research in?
5. Have you been working at the problem long?
6. Is your work of practical or theoretical importance?
7. Who is your scientific adviser?
8. When do you consult your scientific adviser?
9. Have you completed the experimental part of your dissertation?
10. Where and when are you going to get Master of Education degree?

11. Do you take part in the work of scientific conferences?

12.Have you already published any articles?

1. How many scientific papers have you published?
2. Where and when did you publish them?
3. What are the titles of your published papers?
4. What problems do you deal with in those papers?
5. What are you going to prove in the course of your research?
6. Is there much or little material published on the subject of your research?
7. Who are your published papers addressed to?
8. What do you give much attention to in you published papers?
9. What is of particular interest in your paper?
10. How many parts does your paper consist of?

***2.2. ТЕСТОВЫЕ ЗАДАНИЯ***

**Контрольная работа**

**POSTGRADUATE EDUCATION**

**СЛОВАРЬ К ТЕКСТУ «WHAT IS A POSTGRADUATE DEGREE?»**

1. postgraduate education – магистратура / аспирантура
2. master’s degree – степень магистра
3. doctorate – докторантура
4. postgraduate qualification – квалификация магистра / доктора наук
5. degree - степень
6. bachelor’s degree – степень бакалавра
7. be enrolled on (a program) – проходить обучение по программе
8. taught courses – преподаваемые курсы
9. research degree – исследовательская степень
10. conversion courses – курсы переподготовки
11. professional qualification – профессиональный диплом / квалификация
12. completion – выполнение
13. dissertation – диссертация
14. Master of Arts (MA) – 1) магистр искусств, 2) магистр гуманитарных наук
15. Master of Science (MSc) - магистр естественных наук (магистр в области одной из естественных дисциплин)
16. Master of Business Administration (MBA) - магистр делового администрирования
17. Master of Engineering (MEng) - магистр технических наук / магистра прикладных наук / магистр инженерного дела
18. Master of Research - магистр в области исследовательской деятельности
19. postgraduate diploma – диплом магистра
20. academic qualification – академическая квалификация
21. vocational qualification – профессиональная квалификация
22. subject – предмет
23. provide - обеспечивать
24. award – вручать, награждать
25. complete – заканчивать
26. independent – независимый
27. PhD (Doctor of Philosophy) - доктор философии (учёная степень; примерно соответствует степени кандидата наук в РФ; присваивается магистру как гуманитарных, так и естественных наук)
28. doctoral thesis - докторская диссертация
29. worthy – стоящий
30. publication – публикация
31. field of study – специальность, сфера обучения
32. MPhil – магистр философии
33. career ladder – карьерная лестница
34. relevant – значимый, существенный, важный
35. undergraduate degree – степень бакалавра
36. subject area – тематическая область, предметная область
37. law - право, юриспруденция, закон
38. psychology – психология
39. social work – социальная работа
40. I.T. (Information Technology) – информационные технологии
41. calling – призвание
42. essential – необходимый
43. entry – вводный
44. various – разнообразный
45. solicitor – адвокат, юрисконсульт
46. develop – развивать
47. stand out – выделяться
48. pursue a career – делать карьеру

**ТЕКСТ 1**

**WHAT IS A POSTGRADUATE DEGREE?**

In medieval universities, a master’s degree or doctorate often took 12 years to complete. Thankfully though, nowadays you can get a postgraduate qualification in a much shorter time.

Generally, a postgraduate degree is a degree which you study for once you have finished a bachelor’s degree. Currently, approximately 540,000 students are enrolled on postgraduate programmes in the UK.

There are four main types of postgraduate degrees: taught courses, research degrees, conversion courses and professional qualifications. Many postgraduate courses are studied at university, but some courses are taught in a commercial environment.

**Taught courses**

There are two main types of taught courses: master’s degrees and postgraduate diplomas (or certificates). A taught master’s degree usually takes place over one or two years and mostly involves the completion of a dissertation or project.

You can do a Master of the Arts (MA), a Master of Science (MSc), a Master of Business Administration (MBA) or a Master of Engineering (MEng) degree.

Bear in mind though, that not all master’s degrees are taught courses in their entirety. For example, you can do a Master of Research degree, which is more focused around independent research. A Master of Research degree is still a taught course, but 60% of it has to focus on an individual research project.

Postgraduate diplomas or certificates are academic or vocational qualifications. A postgraduate certificate normally takes around four months, whereas diplomas usually last around nine months. You could study a subject which is completely new to you, or you could choose a course which builds on what you learned in your bachelor’s degree.

Postgraduate certificates or diplomas can provide a route to particular careers, or they can work as a step towards studying a master’s degree. However, sometimes they are awarded to those who did not fully complete a master’s degree.

**Research degrees**

A huge part of postgraduate study revolves around independent research. Research degrees are often referred to as doctorates. The main types of doctorates are: PhDs, DPhils, integrated PhDs and professional doctorates. Doctorates can be taken after a master’s degree. Doctorates are generally completed over two to four years.

The main component of a PhD is the doctoral thesis. This is a research project on a specialist topic and can be between 40,000 and (wait for it) 120,000 words. It should be worthy of publication and add something new to your field of study.

Of course, there is another reason to do a doctorate (aside from immersing yourself in a subject you love): you get to put ‘Dr’ in front of your name!

An MPhil is similar to a PhD, but lower in the academic order. Instead of completing that mammoth 120,000 word research project, you’ll be conducting an individual research project of around 30,000 to 35,000 words. It is still well respected, but you won’t get to call yourself ‘The Doctor’.

**Conversion courses**

Postgraduate degrees aren’t all about academia and shimmying up the academic career ladder. Further postgraduate study is sometimes needed for certain careers.

Postgraduate conversion courses give you that vital lifeline if you haven’t studied a relevant undergraduate degree for the profession you want to pursue. They give you the option to transfer to a different subject area.

Conversion courses are usually one year taught courses and are often heavily vocational. There are different levels of conversion courses: certificate, diploma and master’s.

A law conversion course (or a Graduate Diploma in Law [GDL]) offers people who didn’t study law at undergraduate level to get a foot in the door of their chosen career in law. Equally, you can do conversion courses in other subjects, including psychology, social work, business and I.T.

If you’ve come to the end of a three-year undergraduate degree course and suddenly realised medicine is your calling then there is a Graduate Entry Medicine course, which takes four years to complete; this is a fast track for people who have not studied medicine as their first degree.

And of course, let’s not forget the PGCE (Postgraduate Certificate of Education) — a hugely popular conversion course for graduates who want to teach.

**Professional qualifications**

There are also several professional qualifications offered by professional institutions, which are essential entry qualifications for various careers. For example, if you want to be a solicitor, you will have to take the Legal Practice Course (LPC).

These qualifications offer practical training and are mainly focused on providing entry into a profession, or allowing you to develop your career further once you’ve already made it halfway up the career ladder.

So, whether you want to make yourself stand out from the crowd when applying for jobs, pursue a career in academia, train for a career or simply continue to study a subject you love, make sure you pick the right postgraduate course for you. Good luck!

