Министерство спорта Российской Федерации

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Московская государственная академия физической культуры»

Кафедра лингвистических дисциплин

|  |  |
| --- | --- |
|  | УТВЕРЖДЕНОПредседатель УМК,и.о. проректора по учебной работеканд. пед. наук. А.С. Солнцева\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_«21» июня 2022 г. |

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

**Б1.О.02**

 **Направление подготовки**

**49.04.02 «Физическая культура для лиц с отклонениями в состоянии здоровья (адаптивная физическая культура)»**

ОП: **Адаптивное физическое воспитание в системе образования**

**Квалификация выпускника–магистр**

**Факультет магистерской подготовки**

**Форма обучения**

**очная/заочная**

|  |  |  |
| --- | --- | --- |
| СОГЛАСОВАНОДекан факультета магистерской подготовкиканд. фарм. наукН.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 в профессиональной деятельности» по направлению подготовки 49.04.02 «Физическая культура для лиц с отклонениями в состоянии здоровья (адаптивная физическая культура)» (уровень магистратуры) разработана в соответствии с ФГОС ВО, утвержденным приказом Министерства образования и науки Российской Федерации от 19 сентября 2017 г. № 946

**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:**

К.С.Дунаев, д.п.н., профессор \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Ссылки на используемые в разработке РПД дисциплины профессиональные стандарты (в соответствии с ФГОС ВО 49.04.02):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Код ПС** | **Профессиональный стандарт** | **Приказ** **Минтруда России** | **Аббрев. исп. в РПД** |
| **03. Социальное обслуживание**  |
| 03.007 | Специалист по реабилитационной работе в социальной сфере | Приказ Министерства трудаи социальной защитыРоссийской Федерацииот 18 июня 2020 года N 352н | **СРР** |
| **05 Физическая культура и спорт** |
| 05.002 | Тренер по адаптивной физической культуре и адаптивному спорту | Приказ Министерства трудаи социальной защитыРоссийской Федерацииот 2 апреля 2019 года N 199н | **Т АФК** |

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 ипрофессиональной деятельности;  | **03.007 СРР**B/02.7, B/03.7**05.002 Т АФК** | **УК-4**Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |
| **Умения:**использовать иностранный языккак способность ккоммуникациям в устной иписьменной формах для решения задач академической ипрофессиональнойдеятельности и представлять результаты этой деятельностина различных мероприятиях, включая международные; | **03.007 СРР**B/01.7**05.002 Т АФК**Е/02.7, Е/04.7 | **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 профессиональнойдискуссии.  | **03.007 СРР**B/02.7**05.002 Т АФК**Е/02.7, Е/04.7 | **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 в профессиональной деятельности» 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***

|  |  |  |
| --- | --- | --- |
| Вид учебной работы | Всего часов | Семестр1 |
| **Контактная работа преподавателей с обучающимися**  | **32** | **32** |
| В том числе: |  |  |
| Практические занятия  | **30** | **30** |
| Консультация | **2** | **2** |
| Контроль | **18** | **18** |
| Промежуточная аттестация(зачет, экзамен) | экз | экз |
| **Самостоятельная работа студента (Всего)** | **94** | **94** |
| **Общая трудоемкость** | **часы** | **144** | **144** |
| **зачетные единицы** | **4** | **4** |

***заочная форма***

|  |  |  |
| --- | --- | --- |
| Вид учебной работы | Всего часов | Семестр1 |
| **Контактная работа преподавателей с обучающимися**  | **20** | **20** |
| В том числе: |  |  |
| Практические занятия  | **20** | **20** |
| Консультация |  |  |
| Контроль |  |  |
| Промежуточная аттестация(зачет, экзамен) | экз | экз |
| **Самостоятельная работа студента (Всего)** | **124** | **124** |
| **Общая трудоемкость** | **часы** | **144** | **144** |
| **зачетные единицы** | **4** | **4** |

**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 профессиональнойдискуссии;навыков командной работы, межличностных коммуникаций, принятия решений, лидерских качеств | 28 | 40 |
| 2. | Молодой ученыйв 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 международнуюконференцию, 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* | 46 | 42 |
| 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*  | 50 | 62 |
|  | Консультация |  | 2 |  |
|  | Контроль |  | 18 |  |
|  | Всего часов |  | 144 | 144 |

1. **Разделы дисциплины и виды учебной работы**

***очная форма обучения***

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Наименование разделов дисциплины | Виды учебной работы | Всегочасов |
| ПЗ | СРС |
| 1. | Многоуровневая система высшего образования  | 4 | 24 | 28 |
| 2. | Молодой ученыйв современном обществе | 10 | 36 | 46 |
| 3. | Научное исследование. Научная продукция.  | 16 | 34 | 50 |
|  | Консультация | 2 |  | 2 |
|  | Контроль |  | 18 | 18 |
|  | Всего часов | 32 | 112 | 144 |

***заочная форма обучения***

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Наименование разделов дисциплины | Виды учебной работы | Всегочасов |
| ПЗ | СРС |
| 1. | Многоуровневая система высшего образования  | 4 | 36 | 40 |
| 2. | Молодой ученыйв современном обществе | 6 | 36 | 42 |
| 3. | Научное исследование. Научная продукция.  | 10 | 52 | 62 |
|  | Всего часов | 20 | 124 | 144 |

1. **Перечень основной и дополнительной литературы**, необходимый для освоения дисциплины

**6.1.Основная литература**

| **№****п/п** | **Наименование издания** | **Кол-во экземпляров** |
| --- | --- | --- |
| **библиотека** | **кафедра** |
|  | 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 | - |
|  | 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 (дата обращения: 03.02.2020). — Режим доступа: для авторизир. пользователей | 1 | - |
|  | 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 (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 (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 (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 (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 (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 (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 (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 | - |

**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 (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 (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 (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 (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 в профессиональной деятельности»*

