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**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

FLT Methodologies at a Non-Linguistic University

(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)

2024

1. COURSE GOAL

The goal of mastering the course "FLT Methodologies at a Non-Linguistic University" is to form students' understanding of a foreign language as a language of professional communication and methods of teaching it in a non-linguistic university, to lay a conceptual basis and terminological basis for practical activities in the field of professional communication, which will allow further improvement of the system of language training of future specialists in the system of higher professional education to carry out cross-cultural, professional communication, to international activities.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "FLT Methodologies at a Non-Linguistic University" 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 (in the framework of this course)
GC-1	Ability to search, critically analyze problem situations based on a systematic approach, and develop a strategy of actions.	GC-1.1 Ability to analyze the problem situation and decomposes it into separate tasks
		GC-1.2 Develops a strategy for solving the task
		GC-1.3 Ability to form possible solutions to the problem
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal	GC-3.1 Demonstrates an understanding of the principles of teamwork
		GC-3.2 Ability to manage team members to achieve the set goal
GPC-3	Proficiency in the general theory of teaching and the methodology of teaching specialized disciplines of the chosen course of the main educational programme, ability to use modern educational technologies in practical activities	GPC-3.1. Demonstrates proficiency in the theory of teaching and teaching methods of specialized disciplines of the chosen course of the main educational programme
		GPC-3.2. Ability to use modern educational technologies in practice
PC-2	Ability to apply new pedagogical technologies of education and training in order to form the traits of a secondary language personality in students, the development of a primary language personality, the	PC-2.1. Applying in practice new pedagogical technologies of education and training in order to form the traits of a secondary linguistic personality in students
		PC-2.2. Planing lesson to contribute to the development of the primary language personality of students

Competence code	Competence description	Competence development indicators (in the framework of this course)
	formation of communicative and cross-cultural competence of students	PC-2.3. Planing lesson in a way to form the communicative and cross-cultural competencies of students

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “FLT Methodologies at a Non-Linguistic University” 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 “FLT Methodologies at a Non-Linguistic University” 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*
GC-1	Ability to search, critically analyze problem situations based on a systematic approach, and develop a strategy of actions.		Theory and practice of cross-cultural business communication; General linguistics and the history of linguistic studies; Quantitative linguistics and new information technologies
GC-3	Ability to organize and manage the work of the team, developing a team strategy to achieve the goal		Pedagogical internship
GPC-3	Proficiency in the general theory of teaching and the methodology of teaching specialized disciplines of the chosen course of the main educational programme, ability to use modern educational technologies in practical activities		Pedagogical internship
PC-2	Ability to apply new pedagogical technologies of education and training		Professional communication practice (second foreign language); Practicum on the culture of

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	in order to form the traits of a secondary language personality in students, the development of a primary language personality, the formation of communicative and cross-cultural competence of students		professional communication (second foreign language); Practicum on the culture of professional communication (main foreign language); Scientific communication; Abstracting and annotating of specialized texts Pedagogical 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 “FLT Methodologies at a Non-Linguistic University” 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>		17	17			
Lectures (LC)		17	17			
Laboratory work (LW)						
Practical/seminar classes (S)						
<i>Self-studies, academic hours</i>		37	37			
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>		18	18			
Course workload	academic hours	72	72			
	credits	2	2			

*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	4
<i>Contact, academic hours</i>						
Lectures (LC)						
Laboratory work (LW)						
Practical/seminar classes (S)						
<i>Self-studies, academic hours</i>						

Type of academic activities		TOTAL, academic hours	Semesters/training modules			
			1	2	3	4
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>						
Course workload	academic 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, academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact, academic hours</i>						
Lectures (LC)						
Laboratory work (LR)						
Practical/seminar classes (S)						
<i>Self-studies, academic hours</i>						
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>						
Course workload	academic hours					
	credits					

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

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Introduction	Topic 1.1. Training of a competitive specialist with knowledge of a foreign language.	LC
	Topic 1.2. Knowledge of a foreign language as a prerequisite of successful future professional activity	LC
Module 2. Practice in Teaching FL of Professional Communication	Topic 2.1. Contemporary language policy Levels of foreign language proficiency. Levels of foreign language command (mastery)	LC
	Topic 2.2. Shaping the LSP (Language for Specific Purposes) competencies ESP (English for Specific Purposes) - a course of profession-specific English. ESP teacher's goals and tasks	LC
	Topic 2.3 Using a foreign language as a tool to study a different subject-matter area and as a tool of future practical activities	LC

Course module title	Course module contents (topics)	Academic activities types*
Module 3. Problems of Cross-Cultural Communication in Teaching the Language of Business and Professional Communication	Topic 3.1 Cultural component in foreign language teaching The concept of "communicative competence" The concept of communication competence.	LC
	Topic 3.2 A course of speech etiquette as an indispensable part of pedagogical training of students	LC
Module 4. Scientific and Methodological Training of LSP Teachers	Topic 4.1 Profession-oriented teaching of foreign languages and its core principles	LC
	Topic 4.2 Differences of an LSP course from a traditional foreign language course	LC

* - filled in only by **FULL**-time study: LC – lectures; LR – laboratory work; S – seminars.

CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Seminary	A classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.	323 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106 340 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106 330 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106
Computer class	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) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
		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 Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106

* - the audience for independent work of students is **MANDATORY!**

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading

1. Methods of teaching a foreign language : textbook and workshop for academic bachelor / O. I. Trubicina [i dr.] ; pod red. O. I. Trubicinoj. — M. : Izdatel'stvo Yurajt, 2018. — 384 s.
2. Shhukin Anatolij Nikolaevich. Metodika prepodavaniya inostranny`x yazy`kov [Tekst] : Uchebnik / A.N. Shhukin, G.M. Frolova. - M. : Akademiya, 2019.
3. Mixeeva N. F. Metodika prepodavaniya inostranny`x yazy`kov. Uchebnoe posobie 2-e izd., ispr. i dop. - M.: Rossijskij universitet družby` narodov, 2018. - 76 s.

Additional reading:

1. Bary`shnikov N.V. Metodika obucheniya vtoromu inostrannomu yazy`ku v shkole.- M., 2023.
2. Dmitrenko T.A. Teoreticheskie osnovy` intensivizatsii processa obucheniya v vy`sshej shkole. M.2020.-130s.
3. Dmitrenko T.A. Aktual`ny`e problemy` sovremennoj metodiki prepodavaniya inostranny`x yazy`kov. Uchebnoe posobie. M. 2021.
4. Kochetkov V.V. Psixologiya mezhkul`turny`x razlichij. M. 2022.
5. Kry`s`ko V.G. E`tnopsixologiya i mezhnacional`ny`e otnosheniya. Kurs lekcij. M., 2022
6. Obshheevropejskaya kompetenciya vladeniya inostranny`m yazy`kom. Proekt. Strasburg. 2021.
7. Ter-Minasova S.G. Yazy`k i mezhkul`turnaya kommunikaciya. – M.: Izd-vo MGU, 2020.
8. Uroki anglijskogo yazy`ka. Metodicheskoe posobie. Sankt-Peterburg. 2019.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements
<http://lib.rudn.ru/MegaPro/Web> - RUDN Electronic Library System (RUDN ELS)
<http://lib.rudn.ru/MegaPro/Web>
<http://www.biblioclub.ru/> EL "University Library Online" <http://www.biblioclub.ru>
<http://www.biblio-online.ru/> EL "Yurayt" <http://www.biblio-online.ru>
<http://www.studentlibrary.ru/> EL "Student Consultant" www.studentlibrary.ru
<http://e.lanbook.com/> EL "Lan" <http://e.lanbook.com/>

- EL "Trinity Bridge"

2. Databases and search engines:

<http://docs.cntd.ru/> 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. Methodological guidelines for preparing for practical classes in the discipline "Methods of teaching foreign languages in a non-linguistic university".

Practical training in the discipline is one of the criteria for the "practice" of independent work of a student.

Undergraduates should:

- bring with you the literature recommended by the teacher for a specific lesson;
- before the next practical lesson on the recommended literary sources, work out the theoretical material corresponding to the topic of the lesson;
- when preparing for practical classes, it is necessary to use not only lectures, educational literature, but also
- legal acts and materials of law enforcement practice;
- theoretical material should be correlated with legal norms, since changes and additions may be made to them, which are not always reflected in the educational literature;
- at the beginning of classes, ask the teacher questions about the material that caused difficulties in understanding and mastering it when solving tasks set for independent solution;
- during the seminar, give specific, clear answers to the substance of the questions;
- in the classroom, bring each task to a final solution, demonstrate an understanding of the calculations (analyses, situations), in case of difficulties, contact the teacher.

Students who missed classes (regardless of the reasons), who were not prepared for this practical lesson, are recommended to come to the teacher's consultation no later than 2 weeks and report on the topic studied at the lesson. Students who have not reported on each topic they have not worked out in the classroom by the beginning of the test session miss the opportunity to get the required points for work in the corresponding semester.

2. Methodological guidelines for the preparation of a scientific report on the discipline "FLT Methodologies at a Non-Linguistic University".

One of the forms of independent work of students is the preparation of a scientific report to discuss it at a practical (seminar) lesson.

The purpose of the scientific report is to develop students' skills of analytical work with scientific literature, analysis of debatable scientific positions, argumentation of their own views. Preparation of scientific reports also develops the creative potential of students. The scientific report is prepared under the guidance of a teacher who conducts practical (seminar) classes

Recommendations to the student:

- before starting work on writing a scientific report, coordinate the topic, structure, literature with the teacher, as well as discuss key issues that should be disclosed in the report;
- submit a report to the supervisor in writing;-to speak at the seminar with a 10-minute presentation of his scientific report, to answer the questions of the students of the group.

Requirements for the design of a scientific report:

font -TimesNewRoman, font size -14, line spacing -1.5, margin size - 2.5 cm, indent at the beginning of the paragraph -1.25 cm, formatting by width); the report sheets are foldered

The title page indicates the name of the educational institution, the name of the department, the name of the discipline, the topic of the report, the full name of the student;-to the structure of the report -the table of contents, introduction (relevance, purpose and objectives are indicated), the main part, the conclusions of the author, the list of references (at least 5 positions). The volume is agreed with the teacher. At the end of the work, the date of its completion and the signature of the student who completed the work are put.

The overall assessment for the report takes into account the content of the report, its presentation, as well as the answers to the questions.

* 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=640>

*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

Popova S.N.

Name and surname

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

Educational Department

Malyuga E.N.

Name and surname