**Задание 2**. Найдите в тексте эквиваленты следующих слов и выражений:

|  |  |
| --- | --- |
| специальность, сфера обучения |  |
| докторская диссертация |  |
| выделяться |  |
| развивать |  |
| предмет |  |
| проходить обучение по программе |  |
| публикация |  |
| заканчивать |  |
| докторантура |  |
| делать карьеру |  |
| необходимый |  |
| степень бакалавра |  |
| степень магистра |  |
| карьерная лестница |  |
| обеспечивать |  |

**Задание 3**. Переведите на русский язык следующие слова и выражения:

|  |  |
| --- | --- |
| postgraduate diploma |  |
| Master of Arts (MA) |  |
| conversion courses |  |
| undergraduate degree |  |
| Master of Science (MSc) |  |
| postgraduate education |  |
| Master of Research |  |
| taught courses |  |
| professional qualification |  |
| Master of Business Administration (MBA) |  |
| solicitor |  |
| MPhil |  |
| academic qualification |  |
| vocational qualification |  |
| PhD |  |
| research degree |  |
| Master of Engineering (MEng) |  |
| law |  |
| completion |  |
| subject area |  |

**Задание 4**. Ответьте на вопросы к тексту:

1. What is a Master of Research degree focused around?
2. How many students are currently enrolled on postgraduate programmes in the UK?
3. What levels of conversion courses are there?
4. How long does a Graduate Entry Medicine course take to complete?
5. What are the main types of doctorates?
6. How long did it take to complete a master’s degree or doctorate in medieval universities?
7. How many types of taught courses are there?
8. What course will you have to take if you want to be a solicitor?
9. How long does a postgraduate certificate normally take? How long does completing a diploma take?
10. What subjects can you do conversion courses in?
11. How are research degrees often referred to?
12. Can you study for a postgraduate degree before or after you have finished a bachelor’s degree?
13. What is a Postgraduate Certificate of Education?
14. How many main types of postgraduate degrees are there?
15. What is a Graduate Diploma in Law?
16. Are all postgraduate courses studied at university? If not, where else?
17. How long does it take to complete a doctorate?
18. What does a taught master’s degree mostly involve?
19. What is an MPhil?
20. What is the main component of a PhD?
21. What option do postgraduate conversion courses give students?

**Контрольные вопросы по теме:**

1. Which university do you go to?
2. What do you study?
3. How many years do you have to study?
4. Do you work and study at the same time?
5. Do you enjoy studying?
6. What teacher impressed you the most?
7. What subjects are you good at?
8. What subjects are you bad at?
9. What are the most difficult subjects at your university?
10. How did you choose the university?
11. Is it harder to study in university than in high school?
12. How does university compare to high school?
13. What are you going to do after you graduate from the university?

**ТЕСТ 1.**

***На основе текста контрольной №2 ответьте на вопросы теста:***

Сравните высшее образование в США и Великобритании:

Впишите в ячейку верный ответ USA или UK

|  |  |  |
| --- | --- | --- |
| **PERIOD OF STUDY** | | |
|  | BA: 4 years MA: 2 years PhD: 3-5 years or longer | BA: 3 years MA: 1 year PhD: 3 years |
| **верный ответ** |  |  |
| **UNIVERSITY ORGANIZATION** | | |
|  | The colleges are governed by the university but each college has quite a lot of autonomy the others, as well as from the university itself. | Universities are often divided into schools by subject. Schools do not typically have a lot of autonomy from the university. A university = a college = a school |
| **верный ответ** |  |  |
| **GRADES** | | |
|  | Based on overall performance on all assignments. The GPA system: constant assessment such as quizzes, daily homework, presentations, classroom participation etc. | Based mostly on the final exam |
| **верный ответ** |  |  |
| **AN ACADEMIC YEAR IS DIVIDED** | | |
|  | An academic year is usually divided into three periods called terms (Autumn term, Spring term, Summer term) | An academic year is usually divided into two periods called semesters (First semester, Second semester) |
| **верный ответ** |  |  |
| **STUDENTS ARE NAMED** | | |
|  | A freshman  A sophomore  A junior  A senior | A first year student  A second year student  A third year student  A fourth year student |
| **верный ответ** |  |  |
| **TUITION FEES** | | |
|  | According to a law passed in 2012, universities may charge up to £9000 (approximately $14,300) per year (for the country or the EU citizens, the fees for international students are significantly higher). The government sets the limits for tuition fees, and each individual school sets its own fee up to that limit. | It is differentiated between in-state tuition fees and out-of-state tuition fees, as well as between private and public universities. The average tuition fee for public two-year institutions - $3000 per year, for private four-year institutions - $29,000 per year. Some private four-year institutions can cost up to $50,000 per year. The government has very little control. |
| **верный ответ** |  |  |
| **TOP UNIVERSITIES** | | |
|  | Harvard University  Yale University  Stanford University | University of Cambridge  University of Oxford  Durham University |
| **верный ответ** |  |  |

**ТЕСТ 2.**

Являются ли данные утверждения верными или неверными. Впишите в ячейку верный ответ Тrue /False

|  |  |
| --- | --- |
|  | **Тrue /False** |
| 1. An American sophomore is a first year student in Britain. |  |
| 1. In the UK an academic year is usually divided into 3 semesters. |  |
| 1. In the US your grade will be based on your performance on the variety of assignments. |  |
| 1. Many universities in the US are made up of independent colleges. |  |
| 1. Yale is one of the top Universities in the UK. |  |
| 1. Neither in the USA nor in the UK does the government have any control over tuition fees. |  |
| 1. It takes more time to finish your Master’s Degree in the UK than in the USA. |  |

**ТЕСТ 3**

*Прочитайте текст:* **How Studying or Working Abroad Makes You Smarter**

Research shows that experience in other countries makes us more flexible, creative, and complex thinkers.

How does studying or working abroad change you? You return with a photo album full of memories and a suitcase full of souvenirs, sure. But you may also come back from your time in another country with an ability to think more complexly and creatively—and you may be professionally more successful as a result.

These are the conclusions of a growing body of research on the effects of study and work abroad experiences. For example: A study led by William Maddux, an associate professor of organizational behavior at INSEAD, found that among students enrolled in an international MBA program, their “multicultural engagement”—the extent to which they adapted to and learned about new cultures—predicted how “integratively complex” their thinking became.

That is, students who adopted an open and adaptive attitude toward foreign cultures became more able to make connections among disparate ideas. The students’ multicultural engagement also predicted the number of job offers they received after the program ended.

More generally, writes Maddux, “People who have international experience or identify with more than one nationality are better problem solvers and display more creativity, our research suggests. What’s more, we found that people with this international experience are more likely to create new businesses and products and to be promoted.”

Angela Leung, an associate professor of psychology at Singapore Management University, is another researcher who has investigated the psychological effects of living abroad. She reports that people with more experiences of different cultures are better able to generate creative ideas and make unexpected links among concepts.

Like Maddux, Leung found that the advantages of living abroad accrue to those who are willing to adapt themselves to the ways of their host country: “The serendipitous creative benefits resulting from multicultural experiences,” she writes, “may depend on the extent to which individuals open themselves to foreign cultures.” This openness, she adds, includes a tolerance for ambiguity and open-endedness, a lack of closure and firm answers.

Could it be that people who choose to study or work in other countries are already more inclined to be complex and creative thinkers? David Therriault, associate professor of educational psychology at the University of Florida, anticipated this possibility. He and his coauthors administered creative thinking tasks to three groups of undergraduates: students who had studied abroad, students who were planning to study abroad, and students who had not and did not plan to study abroad. The students who had actually studied abroad outperformed the two other groups in creative thinking.

Studying or working in another country can make us better thinkers—more flexible, creative, and complex—if we’re willing to adapt and learn from other cultures. As the title of an article by William Maddux advises: “When in Rome . . . Learn Why the Romans Do What They Do.”

*Source: TIME Online Magazine*

***Выполните задание по тексту :***Являются ли данные утверждения верными (Тrue) или неверными (False):

1. The author suggests that the number of studies exploring the benefits of living abroad is increasing.
2. According to the text, people who have lived abroad or been in contact with other cultures are more likely to link unrelated ideas.
3. Both authors William Maddux and Angela Leung carried out the study together.
4. The study shows that the more willing the students are to adapt to the traditions of the host country, the more beneficial the experience will be.
5. The conclusions of a study carried out by the University of Florida reveled that those students who had studied abroad had the most creative minds.

***2.3. КЕЙСЫ, СИТУАЦИОННЫЕ ЗАДАЧИ, ПРАКТИЧЕСКИЕ ЗАДАНИЯ***

***Раздел 2. Молодой ученый в современном обществе***

***Практическое задание № 1.*** Подготовить на иностранном языке академическое резюме (CV) для поступления в данный университет.

В качестве образца CV студент может использовать следующий шаблон.

