

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: Ректор
Дата подписания: 31.05.2023 23:30:59
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution of Higher Education
Peoples' Friendship University of Russia named after Patrice Lumumba
RUDN University
Academy of Engineering**

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS OF THE DISCIPLINE

**Professional Russian (as a Foreign Language) / Русский язык (как иностранный)
в профессиональной деятельности**

(name of the discipline / module)

Recommended by the Didactic Council for the Education Field:

21.04.01 Oil and gas engineering

(code and name of the Higher Education Field)

The development of the discipline is carried out within the framework of the implementation of the higher education program of higher education (Higher Education Program):

Oil and gas engineering / Технологии добычи и транспортировки нефти и газа

(name (profile/specialization) of the Higher Education Program)

1. COURSE GOALS

The purpose of mastering the discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is the opportunity for foreign citizens to use the Russian language as a means of communication in the Russian-speaking language environment and a way to get to know Russia, its social, scientific, economic and cultural aspects.

The aims of the course are to develop the following skills and abilities in students:

- mastering socio-cultural competencies;
- ability to communicate in the Russian language environment (everyday and cultural communication);
- the opportunity to join the Russian-speaking environment in Russian with a minimum level of Russian language proficiency.

2. LEARNING OUTCOMES

Mastering the discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is aimed at developing the following competencies (parts of competencies):

Table 2.1. List of competencies formed by students during the development of the discipline (results of mastering the discipline)

Competence code	Competence	Competence indicators (within the given discipline)
GC-4	Able to carry out business communication in oral and written forms in the state and foreign(s) language(s)	GC-4.1. Knows computer technologies and information infrastructure in the organization; factors for improving communication in an organization, communication technologies in professional interaction; characteristics of communication flows; the importance of communication in professional interaction; methods of research of the communicative potential of the individual; modern means of information and communication technologies. GC-4.2. Can create in Russian and foreign languages written texts of scientific and official-business style of speech on professional issues; explore the flow of information on management communications; define internal communications in the organization; to make editorial and proofreading corrections of texts of scientific and official business styles of speech in Russian and foreign languages; analyze the system of communication links in the organization. GC-4.3. Has the principles of oral and written communications, including in a foreign language; methods for implementing the results of one's own and team activities using communication technologies; technology for building effective communication in the organization; transfer of professional information in information and telecommunication networks.
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	GC-5.1. Knows the psychological foundations of social interaction aimed at solving professional problems; basic principles of organizing business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; basic concepts of interaction between people in

Competence code	Competence	Competence indicators (within the given discipline)
		an organization, features of dyadic interaction. GC-5.2. Can find and use the information necessary for self-development and interaction with others about the cultural characteristics and traditions of various social groups; competently, accessible to express professional information in the process of intercultural interaction; observe ethical standards and human rights; analyze the features of social interaction, taking into account national, ethno-cultural, confessional characteristics; non-discriminatory and constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and strengthen social integration; GC-5.3. Has the skills to organize productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; the skills to overcome communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; the necessary knowledge for the historical development of Russia (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and objectives of education), including world religions, philosophical and ethical teachings.

3. ACADEMIC PROGRAM STRUCTURE

The discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" belongs to the Compulsory (Disciplines) Module of the B1 block of the Higher Professional Education program.

Students also master other disciplines and / or practices that contribute to achieving the planned results of mastering the discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности".

Table 3.1. List of Higher Education Program components / disciplines that contribute to expected learning/training outcomes

Competence code	Name of the competence	Previous disciplines/modules, practices*	Subsequent disciplines/modules, practices*
GC-4	Able to carry out business communication in oral and written forms in the state and foreign(s) language(s)	-	Information technologies in the oil and gas industry / Информационные технологии в нефтегазовом комплексе SFC
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	-	SFC

4. COURSE WORKLOAD and ACADEMIC/TRAINING/LEARNING ACTIVITIES

The course total workload of the discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" is equal to 6 credits.