**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 2022г.

Председатель УМК,

и. о. проректора по учебной работе

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

**Фонд оценочных средств**

по дисциплине

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДКЯТЕЛЬНОСТИ**

**Б1.О.02**

**Направление подготовки**

49.04.02 «Физическая культура для лиц с отклонениями в состоянии здоровья (адаптивная физическая культура)»

ОП: Адаптивное физическое воспитание в системе образования

**Форма обучения**

Очная/заочная

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

Малаховка, 2022 год

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

1. **Паспорт фонда оценочных средств**

|  |  |  |
| --- | --- | --- |
| **Формируемые 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:*****СРР****B/02.7**Представительство от имени организации на переговорах с учреждениями, на съездах, семинарах, общественных слушаниях и форумах**Т АФК****Е/02.7**Аналитическая обработка информации **Е/04.7**Разработка алгоритмов взаимодействия со средствами массовой информации  | **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:*****СРР****B/02.7, B/03.7**Основные принципы, типы ведения переговоров;Способы поиска информационных ресурсов **Т АФК** | **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:*****СРР****B/01.7**Проводить переговоры;собирать информацию;анализировать информацию;**Т АФК****Е/02.7**Проводить деловые переговоры и осуществлять деловую переписку**Е/04.7**Взаимодействовать с представителями СМИ; Анализировать и систематизировать информацию | **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

**MEDICAL EXAMS RECOMMENDED FOR YOUNG ATHLETES**

Preventing sudden cardiac death among young athletes has generated a strong undercurrent in the international discussion of medical examinations. The proper dimensioning of training and the prevention of injuries represent other reasons for the exams.

A small portion of young athletes are at elevated risk of sudden cardiac death during physical activity. Fortunately, sudden cardiac death is very rare: annually, it occurs in one athlete out of a hundred thousand under the age of 35. Through the screening of young athletes, attempts are being made to take note of these latent diseases in advance.

The medical examinations also have other objectives, however. The exams allow health care personnel to guide young people, parents and coaches away from training that is too demanding in view of the young person's developmental level and training background and can thus lead to stress injuries and sickness. The exams also provide an excellent opportunity to inform the athlete of anti-doping codes and of the need to avoid athletic activity while infected, for example.

In Finland medical exams and muscular balance tests have been performed on athletes to some extent for decades. No national recommendations exist, however, regarding performance of the exams.

Finnish and Swedish cardiologists and experts in sports and exercise medicine have now published a proposal for a Nordic policy on medical examinations for young athletes. According to the proposal, the exam should be voluntary and non-recurring. The proposal also states as follows:

• The examinations are especially needed in disciplines, such as endurance and ball sports, that strain the circulatory system.

• The recommendation applies to athletes who train more than ten hours weekly.

• An examination performed during the teenage years would be non-recurring.

• It should however be performed again when the subject is an adult, if elite-level athletic activity continues.

• The examination would include analysis of the background factors and cardiac problems of the athlete and his or her immediate family, a clinical examination, and an EKG while at rest.

• In connection with the exam, the athlete would receive information respecting alarming cardiac symptoms and be told not to engage in athletic activity while infected.

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

**Экзаменационный билет № 2**

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

**FITNESS AND HEALTH**

The development of densely populated cities has changed our lifestyle. Nowadays people work harder and prefer to rest more actively. Therefore, they need better health and more energy in order to carry out all activities efficiently and without fatigue. It is essential for everybody to be in good shape and to stay healthy and attractive. That is why people should save time and money on fitness clubs, saunas or swimming pools. You know that “health is the best wealth”.

Physical exercises strengthen the immune system, improve mental health and help prevent such diseases as heart and cardiovascular disease, diabetes and obesity. Exercising is also the best remedy for insomnia, depression and stress. Fortunately, many of us have already realized that sports should be part and parcel of our lives and many fitness clubs are full of people eager to improve their health and to become slimmer and stronger. It’s time to get out of bed and to exercise!

Nowadays a lot of people are fond of weight-loss diets. Many of them stop eating anything. Dieting can have many side effects such as fatigue, irritability, depression or fainting and it can even result in such eating disorders as anorexia and bulimia. Is it worth experimenting with your health? I don’t think so. Remember that you should consult a doctor or a nutrition expert who will tell you what kind of diet you should choose. Don’t let commercials fool you into buying different pills and tablets that will help you lose your weight. Take care of your health.

People who want to be healthy must eliminate alcohol and cigarettes. Fast food, lack of exercise, drinking, smoking and many other factors can do you much harm. It is time to think about your health. Eat healthy food and exercise regularly. Stick to a healthy way of life and enjoy the benefits. You will certainly like it!

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

**Экзаменационный билет № 3**

1. Прочитайте, переведите и передайте содержание на английском языке

**CAUSES OF SOCCER INJURIES**

Different kinds of injuries can occur on the soccer field, which can lead to short or long-term damage. Soccer is an excellent sport to improve speed and agility, build endurance and remain fit. However, soccer being a “contact sport”, can give rise to a number of injuries. While some of these injuries might be minor and can heal on their own, some can be severe, and in some cases, may even prove life- threatening. On the whole these injuries can be of two types: acute/traumatic and cumulative/overuse injuries.

Mostly soccer injuries are associated with ankle, knees, and hip area. The players tend to injure the lower leg, upper leg and head quite often. Some of the common injuries are :

sprains, fractures, muscle-tendon injuries, bruises, abrasions, knee injuries, meniscus tears, concussion, muscle cramps, Achilles tendonitis, Ligament tears, muscular strains.

Prevention

• Soccer injuries can be serious at times as a result of which the player may have to face long-term consequences, Hence precautions should be taken to prevent such injuries. Some of these are given below.

• Warming up before the game is important to avoid unnecessary strain.

• Warm-up increases your body's temperature and prepares your body for physical activity.

• Stretching exercises are very important for your thighs, knees, hips, and calf muscles, so that the muscles become relaxed before the game.

• Enough knowledge about basic first aid is also a must.

• Being prepared and fully equipped for emergency situations is also a necessity.

