МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ

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«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ ИМЕНИ И. Т. ТРУБИЛИНА»

ФАКУЛЬТЕТ УПРАВЛЕНИЯ

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Рабочая программа дисциплины
Профессиональный иностранный язык

Направление подготовки
38.04.04 Государственное и муниципальное управление

Направленность
«Управление комплексным развитием сельских территорий»

Уровень высшего образования
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Рабочая программа дисциплины «Профессиональный иностранный язык» разработана на основе ФГОС ВО 38.04.04 Государственное и муниципальное управление, утвержденного приказом Министерства науки и высшего образования РФ 13 августа 2020 г. № 1000.

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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 формируется следующая компетенция:

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

В результате изучения дисциплины «Профессиональный иностранный язык» обучающийся готовится к освоению трудовых функций и выполнению трудовых действий в соответствии со справочником квалификационных требований к специальностям, направлениям подготовки, знаниям и умениям, которые необходимы для замещения должностей государственной гражданской службы с учетом области и вида профессиональной служебной деятельности государственных гражданских служащих (утв. Письмом Минтруда России 26 апреля 2017 г. N 18-1/10/В-3260) и справочником типовых квалификационных требований для замещения должностей муниципальной службы (утв. Минтрудом России)

Трудовая функция – управленческие умения (для должностей гражданской службы категорий «руководители» и «помощники (советники)» всех групп должностей, категории специалисты высшей группы должностей, а также главной, ведущей и старшей групп должностей).

Трудовые действия:
- умение руководить подчиненными, эффективно планировать, организовывать работу и контролировать ее выполнение;

– умение оперативно принимать и реализовывать управленческие решения.

Функциональные обязанности	Квалификационные требования к функциональным знаниям	Квалификационные требования к функциональным умениям
Осуществление исполнительно-распорядительных и обеспечивающих функций	Правовое, лингвистическое и переводческое сопровождение (обеспечение) деятельности, а также организация и обеспечение международного взаимодействия	
	- основы дипломатического этикета.	- организация и ведение конференций, симпозиумов, семинаров, деловых встреч; - организационно-протокольное обеспечение переговоров с представителями иностранных государств, компаний и международных организаций; - владение иностранными языками; - ведение переговоров и переписки с зарубежными партнерами, в том числе на иностранном языке.

3 Место дисциплины в структуре ОПОП ВО

«Профессиональный иностранный язык» является вариативной дисциплиной части, формируемой участниками образовательных отношений, ОПОП ВО подготовки обучающихся по направлению 38.04.04 Государственное и муниципальное управление, направленность «Управление комплексным развитием сельских территорий».

4 Объем дисциплины (108 часов, 3 зачетных единицы)

Виды учебной работы	Объем, часов	
	Очная	Заочная
Контактная работа в том числе:	**33**	-
— аудиторная по видам учебных занятий	32	-
— лекции	2	-
— практические	30	-
— лабораторные	-	-
— внеаудиторная	1	-
— зачет	-	-
— защита курсовых работ	-	-
Самостоятельная работа	**75**	-

Виды учебной работы	Объем, часов	
	Очная	Заочная
в том числе:		
⸺ курсовая работа	-	-
⸺ прочие виды самостоятельной работы	75	-
Итого по дисциплине	**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.

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	English Grammar for Academic Purposes: Tense Review 1.1 Simple and Continuous forms 1.2 Present Perfect 1.3 Past Perfect 1.4 Future Forms	УК 4.1, УК 4.2 УК 4.3	1	2				2
2	Master's Degree Globally 1.1 Master's Qualification 1.2 The European Higher Education Area and the Bologna Process 1.3 Higher Education in the Russian Federation	УК 4.2, УК 4.3	1		6			13
3	Career Prospects in Public Administration 2.1 Public Administration as an Academic Field of Study 2.2 The Russian National System of Public Administration 2.3 Governance of the Rural Areas of the Russian Federation	УК 4.2, УК 4.3	1	-	8			20

№ п/п	Тема. Основные вопросы	Формируемые компетенции	Семестр	Лекции	Практические занятия	Лабораторные занятия	в том числе в форме практической подготовки*	Самостоятельная работа
4	Academic Writing 3.1 Academic Writing Style 3.2 Scientific Article 3.3 Plagiarism	УК 4.1, УК 4.2	1	-	8			20
5	Academic Speaking 4.1 Presentation Skills 4.2 Organizing and participating in academic events	УК 4.1, УК 4.2	1	-	8			20
	Итого			1	30	-		75

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

1. 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

2. 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	
1	*Профессиональный иностранный язык*
1	Деловой иностранный язык
4	Защита выпускной квалификационной работы, включая подготовку к защите и процедуру защиты

* 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 перевода и редактирования различных академических текстов (рефератов, эссе, обзоров, статьи 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.	Уровень знаний ниже минимальных требований, имели место грубые ошибки При решении стандартных задач не продемонстрированы основные умения, имели место грубые ошибки, не продемонстрированы базовые навыки	Минимально допустимый уровень знаний, допущено много негрубых ошибок. Продемонстрированы основные умения, решены типовые задачи. Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Уровень знаний в объеме, соответствующем программе подготовки, допущено несколько негрубых ошибок. Продемонстрированы все основные умения, решены все основные задачи с негрубыми ошибками, продемонстрированы базовые навыки при решении стандартных задач	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок. Продемонстрированы все основные умения, решены все основные задачи с отдельными несущественными недочетами, Продемонстрированы навыки при решении нестандартных задач	творческое задание доклад контрольная работа (межсеместровая и итоговая) тестовые задания вопросы для проведения зачета

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.)

