

*Federal State Autonomous Educational Institution of Higher Education
"RUDN University"*

Law Institute

Recommended by ISSC/MO

DISCIPLINE WORK PROGRAM

RUSSIAN AS A FOREIGN LANGUAGE

Recommended for the specialization

40.06.01 Jurisprudence (Law)

Program specialization (profile)

«LSP; Specialized T&l training»

1. Aims and objectives of the discipline

The course "Russian as a foreign language" was developed for postgraduate students and is aimed at forming speech-related skills and abilities in Russian language that allow successfully participating in different spheres and sub-spheres of language application in economics.

It is aimed at realization of competent, scientifically grounded approach to the analysis of theoretical and practical issues of professional training in Russian, formation and development of communicative and speech competences of a specialist - postgraduate participant of interpersonal and educational-professional communication in Russian.

The program is designed for postgraduate students in economics who know Russian language to the extent of the First certification level (Basic), corresponding to the requirements of the State Standard for RSL and programs in Russian. Learning objectives correspond to the subject, professional, socio-cultural development of multicultural, multilingual personality of a postgraduate student of an internationally-oriented university.

The foreign postgraduate student must correctly understand and use the linguistic means in communicative speech activities (including its situational and stylistic nature).

2. The place of the discipline in the structure of the educational program

The discipline «Russian as a foreign language» is included in the *basic* part of block 1 of the curriculum.

Table № 1 shows the preceding and subsequent disciplines, aimed at forming the competences of the discipline in accordance with the matrix of competences.

Table № 1

Preceding and subsequent disciplines aimed at forming competences

| № | Competence name and code | Preceding disciplines | Subsequent disciplines (discipline groups) |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------|
| Universal competences | | | |
| 1 | UC-3 willingness to participate in the work of Russian and international research teams to solve scientific and scientific educational tasks | | Scientific Research |
| 2 | UC-4: the willingness to use modern methods and technologies of scientific communication in the state and foreign languages, including the willingness to communicate verbally and in writing in Russian and foreign languages to solve the problems of professional activity, the possession of foreign language communicative competence in the | | |

| | | | |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|--|
| | formal business, educational, professional, scientific, sociocultural, everyday life spheres of foreign communication | | |
| General professional competences | | | |
| Professional competences (type of professional activity...) | | | |
| Professional specialized competences | | | |

3. Requirements for the results of the study of the discipline:

The process of studying the discipline aims to form the following competences:

UC-3 willingness to participate in the work of Russian and international research teams to solve scientific and scientific educational tasks

UC-4: the willingness to use modern methods and technologies of scientific communication in the state and foreign languages, including the willingness to communicate verbally and in writing in Russian and foreign languages to solve the problems of professional activity, the possession of foreign language communicative competence in the formal business, educational, professional, scientific, sociocultural, everyday life spheres of foreign communication

As a result of studying the discipline, the postgraduate student should:

Know: how to correctly understand and use language both within a single sentence and in communicative speech activities (including its situational and stylistic nature);

- basic phonetic and intonation norms of Russian pronunciation at the level that ensures the solution of communicative tasks defined for this stage, the information and communication component of communication functions (reception and transmission of information);

- regulatory-communicative (mutual correction of actions in the process of joint activity in conditions of economic practice);

affective-communicative (transfer of emotional attitude); how to carry out speech communication in oral and written forms within general scientific and highly specialized economic topics, relevant to the implementation of its communicative purposes in educational, scientific and professional spheres of communication.

To be able to: verbally implement simple and combined intentions, as well as blocks of speech intentions in Russian:

- adequately perceive the necessary educational and professional information of written and audio texts with its subsequent processing, presentation in oral or written form;

- participate in communication of an educational and professional nature: establish contact with the interlocutor, respond to his statements to ask clarifying questions, to interrogate, to ask for an explanation of something, to repeat something again, to supplement, specify, correct the perceived information;

- Evaluate the information received and agree/disagree with it,

- to give counterarguments, to present their point of view,

- Explain and clarify certain provisions of his statement, request information about the opinion of the interlocutor, his assessment of the phenomenon, event, etc.

Master: the strategy and tactics of the choice of language means (linguistic synonymy) used in educational, academic and professional activities; -means of linking sentences and parts of the text (compositional, logical, structural, etc.);

The main purpose of this article is to provide the reader with the means and clichés that make up an abstract, an abstract, a report, and a scientific dissertation,

Create written speech works of the following genres: theses, scientific report, abstracts of different types,

-creative works based on scientific articles, which outline the results of research, the essence of new methodology, scientific experiment, etc.