***CURRICULUM VITAE (CV)***

*1. Personal Details*

*Ann Jackson*

*52 Hanover Street*

*Edinburgh EH2 5LM*

*Scotland*

*Phone — 01957487004*

*E-mail: ann.jackson@mid.net*

*2. Education*

*1991-1998 Broadfield School, Brighton.*

*A levels in German (A), English (B), History (B) and Geography (C).*

*1998-2001 University of London.*

*BA (Honours) in Journalism and Media Studies (Class II).*

*2001-2008 London Chamber of Commerce and In­dustry. Diploma in Public Relations.*

*3. Professional Experience*

*2008 - present Public Relations Officer, Scottish Na­ture Trust.*

*Responsible for researching and writ­ing articles on all aspects of the Trust's activities and ensuring their distribu­tion to the press.*

*Editor of the Trust's monthly journal. In charge of relations with European environmental agencies.*

*2009-2012- Press Officer, Highlands Tourist Board.*

***Практическое задание № 2***. Подготовить на иностранном языке сопроводительное письмо с мотивировкой своего желания поступления именно в этот университет.

В качестве образца сопроводительного письма (**Letter of application**) студент может использовать следующий шаблон.

**Letter of application**

***Кому/куда***

*52 Hanover Street*

*Edinburgh*

*EH2 5LM*

*UK*

***От кого***

*Emily Stark*

*Futura Gmbh*

*Blumenstrasse 120*

*8000 Munich 22*

*8th January 2019*

*Dear Ms Stark:*

*I'm writing to apply for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*It has always been my intention to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*As you notice on my enclosed CV it suits both my personal and professional interests.*

*I would be pleased to discuss my curriculum vitae with more detail at an interview. In the meantime, please, do not hesitate to contact me if you require further information. I look forward to hearing from you.*

*Yours sincerely.*

*Ann Jackson*

***Практическое задание № 3.*** Подготовить на иностранном языке тезисы научной статьи на международную конференцию или в международный сборник по предлагаемому образцу:

*I. Title (полное название статьи);  
II. Author(s) (имена авторов статьи);  
III. Data on author(s) (адреса авторов);  
IV. Abstract (10-12 строчек:аннотация, т.е.квинтэссенция содержания статьи с упором на новые данные, основную гипотезу и основные выводы);  
V. Running title (укороченный вариант названия статьи);  
VI. Key words (несколько ключевых слов, которые могут быть использованы для составления индекса цитирования);  
VII. Content (содержание статьи, включающее дополнительную рубрикацию, если таковая имеется);  
7.1. Introduction (введение);  
7.2. Research & Results (описание и результаты исследование);*

*7.3. Discussion (обсуждение);  
7.4. Summary & Conclusions (выводы и заключение);  
7.5. Acknowledgements (благодарности; упоминаются имена и организации, в которых они работают тех, кто помогал в процессе работы и написания статьи, а также названия фондов, номера и названия грантов и стипендий, благодаря которым было выполнено и опубликовано данное исследование);  
7.6. References (ссылки на использованную литературу);  
7.7. Figures, Plates and Legends (качественные иллюстрации – пронумерованные рисунки, фотографии, графики, таблицы и пояснения к ним, включающие увеличения, расшифровки аббревиированных терминов, дополнительные символы).*

***Практическое задание № 4.*** Подготовить на иностранном языке сопроводительное письмо к тезисам на международную конференцию или в международный сборник. Сопроводительное письмо **(*a cover letter*)** к статье высылается ***вместе со статьей*** и содержит информацию об авторе и о его намерениях опубликовать рукопись. Подготовить по предлагаемому образцу:

**Cover Letter**

*Department of Theory and Methods of Physical Education*

*Moscow State Academy of Physical Education*

*Malakhovka, Moscow Region*

*19 July 2019*

*Ph. +7\_\_\_\_\_\_\_\_*

*E-mail :*

*Editor-in- Chief, Doctor  
Name of Journal* *European College of Sport Sciences  
Street , Address  
City, State zipcode*

*Dear Mr Jones, или Dear Editors,  
Enclosed please find a 2000-word paper entitled* ***название вашей статьи на английском языке*** *. I hope you could kindly consider it for the* ***“Sport Training”*** *department of* *“Collection of Scientific Papers of European College of Sport Sciences” Magazine.*

*Dear Ms Brown,  
I enclose for your consideration a 1000-word article entitled* ***название вашей статьи на английском языке*** *which I hope might fit the “Sport Training” slot of* *“Collection of Scientific Papers of European College of Sport Sciences” Magazine.*

*Dear Ms Strong, I am sending a manuscript entitled* ***название вашей статьи на английском языке***  *which I should like to submit for possible publication in the journal “Collection of Scientific Papers of European College of Sport Sciences”*

***Раздел 3. Научное исследование. Научная продукция***

***Практическое задание № 1.*** Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)

**Academic Conference**

An academic conference or symposium is a [conference](http://en.wiktionary.org/wiki/conference" \o "wikt:conference) for [researchers](http://en.wikipedia.org/wiki/Researcher" \o "Researcher) (not always [academics](http://en.wikipedia.org/wiki/Academic" \o "Academic)) to present and [discuss](http://en.wikipedia.org/wiki/Discuss" \o "Discuss) their work. Together with [academic](http://en.wikipedia.org/wiki/Academic_journal" \o "Academic journal) or [scientific journals](http://en.wikipedia.org/wiki/Scientific_journal" \o "Scientific journal), conferences provide an important channel for exchange of information between researchers.

Conferences are usually composed of various [presentations](http://en.wikipedia.org/wiki/Presentation). They tend to be short and concise, with a time span of about 10 to 30 minutes; [presentations](http://en.wikipedia.org/wiki/Presentation) are usually followed by a [discussion](http://en.wikipedia.org/wiki/Discussion). The work may be presented in written form as [academic papers](http://en.wikipedia.org/wiki/Academic_paper) and [published](http://en.wikipedia.org/wiki/Publish) as the conference [proceedings](http://en.wikipedia.org/wiki/Proceedings). Usually a conference will include [keynote speakers](http://en.wikipedia.org/wiki/Keynote_speaker" \o "Keynote speaker) (often, scholars of some standing, but sometimes individuals from outside academia). The keynote lecture is often longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a [panel](http://en.wikipedia.org/wiki/Convention_panel" \o "Convention panel). In addition to presentations, conferences also feature panel discussions, [round tables](http://en.wikipedia.org/wiki/Round_table_(discussion)" \o "Round table (discussion)) on various issues and workshops.

Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. Some disciplines require presenters to submit a paper of about 6–15 pages, which is carefully studied by members of the [program committee](http://en.wikipedia.org/w/index.php?title=Program_committee&action=edit&redlink=1) or referees chosen by them.

In some disciplines, such as English and other languages, it is common for presenters to read from a prepared script. In other disciplines such as the sciences, presenters usually base their talk around a visual presentation that displays key figures and research results.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

At some conferences, social or entertainment activities such as tours and receptions can be part of the program. Business meetings for [learned societies](http://en.wikipedia.org/wiki/Learned_society" \o "Learned society) or [interest groups](http://en.wikipedia.org/wiki/Interest_group" \o "Interest group) can also be part of the conference activities.

The larger the conference, the more likely it is that [academic publishing houses](http://en.wikipedia.org/wiki/Academic_publishing" \o "Academic publishing) may set up displays. Large conferences also may have a career and job search and interview activities.

Academic conferences fall into three categories:

the themed conference, small conferences organized around a particular topic;

the general conference, a conference with a wider focus, with sessions on a wide variety of topics. These conferences are often organized by regional, national, or international [learned societies](http://en.wikipedia.org/wiki/Learned_society), and held annually or on some other regular basis.

the professional conference, large conferences not limited to academics but with academically related issues.

Increasing numbers of [amplified conferences](http://en.wikipedia.org/wiki/Amplified_conference) are being provided which exploit the potential of WiFi networks and mobile devices in order to enable remote participants to contribute to discussions and listen to ideas.

