

*Federal State Autonomous Educational Institution
“Peoples’ Friendship University of Russia” (RUDN University)*

Faculty of Economics

Recommended by ICSU

ACADEMIC PROGRAM OF A DISCIPLINE

Name of Academic Discipline

English Language

Recommended for Academic Program Track / Specialization

Academic Program Track (Major)

**"Economics and National Economy Management", "Finance, Money Circulation and
Credit", World Economy
(Higher Education – Training of Highly Qualified Personnel)**

(Name of Academic Program as per Academic Track (Major))

Graduate’s Qualification (Degree):
Researcher. Research Instructor

1. Discipline Objective and Goals:

The key objective of the course is to improve the professionally and scientifically oriented communicational competence of a postgraduate student as sufficient for carrying out research activities in a foreign language. This objective determines the specificity of **educational goals**:

- obtaining a language, communicative, professional and scientific level that would allow the postgraduate students to utilize the foreign language in their professional and research activities
- making the students prepared for perceiving a foreign culture in all its manifestations, the forming their abilities to overcome communication barriers as well as to systemically comprehend sociocultural information and develop a new worldview that is superimposed on and compared to the worldview formed in their mother tongue
- forming the postgraduate students' ability to perform foreign-language communication in specific professional, business, and scientific spheres and situations factoring in the singularities of professional and scientific thinking
- stimulating intellectual and emotional personal development
- mastering certain cognitive techniques that allow performing cognitive and communicative activities
- developing individual psychological singularities and abilities for social interaction
- building general educational and compensational skills as well as continuous development skills
- improving and honing the skills of reading and analyzing texts from the scientific domain of postgraduate students, the ability to extract, analyze, summarize, and annotate written and oral texts from the scientific domain
- reading original scientific and publicist (journalistic) literature in a foreign language on the subject in a respective area of knowledge
- making full written translations of scientific texts in a specific area of knowledge
- making presentation in a foreign language on the issues connected with the scientific and research activities of the postgraduate student, carrying out conversations on the subject of research and general scientific problems
- writing summaries (precis) and abstracts on the material read in Russian and/or the foreign language (orally and in writing).

2. Place of Discipline in the Structure of the Higher Education Program:

The discipline "Foreign Language" is included in the *basic* part of the curriculum. Table 1 contains preceding and succeeding aimed to build the competencies of the discipline in line with the competence matrix of the Educational Program of Higher Education.

Table 1

Preceding and Succeeding Courses Aimed to Build Competencies

No.	Competence Code and Name	Preceding Disciplines	Succeeding Disciplines (Discipline Groups)
Universal Competencies			
	UC-4 preparedness to use modern methods and technologies of scientific communication in the national and foreign languages		Foreign Language in Professional Communication Research Practice Scientific Research State Final Examination

3. Requirements to Learning Outcomes:

The process of mastering the discipline is aimed to build the following competencies:

- preparedness to use modern methods and technologies of scientific communication in the national and foreign languages (UC-4).

(as specified in the RUDN University Higher Education Standard / Federal State Educational Standard)

The students are to achieve the following learning outcomes of the discipline:

Knowledge:

- language norms of the language communication culture
- norms of oral speech in a foreign language
- language characteristics of discourse types: oral and written; official and unofficial
- main speech forms of utterances: narration, description, argumentation, monologue, dialogue
- rules of speech behavior in cross-cultural international professional and business communication
- know the general scientific vocabulary.

Skills:

- select language means adequate for a particular communicative situation
- perceive and extract information from monologue and dialogue texts: lectures, interviews, presentations, telephone talks in the professional and general scientific domains and communication situations
- perform the analytical and synthetical processing of information
- participate in discussions, analyze, express opinion, provide argumentation
- participate in discussion of a problem pointing out its causes, advantages and disadvantages as well as offer possible solutions through case analysis
- comprehend the main context of specialized texts with the lexical and grammatical phenomena typical of general scientific and professional speech
- strive for a full and accurate understanding of information contained in economic texts
- read and analyze statistical information
- write summaries and abstracts of information from a variety of sources
- express their opinion and provide argumentation for the viewpoint
- render information from professionally oriented domain in writing.