Table 4.1. Types of academic activities during the period of the HE program mastering

Type of academic work	TOTAL, acc. hrs.	Semester (s)			
		1	2	3	
Contact academic hours, acc.	104	36	34	34	
including:					
Lectures					
Laboratory work					
Seminars (workshops/tutorials)	106	36	34	36	
Self-study (ies), academic hours	83	36	11	36	
Evaluation and assessment (exam or pass-fail grading)	27	-	27	-	
The course total workload	acc.hrs.	216	72	72	72
	Credits	6	2	2	2

5. COURSE MODULE and CONTENTS

Table 5.1. Content of the discipline (module) by type of academic work

Name of the discipline section	Section content (topics)	Type of academic work*
Section 1. Introductory Phonetic and grammatical course	Topic 1. 1. Pronunciation and spelling. Introductory Phonetics course: Russian alphabet. Pronunciation and spelling. How to speak and read. Reduction of O and E. Greeting. Structure <i>Who is it?</i> Vocabulary: Personal pronouns. The numbers are 1-20.	Seminar
	Topic 1.2. Introductory Listening and Speaking course: Introduction. Structures <i>What is your name? My name is ...</i> . The simplest label forms (<i>Very nice to meet you! Invoice, please!</i> The numerals 20-100. Grammar: " <i>What is it?</i> " <i>Is it milk? Yes, it's milk.</i> Phrases! <i>(don't) know, I (don't) understand, I (don't) speak Russian</i> Accusative case of an object in constructions <i>I (don't) eat ..., I (don't) love....</i> Vocabulary: Product names.	Seminar
	Topic 1.3. Formation of plural nouns. Expression of the request. Pronouncing phone numbers Structure <i>How much is it?</i> Adverbs of place (<i>here, there, right, next, etc.</i>). Formation of interrogative sentences with the word <i>where?</i> Dialogs in the store, on the street, and in the subway. Grammar: Formation of plural nouns. Expressing a simple request (<i>Can I have a pen?</i>) Vocabulary: question word <i>where?</i> names of currency units (<i>rubles, kopecks</i>). Adverbs of a place (<i>here, there, to the right, next to it, etc.</i>).	Seminar
Section 2. Elementary level	Topic 2.1. Gender of nouns. Possessive pronouns.	Seminar
	Topic 2.2. Time expression in a simple sentence	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>(Monday, morning, tomorrow, then, at 6 o'clock, etc.) Structure <i>What time is it?</i> Vocabulary: Adverbs of time, names of days of the week</p>	
	<p>Topic 2.3. The concept of the Russian verb. The verb <i>to be</i> in the future and past tense. Building negative sentences (<i>I won't be there today</i>). Structures <i>At what time?</i> and <i>in 10 minutes</i>. Functioning of the verb <i>to be</i> in constructions <i>What will you do? I won't have coffee</i>. The accusative case of the object after the verb <i>to be</i>. Reading dialogs with the target language. Performing exercises.</p>	Seminar
	<p>Topic 2.4. Verb <i>to want</i> in the present and past tense. The creative case of nouns with the preposition <i>с</i> (<i>coffee with milk</i>). Reading dialogues with the vocabulary you are learning. Performing exercises. Repetition the studied material. Working with texts (reading, answering questions, and producing similar texts based on a sample). Activation of the completed material in dialogues (oral and written) and in exercises.</p>	Seminar
	<p>Topic 2.5. A model for the formation of the past tense from verbs with constant stress based on (<i>the want model</i>). Formation of past tense forms from these verbs. Formation of structures <i>I decided – infinitive, I forgot + infinitive, I want – infinitive</i>. Accusative case of the object, the endings of nouns in the accusative case. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.6. Model of past tense formation from verbs with variable stress (<i>be model</i>). Formation of past tense forms from these verbs. Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.7. Constructs <i>need – infinitive, can + infinitive, What you need (can) + infinitive</i> Reading of dialogues with the studied vocabulary. Completing exercises to strengthen the skill of using the studied constructions. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.8. Complex future tense of verbs. Verbs <i>work</i> and <i>rest</i> in the present, future, and past tenses. Constructions with the word <i>must (must + infinitive)</i>. Adverbs of time that answer the question <i>when?</i> (<i>often, etc.</i>), negative pronominal adverbs (<i>never, nowhere</i>).</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>Using the demonstrative pronouns <i>this, that, etc.</i> The use of the demonstrative adverb <i>is</i> in the role of definition and in the role of the subject.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 2.9. Verb <i>to learn</i> in the present, past, and future tenses. Construction of time with the preposition <i>before</i> (<i>before 10.30</i>).</p> <p>Reading dialogues with the studied vocabulary. Performing exercises.