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ФИО: Ястребов Олег Александрович  
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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*

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

## **COURSE SYLLABUS**

### **SUMMARY TRANSLATION OF SPECIALIZED TEXTS**

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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)

## 1. COURSE GOAL

The goal of the course "Abstract translation of specialized texts" is to provide Master's students with the basic skills of abstracting professionally-oriented texts, analytical work with text, ability to transform the text.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Abstract translation of specialized texts" is aimed at the development of the following competences /competences in part...

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

Competence code	Competence description	Competence development indicators (in the framework of this course)
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including the search for information in reference, special literature and computer networks	PC-6.1. Ability to use a variety of techniques for the text pre-translation analysis
		PC-6.2. Demonstration of the accurate perception of the original statement
		PC-6.3. Ability to search for information in reference, special literature and computer networks necessary for the most accurate perception of the original statement.
		PC-6.4. Ability to select the most reliable and verified sources of information among reference and specialised literature and in computer networks.

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Abstract translation of specialized texts" refers to the core component of B1.V.DV.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 "Abstract translation of specialized texts".

*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.*

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including		Theory and Practice of Specialized Translation; Translation analysis of specialized texts; Abstract Translation of Specialized Texts; Professional Editing of Specialized Texts;

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	the search for information in reference, special literature and computer networks		Business Document Translation; Educational 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 “Abstract translation of specialized texts” is 2 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			
Including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	17	17			
<i>Self-studies</i>	46	46			
<i>Evaluation and assessment (exam/pass/fail grading)</i>	9	9			
<b>Course workload</b>	academic hours	<b>72</b>	<b>72</b>		
	credits	<b>2</b>	<b>2</b>		

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>					
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*

Course module title	Course module contents (topics)	Academic activities types
Module 1. Abstract types	Topic 1.1. Definition of an abstract. Translation abstract. Functions of abstracts. "Abstract" and "rendering" in regulatory and reference literature.	S
	Topic 1.2. Informative, search, indicative, reference, signal, address, communicative functions.	S
	Topic 1.3. Types of abstracts by source coverage. Informative abstract. Review abstract. Task-oriented abstract.	S
Module 2. Stages of work on the text abstract	Topic 2.1. Semantic coagulation of the text. Stages of work on the abstract: information search, information processing, information presentation.	S
	Topic 2.2. Objectives of the abstract. Structure and characteristics of an abstract.	S
	Topic 2.3. Ways of presenting information in an abstract: extraction, paraphrasing, interpretation.	S
	Topic 2.4. The main stages of abstracting: the way of covering the primary source, fluent introductory reading, structuring of the text abstract, analysis of the obtained text, design and editing.	S
	Topic 2.5. Requirements to the abstract.	S
Module 3. Specifics of abstracting foreign sources	Topic 3.1. Specifics of abstracting foreign sources.	S

Course module title	Course module contents (topics)	Academic activities types
	Topic 3.2. Specifics of the abstract language and grammatical and stylistic means of presentation. Lexical means used in abstracting.	S
	Topic 3.3. Two main ways of abstracting a text: generalised abstracting (text interpretation) and extraction.	S
	Topic 3.3. Selection of terminological vocabulary. Selection of key fragments. Regrouping of fragments. Logical plan of the text. Text cohesion. Practical part. Exercises on abstracting.	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

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 шт.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
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:*

1. Brandes Margarita Petrovna. Predperevodcheskii analiz teksta [Tekst] : Uchebnoe posobie dlya institutov i fakul'tetov inostrannykh yazykov. - 3-e izd., stereotip.. - M. : NVI-TEZAURUS, 2019. - 224 s.

<http://lib.rudn.ru/MegaPro/Web/Search/Simple>

2. Miroshnichenko I. V. Lingvisticheskii analiz teksta. Konspekt leksii. Uchebnoe posobie - M.: A-Prior , 2019.

<http://lib.rudn.ru/MegaPro/Web/Search/Simple>

### *Additional reading:*

1. Alimov V.V. Teoriya perevoda. Perevod v sfere professional'noi kommunikatsii. 4-e izd. – M.: Dom Knigi, 2016.

2. Barkhudarov L.S. K voprosu o grammaticheskikh znacheniyakh i ikh peredache pri perevode//Inostrannye yazyki v shkole. 2022. № 3.

3. Grigor'eva O.N Stilistika russkogo yazyka. – M.: NVI–TEZAURUS, 2020.

4. Ermolovich D.I. Imena sobstvennye na styke yazY-kov i kul'tur. – M.: R. Valent, 2021.

5. Kazakova T.A. Prakticheskie osnovy perevoda. - M., 2018.

6. Krupnov V.N. Leksicheskie aspekty perevoda. – M.: 2017.

7. Lyubimov N.M. Perevod – iskusstvo// Perevod sredstvo vzaimnogo sblizheniya narodov. – M.: 2017.

8. Solodub YU.P. Teoriya i praktika khudozhestvennogo perevoda. – M.: Izdatel'skii ientr «AkademiYA», 2015.

9. Tatarinov V.A. Metodologiya nauchnogo perevoda. – M.: Moskovskii litsei, 2017.

### *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"

- Analitiko-sinteticheskaya pererabotka informatsii. CH. 3 Annotirovanie i referirovanie [Elektronnyi resurs] : ucheb.-metod. kompleks po spetsial'nosti «Bibliotechno-informatsionnaya deyatel'nost'» / Perm. gos. in-t iskusstva i kul'tury ; sost. E. M. Vafina. – Perm', 2009. – Rezhim dostupa : <http://lib.znate.ru/docs/index-3298.html>.

- Markushevskaya, L. P. Annotirovanie i referirovanie : metod. rekomendatsii dlya samostoyat. raboty studentov / L. P. Markushevskaya, YU. A. Tsapaeva ; S.-Peterb. nats. issled. un-t inform. Tekhnologii, mekhaniki i optiki. – SPb., 2008. – 53 s. – Rezhim dostupa : <http://books.ifmo.ru/book/pdf/334/pdf>

## 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 “Abstract translation of specialized texts”

The practical class represents a collective discussion of theoretical issues by master's students under the supervision of the teacher. The main objectives of the practical training are:

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

During practical classes extensive discussions are conducted based on the plan, oral questioning of students on the issues of the class, listening and discussion of reports ( abstracts) of students, colloquium class, solving linguistic problems, etc. The choice of the form of practical training is determined by the specifics of the topic, the level of training of masters students, and is designed to provide the most complete disclosure of the content of the topic under discussion, to achieve the greatest activity of masters. 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.

Among the active learning methods used in teaching are :

- Learning 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 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 the development of knowledge, abilities, skills 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.

- 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:

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

- in the process 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 teacher into two groups: those who should 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 select the best ideas from the proposed ones.

The procedure of brainstorming sessions consists of the following stages:

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 psychological barriers (awkwardness, shyness, closedness, stiffness, etc.).

3. Working session, i.e. the "brainstorming" 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 rest at this time.

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

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 moderator has no right 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=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

**Sibul V.V.**

\_\_\_\_\_  
Signature

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

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

**FLD EF**

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

**Malyuga E.N.**

\_\_\_\_\_  
Signature

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