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Ректор Института бизнеса  
и инновационных  
технологий

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**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**Иностранный язык для академических и профессиональных  
целей**

Специальность: **38.04.02 Менеджмент**

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Рабочая программа дисциплины составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.04.02 Менеджмент, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12.08.2020 N 952.

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«Институт бизнеса и инновационных технологий»

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## 1. Организационно-методический раздел. Аннотация

Цель освоения дисциплины Иностранный язык для академических и профессиональных целей - формирование иноязычной коммуникативной компетенции для академического и профессионального взаимодействия.

Задачи освоения дисциплины:

- поддержание ранее приобретённых навыков и умений иноязычного общения и их использование как базы для развития коммуникативной компетенции в сфере академической и профессиональной деятельности;
- расширение словарного запаса, необходимого для осуществления академической и профессиональной деятельности в соответствии с направленностью образовательной программы;
- развитие профессионально значимых умений и опыта иноязычного общения во всех видах речевой деятельности (чтение, говорение, аудирование, письмо) в условиях академического и профессионального общения;
- развитие у обучающихся умений и опыта осуществления самостоятельной работы по повышению уровня владения иностранным языком, а также осуществления академической и профессиональной деятельности с использованием изучаемого языка;
- реализация приобретённых речевых умений в процессе поиска, отбора и использования материала на иностранном языке для написания научной работы (научной статьи, диссертации) и устного представления исследования.

Дисциплина относится к обязательной части учебного плана.

Изучение дисциплины базируется на знаниях и умениях, полученных при изучении Иностранного языка на первом уровне высшего образования - бакалавриате.

Освоение дисциплины необходимо как предшествующее для выполнения научно-исследовательской работы и подготовки выпускной квалификационной работы.



## 2. Перечень планируемых результатов обучения

Результаты освоения ООП: код и формулировка компетенции (в соответствии с учебным планом) или ее части	Код и формулировка индикатора достижения компетенций	Планируемые результаты обучения по дисциплине
<p>УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>	<p>УК-4.3 Выполняет перевод академических (научных) и профессиональных текстов с иностранного языка на русский язык в целях расширения профессиональной информации</p>	<p><b>Знает:</b> -требования к формату научных и профессиональных текстов. <b>Умеет:</b> -интерпретировать информацию в области научной и профессиональной деятельности из иноязычных источников.</p>
	<p>УК-4.5 Устно обсуждает вопросы научно-профессиональной деятельности на иностранном языке</p>	<p><b>Знает:</b> -особенности устного стиля общения, разговорные клише академической и профессиональной сфер. <b>Умеет:</b> -строить высказывания о результатах своей научной и профессиональной деятельности на иностранном языке.</p>

### 3. Примерный тематический план дисциплины

#### Очная форма обучения - 1 семестр

Вид занятия	Часов по учебному плану
Контактная работа с преподавателем:	51
-занятия лекционного типа, в том числе:	0
практическая подготовка	0
-занятия семинарского типа:	
-семинарские/практические, в том числе:	48
практическая подготовка	0
-лабораторные, в том числе:	0
практическая подготовка	0
-консультации, в том числе по курсовой работе (проекту)	3
Самостоятельная работа:	57
в т.ч. курсовая работа (проект)	
Промежуточная аттестация:	
экзамен	36
<b>Общая трудоемкость</b>	<b>144</b>

#### Заочная форма обучения - 1 курс

Вид занятия	Часов по учебному плану
Контактная работа с преподавателем:	2
-занятия лекционного типа, в том числе:	0
практическая подготовка	0
-занятия семинарского типа:	
-семинарские/практические, в том числе:	14
практическая подготовка	0
-лабораторные, в том числе:	0
практическая подготовка	0
-консультации, в том числе по курсовой работе (проекту)	8

Самостоятельная работа:	113
в т.ч. курсовая работа (проект)	
контрольная работа	+
Промежуточная аттестация:	
экзамен	9
<b>Общая трудоемкость</b>	<b>144</b>

### Очная форма обучения

№	Раздел / Тема дисциплины	Количество часов по видам учебной работы					
		ВСЕГО	СР	контактная работа с преподавателем			
				занятия лекционного типа	занятия семинарского типа:		консультации, в том числе по курсовой работе (проекту)
				семинарские/практические	лабораторные		
1	Система квалификаций (бакалавр, магистр, доктор наук)	4	2	0	2	0	
2	Академическая лексика, понятия научно-профессиональной сферы	8	2	0	6	0	
3	Грамматика: видо-временные формы глагола (активный залог)	4	2	0	2	0	
4	Коммуникативные технологии для академического и профессионального взаимодействия. Технологии исследований	8	2	0	6	0	
5	Грамматика: видо-временные формы глагола – пассивный	6	2	0	4	0	

	залог						
6	Грамматика: неличные формы глагола	6	2	0	4	0	
7	Синтаксис сложного предложения	6	2	0	4	0	
8	Основные требования к выполнению работ академической и профессиональной направленности	8	2	0	6	0	
9	Работа с источниками: поиск, анализ, аннотирование	30	22	0	8	0	
10	Презентация академической и профессиональной направленности	25	19	0	6	0	
Подготовка и защита курсовой работы (проекта)							
Промежуточная аттестация (экзамен)		36	35				1
<b>ИТОГО</b>		<b>144</b>	<b>92</b>	<b>0</b>	<b>48</b>	<b>0</b>	<b>4</b>
В том числе: практическая подготовка		0		0	0	0	

### Заочная форма обучения

№	Раздел / Тема дисциплины	Количество часов по видам учебной работы					
		ВСЕГО	СР	контактная работа с преподавателем			
				занятия лекционного типа	занятия семинарского типа:		консультации, в том числе по курсовой работе (проекту)
			семинарские/практические	лабораторные			
1	Система квалификаций (бакалавр, магистр, доктор наук)	6	6	0	0	0	
2	Академическая	10	8	0	2	0	

	лексика, понятия научно-профессиональной сферы						
3	Грамматика: видо-временные формы глагола (активный залог)	6	6	0	0	0	
4	Коммуникативные технологии для академического и профессионального взаимодействия. Технологии исследований	10	8	0	2	0	
5	Грамматика: видо-временные формы глагола – пассивный залог	8	6	0	2	0	
6	Грамматика: неличные формы глагола	8	6	0	2	0	
7	Синтаксис сложного предложения	8	6	0	2	0	
8	Основные требования к выполнению работ академической и профессиональной направленности	12	12	0	0	0	
9	Работа с источниками: поиск, анализ, аннотирование	39	35	0	4	0	
10	Презентация академической и профессиональной направленности	20	20	0	0	0	
	Подготовка и защита курсовой работы (проекта) / подготовка контрольной работы						
	Промежуточная аттестация (экзамен)	9	8				1
	<b>ИТОГО</b>	<b>144</b>	<b>121</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>9</b>
	В том числе: практическая подготовка	0		0	0	0	

#### 4. Содержание учебной дисциплины

##### *Тема 1. Система квалификаций (бакалавр, магистр, доктор наук)*

Система квалификаций в России, система квалификаций в Западной Европе и Америке – сходство и отличия. Образовательные программы высшего образования (требования к освоению и характеристика). Компетенции магистра. Целеполагание и планирование академической и профессиональной деятельности.

##### *Тема 2. Академическая лексика, понятия научно-профессиональной сферы*

Самостоятельная работа: виды заданий, требования и структура. Статья как научное произведение, описывающее результаты оригинального научного исследования (проекта), требования к структурно-содержательным компонентам. Аннотация научной статьи. Качественные и количественные методы исследования. Научная конференция.

##### *Тема 3. Грамматика: видо-временные формы глагола (активный залог)*

Понятие видо-временной формы глагола. Категория времени. Категория вида. Значение и личные формы глагола в активном залоге. Вспомогательный глагол, его грамматическая функция. Показатели времени.

##### *Тема 4. Коммуникативные технологии для академического и профессионального взаимодействия. Технологии исследований*

Роль научной деятельности в процессе освоения магистерской программы и будущей профессиональной деятельности. Характеристика типов и методов исследования. Корреляция типов и методов исследования. Зависимость методов от проводимого типа исследования.

##### *Тема 5. Грамматика: видо-временные формы глагола – пассивный залог*

Значение и структура пассивной конструкции. Личные формы глагола в пассивном залоге. Грамматическая функция глагола to be. Употребление пассивного залога в научно-профессиональных текстах.

##### *Тема 6. Грамматика: неличные формы глагола*

Отличительные признаки неличных форм. Формы и синтаксические функции инфинитива. Формы и синтаксические функции причастия. Формы и синтаксические функции герундия. Особенности перевода неличных форм английского глагола на русский язык.

##### *Тема 7. Синтаксис сложного предложения*

Сложное предложение как основная синтаксическая единица академических и научно-профессиональных текстов. Виды сложных предложений. Типы связи между простыми предложениями в составе

сложного. Сочинительные и подчинительные союзы, союзные слова. Пунктуация. Особенности перевода.

*Тема 8. Основные требования к выполнению работ академической и профессиональной направленности*

Этапы научно-профессионального исследования (проекта): Определение темы. Работа с источниками и обзор литературы. Определение методологии и методов исследования (проекта). Осуществление сбора и анализа данных и т.д. Виды научных произведений (статья, аннотация, диссертация), их структура и назначение. Развитие навыков академического письма для презентации результатов научного исследования, профессиональных проектов. Характеристика научного стиля речи.

*Тема 9. Работа с источниками:  
поиск, анализ, аннотирование*

Назначение аннотации научно-профессионального текста. Этапы составления аннотации текста: деление текста на смысловые части, определение ключевых слов, определение основных идей текста по ключевым словам, выводы. Клише для написания аннотации научно-профессионального текста. Развитие навыков письменной речи.

*Тема 10. Презентация академической и профессиональной направленности*

Назначение презентация, структура и содержание структурных компонентов академической и профессиональной аннотации, требования к оформлению. Клише и грамматические средства для презентации. Выполнение презентации на профессиональную тему.

## **5. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины**

### **Основная учебная литература**

- 1 Английский язык для академических целей. English for Academic Purposes : учебное пособие для вузов / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под редакцией Т. А. Барановской. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2021. — 220 с. — (Высшее образование). — ISBN 978-5-534-13839-9. — URL : <https://urait.ru/bcode/469617>
- 2 Купцова, А. К. Английский язык: устный перевод : учебное пособие для вузов / А. К. Купцова. — Москва : Издательство Юрайт, 2021. — 182 с. — (Высшее образование). — ISBN 978-5-534-05344-9. — URL : <https://urait.ru/bcode/473097>
- 3 Меняйло, В. В. Академическое письмо. Лексика. Developing Academic Literacy : учебное пособие для вузов / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 240 с. — (Высшее образование). — ISBN 978-5-534-01656-7. — URL : <https://urait.ru/bcode/471629>

### **Дополнительная учебная литература**

- 4 Английский язык для магистрантов / Е.Б. Попов - М.: НИЦ ИНФРА-М, 2015. - 52 с.: 60x90 1/16 ISBN 978-5-16-103281-7 (online). - Режим доступа: <http://znanium.com/go.php?id=515332>
- 5 Евсюкова, Е. Н. Английский язык. Reading and Discussion : учебное пособие для вузов / Е. Н. Евсюкова, Г. Л. Рутковская, О. И. Тараненко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 147 с. — (Высшее образование). — ISBN 978-5-534-07996-8. — URL : <https://urait.ru/bcode/473048>



## **6. Учебно-методическое, информационное и материально-техническое обеспечение дисциплины**

При изучении дисциплины используется следующее учебно-методическое, информационное и материально-техническое обеспечение.

### ***Программное обеспечение:***

- тестирующие программные оболочки и контрольно-обучающие программы: АСТ-test; Nova-test;
- программы, обеспечивающие доступ в сеть Интернет («Internet explorer», «Google chrome»);
- программы, демонстрации видео материалов (проигрыватель «Windows Media Player», «Power Point»).

### ***Базы данных, информационно-справочные и поисковые системы:***

- Агрегатор научных журналов Directory of Open Access Journals: <https://www.doaj.org>
- Агрегатор дипломных работ и диссертаций Open Access Theses and Dissertations: <https://oatd.org>
- Поисковая система научных публикаций [Google Scholar](https://scholar.google.ru): <https://scholar.google.ru>
- Университетская информационная система РОССИЯ: <https://uisrussia.msu.ru/dp.php>
- Научная электронная библиотека КиберЛенинка: <https://cyberleninka.ru>
- Научная электронная библиотека: <http://elibrary.ru>
- справочно-правовая система: «Гарант»: <https://www.garant.ru>
- справочно-правовая система «Консультант Плюс»: <http://www.consultant.ru>
- Электронно-библиотечная система Znanium.com : [www.znanium.com](http://www.znanium.com)
- База данных Ruslana. – Режим доступа: <http://ruslana.bvdep.com/>
- <http://nigma.ru> – интеллектуальная поисковая система (по темам объединяет результаты, полученные из разных поисковых систем).

### ***Материально-техническое обеспечение***

Для осуществления образовательного процесса по дисциплине используются:

- учебные аудитории, оснащенные мультимедийной техникой, позволяющей организовать отработку практических навыков обучающимися, выявить уровень сформированности компетенций методом тестирования и в других интерактивных формах;
- дидактические материалы – презентационные материалы (слайды); бланки анкет и опросов; учебные видеозаписи; комплекты схем, плакатов, стенды;

- технические средства обучения – аудио-, видео-, фотоаппаратура, иные демонстрационные средства; персональный компьютер, множительная техника (МФУ).

Для проведения текущего (рубежного) контроля и промежуточной аттестации (зачета с оценкой) методом компьютерного тестирования используются прошедшие банки тестовых заданий и лицензионная тестирующая программная оболочка типа «ACT-test», «Nova-test» и(или) другие.