4. Scope of the discipline and types of academic work

The total labor capacity of the discipline is 5 credit units.

| Academic work type | Hours total | Semesters | | | |
|------------------------------------|-------------|-----------|----|-----|---|
| | | 1 | 2 | | |
| Synchronous classes (total) | 134 | 54 | 80 | | |
| Including: | - | - | - | - | - |
| <i>Lectures</i> | | | | | |
| <i>Practice-oriented classes</i> | 134 | 54 | 80 | | |
| <i>Seminars (S)</i> | | | | | |
| <i>Laboratory research (LR)</i> | | | | | |
| Self-study (total) | 10 | 9 | 1 | | |
| Assessment | 36 | 9 | 27 | | |
| Total intensiveness | hours | 180 | 72 | 108 | |
| | credits | 5 | 2 | 3 | |

5. Discipline content

5.1. Discipline subject content

| № | Discipline name | Theme content (subject) |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Structural features of the scientific economic text. Varieties of genres of written scientific texts. Primary and secondary scientific texts. Scientific terminology. Academic style of speech. Word formation. Morphology. Word composition. | Structural features of a scientific economic text. Object (concept, process, property, function, etc.) and its attributes. Typical logical and semantic scheme of the text. Subclasses of concepts. Belonging of a concept to a subclass. Expansion, contraction, and specification of the theme of the text. Educational and speech situations in the lessons of oral practice of the Russian language. Scientific terminology. Semantic potential of affixes. |
| 2. | Types of texts. The specifics of the language of scientific texts. Theme and subtopic as an object of consideration in the scientific text of economic specialties. Grammatical classes of words Work on the word as a unit of vocabulary function. Attribute. | Word-theme and its subthemes: object and its features types of concepts, forms of concepts, etc. Development of the theme of the text. Header structures. Typical forms. A term and its distribution. Structure of a concept. Qualitative and quantitative characteristics of the concept. Economic discourse. Characteristics of the process, properties. The essence (content of the concept). The relationship of juxtaposition and opposition. Objects. Lexico-grammatical structures. Scientific style of speech. Grammatical aspect. Grammatical classes of words Work on |