• Shin guards should be worn at all times on the field, to protect the lower legs.

These are some basic precautionary measures that should be taken to reduce the chances of getting injured on the field. Any kind of pain, in any part of the body should not be ignored, as it might lead to long-term damage. Also, in case of injury proper medical attention should be sought, so that it does not culminate into something very serious.

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

**Экзаменационный билет № 4**

1. Прочитайте, переведите и передайте содержание на английском языке

**GYMNASTICS STRENGTHENS A GIRL'S BONES**

Gymnastics strengthens a girl's bones more effectively than running does, but the most fundamental differences in bone density appear between those who exercise a lot and those who don't exercise at all. Such is the conclusion reached in Marjo Lehtonen-Veromaa's doctoral research study on exercise, nutrition and the development of bone mass among girts.

Almost 200 girls between the ages of 9 and 15 took part in the 2-year study. About a third of the group were gymnasts and a third runners, while almost a third did not go in for exercise.

The results indicated that exercise's positive impact on bone density was clearest in the femoral neck. The yearly increase in bone density was 115 % greater in the gymnasts vis-a-vis the healthy, non-exercising control subjects. The femoral neck was one fifth denser in the gymnasts than in non-exercising girls of the same size.

The impact of running on the bones was not as favourable as the impact of gymnastics. Bone density is promoted by the blows received while exercising, so that the differential may be explained in part by the foot gear worn by runners.

"In gymnastics, the bones absorb short-duration loads, but loads that are greater than in running," Ms Lehtonen-Veromaa says. "The loads' directions are more varied, too."

In the study, the early stage of puberty proved crucial to the strengthening of the bones. Increase in bone density slowed down at the end of puberty. If the benefits of exercise are preserved to a later age, the risk of breaking the hipbone is reduced substantially the study also evaluated the impacts of a cessation of exercise. In ultrasound examination of the heel following a decrease in exercise and loading, a decrease in bone density occurred in one unit of measurement while another unit of measurement remained constant. According to Ms Lehtonen-Veromaa, a year's monitoring is insufficient, and the question will require a lot more study.

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

**Экзаменационный билет № 5**

1. Прочитайте, переведите и передайте содержание на английском языке

**DIFFERENCE BETWEEN OLYMPICS AND PARALYMPICS**

The primary difference between the Olympics and Paralympics is that while most of the participants in the Olympics are able-bodies, the participants in the Paralympics are affected by some form of physical or intellectual disabilities.

The Olympics and Paralympics are two of the biggest sporting events that occur around the world. Due to this it can be often difficult telling then apart and highlighting the differences between the two.

In fact, the Paralympics originally started as a way to help soldiers that had been wounded in World War II. The games started off as a way to provide rehabilitating sport for veterans, which eventually turned into recreational sport with friendly competition before eventually developing into what the Paralympics are today.

Other than these, all the other differences are superficial, such as the Olympics are overseen by the International Olympic Committee (IOC), whereas the Paralympics is overseen by the International Paralympic Committee (IPC).

 However, both the Olympics and the Paralympics take place every four years, in two segments: The Summer Olympics and the Winter Olympics; similarly the Summer Paralympics and the Winter Paralympics. Due to a joint agreement between IOC and IPC, the Summer Paralympics take place in the same city as the Summer Olympics, immediately after the later has concluded. Similarly, the Winter Paralympics take place in the same city after the Winter Olympics.

Regardless of everything else, it should be noted that the Olympics are much older and are much more popular than the Paralympics. The first modern Olympics took place in 1896, whereas the Paralympics first officially took place in 1960. It is due to this that Olympics tend to be much better funded than the Paralympics. It is also due to this that most people know of the Olympics, but fewer have heard about the Paralympics.

The Paralympics were intended to be to disabled athletes what Olympics are for able-bodied athletes; however, there is a large funding gap between the Olympics and Paralympic athletes, which has caused the Paralympians to strive for treatment equal with non-disabled Olympic athletes. Something that is an ongoing struggle, but Paralympians have now been getting more attention than they previously were.

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

**Экзаменационный билет № 6**

1. Прочитайте, переведите и передайте содержание на английском языке

**PHYSIOLOGICAL VALUES OF EXERCISE**

**Improved circulation.** Exercise serves to promote better circulation throughout the entire body. This results in part from the fact that the heart pumps out a greater volume of blood with fewer strokes per minute. For example, the pulse or rate of heart beat for the normal individual under ordinary circumstances is between 70 and 80. For the trained athlete a pulse about 60 is not uncommon; in many cases it may be about 50 or 40. Training in the endurance type of activities usually results in a lower pulse rate than training in speed or strength type of activities. For example, in a study of track and field champions it was found that marathon runners on the average had a pulse rate of 59, long distance men of 61, middle distance runners of 63 and sprinters of 66. Activities that develop muscular strength, like weightlifting, do not have such a remark­able effect on the circulatory system as the above type of activities, and therefore should be accompanied by some form of endurance exercise such as running.

Exercise promotes improved circulation by aiding the “peripheral heart” action. This means that the movement of muscles and body organs assist in returning the blood to the heart. This is especially important in the extremities of the body. If one is forced to stand still a long time, twitching of the toes and leg muscles aids peripheral circulation and helps avoid fainting.

Improved circulation assures improvement in the heart-regulat­ing mechanism of the body. Exercise warms the body when it is cold, while on hot days mild exercise has a cooling effect on the body. Exercise not only speeds up circulation but also assures the different body muscles of their share of the blood supply. It accelerates blood to the legs and arms and increases evaporation, which cools the body.

