

Документ подписан простой электронной подписью  
Информация о владельце:  
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Должность: Ректор  
Дата подписания: 14.05.2024 10:13:31  
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*

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

## **COURSE SYLLABUS**

### **NEGOTIATION AND PRESENTATION TECHNIQUES**

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(course title)

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

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

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(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**

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(higher education programme profile/specialisation title)

**2024**

## 1. COURSE GOAL

The goal of the course "Negotiation and Presentation Technique" is to acquaint students with the main features, rules and technologies of presentation, to develop skills in commercial negotiations, to study techniques for effective negotiation on the basis of knowledge of the features of both national and personal characteristics of business partners.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Negotiation and Presentation Techniques" is aimed at the development of the following competencies /competences in part:

*Table 2.1. List of competences that students acquire through the course study*

| Competence code | Competence description  | Competence development indicators<br>(in the framework of this course)   |
|-----------------|---|--|
| GPC-7           | Ability to work with basic information searching and expert systems and other systems of knowledge representation and verbal information processing   | GPC-7.1. Ability to work with basic information searching and expert systems   |
|                 |   | GPC-7.2. Awareness of various systems of knowledge representation and verbal information processing  |
| PC-4            | Knowledge of the conventions of speech communication in a foreign-language society, rules and traditions of intercultural and professional communication with native speakers of the studied language | PC-4.1. Ability to carry out intercultural and professional communication in accordance with the conventions of speech communication in a foreign-language society |
|                 |   | PC-4.2. Readiness to respect the rules and traditions of intercultural and professional communication with native speakers of the studied language                 |

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Negotiation and Presentation Techniques" refers to the core component of (B1.0.02) 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 "Negotiation and Presentation Techniques" study.

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

| Competence code | Competence description  | Previous Disciplines/Modules*  | Subsequent Disciplines/Modules* |
|-----------------|---|--|---------------------------------|
| GPC-7           | Ability to work with basic information searching and expert systems and other systems of knowledge representation and verbal information processing   | General Linguistics and History of Linguistic Theories;<br>Quantitative Linguistics and New Information Technologies;<br>Information and Communication Technologies;<br>Lexicography and Corpus-Based Linguistics  |                                 |
| PC-4            | Knowledge of the conventions of speech communication in a foreign-language society, rules and traditions of intercultural and professional communication with native speakers of the studied language | Practicum in Professional Verbal Communication (first foreign language); Theory and Practice of Cross-Cultural Business Communication;<br>Theory and Practice of Specialized Interpreting;<br>Practicum in Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication;<br>Abstracting and Annotating of Specialized Texts |                                 |

\* - 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 “Negotiation and Presentation Techniques” is 3 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 | 4          |
| <i>Contact academic hours</i>                             |                | 20                   |                            |   |   | 20         |
| Lectures (LC)   |                | 10                   |                            |   |   | 10         |
| Lab work (LW)   |                |                      |                            |   |   |            |
| Seminars (workshops/tutorials) (S)                        |                | 10                   |                            |   |   | 10         |
| <i>Self-studies</i>                                       |                | 70                   |                            |   |   | 70         |
| <i>Evaluation and assessment (exam/pass/fail/grading)</i> |                | 18                   |                            |   |   | 18         |
| <b>Course workload</b>                                    | academic hours | <b>108</b>           |                            |   |   | <b>108</b> |

| Type of academic activities | credits | Total<br>academic<br>hours | Semesters/training<br>modules |   |   |   |
|-----------------------------|---------|----------------------------|-------------------------------|---|---|---|
|                             |         |                            | 1                             | 2 | 3 | 4 |
|                             |         | 3                          |                               |   |   | 3 |

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

| Type of academic activities                        |                   | Total<br>academic<br>hours | Semesters/training<br>modules |   |   |   |
|--|-------------------|----------------------------|-------------------------------|---|---|---|
|  |                   |                            | 1                             | 2 | 3 | 4 |
| Contact academic hours                             |                   |                            |                               |   |   |   |
|  |                   |                            |                               |   |   |   |
| Lectures (LC)                                      |                   |                            |                               |   |   |   |
| Lab work (LW)                                      |                   |                            |                               |   |   |   |
| Seminars (workshops/tutorials) (S)                 |                   |                            |                               |   |   |   |
| Self-studies                                       |                   |                            |                               |   |   |   |
| Evaluation and assessment (exam/pass/fail/grading) |                   |                            |                               |   |   |   |
| Course workload                                    | academic<br>hours |                            |                               |   |   |   |
|  | credits           |                            |                               |   |   |   |

