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высшего образования
**«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ
ИМЕНИ И. Т. ТРУБИЛИНА»**

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УТВЕРЖДАЮ

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Рабочая программа дисциплины
Профессиональный иностранный язык

Направление подготовки
38.04.04 Государственное и муниципальное управление

Направленность
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Уровень высшего образования
магистратура

Форма обучения
очная, заочная

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1 Цель и задачи освоения дисциплины

Целью освоения дисциплины «Профессиональный иностранный язык» является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения профессиональных задач при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Задачи дисциплины:

- формирование интегративных умений, необходимых для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.);
- формирование умения представлять результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные;
- формирование интегративных умений, необходимых для эффективного участия в академических и профессиональных дискуссиях.

2 Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОПОП ВО

В результате освоения дисциплины формируются следующие компетенции:

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

3 Место дисциплины в структуре ОПОП ВО

«Профессиональный иностранный язык» является элективной дисциплиной части, формируемой участниками образовательных отношений, ОПОП ВО подготовки обучающихся по направлению 38.04.04 Государственное и муниципальное управление, направленность «Государственное и муниципальное управление».

4 Объем дисциплины (108 часов, 3 зачетных единицы)

Виды учебной работы	Объем, часов	
	Очная	Заочная
Контактная работа	33	11
в том числе:		
– аудиторная по видам учебных занятий	32	10
– лекции	2	4
– практические	30	6
– лабораторные	-	-
– внеаудиторная	1	1
– зачет	1	1
– защита курсовых работ	-	-
Самостоятельная работа	75	93
в том числе:		
– курсовая работа	-	-
– прочие виды самостоятельной работы	75	93
Итого по дисциплине	108	108
в том числе в форме практической подготовки	-	-

5 Содержание дисциплины

По итогам изучаемой дисциплины студенты (обучающиеся) сдают зачет.

Дисциплина изучается на 1 курсе, в 1 семестре по учебному плану очной формы обучения, на 1 курсе, в 1 семестре по учебному плану заочной формы обучения.

Содержание и структура дисциплины по очной форме обучения

№ п / п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
				Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
1	Master's Degree Globally 1.1 Mater's Qualification 1.2 The European Higher Education Area and the Bologna Process 1.3 Higher Education in the Russian Federation	УК 4.3	1	2	6	-	-	15

№ п /	№ п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
					Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
2		Career Prospects 2.1 History of Public Administration 2.2 Present and Future of Public Administration 2.3 Public Administration in the Russian Federation 2.4 Managerial Perspective of Public Administration	УК 4.2, УК 4.3	1	-	8	-	-	20
3		Scientific Discourse 3.1 Reading. Finding Suitable Sources. 3.2 Developing Critical Approaches 3.3 Carrying out Research 3.4 Avoiding Plagiarism	УК 4.1, УК 4.2	1	-	8	-	-	20
4		Academic Writing and Presentation 4.1 Academic Writing Style 4.2 Writing an Abstract 4.3 Writing an Essay 4.4 Making Presentation	УК 4.1, УК 4.2	1	-	8	-	-	20
Итого					2	30	-	-	75

Содержание и структура дисциплины по заочной форме обучения

№ п /	№ п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
					Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
1		Master's Degree Globally 1.1 Mater's Qualification 1.2 The European Higher Education Area and the Bologna Process 1.3 Higher Education in the Russian Federation	УК 4.3	1	2	-	-	-	18
2		Career Prospects 2.1 History of Public Administration	УК 4.2, УК	1	-	2	-	-	25

№ п /	Тема. Основные вопросы	Формируемые компетенции	Семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				
				Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
	tion 2.2 Present and Future of Public Administration 2.3 Public Administration in the Russian Federation 2.4 Managerial Perspective of Public Administration	4.3						
3	Scientific Discourse 3.1 Reading. Finding Suitable Sources. 3.2 Developing Critical Approaches 3.3 Carrying out Research 3.4 Avoiding Plagiarism	УК 4.1, УК 4.2	1	-	2	-	-	25
4	Academic Writing and Presentation 4.1 Academic Writing Style 4.2 Writing an Abstract 4.3 Writing an Essay 4.4 Making Presentation	УК 4.1, УК 4.2	1	2	2	-	-	25
Итого				4	6	-	-	93

6 Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

1. Профессиональный иностранный язык (Английский) : метод. указания по выполнению контрольных работ / сост. М. Э. Мосесова, Н. Б. Айвазян. – Краснодар : КубГАУ, 2020. – 29 с. - URL: <https://edu.kubsau.ru/mod/resource/view.php?id=7120>
2. Профессиональный иностранный язык (английский): метод. указания по выполнению самостоятельной работы для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 76 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>
3. Профессиональный иностранный язык (английский): метод. указания к практическим занятиям для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 46 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

7 Фонд оценочных средств для проведения промежуточной аттестации

7.1 Перечень компетенций с указанием этапов их формирования в процессе освоения ОПОП ВО

Номер семестра*	Этапы формирования и проверки уровня сформированности компетенций по дисциплинам, практикам в процессе освоения ОПОП ВО
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	
<i>1</i>	<i>Профессиональный иностранный язык</i>
1	Деловой иностранный язык
1	Методология научных исследований в государственном и муниципальном управлении
4	Подготовка к процедуре защиты и защита выпускной квалификационной работы

* номер семестра соответствует этапу формирования компетенции

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

Планируемые результаты освоения компетенции (индикаторы достижения компетенции)	Уровень освоения				Оценочное средство
	неудовлетворительно (минимальный не достигнут)	удовлетворительно (минимальный пороговый)	хорошо (средний)	отлично (высокий)	
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия					
УК-4.1. Демонстрирует интегративные умения, необходимые для написания, письменного пере-	Уровень знаний ниже минимальных требований, имели место грубые ошибки При реше-	Минимально допустимый уровень знаний, допущено много негрубых ошибок. Проде-	Уровень знаний в объеме, соответствующем программе подготовки, допущено несколько	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок. Проде-	доклад творческое задание, рубежная контрольная работа для обучающихся факультета заочного обучения, дискуссия, реферат, тест

Планируемые результаты освоения компетенции (индикаторы достижения)	Уровень освоения				Оценочное средство
	неудовлетворительно (минимальный не достигнут)	удовлетворительно (минимальный пороговый)	хорошо (средний)	отлично (высокий)	
<p>вода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.) УК-4.2. Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные. УК-4.3. Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях.</p>	<p>нии стандартных задач не продемонстрированы основные умения, имели место грубые ошибки, не продемонстрированы базовые навыки</p>	<p>монстрированы основные умения, решены типовые задачи. Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами</p>	<p>негрубых ошибок. Продемонстрированы все основные умения, решены все основные задачи с негрубыми ошибками, продемонстрированы базовые навыки при решении стандартных задач</p>	<p>монстрированы все основные умения, решены все основные задачи с отдельными несущественными недочетами, продемонстрированы навыки при решении нестандартных задач</p>	<p>вопросы и задания для проведения зачета</p>

7.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков, характеризующих этапы формирования компетенций в процессе освоения ОПОП ВО

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

УК-4.1. Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.)

Контрольная работа

TASK 1. Punctuate the following text.

Public administration is a feature of all nations whatever their system of government within nations public administration is practiced at the central intermediate and local levels indeed the relationships between different levels of government within a single nation constitute a growing problem of public administration in most of the world the establishment of highly trained administrative executive or directive classes has made public administration a distinct profession the body of public administrators is usually called the civil service in the United States the elitist class connotations historically attached to the civil service were consciously abandoned or from the early 20th century with the result that civil servants were recognized as professionals and valued for their expertise.

TASK 2. Make up a text with the following mixed up sentences. The linking words will help you to put them in correct order. The first sentence is the first sentence of the text.

1. Recruitment is one area in which line and staff cooperation is essential, for several reasons.

2. The personnel specialist might **also** want to visit the work site and review the job description with the supervisor to insure that the job has not changed since the description was written.

3. **Furthermore**, the supervisor may be able to supply additional insight into the skills and talents the new workers will need.

4. **Firstly**, the personnel specialist who recruits and does the initial screening for the vacant job is seldom the one responsible for supervising its performance.

5. **For instance**, is it a 'tough' group to get along with?

6. **In general**, personnel planning thus requires close cooperation between line and staff personnel.

7. He or she must **therefore** have as clear picture as possible of what the job entails, and this, in turn, means speaking with the supervisor involved.

8. **For example**, the personnel specialist might want to know something about the behavioural style of the supervisor and members of the work group.