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

**Экзаменационный билет № 7**

1. Прочитайте, переведите и передайте содержание на английском языке

**HEALTH ISSUES IN AMERICAN FOOTBALL**

Because American football is a full-contact sport, head injuries are relatively common. According to the San Francisco Spine Institute at Seton Medical Center in Daly City, California, up to 1.5 million young men participate in football annually, and there are an estimated 1.2 million football-related injuries per year. An estimated 51% of injuries occur during training sessions, while 49% occur elsewhere. Injuries are nearly 5 times more likely to happen during contact training sessions than in controlled, non-contact sessions. Older players are at the most risk for injuries, while teams with experienced coaches and more assistant coaches are less likely to experience injuries. Fifty percent of injuries occur in the lower extremities (with knee injuries alone counting for roughly 36% of all injuries) and 30% occur in the upper extremities.[1]

The most common types of injuries are strains, sprains, bruises, fractures, dislocations, and concussions. The most common injuries in football are "concussions, blunt injuries to the chest such as cardiac contusions, pulmonary contusions, broken ribs, abdominal injuries, splenic lacerations and kidney injuries." Orthopedic injuries to the knee, foot, ankle, shoulder, neck and back are also common, as are muscle strains to the hamstrings, quads, calves and the abdomen.

Concussions are particularly concerning, as repeated concussions may increase a person's risk in later life for chronic traumatic encephalopathy (CTE) and mental health issues such as dementia, Parkinson's disease, and depression. Concussions are often caused by helmet-to-helmet collisions, impact against the ground or other players' knees, and upper-body contact between opposing players. However, helmets have prevented more serious injuries such as skull fractures. Cervical spine injuries can be catastrophic, but have sharply declined since the mid-1970s due to rule changes and improved workout regimes, equipment, and coaching.

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

**Экзаменационный билет № 8**

1. Прочитайте, переведите и передайте содержание на английском языке

**REMEDIAL GYMNASTICS**

Remedial gymnastics is a medical treatment and prophylactic of diseases by means of physical culture.

An instructor in physical culture must have a clear understanding of the essence of the disease, and the effect produced by certain physical exercises. He must know the indications and contraindications for the application of curative gymnastics.

Unlike other methods of treatment curative gymnastics has no ready-made prescriptions. Every patient needs a spe­cial set of exercises, which will prove the most effective in his case. These sets of exercises must change as the patient's con­dition improves. The instructor in curative gymnastics treat­ing the patient by means of physical culture must keep an eye even on the minutest changes in his organism, inform the physician about them so as to change accordingly the methods of curative gymnastics and the quantity of exercises.

Medical treatment by means of physical culture is a crea­tive process and the effect of treatment depends upon the instructor's qualification, i. e. his knowledge, experience and pedagogical skill.

Every instructor in physical culture must know the fun­damentals of curative gymnastics. It is most important for introducing physical culture into the life of higher school students, pupils of schools and middle-aged and elderly per­sons in particular.

Physical culture is of the greatest importance for patients in sanatoria, hospitals, and polyclinics and, in case of necessity.

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

**Экзаменационный билет № 9**

1. Прочитайте, переведите и передайте содержание на английском языке

**PHYSIOLOGICAL VALUES OF EXERCISE.**

**IMPROVED CIRCULATION**

**Improved circulation.** Exercise serves to promote better circulation throughout the entire body. This results in part from the fact that the heart pumps out a greater volume of blood with fewer strokes per minute. For example, the pulse or rate of heart beat for the normal individual under ordinary circumstances is between 70 and 80. For the trained athlete a pulse about 60 is not uncommon; in many cases it may be about 50 or 40. Training in the endurance type of activities usually results in a lower pulse rate than training in speed or strength type of activities. For example, in a study of track and field champions it was found that marathon runners on the average had a pulse rate of 59, long distance men of 61, middle distance runners of 63 and sprinters of 66. Activities that develop muscular strength, like weightlifting, do not have such a remark­able effect on the circulatory system as the above type of activities, and therefore should be accompanied by some form of endurance exercise such as running.

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Improved circulation assures improvement in the heart-regulat­ing mechanism of the body. Exercise warms the body when it is cold, while on hot days mild exercise has a cooling effect on the body. Exercise not only speeds up circulation but also assures the different body muscles of their share of the blood supply. It accelerates blood to the legs and arms and increases evaporation, which cools the body.

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

**Экзаменационный билет № 10**

1. Прочитайте, переведите и передайте содержание на английском языке

**PHYSIOLOGICAL VALUES OF EXERCISE.**

**IMPROVED RESPIRATION.**

Life is activity. Movement is characteristic of all types of life. Once movement ceases, so does life. The scientific opinion today is that exercise is of value to most individuals. It is further agreed that exercise, to be effective, should meet certain fundamental requirements. It must be regular, enjoyable, vigorous, and suited to the individual, because not all people have the same general abilities or capacities. Neither can everybody engage in the same sports or recreations. A person should select those activities which are best suited to his needs and individual preference.

One common benefit of exercise is the improvement of efficiency of the vital organs and the muscular system. The physically trained person will, in his everyday pursuit, expend proportionally less energy and put less strain on his body than the physically untrained individual. Another general effect of regular exercise is that it helps promote the growth and development of different body parts. There are many other physiological benefits of regular exercise that will be discussed briefly.

**Improved respiration.** Respiration or breathing, is the means by which oxygen is taken into the body and the waste products of oxidation carried off. During exercise, the rate of respiration increases. The trained person will have a slower and deeper respira­tion than one who is out of condition, and will meet the demands placed on his respiratory system with less effort and more efficiency.

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

**Экзаменационный билет № 11**

1.Прочитайте, переведите и передайте содержание на английском языке

**A HEALTHY LIFESTYLE**

A healthy lifestyle comprises many components.

Healthy eating means eating food that is nutritional and good for the body, like fresh fruit and vegetables, low fat diets, unrefined carbohydrates, etc. It includes avoiding food that is bad for you, like junk food, fatty food, sweets, alcohol, etc. Eating in moderation is the essential component of healthy eating.

Regular exercises are an important part of healthy lifestyle. Aerobic exercises are good for your heart and your body. Yoga has a therapeutic effect and also helps to reduce your stress level. Pilates is great for strengthening your «core» muscles which are situated around your midsection. You could consider some other forms of exercise, such as jogging and martial arts. It is essential to include any kind of exercises into your daily life in order to keep fit.