\* - to be filled in in 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<br>academic<br>hours | Semesters/training<br>modules |   |   |   |
|--|-------------------|----------------------------|-------------------------------|---|---|---|
|  |                   |                            | 1                             | 2 | 3 | 4 |
| Contact academic hours                             |                   |                            |                               |   |   |   |
|  |                   |                            |                               |   |   |   |
| Lectures (LC)                                      |                   |                            |                               |   |   |   |
| Lab work (LW)                                      |                   |                            |                               |   |   |   |
| Seminars (workshops/tutorials) (S)                 |                   |                            |                               |   |   |   |
| Self-studies                                       |                   |                            |                               |   |   |   |
| Evaluation and assessment (exam/pass/fail/grading) |                   |                            |                               |   |   |   |
| Course workload                                    | academic<br>hours |                            |                               |   |   |   |
|  | credits           |                            |                               |   |   |   |

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

## 5. COURSE CONTENTS

Таблица 5.1. Course contents and academic activities types

| Course module title | Course module contents (topics)               | Academic<br>activities types* |
|---------------------|---|-------------------------------|
| Module 1.           | Topic 1.1. Stages of negotiation process      | LC                            |
|                     | Topic 1.2. Negotiations efficiency indicators | LC                            |

| <b>Course module title</b>                    | <b>Course module contents (topics)</b>   | <b>Academic activities types*</b> |
|---|--|-----------------------------------|
| General characteristic of negotiation process | Topic 1.3. Negotiating. Overcoming language and cultural barriers in international negotiations  | S                                 |
|   | Topic 1.4. Negotiation process as problem solving (focus on interests rather than positions, search for objective criteria, conclusion of an agreement).   | S                                 |
| Module 2. Negotiation process technique       | Topic 2.1. Psychology of decision-making in the negotiation process  | LC                                |
|   | Topic 2.2. Characteristics of negotiation styles (flexible style, rigid style, friendly style).  | S                                 |
|   | Topic 2.3. Characteristics of the main steps in the negotiation process  | LC                                |
|   | Topic 2.4. Characteristics of tactics of behaviour in the negotiation process (apparent cooperation, disorientation of the partner, ultimatum tactics, appeal to compassion, tactics of manoeuvring by reserves of concessions). | S                                 |
|   | Topic 2.5. Features of telephone conversations.  | S                                 |
| Module 3. Presentation                        | Topic 3.1. Presentation as a way to influence situations and people as well as a tool goal achievement   | LC                                |
|   | Topic 3.2. Techniques, tools of presentation argumentation   | S                                 |
|   | Topic 3.3. Argumentation in presentation   | S                                 |

\* - 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*

| <b>Academic activities type</b> | <b>Classroom equipment</b>  | <b>Specialised educational / laboratory equipment, software and materials for course study (if necessary)</b>   |
|---------------------------------|---|---|
| Seminar                         | An auditorium for conducting seminars, group and individual consultations, current and midterm assessment; equipped with a set of specialised furniture and technical means for multimedia presentations. | 323<br>Multimedia projector Casio XJ-M250<br>Wall screen Digis Dsob-1106<br>340<br>Multimedia projector Casio XJ-F100W<br>Wall screen Digis Dsem-1105 |

| Academic activities type | Classroom equipment   | Specialised educational / laboratory equipment, software and materials for course study (if necessary)  |
|--------------------------|---|---|
|                          |   | 330<br>Multimedia projector<br>Casio XJ-M250<br>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<br>Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs.)<br>Multimedia projector Benq MW526<br>Screen 220*220<br>MS Windows 8.1 64bit<br>Microsoft Office 2013<br>SDL Trados Studio 2015<br>Adobe Reader<br>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<br>Multimedia projector<br>Casio XJ-M250<br>Wall screen Digis Dsob-1106   |