**ПЕРЕЧЕНЬ ЛИЦЕНЗИОННОГО И СВОБОДНО  
РАСПРОСТРАНЯЕМОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ,  
В ТОМ ЧИСЛЕ ОТЕЧЕСТВЕННОГО ПРОИЗВОДСТВА**

№ п/п	Комплект лицензионного программного обеспечения		Комплект свободно распространяемого программного обеспечения	
	лицензионное программное обеспечение	лицензионное программное обеспечение отечественного производства	свободно распространяемое программное обеспечение	свободно распространяемое программное обеспечение отечественного производства
1	Microsoft Excel	Антивирус Kaspersky Endpoint Security для бизнеса – Стандартный	Adobe Acrobat Reader DC	Яндекс.Браузер
2	Microsoft Office 365	Электронный периодический справочник "Система Гарант"	Архиватор 7z	Яндекс.Диск
3	Microsoft Word	Электронный периодический справочник "Система Консультант Плюс"		

## **7. Методические рекомендации для самостоятельной работы обучающихся по дисциплине**

Самостоятельная (аудиторная и внеаудиторная) работа обучающихся является одним из основных видов познавательной деятельности, направленной на более глубокое и разностороннее изучение материалов учебной дисциплины и включает: обязательное ведение конспектов лекций; подготовку выступлений (сообщений, докладов) к практическим занятиям, семинарам; подготовку письменных контрольных работ (реферата, эссе, презентации).

Результаты выполнения самостоятельной работы представляются обучающимися во время аудиторных занятий, проверяются и оцениваются преподавателем в ходе аудиторных занятий, текущего (рубежного) контроля и промежуточной аттестации.

Для повышения эффективности самостоятельной работы обучающимся рекомендуется пользоваться расширенным поиском в национальном цифровом ресурсе РУКОНТ – межотраслевой электронной библиотеке. Доступ к ресурсу осуществляется на сайте: <http://www.rucont.ru>

Важной формой самостоятельной исследовательской работы, углубленного изучения той или иной проблемы учебного курса является подготовка и написание рефератов и эссе. Данная форма самостоятельной работы является важным элементом подготовки обучающихся к оформлению и написанию дипломной работы.

Виды самостоятельной работы:

- поиск и изучение нормативных правовых актов, в том числе с использованием электронных баз данных;
- поиск и изучение научной литературы, в том числе с использованием сети Интернет;
- решение задач из практикума;
- подготовка рефератов, докладов, эссе, презентаций;

Модель (особенности) самостоятельной работы обучающихся по отдельным разделам и темам курса:

- составление проектов профессиональных документов;
- обобщение материалов профессиональной практики по определенным вопросам;
- подготовка к проведению ролевой игры;
- подготовка для обсуждения дискуссионных вопросов;
- составление схем, сравнительных таблиц;
- решение практических ситуаций;
- подготовка к практическим занятиям.

В предлагаемых к изучению учебных материалах 6 разделов и одно приложение.

Первый, второй и третий разделы включают **задания к занятиям семинарского типа и самостоятельной работе** обучающихся, которые направлены на изучение концептов академической и общепрофессиональной

сфер, лексики научного стиля речи, необходимой для письменной и устной коммуникации в процессе академической и профессиональной деятельности. Полученные знания и навыки обеспечат обучающимся возможность воспринимать академическую и профессиональную информацию из англоязычных источников, оперировать понятиями научного исследования (проекта) в соответствующей профессиональной сфере.

Четвертый раздел содержит аутентичные тексты профессиональной направленности, **самостоятельное чтение** которых позволит обучающимся овладеть профессиональной лексикой, изучить грамматические структуры, частотные для профессионального стиля в сфере менеджмента, развить навыки просмотрового и изучающего чтения профессиональной литературы.

Пятый и шестой разделы представляют собой рекомендации **по выполнению письменных работ**: написание аннотации к тексту (обязательное к выполнению задание) и создание презентации по теме выпускной квалификационной работы (задание, альтернативное аннотации, для обучающихся уровня не ниже В2).

В Приложение включены выражения (клише) из *the Academic Phrasebank*, которые будут полезными для выполнения письменной работы по представлению результатов исследования (уровень В2 и выше).

Обучающиеся по дисциплине *иностраный (английский) язык для академических и профессиональных целей* в процессе самостоятельной (внеаудиторной) работы и **при подготовке контрольной работы (заочная форма обучения)** должны выполнить следующие задания.

1. Изучить лексику (key vocabulary) разделов 1, 2 и 3.
2. Изучить теорию по грамматическим явлениям тем 3, 5, 6, 7;  
источники:
3. <http://www.study.ru/>  
<http://www.study-english.info/>.
3. Уметь читать и переводить тексты из разделов 1-4.
4. Выполнить лексические упражнения и упражнения на понимание содержания прочитанных текстов (разделы 1, 2, 3).
5. Сделать письменный перевод двух текстов (по выбору обучающегося).
6. Найти научную статью англоязычного автора по теме выпускной квалификационной работы (источники: <https://scholar.google.ru>, [www.sciencedirect.com](http://www.sciencedirect.com), <http://taylorandfrancis.com>). Сделать письменный перевод части текста статьи (не менее 5000 знаков).

7. Составить аннотацию к переведенной части текста статьи – Summary. Подготовиться к беседе по содержанию аннотируемого текста.
8. Проверка выполненной самостоятельной (внеаудиторной) работы обучающихся осуществляется в период контактной работы с преподавателем путем устного опроса, проверки контрольной работы, в период промежуточной аттестации.
9. Повышенный уровень (с учетом уровня владения иностранным языком В2-С2): подготовить презентацию (на английском языке) о результатах своего научного исследования по теме выпускной квалификационной работы.

На зачете (с оценкой) оценивается иноязычная компетенция обучающегося:

- 1) читать со словарем текст научно-профессиональной направленности (около 1800 знаков) с целью извлечения полной информации; форма проверки понимания – письменный перевод;
- 2) писать аннотацию к прочитанному тексту; форма проверки – написанная аннотация; передача содержания написанной аннотации устно на английском языке (не менее 15 предложений);
- 3) понимать англоязычную речь научного стиля; форма проверки понимания – беседа с преподавателем по содержанию текста.



### 3.1. Методические указания к занятиям семинарского типа и самостоятельной работе

#### UNIT 1. CONCEPTS...

##### Key vocabulary

abstract – аннотация  
 academic skills – учебные навыки  
 affiliation – краткая информация об авторе научной работы (место работы)  
 appropriate – соответствующий, надлежащий, уместный  
 argument – доказательство, довод  
 coherent – последовательный, связный, понятный  
 conclusion – вывод, заключение  
constructive research – теоретическое исследование  
 current knowledge – современные знания  
 empirical research – экспериментальное исследование  
exploratory research – поисковое исследование  
 findings – результаты, выводы  
 in-depth analysis – глубокий (фундаментальный) анализ  
 investigation – исследование  
 issue – вопрос, проблема  
 literature review – обзор литературы  
 outcome – результат, последствие, итог  
 output – выход, выпуск, результат  
 perseverance – настойчивость, упорство, усердие  
 quantitative research methods – количественные методы исследования  
 qualitative research methods – качественные методы исследования  
 research methods – методы исследования  
 research proposal – проект исследования

##### 1. Find synonyms in A and B.

A	B
Issues	Result
Abstract	Modern
Research	Problems
Outcome	Finding
Current	Summary
Conclusion	Investigation

##### 2. Complete the sentences using words in the box.

<u>statistical</u>	research proposal	methods	abstract
Qualitative	empirical	article	<u>round tables</u>

- 1) The title of the \_\_\_\_\_ should be concise and indicate its contents.
- 2) An \_\_\_\_\_ helps the reader ascertain the paper's purpose and see the contribution is being made by the research and written piece.
- 3) A literature review usually precedes a \_\_\_\_\_ and results section.
- 4) [The research](#), which tests the feasibility of a solution using empirical evidence, is called \_\_\_\_\_.
- 5) [\\_\\_\\_\\_\\_ research](#) relates to understanding of human behavior and the reasons that govern such behavior.
- 6) [Quantitative research](#) suggests asking a narrow question and collecting numerical data to analyze using \_\_\_\_\_ methods.
- 7) Researchers employ mixed research \_\_\_\_\_ depending on the nature of their study.
- 8) In addition to presentations, conferences also feature panel discussions, \_\_\_\_\_ on various issues and workshops.

**3. Read and translate the text. Ask your partner at least two questions to every part of the text.**

### TEXT 1

#### Concepts Related to the Research Process and Outcomes

An **article** is a piece of writing on a [particular subject](#) in a [newspaper](#) or [magazine](#), or on the internet. The scientific article has a standardized structure, which varies only slightly in different subjects. However, several key formatting requirements need to be met:

1. The title should be concise and indicate the contents of the article.
2. The names and affiliation of all authors are given.
3. The first part is normally an abstract; this is a one-paragraph summary of the work.
4. The content should be presented in the context of previous scientific investigations, by citation of relevant documents in the existing literature.
5. Empirical techniques, laid out in a section usually called "Materials and Methods", should be described in such a way that a subsequent scientist, with appropriate knowledge of and experience in the relevant field, should be able to repeat the observations and know whether he or she has obtained the same result.
6. Similarly, the results of the investigation, in a section usually called "Results", data should be presented in tabular or graphic form ([image](#), [chart](#), [schematic](#), [diagram](#) or [drawing](#)). These figures should be accompanied by a caption and referenced in the text of the article.
7. Interpretation of the meaning of the results is usually addressed in a "Discussion" or "Conclusion" section. The conclusions drawn should be based on previous literature and/or new empirical results, in such a way that



any reader with knowledge of the field can follow the argument and confirm that the conclusions are sound.

8. Finally, a "References" or "Literature Cited" section lists the sources cited by the authors in the format required by the journal.

**An abstract** is a brief summary of a research article, [thesis](#), review, conference [proceeding](#) or any in-depth analysis of a particular subject or discipline. It is often used to help the reader quickly ascertain the paper's purpose and see what important contribution is being made by the research and written piece. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper. It is what is read first by a reader and so must be written clearly and in interesting manner so that they wish to read on. An academic abstract typically outlines four elements relevant to the completed work:

- The research focus (i.e. statement of the problem(s) /research issue(s) addressed);
- The research methods used (experimental research, case studies, questionnaires, etc.);
- The results /findings of the research;
- The main conclusions and recommendations.

It should be written in the third person and in passive tone.

**A literature review** is the process of evaluating the output from a literature search by producing a annotated bibliography, that informs the research theory. It is not a dead list of books or journal articles, but a complex of interrelated ideas and arguments facilitating new ideas development. A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. It is most often associated with academic-oriented literature, such as a thesis. A literature review usually precedes a research proposal and results section. Its main goal is to situate the current study within the body of literature and to provide context for the particular reader.

A literature review must do these things

- 1) be organized around and related directly to the thesis or research question which is developing;
- 2) synthesize results into a summary of what is and is not known;
- 3) identify areas of controversy in the literature;
- 4) formulate questions that need further research.

Research methods are the ways of actioning, putting into practice. The goal of the research process is to produce new knowledge or deepen understanding of a topic or issue. This process takes three main forms (although, the boundaries between them may be obscure):

- [Exploratory research](#), which helps to identify and define a problem or question.



- [Constructive research](#), which tests theories and proposes solutions to a problem or question.
- [Empirical research](#), which tests the feasibility of a solution using empirical evidence.

There are two ways to conduct research:

1. [Primary research](#), using primary sources, i.e., original documents and data.
2. [Secondary research](#), using secondary sources, i.e., a synthesis of, interpretation of, or discussions about primary sources.

There are two major research designs: qualitative research and quantitative research. Researchers choose one of these two tracks according to the nature of the research problem they want to observe and the research questions they aim to answer:

[Qualitative research](#), understanding of human behavior and the reasons that govern such behavior. Asking a broad question and collecting word-type data that is analyzed searching for themes.

[Quantitative research](#), systematic empirical investigation of quantitative properties and phenomena and their relationships. Asking a narrow question and collecting numerical data to analyze using [statistical](#) methods.

**An academic conference** or symposium is a [conference](#) for [researchers](#) to present and [discuss](#) their work. Together with [academic](#) or [scientific journals](#), conferences provide an important channel for exchange of information between researchers.

Conferences are usually composed of various [presentations](#). They tend to be short and concise, with a time span of about 10 to 30 minutes; [presentations](#) are usually followed by a [discussion](#). The work may be bundled in written form as [academic papers](#) and [published](#) as the conference proceedings.

In addition to presentations, conferences also feature panel discussions, [round tables](#) on various issues and workshops. Academic conferences fall into three categories:

- 1) the themed conference, small conferences organized around a particular topic;
- 2) the general conference, a conference with a wider focus, with organized by regional, national, or international [learned societies](#), and held annually or on some other regular basis;
- 3) the professional conference, large conferences not limited to academics but with academically related issues.

#### **4. Decide whether these statements are true or false.**

1. An article is a piece of writing in conference proceedings.
2. An article is always written for subsequent scientists, with appropriate knowledge of and experience in the relevant field.
3. An abstract appears at the beginning as well as at the end of an article.
4. Any research should be preceded with a literature review.
5. By performing a research you may apply two major research designs: qualitative research and quantitative research.

6. The themed conference is a large annually held conference organized by national or international societies.

**5. Find English equivalents from the text above for the Russian phrases. Use them in the sentences of your own.**

1) небольшое сочинение на определенную тему; 2) место работы всех авторов; 3) предыдущие научные исследования; 4) надлежащие знания и опыт в соответствующей области; 5) результаты исследования; 6) должны быть представлены в табличной или графической форме; 7) должны сопровождаться надписью и ссылкой в тексте; 8) список литературы; 9) краткая аннотация; 10) обзор литературы; 11) формулировать вопросы дальнейшего исследования; 12) выявить и определить проблему; 13) предлагать варианты решения проблемы; 14) представить и обсудить; 15) опубликованы в виде материалов конференции.

**6. Read and translate the text.**

**TEXT 2**

**A Few Tips to Improve Your Academic Writing Skills**

The *academic writing skills* can only be developed and sharpened through continuous practice. Here are few useful tips to improve the academic writing skills:

- No one is a born writer. Struggle is required in each field of work to achieve success.
- Before writing anything, develop the habit of **academic reading** the relevant material from all the available published resources.
- Build on your **vocabulary**.
- After reading all the relevant material, jolt down the important points.
- **Use simple language** to enable the readers to easily understand your stance.
- Critically analyze the topic or issue to provide solid basis for argumentation and reasoning.
- Avoid plagiarism by acknowledging the original author for their contribution.
- First draft is not the final work. At least read the written draft twice to eliminate the errors.
- Be confident about your effort and work but do not expect too much in the beginning.
- Always appreciate the criticism from the peers and the course instructor, as it will expose you to your weaknesses and provide you with the opportunity to improve them.