Тема 3. Academic Writing
Темы творческих заданий

TASK 1. Analysing an <u>Abstract.</u>
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 <u>evaluative</u> 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 is was going.

TASK 2. Writing a <u>Summary.</u>
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.

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-bystep 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.

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.

Тема 2. Career Development
11. History of Public Administration.
12. The Present and Future of Public Administration.
13. Local Authorities in the Contemporary World.
14. Perspectives of Public Administration.
15. Managerial Public Administration.
16. The Problems of Managerial Public Administration in Foreign Countries.
17. Imperatives of Public Policy in Modern Russia.
18. The Role of Local Government in Rural Development Issues.
19. A Public Administration System of Developing Rural Territories of Russian Federation.
20. Principles of Effective Rural Governance.

Тема 4. Academic Speaking

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:

after that	*begin*	*I'm*	*realize*	*responsible for*	*sections*	*turn*

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 you 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.

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

Тема 4. Academic Speaking

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	(2) Managers from this country	(3) 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	- 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	- 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

(4) Managers from this country	(5) Managers from this country
- 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	- 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

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?

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?

Тестовые задания к зачету

Тема 3: Academic Writing (45 tests)
1 *Define the main difference of academic writing from normal writing*
 (a) academic writing uses longer words
(b) academic writing tries to be precise and unbiased
(c) academic writing is harder to understand

2 *Choose the features of a formal academic writing*
(a) colloquial expressions (What's up? Cheers!) are numerous.
(b) Full words, not contractions, are used.
(c) Words and phrases that connect sentences meaningfully are used.
(d) The sentences are rather complex.
(e) Emotional words like great, superb, etc. are used.

3 *Choose the features a good reference letter should not include:*
(a) Explanation of how long the referee has known the applicant
(b) List of the personal qualities relevant to the specialism
(c) Reference to the applicant's qualifications, experience, and professional skills
(d) The applicant's weaknesses
(e) The referee's contact information
(f) The applicant's religion, nationality, age, disability and gender

4 *Choose the features a summary should have:*
(a) The author's name and the title of the article
(b) Graphs and tables
(c) Detailed explanations
(d) The author's main idea
(e) Details to support the idea
(f) Your own views on the problem
(g) As much of the original text as possible
(h) Quotations

5 *Which of the factors below should you consider while publishing a scientific paper?*
(a) The scope and aims of the journal are relevant to your paper.
(b) The journal provides open access to some articles.

(c) The journal impact factor is reasonably high.

(d) The page charges are low.

(e) The time take to accept or reject a paper is quite short.

6 *Choose the elements that do not refer to the traditional structure of a research article*

(a) Quotation

(b) References

(b) Abstract

(c) Discussion

(d) Introduction

7 *Which of the factors below should you include into your project summary for a grant proposal?*

(a) a brief background of the project

(b) specific aims, objectives or hypotheses

(c) significance of the proposed research

(d) unique features and innovation of the project

(e) methods (action steps) to be used

(f) a description of how results will influence other research areas

(g) all of the above

8 *Define the difference between a project and an essay:*

(a) essays are longer

(b) projects are longer

(c) students choose projects' topics

9 *When writing an essay what is the best time to write an introduction?*

(a) first

(b) last

(c) after writing the main body

10 *Understanding essay titles. Define the reference of the task expressed by the essay title «Outline the main benefits of university education in the modern world»:*

(a) the task refers to all the benefits of a university education

(b) the task refers to the positive things about a university education

(c) the task refers to the positive and negative things about a university education

(d) the task refers to education in general

11 *Understanding essay titles. Define the reference of the task expressed by the essay title «Discuss the financial problems faced by unemployed older people»:*

(a) the task is to examine and explain the idea in detail

(b) the task is to communicate the main points

(c) the task is to give full information about the problem

(d) the task is to give only the main information

12 *Understanding essay titles. Define the reference of the task expressed by the essay title «Explore the different factors which influence young people's choice of university»:*

(a) the task is to look at different concepts, research, or information to prove an idea

(b) the task is to look at different concepts, research, or information to see what you can find

(c) the task is to sort factors (in this case, items of information with common features or characteristics)

(d) the task is to give full information on the issue

13 *Which methods of generating ideas do not refer to essay writing?*
(a) Group discussion
(b) Brainstorming
(c) Using text-based sources
(d) Key words and phrases

14 *Critical thinking. Which reading strategy is to be used for close reading of a specific part of a journal to examine information?*
(a) predicting the content of a text from the title, key factual information and visuals
(b) reading left to right, line by line, and every word
(c) skimming for the general meaning or 'gist'
(d) scanning for specific information or details

15 *Critical thinking. Which reading strategy is to be used for locating a specific word or idea without reading continuous text?*
(a) predicting the content of a text from the title, key factual information and visuals
(b) reading left to right, line by line, and every word
(c) skimming for the general meaning or 'gist'
(d) scanning for specific information or details

16 *Critical thinking. Which reading strategy is to be used for any text when you are trying to get the general idea, e.g. reading a book or article to obtain the general information.*
(a) predicting the content of a text from the title, key factual information and visuals
(b) reading left to right, line by line, and every word
(c) skimming for the general meaning or 'gist'
(d) scanning for specific information or details

17 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*
Trends, e.g. the increase in the price of oil over the last year.
(a) pie chart
(b) bar chart
(c) map
(d) table
(e) graph