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

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

1. Universal'naya zhurnalistika : Uchebnik / Pod red. L.P. Shesterkinoi. - M. : Aspekt Press, 2016. - 479 s
2. Cultural-Pragmatic Aspects of Media Texts as An Object of Linguistics [Elektronnyi resurs] = Kul'turno-pragmaticheskie aspekty mediateksta kak ob"ekt medialingvistiki : Sbornik materialov 1 Mezhdunarodnoi nauchno-prakticheskoi konferentsii / Sost. N.V. Poplavskaia, A.A. Kolosova, K. Kkhan; pod red. V.V. Barabasha. - Kniga na angliiskom yazyke; Elektronnye tekstovye dannye. - M. : Izd-vo RUDN, 2016. - 92 s.
3. Yazyk sredstv massovoi informatsii / pod red. M.N. Volodinoi. M.: Al'ma mater, 2018.
4. Dobrosklonskaya T.G. Voprosy izucheniya mediatekstov. M., 2019.
5. Dobrosklonskaya T.G. Yazyk sredstv massovoi informatsii: Uchebnoe posobie. M.: KDU, 2018.
6. Pravila russkoi orfografii i punktuatsii. Polnyi akademicheskii spravochnik / Pod red. V.V. Lopatina. – M.: AST, 2019.
6. Valgina N.S. Funktsional'nye stili russkogo yazyka. M.: Ileksa, 2021.
7. Solganik G.Ya. Prakticheskaya stilistika russkogo yazyka. - M.: Akademiya, 2020.

*Additional reading:*

1. Kalmykov A.A., Kakhanova L.A. Internet-zhurnalistsika. M., 2005.
2. Krupnov V.V. Yazyk sovremennoi pressy. Anglo-russkii slovar'-spravochnik. M., 1993.
3. Kul'tura mul'timedia. M., 2004.
4. Nazarov M.M. Massovaya kommunikatsiya v sovremennom mire: metodologiya analiza i praktika issledovaniy. M., 2000.
5. Pokrovskaya E. V. Gazeta v sovremennoi kul'turno-rechevoi situatsii : kul'tura rechi : yazyk pressy // Rus. rech'. - 2005. - № 5. - S. 69-74.
6. Pocheptsov G.G. Kommunikativnye tekhnologii XX veka. M., 2000.
7. Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikatsiya. M., 2000.
8. Chudinov A. P. Politicheskaya lingvistika. M., 2006.
9. Yazyk massovoi i mezhlichnostnoi kommunikatsii. M.: Media-mir, 2007.
10. Yazyk sovremennoi publitsistiki / Sbornik statei pod red. G.Ya. Solganika. M., 2005.
11. Kalmykov A.A. Konvergentsiya – vozmozhnost' universal'nogo zhurnalizma v ramkakh professional'noi identichnosti // Optimal'nye kommunikatsii (OK): epistemicheskii resurs Akademii mediaindustrii i kafedry teorii i praktiki obshchestvennoi svyaznosti RGGU. 2011. URL: <http://jarki.ru/wpress/2011/04/28/2198/>
12. Karyakina K.A. Aktual'nye formy i modeli novykh media: ot ponimaniya auditorii k sozdaniyu kontenta // Mediaskop. 2010. № 1. S. 6-9.
13. Kin Dzh. Demokratiya i dekadans media. M.: Izd-vo Vysshei shkoly ekonomiki, 2015. 312 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/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

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

1. "Negotiation and Presentation Techniques" lecture synopsis

Module 1. General features of negotiation process

The parties come to realise the need for negotiation when confrontation fails or becomes unprofitable. There are two types of negotiations: those conducted in the framework of conflict relations and those conducted in co-operative conditions.

Stages of negotiation

Negotiations as a complex process, heterogeneous in its tasks, consist of several stages: preparation for the negotiations, the process of conducting them, analysing the results, and implementing the agreements reached.

The organisational aspects of preparation include: formation of a delegation, determination of the place and time of the meeting, the agenda of each meeting, and agreement by organisations on the issues that concern them.

The content side of preparation for negotiations includes: analysing the problem and the interests of the participants; forming a general approach to the negotiations and one's own position on them; determining possible options for a solution.

We can talk about three stages of negotiation:

- Clarification of interests, concepts and positions of the participants;
- Discussion (justification of their views and proposals);
- Harmonisation of positions and development of agreements.

## Module 2. Techniques of negotiation process

The negotiation process is a specific type of joint activity. Its peculiarity lies in the fact that the goals and interests, and even positions of the parties do not coincide. The specificity also consists in the fact that in negotiations each opponent is in close contact with the other and has to reckon with his actions. Therefore, negotiations as a socio-psychological process have psychological mechanisms and technology of conducting.

Psychological mechanisms are a holistic set of mental processes that ensure movement towards some result in accordance with a frequently occurring sequence. It is a stable scheme of mental actions.