Managing stress efficiently is an important part of healthy lifestyle. Failure to manage stress can harm your body and affect your relationships with others. If left unattended, stress can also lead to alcohol or drug addiction.

Sleeping right and having a positive outlook on life are also the necessary components of a healthy lifestyle. If you go without sleep for a period of time, every area of your life will be ultimately affected. If it becomes a regular pattern in your life, you can endanger your health and reduce your overall performance. This can ultimately affect all other areas of your life, personal and professional.

Living a healthy lifestyle takes discipline. You must make up your mind and choose things that are good for you and your loved ones. Living a healthy lifestyle involves taking care of your physical, mental and spiritual health. You need to arm yourself with appropriate knowledge that will ensure that you get the result you want.

Physical, mental and spiritual aspects of your life are all intertwined. To be happy and healthy, you need to keep all these aspects of your life balanced.

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

**Экзаменационный билет № 12**

1. Прочитайте, переведите и передайте содержание на английском языке

**HEALTHY EATING**

Healthy eating starts with learning new ways to eat, such as adding more fresh fruit, vegetables, whole grains and cutting on food that has a lot of fat, salt and sugar.

If you want to feel great, have more energy and be as healthy as possible, you have to learn some nutritional basics and use them in a way that works for you.

A change to healthier eating also includes learning about balance, variety and moderation. Every day try to eat from each food group: vegetables and fruit, grain products, milk and alternatives, meat and alternatives. Listen to your body. Eat when you’re hungry. Stop when you feel satisfied. Be adventurous. Choose different food in each food group. For example, don’t reach for an apple every time you choose a fruit. Eating a variety of food every day will help you get all the nutrients you need. Don’t have too much or too little of one thing. All food, if eaten in moderation, can be part of healthy eating. Even sweets can be okay.

Healthy eating will help you get the right balance of vitamins, minerals, and other nutrients. It will help you feel your best and have plenty of energy. It can help you handle stress better.

Healthy eating is one of the best things you can do to prevent and control many health problems, such as heart attacks, high blood pressure, diabetes, some types of cancer, etc.

Healthy eating is not a diet. It means making changes you can enjoy and live with for the rest of your life. Diets are temporary because you give up so much when you cut on the amount of food you eat. You may be hungry and think about food all the time. And after you stop dieting, you may also overeat to make up for what you’ve missed.

Eating a healthy, balanced variety of food is far more satisfying. And if you match that with more physical activity, you are more likely to get to a healthy weight and stay there than when you diet.

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

**Экзаменационный билет № 13**

1. Прочитайте, переведите и передайте содержание на английском языке

**UNCOMMON USE OF COMMON FOOD**

Food is the medicine which creates essential energy in the body and essential rest to reach the equilibrium. That is the beauty of the food.

There is a variety of food, but the food which sustains you will always give you more joy in life. You don’t grow old by years, you grow old by food.

 A lot of food has remarkable healing characteristics. Modern science has begun to research and document the use of simple food in preventing and overcoming illnesses. The knowledge about healthy food can help to improve our eating habits. Here is some information that might be interesting and helpful about several very essential and common foods in your diet.

**ALMONDS**: A handful of almonds should be eaten with honey for small breakfast. This gives you energy and preserves youth. They are easily digested, but it is best to eat them just after a meal.

**APPLES**: Apple juice is a great aid in kidney afflictions. Juice also is a great blood purifier; it promotes intestinal activity, tones and cleanses the body. An apple eaten at the end of a meal is a digestive aid. Apples also prevent tooth decay. Being higher in phosphorus than any other fruit or vegetable, apples are great nerve and brain food, having a calm and relaxing effect.

**BANANAS**: It is one of the most highly respected foods in India. Bananas should be eaten when fully ripe; there should be little brown specks on the skin. This ripened fruit agrees very well with the digestive tract and is a perfect food for people of all ages. Bananas can be a quick source of energy. The healthiest part of a banana is stringy white pulp on inside of the peel. It is easily scraped off with a spoon. This has the creative power to balance the metals in the body and has also vitamin A.

**GRAPES**: They are a good blood purifier. They are easily assimilated and are a good source of energy. Grapes can be used as a laxative. A diet consisting only of grapes has been successfully used to detoxify the body and transform the bloodstream, overcome chronic diseases. Green grapes can be eaten for a clear complexion. They are rich in vitamin C, magnesium, and potassium.

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

**Экзаменационный билет № 14**

1. Прочитайте, переведите и передайте содержание на английском языке

**THE RUNNING BOOM**

There was an extraordinary increase in the popularity of running and jogging (no precise distinction is made between the two, jogging is slow running either training or fitness) in the 1970s. Among the factors contributing to this surge were a new awareness of the relationship between heart problems and lack of physical fitness as well as more publicity about running from televise coverage of races such as the marathon in Boston and New York City. Running became the sport of the moment: all that was needed was a pair of sneakers and an open road.

More of the new runners chose to compete only against themselves or the clock, but others decided to participate in occasional road races in order to test themselves against other runners. It is easy to trace the running boom through the number of competitors in road races such as the Boston Marathon, which has been staged annually since 1897. Until the early 1960s only 200 to 300 runners competed, but the number of runners has increased steadily since then, forcing race organizers to impose stiff qualifying standards to limit the field. Even with such restrictions in effect, the Boston Marathon's starting field numbered over 8000 in the early 1990s. The New York Marathon, run through that city began in 1970s with 126 runners. The field numbered 25000 in the early 1990s.

Many of the new runners are men over 40 years of age interested in long term fitness and women of all ages. Before the 1970s few women ran for recreation, and amateur regulations on competitive racing barred them from distances longer the 2.5 miles (4km). All that has changed as shown by the increase in entrants in several for-women-only races that have drawn more than 8,000 starters.