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| | Categories of gender, number, case; form formation. | the word as a unit of vocabulary. Ways of semantizing economic vocabulary. |
| 3 | Construction of a monological statement (report, communication, scientific report). Thesis. Abstracting. Verbal paradigm. Use of cases. Correction of the Russian prepositional paradigm; basic case meanings | <p>Correction of the prepositional-paradigm of the Russian language; basic case meanings. Economic discourse. The presence of a qualitative/quantitative attribute. What exists where/occurs where/ dominates where/ predominates where/ dominates where. What is a common form/predominant form- What is common/occurs rarely/extremely rarely/often/quite often. Practice typical patterns. Function. Attribute. Categories of gender, number, case; form formation. Use of cases.</p> <p>A typical logical and semantic scheme of a text. Identification of the function of a subject. The essence of the function of a concept. The conditionality of the function of a concept. - What provides/implements/stimulates what (noun with procedural meaning: stimulates, carries out creation, perfection). - who (what) acts as/as what (noun with a functional meaning: regulator). Identification of the function of the concept: what performs what function (regulatory, stimulating, distributive, redistributive, informational, intermediary, social, regulatory, etc.).) - what? what does (verbs with a functional meaning). - which performs the function of what - what is involved in what.</p> <p>Concordance. Dividends. Complete and short forms. Functions in a sentence. Verbal and nominal word combinations. their transformation. Characterization of object, phenomenon, concept Constructions expressing conditions relations: with prepositions at, in the case depending on, regardless of, with conjunctions if then, under the condition Constructions expressing causal relations: combinations under the action, under effect, under the influence, with preposition due to, as a result of, in connection with the conjunctions due to that, as a result of that, in connection with that. Coordinating members of a sentence. Uncoordinated main members of a sentence. Propagating members of a sentence. Ways of expressing subject predicate relations in a sentence. Ways of expressing a grammatical subject, logical subject, expressing a predicate. Transformations of syntactic units for the purpose of information compression. Means of connection between the structural and semantic parts of a statement. Content (inter-conceptual) cohesion. Equivalence lexical repetition, pronoun repetition. Omissions. Lacunae. Noun and verb constructions; structure of a compound sentence designation of attribute, circumstance, time, condition, cause and effect, purpose, concession, mode of action, measure, and degree.</p> |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| 4 | <p>The cognitive activity of a research scientist and its results. Ways of expressing the grammatical subject, logical subject, and expressing the predicate. Verb types. Reflexive verbs. Transformations of syntactic units in order to compress information.</p> | <p>The cognitive activity of a person. A person engaged in cognitive activity . Constructions expressing temporal relations: meaning a period of time with the prepositions in, during, during, in the course of, in the process of, under; denoting a period of time preceding an action or following an action with the prepositions for, before, through, after; The process of cognition (observation, assumption, confirmation or refutation of an assumption). Characterize a person, a concept in an adjective sentence with the allied words when, where, where, wherefrom. Object of study (phenomenon, subject). Hypothesis. The object and subject of the study: the basis of what (was) considered, investigated, studied, analyzed what as what. Characterization of a phenomenon, thought, intention with the help of the infinitive. Peculiarities of use. Transformations. Forms and methods of research The essence of the method: What should correspond to what The method should correspond to the peculiarities of the subject matter of the relevant science. which is what it's all about which consists of what is revealed by where/how/what/what/what. Worldview: who is a supporter of what, who held what (principle, point of view, views). Meaning of the research method: what plays an important/special role where, what is important for what. Application of method: what is used when, where, in what. Instances of expressing an indirect object (pay attention to what, strive for what, etc.). Lexico-grammatical transformations. Results of cognitive activity (law, theory, hypothesis, doctrine, principle, ideas). Ways to describe the results of cognitive activity. Constructions of the description: who laid the foundations of what, who developed the theory, method, described, proposed, proved, analyzed, revealed, etc. Characteristics of theory, method. Proponents and opponents of the method. Main points of the theory. Fundamentals of the theory. The essence of the theory. Content of the theory. The author of the theory... Proponents of the theory... Opponents of the theory... - The emergence of the theory of... Creating a Theory... Development of the theory of... The development of the theory of... Confirmation of the theory. Refutation of the theory. Application of theory. The significance of the theory. Evaluation of theory. Identifying a source of information. Transmission of direct speech (quotation) and indirect speech. Compound sentences with the conjunctions what, to, how, whether</p> |

5.2. Discipline sections and types of classes

| № | Discipline section name | Lect. | Classes. | Lab. research | Semin. | Self-study | Total hrs. |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|---------------|--------|------------|------------|
| 1. | Structural features of the scientific economic text. Varieties of genres of written scientific texts. Primary and secondary scientific texts. Scientific terminology. Academic style of speech. Word formation. Morphology. Word composition. | | 30 | | | 2 | 32 |
| 2. | Types of texts. The specifics of the language of scientific texts. Theme and subtopic as an object of consideration in the scientific text of economic specialties. Grammatical classes of words Work on the word as a unit of vocabulary function. Attribute. Categories of gender, number, case; form formation. | | 34 | | | 2 | 36 |
| 3. | Construction of a monological statement (report, communication, scientific report). Thesis. Abstracting. Verbal paradigm. Use of cases. Correction of the Russian prepositional paradigm; basic case meanings. | | 40 | | | 4 | 44 |
| 4. | The cognitive activity of a research scientist and its results. Ways of expressing the grammatical subject, logical subject, and expressing the predicate. Verb types. Reflexive verbs. Transformations of syntactic units in order to compress information. | | 30 | | | 2 | 32 |

6. Laboratory research (if applicable)

| № | Discipline section number | Name of laboratory research | (hrs.) |
|-----|---------------------------|-----------------------------|--------|
| 1. | | | |
| 2. | | | |
| ... | | | |

7. Face-to-face / online classes (seminars) (if applicable)

| № | Discipline section number | Тематика практических занятий (seminars) | (hrs.) |
|----|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. | 1 | Structural features of the scientific economic text. Varieties of genres of written scientific texts. Primary and secondary scientific texts. Scientific terminology. Academic style of speech. Word formation. Morphology. Word composition. | 30 |
| 2. | 2 | Types of texts. The specifics of the language of scientific texts. Theme and subtopic as an object of consideration in the scientific text of economic specialties. Grammatical classes of words Work on the word as a unit of vocabulary function. | 34 |

| | | | |
|----|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| | | Attribute. Categories of gender, number, case; form formation. | |
| 3. | 3 | Construction of a monological statement (report, communication, scientific report). Thesis. Abstracting. Verbal paradigm. Use of cases. Correction of the Russian prepositional paradigm; basic case meanings. | 40 |
| 4 | 4 | The cognitive activity of a research scientist and its results. Ways of expressing the grammatical subject, logical subject, and expressing the predicate. Verb types. Reflexive verbs. Transformations of syntactic units in order to compress information. | 30 |

