

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Ястребов Олег Александрович  
Должность: Ректор  
Дата подписания: 05.05.2026 16:17:52  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA  
(RUDN University)**

*Institute of World Economy and Business*

---

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

## **COURSE SYLLABUS**

### **PRACTICE IN PROFESSIONAL COMMUNICATION (SECOND FOREIGN LANGUAGE)**

---

(course title)

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 «LINGUISTICS» (Master's degree)**

---

(field of studies / specialty code and title)

**The course instruction is implemented within the professional education programme of  
higher education:**

**Foreign language of professional communication and specialized translation**

---

(higher education programme profile/specialisation title)

## 1. COURSE GOAL

The goal of the course “Practice in professional communication (second foreign language)” is to develop foreign-language professional communicative competence, aimed at communication in conditions of interpersonal and cross-cultural professional communication with native speakers.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Practice in Professional Communication (second foreign language)" is aimed at the development of the following competences (competences in part):

*Table 2.1. Learner competences developed during mastering the discipline*

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
<b>GC-4</b>	Ability to apply modern communicative technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	GC-4.1. Ability to interact academically and professionally, including in a foreign language
		GC-4.2. Ability to translate academic texts (essays, abstracts, reviews, articles, etc.) from or into a foreign language
		GC-4.3. Ability to apply modern communicative technologies
<b>GPC-1</b>	Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the studied foreign language	GPC-1.1. Ability to use values specific to the culture of the countries of the studied foreign language
		GPC-1.2. Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language
		GPC-1.3. Ability to use trends in the development of the foreign language system in professional activity
<b>GPC-4</b>	Ability to produce and understand works in the studied foreign language in oral and written forms with regard to the formal, neutral and informal	GPC-4.1. Production and understanding speech in the studied foreign language
		GPC-4.2. Awareness of oral and written forms in different spheres of communication

<b>Competence code</b>	<b>Competence description</b>	<b>Competence development indicators (in the framework of this course)</b>
	registers of communication	
		PC-4.2. Ability to follow the rules and traditions of cross-cultural and professional communication with native speakers of the studied foreign language

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Practice in professional communication (second foreign language)” refers to the core component of B1.O.02 block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course “Practice in professional communication (second foreign language)”.

*Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.*

<b>Competence code</b>	<b>Competence description</b>	<b>Previous Disciplines/Modules*</b>	<b>Subsequent Disciplines/Modules*</b>
GC-4	Ability to apply modern communicative technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	Practice in professional communication (first foreign language)	Theory and Practice of Cross-Cultural Business Communication; Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Pedagogical internship
GPC-1	Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the	Practice in professional communication (first foreign language)	Theory and Practice of Specialized Translation; Theory and Practice of Specialized Interpreting; Theory and Practice of Cross-Cultural Business Communication; Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	studied foreign language		Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Translation analysis of specialized texts; Abstract Translation of Specialized Texts; Professional Editing of Specialized Texts; Business Document Translation
GPC-4	Ability to produce and understand works in the studied foreign language in oral and written forms with regard to the formal, neutral and informal registers of communication	Practice in professional communication (first foreign language)	Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Pedagogical internship Pre-diploma internship

\* - to be filled in according to the competency matrix of the higher education programme

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Practice in professional communication (second foreign language)” is 4 credits.

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	1
<i>Contact academic hours</i>	85	34	51		
<b>Including</b>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	85	34	51		
<i>Self-studies</i>	149	74	75		
<i>Evaluation and assessment (exam/pass/fail grading)</i>	18		18		
<b>Course workload</b>	academic hours	<b>252</b>	<b>108</b>	<b>144</b>	

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	1
credits	4	3	4		

Table 4.2. Types of academic activities during the periods of higher education programme mastering (**part-time training**) \*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	1
<i>Contact academic hours</i>					
Including					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\*- to be filled in the case of the higher education programme part-time training

Table 4.3. Types of academic activities during the periods of higher education programme mastering (**correspondence training**) \*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	1
<i>Contact academic hours</i>					
including					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)					
<i>Self-studies</i>					
<i>Evaluation and assessment (exam/pass/fail grading)</i>					
<b>Course workload</b>	academic hours				
	credits				

\* - to be filled in the case of the higher education programme correspondence training mode