TASK 3. The sentences below form a paragraph, but have been mixed up. Rewrite the sentences in the correct order using the table below.

a) The Romans were the first people to build a bridge near the position of today's Tower Bridge.

b) London has been the English capital for over 1,000 years.

c) Over 500 years ago the area below the bridge had become a major river port for ships trading with Europe.

d) Its dominance is due to its strategic site near the lowest crossing point of the River Thames.

e) For many centuries it has been the centre of the country's economic, cultural and social life.

1. topic	
2. restatement	

3. reason	
4. example	
5. information	

TASK 4. *Divide the following text into paragraphs. Remember that each paragraph should develop a particular theme.*

Change management

(1) Once it's clear what change is required, a change strategy has to be developed. In other words, somebody needs to say what should be done. Sometimes the idea will come from a visionary within the company, perhaps an imaginative and persuasive member of the management team. Otherwise, the company might bring in a consultant to help them find the right solution. Either way, management should also consult with staff at this stage. There should be meetings to help raise awareness for the need for change and to give employees a chance to suggest their own solutions.

(2) Finally, there's the consolidation stage. There needs to be a way to collect feedback from employees on how the change is being received. Because there will still be some resistance to the change, even at this stage, someone needs to act as a champion for the innovation. The champion gives encouragement and raises morale by congratulating everyone on a successful changeover and on what's been achieved.

(3) Next comes what's probably the most problematic stage: implementation. Above all else, making the planned change a reality requires communication. Staff will need to be informed of new procedures and, where necessary, trained in new skills. The most important member of the change management team at this stage is the gatekeeper. It's their job to be available to staff, to help them deal with problems they may be having with the changes and answer any questions, making the change as painless as possible.

(4) Before change, there must be analysis. Organisational change is a costly and difficult business, and there must be a real business need reason in order to change current practice. Typically, changes are attempts to reach new markets, to improve productivity or to cope with drastically reduced funding. A good analyst will identify the key problem.

TASK 5. *Translate the following abstracts into Russian. Mind the academic written style.*

(1) Customer experience (CX) has emerged as a sustainable source of competitive differentiation. Recent developments in big data analytics (BDA) have exposed possibilities to unlock customer insights for customer experience management (CXM). Research at the intersection of these two fields is scarce and there is a need for conceptual work that (1) provides an overview of opportunities to use BDA for CXM and (2) guides management practice and future research. The purpose of this paper is therefore to develop a strategic framework for CXM based on CX insights resulting from BDA. Our conceptualisation is comprehensive and is particularly relevant for researchers and practitioners who are less familiar with the potential of BDA for CXM. For managers, we provide a step-by-step guide on how to kick-start or implement our strategic framework. For researchers, we propose some opportunities for future studies in this promising research area.

(2) This study aims to analyze the effect of leadership styles and innovativeness on business performance. Theory and research suggest that both leadership and innovativeness have important consequences for business performance. However this relationship is not the same because of sector, location, size and other variables. The leadership styles undertaken are transformational and transactional leadership. This study is designed as explanatory and its data gathering method is questionnaire. 576 people working in service sector and industry sector from Istanbul comprise the case study. The results show that two leadership styles and innovativeness have positive effect on business performance. It is found that innovativeness, transformational leadership and transactional leadership have higher effects on business performance, respectively.

Темы творческих заданий

TASK 1. Analysing an Abstract.

Here is a successful conference abstract in the field of business management. Read it and do the tasks that follow.

Mindful management of relationship during periods of crises

(1) This paper identifies practices of business-to-business relationship management that lead to building resilience during crisis. (2) Business relationships play a significant role when firms face turbulence and disruption. (3) Crises create resource limitations that businesses need to manage by the rapid formation of new relationships to access resources and build adequate capabilities. (4) Mindfully managing such relationships requires a combination of trust, doubt and control mechanisms to enable exchange while safeguarding against relational vulnerabilities. (5) Drawing on data from 33 firms operating within highly turbulent and uncertain environments, and crisis management literature, we apply the concept of mindfulness and introduce a model of mindful management of relationships as a process that combines the cognitive and behavioural capabilities of trusting, doubting, verifying, and adjusting relational exposure. (6) This process enables a rapid acquisition of resources and building capabilities while enabling businesses dealing with issues before relational failure manifests. (7) The mindful process supports ongoing and highly interactive relationships that adjust to changing circumstances fostering collaboration to deal with crises. (8) Results encourage managers to rapidly develop relationships and trust new partners, whilst practicing suspicious thinking, enacting continuous interaction, empowering experienced boundary personnel, enabling frequent informal communication, and supporting the development of diverse social bonds.

1. Identify all the instances where the author uses evaluative language to strengthen his case for the acceptability of his research.

2. Find the instances of metadiscourse (i.e., when the author talks about his or her own text).

3. Where is the division between the ‘scene setting’ and the actual study?

4. Why do you think the abstract was accepted?

5. Where do you suppose the author was in his study when he wrote the conference abstract?

a) almost everything had been done;

b) all the data had been collected and analysed, but the model was not yet developed;

c) the data had been collected, but only analysed in a preliminary way in order to get a sense of where it was going.

TASK 2. Analysing an Academic Essay.

2.1 Question: Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning.

(Word limit 500 words - 10% leeway) Please note that the APA referencing style is used in this sample essay.

Introduction

Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

Body paragraph 1

Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005)

reason that "to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research" (p. 1). Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to "crack the code" of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

Body paragraph 2

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations: If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g. in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer 'exam nerves' and perform at the lowest level of their capabilities. Additionally, Jones et al. (2004, pp. 36-37) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student assessment is a much fairer approach than one-off examination testing.

Body paragraph 3

As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare. A consequence of this is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback. It is partly because of these disadvantages of time and expense that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.

Conclusion

To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are very effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven effects for improved student learning.

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2.2 Analyse an academic essay. The following questions relate to the essay above.

1. The introduction paragraph
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

2. Body paragraph 1

1. There is information in quotation marks.
2. There is an indented long quote in this paragraph
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

3. Body paragraph 2

1. There is information in quotation marks.
2. There is an indented long quote in this paragraph
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

4. Body paragraph 3

1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

5. The conclusion paragraph

1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

6. The reference list

1. All of the references are in random order.
2. All of the reference items start with the title of the information source.
3. If the author is a person, then their first name is used first.
4. There are no dates of publication in all of the references.

TASK 3. Writing a Summary.

Read the article and cross out all the unnecessary information. Then paraphrase the remaining information in your own words and write a summary in no more than 120 words.

The evolution of writing system and tools

Today, with just twenty-six letters, we can write a letter to our friends or answer an examination question. Thousands of years ago, there was no writing system at all. News, knowledge and information were passed on from one person to another by word of mouth. If you ever played 'rumor clinic' where a cognate message is passed from one person to another down the chain by mouth, you will understand the inefficiency of the system. Messages passed down are unreliable as the speakers may mix up or lose part of the information.

The first written language was invented by the early cave man. They tied bits of animal hair together to form brushes and painted pictures on the cave wall, telling their friends about their hunts. It was after several centuries that different writing systems like the Chinese characters and hieroglyphs in Egypt were invented. The alphabetical system that we are using currently also came about only after many decades of development.

Besides alphabets, the invention of writing tools is another major transition. In olden times, the kind of writing tools used, depended on the material they wrote on. For example, in the Middle East, where clay is abundant in supply, the early people used hollow reed 'pens' to carve onto the wet clay tablets. After which, these clay pieces were baked till rock hard to make the writings permanent. In ancient Egypt, Egyptians either wrote on scraped thin pieces of animal skins called 'parchment' or flattened papaya stems known as 'papyrus'. Their writing tool was a primitive kind of fountain pen - a reed with ink inside.

It was only in the 1880s, that fountain pens were invented. Before that, most people used either quill pens - sharpened bird feathers or nibbed pens, which were dipped into ink before writing. Fountain pens invented later have both plus and minus points. With tiny ink tanks in them, fountain pens are superior to quill or nibbed ones as the ink in them do not run out as quickly. The disadvantage is that sometimes, the nibs of the fountain pens may break, causing the ink to leak, staining the writer's fingers.

The flaw in fountain pens has led to further investigation and the successful invention of the first 'ballpoint' pen by a Hungarian, Ladislao Biro. There were many people after him who tried to improve upon the appearance of his ballpoint pens. Today, 'ballpoint' pens are conveniently and widely used in the world.

Тестовые задания

Scientific Discourse

1) The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you -

- (a) critical thinking
- (b) analytical thinking
- (c) examining and considering your own ideas, thoughts, and feelings

2) All the sources used by the author and referred to in the text -

- (a) contents
- (b) references
- (c) bibliography

3) They are normally found in peer-reviewed journal articles, where they act as a kind of summary to enable researchers to decide if it is worth reading the full article.