<http://www.writeawriting.com/academic-writing/academic-writing-skills/>

## UNIT 2. RESEARCH TECHNOLOGIES

### Key vocabulary

approach – подход  
assumption – допущение, предположение  
to encourage – поощрять, поддерживать  
enquiring mind – пытливый ум  
evidence – доказательство, наглядность, ясность  
hypothesis – гипотеза, допущение, предположение  
case studies – тематические исследования  
cognitive abilities – познавательные способности  
to consider – рассматривать, считать, полагать  
continuity – последовательность, преемственность  
contradiction – противоречие, несоответствие  
to identify – определять, устанавливать (тождество)  
to involve – вовлекать  
i.e. – (латинское) сокр. от id est, то есть  
questionnaire – анкета, опросник  
survey – обзор, отчет  
to validate – проверять, подтверждать

### 1. Find synonyms in A and B.

A	B
Identify	Research
opinion	begin
start	assumption
data	define
exploration	issue
hypothesis	view
question	findings

### 2. Learn the meaning of the verbs below in the dictionary. Complete the verbs with the appropriate words from the exercises 1. Some have more than one possibility.

to solve ...  
to make ...  
to formulate ...  
to express ...  
to generate ...  
to develop ...  
to search ...  
to identify ...  
to prove ...  
to consider ...

### 3. Complete the text below using the words in the box.

<i>asking</i> <i>existing</i> <i>gathering</i> <i>interpreting</i>
--

Research is the systematic investigation of a situation or problem in order to generate new knowledge or validate \_\_\_\_\_ knowledge. Some of the research starts with an idea, an interest, a problem. Some of it stops with just \_\_\_\_\_ facts. The facts need \_\_\_\_\_, and the facts you gather are all dependent on what, where and how you are \_\_\_\_\_.

### 4. Read and translate the text; entitle it.

#### TEXT 3

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One of the most interesting developments in higher education over the last few years has been a move to encourage students to become involved with research as early as possible in their study. Research can be seen as a natural part of the way in which we go about learning. It must be recognized how important for a student to develop their enquiring mind, research approaches and skills. Research approaches and skills will be useful not only in your studies at university but in employment and life, because they are ways of thinking about the world and knowledge construction as well as ways of going about your work.

There is a range of everyday research practice. Usually, this starts with spotting an issue, need or problem, developing a strong sense that something is or is not working in practice. This is followed by developing a question, or a hypothesis, i.e. a statement about a situation that you want to test. Then you decide how to go about the research: begin it through the information searching and finding out, contradictions, and patterns. When you look closely at the information, you begin to identify continuities, themes, patterns and contradictions, critical responses, differences and variations, answering how, why, when, what if, what if not, or what it means.

Then, a systematic exploration of a focused questions, using underpinning theories and concepts (broadly speaking – ideas), methodology and methods can help you weigh these up, consider the evidence and then make a decision, decide on ways forward based on weighing these different views, arguments and evidence.

You might or might not prove your point, answer your question, prove or disprove your hypothesis, or solve your problem. Research is fickle, what you find might not be what you were looking for, and a negative result or more questions are just as important to the research as proving your point! You will develop your research skills further if your work has been using well-organized, well-managed research methods. From the data and information you find, you will have forms of evidence to back your ideas, arguments and claims, and you will have been practicing your writing in a variety of forms, including notes, summarizing, analysing and explaining, reflecting, arguing, referencing and evidencing whatever you say.



### **5. Consult the text and find the equivalents in English for:**

1) как можно раньше; 2) способы осмысления мира; 3) определение проблемы; 4) что работает и что не работает на практике; 5) поиск информации и ее обработка; 6) с помощью лежащих в основе теорий и концепций; 7) принимать решение; 8) доказать или опровергнуть гипотезу; 9) в том числе конспекты, аннотации, анализ данных и пояснения, размышления, возражения, ссылки на других авторов, подтверждающие всё то, что вы говорите.

### **6. Decide which statements are true and which are false, according to the text above. Prepare arguments to support your opinion.**

- 1) Higher educational institutions don't care of encouraging students to start research in their study. Research is seen as an optional part of learning.
- 2) Research skills will be useful only in your studies at University.
- 3) Any research starts with defining a question, or hypothesis that can be tested.
- 4) A systematic exploration of the data you gathered can bring you to evidence appropriate for making a decision.
- 5) Ideas if they are developing as research should be always proved.

### **7. Read and translate the text.**

#### **TEXT 4** **Research methods**

##### Experiments

People who take part in research involving experiments might be asked to complete various tests to measure their cognitive abilities (e.g. word recall, attention, concentration, reasoning ability etc.) usually verbally, on paper or by computer. The results of different groups are then compared. Participants should not be anxious about performing well but simply do their best. The aim of these tests is not to judge people or measure so-called intelligence, but to look for links between performance and other factors.

The study might include an intervention such as a training programme, some kind of social activity, the introduction of a change in the person's living environment (e.g. different lighting, background noise, different care routine) or different forms of interaction (e.g. physical contact, conversation, eye contact, interaction time etc.). Often the interaction will be followed by some kind of test (as mentioned above), sometimes before and after the intervention. In other cases, the person may be asked to complete a questionnaire (e.g. about his/her feelings, level of satisfaction or general well-being).

Some studies are just based on one group (within-group design). The researchers might be interested in observing people's reactions or behaviour before and after a certain intervention. However, in most cases, there are at least two groups (a between-subjects design). One of the groups serves as *a control group* and is not exposed to the intervention. This is quite similar to the procedure in clinical trials whereby one group does not receive the experimental drug. This enables researchers to compare the two groups and determine the impact of the intervention. Alternatively, the two groups might differ in some important way (e.g. gender, living at home or in residential care,

etc.) and it is that difference that is of interest to the researchers.

### Surveys

Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. There are different types of survey. The most straightforward type (the “one shot survey”) is administered to a sample of people at a set point in time. Another type is the “before and after survey” which people complete before a major event or experience and then again afterwards.

### Questionnaires

Questionnaires are a good way to obtain information from a large number of people and/or people who may not have the time to attend an interview or take part in experiments. They enable people to take their time, think about it and come back to the questionnaire later. Participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Unfortunately, some people may still be inclined to try to give socially acceptable answers. People should be encouraged to answer the questions as honestly as possible so as to avoid the researchers drawing false conclusions from their study.

Questionnaires typically contain multiple choice questions, attitude scales, closed questions and open-ended questions. The drawback for researchers is that they usually have a fairly low response rate and people do not always answer all the questions and/or do not answer them correctly. Questionnaires can be administered in a number of different ways (e.g. sent by post or as email attachments, posted on Internet sites, handed out personally or administered to captive audience (such as people attending conferences). Researchers may even decide to administer the questionnaire in person which has the advantage of including people who have difficulties reading and writing. In this case, the participant may feel that s/he is taking part in an interview rather than completing a questionnaire.

### Interviews

Interviews are usually carried out in person i.e. face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. Sometimes they are held in the interviewee’s home, sometimes at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of the household.

The interviewer (which is not necessarily the researcher) could adopt a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. This will have been decided in advance and depend on the approach used by the researchers. A semi-structured approach would enable the interviewee to speak relatively freely, at the same time allowing the researcher to ensure that certain issues were covered.

When conducting the interview, the researcher might have a check list or a form to record answers. This might even take the form of a questionnaire. Taking notes can interfere with the flow of the conversation, particularly in less structured interviews. Also, it is difficult to pay attention to the non-verbal aspects of communication and to remember everything that was said and the way it was said. Consequently, it can be helpful for the researchers to have some kind of additional record of the interview such

as an audio or video recording. They should of course obtain permission before recording an interview.

### Case studies

Case studies usually involve the detailed study of a particular case (a person or small group). Various methods of data collection and analysis are used but this typically includes observation and interviews and may involve consulting other people and personal or public records. The researchers may be interested in a particular phenomenon (e.g. coping with a diagnosis or a move into residential care) and select one or more individuals in the respective situation on whom to base their case study/studies. Case studies have a very narrow focus which results in detailed descriptive data which is unique to the case(s) studied. Nevertheless, it can be useful in clinical settings and may even challenge existing theories and practices in other domains.

### Participant and non-participant observation

Studies which involve observing people can be divided into two main categories, namely participant observation and non-participant observation.

In participant observation studies, the researcher becomes (or is already) part of the group to be observed. This involves fitting in, gaining the trust of members of the group and at the same time remaining sufficiently detached as to be able to carry out the observation. The observations made might be based on what people do, the explanations they give for what they do, the roles they have, relationships amongst them and features of the situation in which they find themselves. The researcher should be open about what s/he is doing, give the participants in the study the chance see the results and comment on them, and take their comments seriously.

In non-participant observation studies, the researcher is not part of the group being studied. The researcher decides in advance precisely what kind of behaviour is relevant to the study and can be realistically and ethically observed. The observation can be carried out in a few different ways. For example, it could be continuous over a set period of time (e.g. one hour) or regularly for shorter periods of time (for 60 seconds every so often) or on a random basis. Observation does not only include noting what happened or was said but also the fact that a specific behaviour did not occur at the time of observation.

<http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/Research-methods>

## UNIT 3

# CARRYING OUT RESEARCH



### Key vocabulary

- accountability – ответственность, отчетность
- accuracy – точность, достоверность
- credibility – достоверность, убедительность
- to contribute to – делать вклад (в науку и т.п.)
- dependable – надежный
- to describe – описывать
- to detail – детализировать, подробно излагать
- to establish – устанавливать
- to evaluate – оценивать, вычислять
- to explain – объяснять
- to explore – исследовать, изучать, рассматривать
- findings – полученные данные, выводы
- to predict – прогнозировать, предсказывать
- to promote – продвигать, способствовать, содействовать
- proof – доказательство, подтверждение
- to solve – решать
- relevance – актуальность, уместность
- resource – источник
- trustworthiness – надежность
- to underpin – поддерживать, опираться, основываться
- validity – валидность, обоснованность

### 1. Find synonyms in A and B.

A	B
solve	assess
explore	work out
explain	support
evaluate	clarify
seek	examine
underpin	search



**2. Match the words with their definitions.**

Words	Definitions
to explain	judge or determine the significance, worth, or quality of something; assess;
to detail	<u>support</u> , <u>justify</u> , or form the basis for something;
to evaluate	the quality of being logically or factually correct;
to underpin	make (an idea or situation) clear to someone by describing it in more detail;
relevance	give full information about something;
accuracy	practical and especially social applicability;
validity	evidence or argument establishing a fact or the truth of a statement;
proof	the ability to work or perform without making mistakes; exactness.

**3. Match the words to make appropriate word combinations. Some have more than one possibility.**

to predict	findings
to establish	relevant
to promote	recourses
to be	of the arguments
reliable	to validate the statement
the validity	good practice
no proof	data
trustworthy	principles

**4. Complete the text with the suitable words given below:**

*accuracy, purposes, relevant, research, resources, validity*

Marketing \_\_\_\_\_ is all about collecting \_\_\_\_\_ data for the market research \_\_\_\_\_, however, we may often use secondary data from various sources such as government publications, internet, databases, industry report, etc. When collecting information from various \_\_\_\_\_, it is important to follow three principles: \_\_\_\_\_, \_\_\_\_\_ and comparability.

**5. Read and translate the text; entitle it.**

**TEXT 5**

Purpose

There needs to be a purpose to the research. The purpose of doing research is to learn about another subject, issue, cause, group, or person. Research helps you to make your own conclusions about your studied subject. The primary purpose of research is to give answers to a questions, solve problems, explore phenomena, establish facts, principles and laws which will help us generate a new theory. There are two basic purposes for research: to learn something, or to gather evidence.

Perhaps you are explaining the causes or consequence of something; criticising or evaluating and working out how something works; developing and promoting good practice for practitioners who wish to explore how something they are already doing or beginning to do works well; exploring, detailing and describing processes and events; or attempting to predict things that might happen in the future.

### Relevance

Not all research questions would be relevant or of interest to other people. Research needs to contribute to and develop existing knowledge. It needs to construct new knowledge, new interpretations, new creative explorations and solutions. When considering relevance, it needs to think about the following: Does it matter that this research takes place? And if so, why does it matter? What is its contribution to knowledge, understanding, development, change, and creativity? Why is it important to do it now? Why is it relevant to current issues, concerns and questions?

### Resources

You need resources in order to carry out any piece of research. One of these is time. It needs to consider how much time it will take to conduct research. You will need physical resources such as a library, internet, printing, photocopying; financial resources to visit places when collecting data and evidence. But your biggest resource is yourself, your energy, your stamina, your wish and ambitions to meet the purpose of the research.

### Originality

Originality is to some extent the aim of all research. The research needs to be original enough. It may be in the topic, context, methods, findings, etc. The researcher may carry out a new form of analysis, use a new method of investigation. It is important to indicate what is new and original the research contributes to existing knowledge. For example, if you are asking questions about the underachievement of young men in college, there will be a wealth of similar studies but not about the young men you are studying. Or it might be that you're looking at a slightly different population; young white male middle-class students as opposed to Afro-Caribbean students. You won't be completely repeating some work and you can refer to and build on previous work and so make a contribution to knowledge.

### Accuracy

Accuracy is important in all research because otherwise whatever arguments you build upon it would not be trustworthy. You need to be accurate in the choice of your topic, the theory to underpin your conceptual framework, your methodology and methods. This is so that you've got a strong approach and an appropriate way of asking your research questions, testing your hypothesis, setting up the research in practice. And you need to be accurate in the data entry (labelling, dating and cataloguing), analysis and interpretation. You need to be able to show that you have taken every care to check your sources and findings. Key terms in testing the accuracy of research involve the words 'reliability' and 'validity'.

### Accountability

Reports of research need to contain enough information to make some kind of judgement about their trustworthiness and credibility.

### Objectivity

Objectivity is sought by researchers because they do not want to contaminate their research findings with their opinions and personal feelings, their subjectivity. Any research should provide a fair and balanced picture. To be really objective means to take into account what is being shown by the data, to involve in the research alternative interpretations and to consider different points of view.

#### **6. Consult the text and find the equivalents in English for:**

1) основная цель исследования; 2) изучать явления, устанавливать те или иные факты, принципы и законы; 3) изучать что-либо или собирать доказательства; 4) объяснять причины и следствия чего-либо; 5) содействовать развитию существующих знаний; 6) сколько времени понадобится для того, чтобы выполнить исследование; 7) целеустремленность в достижении цели исследования; 8) огромное количество аналогичных исследований; 9) Это значит, что. 10) учитывать.