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

**Экзаменационный билет № 15**

1.Прочитайте, переведите и передайте содержание на английском языке

**REHABILITATION**

Rehabilitation is needed by people who have lost the ability to function normally, often because of an injury, a stroke, an infection, a tumor, a surgery or a progressive disorder. Physical therapy, occupational therapy, treatment of any pain and inflammation, retraining to compensate for specific lost functions are the typical focuses of rehabilitation. Treatment usually involves continuous sessions of one-on-one training for many weeks.

The need of rehabilitation crosses all age groups, although the type, level and goals of rehabilitation often differ by age. For example, the goal of an older person who has severe heart failure and had a stroke may simply be to regain the ability to do as many self-care activities, such as eating, dressing, bathing, transferring between a bed and a chair, using the toilet, and controlling bladder and bowel function as possible. The goal of a younger person who had a fracture is often to regain all functions as quickly as possible. Nonetheless, age alone is not a reason to alter goals or the intensity of rehabilitation, but the presence of other disorders or limitations may be.

After a major disorder, injury or surgical procedure, people must follow the recommended rehabilitation program if they want to recover as fully as possible. Rehabilitation can be done at doctor’s office or at home, as well as in rehabilitation centers.

Where the rehabilitation takes place depends on the person’s needs. Many people recovering from injuries can be treated as outpatients at therapist’s office. People with severe disabilities may need care in a hospital or inpatient rehabilitation center. A rehabilitation team provides care in this case. A team approach is the best because significant loss of function can lead to other problems, such as depression, apathy and financial problems.

The rehabilitation team or a therapist set both short-term and long-term goals for each problem. Short-term goals are set to provide an immediate, achievable target. Long-term goals are set to help people understand what they can expect from rehabilitation and where they can expect to be in several months. People are encouraged to achieve each short-term goal and the team closely monitors the progress. The goals may be changed if people become unwilling or unable to continue or if they progress more slowly or quickly than expected.

Care at home can be appropriate for people who cannot travel easily but require less care, such as those who can transfer from a bed to a chair or from a chair to a toilet. However, family members or friends must be willing to participate in the rehabilitation process. Providing rehabilitation at home with the help of family members is highly desirable, but it can be physically and emotionally hard for all involved. Sometimes a visiting physical therapist or occupational therapist can help with home care.

Regardless of the severity of the disability or the skill of the rehabilitation team, the final outcome of rehabilitation depends on the person’s motivation.

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

**Экзаменационный билет № 16**

1. Прочитайте, переведите и передайте содержание на английском языке

**PRINCIPLES OF REHABILITATION**

The principle aim of rehabilitation is to restore full function after an injury or a disease. While rehabilitation of an average patient stops when he can walk without a limp and manage stairs, the rehabilitation of a sportsman must also be designed to meet the specific demands of his sport. It is for this reason that physiotherapists working in the field of sports medicine must be well-informed about the sports which they are involved with, and not only about individual techniques, such as the different types of strokes in racket games, but also about the tactics of the games. Ideally, the physiotherapist should have participated in the sport in order to appreciate it more fully from a player’s point of view. There should be a close partnership between a physiotherapist and a coach, in order to have a direct and logical continuation from treatment to early training. Similarly, the coach should know something about the principles of physical treatment.

Rehabilitation should start at the moment of injury, although perhaps the most important thing at that stage is knowing what not to do. Early treatment depends on the nature and severity of the injury and not initially on the kind of sport. The essentials of such first aid are simply to ease pain, limit swelling and encourage early movement without over-stressing the injured part. However, when the early repair has started, the rehabilitation program becomes more specific to the sport. This program must have the optimum balance of exercises to promote strength, endurance, flexibility, speed and coordination. Thus, forwards in soccer or hockey will need running speed and endurance, while a goalkeeper will need more general body speed and agility. Similarly, weightlifters will aim mainly to develop power, sprinters will aim for speed, and marathon runners will want to develop endurance.

Whatever program is designed for an injured sportsman, he must be absolutely clear about what to do, how to do it, when to do it and how many repetitions to do.

Treating the actual injury is only a part of rehabilitation in sport for it is essential to give exercises to all the unaffected parts of the body. Such exercises should be strenuous enough to make the patient breathless in order to maintain cardiovascular fitness. With a fairly severe knee injury, for example, exercises to the unaffected parts of the body could include bench press, curls, press-ups, step-ups with the good leg, etc.

Although active exercises are the essence of rehabilitation, the physiotherapist in sports medicine also requires the use of other techniques, including electrotherapy and massage. The choice of such supplementary techniques is usually determined not so much by the sport as by the local problems associated with the injury of which the most common are pain, swelling and restricted movement.

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

**Экзаменационный билет № 17**

1.Прочитайте, переведите и передайте содержание на английском языке

**WHAT IS WONDERFUL ABOUT YOUR SKIN?**

The skin is wonderful in many ways. For example, the skin can stretch and fold. And it grows larger as you grow larger. Your skin also serves as a kind of a raincoat. Usually water cannot soak through your skin because it is covered with a layer of oil. Oil glands in the skin send oil to the skin surface. Oil “waterproofs” your skin by keeping water out.

There is something else that is interesting about the skin. It has colouring matter in it called pigment. Pigment helps to protect the skin from sunlight. And it gives the skin its colour. There are many shades of skin colour. It depends on the amount of pigment in your skin. Except for different amounts of pigment, the skin of every human being is almost exactly the same.

When the day is hot or you get warm from exercise, you sweat. Drops of sweat come from sweat glands in your skin. The sweat moves out of the skin through pores. The sweat evaporates soon and the body cools.

There are also tiny blood vessels under your skin. Warm blood flows through them. When you are very warm, the blood vessels under the skin get larger. More warm blood comes to the skin surface. Heat from the blood leaves your body and your body begins to cool.

When your body is too cool, the blood vessels under your skin get smaller. Less blood comes to the skin surface. And less heat leaves your blood. Body heat is saved to keep you warm. Human beings are called warm-blooded because the human body can stay at the same warm temperature most of the time.

