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

Academy of Engineering

(name of the main educational unit (MEU) that developed the educational program of higher education)

WORKING PROGRAM OF THE DISCIPLINE

PROFESSIONAL RUSSIAN (AS A FOREIGN LANGUAGE)

(name of discipline/module)

Recommended for the field of study/specialty:

27.04.04 CONTROL IN TECHNICAL SYSTEMS

(code and name of the field of study/specialty)

The discipline is mastered within the framework of the implementation of the main professional educational program of higher education (EP HE):

Artificial Intelligence, Machine Learning, and Space Science

(name (profile/specialization) of the educational institution of higher education)

1. THE GOAL OF MASTERING THE DISCIPLINE

The course "Professional Russian (as a foreign language)" is part of the Master's program "Artificial Intelligence, Machine Learning, and Space Sciences" in the 27.04.04 "Control in Technical Systems" program and is studied in semesters 1, 2, and 3 of years 1 and 2. This course is offered by the Department of Russian Language 4. It consists of three sections and 29 topics and is aimed at studying basic and elementary Russian as a means of communication in a Russian-speaking environment and as a means of exploring Russia and its social, scientific, economic, and cultural life.

The purpose of mastering the discipline is to acquire knowledge, skills and abilities in the field of Russian-language communication in order to master socio-cultural competencies, to develop the ability to integrate into the Russian-speaking environment and communicate in it (everyday and cultural communication) with a minimum level of proficiency in Russian.

2. REQUIREMENTS FOR THE RESULTS OF MASTERING THE DISCIPLINE

Mastering the discipline "Russian language (as a foreign language) in professional activities" aimed at developing the following competencies (parts of competencies) in students:

Table 2.1. List of competencies developed in students while mastering the discipline (results of mastering the discipline)

Cipher	Competence	Indicators of Competency Achievement (within this discipline)
UC-4	Able to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	UC-4.1 Selects the style of business communication, depending on the language of communication, the purpose and conditions of the partnership; UC-4.2 Adapts speech, communication style and sign language to interaction situations; UC-4.3 Searches for the necessary information to solve standard communication problems in Russian and foreign languages; UC-4.4 Conducts business correspondence in Russian and foreign languages, taking into account the stylistic features of official and unofficial letters and socio-cultural differences in the format of correspondence; UC-4.5 Uses dialogue for cooperation in academic communication, taking into account the personality of the interlocutors, their communicative-speech strategy and tactics, and the degree of formality of the situation; UC-4.6 Forms and argues his own assessment of the main ideas of the participants in the dialogue (discussion) in accordance with the needs of joint activities.;

3. PLACE OF THE DISCIPLINE IN THE STRUCTURE OF THE EDUCATIONAL EDUCATIONAL INSTITUTION

Course "Russian Language (as a Foreign Language) in Professional Activities" refers to the mandatory part of block 1 "Disciplines (modules)" of the educational program of higher education.

As part of the higher education program, students also master other disciplines and/or practices that contribute to the achievement of the planned results of mastering the discipline "Russian Language (as a Foreign Language) in Professional Activity."

Table 3.1. List of components of the educational program of higher education that contribute to the achievement of the planned results of mastering the discipline

Cipher	Name of competence	Previous courses/modules, practical training*	Subsequent disciplines/modules, practices*
UC-4	Able to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction		Undergraduate Training;

* - filled in accordance with the competency matrix and the SUP EP HE

** - elective courses/practices

4. SCOPE OF THE DISCIPLINE AND TYPES OF EDUCATIONAL WORK

The total workload of the course “Russian language (as a foreign language) in professional activities” is 6 credit units.

Table 4.1. Types of educational work by periods of mastering the educational program of higher education for full-time education.

Type of academic work	TOTAL,academic hours		Semester(s)		
			1	2	3
<i>Contact work, academic hours</i>	106		34	36	36
Lectures (LC)	0		0	0	0
Laboratory work (LW)	0		0	0	0
Practical/seminar classes (SC)	106		34	36	36
<i>Independent work of students, academic hours</i>	83		38	9	36
<i>Control (exam/test with assessment), academic hours</i>	27		0	27	0
Total complexity of the discipline	academic hours	216	72	72	72
	credit	6	2	2	2