#### **7. Skim the text to get the general idea. Choose a heading for each paragraph. With a partner, discuss what words or phrases help you to make the choice.**

- 1) Independence and teamwork
- 2) Have a plan
- 3) Work hard
- 4) Communicate
- 5) Balance confidence and doubt
- 6) Find the right problem
- 7) Don't be afraid to fail

### **TEXT 6** **How to do research**

Before you can be successful in research you need to find a problem that is both interesting and challenging. It will be hard for you to be motivated in your work if your work is not interesting to you. But your research problem also has to be interesting to other people. If it is not interesting to other people then who cares if you solve it? The problem also has to be challenging. If you solve an easy problem, it may not even be significant enough to merit a Master's degree. But the problem cannot be too challenging. It has to be solvable. For instance, building a time machine is an interesting and challenging problem, but if you devote your career to building a time machine then you are doomed to failure. It is just too hard problem.

To accomplish anything in your research you need a blueprint. No one would try to build a house without a blueprint, and no one should try to solve a research problem without a blueprint. Be organized. Plan ahead of time what you're going to do, when you're going to do it, and how you're going to do it. But remain flexible so that when unexpected circumstances occur in your research you are free to modify your blueprint.

Successful research requires hard work. There is no substitute for hard work. There is nothing more common than talented and intelligent individuals who have



limited success in their research or work. Why? Because they don't work hard. Thomas Edison (1847 – 1931), with over 1000 patents, said that genius is 1% inspiration and 99% perspiration. He tried 10,000 different designs for the light bulb before he found one that worked.

In the midst of all his failed attempts with his light bulb, Thomas Edison said, "I have not failed. I have merely found 10,000 ways that did not work." He viewed his failures as learning opportunities. We can view our failures that way too. Anyone who has accomplished a lot in life has also failed a lot in life. This is because the only way to accomplish a lot is to attempt great things, and the one who attempts great things will sometimes fail. So don't worry about failure.

You need to be able to learn on your own. If you don't know something, you won't always have a professor to go to for the answers. You need to develop enough initiative so that you can solve problems on your own. But it is possible to be too independent. You also need to learn to work on a team.

You can do the best work in the world, but if no one else knows about it then what's the point? Let other people know about your work so that they can learn from your work, and criticize your work so that you can continue to learn. Present your work at conferences, speak with authority.

You have to believe in what you are doing. You have to believe that you are on the right track to finding a solution to your research problem. Thomas Edison would never have persisted for so long in his light bulb research if he wasn't confident that he was on the right track. On the other hand, you need to inject a healthy amount of skepticism into your research. Others have said that a certain method is the best way to solve some problem, but why should you believe what other people have said? They might be wrong. You need to be willing to learn from the work of others, but you also need to take everything you read with a grain of salt. You need to learn things for yourselves.

<http://academic.csuohio.edu/embedded/Resources/research.pdf>

**8. Discuss the statements with your partner. Prepare arguments to support your opinion whether the statements are true or false.**

- 1) To be successful in research you need to find a problem that will be interesting for you only.
- 2) If you solve an easy problem, it will contribute to reach great outcomes.
- 3) It is difficult to accomplish anything in your research without having a plan.
- 4) To be a talented and intelligent individual is enough for success in research or work.
- 5) The best way to validate findings is to present work at conferences, speak with authority.
- 6) While conducting research to believe in what you are doing and what other people have said is of importance.

**9. Linking words** are used in writings to join parts of the sentence; they make writings easier to follow.

- *Because* tells the reason why something happens,
- *So, as a result* show the result of something,
- *As* is used to say about the consequence,
- *However, on the other hand* contrast the ideas,
- *This is so that* clarifies the idea given before,
- *Thus* concludes the idea of the previous context,
- *In addition* is like *and* joins two similar ideas but it is more formal.

**Join two sentences using different linking words (when possible more than one).  
Pay attention to the meaning.**

We need to detail the findings.  
Several tests should be done.

**10. Use sequencing words to say about tips *how to do research* suggested one after another: *first, secondly, after that, then, finally*.**

\_\_\_\_\_, no one can't solve a research problem without a plan.

\_\_\_\_\_ only hard work leads to success.

\_\_\_\_\_, you have to believe in what you are doing.

\_\_\_\_\_, you need to find a problem that is both interesting and challenging.

\_\_\_\_\_, the author says the only way to accomplish a lot is to attempt great things. So you shouldn't worry about failure.

## UNIT 4

### TEXTS FOR READING

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#### Text 4.1

#### What is Risk Management?

Risk management encompasses the identification, analysis, and response to risk factors that form part of the [life of a business](#). Effective risk management means attempting to control, as much as possible, future outcomes by acting proactively rather than reactively. Therefore, effective risk management offers the potential to reduce both the possibility of a risk occurring and its potential impact.

#### Risk Management Structures

Risk management structures are tailored to do more than just point out existing risks. A good risk management structure should also calculate the uncertainties and predict their influence on a business. Consequently, the result is a choice between accepting risks or rejecting them. Acceptance or rejection of risks is dependent on the [tolerance levels](#) that a business has already defined for itself.

If a business sets up risk management as a disciplined and continuous process for the purpose of identifying and resolving risks, then the risk management structures can be used to support other risk mitigation systems. They include planning, organization, cost control, and [budgeting](#). In such a case, the business will not usually experience many surprises, because the focus is on proactive risk management.

#### Response to Risks

Response to risks usually takes one of the following forms:

- **Avoidance:** A business strives to eliminate a particular risk by getting rid of its cause.
- **Mitigation:** Decreasing the [projected financial value](#) associated with a risk by lowering the possibility of the occurrence of the risk.
- **Acceptance:** In some cases, a business may be forced to accept a risk. This option is possible if a business entity develops contingencies to mitigate the impact of the risk, should it occur.

When creating contingencies, a business needs to engage in a problem-solving approach. The result is a well-detailed plan that can be executed as soon as the need arises. Such a plan will enable a [business organization](#) to handle barriers or blockage to its success because it can deal with risks as soon as they arise.

#### Importance of Risk Management

Risk management is an important process because it empowers a business with the necessary tools so that it can adequately identify and deal with potential risks. Once a risk has been identified, it is then easy to mitigate it. In addition, risk management provides a business with a basis upon which it can undertake sound decision-making.

For a business, assessment and management of risks is the best way to prepare for eventualities that may come in the way of progress and growth. When a business



evaluates its plan for handling potential threats and then develops structures to address them, it improves its odds of becoming a successful entity.

In addition, progressive risk management ensures risks of a high priority are dealt with as aggressively as possible. Moreover, the management will have the necessary information that they can use to make informed decisions and ensure that the business remains profitable.

### **Risk Analysis Process**

Risk analysis is a qualitative problem-solving approach that uses various tools of assessment to work out and rank risks for the purpose of assessing and resolving them. Here is the risk analysis process:

#### **1. Identify existing risks**

Risk identification mainly involves brainstorming. A business gathers its employees together so that they can review all the various sources of risk. The next step is to arrange all the identified risks in order of priority. Because it is not possible to mitigate all existing risks, prioritization ensures that those risks that can affect a business significantly are dealt with more urgently.

#### **2. Assess the risks**

In many cases, problem resolution involves identifying the problem and then finding an appropriate solution. However, prior to figuring out how best to handle risks, a business should locate the cause of the risks by asking the question, “What caused such a risk and how could it influence the business?”

#### **3. Develop an appropriate response**

Once a business entity is set on assessing likely remedies to mitigate identified risks and prevent their recurrence, it needs to ask the following questions: What measures can be taken to prevent the identified risk from recurring? In addition, what is the best thing to do if it does recur?

#### **4. Develop preventive mechanisms for identified risks**

Here, the ideas that were found to be useful in mitigating risks are developed into a number of tasks and then into contingency plans that can be deployed in the future. If risks occur, the plans can be put to action.



## **Text 4.2**

### **Risk management approaches**

After the company's specific risks are identified and the risk management process has been implemented, there are several different strategies companies can take in regard to different types of risk:

- **Risk avoidance**. While the complete elimination of all risk is rarely possible, a risk avoidance strategy is designed to deflect as many threats as possible in order to avoid the costly and disruptive consequences of a damaging event.
- **Risk reduction**. Companies are sometimes able to reduce the amount of damage certain risks can have on company processes. This is achieved by adjusting certain aspects of an overall project plan or company process, or by reducing its scope.
- **Risk sharing**. Sometimes, the consequences of a risk are shared, or distributed among several of the project's participants or business departments. The risk could also be shared with a third party, such as a vendor or business partner.
- **Risk retaining**. Sometimes, companies decide a risk is worth it from a business standpoint, and decide to keep the risk and deal with any potential fallout. Companies will often retain a certain level of risk if a project's anticipated profit is greater than the costs of its potential risk.

### **Text 4.3 Limitations**

While risk management can be an extremely beneficial practice for organizations, its limitations should also be considered. Many risk analysis techniques -- such as creating a model or simulation -- require gathering large amounts of data. This extensive data collection can be expensive and is not guaranteed to be reliable.

Furthermore, the use of data in decision making processes may have poor outcomes if simple indicators are used to reflect the much more complex realities of the situation. Similarly, adopting a decision throughout the whole project that was intended for one small aspect can lead to unexpected results.

Another limitation is the lack of analysis expertise and time. Computer software programs have been developed to simulate events that might have a negative impact on the company. While cost effective, these complex programs require trained personnel with comprehensive skills and knowledge in order to accurately understand the generated results. Analyzing historical data to identify risks also requires highly trained personnel. These individuals may not always be assigned to the project. Even if they are, there frequently is not enough time to gather all their findings, thus resulting in conflicts.

Other limitations include:

- **A false sense of stability**. Value-at-risk measures focus on the past instead of the future. Therefore, the longer things go smoothly, the better the situation looks. Unfortunately, this makes a downturn more likely.
- **The illusion of control**. Risk models can give organizations the false belief that they can quantify and regulate every potential risk. This may cause an organization to neglect the possibility of novel or unexpected risks. Furthermore, there is no historical data for new products, so there's no experience to base models on.



- **Failure to see the big picture.** It's difficult to see and understand the complete picture of cumulative risk.
- **Risk management is immature.** An organization's risk management policies are underdeveloped and lack the history to make accurate evaluations.

#### Text 4.4

### What are the 10 Types of Risk Management Strategies to Follow in 2021?

It's important to know that there are many different risk management strategies, each with its own benefits and uses. Here are ten types to follow in 2021.

#### Type 1: Business Experiments

This risk management strategy is useful in running 'what-if' scenarios to gauge different outcomes to potential threats. From IT to marketing teams, many functional groups are well versed in conducting business experiments. Financial teams also run experiments to gauge return on investments or assess other financial metrics.

#### Type 2: Theory Validation

Theory validation strategies are conducted using questionnaires and surveys of groups to gain feedback based on experience. If a new product or service has been developed or there are enhancements, it makes sense to get direct, timely, and relevant feedback from end users to assist with managing potential challenges and design flaws, and thus better manage risks.

#### Type 3: Minimum Viable Product Development

Developing complex systems that offer nice-to-have features isn't always the best route. A good risk management strategy considers building software using core modules and features that will be relevant and useful for the bulk of their customers — this is called a Minimum Viable Product (MVP). It helps to keep projects within scope, minimizes the financial burden, and helps companies get to market faster.

#### Type 4: Isolating Identified Risks

Information technology teams are used to engaging with internal or external help to isolate security gaps or flawed processes that might leave room for vulnerabilities. In doing so, they become proactive in identifying security risks ahead of an event rather than waiting for a malicious and costly breach to occur.

#### Type 5: Building in Buffers

Whether it's a technology or audit project, project managers recognize the need to build in a buffer. Buffers reduce risks by ensuring initiatives stay within the intended scope. Depending on the project, buffers may be financial, resource or time-based. The goal here is making sure that there are no surprises posing unforeseen risks.

#### Type 6: Data Analysis

Data gathering and analysis are key elements in assessing and managing various risks. For instance, qualitative risk analysis can help identify potential project risks. Conducting a thorough qualitative risk analysis helps to isolate and prioritize risks, and to develop strategies to address, monitor, and re-evaluate them.

#### Type 7: Risk-Reward Analysis

Conducting an analysis of risks versus rewards is a risk strategy that helps

companies and project teams unearth the benefits and drawbacks of an initiative before investing resources, time, or money. It's not only about the risks and rewards of investing funds to take on opportunities — it's also about providing insight into the cost of lost opportunities.

#### Type 8: Lessons Learned

With every initiative or project that your company does or doesn't complete, there will inevitably be lessons that can be learned. These lessons are a valuable tool that can significantly reduce risks in future projects or undertakings — but lessons are only useful if teams take the time to document them, discuss them, and develop an action plan for improvement based on what's been learned.

#### Type 9: Contingency Planning

Things seldom go as planned, and while having a plan is great, it's seldom enough. Companies need to plan to have multiple plans or options based on various scenarios. Contingency planning is all about anticipating that things will go wrong and planning alternate solutions for the type of risks that may surface and foil your original plan.

#### Type 10: Leveraging Best Practices

There's a reason best practices are mentioned under risk management strategies. Best practices are usually tried and tested ways of doing things — and while they may differ from industry to industry and project to project, best practices ensure companies don't have to recreate the wheel. Ultimately this reduces risks.

## 3.2 Методические указания

### к выполнению контрольной работы

## UNIT 5

### HOW TO WRITE A SUMMARY

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A good way to ensure that you understand a piece of writing is to summarize it. This forces you to think about its content, find the most important information, and re-frame it in your own words (a chance to practice English). When you do this, you set it more concretely in your brain, which helps you remember and understand it. This also gives you a shorter piece of work to refer back to, which is far more efficient than referring to the text itself.

A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following easy 8-step method, you will be able to summarize texts quickly and successfully.

1) **Divide...and conquer.** First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.

2) **Read** the original text and underline or make note of the key points and issues. Don't overdo it -- if you highlight every second word it defeats the purpose, as you need to be able to quickly look back and see what the key ideas were.

3) **Reread.** Identify the key arguments, ideas and themes of the text as a whole. This will be easier now that you've underlined the main ideas within the sentences and paragraphs.