Mastery:

- skills and abilities of all types of speech activities
- various reading strategies
- skills of a fluent monologue speech and dialogue communication in a given domain
- written speech skills
- basic translation skills and abilities.

4. Discipline Volume and Types of Academic Activities

The total workload of the discipline is _____3_____ credits.

1) Full-time (Intramural) Tuition

Types of Academic Activities	Total hrs.	Semester			
		I	2	3	4
Intramural Classes (Total)	18				18
Including:				-	
<i>Lectures (L)</i>					

<i>Practicum Sessions(PS)</i>	18				18
<i>Seminars (S)</i>					
<i>Laboratory Sessions (LS)</i>					
Autonomous Activity (Total)	90				90
Total Workload	ac.hours	108			108
	credits	3			3

5. Discipline Content

5.1. Content of Discipline Sections

No.	Name of Discipline Section	Content of Section (Topic)
1	Written Communication for Research Activities	Different Types of Abstracts and Summaries (Precis) by Content, Purpose and Function. Mastering Speech Standards for Abstract Writing. Basic Requirements for Summarizing/Precis Writing. Structural Components of a Precis. Singularities and Standard Phrases in Summaries. Stages in Precis Writing. Sample Structure/Model of an Article Summary.
2	Writing Scientific Texts in a Foreign Language	Specifics of Scientific Style, Composition and Logic of Scientific Texts, Use of Scientific Technology, Editing of Scientific Texts, Making Presentations, Layout and Formatting of Scientific Texts

5.2. Discipline Sections and Types of Classes

1) Full (Intramural) Tuition

No.	Name of Discipline Section	L	PS	LS	S	AA	Total Hrs.
1.	Written Communication for Research Activities		9			45	54
2.	Writing Scientific Texts in a Foreign Language		9			45	54

6. Laboratory Practicum (if available). N/A

7. Practical Classes (Seminars) (if available)

1) Full-Time (Intramural) Tuition

No.	No. of Section	Topics of Practical Classes (Seminars)	Workload (hrs.)
1.	1.1	Different Types of Abstracts and Summaries (Precis) by	3

		Content, Purpose and Function. Mastering Speech Standards for Abstract Writing.	
	1.2	Basic Requirements for Summarizing/Precis Writing. Structural Components of a Precis.	3
	1.3	Singularities and Standard Phrases in Summaries. Stages in Precis Writing. Sample Structure/Model of an Article Summary.	3
2.	2.1	Singularities of Scientific Style, Composition and Logic of a Scientific Text	3
	2.2	Using Science Terminology	3
	2.3	Редактирование научного текста, составление презентаций докладов, оформление научных текстов Editing Scientific Texts, Making Presentations, Layout and Formatting of Scientific Texts	3

2) Part-time (Extramural) Tuition

No.	No. of Section	Topics of Practical Classes (Seminars)	Workload (hrs.)
1.	1.1	Different Types of Abstracts and Summaries (Precis) by Content, Purpose and Function. Mastering Speech Standards for Abstract Writing.	1
	1.2	Basic Requirements for Summarizing/Precis Writing. Structural Components of a Precis.	1
	1.3	Singularities and Standard Phrases in Summaries. Stages in Precis Writing. Sample Structure/Model of an Article Summary.	1
2.	2.1	Singularities of Scientific Style, Composition and Logic of a Scientific Text	1
	2.2	Using Science Terminology	1
	2.3	Редактирование научного текста, составление презентаций докладов, оформление научных текстов Editing Scientific Texts, Making Presentations, Layout and Formatting of Scientific Texts	1

8. Material and Technical Support of the Discipline:

(description of the facilities and equipment required for the educational process under the discipline (module)).