- (a) abstract
 - (b) contents
 - (c) key words
- 4) Which of the following ensures that the material is trustworthy?*
- (a) the name of the author is not well-known in the field
 - (b) the language of the text is in an academic style though contains some spelling mistakes
 - (c) the website is a reputable one, with ac. (academic) in the URL

5) Taking ideas or words from a source without giving credit to the author -

- (a) quotation
- (b) plagiarism
- (c) acknowledging

6) The following academic situation is not plagiarism:

- (a) copying a paragraph, but changing a few words and giving a citation
- (b) taking a graph from a textbook, giving the source
- (c) discussing an essay topic with a group of classmates and using some of their ideas in your own work

7) Changing the wording of a text so that it is significantly different from the original source, without changing the meaning -

- (a) paraphrasing
- (b) plagiarism

(c) summarising

8) *Effective _____ is a key academic skill needed to avoid the risk of plagiarism: it demonstrate your understanding of a source:*

(a) summarising

(b) critical thinking

(c) paraphrasing

9) *Which of the following is not normally to be found in an essay introduction?*

(a) The conclusion you reached on the topic.

(b) A provocative idea or question to interest the reader.

(c) Your aim or purpose in writing.

10) *Which of the following are not generally acceptable in a conclusion?*

(a) A short review of the main points of your study.

(b) Some suggestions for further research.

(c) Some new information on the topic.

How much do you know about academic writing?

1) *The main difference between academic writing and normal writing is that academic writing:*

(a) uses longer words

(b) tries to be precise and unbiased

(c) is harder to understand

2) *The difference between a project and an essay is:*

(a) essays are longer

(b) projects are longer

(c) students choose projects' topics

3) *Teachers complain most about students:*

(a) not answering the question given

(b) not writing enough

(c) not referencing properly

4) *The best time to write an introduction is often:*

(a) first

(b) last

(c) after writing the main body

5) *Plagiarism is:*

(a) a dangerous disease

(b) an academic offence

(c) an academic website

6) *Making careful notes is essential for:*

(a) writing essays

(b) revising for exams

(c) all academic work

7) *An in-text citation looks like:*

(a) (Manton, 2008)

(b) (Richard Manton, 2008)

(c) (Manton, R. 2008)

8) *Paraphrasing a text means:*

(a) making it shorter

(b) changing a lot of the vocabulary

(c) adding more detail

9) *Paragraphs always contain:*

(a) six or more sentences

(b) an example

(c) a topic sentence

10) *The purpose of an introduction is:*

(a) to give your aims and methods

- (b) to excite the reader
- (c) to summarise your ideas

11 Proof-reading means:

- (a) getting a friend to check your work
- (b) checking for minor errors
- (c) re-writing

12 Teachers expect students to adopt a critical approach to their sources:

- (a) sometimes
- (b) only for Master's work
- (c) always

УК-4.2. Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные.

Темы докладов

Тема 1. Master's Degree Globally

1. Master's Qualification in the Global World.
2. A Master of Business Administration (MBA) Degree.
3. Postgraduate Study Worldwide.
4. Postgraduate Education in Russian Federation.
5. The Bologna Process the European Higher Education Area.
6. The System of Higher Education in Great Britain.
7. The System of Higher Education in the United States.
8. Systems of Higher Education in France and Germany.
9. Higher Education in the Russian Federation.
10. Digital Technologies and Higher Education.
11. History of Public Administration.

Темы рефератов

Тема 2. Career Prospects

12. The Present and Future of Public Administration.
13. Local Authorities in the Contemporary World.
14. Three Branches of the USA Government.
15. Three Branches of Government in the UK.
16. Political System in the Russian Federation.
17. Perspectives of Public Administration.
18. Managerial Public Administration.
19. The Problems of Managerial Public Administration in Foreign Countries.
20. Imperatives of Public Policy in Modern Russia.

Темы творческих заданий

I Case Study: Making a Presentation

I The project manager of a construction company is giving a presentation to his colleagues.

Put the sentences in the right order:

- a) This morning I'd like to update you on the current status of work at the construction site. The information I give you today should help you with planning your next steps.
- b) For those of you who don't know me, my name is Gordon Selfridge. Let me just write this down for you. OK, I'm the project manager in charge of the Bak Tower building project in Dubai.
- c) I've divided my presentation in three parts.
- (1) d) Hello, everyone.

- e) Then I'll move on to the problems we're facing with our local suppliers.
- f) First of all, let me thank you for coming here today. I'm aware that you are all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
- g) I'll start off by showing you some photos of the building site and discussing the progress we've made since January.
- h) My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.
- i) I'll end with some ideas for reducing labour costs that we've been looking into.
- j) Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides.

II Listen and check.

III Now put these points in the order in which Gordon mentions them:

- A reducing labour costs
- B welcome and introduction
- C 30 minutes for presentation
- D update on current station
- E handout after presentation
- F progress made since January
- G problems with local suppliers
- H questions during presentation OK
- I three main parts

IV Replace the words in bold in the following sentences from the presentation with the words or phrases from the box:

<i>after that</i>	<i>begin</i>	<i>I'm</i>	<i>realize</i>	<i>responsible for</i>	<i>sections</i>	<i>turn</i>
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- 1) I'll **start off** by showing you
- 2) I've divided my presentation into three **parts**.
- 3) For those of you who don't know me, **my name is** Gordon Smith.
- 4) **Then** I'll **move on** to the problems....
- 5) I'm the project manager **in charge of** our Dubai building project.
- 6) I'm **aware** that you are all busy preparing for the annual meeting....

II DISCUSSION

1. Express your viewpoint on the following statements:

- A "Public organizations are more dependent on government allocations, more constrained by law, more exposed to political influences, and more difficult to evaluate than business organizations."
- B "The New Public Administration reasserted the importance of normative values, particularly social justice".
- C "Citizens, students and scholars all round the world have come to understand the enormous impact of public administration on all of us."

2. Speak on the following topics:

- 1) Successful business can (can't) be seen as the model for the proper management of government.
- 2) Public administration is (is not) equal to business management.

Тестовые задания

Giving a Presentation

- 1) *How should you stand?*
- (a) arms crossed on chest
- (b) straight but relaxed

- (c) knees unlocked
- 2) *What should you do with your hands?*
- (a) put hands on hips
 (b) put one hand in a pocket
 (c) keep hands by your side
- 3) *How can you emphasize something?*
- (a) point finger at the audience
 (b) move or lean forward to show that something is important
 (c) use a pointer to draw attention to important facts
- 4) *What should you do when you feel nervous?*
- (a) hold a pen or cards in your hands
 (b) walk back and forth
 (c) Look at the flip chart or screen (not at the audience)
- 5) *How should you keep eye contact with the audience?*
- (a) make eye contact with each individual often
 (b) choose some individuals and look at them as often as possible
 (c) spread attention around the audience
- 6) *How fast should you speak?*
- (a) about 20% more slowly than normal
 (b) just as fast as in a normal conversation
 (c) faster than in a normal conversation
- 7) *How should you express enthusiasm?*
- (a) by raising voice level
 (b) by waving arms
 (c) by making hand or arm gestures for important points

УК-4.3. Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях.

Темы творческих заданий

MAKING GROUP WORK SUCCESSFUL

TASK 1. *Put the following suggestions into the most logical sequence. Work with a partner.*

Analyse the task

Get everyone to discuss the assignment and agree on the best methods to complete it. At this stage it is important to have full agreement on the objectives.

Divide up the work fairly, according to the abilities of the members

Your group may include a computer expert or a design genius, so make sure that their talents are used for the benefit of the task. It is most important to make sure that everyone feels they have been given a fair share of the work.

Make everyone feel included

Nobody should feel an outsider, so make special efforts if there is only one male student, or one non-native speaker, for instance. Make a list of all members' phone numbers and email addresses and give everyone a copy.

Finish the assignment on time

This is the most important test of your group's performance. When you have finished and handed in your work, it may be helpful to have a final meeting to discuss what you have all learned from the task.

Get to know the other members

Normally you cannot choose who you work with, so it is crucial to introduce yourselves before starting work. Meet informally in a café or similar (but be careful not to choose a meeting place that may make some members uncomfortable, such as a bar).

Select a co-ordinator/ editor

Someone needs to take notes about what was agreed at meetings and send these to all members as a reminder. The same person could also act as editor, to make sure that all the individual sections conform to the same layout and format. However, you should each be responsible for proof-reading your own work.

TASK 2. Group work: discuss the specific features of different systems of higher education. Match the specific feature to the country it belongs to.