18 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*
Location, e.g. where major industrial cities are situated
(a) pie chart
(b) bar chart
(c) map
(d) table
(e) graph

19 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*
Location, e.g. where major industrial cities are situated
(a) pie chart
(b) bar chart
(c) map
(d) table
(e) graph

20 *In academic texts, a considerable amount of information is presented in visual or graphic form. Which type of diagram would you use to show the following information:*
Comparison, e.g. the number of cars per adult in different countries
(a) pie chart
(b) bar chart
(c) map
(d) table
(e) graph

21 *Analyzing paragraph structure. Decide which of the following is the best definition of a paragraph.*
(a) A paragraph is defined as a unit of meaning of at least 100 words in length. It has to contain background information about the topic and supporting evidence such as examples and reasons.
(b) A paragraph is a list of ideas that are related to each other in some way, and usually contains quotations. It normally has a topic sentence at the beginning, and it contains reasons and examples.
(c) A paragraph can be defined as a unit of meaning which contains a statement about the content / organization of the paragraph (a topic sentence), which may then be followed by supporting evidence using examples and reasons.

22 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*
Human communication has developed throughout history. **In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades.** Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing. Recent developments have taken place in a relatively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.
(a) background information
(b) a topic sentence
(c) a reason
(d) an example

23 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*
Human communication has developed throughout history. In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades. Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing. Recent developments have taken place in a relatively short time **because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad**, which have revolutionized the way we communicate.
(a) background information
(b) a topic sentence
(c) a reason
(d) an example

24 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*
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atively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.
(a) background information
(b) a topic sentence
(c) a reason
(d) an example

25 *Analyzing paragraph structure. Read the following paragraph, match the section of the paragraph in bold print to the relevant term.*
Human communication has developed throughout history. In the past, the speed of development was comparatively slow, but it has increased rapidly in recent decades. **Think of the length of time that it took humanity to move first from writing on clay tablets to the discovery of paper and subsequently to the development of printing.** Recent developments have taken place in a relatively short time because of advances in computer technology, leading to devices like iPhone and tablet computers like iPad, which have revolutionized the way we communicate.
(a) background information
(b) a topic sentence
(c) a reason
(d) an example

26 *Analyzing paragraph structure. Decide which of the following is not a feature of a topic sentence.*
(a) It provides the subject of the paragraph and outlines what will follow.
(b) It limits what the paragraph will discuss.
(c) It is often the first sentence of the paragraph.
(d) It allows the writer to concentrate on individual points to make an argument.
(e) It contains evidence to support an idea.
(f) It acts like a map instruction and helps to guide the writer.

27 *Analyzing essay structure. Decide which of the following is the definition of a 'thesis statement'.*
(a) a unit of meaning of at least 100 words in length, has to contain background information about the topic and supporting evidence such as examples and reasons.
(b) a list of ideas that are related to each other in some way, and usually contains quotations; it normally has a topic sentence at the beginning, and it contains reasons and examples.
(c) a short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.

28 *Academic language. Idetify the type of a sentence. Which of the sentences below refer to ideas and facts?*
(a) People use their cars to go to work every day.
(b) Heavily loaded aeroplanes use more fuel than empty ones.
(c) Management style sometimes affects the employees.
(d) The cause of earthquakes is the sudden release of energy in the Earth's crust.
(e) This energy creates seismic waves.

29 *Academic language. Idetify the type of a sentence. Which of the sentences below refer to habits and activities?*
(a) People use their cars to go to work every day.
(b) Heavily loaded aeroplanes use more fuel than empty ones.
(c) Management style sometimes affects the employees.
(d) The cause of earthquakes is the sudden release of energy in the Earth's crust.

(e) This energy creates seismic waves.

30 *Academic language. Idetify the type of a sentence. Decide which of the following statements are facts.*
(a) The design of public spaces in cities clearly has a significant impact on people's mood and behaviour.
(b) Many cities contain urban public spaces.
(c)The social welfare of any population is linked to many factors, such as community development.
(d) Community development is the main factor in determining the welfare of the population in general.

31 *Academic language. Idetify the type of a sentence. Decide which of the following statements are opinions.*
(a) The design of public spaces in cities clearly has a significant impact on people's mood and behaviour.
(b) Many cities contain urban public spaces.
(c)The social welfare of any population is linked to many factors, such as community development.
(d) Community development is the main factor in determining the welfare of the population in general.

32 *Academic language. Idetify the type of a sentence. Decide which of the following statements are opinions.*
(a) Parks with trees and features like statues and fountains on streets are not found in every major city.
(b) Parks with trees have greater potential for the improvement of urban areas than features like statues or fountains on streets.
(c) Sciences and the arts are still part of the university curriculum in UK universities.
(d) A good university education in the sciences or the arts is invaluable in today's competitive job market.

33 *Academic language. Idetify the type of a sentence. Decide which of the following statements are facts.*
(a) Parks with trees have greater potential for the improvement of urban areas than features like statues or fountains on streets.
(b) Parks with trees and features like statues and fountains on streets are not found in every major city.
(c) Sciences and the arts are still part of the university curriculum in UK universities.
(d) A good university education in the sciences or the arts is invaluable in today's competitive job market.