## 5. COURSE CONTENT

Table 5.1. Course contents and academic activities types

### Spanish language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester (18 academic hours)</b>		

Course module title	Course module contents (topics)	Academic activities types
Module 1. Presentaciones	Topic 1.1. Gramática: Alfabeto. Nombre sustantivo	S
	Topic 1.2. Lectura: Presentación	S
	Topic 1.3. Audición: ¿De qué país eres?	S
	Topic 1.4. Comunicación: Conversación de ¿qué país eres?	S
	Topic 1.5. Escritura: Mapa de España	S
Module 2. Saludos	Topic 2.1. Gramática: Verbo. Conjugaciones. Pronombres personales/genero	S
	Topic 2.2. Lectura: Mi primer día en la universidad. Saludos	S
	Topic 2.3. Audición: Conversación de ¿Cómo te llamas?	S
	Topic 2.4. Comunicación: Conversación de ¿de dónde eres?	S
	Topic 2.5. Escritura: Completar la ficha de datos	S
	Mid-term test	
Module 3. Familia	Topic 3.1. Gramática: Artículo/Genero/ Pronombres	S
	Topic 3.2. Lectura: Familia	S
	Topic 3.3. Audición: Familia	S
	Topic 3.4. Comunicación: Familia hispana	S
	Topic 3.5. Escritura: Dibujar y describir su árbol geneológico	S
	Final test	

### French language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester (18 academic hours)</b>		
Module 1. Faites connaissance	Topic 1.1. Grammaire: Les adjectifs démonstratifs, le future proche	S
	Topic 1.2. Compréhension orale: Faire connaissance	S
	Topic 1.3. Expression orale: Parler de soi, de ses activités	S
Module 2. Communiquez en ligne	Topic 2.1. Grammaire: Les verbes en –IR, les verbes <i>pouvoir</i> et <i>devoir</i>	S
	Topic 2.2. Compréhension écrite: Faire des propositions	S
	Topic 2.3. Compréhension orale: La communication téléphonique et informatique	S
Module 3. Partez en déplacement	Topic 3.1. Grammaire: Les pronoms interrogatifs, les expressions impersonnelles	S

Course module title	Course module contents (topics)	Academic activities types
	Topic 3.2. Compréhension écrite: Les transports en commun	S
	Topic 3.3. Expression orale: Des actions de déplacement	S
Module 4. Organisez votre journée!	Topic 4.1. Grammaire: Les adjectifs démonstratifs,	S
	Topic 4.2. Compréhension orale: Des activités professionnelles	S
	Topic 4.3. Compréhension orale: Des partenaires professionnels	S

### Italian language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester (18 academic hours)</b>		
Module 1. Imprese e società	Topic 1.1. 1. L'azienda	S
	Topic 1.2. Le forme giuridiche delle società	S
	Topic 1.3. Caratteristiche delle società. Struttura organizzativa dell'azienda.	S
Module 2. Contratti e fatture	Topic 2.1. Il contratto	S
	Topic 2.2. Il contratto di compravendita	S
	Topic 2.3. Clausole contrattuali. Fattura e iva	S
Module 3. Banche e investimenti	Topic 3.1. Banche in Italia. Operazioni creditizie	S
	Topic 3.2. Forme di pagamento	S
	Topic 3.3. Investimenti finanziari	S
Module 4. Business plan e marketing	Topic 4.1. Il business plan	S
	Topic 4.2. Le strategie di marketing	S

### German language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester (18 academic hours)</b>		
Module 1. Guten Tag. Mein Name ist...	Topic 1.1. Grammar: Personalpronomen. Speaking: Begrüßung	S
	Topic 1.2. Grammar: W-Fragen. Speaking: Aussagen. Abschied.	S
	Topic 1.3. Grammar: Verbkonjugation. Reading: Alphabet.	S
Module 2. Familie und Freunde	Topic 2.1. Possessivartikel. Familienmitglieder.	S
	Topic 2.2. Präposition in. Wohnort.	S
	Topic 2.3. Zahlen 0-20.	S

Course module title	Course module contents (topics)	Academic activities types
Module 3. Essen und Trinken	Topic 3.1. Ja/nein-Fragen. Dinge und Mengen benennen.	S
	Topic 3.2. Nullartikel. Einkaufsgespräche führen.	S
	Topic 3.3. Zahlen 21-100. Negation.	S

### Chinese language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester</b>		
Module 1. 收入与消费	Topic 1.1. 课文, 生词	S
	Topic 1.2. 学习普通词语, 常用表达式	S
	Topic 学习专业词语	S
Module 2. 价格与价值	Topic 2.1. 课文	S
	Topic 2.2. 学习普通词语, 常用表达式	S
	Topic、学习专业词语, 课文	S
Module 3. 供给与需求	Topic 3.1. 课文, 生词	S
	Topic 3.2. 学习普通词语, 常用表达式	S
	Topic学习专业词语, 扩展阅读	S