France	Germany	UK	USA
a) This country consisted of strong principalities in the past and even now, the regional universities have autonomy in determining their curriculum under the directions of rectors. b) Through colonial influence and through the work of missionaries, this country introduced many aspects of their system in North and West Africa and the Caribbean. c) The doctoral degree, or PhD., invented in this country, has got popularity all around the world. d) Its universities has almost complete autonomy from national or local government in their administration and the determination of their curricula, but the schools receive their funding from the state. e) In this country there is a national idea that students who have completed secondary school should have at least two years of university education. f) For most undergraduates of this country it is possible to complete a degree course in three years rather than the standard four years. g) This model of higher education has been copied to varying degrees in Canada, Australia, India, South Africa and New Zealand. h) The curriculum of this country is uniform and each university has little to distinguish itself. i) A marked feature of this education is the de-emphasis on lecture and examination. Students are evaluated according to their performance in individual courses where discussion and written essays are important. j) Higher education in this country is free and open to all students who have passed examination.			

TASK 3. Group work: read the portraits of managers in five different countries and decide which country each one corresponds to.

Germany	Poland	Sweden	The UK	The USA
(1) Managers from this country - consider professional and technical skills to be very important - have a strong sense of authority - respect the different positions in the hierarchy of their companies - clearly define how jobs should be done - are very loyal to their companies and expect their subordinates to obey them - are often older than in other countries	(2) Managers from this country - receive a general education - delegate authority - take a practical approach to management - have relatively formal relationships at work - encourage their employees to work individually - believe it is important to continue education and training at work	(3) Managers from this country - consider social qualities to be as important as education - encourage their employees to take an interest in their work - pay close attention to the quality of working life - do not use as much authority as in other countries - appreciate low-level decision making - are often women		

<p>(4) Managers from this country</p> <ul style="list-style-type: none"> - generally attend business schools - communicate easily and informally at work - admire the qualities of a leader - expect everyone to work hard. Individual performance is measured and initiative is rewarded - have competitive and aggressive attitudes to work - often accept innovation and change 	<p>(5) Managers from this country</p> <ul style="list-style-type: none"> - have either gained their experience in state-owned enterprises or are competitive self-starters - older managers hold technical degrees rather than business qualifications - work very long hours and expect their subordinates to do so - are extremely innovative, optimistic and determined - are quick to invest in the development of new products, market techniques and methods of production and distribution
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In groups, discuss the advantages and disadvantages of each approach to management, and say which one you would find the most attractive. Do any of these profiles correspond to management practices in your country?

Тестовые задания

Master's Degree Globally

1) *The oldest university in Europe:*

- (a) A The University of Cambridge
- (b) The Italian University of Bologna
- (c) The University of Oxford
- (d) The Sorbonnes

2) *The rapid development of the University of Oxford was triggered by*

- (a) the attractiveness of British higher education
- (b) low prices for educational services
- (c) prohibition of studying abroad
- (d) job perspectives for the alumni

3) *The Latin word **university** means*

- (a) a degree-awarding institute
- (b) a higher-learning institute
- (c) a universal community of learners
- (d) community of teachers and scholars

4) *The master's degree is designed*

- (a) to provide advanced education and certification within professional fields of study
- (b) to improve the young professionals' chances for employment

(c) to comply with the standards of higher education in Europe

(d) to increase the attractiveness of European higher education

5) *An academic degree is a title awarded for:*

(a) reading lectures

(b) practical work in industry

(c) successfully completed course of study or for a particular attainment

5) *The Ph.D. is conferred*

(a) on learners who have successfully completed their secondary education

(b) on scholars who have successfully completed their research and dissertation

(c) on learners who have been enrolled on a post-graduate course

(d) on learners who have successfully completed their masters dissertation

6) *Distance learning is*

(a) teaching by correspondence

(b) a method of study via media such as the Internet, videoconferencing, and e-mail

(c) a system of teaching shorthand

(d) a system of learning in the evening and weekends

7) *Modern academic education represents*

(a) 4 stages

(b) 3 stages

(c) 5 stages

8) *The earned Master's degree is:*

(a) two years of work

(b) three years of work

(c) four years of work

9) *The MBA program is a specific type of*

(a) master's degree which focuses inherently on business skills

(b) master's academic degree

(c) bachelor's professional degree

10) *The Bologna Declaration was signed by the ministers of education of ___ European states in _____.*

- (a) 29; 2009
- (b) 32; 1999
- (c) 29; 1999

Public Administration

1) *Public Administration may be defined as:*

- (a) Administrative Capacity
- (b) Management of industry
- (c) Management of Property
- (d) Administration of Public

2) *The concept of “bounded rationality” was given by:*

- (a) Abraham Maslow
- (b) Herbert Simon
- (c) Max Weber
- (d) F. W. Riggs

3) *Bureaucracy is based on:*

- (a) Personal Authority
- (b) Corporate Authority
- (c) Traditional Authority
- (d) Charismatic Authority

4) *Behaviorism is associated with:*

- (a) Socialism
- (b) Humanism
- (c) Rationalism
- (d) Communication

5) *Which of the following is not of the core values of public administration?*

- (a) Equity
- (b) Efficiency
- (c) Effectiveness
- (d) Bureaucracy

6) *Which of the following is one of the features of bureaucracy conceived by Max Weber?*

- (a) Authority
- (b) Publicness
- (c) Hierarchy
- (d) Civil society

7) *Bureaucracy is a form of:*

- (a) Private organization
- (b) Social Organization
- (c) Political Organization
- (d) Community Organization

8) *“Entropy” is a law of nature in which all forms of organizations move towards:*

- (a) Disorganization and Death
- (b) Continuous Improvement
- (c) Rebirth and Emergency
- (d) Growth and Continuity

9) *Which of the following will not be considered as a formal organization?*

- (a) Hospital
- (b) A University

- (c) A Service Industry
 - (d) A Group of Friends
- 10) Which of the following is not a feature of good governance?
- (a) Nepotism
 - (b) Rule of law
 - (c) Transparency
 - (d) Accountability

Вопросы и задания для проведения промежуточного контроля (зачета)

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

УК-4.1. Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статей т.д.)

Вопросы к зачету

1. What is academic writing?
2. What are the main features of academic writing?
3. How many types of sentences do you know? Characterize each of them.
4. Give the definition for punctuation.
5. Name the basic punctuation marks.
6. Which categories of linking words do you know?
7. What is paragraph?
8. What are the main rules of paragraphing?
9. Name the main points of a paragraph structure.
10. What is cohesion? Which cohesive devices do you know?
11. Which principal elements should a paragraph possess?
12. When do we normally start a new paragraph?
13. What are the strategies to make a paragraph more developed?
14. Give a definition for abstract.
15. What are the qualities of a good abstract?
16. Which key elements does an abstract of a scientific research paper contain?
17. Which two types are abstracts divided into? Characterize each of them.
18. What is the difference between an abstract and an introduction?

Практические задания для зачета

TASK 1. Read and translate the article.

CONSTITUTION

The constitution of a country (or a state) is a special type of law document that tells how its government has to work. It tell how the country's leaders have to be chosen and how long they stay in office, how laws are made, and what rights are people guaranteed.

The concept of a constitution dates to the city-states of ancient Greece. In modern Europe, written constitutions came into greater use during the eighteenth and nineteenth centuries. Constitutions such as that of the United States, created in 1787, were influenced by the ancient Greek models. During the twentieth century, an increasing number of countries around the

world concluded that constitutions are a necessary part of democratic or republican government. Many countries adopted their constitutions.

TASK 2. Match the words with their definitions.

1. registration	a) an official who works in a bureaucracy, especially one who you think follows rules and procedures too strictly
2. government	b) the departments, ministries, and committees that carry out the decisions of the political leaders of a country
3. bureaucrat	c) the recording of something such as a person's name or the details of an event in an official list
4. administrator	d) this person helps to organize and supervise the way that a country, company, or institution functions
5. resign	e) a number of nations that are controlled by one country
6. legitimate, adj	f) a person who holds a position of authority in an organization
7. official, n	g) allowed or justified by law
8. empire	h) to announce formally that you are leaving a job

Тестовые задания для проверки сформированности компетенции

1. Don't be noisy, the children... .

are sleeping
were sleeping
was sleeping
sleeping

2. Why are you ... at me?

look
looked
looking
looks

3. ... he washing his car, when you rang him up?

was
has
were
is

4. Hurry up! The shop... .

is closed
is being closed
has been closed
was closed

5. I'm worried. It ... and I haven't got an umbrella.

is raining
rains
rained
was raining

6. Is the computer ... at the moment? - Yes, Jim is working.

used
being used
using
be used
use

7. Attention, please! Say "cheese" and smile! You ... with a professional camera.

are photographed
photographed

are being photographed
has been photographed

8. At the moment your candidacy ... by commission of experts.

has not been *considered*
is not being *considered*
was not *considered*
has not *considered*