</p> <p>Reading the texts "I study in Moscow", "My day", "How I rest" with creative tasks aimed at producing your own monologue texts on a given topic.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.10. Verb <i>to speak</i> in the present, past, and future tenses. The difference in the use of verbs <i>to speak</i> and <i>to say</i> in the past tense. An imperative. Modus operandi adverbs (<i>fast, quiet, etc.</i>)</p> <p>Indirect speech (with the conjunction <i>that</i>).</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.11. Verb <i>to teach</i> in the present, past, and future tenses. The difference in the use of the verbs <i>teach</i> and <i>learn</i>.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.12. The verb <i>to understand</i> in present and past tenses. Verb <i>to know</i> in the present, past, and future tenses.</p> <p>Expression of the absence of the subject (<i>it is not present</i>). Phone conversation etiquette.</p> <p>Reading and discussing a text with a creative task.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.13. Structures <i>I have (was, will be)</i> and <i>I don't have (didn't, won't)</i>. The concept of an impersonal sentence. Features of the use of words <i>also different</i> (in comparison with the English language).</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>Reading and discussing texts and jokes on the subject under study.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 2.14. The verb <i>to love</i> in the present and past tenses. Structure <i>I like</i>. Comparison of typical contexts of using the verbs <i>love</i> and <i>like</i>. First introduction to verb types. Rule of compatibility of verbs <i>like</i> and <i>love</i> with infinitives NSB.</p> <p>Reading dialogues with the studied vocabulary Performing exercises.</p> <p>Reading and discussing texts and jokes on the subject under study.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.15. Prepositional case of place. Time expression in a simple sentence.</p> <p>Verb <i>to live</i> in the present, past, and future tenses. The verb <i>to be born</i> in the past tense.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p> <p>Reading and discussing jokes on the subject under study.</p>	Seminar
	<p>Topic 2.16. Vocabulary: <i>live, be born, prefer, meet</i></p> <p>Expression of time in a simple sentence (<i>this year, last week, winter, spring, etc.</i>). <i>The be away construction</i>.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises. Reading and discussing a text with a creative task.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p> <p>Independent work in the prepositional case (preparation for the attestation control work).</p>	Seminar
	<p>Topic 2.17. Phone conversation etiquette. Formation of a simple comparative degree of adverbs.</p> <p>Verb <i>to call</i> in the present, past, and future tense. The accusative case of the place and the dative case of the addressee after the verb <i>to call</i>. Phone conversation etiquette (<i>you made a mistake, you got it wrong, etc.</i>)</p> <p>Expression of gratitude (<i>thank you for your help, etc.</i>)</p> <p>Imperative of the verb <i>to call</i>. Formation of a simple comparative degree of adverbs (<i>early, later, etc.</i>).</p> <p>Expression of the approximate time (<i>7 o'clock</i>).</p>	Seminar
	<p>Topic 2.18. Creative case in the sense of joint action.</p> <p>Grammar: The verb <i>can</i> in present, past, and future tense. Creative case in the sense of joint action (<i>we are with a friend</i>).</p> <p>Reading dialogues with the vocabulary you are</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>learning. Performing exercises. Reading and discussing a text with a creative task. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 2.19. General idea of movement verbs. Verbs of the group <i>go</i> and <i>walk</i> in the present tense. Accusative case to indicate the direction of movement. Using the numeral <i>one</i> in the meaning "without others" (<i>he goes to the park alone.</i>) Place adverbs that answer the question <i>where to?</i> (<i>here, to the right, etc.</i>) Rules for using place adverbs that answer the question <i>where?</i> and <i>where?</i> Reading the text, answering questions, and talking about the content of the text. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.20. Verbs of the group <i>go</i> and <i>walk</i> in the future and past tenses. Names of months and seasons. Time constructs <i>in what month? what time of year is it?</i> (<i>in January, spring, etc.</i>) and <i>for what time?</i> (<i>for 2 days, etc.</i>) Reading a text of linguacultural orientation with a creative task, answering questions and talking about the content of the text. Reading dialogues with the vocabulary you are learning. Reading jokes on the subject under study. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.21. Ordinal numbers. Time constructs <i>what date?</i> and <i>on what date?