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

**Экзаменационный билет № 18**

1.Прочитайте, переведите и передайте содержание на английском языке

**THE IMPORTANCE OF A HEALTHY LIFESTYLE**

Living a healthy lifestyle may mean something different from one person to the next. For some, health is defined by living a disease-free life. Though the definition of “healthy” may differ, living a healthy lifestyle is a fundamental component to achieving your optimal mental and physical wellbeing. Though many factors contribute to your overall health, diet and physical activity are leading determinants of your level of health and quality of life. As a nation, we spend 86% of our health care dollars on the treatment of chronic diseases. These persistent conditions—the nation’s leading causes of death and disability—leave in their wake deaths that could have been prevented, lifelong disability, compromised quality of life and burgeoning health care costs.

Make smart choices. You need enough fuel to get through the day without loading up on extra calories. Start with fruit, vegetables, nuts, whole grains, seafood, and fat-free or low-fat dairy products. Avoid transfats and empty calories like those in sugary drinks that don’t give you any nutrients.

Cut back on sweets. If you really love chocolate, enjoy it in small amounts, keeping the calories in mind. Pass up drinks and food products with added sugar. The food label may not specifically say “added sugar,” so be on the lookout for ingredients such as corn syrup, fructose, high-fructose corn syrup and molasses.

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

**Экзаменационный билет № 19**

1.Прочитайте, переведите и передайте содержание на английском языке

**WHAT ARE DISABILITY SPORTS?**

Anyone may experience disability at some point in his or her lifetime. Disability is a normal part of the human experience and people with disabilities are part of all sectors of the community. There are numerous definitions of disability and the debate surrounding appropriate definitions of disability has evolved over time. The United Nations defines people with disabilities as people who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Disabled or disability sports are played by people with disabilities, including physical and intellectual disabilities. Many of these are based on existing sports but modified to meet the needs of people with disabilities; they are also referred to as adapted sports. However, not all disability sports are adapted; several sports have been specifically created for people with disabilities and have no equivalent in able-bodied sports. Being part of sport does not necessarily have to be in a playing context. Many people with disabilities also contribute as club administrators, officials, coaches, volunteers and spectators.

Organized sport for people with physical disabilities developed out of rehabilitation programs. Following the Second World War, in response to the needs of large numbers of injured ex-service members and civilians, sport was introduced as a key part of rehabilitation. Sport for rehabilitation grew into recreational sport and then into competitive sport. The pioneer of this approach was Sir Ludwig Guttmann of the Stoke Mandeville Hospital in England. In 1948, while the Olympic Games were being held in London, he organized a sports competition for wheelchair athletes at Stoke Mandeville. This was the origin of the Stoke Mandeville Games which evolved into the modern Paralympic Games. Paralympic sport is currently governed by the International Paralympic Committee, in conjunction with a wide range of other international sports organizations.

While sport has value in everyone’s life, it is even more important in the life of a person with a disability. This is because of the rehabilitative influence that sport can have not only on the physical body, but also on rehabilitating people with disabilities into society. Furthermore, sport teaches independence. Nowadays, people with disabilities participate in high performances, as well as in competitive and recreational sports.

The number of people with disabilities involved in sport and physical recreation is steadily increasing all over the world. The organized sports for athletes with disabilities are divided into three main disability groups: sports for the deaf, sports for people with physical disabilities and sports for people with intellectual disabilities.

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

**Экзаменационный билет № 20**

1. Прочитайте, переведите и передайте содержание на английском языке

**NEW PROFESSIONS IN MEDICINE**

From ancient times, people have been trying to cure diseases and injuries, thus, developing efficient methods and techniques. Thereby, such sphere of science as medicine was formed and is still evolving. Moreover, numerous medical professions have been already constituted and are currently being constituted. This is the cause of the demands of our modern society, but some people do not reckon that these newly introduced professions are sufficient and necessary.

On the one hand, new professions are the result of the constant development of the world, and in the most of cases they appear to be of a great help. The forthcoming specialty of a plastic surgeon, for example, is obviously required in the cases of hard car accidents when skin needs to be transplanted or distorted features of a face need to be corrected. Also, the work of private psychologists is very useful for business people in their tempo of life to solve the problems; as such people have no time for private issues. Furthermore, these professions can attract people by their uncommonness, thus gaining popularity and need for them.

For instance, sports psychologists became important only in the end of the twentieth century. The profession was introduced and received reluctantly at first, but in due course no team could go without such a specialist: they considered it urgent and extremely beneficial.

On the other hand, an appearance of such professions as a specialist in urinotherapy, manualist or psychotherapist can be considered to be odd and useless as previously people could do without them and take it as just a refinement. Such innovative professions seem to be only for those who are not too well off for their own good or for simply prosperous people who can afford additional medical help. Contrariwise, for medics themselves this can be an effective way to earn money from inventing and introducing new ways, therapies and treatment.

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 в профессиональной деятельности» 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 – магистрантура / 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, предместная 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 yearsMA: 2 yearsPhD: 3-5 years or longer  | BA: 3 yearsMA: 1 yearPhD: 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 freshmanA sophomoreA juniorA senior | A first year studentA second year studentA third year studentA 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 UniversityYale UniversityStanford University | University of CambridgeUniversity of OxfordDurham 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) for [researchers](http://en.wikipedia.org/wiki/Researcher) (not always [academics](http://en.wikipedia.org/wiki/Academic)) to present and [discuss](http://en.wikipedia.org/wiki/Discuss) their work. Together with [academic](http://en.wikipedia.org/wiki/Academic_journal) or [scientific journals](http://en.wikipedia.org/wiki/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) (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). In addition to presentations, conferences also feature panel discussions, [round tables](http://en.wikipedia.org/wiki/Round_table_%28discussion%29) 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) or [interest groups](http://en.wikipedia.org/wiki/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) 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), [ethical values](http://en.wikipedia.org/wiki/Ethical_values), and [epistemic virtues](http://en.wikipedia.org/wiki/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)), 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%2C_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)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) in [Europe](http://en.wikipedia.org/wiki/Europe). There are many compelling stories in [medicine](http://en.wikipedia.org/wiki/Medicine) and [biology](http://en.wikipedia.org/wiki/Biology), such as the development of ideas about the circulation of [blood](http://en.wikipedia.org/wiki/Blood) from [Galen](http://en.wikipedia.org/wiki/Galen) to [Harvey](http://en.wikipedia.org/wiki/William_Harvey). The flowering of [genetics](http://en.wikipedia.org/wiki/Genetics) and [molecular biology](http://en.wikipedia.org/wiki/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) won the [Nobel Prize](http://en.wikipedia.org/wiki/Nobel_Prize) in 1906 for his remarkable observations in [neuroanatomy](http://en.wikipedia.org/wiki/Neuroscience).