9. The book ... at the moment.

isn't *being sold*
isn't *sold*
hasn't *been sold*
won't *be sold*

10. What a nice smell! What ... in the kitchen?

is cooking
is being cooked
cooked
cooks

11. I couldn't use my office at that moment. It... .

is painted
was being painted
has been painted
was painted

12. Mary ... but when she saw me she stopped.

was dancing
is dancing
danced
dances

13. I looked back, because I had a feeling that I ... by a stranger.

was followed
was being followed
am being followed
followed

14. He ... anything special at 8 o'clock yesterday.

was doing
didn't do
did
wasn't doing

15. ... Andy having dinner with his friend or his colleague?

did
do
does
was

16. What ... at 6 p.m. yesterday?

are you doing
have you done
were you doing
did you do

17. I saw Sofia. Why ... for you at the library?

was she waiting
she was waiting
has she waited
has she been waited

18. Who ... on the phone for the whole evening?

talked
has talked
talks
was talking

19. Who ... your bicycle?

are riding
ride
was riding
were riding

20. You ... about your diet all the time!

was talking
were talking
is talking
talks

21. He ... his car from 9 till 11.

has repaired
has been repaired
repair
was repairing

22. At this time last spring they ... in the Philippines.

rested
rest
were resting
will be resting

23. You were constantly ... everyone about that case from my childhood.

tell
told
telling
tells

24. They ... in the garden all day tomorrow.

work
will be working
will work
are working

25. I ... for you at 4 sharp.

waited
wait
will be waiting
will wait

26. Mary ... for her examination for the whole August.

won't be preparing
won't prepare
prepare
prepares

27. Will you ... for us here at 5 o'clock?

waiting
waited
be waiting
to wait

28. Will he ... in the first row during the concert?

sits
sat

sitting

be sitting

29. ... you be playing the violin or the guitar?

was

are

will

do

30. OK, I will be ... at the bus stop to meet you.

stand

stood

stands

standing

31. What time ... you be coming back from the gym?

were

are

was

will

32. What will they be ... at midnight?

celebrating

celebrate

celebrates

celebrated

33. The scientists ... the solutions during the discussion.

finds

will be finding

to find

will be found

34. The manager... an announcement to the press later this afternoon.

won't be making

won't be made

doesn't make

didn't make

35. Don't call me tomorrow morning. I... .

am sleeping

was sleeping

slept

will be sleeping

36. Dan will be ... on his report all night.

work

works

working

worked

37. We must call right now or our parents

will be worrying

to worry

was worrying

worries

38. Do not disturb George on the weekend, he'll ... for his final exam.

prepares

prepared

preparing

be preparing

39. ... the flowers been watered today?

have

had

did

do

40. We ... all the Champions League matches this season.

have watched

had watched

has watched

watched

41. That's amazing! She ... fifteen kilometers this morning!

have run

has run

had run

had been run

42. Oh, no! I ... my money!

had lost

has lost

have lost

have been lost

43. I'm tired. I ... three X-Files videos.

watch

have watched

had watched

have been watched

44. A lot of time ... over the telephone.

have been spent

has spent

has been spent

spend

45. ... many accidents been caused by careless driving?

has

have

had

will have

46. The husband explained to the wife that he couldn't come to dinner that day because he

...

was busy

had been busy

is busy

has been busy

47. The mother told the children that she ... them to come for lunch just in time.

hadn't expected

doesn't expect

didn't expect

wouldn't

48. The grandmother asked me that I ... to water her flowers.

shouldn't forget

not to forget

don't have to forget

don't forget

49. Meteorologists warned the population that Hurricane that ... night.

it would be
 it has been
 will be
 will

50. Bill said that he ... for exams the whole year and was very tired.

had been preparing
 was preparing
 prepared
 preparing

УК-4.2. Представляет результаты академической и профессиональной деятельности на различных научных мероприятиях, включая международные.

Вопросы к зачету

1. Are you a fluent English speaker? What assignments are the most effective for improving your language?
2. What world events are you concerned with?
3. What issues are you reluctant to discuss?
4. Are you an intuitive person? What do you think about the future of mankind?
5. What are the possible ways to prevent wars in your opinion?
6. Have you ever doubt the existences of other civilizations?
7. What parts of the world you would like to visit? Why?
8. What are your life priorities?
9. Why do people study public administration?
10. Do you think it is important for government officials to know history? Why?

Практические задания для зачета

TASK 3. Match the extracts from conclusions on the right with the acceptable components on the left.

<p>(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.</p> <p>(ii) These results suggest that the risk of flooding on this coast has increased significantly and is likely to worsen.</p> <p>(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.</p> <p>(iv) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.</p> <p>(v) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).</p> <p>(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses.</p>	<p>(a) A statement showing how your aim has been achieved.</p> <p>(b) A discussion of the implications of your research.</p> <p>(c) Some new information on the topic not mentioned before.</p> <p>(d) A short review of the main points of your study.</p> <p>(e) Some suggestions for further research.</p> <p>(f) The limitations of your study.</p> <p>(g) Comparison with the results of similar studies.</p> <p>(h) A quotation that appears to sum up your work.</p>
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TASK 4. Match the terms with the definitions:

1. Notes	(a) a piece of research, either individual or group work, with the topic chosen by the student(s)
2. Report	(b) a general term for any academic essay, report or article

3. Project	(c)the longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student
4. Essay	(d) a study of something that has happened (e.g. a survey a student has conducted)
5. Dissertation/Thesis	(e) a written record of the main points of a text or lecture, for a student's personal use
6. Paper	(f)the most common type of written work, with the title given by the teacher, normally 1000-5000 words

Тестовые задания для проверки сформированности компетенции

1. Did you say ... very early the following morning?

will you have to pass your exam
you would have to pass your exam
would you have to pass your exam
you will have to pass your exam

2. The policeman warned us that we ... cross the street against the red light

don't have to
mustn't
didn't
would

3. She said that she was worried that her son ... very well that year.

wasn't studying
hadn't been studying
isn't studying
didn't study

4. My friend wanted to know ... doing after lessons.

what did I enjoy
what I enjoyed
what I had enjoyed
I enjoy

5. He said he ... always remember me.

would always remember
will always remember
had always remembered
will be always remember

6. If Jane ... earlier, we would have gone shopping.

comes
came
had come
would come

7. If we had practiced more, we ... the competition.

would win
would have won
will win
won

8. If I were you, I ... him a thank-you letter.

will write
have written
had written
would write

9. It seems to me that if we ... on holiday together, we'll have a good time.

will go

go

went

would go

10. If I had the time, I ... a gym.

would join

would have joined

will join

joined

11. I ... everything to you if you had asked me.

will explain

would explain

would have explained

have explained

12. If I had found him at home I ... him the news.

will tell

would tell

had told

would have told

13. If the athlete ... his speed, he won't break the record.

hadn't improved

doesn't improve

won't improve

didn't improve

14. If the storm doesn't stop, they ... the flight.

will cancel

would have canceled

have canceled

had canceled

15. I would have finished the work long ago if he ... me.

had helped

has helped

would help

would have helped

16. ... as a cook before, my mother was able to cook everything.