***Практическое задание № 2.*** Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)

**A Scientist**

The social roles of "scientists", and their predecessors before the emergence of modern scientific disciplines, have evolved considerably over time. Scientists of different eras (and before them, natural philosophers, mathematicians, natural historians, natural theologians, engineers, and other who contributed to the development of science) have had widely different places in society, and the [social norms](http://en.wikipedia.org/wiki/Social_norms" \o "Social norms), [ethical values](http://en.wikipedia.org/wiki/Ethical_values" \o "Ethical values), and [epistemic virtues](http://en.wikipedia.org/wiki/Epistemic_virtues" \o "Epistemic virtues) associated with scientists—and expected of them—have changed over time as well. Accordingly, many different historical figures can be identified as early scientists, depending on which elements of modern science are taken to be essential. Some historians point to the 17th century as the period when science in a recognizably modern form developed (what is popularly called the [Scientific Revolution](http://en.wikipedia.org/wiki/Scientific_Revolution" \o "Scientific Revolution)), and hence is when the first people who can be considered scientists are to be found. If the category of "scientist" is limited to those who do scientific research as a profession, then the social role of scientist essentially emerged in the 19th century as part of the professionalization of science.

In the late 20th century, [Louis Pasteur](http://en.wikipedia.org/wiki/Louis_Pasteur), an [organic chemist](http://en.wikipedia.org/wiki/Organic_chemistry), discovered that [microorganisms](http://en.wikipedia.org/wiki/Microorganism) can cause [disease](http://en.wikipedia.org/wiki/Disease). A few years earlier, [Oliver Wendell Holmes, Sr.](http://en.wikipedia.org/wiki/Oliver_Wendell_Holmes,_Sr.), the [American](http://en.wikipedia.org/wiki/United_States) [physician](http://en.wikipedia.org/wiki/Physician), poet and [essayist](http://en.wikipedia.org/wiki/Essayist), noted that [sepsis](http://en.wikipedia.org/wiki/Sepsis" \o "Sepsis)in women following [childbirth](http://en.wikipedia.org/wiki/Childbirth) was spread by the hands of doctors and [nurses](http://en.wikipedia.org/wiki/Nurse), four years before [Semmelweis](http://en.wikipedia.org/wiki/Ignaz_Semmelweis" \o "Ignaz Semmelweis) in [Europe](http://en.wikipedia.org/wiki/Europe). There are many compelling stories in [medicine](http://en.wikipedia.org/wiki/Medicine" \o "Medicine) and [biology](http://en.wikipedia.org/wiki/Biology" \o "Biology), such as the development of ideas about the circulation of [blood](http://en.wikipedia.org/wiki/Blood" \o "Blood) from [Galen](http://en.wikipedia.org/wiki/Galen" \o "Galen) to [Harvey](http://en.wikipedia.org/wiki/William_Harvey" \o "William Harvey). The flowering of [genetics](http://en.wikipedia.org/wiki/Genetics" \o "Genetics) and [molecular biology](http://en.wikipedia.org/wiki/Molecular_biology" \o "Molecular biology) in the 20th century is replete with famous names. [Ramón y Cajal](http://en.wikipedia.org/wiki/Santiago_Ram%C3%B3n_y_Cajal" \o "Santiago Ramón y Cajal) won the [Nobel Prize](http://en.wikipedia.org/wiki/Nobel_Prize" \o "Nobel Prize) in 1906 for his remarkable observations in [neuroanatomy](http://en.wikipedia.org/wiki/Neuroscience" \o "Neuroscience).

Some see a [dichotomy](http://en.wikipedia.org/wiki/Dichotomy" \o "Dichotomy) between experimental sciences and purely "[observational](http://en.wikipedia.org/wiki/Observation" \o "Observation)" sciences such as [astronomy](http://en.wikipedia.org/wiki/Astronomy" \o "Astronomy), [meteorology](http://en.wikipedia.org/wiki/Meteorology" \o "Meteorology), [oceanography](http://en.wikipedia.org/wiki/Oceanography" \o "Oceanography) and [seismology](http://en.wikipedia.org/wiki/Seismology" \o "Seismology). But [astronomers](http://en.wikipedia.org/wiki/Astronomer" \o "Astronomer) have done basic research in [optics](http://en.wikipedia.org/wiki/Optics" \o "Optics), developed [charge-coupled devices](http://en.wikipedia.org/wiki/Charge-coupled_device" \o "Charge-coupled device), and in recent decades have sent [space probes](http://en.wikipedia.org/wiki/Space_probes" \o "Space probes) to study other [planets](http://en.wikipedia.org/wiki/Planet" \o "Planet) in addition to using the [Hubble Telescope](http://en.wikipedia.org/wiki/Hubble_Space_Telescope" \o "Hubble Space Telescope) to probe the [origins](http://en.wikipedia.org/wiki/Cosmogony" \o "Cosmogony) of the [Universe](http://en.wikipedia.org/wiki/Universe" \o "Universe) some 14 billion years ago. [Microwave spectroscopy](http://en.wikipedia.org/wiki/Rotational_spectroscopy" \o "Rotational spectroscopy) has now identified dozens of [organic molecules](http://en.wikipedia.org/wiki/Organic_compound" \o "Organic compound) in [interstellar space](http://en.wikipedia.org/wiki/Interstellar_medium" \o "Interstellar medium), requiring [laboratory](http://en.wikipedia.org/wiki/Laboratory" \o "Laboratory) experimentation and [computer simulation](http://en.wikipedia.org/wiki/Computer_simulation" \o "Computer simulation) to confirm the observational [data](http://en.wikipedia.org/wiki/Data" \o "Data) and starting a new branch of chemistry. [Computer modeling](http://en.wikipedia.org/wiki/Computer_simulation" \o "Computer simulation) and [numerical](http://en.wikipedia.org/wiki/Number" \o "Number) methods are techniques required of students in every field of quantitative science.

Those considering science as a [career](http://en.wikipedia.org/wiki/Career" \o "Career) often look to the frontiers. These include [cosmology](http://en.wikipedia.org/wiki/Physical_cosmology" \o "Physical cosmology) and [biology](http://en.wikipedia.org/wiki/Biology" \o "Biology), especially [molecular biology](http://en.wikipedia.org/wiki/Molecular_biology" \o "Molecular biology) and the [human genome](http://en.wikipedia.org/wiki/Human_genome" \o "Human genome) project. Other areas of active research include the exploration of[matter](http://en.wikipedia.org/wiki/Matter" \o "Matter) at the scale of [elementary particles](http://en.wikipedia.org/wiki/Elementary_particle" \o "Elementary particle) as described by [high-energy physics](http://en.wikipedia.org/wiki/Particle_physics" \o "Particle physics), and [nanotechnology](http://en.wikipedia.org/wiki/Nanotechnology" \o "Nanotechnology), which hopes to develop [electronics](http://en.wikipedia.org/wiki/Electronics" \o "Electronics) including microscopic [computers](http://en.wikipedia.org/wiki/Computer" \o "Computer), and perhaps [artificial intelligence](http://en.wikipedia.org/wiki/Artificial_intelligence" \o "Artificial intelligence). Although there have been remarkable discoveries with regard to [brain](http://en.wikipedia.org/wiki/Human_brain" \o "Human brain) function and [neurotransmitters](http://en.wikipedia.org/wiki/Neurotransmitter" \o "Neurotransmitter), the nature of the [mind](http://en.wikipedia.org/wiki/Mind" \o "Mind) and [human](http://en.wikipedia.org/wiki/Human" \o "Human) [thought](http://en.wikipedia.org/wiki/Thought" \o "Thought) still remains unknown.

***Практическое задание № 3. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Academic conference. Abstract.**

**Abstract management** is the process of accepting and preparing [abstracts](http://en.wikipedia.org/wiki/Abstract_(summary)) (аннотация, реферат, резюме) for presentation at an [academic conference](http://en.wikipedia.org/wiki/Academic_conference). The process consists of either invited or proffered submissions of the abstract or summary of work. The abstract typically states the hypothesis, tools used in research or investigation, data collected, and a summary or interpretation of the data.

The abstracts usually undergo [peer review](http://en.wikipedia.org/wiki/Peer_review) after which they are accepted or rejected by the conference chair or [committee](http://en.wikipedia.org/wiki/Committee) and then allocated to conference sessions. The abstracts may be presented as an oral talk or as an illustrated [poster](http://en.wikipedia.org/wiki/Poster_session) during the event. Abstracts are often published before or after the event as [conference proceedings](http://en.wikipedia.org/wiki/Proceedings) (труды, записки) or in [academic journals](http://en.wikipedia.org/wiki/Academic_journal) or online. In some cases submission of a full paper may be required before final acceptance is given.[[1]](http://en.wikipedia.org/wiki/Abstract_management#cite_note-1#cite_note-1) In some fields (e.g., computer science), most mainstream conferences and workshops ask for the submission of full papers (rather than just abstracts) and academic program committees peer review the full paper to a standard comparable to journal publication before accepting a paper for presentation at the conference and publishing it in an edited proceedings series.