4) **One sentence.** Write down the main idea of each section in one well-developed sentence (or a couple). Make sure that what you include in your sentences are key points, not minor details.

5) **Conclusion.** Write a sentence that summarizes the text's main theme or idea. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

#### **Ready to write.**

6) Write an introductory paragraph that begins with a frame, including an in-text citation of the source and the author as well as the title and the main theme. Start with:

- The article by ... (if the author may be identified) is called... = The title of the article is...
- The article is published in / printed in / taken from ...

- The article is about / on / devoted to / concerned with / deals with / touches upon the problem of.

*Example: The article "Michael Dell turns the PC world inside out" by Andrew E. Serwer (1997) describes how Michael Dell founded Dell Computers and claims that Dell's low-cost, direct-sales strategy and high quality standards account for Dell's enormous success. It is published on the cite ...*

7) Sentences from step 4 and 5 make up the body and the final part of your summary. Make sure that they are in order. Add some transition words (first of all, at first, secondly, then, besides that, however, also, moreover, in conclusion, finally) that help with the overall structure and flow of the summary. Make use of the following standard phrases and expressions:

The article is called ...	Статья называется ...
The title of the article is ...	Название статьи ...
The article is published in ...	Статья опубликована ...
The article consists of ...	Статья состоит из ...
The article / text is devoted to ...	Статья / текст посвящен ...
The text touches upon the problem ...	Текст затрагивает проблему ..
The text gives the information about ..	Текст дает информацию о ...
It is spoken about / It is dealt with / It is examined / It is analyzed / It is formulated that ...	Говорится о / Рассматривается / Исследуется / Анализируется / Формулируется, что ..
The main idea of the text is ...	Основной идеей текста является ...
In the introductory part the author points out..	В введении автор указывает на ...
The main part of the text informs about ...	Основная часть текста содержит информацию о ...
The article contains statistics about ...	Статья включает статистические данные о ...
The author considers that ...	Автор полагает, что ...
The author raises the problem of	Автор поднимает проблему ...
The following facts are stressed in the article ..	Следующие факты подчеркиваются в статье ..
The article gives a detailed analysis of...	Статья дает детальный анализ ...
Attention is drawn to...	Обращается внимание на ...
It should be reported / stressed...	Следует отметить / подчеркнуть...
In conclusion it should be said...	В заключение следует сказать ...

In the concluding paragraph it is pointed out...	В заключительном параграфе отмечено...
Summing up the information...	Подводя итог...

8. Combine your sentences into a paragraph or two. It should flow naturally and give the reader an idea of what the text says, how it says it and what its implications are. Remember that less is more -- you need enough information to identify these things, but you don't need many details, as it is a summary.

Remember:

1. The most important tense for a summary is the simple present. However, you have to use different tenses for everything happening at the same time or before.
2. When summarizing a text, you should be careful not to leave out important ideas or misrepresent author's intention.
3. If you must use the words of the author, cite them.
4. Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

Sources:

<http://www.enotes.com/topics/how-write-summary>

[http://www.ehow.com/how\\_8262666\\_write-summary-text.html](http://www.ehow.com/how_8262666_write-summary-text.html)

<http://academics.smcvt.edu/cbauer-ramazani/AEP/EN104/summary.htm>

## UNIT 6

### PRESENTING RESEARCH

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#### Tips for creating better PowerPoint presentations

A topic presentation is the best way to convey your message. First of all the presentation increases comprehension of the topic content by your classmates and then attracts their attention. At the same time it is a reminder for you. The task is to make the presentation more informative, interesting and exciting. Here you can find useful tips how to create a better presentation.

1. **Microsoft PowerPoint** can help you easily capture, synchronize, and publish slides and images. It's the ideal tool for creating engaging presentations. Creating a Microsoft PowerPoint presentation for the first time can be a bit daunting if you have never used the program before. As you begin to work your way through the program, you will find it easy to deal with the user-friendly interfaces that are very simple and easy to understand.
2. **Apply designs** to your slides. You may choose one design for all slides or a certain design may be applied to selected slides in order to emphasize the slide significance or its features. Use possibilities of Animation.
3. **Define the title** of your presentation. It must be short but express its content so you may correct it after finishing the presentation. If it is necessary you may add a subtitle. Remember the title must be attractive.
4. **Choose the material** for the presentation carefully, make use of different sources. Pay attention to the little known information about the topic, do not deviate from the topic, determine the boundaries of the topic. Consider the images which can help to reveal the topic, support its content comprehension. **Don't forget to make references** to sources you used on the last slide of the presentation.
5. The second slide should include **the introduction** to the topic. Here must be a brief description of what you want to tell about and why did you choose this subject for the topic, why you consider the subject to be worth telling about.
6. Make **a list of unknown words**. Look them up in the dictionary. Place 5-7 most specific for your topic words with their meaning explanation on the third slide after the Introduction. Get ready to submit them in the class so that your classmates could understand and remember them.
7. Then you start **the main part** of the presentation. Every slide must present a finished idea or a list of issues /events / points / dates / etc. you are going to tell about. Dynamic content, such as brief sentences that illustrate important points and added pictures, is a great way to engage your audience. It can help keep your slides clean and approachable. Using audio (for example an appropriate music or sounds) also helps convey your message. Remember that more slides is not always the better. The main part should consist of not more than 5-7 slides.

8. At the end of the presentation (the next to last slide) you should **make a conclusion**. Try to answer the questions: What have you learnt? Why is it interesting for you or useful for your education?, etc. Identify one or two questions on the topic you haven't found the answer yet but you'd like to answer in the future.
9. The Last slide must contain all the references to sources you used while preparing your presentation.
10. Use **websites** to learn more about making a presentation in Microsoft PowerPoint:  
<http://video.search.yahoo.com/search/video?p=powerpoint+presentation>  
<http://www.microsoft.com/atwork/skills/presentations.aspx>  
<http://www.ehow.com/powerpoint-presentations/>  
<http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>  
<http://techtips.salon.com/work-powerpoint-computer-11950.html>

11. **Remember** you must tell the topic and not read the presentation.

#### **Language for presentation**

I am going to talk about ...

The subject of my talk is...

The presentation focuses on the issue of...

My presentation will be / is divided into ... parts.

Firstly / Secondly / Next / Then / Finally ... I (will) discuss / analyze / explain / emphasize / focus on ...

My next point is ...

It should be said that...

I'd like to point out / stress ...

In conclusion...

To summarize the main points of my presentation ...

That's all I want to say on...



## 4. СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

### Основная литература

1. Английский язык для академических целей. English for Academic Purposes : учебное пособие для вузов / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под редакцией Т. А. Барановской. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2021. — 220 с. — (Высшее образование). — ISBN 978-5-534-13839-9. — URL : <https://urait.ru/bcode/469617>
2. Меняйло, В. В. Академическое письмо. Лексика. Developing Academic Literacy : учебное пособие для вузов / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 240 с. — (Высшее образование). — ISBN 978-5-534-01656-7. — URL : <https://urait.ru/bcode/471629>
3. Купцова, А. К. Английский язык: устный перевод : учебное пособие для вузов / А. К. Купцова. — Москва : Издательство Юрайт, 2021. — 182 с. — (Высшее образование). — ISBN 978-5-534-05344-9. — URL : <https://urait.ru/bcode/473097>

### Дополнительная литература

4. Английский язык для магистрантов / Е.Б. Попов - М.: НИЦ ИНФРА-М, 2015. - 52 с.: 60x90 1/16 ISBN 978-5-16-103281-7 (online). - Режим доступа: <http://znanium.com/go.php?id=515332>
5. Евсюкова, Е. Н. Английский язык. Reading and Discussion : учебное пособие для вузов / Е. Н. Евсюкова, Г. Л. Рутковская, О. И. Тараненко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 147 с. — (Высшее образование). — ISBN 978-5-534-07996-8. — URL : <https://urait.ru/bcode/473048>

## 5. СОВРЕМЕННЫЕ ПРОФЕССИОНАЛЬНЫЕ БАЗЫ ДАННЫХ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

- База изданий : <https://scholar.google.ru>
- База изданий: [www.sciencedirect.com](http://www.sciencedirect.com)
- База изданий: <https://www.elsevier.com/events/conferences>
- Грамматика: [www.study-english.info](http://www.study-english.info)
- Как написать аннотацию к статье: [www.enotes.com/topics/how-write-summary](http://www.enotes.com/topics/how-write-summary)
- Научная электронная библиотека: [www.elibrary.ru](http://www.elibrary.ru)
- Образовательная платформа: [www.urait.com](http://www.urait.com)
- Поисковая система Google: [www.google.ru](http://www.google.ru)
- Поисковая система Yandex: [www.yandex.ru](http://www.yandex.ru)
- Учебный фильм "Изучение новой лексики": [www.engvid.com/how-to-expand-your-vocabulary/](http://www.engvid.com/how-to-expand-your-vocabulary/)
- Учебный фильм "Неличные формы глагола": [www.engvid.com/6-ways-to-](http://www.engvid.com/6-ways-to-)



use-gerunds/

- Электронная-библиотечная система: [www.znaniium.com](http://www.znaniium.com)

## 6. ПЕРЕЧЕНЬ ЛИЦЕНЗИОННОГО И СВОБОДНО РАСПРОСТРАНЯЕМОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ, В ТОМ ЧИСЛЕ ОТЕЧЕСТВЕННОГО ПРОИЗВОДСТВА

№ п/п	Комплект лицензионного программного обеспечения		Комплект свободно распространяемого программного обеспечения	
	лицензионное программное обеспечение	лицензионное программное обеспечение отечественного производства	свободно распространяемое программное обеспечение	свободно распространяемое программное обеспечение отечественного производства
1	Abbyy Lingvo 12	Антивирус Kaspersky Endpoint Security для бизнеса – Стандартный	Adobe Acrobat Reader DC	Яндекс.Браузер
2	Microsoft Office 365	Электронный периодический справочник "Система Гарант"	Архиватор 7z	Яндекс.Диск
3	Microsoft PowerPoint	Электронный периодический справочник "Система Консультант Плюс"		
4	Microsoft Word			

## 7. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

№ п/п	Темы Дисциплины	Перечень учебно-методических материалов
1	Система квалификаций (бакалавр, магистр, доктор наук)	1,5
2	Академическая лексика, понятия научно-профессиональной сферы	1,2,3,6
3	Грамматика: видо-временные формы глагола (активный залог)	2,3,7
4	Коммуникационные технологии для академического и профессионального взаимодействия. Технологии исследований	1,3,6
5	Грамматика: видо-временные формы глагола (пассивный залог)	1,4,5,7
6	Грамматика: неличные формы глагола	1,4,5,7
7	Синтаксис сложного предложения	2,3,4,6,7
8	Основные требования к выполнению работ академической и профессиональной направленности	1,4,5
9	Работа с источниками: поиск, анализ, аннотирование	1,2,4,5,6
10	Презентация академической и профессиональной направленности	1,4,5,6

**PHRASES FOR ACADEMIC WRITING**  
**(from The Academic Phrasebank)**

**Establishing the importance of the topic:**

One of the most significant current discussions in *legal and moral philosophy* ....

It is difficult to ignore the ....

In the new global economy, X has become a central issue for ....

In the history of development economics, X has been thought of as a key factor in

....

Xs are one of the most widely used groups of...

X is a major public economic problem, and the cause of ...

X is an increasingly important area in applied economics .

A key aspect of X is ....

Recent developments in X have heightened the need for ....

In recent years, there has been an increasing interest in ....

Recently, researchers have shown an increased interest in .....

The past decade has seen the rapid development of X in many ....

The past thirty years have seen increasingly rapid advances in the field of ....

Over the past century there has been a dramatic increase in ....

Highlighting a problem in the field of study: ...

However, these rapid changes are having a serious effect ....

Highlighting a controversy in the field of study:

To date there has been little agreement on what ....

Debate continues about the best strategies for the management of ....

This concept has recently been challenged by ....studies demonstrating ....

However, far too little attention has been paid to ....

So far this method has only been applied to ....

**Focus, aim, argument:**

This paper will focus on/examine/give an account of ....

The objectives of this research are to determine whether ....

The purpose of this paper is to review recent research into the ....

This paper will review the research conducted on ....

This chapter reviews the literature concerning the usefulness of using ....

The aim of this paper is to determine/examine ....

The aim of this study was to evaluate and validate ....

In this paper I argue that ....

This paper attempts to show that ....

**Outline of structure:**

The main questions/issues addressed in this paper are: a), b and c).

This paper has been divided into four parts. The first part deals with ....

This paper first gives a brief overview of the recent history of X.

This paper reviews the evidence for ....

Finally, .....

Chapter 2 begins by laying out the theoretical dimensions of the research, and looks at how ....

Chapter 3 describes the design, synthesis, characterization and evaluation of ....

The last chapter assesses the ....

### **General descriptions of the relevant literature:**

A considerable amount of literature has been published on X. These studies ....

There is a large volume of published studies describing the role of ....

The first serious discussions and analyses of X emerged during the 1970s with ....

What we know about X is largely based upon empirical studies that investigate how ....

In recent years, there has been an increasing amount of literature on ....

A large and growing body of literature has investigated ....

### **Reference to what other writers do in their text (author as subject)**

Smith (2013) identifies poor food, bad housing, and large families as the major causes of ....

Rao (2013) lists three reasons why the English language has become so dominant. These are: ....

Smith (2013) traces the development of Japanese history and philosophy during the 19th century.

Jones(2013) provides in-depth analysis of the work of Aristotle showing its relevance to contemporary times.

Smith (2013) draws our attention to distinctive categories of motivational beliefs often observed in ....

Rao (2013) highlights the need to break the link between economic growth and transport growth

Smith (2013) discusses the challenges and strategies for facilitating and promoting ....

Toh (2013) mentions the special situation of Singapore as an example of ....

Smith (2013) questions whether mainstream schools are the best environment for ....

Smith (2013) considers whether countries work well on cross-border issues such as ....

Smith (2013) uses examples of these various techniques as evidence that ....

### **Summarising the content**

This paper has given an account of use of X ....

This essay has argued that X is the best instrument to ....

This paper has explained the central importance of X in Y.

This dissertation has investigated ....

This study set out to determine ....

The present study was designed to determine the effect of ....

In this investigation, the aim was to assess ....

The purpose of the current study was to determine ....