having worked

working

worked

was working

17. My spirit though ...was not broken.

crushed

crushing

being crushed

was crushed

18. The passengers looked at the bus in surprise as though ... that it had happened.

not having believed

not believing

not believed

don't believe

19. She looked out of the window and saw her friend ... her door.

knocking

knocked

having knocked

being knocked

20. I heard my mum...about my behavior with dad.

spoke

having spoken

speaking

speaked

21. I opened the door and saw my mother...at the table.

sitting

having sat

having been sat

being sat

22. I was scared.The dog...the road was very big.

crossing

cross

having crossed

being crossed

23. I like to study foreign languages. German is

fascinated

fascinating

being fascinated

fascinate

24. The falling leaves made me think of the ...autumn.

approaching

approached

having approached

was approaching

25. By this time ... to the atmosphere of the big city, he no longer felt a stranger.

getting used

having got used

used

got used

26. He is afraid of ... questions.

having asked

ask

being asked

to ask

27. The teachers don't allow ... in class.

to talk

talk

talking

having talked

28. Sylvia suggests ... to the cinema tonight.

to go

go

going

having gone

29. I remember ... her the letter.

of showing

being shown

having shown

having been shown

30. I look forward to ... to Italy and Spain.

travel

to travel

travelling
having travelled

31. Try ... John at the office if he's not at home.

phone
to phone
phoning
having phoned

32. Your dress wants

clean
to clean
being cleaned
cleaning

33. I prefer ... a book to watching TV.

to read
reading
read
having read

34. He is proud of never ... at chess by his fellow students.

beating
having beaten
being beaten
having been beaten

35. The ... line was shut down for two hours as a result of damaged machinery.

production
growth
client
expenditure

36. Information on ... prices is available to brokers throughout the world.

shoe
share
health
weak

37. I am going to ... my trip to New-York. The situation changed completely.

deny
refuse
cancel
reject

38. The recent boom in consumer spending resulted in sales

recession
growth
improvement
decline

39. Hewlett Packard is known as one of the most reputable ... in the electronic computer and industry.

customers
buyers
brokers
suppliers

40. What is the secret of their fantastic commercial ... ?

production

success
market
trust

41. A movement of money into or out of an account is called a

transaction
option
invoice
bill

42. We decided to ... the new model at the trade fair in autumn.

manufacture
produce
launch
build

43. Our company is ready to sponsor the city football team if they wear our ... on their shirts.

logo
brand
motive
rhyme

44. The 1929 ... market crash led to the great depression in many countries.

risk
loan
stock
stake

45. During the bear market a lot of firms went

ahead
bankrupt
melding
disappeared

46. Monthly salaries of our staff go directly into their

invoices
balance sheet
interests
accounts

47. My cash ... was \$ 300.

boom
sum
deposit
finance

48. If you own some shares of a company you receive ... per share.

interest
dividends
salary
debt

49. He ... most of his savings in the Stock Exchange.

gave
fixed
invested
anticipated

50. A great number of companies in Russia were ... by the 1998 financial crash.

effected
affected
infected

defected

УК-4.3. Демонстрирует интегративные умения, необходимые для эффективного участия в академических и профессиональных дискуссиях.

Вопросы к зачету

1. In what century was public administration formed as a discipline?
2. What does Luther Gulick's theory of organization emphasize?
3. What two theories in public administration have recently been introduced?
4. What do general systems theory students think of human organization?
5. Why has Comparative Public Administration become popular?
6. What will the future meaning and importance of public administration depend on?
7. How are technological innovations used in public administration?
8. Can a modern country be governed from a single location?
9. How many levels of government do all countries have?
10. How many tiers do local governments generally include?
11. What are the functions and powers of the local authorities in England?
12. What are the fundamental values of the managerial perspectives?

Практические задания для зачета

TASK 5. In which parts of the abstract can you find the following phrases?

- a) Quite recently, considerable attention has been paid to
- b) X was computed with the finite difference formula
- c) The results show clearly that
- d) The issues related to are briefly addressed
- e) X is in very good agreement with
- f) The comparison of numerical results with confirms that
- g) The paper summarizes our knowledge of
- h) Progress has been made towards understanding
- i) Nevertheless, more experimental data are required.
- j) This paper presents
- k) The technique applied has confirmed that
- l) X and Y were compared.
- m) It can be concluded that

1. topic and background.....
2. method and approach.....
3. results
4. conclusion.....

Тестовые задания для проверки сформированности компетенции

1. I don't mind ... there.

- sending
- to send
- send
- *being sent

2. They advertised the ... in the local newspaper last week.

- *positions

applications

interviews

promotions

3. So far, over 60 people have applied for the

works

*jobs

consumer

logistic

4. We are going to look at all the letters of ... over the weekend. *application

situation

cooperation

denomination

5. On Monday, we will draw up a ... of 10 or 11 people.

reference

*shortlist

leaflet

flyer

6. We will invite them all to come for an

appointment

office

agenda

*interview

7. Our recruitment team hopes to ... the successful applicants by the end of the month.

apply

*appoint

manage

resign

8. I didn't like the way the company was being run so I

*resigned

sacked

terminated

fired

9. They laid ... people in March and 50 more in September.

on

in

*off

out

10. I joined this company because the career ... is excellent.

*path

way

contract

success

11. I have regular performance ... with my manager.

advice

support

*reviews

enterprise

12. We now have fewer employees and so the company is much

efficient

*leaner

shabby

productive

13. I have worked my way up and now I am a ... manager.

high
main
old
*senior

14. She was ... for copying company software on to her PC.

*fired
promoted
retired
cancelled

15. I was appointed on a ... contract so my job isn't very safe.

permanent
full-time
*temporary
timeless

16. Prices are very high in New York City. Everything is pretty ... there.

cheap
*expensive
huge
crowded

17. If you break the safety rules you can be ... immediately.

downsized
*dismissed
delayed
postponed

18. Last year we spent over £50,000 on management

experience
*development
research
upgrade

19. We value people who are highly ... and want to get on.

*motivated
graduated
evaluated
appreciated

20. Tom gets on well with everyone. He is a great team

gambler
person
*player
cheater

21. I work in a small hotel in Amsterdam. I ... €8 an hour.

*earn
paid
gifted
supplied

22. It's not a lot, but it's more than the ... wage.

maximum
*minimum
hypothetic
eternal

23. Some customers leave me ... and that is a great help.

perks
incentives
*tips

motives

24. My sister works in a bank and her ... is €3,000 a month.

*salary

wage

dividend

interest

25. The bank also provides her with a good ... package.

benefits

revenue

expenditure

*bonus

26. When she is 55 she will be able to give up work and live on her

package

*retirement pension

unemployment benefits

disability allowance

27. The fall in ... rate will probably lead to more business investment.

*interest

exchange

employment

profit

28. Because of the euro-yen ... rate, Japanese exporters lost huge amounts of money that year.

accommodation

benefit

*exchange

supply

29. Prices went up again, and the country's ... rate rose to 5.4% last month.

*inflation

unemployment

deflation

modernization

30. Exports have increased considerably, so now our balance of ... is positive again.

sheet

labour

accounts

*trade

31. Our country is now attracting production from companies looking for a highly skilled ... force.

police

government

*labour

liability

32. The chamber of commerce recommended giving tax ... to boost private sector investment.

*incentives

prospective

rise

growth

33. The gross ... product is the standard measure of the overall size of the economy.

worldwide

local

global

*domestic

34. Too many rules and regulations and too much government ... in general have a negative impact on trade.

administration

*bureaucracy

authority

support

35. The government is trying hard to revive the economy and attract foreign

*investment

regulation

recession

hyperinflation

36. It's only a small shop, but we serve nearly 200 ... a day.

consumers

*customers

admirers

haters

37. Most of our ... are small businesses.

market

company

capital

*users

38. Our ... includes several multinational companies.

*clientele

economy

enemies

supplier

39. We wanted to buy the house but the ... was asking for £300 000.

purchase

*vendor

competitors

consumer

40. The government brought in several market ... to strengthen the economy.

levy

*reforms

pressures

leases

7.4 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков характеризующих этапы формирования компетенций

Контроль освоения дисциплины и оценка знаний обучающихся производится в соответствии с Пл КубГАУ 2.5.1 «Текущий контроль успеваемости и промежуточная аттестация обучающихся».

Рубежная контрольная работа для обучающихся факультета заочного обучения

Контрольная работа по дисциплине обучающимися заочной формы обучения выполняется после установочной сессии в письменной форме.

Критерии оценки

Оценка «отлично» выставляется студенту, показавшему всесторонние, систематизированные, глубокие знания в выполнении контрольной работы, который изучил основ-

ную литературу, ознакомился с дополнительной литературой учебной программы дисциплины и приводит ее в списке использованных источников, умеет свободно и правильно аргументировать принятые решения.

Оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его в контрольной работе, но допускает некоторые неточности, изучил основную литературу учебной программы дисциплины и приводит ее в списке использованных источников.

Оценка «удовлетворительно» выставляется студенту, показавшему фрагментарный, разрозненный характер знаний, недостаточно правильные формулировки базовых понятий, нарушения логической последовательности в изложении программного материала, но при этом он владеет основными понятиями выносимых на контрольную работу заданий, знаком с основной литературой учебной программы дисциплины и приводит ее в списке использованных источников.

Оценка «неудовлетворительно» выставляется студенту, который не знает большей части основного содержания выносимых на контрольную работу заданий, допускает грубые ошибки в формулировках основных понятий, не может качественно выполнить задание, не знаком с основной литературой учебной программы дисциплины.

Тест.

Тест – это инструмент оценивания уровня знаний студентов, состоящий из системы тестовых заданий, стандартизированной процедуры проведения, обработки и анализа результатов.

Критерии оценки знаний обучаемых при проведении тестирования.

Оценка **«отлично»** выставляется при условии правильного ответа студента не менее чем 85 % тестовых заданий.

Оценка **«хорошо»** выставляется при условии правильного ответа студента не менее чем 70 % тестовых заданий.

Оценка **«удовлетворительно»** выставляется при условии правильного ответа студента не менее 51 %.

Оценка **«неудовлетворительно»** выставляется при условии правильного ответа студента менее чем на 50 % тестовых заданий.

Реферат.

Реферат – это краткое изложение в письменном виде содержания и результатов индивидуальной учебно-исследовательской деятельности. Он имеет регламентированную структуру, содержание и оформление. Его задачами являются:

1. формирование умений самостоятельной работы обучающихся с источниками литературы, их систематизация;
2. развитие навыков логического мышления;
3. углубление теоретических знаний по проблеме исследования.