There are four basic styles of negotiation:

Friendly, rigid, meticulous and flexible.

Friendly negotiation style

Pros. Will always maintain a pleasant and friendly atmosphere in negotiations. He/she listens to opponents with interest and pleasure and sincerely believes that the agreement can be mutually beneficial. He/she necessarily accepts the interests of the other party and finds common ground. The interlocutor, feeling this attitude, is ready to make significant concessions.

Cons. It is difficult to determine his goal: it is important for him/her to get a favourable agreement or to maintain warm relations with the opponent.

Rigid negotiation style

Pros. A person will always try to achieve what he/she wants by firmly and clearly stating his/her positions. Perfectly knows the techniques of defence against manipulation on the part of the opponent. Is determined to win negotiations and conclude a favourable agreement. They position themselves as leaders, takes responsibility with pleasure.

Cons. Excessive stubbornness, aggressiveness, pressure irritates the opponent. Unwillingness to consider other people's interests leads to loss of trust, relationships and the possibility of concluding a deal.

Meticulous negotiation style

Pros. He/she is able to quickly provide figures, facts, arguments, details. He/she analyses everything, always logical, methodical, consistent. Very carefully prepares for negotiations: prepares and evaluates possible alternatives and risks, checks documents, writes a detailed plan of speech.

Cons. The opponent does not like coldness, excessive scrupulosity, constant desire to dig into details and pick on small things. Complete lack of flexibility leads to absolute unreadiness when the opponent imposes his own plan of negotiations and his interests.

Flexible negotiation style

Pros. The advantages of such a negotiator are only ease and freedom in communication. This negotiator does not give up easily, will provide new facts and arguments.



Cons. Intrusiveness and complete lack of preparation for the meeting. People of this type are often not honest. They are ready for any deception, just to conclude a contract.

### Module 3. Presentation

Presentation (from Latin "performance") - one of the means of marketing communications, the purpose of which is advertising promotion of goods, services, company in the market.

Presentation is a form of business communications aimed at demonstrating to the final consumer the capabilities of the company, goods, services, with advertising demonstration of their properties, advantages, features and the formation of a positive image, direction of action.

Presentation is usually understood as the first official presentation of some unknown or little-known product and its creators to an interested audience.

Presentation is an indispensable attribute of a company's formation, its approval in the domestic and international market. The impact of a presentation is profound: business contacts in the world and entrepreneurship depend on its success. With the help of

Presentations inform and convince potential customers and partners in the need to purchase a particular product or service. An important task of the presentation is the need to demonstrate the product and its capabilities in such a way as to arouse interest and attract attention to their company, and eventually, as expected - to conclude contracts and deals. The point of the presentation is to ensure a favourable reception of the presented innovation by the public. As a rule, the public at a presentation is represented by the press and representatives of groups and organisations interested in the subject of the presentation. They should be the first to be convinced of the merits of the subject of the presentation.

## 2. Methodological instructions for preparation for seminars on "Negotiation and Presentation Techniques" course.

It is a collective discussion of theoretical issues by master's students under the guidance of the teacher. The main objectives of the practical training are:

- consolidation, deepening and expansion of students' knowledge of the course;
- development of the ability to set and solve intellectual problems and issues;
- improvement of the students' ability to prove their point of view, as well as to prove and refute other judgements;
- demonstration by students of the achieved level of theoretical training;
- development of skills of independent work with literature.

At seminars there are detailed discussions on the basis of the plan, oral questioning of students on the questions of the lesson, listening and discussion of reports (abstracts) of students, colloquium, solving linguistic problems, etc. The choice of the form of this lesson is determined by the specifics of the topic, the level of training of undergraduates, and is designed to provide the most complete disclosure of the content of the topic under discussion, to achieve the greatest activity of undergraduates. When realising the competence approach in the educational process active forms of conducting classes are used. When studying various topics of the discipline, role-playing and business games, debates, case studies, brainstorming are used.