The abstract management process is closely tied to the need to provide continuing education to professionals, especially [Continuing Medical Education](http://en.wikipedia.org/wiki/Continuing_medical_education) or CME. Many annual meetings hosted by specialty societies provide educational credit hours so that attendees may keep current in the field and maintain their professional certifications.

**Abstract management software**

Historically, abstract management was a time-consuming manual process requiring the handling of large amounts of paper and created a considerable administrative workload. An increasing number of organizations now use web-based abstract management software to streamline and automate the process. The work is sometimes outsourced to dedicated conference departments at major publishers and professional conference organisers.

Software functionality is based around typical conference workflows. These vary in detail, but in broad terms they must include a submission phase (usually abstract submission but sometimes full papers), reviewing, decision making by the programme committee, building of the conference programme and publishing of the programme and the abstracts or papers (online, in print or on a CD-ROM or other digital medium).

Abstract submission involves the authors in preparing their abstracts and sending them to the conference organisers through an online form, and is a relatively straightforward process. The abstracts are either uploaded as documents (typically [Microsoft Word](http://en.wikipedia.org/wiki/Microsoft_Word), [PDF](http://en.wikipedia.org/wiki/PDF) or [LaTeX](http://en.wikipedia.org/wiki/LaTeX)) or, where graphics and tables are not required, they may simply be entered into the form as plain text. The software will send out an email acknowledgement. Following the committee’s decisions on which abstracts are to be accepted for the conference the submission software may also be used to collect full papers and PowerPoint presentations.

Online [reviewing](http://en.wikipedia.org/wiki/Peer_review" \o "Peer review) may be more complex as the process is frequently “blinded” or anonymised. Reviewers will have particular interests or specialisations which should be taken into account when assigning abstracts to them, and they may have conflicts of interest. Reviews must be independent, i.e. reviewers should not be able to see other reviews before they have submitted their own. Abstract management software must provide for these options.

The programme committee will require extensive reporting and access to the abstracts and reviews. Software will usually support ranking of reviews and setting an acceptance threshold. Some software products provide further functionality for the conference organisers. This often includes an email facility to report reviewers' comments and committee decisions to authors, programme building tools and online publishing.

Delegate registration is usually provided separately from abstract management.

***Практическое задание № 4. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Scientific journal**

In [academic publishing](http://en.wikipedia.org/wiki/Academic_publishing" \o "Academic publishing), a **scientific journal** is a [periodical publication](http://en.wikipedia.org/wiki/Periodical_publication" \o "Periodical publication) intended to further the progress of [science](http://en.wikipedia.org/wiki/Science" \o "Science), usually by reporting new [research](http://en.wikipedia.org/wiki/Research" \o "Research). There are thousands of scientific journals in publication, and many more have been published at various points in the past. Most journals are highly specialized, although some of the oldest journals such as *[Nature](http://en.wikipedia.org/wiki/Nature_(journal)" \o "Nature (journal))* publish articles and [scientific papers](http://en.wikipedia.org/wiki/Scientific_paper" \o "Scientific paper) across a wide range of scientific fields. Scientific journals contain articles that have been [peer reviewed](http://en.wikipedia.org/wiki/Peer_review" \o "Peer review), in an attempt to ensure that articles meet the journal's standards of quality, and scientific [validity](http://en.wikipedia.org/wiki/Validity" \o "Validity). Although scientific journals are superficially (внешне) similar to [professional](http://en.wikipedia.org/wiki/Professional" \o "Professional) [magazines](http://en.wikipedia.org/wiki/Magazine" \o "Magazine), they are actually quite different. Issues of a scientific journal are rarely read casually, as one would read a magazine. The publication of the results of research is an essential part of the [scientific method](http://en.wikipedia.org/wiki/Scientific_method" \o "Scientific method). If they are describing experiments or calculations, they must supply enough details that an independent researcher could repeat the experiment or calculation to verify the results. Each such journal article becomes part of the permanent scientific record.

Articles in scientific journals can be used in research and higher education. Some classes are partially devoted to the explication of classic articles, and [seminar](http://en.wikipedia.org/wiki/Seminar) classes can consist of the presentation by each student of a classic or current paper. In a scientific research group or [academic department](http://en.wikipedia.org/wiki/Academic_department) it is usual for the content of current scientific journals to be discussed in [journal clubs](http://en.wikipedia.org/wiki/Journal_club).

The standards that a journal uses to determine publication can vary widely. Some journals, such as [*Nature*](http://en.wikipedia.org/wiki/Nature_(journal)), [*Science*](http://en.wikipedia.org/wiki/Science_(journal)), [*PNAS*](http://en.wikipedia.org/wiki/PNAS), and [*Physical Review Letters*](http://en.wikipedia.org/wiki/Physical_Review_Letters), have a reputation of publishing articles that mark a fundamental breakthrough in their respective fields. In many fields, an informal hierarchy of scientific journals exists; the most prestigious journal in a field tends to be the most selective in terms of the articles it will select for publication, and will also have the highest [impact factor](http://en.wikipedia.org/wiki/Impact_factor). It is also common for journals to have a regional focus, specializing in publishing papers from a particular country or other geographic region, like *[African Invertebrates](http://en.wikipedia.org/wiki/African_Invertebrates" \o "African Invertebrates)*.

Articles tend to be highly technical, representing the latest theoretical research and experimental results in the field of science covered by the journal. They are often incomprehensible to anyone except for researchers in the field and advanced students. In some subjects this is inevitable given the nature of the content. Usually, rigorous rules of [scientific writing](http://en.wikipedia.org/wiki/Scientific_writing) are enforced by the editors; however, these rules may vary from journal to journal, especially between journals from different publishers.

***Практическое задание № 5. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Academic Conference. Types of articles**

Cover of the first volume of the *[Philosophical Transactions of the Royal Society](http://en.wikipedia.org/wiki/Philosophical_Transactions_of_the_Royal_Society" \o "Philosophical Transactions of the Royal Society)*, the first journal in the world exclusively devoted to science

There are several types of [journal articles](http://en.wikipedia.org/wiki/Scientific_paper" \o "Scientific paper); the exact terminology and definitions vary by field and specific journal, but often include:

**Letters** (also called *communications*, and not to be confused with *letters to the editor*) are short descriptions of important current research findings that are usually fast-tracked for immediate publication because they are considered urgent.

**Research notes** are short descriptions of current research findings that are considered less urgent or important than *Letters*.

**Articles** are usually between five and twenty pages and are complete descriptions of current original research findings, but there are considerable variations between scientific fields and journals – 80-page articles are not rare in [mathematics](http://en.wikipedia.org/wiki/Mathematics" \o "Mathematics) or [theoretical computer science](http://en.wikipedia.org/wiki/Theoretical_computer_science" \o "Theoretical computer science).

**Supplemental articles** contain a large volume of tabular [data](http://en.wikipedia.org/wiki/Data" \o "Data) that is the result of current research and may be dozens or hundreds of pages with mostly numerical data. Some journals now only publish this data electronically on the internet.

[**Review articles**](http://en.wikipedia.org/wiki/Review_article) do not cover original research but rather accumulate the results of many different *articles* on a particular topic into a coherent narrative about the state of the art in that field. Review articles provide information about the topic and also provide journal references to the original research. Reviews may be entirely narrative, or may provide quantitative summary estimates resulting from the application of [meta-analytical methods](http://en.wikipedia.org/wiki/Meta-analysis).