Текст реферата должен содержать аргументированное изложение определенной темы. Он должен быть структурирован (по главам, разделам, параграфам) и включать разделы: введение, основная часть, заключение, список используемых источников. В зависимости от тематики реферата к нему могут быть оформлены приложения, содержащие документы, иллюстрации, таблицы, схемы и т.д.

Критериями оценки реферата являются: новизна текста, обоснованность выбора источников литературы, степень раскрытия сущности вопроса, соблюдение требований к оформлению.

Оценка «отлично» ставится, если выполнены все требования к написанию реферата: обозначена проблема и обоснована её актуальность; сделан анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция автора; сформулированы выводы, тема раскрыта полностью, выдержан объём; соблюдены требо-

вания к внешнему оформлению.

Оценка «хорошо» – основные требования к реферату выполнены, но при этом допущены недочёты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём реферата; имеются упущения в оформлении.

Оценка «удовлетворительно» – имеются существенные отступления от требований к реферированию. В частности, тема освещена лишь частично; допущены фактические ошибки в содержании реферата; отсутствуют выводы.

Оценка «неудовлетворительно» – тема реферата не раскрыта, обнаруживается существенное непонимание проблемы или реферат не представлен вовсе.

Доклад.

Доклад – это письменное или устное сообщение на основе совокупности ранее опубликованных исследовательских, научных работ или разработок по соответствующей отрасли научных знаний, имеющих значение для теории науки и практического применения. Он представляет собой обобщенное изложение результатов проведенных исследований, экспериментов и разработок, известных широкому кругу специалистов в отрасли научных знаний.

Цель подготовки доклада:

- сформировать научно-исследовательские навыки и умения у обучающегося;
- способствовать овладению методами научного познания;
- освоить навыки публичного выступления;
- научиться критически мыслить.

Текст доклада должен содержать аргументированное изложение определенной темы. Доклад должен быть структурирован и включать введение, основную часть, заключение.

Критерии оценки знаний обучающихся при выступлении с докладом

Показатель	Градация	Баллы
Соответствие доклада заявленной теме, цели и задачам проекта	соответствует полностью	2
	есть несоответствия (отступления)	1
	в основном не соответствует	0
Структурированность (организация) доклада, которая обеспечивает понимание его содержания	структурировано, обеспечивает	2
	структурировано, не обеспечивает	1
	не структурировано, не обеспечивает	0
Культура выступления – чтение с листа или рассказ, обращённый к аудитории	рассказ без обращения к тексту	2
	рассказ с обращением к тексту	1
	чтение с листа	0
Доступность доклада о содержании проекта, его целях, задачах, методах и результатах	доступно без уточняющих вопросов	2
	доступно с уточняющими вопросами	1
	недоступно с уточняющими вопросами	0
Целесообразность, инструментальность наглядности, уровень её использования	целесообразна	2
	целесообразность сомнительна	1
	не целесообразна	0
Соблюдение временного регламента доклада (не более 7 минут)	соблюждён (не превышен)	2
	превышение без замечания	1
	превышение с замечанием	0
Чёткость и полнота ответов на дополнительные вопросы по существу доклада	все ответы чёткие, полные	2
	некоторые ответы нечёткие	1
	все ответы нечёткие/неполные	0

Владение специальной терминологией по теме проекта, использованной в докладе	владеет свободно	2
	иногда был неточен, ошибался	1
	не владеет	0
Культура дискуссии – умение понять собеседника и аргументировано ответить на его вопросы	ответил на все вопросы	2
	ответил на большую часть вопросов	1
	не ответил на большую часть вопросов	0

Шкала оценки знаний обучающихся при выступлении с докладом:

Оценка «отлично» – 15-18 баллов.

Оценка «хорошо» – 13-14 баллов.

Оценка «удовлетворительно» – 9-12 баллов.

Оценка «неудовлетворительно» – 0-8 баллов.

Дискуссия.

Дискуссия – форма учебной работы, в рамках которой студенты высказывают свое мнение по проблеме, заданной преподавателем. Критериями оценки поведения в дискуссии являются: точность аргументов (использование причинно-следственных связей); четкая формулировка аргументов и контраргументов; доступность (понятность) изложения; логичность (соответствие контраргументов высказанным аргументам); корректность используемой терминологии с научной точки зрения (правдивость, достоверность, точность определений); удачная подача материала (эмоциональность, иллюстративность, убедительность); отделение фактов от субъективных мнений; использование примеров (аргументированность); видение сути проблемы; умение ориентироваться в меняющейся ситуации; корректность по отношению к оппоненту (толерантность, уважение других взглядов, отсутствие личных нападок, отказ от стереотипов, разжигающих рознь и неприязнь).

Дискуссия будет протекать тем успешнее:

- чем менее трудные мыслительные задачи она ставит перед учащимися (это дает им возможность «выделять» значительную часть своего внимания для контроля за языковой формой);

- чем менее она будет выходить за пределы понятий и представлений, иноязычные соответствия которых известны студенту;

- чем выше уровень автоматизации речевых навыков и чем шире инвентарь языкового материала, владение которым находится на навыковом уровне;

- чем больше у студентов опыта ведения дискуссионных бесед на родном языке.

В структуре учебной дискуссии можно выделить: тему, экспозицию, речевой стимул, направляющие вопросы, ключевые слова, речевую реакцию говорящих.

Критерии оценивания дискуссии:

Отметка «отлично»: ставится за способность моделировать реальные жизненные проблемы; умение слушать и взаимодействовать с другими; демонстрировать характерную для большинства проблем и тем многозначность решений; анализировать реальные ситуации, отделять главное от второстепенного.

Отметка «хорошо»: учащийся способен моделировать реальные жизненные проблемы и темы, но умение слушать и взаимодействовать с другими недостаточное; демонстрировать характерную для большинства проблем и тем многозначность решений, но анализ реальных ситуаций затруднен.

Отметка «удовлетворительно»: учащийся способен моделировать реальные жизненные проблемы и темы, но умение слушать и взаимодействовать с другими затруд-

нено; демонстрация характерной для большинства проблем и тем, многозначность решений недостаточна; анализ реальных ситуаций затруднен.

Отметка «неудовлетворительно»: ставится за неспособность моделировать реальные жизненные проблемы; неумение слушать и взаимодействовать с другими и демонстрировать характерную для большинства проблем и тем многозначность решений; неспособность анализировать реальные ситуации, отделять главное от второстепенного.

Творческое задание.

В ходе изучения дисциплины «Профессиональный иностранный язык» обучающиеся обязаны выполнять индивидуальные и групповые творческие коммуникативные задания. Цель выполнения задания заключается в выработке интегративных практических умений и навыков, необходимых для академического и профессионального взаимодействия.

Критерии оценивания творческого задания:

Оценка «отлично» ставится при условии:

- работа выполнялась самостоятельно;
- материал подобран в достаточном количестве с использованием разных источников;
- работа оформлена с соблюдением всех требований для оформления проектов;
- защита творческой работы проведена на высоком и доступном уровне.

Оценка «хорошо» ставится при условии:

- работа выполнялась самостоятельно;
- материал подобран в достаточном количестве с использованием разных источников;
- работа оформлена с незначительными отклонениями от требований для оформления проектов;
- защита творческой работы проведена хорошо.

Оценка «удовлетворительно» ставится при условии:

- работа выполнялась с помощью преподавателя;
- материал подобран в достаточном количестве;
- работа оформлена с отклонениями от требований для оформления проектов;
- защита творческой работы проведена удовлетворительно.

Оценка «неудовлетворительно» ставится при условии:

- работа не выполнена;
- материал в достаточном количестве не подобран;
- работа оформлена с отклонениями от требований для оформления проектов;
- защита творческой работы не проведена.

Зачет

Оценка «зачтено» соответствует параметрам любой из положительных оценок («отлично», «хорошо», «удовлетворительно»), а «незачтено» — параметрам оценки «неудовлетворительно».

Критерии оценки знаний обучающихся на зачете

Оценка «отлично» выставляется обучающемуся, который обладает всесторонними, систематизированными и глубокими знаниями материала учебной программы, умеет свободно выполнять задания, предусмотренные учебной программой, усвоил основную и ознакомился с дополнительной литературой, рекомендованной учебной программой. Как правило, оценка «отлично» выставляется обучающемуся усвоившему взаимосвязь основных положений и понятий дисциплины в их значении для приобретаемой специальности, проявившему творческие способности в понимании, изложении и использовании учебного материала, правильно обосновывающему принятые решения, владеющему разносторонними навыками и приемами выполнения практических работ.