Room No.	Name of Equipped Classroom	List of Equipment
440, 462, 423, 321	Classroom	CBU Iru Intel Core 2 Quad 2330 MHz/4096 MB/500 GB/DVD/audio; Display Monitor 22" Samsung SyncMaster 2243 WM; Multimedia Projector Optoma EP761; Screen 220*220, Internet Access

9. IT Support of the Discipline

(a list of information technologies used in discipline(module)-related educational process including a list of software and information and reference systems (if needed))

a) Software

- MS Windows 10 64bit, License No. 86626883, issue date: 09.06.2016
 - Microsoft Office 2016; 86626883
- Server License MS SQL Server
License No. 65097676, issue date: 23.04.2015 r.
Microsoft Project 2016 License No. 87084533
English for Finance v1.7 English for Finance v1.7 English for Finance v1.7 English for Finance v1.7 English for Finance v1.7; Euro Talk Multi Media Contract E/A/016/G/02/NCB; Mentor (ПУДН); Cambridge Practice; Ready for First Certificate Contract E/A/016/G/02/NCB; TeLL me More Pro Contract E/A/016/G/02/NCB; The Grammar ROM Longman Contract E/A/016/G/02/NCB; TOEFL POWERPREP Contract E/A/016/G/02/NCB

b) Databases, Information, Reference and Search Systems

www.economist.ru
www.bloomberg.ru
real-english.ru
englspace.com
denistutor.narod.ru
english4.ru
boostyourenglish.net.ru
news.bbc.co.uk
www.englishclub.com
www.latimes.com
www.guardian.co.uk
www.timesonline.co.uk
eslus.com/eslcenter.htm
www.englishpage.com
www.tolearnenglish.com
www.1-language.com
<http://translations.web-3.ru>
www.multitran.ru
<http://www.translators-union.ru/>
<http://linguistic.ru/>
<http://www.englspace.com/dl/masters.shtml>
<http://www.englspace.com/dl/books.shtml>
<http://linguists.narod.ru/downloads.html>

10. Educational and Methodological Support:

(availability of printed and electronic educational and information resources)

a) Primary Literature

- Hewings M. Cambridge Academic English UpperβIntermediate. Cambridge, 2014.
- Peter Chin, Yusa Koizumi, Samuel Reid, Sean Wray and Yoko Yamazaki. Academic Writing Skills 1 Student`s Book. Cambridge University Press. 2014.

b) Additional Literature

- 1) Gregory Mankiw N. Principles of Economics. – South Western Pub Co, 2011.
- 2) Meek S., Morton J., Mark C. Schug. Economics: Concepts and Choices. – 2011.
- 3) Thomas M. Mastering People Management: Build a Successful Team Motivate, Empower and Lead People. – Thorogood, 2012.
- 4) Lerner J. Schaum's Outline of Bookkeeping and Accounting. – McGraw-Hill, 2014.
- 5) Ross S.A., Westerfield R.W., Jaffe J. Corporate Finance. – McGraw-Hill Companies, 2012.
- 6) Английский для аспирантов: учеб. пособие / Е.И. Белякова. — 2-е изд., перераб. и доп. — М.: Вузовский учебник: ИНФРА-М, 2017. — 188 с.
- 7) Лычко Л.Я. Английский язык для аспирантов. English for Post-Graduate Students [Электронный ресурс]: учебно-методическое пособие по английскому языку для аспирантов/ Лычко Л.Я., Новоградская-Морская Н.А.— Электрон. текстовые данные.— Донецк: Донецкий государственный университет управления, 2016.— 158 с.— Режим доступа: <http://www.iprbookshop.ru/62358.html>.— ЭБС «IPRbooks»
- 8) Хлыбова, М. А. Английский язык для аспирантов: учебное пособие / М. А. Хлыбова; М-во с.-х. РФ, федеральное гос. бюджетное образов. учреждение высшего проф. образов. «Пермская гос. с.-х. акад. им. акад. Д. Н. Прянишникова». – Пермь: ИПЦ «Прокрость», 2015. – 157 с.

c) Dictionaries:

1. McKean E. The New Oxford American Dictionary. – Oxford University Press, 2009.
2. Англо-русский словарь устойчивых словосочетаний / Collins Cobuild Dictionary of Idioms. АСТ, Астрель, 2009.
3. Oxford Dictionary of English. – Oxford University Press, 2009.
4. Jones D. Cambridge English Pronouncing Dictionary (+ CD-ROM). – Oxford University Press, 2009.
5. Oxford Dictionary of Economics. – Oxford University Press, 2009.
6. Эскин Л. Н., Федина А. М., Бутник В. В., Фаградянц И. В. Современный англо-русский словарь по экономике, финансам и бизнесу / Contemporary English-Russian Dictionary on Economics, Finance & Business. – Вече, 2010.