The formats of journal articles vary, but many follow the general [IMRAD](http://en.wikipedia.org/wiki/IMRAD" \o "IMRAD) scheme recommended by the *International Committee of Medical Journal Editors* (**[ICMJE](http://www.icmje.org/)**). Such articles begin with an *[abstract](http://en.wikipedia.org/wiki/Abstract_(summary)" \o "Abstract (summary))*, which is a one-to-four-paragraph summary of the paper. The *introduction* describes the background for the research including a discussion of similar research. The *materials and methods* or *experimental* section provides specific details of how the research was conducted. The *results and discussion* section describes the outcome and implications of the research, and the *conclusion* section places the research in context and describes avenues for further exploration.

In addition to the above, some scientific journals such as *Science* will include a news section where scientific developments (often involving political issues) are described. These articles are often written by science journalists and not by scientists. In addition, some journals will include an editorial section and a section for letters to the editor. While these are articles published within a journal, in general they are not regarded as scientific journal articles because they have not been peer-reviewed.

***Практическое задание № 7. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Academic Conference. Electronic publishing**

Electronic publishing is a new area of information dissemination. One definition of electronic publishing is in the context of the scientific journal. It is the presentation of scholarly scientific results in only an electronic (non-paper) form. This is from its first write-up, or creation, to its publication or dissemination. The electronic scientific journal is specifically designed to be presented on the internet. It is defined as not being previously printed material adapted, or re-tooled, and then delivered electronically.

Electronical publishing will exist alongside paper publishing, because printed paper publishing is not expected to disappear in the future. Output to a screen is important for browsing and searching but is not well adapted for extensive reading. Paper copies of selected information will definitely be required. Therefore the article has to be transmitted electronically to the reader's local printer. Formats suitable both for reading on paper, and for manipulation by the reader's computer will need to be integrated. Many journals are electronically available in formats readable on screen via [web browsers](http://en.wikipedia.org/wiki/Web_browsers), as well as in portable document format [PDF](http://en.wikipedia.org/wiki/PDF), suitable for printing and storing on a local desktop or laptop computer. New tools such as [Utopia Documents](http://en.wikipedia.org/wiki/Utopia_Documents) provide a 'bridge' to the 'web-versions' in that they connect the content in PDF versions directly to the [WorldWideWeb](http://en.wikipedia.org/wiki/WorldWideWeb) via hyperlinks that are created 'on-the-fly'. The PDF version of an article is usually seen as the version of record, but the matter is subject to some debate.

Electronic counterparts of established print journals already promote and deliver rapid dissemination of peer reviewed and edited, "published" articles. Other journals, whether spin-offs of established print journals, or created as electronic only, have come into existence promoting the rapid dissemination capability, and availability, on the Internet. In tandem with this is the speeding up of peer review, copyediting, page makeup, and other steps in the process to support rapid dissemination.

Other improvements, benefits and unique values of electronically publishing the scientific journal are lower cost, and availability to more people, especially scientists from non-developed countries. Hence, research results from more developed nations are becoming more accessible to scientists from non-developed countries.

Moreover, electronic publishing of scientific journals has been accomplished without compromising the standards of the refereed, peer review process.

One form is the online equivalent of the conventional paper journal. By 2006, almost all scientific journals have, while retaining their peer-review process, established electronic versions; a number have moved entirely to electronic publication. In similar manner, most academic libraries buy the electronic version, and purchase a paper copy only for the most important or most-used titles.

There is usually a delay of several months after an article is written before it is published in a journal, making paper journals not an ideal format for announcing the latest research. Many journals now publish the final papers in their electronic version as soon as they are ready, without waiting for the assembly of a complete issue, as is necessary with paper. In many fields in which even greater speed is wanted, such as [physics](http://en.wikipedia.org/wiki/Physics), the role of the journal at disseminating the latest research has largely been replaced by [preprint](http://en.wikipedia.org/wiki/Preprint) databases such as [arXiv.org](http://en.wikipedia.org/wiki/ArXiv.org). Almost all such articles are eventually published in traditional journals, which still provide an important role in [quality control](http://en.wikipedia.org/wiki/Quality_control), archiving papers, and establishing scientific credit.

***Практическое задание № 8. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Academic Conference. Seminar**

A seminar is, generally, a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. Normally, participants must not be beginners in the field under discussion (at US and Canadian universities, seminar classes are generally reserved for upper-class students, although at UK and Australian universities seminars are often used for all years). The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also to allow them to interact with examples of the practical problems that always occur during research work. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. It is relatively informal, at least compared to the lecture system of academic instruction.

In American universities, the term seminar refers to a course of intense study relating to the student's major. Seminars typically have significantly fewer students per professor than normal courses, and are generally more specific in topic of study. Seminars can revolve around term papers, exams, presentations, and several other assignments. Seminars are almost always required for university graduation.

In some European universities, a seminar may be a large lecture course, especially when conducted by a renowned thinker (regardless of the size of the audience or the scope of student participation in discussion). Some non-English speaking countries in Europe use the word seminar (e.g., German Seminar, Slovenian seminar, Polish seminarium, etc.) to refer to a university class that includes a term paper or project, as opposed to a lecture class (i.e., German Vorlesung, Slovenian predavanje, Polish wykład, etc.). This does not correspond to English use of the term. In some academic institutions, the term "preceptorial" is used interchangeably with seminar, although this is typically utilized in the scientific fields.

**Poster session**

Poster session or poster presentation is the presentation of research information by an individual or representatives of research teams at a congress or conference with an academic or professional focus. The work is usually peer reviewed. Poster sessions are particularly prominent at scientific conferences such as medical congresses.

Typically a separate room or area of a tradeshow floor is reserved for the poster session where researchers accompany a paper poster, illustrating their research methods and outcomes. Each research project is usually presented on a conference schedule for a period ranging from 10 minutes to several hours. Very large events may feature a few thousand poster presentations over a matter of a few days.

Presentations usually consist of affixing the research poster to a portable wall with the researcher in attendance answering questions posed by passing colleagues. The poster itself varies in size according to conference guidelines from 2x3 feet to 4x8 feet in dimensions. Posters are often created using a presentation program such as PowerPoint and may be printed on a large format printer. Posters are often laminated with plastic to improve durability.

***Практическое задание № 9. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Postgraduate Education Abroad**

Post-graduate education (or graduate education in North America) involves learning and studying for degrees, professional or academic certificates, or other qualifications for which a first or Bachelor's degree generally is required, and it is normally considered to be part of higher education. In North America, this level is generally referred to as graduate school.

The organization and structure of postgraduate education varies in different countries, and also in different institutions within countries. This article sets out the basic types of course and of teaching and examination methods, with some explanation of their history.

In some programs in the traditional German system and the traditional Dutch system, there is no legal distinction between "undergraduate" and "postgraduate". In such programs, all education aims towards the Master's degree, whether introductory (Bachelor's level) or advanced (Master's level). The aim of the Bologna process is to abolish this system.

**Types of postgraduate qualification**

There are two main types of qualification studied for at the postgraduate level: academic and vocational degrees.

**Degrees**

The term degree in this context means the moving from one stage or level to another (from French degré, from Latin dē- + gradus), and first appeared in the 13th century.

**History**

Although systems of higher education go back to ancient Greece, China, the Indian subcontinent and Africa, the concept of postgraduate education depends upon the system of awarding degrees at different levels of study, and can be traced to the workings of European medieval universities. University studies took six years for a Bachelor degree and up to twelve additional years for a master's degree or doctorate. The first six years taught the faculty of the arts, which was the study of the seven liberal arts: arithmetic, geometry, astronomy, music theory, grammar, logic, and rhetoric. The main emphasis was on logic. Once a Bachelor of Artsdegree had been obtained, the student could choose one of three faculties — law, medicine, or theology — in which to pursue master's or doctor's degrees. Theology was the most prestigious area of study, and considered to be the most difficult.

The degrees of master (magister) and doctor were for some time equivalent, "the former being more in favour at Paris and the universities modeled after it, and the latter at Bologna and its derivative universities. At Oxford and Cambridge a distinction came to be drawn between the Faculties of Law, Medicine, and Theology and the Faculty of Arts in this respect, the title of Doctor being used for the former, and that of Master for the latter." Because theology was thought to be the highest of the subjects, the doctorate came to be thought of as higher than the master's.

The main significance of the higher, postgraduate degrees was that they licensed the holder to teach ("doctor" comes from the Latin "docere", meaning "teach"; "magister" is Latin for "master", and often "schoolmaster", and is also the root of "magistrate").