This study/research has shown that ....  
The second major finding was that ....  
The results of this investigation show that ....  
The most obvious finding to emerge from this study is that ....  
The evidence from this study suggests that ....  
The results of this study indicate that ....  
The results of this research support the idea that ....  
Taken together, these results suggest that ....  
This research will serve as a base for future studies and ....  
The methods used for this X may be applied to other Xs elsewhere in the world.  
The present study, however, makes several noteworthy contributions to ....  
The empirical findings in this study provide a new understanding of ....  
The findings from this study make several contributions to the current literature.  
First, ...  
The present study provides additional evidence with respect to ....

### **Recommendations for further work (research)**

This research has thrown up many questions in need of further investigation.  
Further work needs to be done to establish whether ....  
It is recommended that further research be undertaken in the following areas:  
Further experimental investigations are needed to estimate ....  
What is now needed is a cross-national study involving ....  
More broadly, research is also needed to determine ....  
Further research might explore/investigate ....  
It would be interesting to assess the effects of ....  
These findings provide the following insights for future research: ....  
More research is needed to better understand....  
A further study could assess ....  
Future research should therefore concentrate on the investigation of ....  
More research is required on ....



## **8. Методические рекомендации для преподавателя. Образовательные технологии**

Перед началом изучения дисциплины (на первом занятии) преподаватель обязан сообщить обучающимся порядок освоения тем (разделов) дисциплины, сроки и формы отчетностей, процедуры оценки системы учета уровня сформированности компетенций. Преподавание ведется методом комплексного и системно-проблемного изучения проблемных явлений и процессов, а также анализа их последствий применительно к современной профессиональной практике. Изложение материала должно строиться как с использованием теоретической подачи материала в виде лекций, так и в виде проведения семинаров (практических занятий). В ходе лекционных занятий рекомендуется использовать презентационные материалы (слайды).

На лекциях излагаются основные актуальные проблемы, раскрываются наиболее сложные вопросы дисциплины, активизируется мыслительная деятельность путем постановки проблемных вопросов и вовлечения, обучающихся в их решение, развиваются их творческие способности.

В ходе семинарских и практических занятий для реализации компетентного подхода рекомендуется использование активных и интерактивных форм обучения (решения задач, деловых и ролевых игр, разбора конкретных ситуаций) в сочетании с внеаудиторной самостоятельной работой (подготовка устных выступлений (докладов, сообщений), что позволит углубить понимание наиболее сложных теоретических и прикладных проблем, рассмотренных в ходе лекций, и сформировать навыки и умения использования необходимых нормативных правовых актов для регулирования профессиональных ситуаций.

Преимущественной формой текущего контроля успеваемости обучающихся является тестирование, которое должно быть обязательным и которым должно быть завершено изучение каждого раздела учебной программы дисциплины.

При подготовке обучающихся к промежуточной аттестации необходимо провести консультацию по курсу и акцентировать внимание обучающихся на использовании рекомендованной основной и дополнительной литературы, содержания конспектов лекций, а также необходимости составления тезисов ответов на вопросы, выносимые на зачет.

## **9. Обеспечение доступности освоения программы обучающимися с ограниченными возможностями здоровья.**

Условия организации и содержание обучения и контроля знаний обучающихся с ограниченными возможностями здоровья (далее – ОВЗ) определяются программой дисциплины, адаптированной при необходимости для обучения указанных обучающихся.

Организация обучения, текущей и промежуточной аттестации обучающихся с ОВЗ осуществляется с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья таких обучающихся. Исходя из психофизического развития и состояния здоровья обучающихся с ОВЗ, организуются занятия совместно с другими обучающимися в общих группах, используя социально-активные и рефлексивные методы обучения создания комфортного психологического климата в учебной группе или, при соответствующем заявлении такого обучающегося, по индивидуальной программе, которая является модифицированным вариантом основной рабочей программы дисциплины. При этом содержание программы дисциплины не изменяется. Изменяются, как правило, формы обучения и контроля знаний, образовательные технологии и учебно-методические материалы.

Обучение лиц с ОВЗ также может осуществляться индивидуально и/или с применением элементов электронного обучения. Электронное обучение обеспечивает возможность коммуникаций с преподавателем, а также с другими обучаемыми посредством вебинаров (например, с использованием программы Skype), что способствует сплочению группы, направляет учебную группу на совместную работу, обсуждение, принятие группового решения. В образовательном процессе для повышения уровня восприятия и переработки учебной информации обучающимися с ОВЗ применяются мультимедийные и специализированные технические средства приема-передачи учебной информации в доступных формах для обучающихся с различными нарушениями, обеспечивается выпуск альтернативных форматов печатных материалов (крупный шрифт), электронных образовательных ресурсов в формах, адаптированных к ограничениям здоровья обучающихся, наличие необходимого материально-технического оснащения. Подбор и разработка учебных материалов производится преподавателем с учетом того, чтобы обучающиеся с нарушениями слуха получали информацию визуально, с нарушениями зрения – аудиально (например, с использованием программ-синтезаторов речи).

Для осуществления процедур текущего контроля успеваемости и промежуточной аттестации обучающихся лиц с ОВЗ фонд оценочных средств по дисциплине, позволяющий оценить достижение ими результатов обучения и уровень сформированности компетенций, предусмотренных учебным планом и рабочей программой дисциплины, адаптируется для лиц с ограниченными возможностями здоровья с учетом индивидуальных психофизиологических особенностей (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.). При необходимости

обучающимся предоставляется дополнительное время для подготовки ответа при прохождении всех видов аттестации.

Особые условия предоставляются обучающимся с ограниченными возможностями здоровья на основании заявления, содержащего сведения о необходимости создания соответствующих специальных условий.

## 10. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине

### 2.1. Оценочные материалы: текущий контроль

Текущий контроль обеспечивает оценивание хода освоения дисциплины и проводится в виде устного и письменного опроса на практических занятиях (проверка лексических и грамматических упражнений, упражнений на понимание текста), on-line тестирования, решения ситуационных задач и проверки результатов самостоятельной (в том числе контрольной) работы.

#### 2.1.1 Тестовые задания (упражнения для устного и письменного опроса)

#### Тема 2. Академическая лексика, понятия научно-профессиональной сферы

1. Установите соответствия между английскими глаголами и их переводом на русский язык (Match the words with their Russian equivalents)

- 1) Identify
- 2) Describe
- 3) Provide
- 4) Examine
- a) Исследовать, Проверять, Обследовать
- b) Устанавливать, Выявлять, Определять
- c) Предоставлять, Давать, Предусматривать, Обеспечивать
- d) Описывать, Изображать, Характеризовать

2. Установите соответствия между существительными на английском языке и их переводом на русский язык (Match the words with their Russian equivalents)

- 1) Prediction
- 2) Concept
- 3) Attempt
- 4) Purpose
- a) Попытка
- b) Цель (намерение)
- c) Прогнозирование
- d) Понятие (идея)

3. Установите соответствия между словами на английском языке и их переводом на русский язык (Match the words with their Russian equivalents)

- 1) Approach
- 2) Research
- 3) Scientific
- 4) Observation
- a) Исследование
- b) Подход
- c) Наблюдение
- d) Научный

4. Установите соответствия между словами на английском языке и их переводом на русский язык (Match the words with their Russian equivalents)

- 1) Qualitative
- 2) Hypothesis
- 3) Hypotheses
- 4) Quantitative

- a) Гипотеза
  - b) Гипотезы
  - c) Количественный
  - d) Качественный
5. Установите соответствия между словами на английском языке и их переводом на русский язык (Match the words with their Russian equivalents)
- 1) Improvement
  - 2) Ascertain
  - 3) Impact
  - 4) Assessment
  - a) Устанавливать (выяснять)
  - b) Улучшение (усовершенствование)
  - c) Влияние (воздействие)
  - d) Оценивание
6. Установите соответствия между словосочетаниями на английском языке и их переводом на русский язык (Match the phrases with their Russian equivalents)
- 1) In the field of education
  - 2) Collection and analysis of data
  - 3) Application of the principles
  - 4) Solve problems
  - a) Решать проблемы (задачи)
  - b) В области (сфере) образования
  - c) Сбор и анализ данных
  - d) Применение принципов
7. Соотнесите глаголы с их толкованиями (Match the words with their definitions):
- 1) Illustrate
  - 2) Explore
  - 3) Explain
  - 4) Justify
  - a) Give reasons/evidence in support for your argument
  - b) Use examples to justify your argument
  - c) Give reasons how or why something happened
  - d) Examine a theory or event (or series of events) very thoroughly
8. Соотнесите глаголы с их толкованиями (Match the words with their definitions)
- 1) Critically evaluate
  - 2) Contrast
  - 3) Consider
  - 4) Compare
  - a) Give your verdict as to what extent a statement or findings are true, or to what extent you agree with them.
  - b) Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart.
  - c) Say what you think and have observed about something.
  - d) Identify the similarities and differences between two or more phenomena.
9. Соотнесите существительные с их толкованиями (Match the words with their definitions)
- 1) Qualification
  - 2) Graduate
  - 3) Placement
  - 4) Doctorate
  - a) The highest qualification given by a university
  - b) Someone who has successfully completed a degree
  - c) A degree or a diploma that you get when you successfully finish a course of study



- d) A period of work experience, paid or unpaid which is part of a course
10. Соотнесите слова и словосочетания с их толкованиями (Match the words and phrases with their definitions)
- 1) Undergraduate degrees
  - 2) Postgraduate study
  - 3) Degree
  - 4) Undergraduate
  - a) First degrees
  - b) A student undertaking a first degree
  - c) A course of study at a university, or the qualification awarded after completing the course
  - d) Course of study taken after a first degree
11. Соотнесите слова и словосочетания с их переводом на русский язык (Match the words and phrases with their definitions)
- 1) Plenary session
  - 2) Poster presentation
  - 3) Workshop
  - 4) Round-table discussion
  - a) Круглый стол
  - b) Пленарное заседание
  - c) Стендовый доклад
  - d) Семинар (мастер-класс, практикум)
12. Соотнесите слова и словосочетания с их переводом на русский язык (Match the words and phrases with their definitions)
- 1) Call for papers and presentations
  - 2) Conference Proceedings
  - 3) Programme Committee
  - 4) Submission of Proposals
  - a) Организационный комитет
  - b) Материалы научной конференции (сборник трудов по итогам научной конференции)
  - c) Приём заявок на участие в конференции
  - d) Информационное письмо (приглашение выступить с докладом на научной конференции и опубликовать статьи в сборнике)

### **Тема 3. Грамматика: видо-временные формы глагола (активный залог)**

Тесты проводятся в онлайн режиме, ресурс

<http://englishvoyage.com/exercises>

<https://speakenglishwell.ru/category/vremena/>

### **Тема 5. Грамматика: видо-временные формы глагола (пассивный залог)**

Тесты проводятся в онлайн режиме, ресурс

<http://learneng.ru/grammatika/passivnyj-zalog-v-anglijskom-yazyke-primery-i-uprazhneniya.html>

<https://anglofeel.ru/lessons/passive-voice-uprazhneniya>

### **Тема 6. Грамматика: неличные формы глагола**

Тесты проводятся в онлайн режиме, ресурс

<http://grammar-tei.com/infinitive-or-gerund-uprazhneniya-s-otvetami/>

<http://vslicey.cv.ua/attachments/article/213/Gerund%20or%20Infinitive.pdf>

[https://agendaweb.org/verbs/infinitive\\_gerund-exercises.html](https://agendaweb.org/verbs/infinitive_gerund-exercises.html)

### Описание оценочного материала

Устный и письменный опрос (письменная работа) – проверка выполнения тестовых заданий на освоение лексических и грамматических единиц иностранного языка, умение их применять для академического и профессионального взаимодействия	<b>Форма предъявления:</b> тестовые задания <b>Процедура:</b> Обучающиеся в течение 15-20 минут устно или письменно выполняют тестовые задания. При устном опросе ошибки обсуждаются сразу на занятии, при письменном опросе выполненные письменные работы сдаются преподавателю, результаты проверки письменных работ обсуждаются на следующем занятии.	
	<b>Шкала оценивания /критерии:</b>	
	более 60%	зачтено
	менее 59%	не зачтено

### 2.1.2. Ситуационные задания

#### Тема 1. Система квалификаций (бакалавр, магистр, доктор наук)

1. Read the text about the academic degrees in Russia and summarize the main ideas completing the table:

<i>№</i>	<i>Degree</i>	<i>Programme duration</i>	<i>Programme characteristics</i>	<i>Requirements for completion</i>
1				
2				
3				
4				
5				

2. Look through the list of qualities postgraduate students are expected to have. Which of them do you possess? Which of them would you like to develop?

Most universities expect their research graduates to have the following attributes:

#### I. Specialist knowledge

- 1) A mastery of a body of knowledge, including a high level of understanding of broad conceptual and theoretical elements, in the field of study and research.
- 2) An understanding and appreciation of current issues and debates in the field of knowledge studied.
- 3) An understanding and appreciation of the philosophical bases, methodologies and characteristics of scholarship, research and creative work.

#### II. General intellectual skills and capacities

- 1) A capacity for critical, conceptual and reflective thinking.
- 2) Intellectual openness and curiosity.
- 3) A capacity for creativity and originality.
- 4) Intellectual integrity, respect for truth and for the ethics of research and scholarly activity.
- 5) An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively.
- 6) An awareness of international and global dimensions of intellectual, political and economic activities.
- 7) An ability to access, identify, organise and communicate knowledge effectively in both written and spoken language.
- 8) An ability to undertake numerical calculations and understand quantitative information.

- 9) An ability to make appropriate use of advanced information and communication technologies.
- 10) A demonstrated capacity to initiate, design, conduct and report independent and original research.
- 11) A willingness to seek continuous improvement in research skills and quality of research.
- 12) An advanced capacity for critical evaluation of relevant scholarly literature.
- 13) An advanced ability to identify, define, analyse and solve problems in a flexible manner.

### III. Thesis writing abilities

- 1) Awareness and understanding of important current work in the field.
- 2) Ability to plan a research activity.
- 3) Knowledge and motivation to carry out the planned research activity.
- 4) Ability to analyze the results of the research.
- 5) Ability to draw reasonable conclusions from the research.
- 6) Ability to complete a written description of the work in the form of a well-written, properly organized thesis.
- 7) Ability to complete a thesis with potential for presentation at and/or participation in professional meetings and/or publication in scholarly journals.