5. CONTENT OF THE DISCIPLINE

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

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
Section 1	Introductory phonetic and grammar course	1.1	Pronunciation and spelling	Introductory phonetics course: Russian alphabet. Pronunciation and spelling. How to speak and read. Reduction of O and E. Greetings. The construction "Who is this?" Vocabulary: Personal pronouns. Numerals 1-20.	SC
		1.2	Introductory Listening and Speaking Course	Getting to Know Each Other. Constructions What is your name? My name is Basic etiquette forms (Nice to meet you! The bill, please! etc.). Numerals 20-100. Grammar: Constructions What is this? Is this milk? Yes, it is milk. Phrases I (don't) know, I (don't) understand, I (don't) speak Russian. Accusative case of the object in the constructions I (don't) eat ..., I (don't) love.... Vocabulary: Names of products.	SC
		1.3	Forming plural nouns. Expressing requests	Formation of plural nouns. Expressing requests. Pronouncing phone numbers. The construction "How much does it cost?" Adverbs of place (here, there, on the right, next to, etc.). Formation of interrogative sentences with the word "where?" Dialogues in a store, on the street, and on the subway. Grammar: Formation of plural nouns. Expressing a simple request ("Can I have a pen?") Vocabulary: the interrogative word "where?" names of monetary units (ruble, kopeck). Adverbs of place (here, there, on the right, next to, etc.).	SC
Section 2	Elementary level	2.1	Gender of nouns. Possessive pronouns.	Gender of nouns. Animate and inanimate nouns of the masculine and neuter genders. Possessive pronouns: my, your, nay, your, his, her, their	SC
		2.2	Expressing time in a simple sentence	Expressing time in a simple sentence (on Monday, in the morning, tomorrow, later, at 6 o'clock, etc.). The construction "What time is it?" Vocabulary: Adverbs of time, names of days of the week	SC
		2.3	The concept of the Russian verb.	Understanding the Russian verb. The verb "to be" (to be) in the future and past tenses. Constructing negative sentences (I won't be there today). The constructions "What time?" and "In 10 minutes." The functioning of the verb "to be" (to be) in the constructions "What will you have?" "I won't have coffee." The accusative case of the object after the verb "to be." Reading dialogues with the vocabulary being studied. Completing exercises.	SC

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
		2.4	Instrumental case of nouns. Verb TO WANT.	The verb "to want" in the present and past tense. The instrumental case of nouns with the preposition "s" (coffee with milk). Reading dialogues with the vocabulary being studied. Completing exercises. Reviewing the material covered. Working with texts (reading, answering questions, and producing similar texts based on a model). Activating the material covered in dialogues (oral and written) and exercises.	SC
		2.5	The model of formation of the past tense from verbs with constant stress based on	A model for forming the past tense from verbs with constant stress based on the stem (the "to want" model). Forming past tense forms from these verbs. Forming the constructions "I decided" + infinitive, "I forgot" + infinitive, "I want" + infinitive. Accusative case of the object, noun endings in the accusative case. Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.6	Model of past tense formation from verbs with variable stress	A model for forming the past tense from verbs with variable stress (the "to be" model). Forming past tense forms from these verbs. Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.7	The constructions need + infinitive, can + infinitive, What is needed (can) + infinitive	The constructions "need" + infinitive, "can" + infinitive, "what" (what) + infinitive. Reading dialogues with the vocabulary being studied. Completing exercises to reinforce the skill of using the constructions being studied. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.8	Complex future tense of verbs.	Complex future tense of verbs. The verbs "to work" and "to rest" in the present, future, and past tenses. Constructions with the word "must" (must + infinitive). Adverbs of time that answer the question "when?" (often, etc.), negative pronominal adverbs (never, nowhere). Use of demonstrative pronouns such as "this," "that," etc. Use of the demonstrative adverb "this" as an attribute and as a subject. Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
		2.9	The verb to study in the present, past and future tenses	The verb "to study" in the present, past, and future tenses. Tense construction with the preposition "to" (until 10:30). Reading dialogues with the vocabulary being studied. Completing exercises. Reading texts such as "I Study in Moscow," "My Day," and "How I Relax" with creative tasks aimed at producing their own monologues on the given topic. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.10	The verb "to speak" in the present, past, and future tenses. Imperative	The verb "to speak" in the present, past, and future tenses. The difference in the use of the verbs "to speak" and "to say" in the past tense. The imperative. Adverbs of manner (quickly, quietly, etc.). Indirect speech (with the conjunction "what"). Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.11	The verb "to teach" in the present, past, and future tenses	The verb "to teach" in the present, past, and future tenses. Differences in the use of the verbs "to teach" and "to study." Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.12	Expressing the absence of a subject (it is not there). Telephone conversation etiquette.	The verb "to understand" in the present and past tense. The verb "to know" in the present, past, and future tenses. Expressing the absence of a subject (it's not there). Telephone conversation etiquette. Reading and discussing a text with a creative assignment. Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.13	The constructions I have (was, will be) and I don't have (didn't have, won't be).	The constructions "I have" (was, will be) and "I don't have" (didn't have, won't be). The concept of an impersonal sentence. The specifics of using words are also different (in comparison with English). Reading dialogues with the vocabulary being studied. Completing exercises. Reading and discussing texts and jokes on the topic being studied. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.14	The construction I like. Comparison of typical	The verb "to love" in the present and past tense. The construction	SC