***Практическое задание № 10. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Postgraduate Education Abroad. The hierarchy of post-graduate degrees**

In most countries, the hierarchy of post-graduate degrees is as follows:

[**Master's degrees**](http://en.wikipedia.org/wiki/Master%27s_degree)**(Postgraduate)**

These are sometimes placed in a further hierarchy, starting with degrees such as the [Master of Arts](http://en.wikipedia.org/wiki/Master_of_Arts) and [Master of Science](http://en.wikipedia.org/wiki/Master_of_Science), then [Master of Philosophy](http://en.wikipedia.org/wiki/Master_of_Philosophy), and finally [Master of Letters](http://en.wikipedia.org/wiki/Master_of_Letters) (all formerly known in France as [DEA](http://en.wikipedia.org/wiki/DEA_(former_French_degree)) or DESS before 2005, and nowadays Masters too). However, in Scottish Universities, the [Master of Philosophy](http://en.wikipedia.org/wiki/Master_of_Philosophy) degree tends to be the research or higher Master's degree and the [Master of Letters](http://en.wikipedia.org/wiki/Master_of_Letters) the taught or lower Master's degree. In many fields such as [clinical social work](http://en.wikipedia.org/wiki/Clinical_social_work), or [library science](http://en.wikipedia.org/wiki/Library_science) in [North America](http://en.wikipedia.org/wiki/North_America), a Master's is the [terminal degree](http://en.wikipedia.org/wiki/Terminal_degree). In the UK, Master's degrees may be taught or by[research](http://en.wikipedia.org/wiki/Postgraduate_research): taught Master's include the MSc and MA degrees which last 1 year and are worth 180 [CATS](http://en.wikipedia.org/wiki/Credit_Accumulation_and_Transfer_Scheme) credits (equivalent to 90 ECTS European credits), whereas the Master's by research degrees include the MRes ([Master of Research](http://en.wikipedia.org/wiki/Master_of_Research)) which also lasts 1 year and worths 180 CATS or 90 ECTS credits (the difference compared to the MA/MSc being that the research is much more extensive), and the MPhil ([Master of Philosophy](http://en.wikipedia.org/wiki/Master_of_Philosophy)) degree which lasts 2 years . Professional degrees such as the MArch ([Master of Architecture](http://en.wikipedia.org/wiki/Master_of_Architecture" \o "Master of Architecture)) can last to three and a half years to satisfy professional requirement to be an architect.

**[Doctorates](http://en.wikipedia.org/wiki/Doctorate" \o "Doctorate) (Postgraduate)**

These are often further divided into academic and professional doctorates.

An academic doctorate can be awarded as a [PhD](http://en.wikipedia.org/wiki/PhD) (*Philosophiæ Doctor*), or as a [DSc](http://en.wikipedia.org/wiki/DSc) (*Scientiae Doctor*). The *scientiae doctor* degree can also be awarded in specific fields, such as a Dr.sc.math (*Doctor scientiarum mathematicarum*, Doctor of Mathematics), Dr.sc.agr. (*Doctor scientiarum agrariarum*, Doctor of Agricultural science), [DBA](http://en.wikipedia.org/wiki/Doctor_of_Business_Administration) (Doctorate in Business Administration) etc. In some parts of Europe, doctorates are divided into the PhD or 'junior doctorate', and the 'higher doctorates' such as the DSc, which is generally awarded to highly distinguished professors. A doctorate is the [terminal degree](http://en.wikipedia.org/wiki/Terminal_degree" \o "Terminal degree)in most fields. In the United States, there is little distinction between a PhD and DSc. In the UK, [PhD](http://en.wikipedia.org/wiki/PhD" \o "PhD) degrees are often equivalent to 540 [CATS](http://en.wikipedia.org/wiki/Credit_Accumulation_and_Transfer_Scheme" \o "Credit Accumulation and Transfer Scheme) credits or 270 [ECTS](http://en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System" \o "European Credit Transfer and Accumulation System) European credits, but this is not always the case as the credit structure of doctoral degrees is not officially defined.

In the UK and countries whose education systems were founded on the British model, such as the U.S., the master's degree was for a long time the only postgraduate degree normally awarded, while in most European countries apart from the UK, the master's degree almost disappeared. In the second half of the 19th century, however, U.S. universities began to follow the European model by awarding doctorates, and this practice spread to the UK. Conversely, most European universities now offer master's degrees parallelling or replacing their regular system, so as to offer their students better chances to compete in an international market dominated by the American model.

**Honorary degrees**

Most universities award honorary degrees, usually at the postgraduate level. These are awarded to a wide variety of people, such as artists, musicians, writers, politicians, businesspeople, etc., in recognition of their achievements in their various fields. (Recipients of such degrees do not normally use the associated titles or letters, such as "Dr".)

**Non-degree qualifications**

Postgraduate education can involve studying for qualifications such as [postgraduate certificates](http://en.wikipedia.org/wiki/Postgraduate_certificate" \o "Postgraduate certificate) and [postgraduate diplomas](http://en.wikipedia.org/wiki/Postgraduate_diploma" \o "Postgraduate diploma). They are sometimes used as steps on the route to a degree, or as part of training for a specific career, or as a qualification in an area of study too narrow to warrant a full degree course.

***Практическое задание № 11. Подготовить перевод научной статьи и глоссарий (словарь научных терминов) (не менее 50)***

**Habilitation**

**Habilitation** (lat. *habilis* "fit, proper, skillfull") is the highest [academic](http://en.wikipedia.org/wiki/Academic) qualification a scholar can achieve by his or her own pursuit in several European and Asian countries. Earned after obtaining a research doctorate, such as a [PhD](http://en.wikipedia.org/wiki/PhD" \o "PhD), habilitation requires the candidate to write a professorial [thesis](http://en.wikipedia.org/wiki/Thesis" \o "Thesis) (often known as a *Habilitationsschrift*, or Habilitation thesis) based on independent scholarship, reviewed by and defended before an academic committee in a process similar to that for the [doctoral dissertation](http://en.wikipedia.org/wiki/Doctoral_dissertation" \o "Doctoral dissertation). However, the level of scholarship has to be considerably higher than that required for a research doctoral (PhD) thesis in terms of quality and quantity, and must be accomplished independently, in contrast with a PhD dissertation typically directed or guided by a faculty supervisor.

In the [sciences](http://en.wikipedia.org/wiki/Science), publication of 10 to more than 30 research articles is required during the habilitation period of about 4 to 10 years. Sometimes (in the [humanities](http://en.wikipedia.org/wiki/Humanities)) a major book publication is required before defense takes place. Usually the teaching ability of the habilitation candidate is evaluated as well. Thus, the level of academic achievement can be compared in many aspects to a North American [tenure](http://en.wikipedia.org/wiki/Tenure) review but can take even longer. However, the outcome of the successful habilitation examination is a degree-like professorial certification rather than a tenured position. Whereas in the United States, the United Kingdom, and many other countries, the PhD is sufficient qualification for a faculty position at a university with full privileges, in other countries, only the habilitation qualifies the holder to independently supervise doctoral candidates. Such a post is known in Germany as *[Privatdozent](http://en.wikipedia.org/wiki/Privatdozent" \o "Privatdozent),* and there are similarly termed posts elsewhere. After service as a *Privatdozent,* one may be summoned to the faculty as a [professor](http://en.wikipedia.org/wiki/Professor).