34 *Academic language. Idetify the function of the linking word in the following sentence:* «The government declared a ceasefire, **but** the army did not respect it.»
(a) to link similar ideas
(b) to contrast different ideas
(c) to give another possibility
(d) to show a result

35 *Academic language. Idetify the function of the linking word in the following sentence:* «The organization is currently offering to inform, motivate, train **and** support people in rural areas.»
(a) to link similar ideas
(b) to contrast different ideas

(c) to give another possibility
(d) to show a result

36 *Academic language. Idetify the function of the linking word in the following sentence:* «The project has received more funding, **so** the research can continue until the end of the year.»
(a) to link similar ideas
(b) to contrast different ideas
(c) to give another possibility
(d) to show a result

37 *Academic language. Idetify the function of the linking word in the following sentence:* «The institute needs to increase student fees, **or** they will cut the number of courses.»
(a) to link similar ideas
(b) to contrast different ideas
(c) to give another possibility
(d) to show a result

38 *Academic language. Choose the appropriate linking word to complete the following sentence:* «Currently, the majority of Russian citizens are interested in developing rural areas, **...** socio-economic processes in rural areas have been recently characterized by a number of negative trends.»
(a) and
(b) so
(c) but
(d) or

39 *Academic language. Choose the appropriate linking word to complete the following sentence:* «Since 2019, our country has been implementing a departmental project "Digital Agriculture". ... , one of the main conditions to regulate that is meant to be proper legal support.»
(a) Furthemore
(b) However
(c) Therefore
(d) Nevertheless

40 *Academic language. Choose the appropriate linking word to complete the following sentence:* «Relying solely on the rural population itself is inadequate, considering the low level of its income. ..., the development of rural tourism can be associated with the activities of agricultural producers.»
(a) Therefore
(b) However
(c) Furthemore
(d) Nevertheless

41 *Academic language. Choose the appropriate linking word to complete the following sentence:* «While agreeing with this position, ..., we have to note that of all small forms of management, it is agricultural cooperatives that are most integrated into the mechanism of sustainable development of rural areas.»
(a) Therefore
(b) However
(c) Furthemore
(d) Nevertheless

42 *Academic language. Using perspective and stance language. Which of the following phrases can not be used to complete the sentence:* «… climate change is arguably the most serious threat facig the world today.»
(a) From an economic perspective, …
(b) In economic terms, …
(c) As for economics, …
(d) Economics is …
(e) Economically speaking, …
(f) If we take economics into account, …
(g) What the econoics tells us is that …

43 *Academic language. Identify sentences which contain cause and effect relationships.*
(a) Developments in mobile phone technology are connected with advances in other areas of technology.
(b) The government's approach to Research and Development produced considerable opposition.
(c) The well-being of individuals is clearly related to a host of different factors.
(d) The world of finance is undergoing constant change as a result of innovations in computing technology.
(e) The relationship between universities and the manufacturing industry has improved markedly, owning to the involvement of politicians.

44 *Academic language. Choose the appropriate grammar form to complete the conditional sentence:* «If we … rural society into groups, then the most numerous group … rural residents who take a passive position and do not see the future.»
(a) divide; will include
(b) will divide; includes
(c) divided; will include
(d) divide; would include

45 *Academic language. Choose the appropriate grammar form to complete the conditional sentence:* «If the policy is not changed, the degradation of most rural areas will continue.»
(a) will change, continues
(b) didn't change, will continue
(c) is not changed, will continue
(d) is not changed, would continue

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?

Тема 5: Academic Speaking (25 tests)

1 *Define the main purpose of delivering a presentation:*
(a) To have a clear understanding of the prospect's needs, as well as the opportunities and challenges in the market and to have a proactive advertising solution to assist the prospect in accomplishing the company's goals.
(b) To meet with the decision maker in person or those who may influence a decision in his/her absence and to leave it behind if neither is available for them to evaluate in person.
(c)To close and begin the process from prospect to account development.
(d) None of the above.

2 *Choose the right posture when giving a presentation:*
(a) arms crossed on chest
(b) straight but relaxed
(c) knees unlocked

3 *Choose the right position of your hands when giving a presentation (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

4 *Choose the best way to attract the audience attention (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

5 *Choose one advance preparation you can do to overcome initial nervousness when delivering a presentation:*
(a) Ask the audience write down their questions and give them to you in advance
(b) Introduce yourself to the audience before the presentation and get to know them
(c) Walk into the room just before the presentation
(d) Hydrate yourself by drinking a lot of water before the presentation

6 *Choose the best way to deal with nervousness (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)

7 *Choose the right way to 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

8 *Choose the right pace of speech at the presentation:*
(a) about 20% more slowly than normal
(b) just as fast as in an normal conversation

(c) faster than in a normal conversation

9 *Choose the right way to express enthusiasm?*
(a) by raising voice level
(b) by waving arms
(c) by making hand or arm gestures for important points

10 *Analyze the situation and decide what is NOT a good strategy if you are unable to answer a question from an audience member during your presentation?*
(a) Acknowledge you don't know the answer and say the question was irrelevant to the topic of the presentation
(b) Ask the audience member to see you after the presentation so you can understand the question better and answer it
(c) Ask others in the audience if they could answer the question
 (d) Acknowledge you don't know the answer and would think and get back to the questioner

11 *When an audience member without a microphone in a large audience asks a question during or after your presentation, it is important for the presenter to:*
(a) Respond to the question immediately
(b) Repeat the question for the benefit of others in the audience who might not have heard it
 (c) Ask others in the audience to shout the question
 (d) Ask the audience member to come to the front of the room and ask the question

12 *It is generally NOT a good practice to deliver a presentation by:*
 (a) Reading the entire presentation line by line
 (b) Elaborating each bullet point on the presentation materials
 (c) Paraphrasing what is on the presentation materials
 (d) Mentioning the highlights of what is on the screen

13 *To keep your audience from feeling overwhelmed, you should keep the text on each slide short and to the point. Identify the rule that the perfect PowerPoint slide should follow.*
(a) No rules when using PowerPoint
(b) 2 by 4 rule
(c) 7 by 7 rule
(d) Five by five rule

14 *What are the best colours for slide background and font?*
(a) Light background with a light font such as white with yellow.
(b) Dark background with a dark font such as dark blue with black.
(c) Dark background with a lighter font colour such as dark blue with yellow.
(d) Light background with dark font such as white with black.