11. Methodological Guidelines For Students Mastering the Discipline (Module)

Practical classes are the main form of organizing the educational process, which is a collective discussion of theoretical issues by undergraduates under the guidance of an instructor. The main objectives of the practical lesson are:

- consolidation, deepening, and expansion of students' knowledge of the course;
- forming the ability to pose and resolve intellectual problems and challenges;
- improving the ability of students to provide argumentation for their point of view, as well as to prove and refute other judgments;
- demonstration of the achieved level of theoretical training by students;
- building skills for autonomous use of literature.

Practical sessions comprise detailed plan-based conversations, oral surveys of students on the issues of the lesson, listening to and discussing students' papers (essays), colloquium classes, solving linguistic problems, etc. The choice of the form of a practical exercise is determined by the specifics of the topic, level of preparation of graduates and aims to provide the most complete disclosure of the content of the topic as well as the highest activity of students. When implementing the competence-based approach in the educational process, active forms of conducting classes are used. When

studying various topics of the course, role plays and business games, debates, analysis of specific situations (cases), and brainstorming are used.

The active teaching methods employed:

- training group discussions,

In an educational discussion, the solution to the problem will be found in the educational process of a particular group of people in the classroom. The goal is a search process that should lead to objectively known, but subjectively new knowledge for the students.

When conducting a discussion, it is necessary that participants clearly understand the subject, the general framework of the discussion, and the procedure of conducting it. When organizing a discussion, the teacher can create a favourable, psychologically comfortable environment. Place participants in a circle. In addition, it is important to clarify the topic or discussed issue in advance. The introductory part is designed to update the participants' knowledge, introduce the necessary information, and pique interest in the problem.

There are several ways to organize the introductory part of the discussion:

1. A brief preliminary discussion in small groups;
2. Introduction of the topic of conversation through a pre-set task for one or two participants to make an introductory problem message that reveals the problem statement;
3. A brief preliminary survey on the topic.

All of the options should not take much time, so that you can quickly move on to the discussion.

A number of sequential steps must be taken to effectively conduct the discussion:

1. Assign roles and functions in the discussion group (moderator /host), analyst, record-keeper, observer).
2. Determine the order of work when discussing the problem in discussion groups (setting the problem; dividing participants into groups, assigning roles in small groups, explaining to the manager what the expected participation of students in the discussion is; discussing problems in small groups; presenting the results of the discussion to the entire team; continuing the discussion and evaluating the results).

- training (business and role-playing) games,

Among the active forms of student education, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of training and education.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, ability to work in a team, and independent thinking. Educational games are based on the principle of simulating different situations of cognition and communication. Individual fragments of the game may be used directly in the classroom: role plays, for example, when a student is offered the role of a "polemicist" who asks difficult questions to the speaker, or when the most prepared student is assigned to discuss one of the issues submitted for practical training.

A business game requires following certain sequential steps:

The first is to deliver the task to the participants. Each participant must have a printed text of the problem (as for the game conditions, you should agree in advance whether they are accepted the same way as in real life when solving similar problems, or whether any game adjustments are made).

The second is creating teams. Teams are formed in any way, and they have the right to assign themselves any names or numbers.

The third is the direct work of teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is made in any form. Choosing the report form is also a game result.

After listening to the reports, it is necessary to evaluate them, compare them, and sum up the results. This is an important part of the learning process.

When using the role-playing method, organizers should follow these guidelines:

1. You need to carefully plan a role-play and ensure availability of literature for developing roles or dossiers of materials for the main roles. It is recommended to have at least two classrooms for groups to work in, since role development is a creative process.