Habilitation qualification exists in France (*Habilitation à diriger des recherches*, "accreditation to supervise research", abbreviated HDR), Switzerland, Germany (Priv.-Doz. and/or Dr. habil.), Austria (formerly Univ.-Doz., now Priv.-Doz.), Denmark, Bulgaria, Poland (dr hab., doktor habilitowany), Portugal (Agregação), Sweden and Finland (Docent or Doc.), the Czech Republic and Slovakia (Docent), Hungary, Latvia, (Dr. habil.), Slovenia, Armenia, Azerbaijan, Lithuania (Habil. dr.), Moldova, Kyrgyzstan, Kazakhstan, Uzbekistan, Ukraine, Belarus, and Russia ([Doktor nauk](http://en.wikipedia.org/wiki/Doktor_nauk" \o "Doktor nauk)). A similar qualification known as [Livre-docência](http://pt.wikipedia.org/wiki/Livre-doc%C3%AAncia" \o "pt:Livre-docência) still exists in some private universities at Brazil, and at a university in state of [São Paulo](http://en.wikipedia.org/wiki/S%C3%A3o_Paulo_(state)" \o "São Paulo (state)), but has disappeared in other parts of Brazil. In Spain it is called "acreditación" and it is a requirement for access to some kinds of posts in state-owned universities. Similarly, the so-called *Libera docenza* existed in Italy until 1970. The habilitation, derived from the Medieval Latin *habilitare* — "make suitable, fit" — developed in the eighteenth century.

The word *habilitation* can be used to describe the qualification or the process of earning it. It is sometimes incorrectly used to refer to the thesis written as part of that process (what is called *Habilitationsschrift* in German). A successful habilitation requires that the candidate (called *Habilitand* in German) be officially given the *venia legendi*, Latin for "permission for lecturing," or the *ius docendi*, "right of teaching" a specific academic subject at universities for a lifetime. This status is called [Privatdozent](http://en.wikipedia.org/wiki/Privatdozent" \o "Privatdozent) (for males) or *Privatdozentin* (for females), abbreviated *PD* or *Priv.-Doz.*

***Практическое задание № 12. Подготовить на иностранном языке краткий реферат собственного научного исследования по образцу***

***SCIENTIFIC RATIONALE***

*1. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*2. The title of my scientific work is \_\_\_\_\_\_\_\_\_\_*

*3. My scientific supervisor is Candidate/Doctor of Pedagogical Sciences*

*4. The relevance of scientific research is in the fact that*

*5. Working hypothesis of my scientific work is in the fact that*

*6. The object of my research is*

*7. The subject of my research is*

*8. The aim of my thesis is to*

*9. The tasks of my dissertation are:*

*- to investigate*

*- to develop*

*- to study and prove the effectiveness*

*10.The methods of my research are:*

*- analysis and generalization of scientific and methodological literature;*

*- pedagogical observation;*

*- pedagogical experiment*

*11. The organization of my research is as follows:*

*The research will be conducted from … to ….*

*The proposed location is…*

*12.Scientific novelty of my research is in*

*13.Theoretical significance of my research is in*

*14. Practical significance of my research is*

***Практическое задание № 13. Подготовить презентацию/доклад по теме собственного научного исследования в формате PowerPoint с комментарием на иностранном языке****.*

*В качестве комментария студент может использовать тот же шаблон, что и в задании № 2.*

***2.4. Критерии оценивания учебных достижений студента по дисциплине***

***2.4.1. Критерии оценки ответа на экзамене (промежуточная аттестация)***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Виды коммуникации/критерии оценивания** | | |
| **Оценка** | **Чтение** | **Устная/письменная речь/произношение/**  **грамотность** | **Перевод** |
| «5» | Магистрант понял 70-100% содержания предложенного текста, скорость чтения высокая,  без ошибок в произношении  и интонации | Речь беглая, разнообразная по составу, связная и логически последовательная;  без грамматических ошибок; речь эмоционально окрашена.  Высказывание магистранта связное и последовательное; разнообразное по составу;  Темп речи – выше среднего. | Магистрант понял и правильно перевел все основные факты |
| «4» | Магистрант понял  50-69% содержания предложенного текста с некоторыми ошибками при чтении.  Скорость чтения средняя | Средний темп речи; без грубых грамматических ошибок; наличие незначительных погрешностей в произношении и интонации. | Магистрант понял и правильно перевел большую часть основной информации |
| «3» | Магистрант понял 30-49% содержания предложенного текста, допустив грубые ошибки при чтении.  Скорость чтения невысокая | Невысокий темп речи; монотонная, однообразная по составу речь, ограниченный диапазон языковых средств; наличие существенных грамматических ошибок и ошибок в произношении. | Магистрант неверно понял некоторые факты;  Магистрант перевел текст с рядом грубых ошибок |
| «2» | Магистрант понял менее 25% содержания предложенного текста, допустив большое количество грубых ошибок при чтении.  Скорость чтения замедленная | Наличие большого количества грубых языковых и фонетических ошибок; замедленный темп речи. | Магистрант не смог перевести текст полностью |

***2.4.2. Критерии оценки текущей аттестации***

Оценка «зачтено» выставляется студенту, если 70% заданий контрольной работы выполнено корректно.

Работа оформлена правильно, выполнена и защищена в указанные сроки.

Оценка «не зачтено» выставляется студенту, если им выполнено менее 30% контрольной работы.

Работа не подана в указанные сроки.

***Критерии оценки перевода научной статьи***

**Оценка «зачтено»** выставляется студенту если ему удалось передать от 100% до 35 % информации. Студент понял основные факты, сумел выделить значимую информацию.

**Оценка «не зачтено»**

выставляется студенту если ему не удалось передать 35% и выше приведенной информации. Студент не понял основные факты, не сумел выделить значимую информацию.

***Критерии оценки словаря терминов***

**Оценка «зачтено»**

выставляется студенту если в работе:

проработан материал источников, выбраны главные термины, соответствующие теме; выбраны непонятные слова, подобраны и записаны основные определения или расшифровка понятий, критически осмыслены подобранные определения.

Работа сдана в срок.

**Оценка «не зачтено»**

выставляется студенту если работа не представлена

***Критерии оценки реферата***

Оценка **«зачтено»** выставляется студенту, если содержание реферата соответствует заявленной в названии тематике; реферат имеет чёткую композицию и структуру; в тексте реферата отсутствуют логические нарушения в представлении материала; отсутствуют орфографические, пунктуационные, грамматические, лексические, стилистические и иные ошибки в авторском тексте; реферат представляет собой самостоятельное исследование.

Оценка **«не зачтено»** выставляется студенту, если содержание реферата не соответствует заявленной в названии тематике; в тексте реферата есть многочисленные логические нарушения в представлении материала; частые орфографические, пунктуационные, грамматические, лексические, стилистические и иные ошибки в авторском тексте; не представлен анализ найденного материала.

***Критерии оценки презентации***

**Оценка «зачтено»**

выставляется студенту если в работе: Цель достигнута полностью.

Ясно изложена методология исследования, показаны цель и задачи работы.

Студент свободно излагает доклад, практически без опоры на текст, взаимодействует с аудиторией, поддерживая зрительный контакт.

Речь грамотная, логически выстроенная, разборчивая.

Язык выступления и слайдов в грамотный, лаконичный.

без коммуникативных грамматических, лексических и прочих ошибок.

В тексте слайдов нет ошибок или они несущественны.

Слайды по содержанию соответствуют выступлению.

Студент свободно поддерживает диалог, грамотно строит ответ на вопрос.

Речь грамотная, не содержит ошибок.

**Оценка «не зачтено»**

выставляется студенту если в работе:

Цель не достигнута, презентация носит фрагментарный характер.

Существенные опущения информации при описании структуры работы, выводов и значимости работы

Студент практически не отрывается от текста. Зрительного контакта нет или устанавливается кратковременно.

Студент не владеет или плохо владеет текстом доклада.

В речи присутствуют коммуникативные ошибки, которые препятствуют пониманию логики изложения. Речь неразборчивая

В тексте слайдов имеются грубые ошибки. Слайды по содержанию мало соответствуют выступлению. Оформление слайдов мешает восприятию.

Студент с трудом поддерживает диалог. Не понимает или не сразу понимает заданный вопрос. Отвечает не по существу. Делает грубые ошибки в речи.

***Критерии оценки доклада/ комментария***

**Оценка «зачтено»** выставляется, если обучающийся может свободно излагать свои мысли, не используя чтения материала;

Точно, кратко и понятно излагает материал;

Речь выразительная, яркая;

Отсутствуют фактические ошибки.

**Оценка «не зачтено»** выставляется, если обучающийся не ответил на основной вопрос;

Не может свободно излагать свои мысли, использует чтение материала;

Не может точно, кратко и понятно изложить материал;

Имеют место фактические ошибки.