Some see a [dichotomy](http://en.wikipedia.org/wiki/Dichotomy) between experimental sciences and purely "[observational](http://en.wikipedia.org/wiki/Observation)" sciences such as [astronomy](http://en.wikipedia.org/wiki/Astronomy), [meteorology](http://en.wikipedia.org/wiki/Meteorology), [oceanography](http://en.wikipedia.org/wiki/Oceanography) and [seismology](http://en.wikipedia.org/wiki/Seismology). But [astronomers](http://en.wikipedia.org/wiki/Astronomer) have done basic research in [optics](http://en.wikipedia.org/wiki/Optics), developed [charge-coupled devices](http://en.wikipedia.org/wiki/Charge-coupled_device), and in recent decades have sent [space probes](http://en.wikipedia.org/wiki/Space_probes) to study other [planets](http://en.wikipedia.org/wiki/Planet) in addition to using the [Hubble Telescope](http://en.wikipedia.org/wiki/Hubble_Space_Telescope) to probe the [origins](http://en.wikipedia.org/wiki/Cosmogony) of the [Universe](http://en.wikipedia.org/wiki/Universe) some 14 billion years ago. [Microwave spectroscopy](http://en.wikipedia.org/wiki/Rotational_spectroscopy) has now identified dozens of [organic molecules](http://en.wikipedia.org/wiki/Organic_compound) in [interstellar space](http://en.wikipedia.org/wiki/Interstellar_medium), requiring [laboratory](http://en.wikipedia.org/wiki/Laboratory) experimentation and [computer simulation](http://en.wikipedia.org/wiki/Computer_simulation) to confirm the observational [data](http://en.wikipedia.org/wiki/Data) and starting a new branch of chemistry. [Computer modeling](http://en.wikipedia.org/wiki/Computer_simulation) and [numerical](http://en.wikipedia.org/wiki/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) often look to the frontiers. These include [cosmology](http://en.wikipedia.org/wiki/Physical_cosmology) and [biology](http://en.wikipedia.org/wiki/Biology), especially [molecular biology](http://en.wikipedia.org/wiki/Molecular_biology) and the [human genome](http://en.wikipedia.org/wiki/Human_genome) project. Other areas of active research include the exploration of[matter](http://en.wikipedia.org/wiki/Matter) at the scale of [elementary particles](http://en.wikipedia.org/wiki/Elementary_particle) as described by [high-energy physics](http://en.wikipedia.org/wiki/Particle_physics), and [nanotechnology](http://en.wikipedia.org/wiki/Nanotechnology), which hopes to develop [electronics](http://en.wikipedia.org/wiki/Electronics) including microscopic [computers](http://en.wikipedia.org/wiki/Computer), and perhaps [artificial intelligence](http://en.wikipedia.org/wiki/Artificial_intelligence). Although there have been remarkable discoveries with regard to [brain](http://en.wikipedia.org/wiki/Human_brain) function and [neurotransmitters](http://en.wikipedia.org/wiki/Neurotransmitter), the nature of the [mind](http://en.wikipedia.org/wiki/Mind) and [human](http://en.wikipedia.org/wiki/Human) [thought](http://en.wikipedia.org/wiki/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_%28summary%29) (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) 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), a **scientific journal** is a [periodical publication](http://en.wikipedia.org/wiki/Periodical_publication) intended to further the progress of [science](http://en.wikipedia.org/wiki/Science), usually by reporting new [research](http://en.wikipedia.org/wiki/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_%28journal%29) publish articles and [scientific papers](http://en.wikipedia.org/wiki/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), in an attempt to ensure that articles meet the journal's standards of quality, and scientific [validity](http://en.wikipedia.org/wiki/Validity). Although scientific journals are superficially (внешне) similar to [professional](http://en.wikipedia.org/wiki/Professional) [magazines](http://en.wikipedia.org/wiki/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). 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_%28journal%29), [*Science*](http://en.wikipedia.org/wiki/Science_%28journal%29), [*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).

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), the first journal in the world exclusively devoted to science

There are several types of [journal articles](http://en.wikipedia.org/wiki/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) or [theoretical computer science](http://en.wikipedia.org/wiki/Theoretical_computer_science).

**Supplemental articles** contain a large volume of tabular [data](http://en.wikipedia.org/wiki/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) 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_%28summary%29), 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_%28former_French_degree%29) 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)) can last to three and a half years to satisfy professional requirement to be an architect.

[**Doctorates**](http://en.wikipedia.org/wiki/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)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) degrees are often equivalent to 540 [CATS](http://en.wikipedia.org/wiki/Credit_Accumulation_and_Transfer_Scheme) credits or 270 [ECTS](http://en.wikipedia.org/wiki/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) and [postgraduate diplomas](http://en.wikipedia.org/wiki/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), habilitation requires the candidate to write a professorial [thesis](http://en.wikipedia.org/wiki/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). 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)*,* 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)). A similar qualification known as [Livre-docência](http://pt.wikipedia.org/wiki/Livre-doc%C3%AAncia) 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_%28state%29), 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) (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 произношениии 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 понял50-69% 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.