2. The effectiveness of role-playing games is determined by the novelty of the experience, so if they are used at every opportunity, the value of this interactive technology decreases.

3. The number of working groups should be small (up to 10 people). This number allows creating an informal creative environment that facilitates productive learning.

4. It is recommended to involve assistants in role plays. Those may be other instructors or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and prove certain provisions. Training is a method of active learning aimed at developing knowledge, skills, and personal qualities. It is an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering the theoretical material, its consolidation, and the formation of professional skills.

- completing tasks and exercises;

Tasks and exercises are a tool for operational control of students complementing other forms of work in the practical lesson.

- analysis of specific situations (cases)

Method for analysing specific situations (cases), or the situational analysis method, is a training technique that uses descriptions of real economic, social, and business situations. Students should analyse the situation, understand the essence of the problems, suggest possible solutions and choose the best of them. Cases are based on real material or close to the real situation.

A training session using methods for solving problems or analysing a specific situation assumes that:

- in the course of individual work, students get acquainted with the materials of the situation (task) and prepare their documents on the issues presented in the analysis scheme;

- in the course of group work (5-6 people each), various ideas about the situation, the main problems and ways to solve them are coordinated, a mutually acceptable solution is found, proposals are finalized and examined, and proposals are made in the form of text and posters for presentation at the session meeting;

- in the course of a session, each small group presents its own solution to the situation (problems), answers questions from members of other groups and elaborate on their proposals, and after the reports are delivered each group evaluates, or expresses an attitude to the solution proposed by other groups.

The result of working on the case is both an oral discussion of the formulated problems, and written reports of students. The advantage of written answers to the case questions is that it is easier for the instructor to track the logic of the students' solution of the problem, their ability to use theoretical models, etc. It is often helpful to combine both forms.

- brainstorming;

The technique of brainstorming:

Students are divided by the teacher into two groups: those who have to offer new solutions to the stated problem - "idea generators", and members of the commission who will process the proposed materials - "critics". The task of "generators" is to outline as many proposals and ideas as possible regarding the possibilities of solving the problem under discussion. Any non-argumentative, or even unrealistic ideas are welcomed. The task of the "critics" is to choose the best ideas from the suggested ones.

The procedure for conducting brainstorming sessions consists of the following stages:

1. Formulation of the problem to be solved, justification of the problem to find a solution. Defining the conditions for group work, introduction of the conduct in the process of brainstorming. Putting together working groups of 5-7 people and a separate expert group of "critics", whose duties at the next stage will include development of criteria, evaluation, and selection of the best ideas to put forward.

2. Warm-up session, i.e. exercises for quick search of answers to questions. The goal of this stage is to help participants get rid of psychological barriers as much as possible (awkwardness, shyness, isolation, stiffness, etc.).

3. Working session, i.e. the very "brainstorm" of the problem. Once again, the tasks are clarified, and the rules of behaviour during work are recalled. Idea generation begins at the signal of the Manager in all working groups. Each group is assigned one expert, whose task is to register all the ideas put forward on a board or a large sheet of paper.

4. Expertise – evaluation of the collected ideas and selection of the best ones in the group of "critics" based on the criteria developed by them. Working groups are having rest at this time.

5. Summing up – general discussion of the results of the group work, presentation of the best ideas, their justification, and public statement. Making a general group decision and recording it.

Any participant at each stage of brainstorming has the opportunity to speak within a strictly limited time, usually within one to three minutes.

The brainstorming host has no right to comment or evaluate the participants' statements. However, it may interrupt the participant if they do not speak on the topic or have reached the time limit, as well as in order to clarify the essence of the suggestions made.

The main condition for effective brainstorming sessions is related to the readiness of students to freely express out-of-the-box solutions. The best results are achieved with certain skills of participation in brainstorming sessions. Therefore, such sessions are useful, as they develop students' rules for conducting them and form skills for real brainstorming sessions (as well as other forms of training).