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
			contexts of the use of the verbs "to love" and "to like"	"I like." Comparison of typical contexts for the use of the verbs "to love" and "to please." A first introduction to verb types. The rule for combining the verbs "to love" and "to please" with the infinitives of the nonverbal form. Reading dialogues with the vocabulary being studied. Completing exercises. Reading and discussing texts and jokes on the topic being studied. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	
		2.15	Prepositional case of place	Prepositional case of place. Expressing time in a simple sentence. The verb "to live" in the present, past, and future tenses. The verb "to be born" in the past tense. Reading dialogues with the vocabulary being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves. Reading and discussing jokes on the topic being studied.	SC
		2.16	Expressing time in a simple sentence. Prepositional case verbs	Vocabulary: to live, to be born, to prefer, to meet. Expressing time in simple sentences (this year, last week, in winter, in spring, etc.). The construction "to be a guest." Reading dialogues with the vocabulary being studied. Completing exercises. Reading and discussing the text with a creative assignment. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves. Independent work on the prepositional case (preparation for the final test).	SC
		2.17	Telephone Etiquette: Forming Simple Comparatives of Adverbs	Telephone conversation etiquette. Formation of simple comparative adverbs. The verb "to call" in the present, past, and future tenses. The accusative case of place and the dative case of the addressee after the verb "to call." Telephone conversation etiquette (you made a mistake, you've reached the wrong place, etc.). Expressing gratitude (thank you for your help, etc.). The imperative of the verb "to call." Formation of simple comparative adverbs (earlier, later, etc.). Expressing approximate time (at 7 o'clock).	SC
		2.18	The instrumental case in the meaning of joint action	The instrumental case in the sense of joint action. Grammar: The verb "to be able" in the present, past, and future tenses. The instrumental case in the sense of joint action (my friend and I). Reading dialogues with the vocabulary being studied. Completing exercises. Reading and discussing the text with a creative assignment.	SC

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
				Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	
		2.19	A general overview of verbs of motion. The accusative case for indicating direction of movement. The accusative case for indicating direction of movement.	A general introduction to verbs of motion. Verbs of the "to go" and "to walk" group in the present tense. The accusative case for indicating the direction of movement. Using the numeral "odin" to mean "without others" (he goes to the park alone). Adverbs of place that answer the question "where to?" (here, to the right, etc.). Rules for using adverbs of place that answer the questions "where to?" and "where to?" Reading the text, answering questions, and discussing the content of the text. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		2.20	Verbs of the "to go" and "to walk" group in the future and past tenses. Names of months and seasons.	Verbs of the "to go" and "to walk" group in the future and past tenses. Names of months and seasons. Tense constructions: in which month? at what time of year? (in January, in spring, etc.) and for how long? (for 2 days, etc.) Reading a text on linguistics and regional studies with a creative assignment, answering questions and discussing the text. Reading dialogues with the vocabulary being studied. Reading jokes on the topic being studied. Completing exercises. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
Section 3	Basic level	3.1	Systematization of cases. The prepositional case and its meanings. The prepositional case of place and verbs of position (to lie, to sit, to stand, to hang). The prepositional case in the meaning of the object of thought (about whom? about what?).	Case classification. Prepositional case and its meanings. Grammar: Case classification. Prepositional case and its meanings. Prepositional case of place and verbs of position (to lie, to sit, to stand, to hang). Prepositional case in the meaning of the object of thought (about whom? about what?). Names of colors and shades of color (dark green, etc.). Reading dialogues with the vocabulary being studied. Completing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		3.2	The genitive case and its meanings. The genitive case with the prepositions for, without, from, about, from, at, with, around, past.	The genitive case and its meanings. Grammar: The genitive case and its meanings. The genitive case with prepositions for, without, from, about, from, at, with, around, past. Reading dialogues with the vocabulary being studied. Completing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks:	SC