### Korean language

Course module title	Course module contents (topics)	Academic activities types
<b>1 semester (18 academic hours)</b>		
Module 1. 계약	Topic 1.1근로계약, 무역계약, 매매계약,임대자계약.	S
	Topic 1.2. 보증금,상금,중도금,상여금,축의금,조의금	S
Module 2. 신제품 개발	Topic 2.1.선보이다, 출시하다, 시제품,개발,제작	S
	Topic 2.2. 판매율,성장률, 화률,상승률,이혼률	S
Module 3. 광고	Topic 3.1. 광고 휴과,광고를 의뢰하다, 광고를 내다,광고를 신다,광고 문구	S
	Topic 3.2. 고가/저가, 고급/저급, 고층/저층, 고임금/저임금, 고비용/저비용	S
Module 4. 홈쇼핑	Topic 4.1. 상담원,결제,쇼호스트,자동 주문, 모이자 할부,선착순	S
	Topic 4.2. 구매력,경제력, 자금력,영향력, 잠재력	S
Module 5 시장 조사	Topic 5.1시장성, 시장 점유율, 전망,성장,독점	S
	Topic 5.2. 차별화,온난화, 대중화, 고급화,자동화	

\* - to be filled in only for **full**-time training: LC - lectures; LW - lab work; S - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Seminar	An auditorium for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	323 Multimedia projector Casio XJ-M250 Screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W WScreen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall Screen Digis Dsob-1106
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 инт.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	324 Multimedia projector Casio XJ-M250 Wall Screen Digis Dsob-1106

\* The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main reading:*

### German language

Shritte 2. International : Kursbuch+arbeitsbuch / D. Niebisch [etc.]. - Munchen : Hueber Verlag, 2019.

### **Italian language**

Laura Incalcaterra McLoughlin, Luisa Pla-Lang, Giovanna Schiavo-Rotheneder. Italiano per economisti - edizione aggiornata – Alma Edizioni, 2018.

Monica Piantoni, Rosella Bozzone Costa, Luisa Fumagalli. Volentieri! Corso di lingua e cultura italiana. B1-B2. – Loescher Editore, 2021.

Maria Chiara Ferro, Natalia Guseva. Affare fatto!: La mediazione russoitaliano in ambito commerciale. – Hoepli, 2020.

### **Spanish language**

Uchebnik s diskom: **Libro del alumno + CD Nuevo Espanol en marcha. A1 (Nivel Inicial)**

avt: Francisca Castro, Pilar Diaz, Ignacio Roder, Carmen Sardinero ISBN: 9788497783736

Rabochaya tetrad' s diskom: **Nuevo Espanol en marcha 1 (A1) Cuaderno de ejercicios + CD**

avt: Francisca Castro, Pilar Diaz, Ignacio Roder, Carmen Sardinero ISBN: 9788497783743

### **French language**

V.N. Lukovtseva, N.V. Polyakova, E.V. Panicheva, T.M. Kachalina Frantsuzskii yazyk dlya ehkonomistov. Obshchaya ehkonomika ,Le francais economique. Economie Générale, Rossiiskii universitet druzhby narodov, 2019.

Dubois A.-L., Tauzin B. Objectif Express1. Le monde professionnel en français. Hachette, 2019.

Cherifi S., Girardeau B., Mistichelli M. Travailler en français en entreprise 2. Les éditions Didier, 2019.

### **Chinese language**

经贸汉语。阅读教程。北京语言大学出版社， 2019

### **Korean language**

Kim Miok <Enseh=Ense>. Koreiskii dlya delovogo obshcheniya: Uchebnoe posobie/ [et al.]. —Seul: Izdatel'stvo universiteta Enseh, 2019: —306 s.

### *Additional reading:*

### **German language**

Swerlowa O. **Grammatik & Konversation**. – Langenscheidt, 2019.

Hering A., Matussek M. Em Übungsgrammatik. – Hueber, 2017.

Hirschfeld U., Kessler Ch., Langhoff B., Reinke K. Phonetik intensiv. – Langenscheidt, 2018.

### **Italian language**

Daniela Pepe, Giovanni Garelli. Al lavoro! Corso di italiano per stranieri in contesto lavorativo. Livello A2: Volume A2 - Loescher Editore, 2017.

Raviddin Shamilov: Vvedenie v kommercheskii perevod. Ital'yanskii yazyk. Uchebnoe posobie. – Flinta, 2021 g.

### **Spanish language**

Rodriges – Danilevskaya E.I., Stepunina I.L., Patrushev A.I. Uchebnik ispanskogo yazyka. – Chero, 2015

Dyshlevaya Irina Anatol'evna. Kurs ispanskogo yazyka dlya nachinayushchikh [Tekst] / I.A. Dyshlevaya. - 2-e izd., ispr. i dop. - SPb. : Yuniks, 2014, 2015, 2017, 2020. - 390 s. : il.

Prost Gisele. Al dia. Curso de espanol para los negocios: nivel inicial / G. Prost, A.N. Fernandez. - Kniga na ispanskom yazyke. - Madrid : SGEL, 2006, 2007, 2018.

### **French language**

A.Georges S. Maigret se fâche. – Prosveschenie, 2019.

B.Maurois A. Nouvelles. – M., 2020.