Forms of Students' Autonomous Activity

Project-based work is one of the forms of students' autonomous activity. Project work is supposed to be carried out throughout 1 semester and result in a 12-15-page essay. The project reports are submitted on a step-by-step basis. Only the final outcome is subject to assessment.

Project-based work envisages individual consultations with the instructor. Consultations are held both offline and online. The subject of project work may be a problem pertaining to the economic, political and social life of the studies language country. A tentative list of subjects (topics) is offered by the instructor and is adjusted by students to their own scientific and research interests. Project work involves collecting and processing materials, including statistical data, newspaper materials, scientific and research publications, etc.

The control over the individual and group-based autonomous activity of students assessing the progress on prospective assignments is administered by the instructor through both individual consultations and intramural classes. Tests aimed to gauge the progress in mastering speech and language skills are used as individual control tools ensuring the objectivity of autonomous work assessment results.

12. Pool of Assessment Tools for Interim Assessment of Progress in Mastering the Discipline (Module)

The materials for the assessment of the level of mastering the educational material of the discipline "Foreign Language" (assessment tools) including a list of competencies specifying stages in their formation, a description of competence assessment indicators and criteria at various stages of their formation, descriptions of grading systems, sample test assignments or other materials required to assess the knowledge skills, abilities and (or) expertise that characterize the stages of competence formation in the process of mastering the educational program, as well as methodological materials providing guidance on the procedures of assessing knowledge, skills, abilities and (or) practical expertise have been designed in full and are available for students at the discipline page in RUDN's Telecommunication Educational and Information System (TUIS).

The Program has been designed in compliance with the requirements of RUDN University's Higher Education Standard / Federal State Educational Standard.

List of Topics for Final Examination

1. Analysis of the structure of a specialized article.
2. Identification of the goal, topicality, practical and scientific significance of the article under study.
3. Making English-language abstracts of articles on the subject of the student's research.

Reconciliation of Grading Systems (the final academic performance assessment marks in use previously, ECTS grades and the point-based rating system (PRS) of continuous assessment) in accordance with the Order of the Rector No.996 of 27 December, 2006:

PRS Points	Traditional RF Marks	Marks to Grades Point Conversion Brackets	Marks	ECTS Grades
86 - 100	5	95 - 100	5+	A
		86 - 94	5	B
69 - 85	4	69 - 85	4	C
51 - 68	3	61 - 68	3+	D
		51 - 60	3	E
0 - 50	2	31 - 50	2+	FX
		0 - 30	2	F

ECTS Grades Description

“Excellent ” (A, B)

Listening – The student understands the statement of the interlocutor in common standard situations on various topics (study, leisure, work), extracts the necessary information from various audio and video texts of the following styles: pragmatic (ads, weather forecast), journalistic (interview, report).

Reading – The student understands authentic texts of various styles (journalistic, artistic, popular science, pragmatic); demonstrates good knowledge of the main types of reading (introductory, study, search); understands the description of events, feelings, and intentions in personal messages.

Writing – The student can write simple coherent texts. He/she knows how to write a personal letter telling about their impressions and personal experiences. They can fill out a questionnaire, write information about themselves in the form adopted in the country of the language studied, and make targeted extracts from the text.

Speaking:

Dialogue – The student can conduct a dialogue without prior training, using value judgments in situations of official and unofficial communication, participate in the discussion of problems related to the read/heard foreign language text observing the rules of speech etiquette.

Monologue – The student can make coherent statements about their own personal experiences, events, and about their environment; can present a socio-cultural portrait of their country and the countries of the language being studied. He/she knows how to repeatedly justify and explain their views and intentions; knows how to describe in detail the content of the text read.

Translation – The student can perform the translation analysis of the text, determine the purpose of translation, the nature of its recipients, and the type of text being translated; choose a general translation strategy based on its purpose and the type of original; can perform written (oral within limits) translation of texts related to the main professional activity; use new information technologies in translation; use the main methods and techniques to achieve semantic and stylistic adequacy; correctly design the translation in accordance with the norms and usage, typology of texts in the target language; professionally use dictionaries, reference books, databases, and other sources of additional information.