Section number	Name of the discipline section	Topic Title	Topic Contents	Type of academic work*
			Activating vocabulary in oral dialogues between students and the teacher and among themselves.	
		3.3 Verb types. Use of the NSV and SV tenses in the past tense, in the infinitive, and imperative. The accusative case and its meanings. Accusative case of the object. Transitive verbs: read - read, write - write, look - look, see - see, ask - ask, wait - wait, hear - hear, invite - invite, eat - eat, drink - drink, buy - buy, receive - receive, seek - find, take - take	Verb types. Use of the non-verbal and non-verbal tenses in the past tense, in the infinitive and imperative. The accusative case and its meanings. Grammar: Verb types. Use of the non-verbal and non-verbal tenses in the past tense, in the infinitive and imperative. The accusative case and its meanings. Accusative case of the object. Transitive verbs: read - read, write - write, look - look, see - see, ask - ask, wait - wait, hear - hear, invite - invite, eat - eat, drink - drink, buy - buy, receive - receive, seek - find, take - take. Reading dialogues with the vocabulary being studied. Exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		3.4 Accusative case of direction. The verbs "to leave" - "to go away," "to come" - "to arrive," "to enter" - "to enter," "to exit" - "to exit," "to leave" - "to leave," "to arrive" - "to arrive."	Accusative case of direction. Grammar: Accusative case of direction. Verbs: to leave - to go, to arrive - to come, to enter - to enter, to exit - to exit, to leave - to leave, to arrive - to arrive. Reading dialogues with the vocabulary being studied. Completing exercises. Reading a text on the topic being studied and discussing it. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	SC
		3.5 The dative case and its meanings. The dative case of the addressee of an action (to whom?). The verbs "to give" - "to give," "to send" - "to send," "to pay" - "to pay," "to answer" - "to respond," "to help" - "to help." The dative case in impersonal constructions (I'm cold, etc.). Predicative adverbs denoting feelings and a person's state.	The Dative Case and Its Meanings. Grammar: The Dative Case and Its Meanings. The Dative Case of the Addressee (To Whom?). The Verbs "to give" - "to give," "to send" - "to send," "to pay" - "to pay," "to answer" - "to respond," "to help" - "to help." The Dative Case in Impersonal Constructions (I'm Cold, etc.). Predicative Adverbs Denoting Feelings and a Person's State. Reading Dialogues with the Vocabulary Under Study. Completing Exercises. Reading and Discussing a Text on the Topic Under Study. Interactive Tasks: Activating Vocabulary in Oral Dialogues Between Students and the Teacher	SC
		3.6 The instrumental case and its meanings. The instrumental case in the meaning of an instrument of action (to write with a pen). The instrumental case with prepositions with, next to, above, below, next to, before, between.	The instrumental case and its meanings. Grammar: The instrumental case and its meanings. The instrumental case in the meaning of an instrument of action (to write with a pen). The instrumental case with prepositions with, next to, above, below, next to, before, between. The verbs meet – meet. Reading dialogues with the vo-	SC

Section number	Name of the discipline section	Topic Title		Topic Contents	Type of academic work*
			The verbs "meet" (to meet) – "to meet."	cabulary being studied. Completing exercises. Reading texts on the topic being studied and discussing them. Interactive tasks: Activating vocabulary in oral dialogues between students and the teacher and among themselves.	

* - to be completed only for FULL-TIME education: LC – lectures; LW – laboratory work; SC – practical/seminar classes.

6. LOGISTIC AND TECHNICAL SUPPORT OF DISCIPLINE

Table 6.1. Material and technical support for the discipline

Audience type	Equipment of the auditorium	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
Seminar	An auditorium for conducting seminar-type classes, group and individual consultations, ongoing monitoring and midterm assessment, equipped with a set of specialized furniture and technical means for multimedia presentations.	Whiteboard
For independent work	A classroom for independent student work (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the Electronic Information System.	laptop with internet access

* - the classroom for independent work of students MUST be indicated!

7. EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main literature:

1. Russian language: the beginning: a teaching aid for English speakers / N.S. Novikova, - M.: RUDN University, 2023

2. Novikova, N.S. Russian Language for Beginners. A Handbook for Master's Students Studying in English. Moscow: RUDN University, 2018.

3. Novikova N.S. , Shustikova T.V. Russian grammar in tables and diagrams. InformationA manual for English-speaking students. Russian Grammar in Tables and Charts. Reference book for foreigner learners. - 8th ed., - Moscow: Russian Language. Courses. 2022

Further reading:

1. Shustikova T.V., Atabekova A.A., Kurmaeva N.M., Novikova N.S., Skorokhodov M.S. Russian verbs: forms and contextual use: textbook. M.: Flinta-Nauka, 2017.

2. Budiltseva M.B., Tsareva N.Yu. Russian as a Foreign Language: Elementary Level. – M.: Olimp: Astrel, 2010

Resources of the information and telecommunications network "Internet":

1. RUDN University Electronic Library System and third-party electronic library systems to which university students have access based on concluded agreements

- RUDN University Electronic Library System – RUDN University Electronic Library System <https://mega.rudn.ru/MegaPro/Web>

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

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

- Electronic Library System "Student Consultant" www.studentlibrary.ru

- EBS "Knowledge" <https://znanium.ru/>

2. Databases and search engines

- Sage <https://journals.sagepub.com/>

- Springer Nature Link <https://link.springer.com/>

- Wiley Journal Database <https://onlinelibrary.wiley.com/>

- Scientometric database Lens.org <https://www.lens.org>

Educational and methodological materials for independent work of students in mastering a discipline/module:*

1. Lecture course on the subject "Russian language (as a foreign language) in professional activities".

* - all teaching and methodological materials for independent work of students are posted in accordance with the current procedure on the discipline page in TUIS!

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