15 *How much time should you spend on each slide?*
(a) Any length of time
(b) 30 seconds
(c) 2-3 minutes
(d) 5 minutes

16 *English language for Academic speaking. Decide which of the following questions are **asking for more information**.*

(a) You mentioned (that) … Can you go over (it) again?
(b) When you said…, what exactly did you mean?
(c) Can you give a few more details about …?
(d) You said that…, but can you repeat what you said about…?
(e) Are you saying that the …?
(f) Is there anything else we can learn from this?

17 *English language for Academic speaking. Decide which of the following questions are **asking for clarification**.*
(a) You mentioned (that) … Can you go over (it) again?
(b) When you said…, what exactly did you mean?
(c) Can you give a few more details about …?
(d) You said that…, but can you repeat what you said about…?
(e) Are you saying that the …?
(f) Is there anything else we can learn from this?

18 *English language for Academic speaking. Decide which of the following questions are **asking for repetition**.*
(a) You mentioned (that) … Can you go over (it) again?
(b) When you said…, what exactly did you mean?
(c) Can you give a few more details about …?
(d) You said that…, but can you repeat what you said about…?
(e) Are you saying that the …?
(f) Is there anything else we can learn from this?

19 *English language for Academic speaking. Decide which of the following sentences are **expressing and supporting the opinion***:
(a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
(b) The point about gathering financial support. Could you explain it in more detail?
(c) As for the conference theme, I'd rather focus on research than teaching methods.
(d) That may be so, but to be honest, it doesn't give any idea of what the event is about.
(e) Now, we have to choose an appropriate date. I would go for Novermber 20th because no major sports events are scheduled on that day.

20 *English language for Academic speaking. Decide which of the following sentences are asking for more detail:*
(a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
(b) The point about gathering financial support. Could you explain it in more detail?
(c) As for the conference theme, I'd rather focus on research than teaching methods.
(d) That may be so, but to be honest, it doesn't give any idea of what the event is about.
(e) Now, we have to choose an appropriate date. I would go for Novermber 20th because no major sports events are scheduled on that day.

21 *English language for Academic speaking. Decide which of the following sentences is disagreeing politely:*
(a) I tend to agree. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
(b) The point about gathering financial support. Could you explain it in more detail?
(c) As for the conference theme, I'd rather focus on research than teaching methods.
(d) That may be so, but to be honest, it doesn't give any idea of what the event is about.

(e) Now, we have to choose an appropriate date. I would go for Novermber 20th because no major sports events are scheduled on that day.

22 *If you make an error in your presentation, such as a statistic incorrectly, what should you say?*
(a) Permit me to clarify that...
(b) Disregard that statement because I can't verify the source.
(c) Let me correct that statement...
(d) What I meant to say is...
(e) Never mind...
(f) None of the above.
(g) All of the above.

23 *After you review the prospect's goals and challenges that the person shared with you in the needs analysis meeting, what should you ask the prospect and why?*
(a) Ask the prospect if anything has changed since your last meeting with them because it involves the prospect and confirms accuracy of the ideas and solutions you are recommending.
(b) Ask the prospect what is their availability to schedule a follow up meeting because it assumes the sale.
(c) Ask the prospect if there will be personnel changes within their organization because you may need to review with other decision makers.

24 *Identify the reason of limiting a presentation to three key topics:*
(a) That is historically the standard that media organizations use nationally.
(b) People retain a few main points better than they do a large amount of data, which can lead to information overload.
(c)If you have more than three key topics in your presentation, you risk the chance of not presenting other components of the presentation due to time.

25 *Identify the best type/types of supporting evidence that you can use in a presentation:*
(a) Statistical Data
(b) Quotes from People or Books
(c) Client Testimonials
(d) Wikipedia Sources
(e) All of the above.

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
FINAL TEST (ИТОГОВАЯ КОНТРОЛЬНАЯ РАБОТА)
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

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

(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.	(a) A statement showing how your aim has been achieved.
(ii) These results suggest that the risk of flooding on this coast has increased significantly and is likely to worsen.	(b) A discussion of the implications of your research.
(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.	(c) Some new information on the topic not mentioned before.
(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.	(d) A short review of the main points of your study.
(v) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).	(e) Some suggestions for further research. (f) The limitations of your study. (g) Comparison with the results of similar studies. (h) A quotation that appears to sum up your work.

(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses.	