"Good" (C)

Listening – The student understands the main points of clearly pronounced statements on previously studied topics. He/she understands the main idea of audio and video texts of pragmatic and journalistic styles.

Reading – The student understands semi-authentic (adapted or simple) texts of various styles (journalistic, fiction, popular science, pragmatic). He/she can use the main types of reading (introductory, study, search); understand simple letters of a personal nature.

Writing – The student can write simple texts on previously studied topics. He/she can write a personal letter; can fill out a questionnaire, make simple extracts from a foreign language text.

Speaking:

Dialogue – The student can participate in a dialogue without prior training on a familiar and well-studied topic (family, hobbies, work, travel, friends) at an average speech pace. He/she can talk about themselves and their plans.

Monologue – The student can build simple coherent statements within the framework of the studied topics and issues. He/she can briefly describe the content of the text they read and express his attitude.

Translation – The student can perform translation analysis of the text, determine the purpose of translation, the nature of its recipients, and the type of text being translated; choose a general translation strategy based on its purpose and the type of original. He/she can translate texts related to the main professional activity; use new information technologies in translation. The student demonstrates professional use of dictionaries, reference books, databases, and other sources of additional information.

"Satisfactory" (D)

Listening – The student understands the main points of clearly pronounced statements on previously studied topics. He/she understands the main idea of audio and video texts of pragmatic and journalistic styles.

Reading – The student understands semi-authentic (adapted or simple) texts of various styles (journalistic, fiction, popular science, pragmatic). He/she can use the main types of reading (introductory, study, search); understands simple letters of a personal nature.

Writing - can write simple texts on previously studied topics. Can write a personal letter. Can fill out a questionnaire, make simple extracts from a foreign language text.

Speaking:

Dialogue – The student can participate in a dialogue without prior training on a familiar and well-studied topic (family, hobbies, work, travel, friends) at an average speech pace. He/she can talk about themselves and their plans.

Monologue – The student can build simple coherent statements within the framework of the studied topics and issues. He/she can briefly describe the content of the text they read and express his/her attitude.

Translation – The student can perform translation analysis of the text, determine the purpose of translation, the nature of its recipients, and the type of text being translated; choose a general translation strategy. He/she can translate texts and use new information technologies in

translation; use dictionaries, reference books, databases, and other sources of additional information.

"Unsatisfactory" (F+)

Listening – The student relatively accurately understands the communicative message of the interlocutor in common standard situations of everyday communication, as long as the speech of the speakers is clear and slow. He/she understands individual phrases and common expressions in audio and video texts of pragmatic and journalistic styles.

Reading – The student understands semi-authentic texts based on frequent language material of everyday and professional communication. He/she can use the main types of reading (introductory, study, search) and can find specific information in ads, menus, and schedules.

Letter – The student can fill out a simple questionnaire using basic information about themselves (name, age, place of residence, etc.) and can write a short personal letter using simple expressions and previously learned phrases.

Speaking:

Dialogue – The student can communicate in simple typical situations within well-known topics using short statements and speech cliches. The pace of speech is slow.

Monologue – The student can briefly talk about himself, family, and studies using simple phrases and sentences. Can convey the main idea of the read text.

Translation – The student can perform translation analysis of the text, determine the purpose of translation, the nature of its recipients, and the type of text being translated; choose a general translation strategy; translate texts; use new information technologies in translation. They can use dictionaries.

(F)

Course was not completed. The student demonstrates only fragmentary knowledge, basic skills and abilities are not formed. The student is required to repeat the course.

The Program has been designed in compliance with the requirements of RUDN University's Higher Education Standard / Federal State Educational Standard.

Program Designers:

Head of Foreign Languages Dept. _____
Position, Name of Department Signature

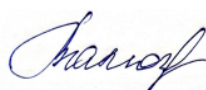
E.N. Malyuga
Name

ДОЦЕНТ _____
должность, название кафедры Signature

V.V. Sibul
Name

Head of Department

Foreign Languages Department _____
Name of Department Signature



E.N. Malyuga
Name