C.Moliere. Le malade imaginaire. – Gallimard, 2019.

D.Georges S. Malempin. – Gallimard, 2019.

### **Chinese language**

Boltovskaya M. A., Repnina E. K. «Prakticheskii kurs kitaiskogo yazyka». – M., 2020.

### **Korean language**

Koreiskii yazyk: spravochnik po grammatike/O. A. Trofimenko. —Moskva: Zhivoi yazyk, 2019. — 224 s

Li Irtin Russko-koreiskii i koreisko-russkii slovar' ehkonomicheskoi leksiki/sost. Li Irtin. —M.: Izd-vo MTSK MGU, 2018. —608 s.

Kratkii koreisko-russkii russko-koreiskii ehkonomicheskii slovar': bolee 500 sl. i slovosochetanii/I. I. Podprugina; M-vo obrazovaniya Ros. Federatsii, Irkut. gos. tekhn. un-t. —M.: Muravei, 2019. — 95 s.

#### *Internet sources*

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>

- EL "University Library Online" <http://www.biblioclub.ru>

- EL "Yurayt" <http://www.biblio-online.ru>

- EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)

- EL "Lan" <http://e.lanbook.com/>

- EL "Trinity Bridge"

- .....

2.Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>

- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)

- Google search engine <https://www.google.ru/>

- Scopus abstract database [http:// www .elsevier.com/locate/scopus /](http://www.elsevier.com/locate/scopus/)

#### *Training toolkit for self- studies to master the course \*:*

1. Methodological instructions for preparation to practical classes in the discipline “Practice in professional communication (second foreign language)”

Active learning methods used in teaching:

- group discussions,

In a group discussion, the group should find the solution to a problem in a given classroom. The goal is a search process that should lead to objectively known but from the students' point of view subjectively new knowledge.

When conducting a discussion, it is necessary that the students have a clear understanding of the subject, the general framework of the discussion and the order of the discussion. When organising

a discussion, the teacher should create a favourable, psychologically comfortable environment. Seat the participants in a circle. In addition, it is important to clarify the topic and question beforehand. The introductory part is built in such a way as to actualise the participants' existing knowledge, introduce the necessary information, create interest in the problem.

There are several options for organising the introductory part of the discussion:

1. A brief preliminary discussion of the topic in small groups;
2. Introducing the topic of the conversation by asking one or two participants in advance to make an introductory problem statement that reveals the problem statement;
3. Using a brief pre-survey on the topic.

Any of the options should not take too long to allow for a quicker transition to the discussion.

There are a number of sequential steps that should be taken to conduct a discussion effectively:

1. Allocate roles-functions in the discussion group ("moderator (organiser), analyst, recorder, observer").
2. Determine the order of work when discussing a problem in discussion groups (setting the problem; arranging participants into groups, assigning roles in small groups, explaining what the expected participation of participants in the discussion is; discussing problems in small groups; presenting the results of the discussion in front of the whole team; continuing the discussion and behaviour of the results).

- training (business and role-playing) games.

Among the active forms of student training, 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 education and upbringing and educational trainings.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, ability to work in a team, independence of thinking. Training games are based on the principle of imitating various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the playing conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to give themselves some names or numbers.

The third is the direct work of the 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 composed in any form. The choice of the report form is also a game result.

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

There are some guidelines that organisers should follow when using the role-play method:

1. A role-play plan should be carefully developed, according to the literature for developing roles or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavour.
2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used every chance they get, the value of this interactive technology is diminished.
3. The number of groups should be small (up to 10 people). This number allows to create an informal, creative environment for productive learning.
4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.
5. If possible, make a video recording that will provide feedback and validation.

Training is a method of active learning aimed at developing knowledge, skills, abilities and personal qualities. It is understood as an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering theoretical material and its consolidation, as well as the formation of skills of professional activity.

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

<https://esystem.rudn.ru/course/view.php?id=658>

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### **DEVELOPERS:**

**Ass. professor FLD EF**

\_\_\_\_\_  
Position, Educational Department

\_\_\_\_\_  
Signature

**Ivanova A.G.**

\_\_\_\_\_  
Name and Surname

**Ass. Professor FLD EF**

\_\_\_\_\_  
Position, Educational Department

\_\_\_\_\_  
Signature

**Smirnova I.V.**

\_\_\_\_\_  
Name and Surname

**Senior lecturer FLD EF**

\_\_\_\_\_  
Position, Educational Department

\_\_\_\_\_  
Signature

**Panicheva E.V.**

\_\_\_\_\_  
Name and Surname

### **HEAD OF THE HIGHER EDUCATION PROGRAMME: FLD EF**

\_\_\_\_\_  
Position, Educational Department

\_\_\_\_\_  
Signature

**Maluyga E.N.**

\_\_\_\_\_  
Name and Surname