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

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 зачета
Тема 1: Master's Degree Globally (25 tests)
1 *Determine which university is the oldest in Europe:*
(a) The University of Cambridge
(b) The Italian University of Bologna
(c) The University of Oxford
(d) The Sorbonnes

2 *Identify the true statement:*
(a) The rapid development of the University of Oxford was triggered by the attractiveness of British higher education
(b) The rapid development of the University of Oxford was triggered by low prices for educational services

(c) The rapid development of the University of Oxford was triggered by prohibition of studying abroad

(d) The rapid development of the University of Oxford was triggered by job perspectives for the alumni

3 *Find out the origin of the Latin word* **university***:*
(a) a degree-awarding institute
(b) a higher-learning institute
(c) a universal community of learners
(d) community of teachers and scholars

4 *Identify the meaning of the expression* **PhD degree:**
(a) a postgraduate degree
(b) the first university degree
(c) an intermediate academic degree between the bachelor's degree and the doctor's degree
(d) a research degree

5 *Identify the meaning of the expression* **Master's degree:**
(a) the highest level of academic qualification
(b) the first university degree
(c) an intermediate academic degree between the bachelor's degree and the doctor's degree
(d) an undergraduate degree

6 *Identify the meaning of the expression* **lifelong learning:**
(a) learning throughout life
(b) blended learning
(c) distance learning
(d) self-initiated education that is focused on personal development

7 *Identify the meaning of the expression* **blended learning:**
(a) distance learning
(b) online learning
(c) lifelong learning
(d) the merging of in-class teaching with internet-based instruction and interaction

8 *Identify the meaning of the term* **assessment** *within the academic process:*
(a) a technically designed process for evaluating student learning outcomes
(b) a process of reviewing an institution or a programme
(c) a process of evaluating the quality of a higher education institution
(d) a process of collecting credits for learning within degree programmes

9 *Identify the meaning of the term* **Diploma Supplement**:
(a) provides information on your personal achievements, including course credits, grades, and what you have learned
(b) provides information that a person has completed an educational course, is issued to a student not qualifying for a diploma
(c) a written record of your education and the jobs you have done, that you send when you are applying for a job
(d) an official document developed by the European Commission, Council of Europe and UNESCO-CEPES to facilitate mutual recognition of national higher education certificates

10 *Identify the true statement:*

a) The master's degree is designed to provide advanced education and certification within professional fields of study.
(b) The master's degree is designed to improve the young professionals' chances for employment.
(c) The master's degree is designed to comply with the standards of higher education in Europe
(d) The master's degree is designed to increase the attractiveness of European higher education

11 *Identify the true statement:*
(a) An academic degree is a title awarded for reading lectures.
(b) An academic degree is a title awarded for practical work in industry.
(c) An academic degree is a title awarded for successfully completed course of study or for a particular attainment.

12 *Identify the true statement:*
(a) The Ph.D. is conferred on learners who have successfully completed their secondary education.
(b) The Ph.D. is conferred on scholars who have successfully completed their research and dissertation.
(c) The Ph.D. is conferred on learners who have been enrolled on a post-graduate course.
(d) The Ph.D. is conferred on learners who have successfully completed their masters dissertation.

13 *Identify the true statement:*
(a) Distance learning is teaching by correspondence.
(b) Distance learning is a method of study via media such as the Internet, videoconferencing, and e-mail.
c) Distance learning is a system of teaching shorthand.
(d) Distance learning is a system of learning in the evening and weekends.

14 *Choose the adequate translation for the following statement* «Specialist degrees in Russia are considered equivalent to Master's degrees in other countries.»*:*
(a) Степень специалиста считается равнозначной степени магистра в других странах.
(b) Диплом специалитета в России приравнивается к диплому магистра за границей.
(c) Специальные степени в России эквивалентны магистерским степеням за границей.

15 *Choose the adequate translation for the following statement* «After Russia had signed the Bologna Declaration, Bachelor's and Master's degrees were introduced to traditional Specialist degrees.»*:*
(a) После того, как Болонская декларация будет подписана Россией, бакалаврская и магистерская степени будут введены в систему специалитета.
(b) После того, как Россия подписала Болонскую декларацию, степени магистра и бакалавра заменили традиционную степень специалиста.
(c) После подписания Болонской декларации к традиционному в России уровню образования – специалитету – добавились бакалавриат и магистратура.

16 *Choose the adequate translation for the following statement* «Some majors in Russia do not require two-level training, and others require longer-term training. For such fields, only Specialist degrees are available.»*:*
(a) Некоторые специальности в России требуют двухступенчатого обучения, некоторые – требуют более длительной подготовки. Для таких областей доступны только степени специалистов.
(b) Несколько основных предметов не требуют двухуровневой тренировки, другим требуются более длительная тренировка. Для таких областей есть степень специалиста.

(c) Некоторые специальности не предусматривают в России двухступенчатого обучения, некоторые – требуют более длительной подготовки. Для таких направлений обучение идет только в специалитете.

17 *Choose the adequate translation for the following statement* «PhD degree is the final stage of higher education for academic staff training.»*:*
(a) Аспирантура – это завершающий уровень высшего образования, на котором готовят научно-педагогические кадры.
(b) Степень кандидата наук – это финальная стадия высшего образования для подготовки преподавателей.
(c) Степень доктора наук – это итоговый уровень высшего образования, на котором готовят будущих академиков.

18 *Choose the adequate translation for the following statement* «PhD students choose a research area and a topic for their future thesis, conduct research and write a Candidate's thesis.»:
(a) Кандидаты наук выбирают исследование и тему своих будущих тезисов, проводят исследование и пишут кандидатские тезисы.
(b) Студенты докторанты выбирают область исследования и тему будущей диссертации, проводят исследование и пишут кандидатскую диссертацию.
(c) Аспиранты выбирают научное направление и тему будущей диссертации, проводят исследование и пишут кандидатскую диссертацию.

19 *Continue the following sentence to make up a true statement:* «The Bologna Declaration was signed in 1999 ….»
(a) by the higher education ministers of France, Germany, Italy and the United Kingdom
(b) by ministers from 29 European countries.
(c) by the minister of the Russian Federation responsible for higher education.