### IV. Personal qualities

- 1) A love and enjoyment of ideas, discovery and learning.
  - 2) An ability to work independently and in collaboration with others.
  - 3) Self-discipline and ability to plan and achieve personal and professional goals.
  - 4) An ability to be leaders in their communities, and a willingness to engage in constructive public discourse and to accept social and civic responsibilities.
  - 5) Respect for the values of other individuals and groups, and an appreciation of human and cultural diversity.
- Personal and professional integrity and an awareness of the requirements of ethical behaviour.

3. How will the degree enhance/further your career goals?

Imagine that you have completed your master's degree and have been asked to give the keynote address at your graduation. The department chair has asked you to write a five-minute speech that addresses the professional and personal benefits of receiving your master's degree.

## **Тема 2. Академическая лексика, понятия научно-профессиональной сферы**

1. Complete the sentences using words in the box.

<i>statistical</i>	<i>research proposal</i>	<i>methods</i>	<i>abstract</i>
<i>Qualitative</i>	<i>empirical</i>	<i>article</i>	<i>round tables</i>

- 1) The title of the \_\_\_\_\_ should be concise and indicate its contents.
- 2) An \_\_\_\_\_ helps the reader ascertain the paper's purpose and see the contribution is being made by the research and written piece.
- 3) A literature review usually precedes a \_\_\_\_\_ and results section.
- 4) The research, which tests the feasibility of a solution using empirical evidence, is called \_\_\_\_\_.
- 5) \_\_\_\_\_ research relates to understanding of human behavior and the reasons that govern such behavior.
- 6) Quantitative research suggests asking a narrow question and collecting numerical data to analyze using \_\_\_\_\_ methods.
- 7) Researchers employ mixed research \_\_\_\_\_ depending on the nature of their study.
- 8) In addition to presentations, conferences also feature panel discussions, \_\_\_\_\_ on various issues and workshops.

2. Match the words with their definitions.

Words	Definitions
to explain	judge or determine the significance, worth, or quality of something; assess;
to detail	support, justify, or form the basis for something;
to evaluate	the quality of being logically or factually correct;
to underpin	make (an idea or situation) clear to someone by describing it in more detail;
relevance	give full information about something;
accuracy	practical and especially social applicability;
validity	evidence or argument establishing a fact or the truth of a statement;
proof	the ability to work or perform without making mistakes; exactness.

3. You have the text divided into sections. Put the sections in order to complete an abstract. Take into account four elements typical for an academic abstract.

1. Data suggest that intentionally setting a clock to run fast does not reduce lateness because one accounts for that extra time in his or her schedule.
2. One group of subjects knew their clocks had been set ahead, while a second group of subjects was not informed of the change.
3. Subjects' car clocks were set ten minutes fast in order to determine if deliberately setting a clock ahead will reduce lateness.
4. Over a four-week period, the subjects who were aware of the clock change regularly arrived on time or late for their scheduled appointments. Over the same period of time, the subjects who were unaware of the clock change tended to arrive early or on time for their appointments.

4. Видео для симуляции ситуации общения с носителями иностранного языка, ресурс [www.engvid.com](http://www.engvid.com)

**Тема 4. Коммуникативные технологии для академического и профессионального взаимодействия. Технологии исследований**

1. Look at the skills in the table below. With a partner, discuss their necessity for research-related practices. Audit your skills having noted in the table, and then tell about skills you need to develop

Skills	Quite good	Some experience	Needs development
Identifying research needs and topics			
Framing and asking research questions			
Literature reviewing			
Selecting and using methodology			
Using quantitative research methods			
Using qualitative research methods			
Gathering data, including statistical, managing (cataloguing, categorizing, labelling, documenting) and analysing them			
Developing an argument			
Writing in coherent, readable manner			
Time management			
Communication with other people			

Presenting a research			
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2. Match the types of research with their descriptions. Identify key words in every description which support your choice (Соотнесите названия типов исследований с предложенными описаниями; определите ключевую лексику, которая определяет Ваш выбор).

- 1) applied research
- 2) descriptive research
- 3) correlational research
- 4) ethnographic research
- 5) historical research
- 6) experimental research
- 7) comparative research

a) ... refers to the investigation of a culture through an in-depth study of the members of the culture. It studies people, ethnic groups, their ethno genesis, resettlement, social welfare characteristics, as well as their material and spiritual culture.

b) The major aim of ... is to identify similarities and differences between social entities. It seeks a contrast of nations, cultures, societies, and institutions.

c) ... refers to the systematic investigation or statistical study of relationships among two or more variables. It seeks to establish a correlation between them.

d) ... includes two variables and two groups of participants. One group is a control one, the other is a clinical or treatment group. The control group receives no manipulations, whereas the clinical group is manipulated in a systematic fashion.

e) ... refers to scientific study and research that seeks to solve practical problems. It is used to find solutions for everyday problems, cure illness, and develop innovative technologies.

f) ... provides an accurate portrayal of characteristics of a particular individual, situation or group. It is also known as statistical research. These studies are a means of discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information.

g) ... generate descriptions, and sometimes attempted explanations, of conditions, situations, and events that occurred in the past. Understanding this can add perspective on how we can examine current events and practices.

3. Write a paragraph about a research method you have already used while doing research. Use following phrases to link ideas:

*It should be said (that) ...;*

*Doing Bachelor's program I used ...;*

*... (methods) are usually chosen for ...;*

*To collect the data it was necessary to complete /conduct /carry out ...;*

*The method includes / is based on / involves ...*

*The method can be helpful ...;*

*... is /are useful for ...*

### **Тема 7. Синтаксис сложного предложения**

1. Linking words are used in writings to join parts of the sentence.

- *Because* tells the reason why something happens,

- *So, as a result* show the result of something,

- *As* is used to say about the consequence,

- *However, on the other hand* contrast the ideas,



- *This is so that* clarifies the idea given before,
- *Thus* concludes the idea of the previous context,
- *In addition* is like *and* joins two similar ideas but it is more formal.

Join two sentences using different linking words (when possible more than one). Pay attention to the meaning.

We need to detail the findings.

Several tests should be done.

2. Use sequencing words to say about tips *how to do research* suggested one after another: *first, secondly, after that, then, finally*.

\_\_\_\_\_, no one can't solve a research problem without a plan.

\_\_\_\_\_ only hard work leads to success.

\_\_\_\_\_, you have to believe in what you are doing.

\_\_\_\_\_, you need to find a problem that is both interesting and challenging.

\_\_\_\_\_, the author says the only way to accomplish a lot is to attempt great things. So you shouldn't worry about failure.

### **Тема 8. Основные требования к выполнению работ академической и профессиональной направленности**

2. When undertaking research you should feel confident about answering 'yes' to some questions. How does 'yes' to the following questions support the essentials for good research?

Questions	The essentials
Will the expected outcomes be defined?	Accountability
Will the research have significance in relation to some practical or theoretical issue? Will the research build upon existing knowledge about the topic?	Originality
Will you have enough time and space, any special technology to do the research? Is it supported by other people?	Objectivity
Will the data be reliable and valid?	Proof
Will reports need to justify the importance, credibility and trustworthiness of the research?	Purpose
Will the research contribute anything new to knowledge which already exist?	Relevance
What chance is there that the research will provide a fair and balanced picture?	Resources
Will the research produce true and honest findings?	Accuracy

2. Discuss the statements with your partner. Prepare arguments to support your opinion whether the statements are true or false.

- 1) To be successful in research you need to find a problem that will be interesting for you only.
- 2) If you solve an easy problem, it will contribute to reach great outcomes.
- 3) It is difficult to accomplish anything in your research without having a plan.
- 4) To be a talented and intelligent individual is enough for success in research or work.
- 5) The best way to validate findings is to present work at conferences, speak with authority.
- 6) While conducting research to believe in what you are doing and what other people have said is of

importance.

### Тема 9. Работа с источниками: поиск, анализ, аннотирование

1. Make a summary of the text, use phrases:

*The article is called as ...*

*The article consists of several parts. These are ...*

*The main idea of the article is ...*

*The first (second, third) part of the article informs about ...*

*It is considered / pointed out / shown that ...*

*It should be said that ...*

### Тема 10. Презентация академической и профессиональной направленности

12. Use websites to learn more about making a presentation in Microsoft PowerPoint:

<http://video.search.yahoo.com/search/video?p=powerpoint+presentation>

<http://www.microsoft.com/atwork/skills/presentations.aspx>

<http://www.ehow.com/powerpoint-presentations/>

<http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>

<http://techtips.salon.com/work-powerpoint-computer-11950.html>

13. **Remember** you must tell the topic and not read the presentation.

#### Language for presentation

I am going to talk about ...

The subject of my talk is...

The presentation focuses on the issue of...

My presentation will be / is divided into ... parts.

Firstly / Secondly / Next / Then / Finally ... I (will) discuss / analyze / explain / emphasize / focus on ...

My next point is ...

It should be said that...

I'd like to point out / stress ...

In conclusion...

To summarize the main points of my presentation ...

That's all I want to say on...

#### Описание оценочного материала

Устный опрос – проверка выполнения упражнений на освоение лексических и грамматических единиц иностранного языка, необходимых для академического и профессионального взаимодействия	<b>Форма предъявления:</b> ситуационные задания	
	<b>Процедура:</b> Обучающиеся в течение 15-20 минут устно представляют свои варианты выполнения ситуационных заданий. Результаты ошибочных вариантов обсуждаются сразу на занятии с обучающимися: «почему один вариант правильный, а другой нет»	
	<b>Шкала оценивания /критерии:</b>	
	«Зачтено» - Обучающийся демонстрирует умение использовать средства иностранного языка, речевые стратегии и формулы для осуществления коммуникации в заданной ситуации устного общения, понимание с партнером	«Не зачтено» - Обучающийся не знает и не способен использовать средства иностранного языка, речевые стратегии и формулы для решения практической задачи, установить понимание с партнером по коммуникации; цель коммуникации не достигнута.

	установлено, коммуникации достигнута.	цель	Обучающийся отказался от ответа.
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### ***2.1.3. Тексты для выполнения заданий самостоятельной, в том числе контрольной, работы (перевод, аннотирование)***

#### **Тема 9. Работа с источниками: поиск, анализ, аннотирование**

##### Текст 1. Concepts Related to the Research Process and Outcomes

An article is a piece of writing on a particular subject in a newspaper or magazine, or on the internet. The scientific article has a standardized structure, which varies only slightly in different subjects. However, several key formatting requirements need to be met:

9. The title should be concise and indicate the contents of the article.
10. The names and affiliation of all authors are given.
11. The first part is normally an abstract; this is a one-paragraph summary of the work.
12. The content should be presented in the context of previous scientific investigations, by citation of relevant documents in the existing literature.
13. Empirical techniques, laid out in a section usually called "Materials and Methods", should be described in such a way that a subsequent scientist, with appropriate knowledge of and experience in the relevant field, should be able to repeat the observations and know whether he or she has obtained the same result.
14. Similarly, the results of the investigation, in a section usually called "Results", data should be presented in tabular or graphic form (image, chart, schematic, diagram or drawing). These figures should be accompanied by a caption and referenced in the text of the article.
15. Interpretation of the meaning of the results is usually addressed in a "Discussion" or "Conclusion" section. The conclusions drawn should be based on previous literature and/or new empirical results, in such a way that any reader with knowledge of the field can follow the argument and confirm that the conclusions are sound.
16. Finally, a "References" or "Literature Cited" section lists the sources cited by the authors in the format required by the journal.

An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline. It is often used to help the reader quickly ascertain the paper's purpose and see what important contribution is being made by the research and written piece. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper. It is what is read first by a reader and so must be written clearly and in interesting manner so that they wish to read on. An academic abstract typically outlines four elements relevant to the completed work:

- The research focus (i.e. statement of the problem(s) /research issue(s) addressed);
- The research methods used (experimental research, case studies, questionnaires, etc.);
- The results /findings of the research;
- The main conclusions and recommendations.

It should be written in the third person and in passive tone.

The best source of example abstracts is journal articles. Read the abstract, than read the article. The best examples are where the abstract makes the article easier to read. Not everyone writes good abstracts, even in refereed journals, but the more abstracts you read, the easier it is to spot the good ones.

A literature review is the process of evaluating the output from a literature search by producing a annotated bibliography, that informs the research theory. It is not a dead list of books or journal

articles, but a complex of interrelated ideas and arguments facilitating new ideas development. A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. It is most often associated with academic-oriented literature, such as a thesis. A literature review usually precedes a research proposal and results section. Its main goal is to situate the current study within the body of literature and to provide context for the particular reader.

A literature review must do these things

- 5) be organized around and related directly to the thesis or research question which is developing;
- 6) synthesize results into a summary of what is and is not known;
- 7) identify areas of controversy in the literature;
- 8) formulate questions that need further research.

Research methods are the ways of actioning, putting into practice. The goal of the research process is to produce new knowledge or deepen understanding of a topic or issue. This process takes three main forms (although, the boundaries between them may be obscure):

- Exploratory research, which helps to identify and define a problem or question.
- Constructive research, which tests theories and proposes solutions to a problem or question.
- Empirical research, which tests the feasibility of a solution using empirical evidence.

There are two ways to conduct research:

1. Primary research, using primary sources, i.e., original documents and data.
2. Secondary research, using secondary sources, i.e., a synthesis of, interpretation of, or discussions about primary sources.

There are two major research designs: qualitative research and quantitative research. Researchers choose one of these two tracks according to the nature of the research problem they want to observe and the research questions they aim to answer:

Qualitative research, understanding of human behavior and the reasons that govern such behavior. Asking a broad question and collecting word-type data that is analyzed searching for themes.

Quantitative research, systematic empirical investigation of quantitative properties and phenomena and their relationships. Asking a narrow question and collecting numerical data to analyze using statistical methods.

An academic conference or symposium is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually composed of various presentations. They tend to be short and concise, with a time span of about 10 to 30 minutes; presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings.

In addition to presentations, conferences also feature panel discussions, round tables on various issues and workshops. Academic conferences fall into three categories:

- 4) the themed conference, small conferences organized around a particular topic;
- 5) the general conference, a conference with a wider focus, with organized by regional, national, or international learned societies, and held annually or on some other regular basis;
- 6) the professional conference, large conferences not limited to academics but with academically related issues.