Оценка «хорошо» выставляется обучающемуся, обнаружившему полное знание материала учебной программы, успешно выполняющему предусмотренные учебной программой задания, усвоившему материал основной литературы, рекомендованной учебной программой. Как правило, оценка «хорошо» выставляется обучающемуся, показавшему систематизированный характер знаний по дисциплине, способному к самостоятельному пополнению знаний в ходе дальнейшей учебной и профессиональной деятельности, правильно применяющему теоретические положения при решении практических вопросов и задач, владеющему необходимыми навыками и приемами выполнения практических работ.

Оценка «удовлетворительно» выставляется обучающемуся, который показал знание основного материала учебной программы в объеме, достаточном и необходимым для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных учебной программой, знаком с основной литературой, рекомендованной учебной программой. Как правило, оценка «удовлетворительно» выставляется обучающемуся, допустившему погрешности в ответах на экзамене или выполнении экзаменационных заданий, но обладающему необходимыми знаниями под руководством преподавателя для устранения этих погрешностей, нарушающему последовательность в изложении учебного материала и испытывающему затруднения при выполнении практических работ.

Оценка «неудовлетворительно» выставляется обучающемуся, не знающему основной части материала учебной программы, допускающему принципиальные ошибки в выполнении предусмотренных учебной программой заданий, неуверенно с большими затруднениями выполняющему практические работы. Как правило, оценка «неудовлетворительно» выставляется обучающемуся, который не может продолжить обучение или приступить к деятельности по специальности по окончании университета без дополнительных занятий по соответствующей дисциплине.

8 Перечень основной и дополнительной учебной литературы

Основная учебная литература

Ивашенко, И.А. English for Public Administration. Английский язык для сферы государственного и муниципального управления : учебное пособие / И. А. Ивашенко. — 8-е изд., стер. - Москва : ФЛИНТА, 2019. - 216 с. - ISBN 978-5-9765-0653-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1066089>

English for Academic Purposes: коммуникативная технология обучения английскому языку для академического и профессионального взаимодействия : учебник / В. В. Доброва, П. Г. Лабзина, С. Г. Меньшенина, Н. В. Агеенко. — Самара : Самарский государственный технический университет, ЭБС АСВ, 2020. — 157 с. — ISBN 978-5-7964-2272-4. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/105001.html>

Рожнева, Е. М. English guide for economists and managers (руководство на английском языке для экономистов и менеджеров) : учебное пособие / Е. М. Рожнева. — Кемерово : Кузбасский государственный технический университет имени Т.Ф. Горбачева, 2021. — 104 с. — ISBN 978-5-00137-207-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/116556.html>

Дополнительная учебная литература

Трибунская, С. А. Профессиональный английский язык для экономистов : учебное пособие / С. А. Трибунская. — Москва : Российская таможенная академия, 2019. — 138 с. — ISBN 978-5-9590-1061-4. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/93213.html>

Английский для магистрантов : практикум / составители Г. И. Тихомирова. — 2-е изд. — Новосибирск : Новосибирский государственный университет экономики и управления «НИИХ», 2019. — 64 с. — ISBN 978-5-7014-0937-6. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/95190.html>

Культура речи в устной академической коммуникации на английском языке = [Speech culture of English oral communication in academic contexts] : учебное пособие / Н. В. Красильникова, Ж. О. Кузьминых, Т. М. Лежнина [и др.] ; под общ. ред. О. В. Филипчук - Йошкар-Ола : Поволжский государственный технологический университет, 2021. - 208 с. - ISBN 978-5-8158-2265-8. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1894518>

Никрошкина, С. В. Английский язык для магистрантов. Введение в научно-исследовательскую деятельность. English for Master Students. Introduction to Research : учебное пособие / С. В. Никрошкина, Ю. В. Ридная. - Новосибирск : Изд-во НГТУ, 2020. - 75 с. - ISBN 978-5-7782-4315-6. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1869252>

6. Шилина, Е. Н. English grammar guide for master's students : учебное пособие / Е. Н. Шилина, Е. Г. Ечина. - Томск : Томск. гос. ун-т систем упр. и радиоэлектроники, 2019. - 92 с. - ISBN 978-5-86889-846-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1845816>

9 Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

Перечень ЭБС

№	Наименование	Тематика	Ссылка
1	Znanium.com	Универсальная	https://znanium.com/
2	IPRbook	Универсальная	http://www.iprbookshop.ru/
3	Образовательный портал КубГАУ	Универсальная	https://edu.kubsau.ru/

Перечень интернет сайтов:

- Официальный сайт издательства «Лонгман» – www.longman.com
- Официальный сайт издательства «Пирсон» – www.pearsonELT.com

10 Методические указания для обучающихся по освоению дисциплины

1. Профессиональный иностранный язык (Английский) : метод. указания по выполнению контрольных работ / сост. М. Э. Мосесова, Н. Б. Айвазян. – Краснодар : КубГАУ, 2020. – 29 с. - URL: <https://edu.kubsau.ru/mod/resource/view.php?id=7120>

2. Профессиональный иностранный язык (английский): метод. указания по выполнению самостоятельной работы для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 76 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

3. Профессиональный иностранный язык (английский): метод. указания к практическим занятиям для обучающихся по направлению подготовки 38.04.04 Государственное и муниципальное управление / А.Т. Анисимова – Краснодар: КубГАУ, 2022. – 46 с. - URL: <https://edu.kubsau.ru/course/view.php?id=117>

11 Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине позволяют:

- обеспечить взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет»;
- фиксировать ход образовательного процесса, результатов промежуточной аттестации по дисциплине и результатов освоения образовательной программы;
- организовать процесс образования путем визуализации изучаемой информации посредством использования презентаций, учебных фильмов;
- контролировать результаты обучения на основе компьютерного тестирования;
- автоматизировать расчеты аналитических показателей;
- автоматизировать поиск информации посредством использования справочных систем.

Перечень лицензионного ПО

№	Наименование	Краткое описание
1	Microsoft Windows	Операционная система
2	Microsoft Office (включает Word, Excel, PowerPoint)	Пакет офисных приложений
3	Система тестирования INDIGO	Тестирование

Перечень профессиональных баз данных и информационных справочных систем

№	Наименование	Тематика	Электронный адрес
1	Научная электронная библиотека eLibrary	Универсальная	https://elibrary.ru/
2	КонсультантПлюс	Правовая	https://www.consultant.ru/
3	Гарант	Правовая	https://www.garant.ru/

12 Материально-техническое обеспечение для обучения по дисциплине

Планируемые помещения для проведения всех видов учебной деятельности

№ п/п	Наименование учебных предметов, курсов, дисциплин (модулей), практики, иных видов учебной деятельности, предусмотренных учеб-	Наименование помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом, в том числе помещения для самостоятельной работы, с указанием перечня основного оборудования, учебно-наглядных пособий и используемого	Адрес (местоположение) помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом

	ным планом образовательной программы	программного обеспечения	(в случае реализации образовательной программы в сетевой форме дополнительно указывается наименование организации, с которой заключен договор)
1.	Профессиональный иностранный язык (английский)	<p>Помещение №629 ГУК, посадочных мест — 28; площадь — 34,7м²; учебная аудитория для проведения учебных занятий. технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office; специализированная мебель(учебная доска, учебная мебель).</p> <p>Помещение №584 МХ, посадочных мест — 24; площадь — 41,8м²; учебная аудитория для проведения учебных занятий. специализированная мебель(учебная доска, учебная мебель).</p> <p>Помещение №310 ЗОО, площадь — 41,6м²; посадочных мест - 24; Лаборатория Специальной иноязычной коммуникации. лабораторное оборудование (интерактивная доска SMART SBM 680 A5 — 1 шт.; Ноутбук Dell Inspiron 3558 Core i3-5005U 2/0GHz, 15,6" HD Cam, 4GB DDR3(1), 500GB 5.4krpm, DVDRW, Intel HD 4400, BT, 4C, 2,3kg, 1 y, Win10Pro, Black — 1 шт.) доступ к сети «Интернет»; доступ в электронную образовательную среду университета; программное обеспечение: Windows, Office; специализированная мебель(доска маркерная PREMIUM LEGAMASTER 100x150, учебная мебель).</p> <p>Помещение №226 ГУК, посадочных мест — 16; площадь — 35,9м²; помещение для самостоятельной работы обучающихся. технические средства обучения (компьютер персональный — 13 шт.); доступ к сети «Интернет»; доступ в электронную информационно-образовательную среду университета; Программное обеспечение: Windows, Office, INDIGO, специализированное лицензионное и свободно распространяемое программное обеспечение, предусмотренное в рабочей программе. специализированная мебель(учебная мебель).</p>	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13