20 *Continue the following sentence making up a true statement:* «Educational reforms have affected countries…»
(a) within and beyond Europe
(b) within Europe
(c) beyond Europe

21 *Continue the following sentence to make up a true statement:* «A traditional form of higher education for Russia…»
(a) is a Specialist degree.
(b) is a Bachelor's degree.
(c) is a Master's degree.
(d) is a twotier system: Bachelor's degree + Master's degree.

22 *Continue the following sentence to make up a true statement:* «Master's degree graduates have no trouble finding a job …»
(a) because the Russian higher education model is similar to European standards.
(b) as employers seek graduates with the highest level of professional education.
(c) as they obtain extensive education within a particular major, which is an apparent advantage.

23 *Continue the following sentence to make up a true statement:* «Admission to a Master's programme is only possible…»
(a) after you graduate from university with a Bachelor's degree.

(b) after you graduate from university with either a Bachelor's or another Master's degree or their equivalent.

(c) after you graduate from university with a Specialist's degree.

24 *Continue the following sentence to make up a true statement:* «The objective of Russia's integration and participation in the Bologna processes was… ».

(a) introducing three study cycles of Bachelor, Masters and Doctorates.

(b) establishing and harmonization of the common European Area.

(c) implementing European Credits Transfer System.

(d) demolishing of the traditional education system.

25 *Continue the following sentence to make up a true statement:* «The Bologna Process considers higher education as … ».

(a) the market of education services.

(b) an optional final stage of formal learning.

(c) the third level education after secondary school.

(d) graduate and postgraduate studies.

Тема 2: Career Prospects in Public Administration (30 tests)

26 *Determine the definition of* **public administration**:

(a) the process of organizing the business's personnel and resources to meet business goals and objectives

(b) an academic discipline that prepares civil servants for working in public departments and agencies at all levels of government

(c) the system by which an organisation is controlled and operates, and the mechanisms by which it, and its people, are held to account

(d) the implementation of government policy

27 *Find out how many stages* **the history of evolution of the Public Administration** *is generally divided into—*

(A) Three phases

(B) Four phases

(C) Five phases

(D) Six phases

28 *Find out which of the administrative thinkers has defined administration as «the organization and direction of human and material resources to achieve desired ends»:*

(a) L. D. White

(b) J. M. Pfiffner

(c) J. A. Veig

(d) H. A. Simon

29 *Define a scientific methodology conceived in the theory of F. W. Taylor, the founding father of Scientific Management*

(a) Careful observation

(b) Measurement

(c) Generalisation

(d) All of these

30 *Define what* **negative motivation** *is based on*

(a) Fear

(b) Reward

(c) Money
(d) Status

31 *Define what* **job loading** *means*
(a) Shifting of an employee from one job to another
(b) Deliberate upgrading of responsibility, scope and challenge
(c) Making the job more interesting
(d) None of the above

32 *Identify what* **the theory of Prismatic Society** *in Public Administration is based on*
(a) Study of public services in developed and developing countries
(b) Institutional comparision of public administration in developed countries
(c) Structural-functional analysis of public administration in developing countries
(d) Historical studies of public administration in different societies

33 *Define* **a virtual organisation**
(a) One which has profit as the major goal
(b) One in which leadership always tends to fulfil psychological needs of the subordinates
(c) A small, core organization that outsources major business functions
(d) One which has concern of the employees as its top priority

34 *Find out the consequences: if a public servant imposes upon the citizens duties and obligations which are not required by law, it can lead to…*
(a) Error of law
(b) Abuse of power
(c) Error of authority
(c) Error of fact finding

35 *Find out what rights and responsibilities the British Civil servants have*
(a) Are required to be neutral in politics
(b) Can be partisan
(c) Can be partly neutral and partly partial
(d) Can pursue active party politics

36 *Identify the true statement:* **«Public Administration may be defined as …»:**
(a) Administrative Capacity
(b) Management of industry
(c) Management of Property
(d) Administration of Public

37 *Identify the true statement:* **«The concept of 'bounded rationality' was given by…»**
(a) Abraham Maslow
(b) Herbert Simon
(c) Wax Weber
(d) F. W. Riggs

38 *Identify the true statement:* **«Bureaucracy is based on…»:**
(a) Personal Authority
(b) Corporate Authority
(c) Traditional Authority
(d) Charismatic Authority

39 *Identify the true statement:* **«Behaviorism is associated with …»:**
(a) Socialism
(b) Humanism
(c) Rationalism
(d) Communication

40 *Identify the wrong value of public administration*
(a) Equity
(b) Efficiency
(c) Effectiveness
(d) Bureaucracy

41 *Identify the features of bureaucracy conceived by Max Weber*
(a) Authority
(b) Publicness
(c) Hierarchy
(d) Civil society

42 *Identify the true statement:* **«Bureaucracy is a form of…»:**
(a) Private organization
(b) Social Organization
(c) Political Organization
(d) Community Organization

43 *Identify the true statement:* **«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

44 *Identify a non-formal organization of the following:*
(a) Hospital
(b) A University
(c) A Service Industry
(d) A Group of Friends

45 *Identify a feature of not a good governance*
(a) Nepotism
(b) Rule of law
(c) Transparency
(d) Accountability

46 *Continue the following sentence to make up a true statement:***«The unattractiveness of rural areas for business has been revealed due to …».**
(a) the integration of rural areas into the global processes.
(b) **the lack of access to the main factors of production.**
(c) the development of local and territorial public self-government.