</i> Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.22. Genitive case to indicate the direction (with the question <i>from where?</i>). Adverbs of a place that answer the question <i>from where?</i> (<i>hence, etc.</i>) Conjugations of the verbs <i>sleep</i> and <i>buy</i>. Features of translating English expressions <i>It depends, Shall (should) I – infinitive into Russian.</i> Reading dialogues with the vocabulary you are learning. Performing exercises. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.23. Repeat the rules for using the verbs <i>go, go, walk, ride.</i> Verbs of movement <i>go, go, go, go, come, come, walk, ride.</i> Time constructs that answer the question <i>how long?</i> Features of translating the preposition <i>for</i> in</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>temporary constructions into Russian. Impersonal construction <i>It seems to me (to you)</i>. Genitive case with a preposition <i>without</i>.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text and talking about it.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 2.24. Features of conjugation of verbs with the particle <i>-xia</i>. Verb <i>to return</i>. Structure <i>What's the name of...?</i></p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Reading and retelling anecdotes on the subject under study.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.25. Phone conversation etiquette. Formation and use of imperative forms with the word <i>let</i>.</p> <p>Grammar: Structures <i>What should I tell him? Can you tell him? "</i></p> <p>Formation and use of imperative forms with the word <i>let</i> (let him call me back). The use of words <i>is similar</i> to adverbs and adjectives. Verb <i>to gather (-infinitive)</i>.</p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Reading and retelling jokes on the subject under study.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.26. Genitive case with prepositions <i>from</i> and <i>y</i> (<i>from whom? from whom?</i>). Dative case with the preposition <i>k</i> (<i>to whom?</i>)</p> <p>Matching constructs that answer the questions <i>where? Where? from where? to whom? from whom? from whom?</i></p> <p>Reading dialogues with the vocabulary you are learning. Performing exercises.</p> <p>Reading a text of a linguo-cultural nature with a creative task. Conversation by text.</p> <p>Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 2.27. The topic is "Health". Names of body parts and some diseases. Reflexive pronoun <i>of yourself</i>.</p> <p>Grammar: The topic is "Health". - What is <i>your pain (hurt)? I'm in pain ... how are you feeling? "How is your health? Be healthy! Get well! Let him recover. What's the matter with you?</i> Names of body parts and some diseases. Reflexive pronoun <i>of yourself</i>. Use of the verb <i>feel</i> with and without the pronoun <i>self</i>.</p> <p>Reading dialogues with the vocabulary you are</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>learning. Performing exercises. Reading texts and jokes on the topic of "Health" and discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 2.28. Impersonal constructions with the words <i>possible</i>, <i>necessary</i> and <i>impossible</i>. Impersonal and personal constructions with the word <i>need</i>. "How old are you and I...?" Speech etiquette: offer of help (<i>can I help you?</i>). Reading dialogues with the vocabulary you are learning. Performing exercises. Reading text and jokes on the topic being studied and discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
Section 3. Basic level	<p>Topic 3.1. Case systematization. Prepositional case and its meanings. Grammar: Systematization of cases. Prepositional case and its meanings. Prepositional places and position verbs (<i>lie</i>, <i>sit</i>, <i>stand</i>, <i>hang</i>). Prepositional case in the meaning of the object of thought (<i>about whom?</i> <i>about what?</i>). Names of colors and shades of color (<i>dark green</i>, etc.) Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 3.2. Genitive case and its meanings. Grammar: Genitive case and its values. Genitive case with prepositions <i>for</i>, <i>without</i>, <i>from</i>, <i>about</i>, <i>from</i>, <i>y</i>, <i>with</i>, <i>around</i>, <i>by</i>. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 3.3. Types of verbs. The use of NSV and SV in the past tense, in the infinitive and imperative. The accusative case and its meanings. Grammar: Types of verbs. The use of NSV and SV in the past tense, in the infinitive and imperative. The accusative case and its meanings. Accusative case of the object. Transitive verbs <i>read-read</i>, <i>write-write</i>, <i>look-see</i>, <i>see-see</i>, <i>ask-ask</i>, <i>wait-wait</i>, <i>hear-hear</i>, <i>invite-invite</i>, <i>eat-eat</i>, <i>drink-drink</i>, <i>buy-buy</i>, <i>receive-receive</i>, <i>search-find</i>, <i>take-take</i>. Reading dialogues with the vocabulary you are</p>	Seminar