Active learning methods used in teaching include:

- educational group discussions,

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

When conducting a discussion, it is necessary that the student participants have a clear understanding of the subject matter, 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, question beforehand. The introductory part is built in such a way as to update the participants' 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 issue in small groups;
2. Introducing the topic of the conversation through the assignment of one or two participants to make an introductory problem statement that reveals the problem statement;
3. using a brief pre-talk 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 must be taken to effectively conduct a discussion:

1. Allocate roles-functions in the discussion group (facilitator (organiser), analyst, recorder, observer).
2. Determine the order of work when discussing the problem in discussion groups (problem statement; grouping participants into groups, assigning roles in small groups, explaining to the leader what the expected participation of participants in the discussion is; discussing the 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 training sessions.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, teamwork, independent thinking. Training games are built 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 game 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 a free 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.

When applying the role-playing method, the organisers should follow some recommended guidelines:

1. A role-play plan should be carefully developed, with literature for role development 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-playing is determined by the novelty of the experience, so if it is used every chance you get, the value of this interactive technology is diminished.
- 3) The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to 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.

Academic training is a method of active learning aimed at the development of knowledge, skills, abilities and personal qualities. It is 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 development of professional skills.

- fulfilment of tasks and exercises;

Tasks and exercises are a tool for operational control of students, complementing other forms of work at the practical training.

- case studies

The case study method is a teaching technique that uses descriptions of real economic, social and business situations. Trainees have to analyse the situation, understand the essence of the problems, propose possible solutions and choose the best of them. Case studies are based on real factual material or are close to a real situation.

A training session using methods of problem solving or analysing a specific situation assumes that:

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

- in the course of group work (5-6 people each) students coordinate different ideas about the situation, main problems and ways of their solution, find a mutually acceptable variant of the solution, finalise and examine the proposals, draw up the proposal in the form of a text and posters for presentation at the session meeting;

- in the process of sessional work each of the small groups presents its own variant of the solution to the situation (problem), answers questions of the participants of other groups and clarifies its proposals, and after the end of the reports gives an assessment or expresses its attitude to the variants of the solution proposed by other groups.

The outcome of the case study is both oral discussion of the formulated problems and written reports of students. The advantage of written answers to case questions is that it is easier for the teacher to trace the logic of students' problem solving, their ability to use theoretical models, etc. It is often useful to combine both forms.

- brainstorming;

Brainstorming technique:

Students are divided by the instructor into two groups: those who are to propose new variants of the solution of the necessary problem - "generators of ideas", and members of the committee who will process the proposed materials - "critics". The task of the "generators" is to sketch out as many suggestions, ideas about the possibilities of solving the problem under discussion. The ideas can be any, unargued and even fantastic. The task of the "critics" is to choose the best ideas from the proposed ones.

The procedure for brainstorming sessions consists of the following steps:

1. Formulation of the problem to be solved, justification of the problem to find a solution. Defining the conditions of group work, familiarisation with the rules of behaviour in the brainstorming process. Formation of working groups of 5-7 people and a separate expert group of "critics", whose responsibilities at the next stage will include the development of criteria, evaluation and selection of the best of the ideas put forward.

2. Warm-up session, i.e. exercises for quick search for answers to questions. The aim of this stage is to help participants to free themselves as much as possible from psycho-logical barriers (awkwardness, shyness, closedness, stiffness, etc.).

3. Working session, i.e. the "storming" of the problem. Once again the tasks are clarified and the rules of behaviour during the work are reminded. Idea generation starts at the signal of the leader in all working groups. One expert is assigned to each group, whose task is to record on the blackboard or a large sheet of paper all the ideas put forward.

4. Expertise - evaluation of the collected ideas and selection of the best ones in the group of "critics" on the basis of criteria developed by them. The working groups take a rest at this time.

5. Summing up - general discussion of the groups' results, presentation of the best ideas, their justification and public defence. Making a general group decision, its recording.

Any participant at each stage of the brainstorming session has the opportunity to speak in a strictly limited amount of time, usually between one and three minutes.

The brainstorming facilitator is not allowed to comment on or evaluate the participants' statements. However, he or she may interrupt a participant if he or she is speaking off-topic or has exhausted the time limit, as well as to clarify the essence of the suggestions made.

The main condition for effective brainstorming sessions is the readiness of students to freely express non-standard solutions. The best results are achieved with certain skills in brainstorming. Therefore, training brainstorming sessions are useful, as they provide students with the rules of brainstorming and skills for real brainstorming (as well as other forms of training).

\* 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=20938>

\* 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:**

**Head of FLD, Professor**

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

**Malyuga E.N.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and surname

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

\_\_\_\_\_  
Educational Department

\_\_\_\_\_  
Signature

**Malyuga E.N.**

\_\_\_\_\_  
Name and surname