8. Material and technical support of the discipline:

Computer lab (MXR Pentium computer, LG monitor), 1 printer, multimedia projector. Internet terminals. Multimedia training programs, audio and video equipment, audio and video library.

Logistics support for the course assumes the presence in the classrooms of technical means of training associated with the active use of information and communication technologies in carrying out practical classes: computers, equipped with sets of equipment, providing the possibility of presentations, projectors, screens.

9. Information support of the discipline

a) MS Office software, Internet Explorer.

b) Databases, information and reference and search systems

The National Corpus of the Russian Language <http://www.ruscorpora.ru/search-main.html>

Electronic journals on the platform www.elibrary.ru

PFUR electronic resources <http://Lib/rudn.ru>

Reference portal. Normative documents on the Russian language, spelling dictionary, explanatory dictionary, dictionary of difficulties of the Russian language <http://www.gramota.ru/>

10. Educational and methodological support of the discipline:

a) Main literature

1. Anisimova L.V. Textbook for correcting and systematizing grammatical knowledge. M.: RUDN, 2005.
2. Anisimova L.V., Tikhomirova N.A. Tutorial on abstracting. M.: RUDN, 2016.
3. Balkina N.V., Ovcharenko A.Yu. Corrective lexico-grammatical course for economists. Moscow: RUDN Publishing House, 2015.
4. Vorobyev V.V., Ovcharenko A.Yu. Russian language for economists. Moscow, PFUR, 2017.

b) Additional literature

5. Demidova A.K. Scientific style. The formatting of a scientific paper. Moscow: Russian language, 2006.
6. Koltunova M.V. Language and business communication. Business writing. M.: Publishing house Russian language, 2004.
7. Laskareva E.R. Walks in Russian vocabulary. M., Zlatoust, 2018.
8. Novikova M.L. Program of the Russian language for foreign students II certification level. Professional language proficiency. MOSCOW, PFUR. 2012 r.
9. Popova I.M., Patrakeyeva I.B. Russian language for economists. VPO TSU, 2014.
10. Nedosugova A.B.. Preparing for the defense of qualification work. Textbook of Russian as a foreign language. - Moscow, PFUR, 2016.
11. Stambulyan I.M., Shabalina N.G. Let's Talk at Seminars. Moscow, PFUR, 2012.

11. Methodological recommendations for organizing the study of the discipline:

In accordance with this program, classes with postgraduate students plan to cover all major topics of the discipline. At the same time, some of the most important and relevant topics will be given more attention, others less. In this regard, the topics less covered by the materials of classes and work on the seminars, students need to study more independently. It seems useful to ask the Russian language teacher for advice on certain issues that arise in the course.

The main task in mastering the material in the framework of this program is the study of the sub-language of economics, in particular, the formation of the terminological base of educational and professional communication. Special attention is paid to the complex development of types of speech activity.

The development of skills and abilities in each type of speech activity - reading, listening, speaking and writing - has a certain specificity, but their interrelation is taken into account. At this level, the formation of professional and communicative competence, which includes discursive, socio-cultural (intercultural, social) and linguistic competence is carried out. Linguistic competence becomes in modern conditions an indispensable component of general professional training of economists.

12. Assessment tools for discipline (module) certification

Materials for assessing the level of mastering the educational material of the discipline "Russian as a foreign language" (assessment materials), which include a list of competencies with an indication of the stages of their formation, a description of indicators and assessment criteria for competencies at various stages of their formation, a description of assessment scales, standard control tasks or other materials necessary to assess knowledge, abilities, skills and experience, characterizing the stages of competence formation in the development of the educational program, teaching materials, defining the stages of competencies in the educational program.

The program is compiled in accordance with the requirements of the HE OS of RUDN University.

Developer:

professor of the Russian language


department Law Institute


_____ M.L. Novikova

Program manager


Head of the Russian language department

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_____ V.V. Vorobyov

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