Name of the discipline section	Section content (topics)	Type of academic work*
	<p>learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	
	<p>Topic 3.4. Accusative case of direction. Grammar: Accusative case of direction. The verbs <i>go-go, come-come, enter-enter, exit-exit, leave - leave, come - come</i>. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 3.5. The dative case and its meanings. Grammar: The dative case and its meanings. Dative case of the addressee of the action (<i>to whom?</i>). Verbs <i>give - give, send-send, pay-pay, answer-answer, help - help</i>. The dative case in impersonal constructions (<i>I'm cold, etc.</i>). Predicative adverbs that denote a person's feelings and state. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar
	<p>Topic 3.6. Creative case and its meanings. Grammar: The creative case and its meanings. Creative case in the meaning of an instrument of action (<i>writing with a pen</i>). Creative case with prepositions <i>with, next to, over, under, near, before, between</i>. Verbs <i>meet - meet</i>. Reading dialogues with the vocabulary you are learning. Performing exercises. Reading texts on the subject under study and discussing them. Interactive tasks: Activating vocabulary in oral dialogues of students with the teacher and among themselves.</p>	Seminar

* - filled in only for **FULL**-TIME training: *LC-lectures; LR-laboratory work; SZ – seminars*.

6. CLASSROOM EQUIPMENT and TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized training / laboratory equipment, software and materials for mastering the discipline (if necessary)
Seminar program	An auditorium for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	- portable multimedia projector Epson EB-X04 -portable laptop Irbis NB25 -portable TV Tosiba LSDTV/DVD Combo 22DV703R -tables, chairs, blackboard.
For self-study	Classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the EIE.	

7. Recommended Sources for Course Studies

Main reading(sources):

1. Novikova N. S. Russian for beginners. Manual for undergraduates studying in the Angli language, Moscow: RUDN University, 2018.
2. Novikova N. S., Shustikova T. V. Russian grammar in tables and diagrams. Reference specialties for English-speaking students. Russian Grammar in Tables and Charts. Reference book for foreign learners. Moscow: Russkiy yazyk [Russian language]. Courses. 2017. 4th ed. Signature stamp of the Ministry of Defense of the Russian Federation.
3. Shustikova T. V., Atabekova A. A., Kurmaeva N. M., Novikova N. S., Skorokhodov M. S. Russkiye glagoly: formy i kontekstonnoe upol'nenie: uchebnoe posobie [Russian Verbs: Forms and contextual usage: a textbook]. Moscow: Flinta-Nauka, 2016, 13 ed. Signature stamp of the Ministry of Defense of the Russian Federation.
4. Novikova N.S., Shcherbakova O. M. Amazing stories. 116 texts for reading, studying and entertainment, Ed. 10, Moscow: Flinta-Nauka, 2012.
5. Russkiy M.B. yazyk kak inostranny: Elementarnyy uroven [Russian language as a Foreign Language: Elementary Level], Olimp: Astrel Publ., 2010.
6. Maltseva M. B., Tsareva N. Yu. Russkiy yazyk kak inostranny [Russian as a foreign language]. Workbook: Elementary level, Moscow: Olimp: Astrel Publ., 2010.
7. Maltseva M. B., Tsareva N. Yu., Pugachev I. A. Russkiy yazyk kak inostranny: Bazovym uroven [Russian language as a foreign language: Basic Level], Moscow: Olimp: Astrel Publ., 2010.
8. Maltseva M. B., Tsareva N. Yu., Pugachev I. A., Rummyantseva N. M. Russkiy yazyk kak inostranny [Russian as a foreign language]. Workbook: Basic level. - M.: Olimp: Astrel, 2010.
9. Tsareva N. Yu., Katseva M. B., Katsevich M. A. et al. Russkiy yazyk kak inostranny: Sertifitsiatsionnyy uroven [Russian language as a foreign language: Certification Level].
10. Tsareva N. Yu., Rummyantseva M. B., Pugachev I. A., Rummyantseva N. M. Russkiy yazyk kak inostranny [Russian as a foreign language]. Workbook: 1 Certification level, Moscow: Olimp: Astrel Publ., 2010.
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Additional(optional) reading (sources):