47 *Continue the following sentence to make up a true statement:* **«Russian rural areas have …».».**

(a) a powerful natural, economic, historical, and cultural potential
(b) a high level and quality of life of population
(c) a full employment and sustainable multi-sectoral economic system

48 *Continue the following sentence to make up a true statement:* **«Russian rural areas have all opportunities for improving the health of the nation and increasing demographic indicators through…»**
(a) a good environmental situation
(b) organic farming
(c) the formation of environmental thinking
(d) responsible consumption
(e) all of the above

49 *Continue the following sentence to make up a true statement:* **«Currently, the majority of Russian citizens … in developing rural areas.»**
(a) are not interested
(b) are interested
(c) are participating

50 *Continue the following sentence to make up a true statement:* **«The socio-economic processes in rural areas have been recently characterized by …»**
(a) an increase of total number of villages and settlements.
(b) a sustainable economic development.
(c) a number of negative trends.

51 *Continue the following sentence to make up a true statement:* **«The transition of humanity from industrial to information society is characterized by …»**
(a) a good environmental situation.
(b) an increase of the world population.
(c) a change of the technological basis.

52 *Continue the following sentence to make up a true statement:* **«In the information industry, human intelligence becomes …. that creates an intelligent product»**
(a) **the main productive force**
(b) the main threat to the future
(c) the product of blind and unguided evolution

53 *Continue the following sentence to make up a true statement:* **«Creation of conditions for sustainable development of rural areas is …. of government policy.»**
(a) is one of the most important strategic goals
(b) causes a trend in the transformation
(c) leads to effective growth and progression

54 *Continue the following sentence to make up a true statement:* **«The situation with the degradation of Russian rural territories is due to …, which does not meet modern challenges.»**
(a) the new state policy in the field of rural development
(b) strategic planning, local government development, development of local mixed economy
(c) the existing system of state administration of rural development

55 *Continue the following sentence to make up a true statement:* **«The current budgetary approach to rural development, which is embedded in all adopted programs and budgets, is ….»**

(a) a 'bottom-up' approach
(b) a 'up-bottom' approach
(c) a business analysis approach

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*».

Контрольная работа.

Контрольная работа может состоять из теоретического вопроса, практического задания или нескольких заданий (как теоретических, так и практических), в которых студент должен проанализировать и дать оценку конкретной ситуации или выполнить другую аналитическую работу.

Оценка «отлично» —выставляется студенту, показавшему всесторонние, систематизированные, глубокие знания вопросов контрольной работы и умение уверенно применять их на практике.

Оценка «хорошо» — выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, умеет применять полученные знания на практике, но допускает в ответе или в решении задач некоторые неточности, которые может устранить с помощью дополнительных вопросов преподавателя.

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 тем, необходимыми для дальнейшего обучения и может применять полученные знания по образцу в стандартной ситуации.

Оценка «неудовлетворительно» — выставляется студенту, который не знает большей части основного содержания выносимых на контрольную работу вопросов тем дисциплины, допускает грубые ошибки в формулировках основных понятий и не умеет использовать полученные знания.

Тест

Тест – это инструмент оценивания уровня знаний студентов, состоящий из системы тестовых заданий, стандартизованной 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.

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 исследова-

ний, 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 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)	соблюдён (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 бóльшую часть вопросов	1
	не ответил на бóльшую 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 дискус-

сии 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 личностных 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 затруднено; 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
Основная учебная литература

1. Иващенко, 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

2. 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

3. 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

1. 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

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

3. 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

4. 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

5. 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
– Cambridge Dictionaries - https://dictionary.cambridge.org
– Oxford Learners' Dictionaries - https://www.oxfordlearnersdictionaries.com/
– BBC Learning English - https://www.bbc.co.uk/learningenglish/
– British Council: Learn English online https://learnenglish.britishcouncil.org/
– ScienceDirect: Journals and books - https://www.sciencedirect.com/topics/social-sciences/public-administration
– The Economist - https://www.economist.com/

10 Методические указания для обучающихся по освоению дисциплины

1. 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

2. 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 учебным планом образовательной программы	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 программного обеспечения	Адрес (местоположение) помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом (в случае реализации образовательной программы в сетевой форме дополнительно указывается наименование организации, с которой заключен договор)
1.	Профессиональный иностранный язык (английский)	Помещение №629 ГУК, посадочных мест — 28; площадь — 34,7м²; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office	г. Краснодар, ул. Калинина д. 13, здание главного учебного корпуса
2.	Профессиональный иностранный язык (английский)	Помещение №584 МХ, посадочных мест — 24; площадь — 41,8м²; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель)	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса факультета механизации
3.	Профессиональный иностранный язык (английский)	Помещение №310 ЗОО, площадь — 41,6м²; учебная аудитория для проведения учебных занятий. Специализированная мебель (учебная доска, учебная мебель); технические средства обучения, наборы демонстрационного оборудования и учебно-наглядных пособий (ноутбук, проектор, экран); программное обеспечение: Windows, Office.	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса зооинженерного факультета
4.	Профессиональный иностранный язык (английский)	Помещение №349 ЗОО, площадь — 19,1м²; звуковое оборудование — 9 шт.; лабораторное оборудование (плейер — 21 шт.);	г. Краснодар, ул. Калинина д. 13, здание учебного корпуса зооинженерного факультета
5.	Профессиональный иностранный язык (английский)	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	350044, Краснодарский край, г. Краснодар, ул. им. Калинина, 13

		программное обеспечение, предусмотренное в рабочей программе. специализированная мебель(учебная мебель).	