1. Anikina M. N. Ladder. Textbook. Let's start learning Russian. - Moscow: Russian language MEDIA, 2005.
2. Anikina M. N., Dvoryaninova I. K. Stairs. Starting to learn Russian. Test tasks. Grammar tables. Dictionary "Family of words", Moscow: Russkiy yazyk (in Russian). Kursy Publ., 2002.
3. Khavronina S. A., Shirochenskaya A. I. Russian language in exercises (for English speakers). - Moscow: Russian language. Kursy Publ., 2005.
4. Kurlova I. V. We start reading in Russian. - M.: Russian language. Kursy Publ., 2009.
5. Box. A reading guide for foreigners studying Russian. Edited by O. E. Chubarova, Moscow: Russkiy yazyk [Russian Language]. Kursy Publ., 2005.
6. Novikova N.S., Shcherbakova O. M. Sinyaya zvezda [Blue Star]. Stories and fairy tales by Russian and foreign writers with tasks and exercises. 7. Moscow: Flinta-Nauka Publ., 2010.
7. Novikova N.S., Shcherbakova O. M. The verb in the text. (based on the stories of A. Chekhov and A. Averchenko). Parallel transfers. Tasks. Exercises. Keys. 4. Moscow: Flinta-Nauka Publ., 2008.
8. Bloch M. Ya., Novikova N.S., Oleinik N. G. Learning Russian through a fairy tale. Learn Russian through Fairy Tales. Moscow: Flinta-Nauka Publ., 2005.

Dictionaries and programs:

1. Russian Language Program: Professional module. The second level of Russian language proficiency in the educational and socio-professional macro-spheres. Vasilishina T. I., Pugachev I. A., Yarkina L. P., Moscow: RUDN University, 2013.
2. Esina Z. I., Soboleva N. I., Vasilishina T. I., I. A. Pugachev, Yarkina L. P. Linguodidactic program on the Russian language as a foreign language. First and second certification levels. Natural and technical profile. Ooch. manual. - M.: RUDN University, 2013.
3. State educational standard on Russian as a Foreign language, certification level of language proficiency in the educational and professional sphere. Ministry of General and Professional Education of the Russian Federation, 2000
4. Training dictionaries to "Grammar of the Russian language. Correction course": (1500 words) Russian-English, French, Spanish, Chinese, Arabic, Vietnamese. - M.: RUDN University, 2006 .
5. Lexical minimum. For foreign students of natural and technical specialties: 7844 words. Balykhina T. M., Vasilishina T. I., Leonova E. N., Pugachev I. A. -Moscow: RUDN University, 2008.

Internet-(based) sources:

- 1. Electronic libraries with access for RUDN students:
 - RUDN University Electronic Library System-RUDN University Electronic Library System <http://lib.rudn.ru/MegaPro/Web>
 - EBS "University Library online" <http://www.biblioclub.ru>
 - EBS Urite <http://www.biblio-online.ru>
 - EBS "Student's consultant" www.studentlibrary.ru
 - EBS "Lan" <http://e.lanbook.com/>
 - RUDN University Telecommunication Training and Information System <http://esystem.pfur.ru/>

2. Databases and search engines:

- electronic fund of legal and regulatory and technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>

- SCOPUS abstract database
<http://www.elsevier.com/locate/SCOPUS>

- electronic materials on the Russian language and culture of written speech (spelling, lexical and grammatical norms, compilation of scientific texts and documents), free Russian language reference service <http://www.gramma.ru>

- electronic materials on the Russian language, free Russian language reference service <http://www.gramota.ru>



*Educational and methodical materials for independent work of students in the course of mastering the discipline / module *are available in the corresponding section of the discipline in the TUIS RUDN University*

8. ASSESSMENT AND EVALUATION TOOLKIT

Marking criteria (MC) and a 100-point (score) scale the level of formation of competencies (parts of competencies) based on the results of mastering the discipline "Professional Russian (as a Foreign Language) / Русский язык (как иностранный) в профессиональной деятельности" are presented in the Appendix to this Working Program of the discipline.

* - MC and the 100-point (score) scale are formed on the basis of the requirements of the relevant local normative act of the Peoples' Friendship University of Russia.

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