## Текст 2. Research methods

### Experiments

People who take part in research involving experiments might be asked to complete various tests to measure their cognitive abilities (e.g. word recall, attention, concentration, reasoning ability etc.) usually verbally, on paper or by computer. The results of different groups are then compared.

Participants should not be anxious about performing well but simply do their best. The aim of these tests is not to judge people or measure so-called intelligence, but to look for links between performance and other factors.

The study might include an intervention such as a training programme, some kind of social activity, the introduction of a change in the person's living environment (e.g. different lighting, background noise, different care routine) or different forms of interaction (e.g. physical contact, conversation, eye contact, interaction time etc.). Often the interaction will be followed by some kind of test (as mentioned above), sometimes before and after the intervention. In other cases, the person may be asked to complete a questionnaire (e.g. about his/her feelings, level of satisfaction or general well-being).

Some studies are just based on one group (within-group design). The researchers might be interested in observing people's reactions or behaviour before and after a certain intervention. However, in most cases, there are at least two groups (a between-subjects design). One of the groups serves as a *control group* and is not exposed to the intervention. This is quite similar to the procedure in clinical trials whereby one group does not receive the experimental drug. This enables researchers to compare the two groups and determine the impact of the intervention. Alternatively, the two groups might differ in some important way (e.g. gender, living at home or in residential care, etc.) and it is that difference that is of interest to the researchers.

### Surveys

Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. There are different types of survey. The most straightforward type (the "one shot survey") is administered to a sample of people at a set point in time. Another type is the "before and after survey" which people complete before a major event or experience and then again afterwards.

### Questionnaires

Questionnaires are a good way to obtain information from a large number of people and/or people who may not have the time to attend an interview or take part in experiments. They enable people to take their time, think about it and come back to the questionnaire later. Participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Unfortunately, some people may still be inclined to try to give socially acceptable answers. People should be encouraged to answer the questions as honestly as possible so as to avoid the researchers drawing false conclusions from their study.

Questionnaires typically contain multiple choice questions, attitude scales, closed questions and open-ended questions. The drawback for researchers is that they usually have a fairly low response rate and people do not always answer all the questions and/or do not answer them correctly. Questionnaires can be administered in a number of different ways (e.g. sent by post or as email attachments, posted on Internet sites, handed out personally or administered to captive audience (such as people attending conferences). Researchers may even decide to administer the questionnaire in person which has the advantage of including people who have difficulties reading and writing. In this case, the participant may feel that s/he is taking part in an interview rather than completing a questionnaire.

### Interviews

Interviews are usually carried out in person i.e. face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. Sometimes they are held in the interviewee's home, sometimes at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of the household.

The interviewer (which is not necessarily the researcher) could adopt a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. This will have been decided in advance and depend on the approach used by the researchers. A semi-structured approach would enable the interviewee to speak relatively freely, at the same time allowing the researcher to ensure that certain issues were covered.



When conducting the interview, the researcher might have a check list or a form to record answers. This might even take the form of a questionnaire. Taking notes can interfere with the flow of the conversation, particularly in less structured interviews. Also, it is difficult to pay attention to the non-verbal aspects of communication and to remember everything that was said and the way it was said. Consequently, it can be helpful for the researchers to have some kind of additional record of the interview such as an audio or video recording. They should of course obtain permission before recording an interview.

#### Case studies

Case studies usually involve the detailed study of a particular case (a person or small group). Various methods of data collection and analysis are used but this typically includes observation and interviews and may involve consulting other people and personal or public records. The researchers may be interested in a particular phenomenon (e.g. coping with a diagnosis or a move into residential care) and select one or more individuals in the respective situation on whom to base their case study/studies. Case studies have a very narrow focus which results in detailed descriptive data which is unique to the case(s) studied. Nevertheless, it can be useful in clinical settings and may even challenge existing theories and practices in other domains.

#### Participant and non-participant observation

Studies which involve observing people can be divided into two main categories, namely participant observation and non-participant observation.

In participant observation studies, the researcher becomes (or is already) part of the group to be observed. This involves fitting in, gaining the trust of members of the group and at the same time remaining sufficiently detached as to be able to carry out the observation. The observations made might be based on what people do, the explanations they give for what they do, the roles they have, relationships amongst them and features of the situation in which they find themselves. The researcher should be open about what s/he is doing, give the participants in the study the chance see the results and comment on them, and take their comments seriously.

In non-participant observation studies, the researcher is not part of the group being studied. The researcher decides in advance precisely what kind of behaviour is relevant to the study and can be realistically and ethically observed. The observation can be carried out in a few different ways. For example, it could be continuous over a set period of time (e.g. one hour) or regularly for shorter periods of time (for 60 seconds every so often) or on a random basis. Observation does not only include noting what happened or was said but also the fact that a specific behaviour did not occur at the time of observation.

### Текст 3. Risk management strategies and processes

All risk management plans follow the same steps that combine to make up the overall risk management process:

- **Establish context.** Understand the circumstances in which the rest of the process will take place. The criteria that will be used to evaluate risk should also be established and the structure of the analysis should be defined.
- **Risk identification.** The company identifies and defines potential risks that may negatively influence a specific company process or project.
- **Risk analysis.** Once specific types of risk are identified, the company then determines the odds of them occurring, as well as their consequences. The goal of [risk analysis](#) is to further understand each specific instance of risk, and how it could influence the company's projects and objectives.
- **Risk assessment and evaluation.** The risk is then further evaluated after determining the risk's overall likelihood of occurrence combined with its overall consequence. The company can then make decisions on whether the risk is acceptable and whether the company is willing to take it on based on its [risk appetite](#).
- **Risk mitigation.** During this step, companies assess their highest-ranked risks and develop a plan to alleviate them using specific risk controls. These plans include risk mitigation

processes, risk prevention tactics and contingency plans in the event the risk comes to fruition.

- **Risk monitoring.** Part of the mitigation plan includes following up on both the risks and the overall plan to continuously monitor and track new and existing risks. The overall risk management process should also be reviewed and updated accordingly.
- **Communicate and consult.** Internal and external shareholders should be included in communication and consultation at each appropriate step of the risk management process and in regards to the process as a whole.

Risk management strategies should also attempt to answer the following questions:

1. What can go wrong? Consider both the workplace as a whole and individual work.
2. How will it affect the organization? Consider the probability of the event and whether it will have a large or small impact.
3. What can be done? What steps can be taken to prevent the loss? What can be done recover if a loss does occur?
4. If something happens, how will the organization pay for it?

Ресурсы для подбора и перевода профессиональных текстов:

<https://corporatefinanceinstitute.com/resources/knowledge/strategy/risk-management/>

<https://searchcompliance.techtarget.com/definition/risk-management>

<https://www.sciencedirect.com/topics/computer-science/risk-management-strategy>

<https://www.auditboard.com/blog/10-risk-management-strategies-2021/>

#### Описание оценочного материала

Устный и письменный опрос (письменная работа) – проверка выполненных заданий самостоятельной (в том числе контрольной) работы, демонстрирующих умения обучающегося строить высказывания на профессиональные темы; интерпретировать основное содержание аутентичных текстов научно-профессиональной сферы	<b>Форма предъявления:</b> научные тексты профессиональной сферы	
	<b>Процедура:</b> 1) Обучающийся в течение 10-15 минут устно представляет иноязычный текст: чтение, перевод, аннотацию к тексту, отвечает на вопросы преподавателя и других обучающихся группы по содержанию текста. 2) Аннотация к тексту, перевод текста выполняются обучающимся письменно, проверяются преподавателем по ходу устного ответа обучающегося. <b>Ошибки обсуждаются и корректируются сразу на занятии.</b>	
	<b>Шкала оценивания /критерии:</b>	
	Самостоятельная (контрольная) работа выполнена в полном объеме, но имеются незначительные ошибки в устной и письменной речи	зачтено
	Самостоятельная (контрольная) работа выполнена неправильно (смысловые и стилистические ошибки в переводе, в структуре аннотации, лексические и грамматические ошибки в устной и письменной речи) или не выполнена совсем	не зачтено

#### Оценочные материалы: промежуточная аттестация

Промежуточная аттестация по итогам обучения по дисциплине осуществляется в форме экзамена и имеет целью – определить степень достижения планируемых результатов.

Задание самостоятельной работы, проверяемое в ходе промежуточной аттестации:



1. Выбор обучающимся статьи на иностранном языке по теме ВКР для включения в список источников:

1.1 чтение текста статьи со словарем с целью извлечения полной информации; форма проверки понимания текста (освоения лексических и грамматических единиц английского языка в профессиональной сфере) - письменный перевод (около 1800 знаков);

1.2 написание аннотации к прочитанному тексту; форма проверки освоения письменной речи в профессиональной сфере - передача содержания прочитанного на английском языке (не менее 15 предложений);

1.3 понимание устной англоязычной речи научного стиля; форма проверки понимания - беседа с преподавателем по содержанию текста статьи.

2. Обучающийся, имеющий повышенный уровень владения иностранным языком (B2-C1), может выполнить и представить на английском языке *Презентацию темы исследования*, выполняемого в рамках выпускной квалификационной работы.

#### Критерии /шкала оценки

Экзамен проводится по шкале «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Шкала оценивания			
отлично	хорошо	удовлетворительно	неудовлетворительно
Критерии оценки знаний			
Знания терминологии и основных речевых формул академической и профессиональной сфер, грамматических конструкций достаточные для академического и профессионального взаимодействия в устной и письменной формах без искажения смысла	Знания терминологии и основных речевых формул академической и профессиональной сфер, грамматических конструкций достаточные для академического и профессионального взаимодействия в устной и письменной формах без искажения смысла, имеются грамматические ошибки в письменной и устной речи	Знания терминологии и основных речевых формул академической и профессиональной сфер, грамматических конструкций слабые, но достаточные для устной и письменной коммуникации, имеются грамматические ошибки в письменной и фонетические - в устной речи	Знания терминологии и основных речевых формул академической и профессиональной сфер, грамматических конструкций не достаточные для академического и профессионального взаимодействия
Критерии оценки умений			
Свободно демонстрирует умения строить высказывания на профессиональные темы; понимать основное содержание аутентичных текстов научно-	Демонстрирует умения строить высказывания на профессиональные темы; понимать основное содержание аутентичных текстов научно- профессиональной	Демонстрирует умения понимать основное содержание аутентичных текстов научно- профессиональной сферы (со словарем), строить высказывания на	Не демонстрирует необходимых умений

профессиональной сферы и на слух развернутые высказывания диалогического и монологического характера	сферы (со словарем)	профессиональные темы, прибегая к помощи преподавателя	
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## **Методические материалы**

Содержание требований к экзамену, определяющие процедуру оценивания знаний, умений и навыков владения иностранным языком:

В начале обучения по дисциплине обучающиеся знакомятся с программой дисциплины и требованиями к зачету:

- 1) посещение не менее 70% практических занятий;
- 2) выполнение заданий текущего контроля успеваемости;
- 3) выполнение заданий самостоятельной работы.

Указанные требования относятся ко всем формам обучения.

Методические указания и задания к занятиям семинарского типа, контрольной и самостоятельной работе по дисциплине «Иностранный язык для академических и профессиональных целей» для обучающихся направления подготовки 38.04.02 Менеджмент.

## 11. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта, характеризующих этапы формирования компетенций

### *Текущий контроль*

Текущий контроль успеваемости по дисциплине осуществляется для проверки хода и качества усвоения учебного материала, стимулирования учебной деятельности обучающихся, совершенствования методики проведения занятий и проводится в ходе всех видов занятий в форме устного опроса на лекционных, семинарских и практических занятиях, выполнения устных и письменных практических заданий, в форме рубежного контроля и в форме выполнения контрольных работ.

### **Критерии оценки устных ответов в ходе проведения семинарских и практических занятий**

<b>Шкала оценивания и отметка</b>	<b>Показатели оценивания</b>
<b>Отлично</b>	Содержание материала раскрыто в полном объеме, предусмотренном учебной программой. Речь последовательна, хорошо продумана, изложена грамотным языком, с точным использованием терминологии. Обучающийся продемонстрировал умение иллюстрировать материал конкретными примерами, в том числе на основе ранее изученного материала, показано умение делать обобщение, выводы, сравнение. Изложение ответа осуществляется самостоятельно, без наводящих вопросов. Обучающийся принимает активное участие в изложении или в обсуждении изучаемого материала.
<b>Хорошо</b>	Обучающийся не полно раскрыл содержание материала, но показано общее понимание вопроса, достаточное для дальнейшего изучения программного материала. Изложение материала недостаточно последовательное, имеются затруднения и допущены ошибки в определении понятий и в использовании терминологии, однако обучающийся активно участвует в обсуждении изучаемого материала.
<b>Удовлетворительно</b>	Обучающийся затрудняется в изложении

	материала, делает обобщения, выводы, сравнения с помощью преподавателя, отвечает с помощью наводящих вопросов и подсказок, затрудняется в приведении примеров. С трудом вспоминает пройденный материал, не активен, в обсуждении материала участвует эпизодически.
<b>Неудовлетворительно</b>	Обучающийся не раскрыл основное содержание учебного материала или содержание материала излагалось с многочисленными подсказками, показавшими незнание или непонимание большей части учебного материала, допущены путаница и ошибки в определении понятий, продемонстрировано полное неумение приводить примеры при объяснении материала, в обсуждении материала пассивен.

Рубежный контроль является одним из видов текущего контроля. Рубежный контроль осуществляется с целью систематической проверки достижения обучающимися обязательных результатов обучения по дисциплине – минимума, который необходим для дальнейшего обучения, выполнения программных требований к уровню подготовки обучающихся. Рубежный контроль проводится по завершении изучения отдельных наиболее сложных и объемных тем, разделов учебной дисциплины. Рубежный контроль проводится на практических или семинарских занятиях. Лица, не сдавшие (не прошедшие) рубежный контроль, до промежуточной аттестации не допускаются. Результаты рубежного контроля заносятся в журнал учета учебных занятий. Рубежный контроль проводится в форме письменного или автоматизированного (компьютерного) тестирования. Обучающемуся предъявляется не менее 20 тестовых вопросов. Время для выполнения задания предоставляется из расчета: 1 минута на один тестовый вопрос.

### **Критерии оценки результатов тестирования**

<b>Шкала оценивания</b>	<b>Критерии оценивания</b>
<b>Отлично</b>	Даны ответы не менее, чем на 90% тестовых заданий
<b>Хорошо</b>	Даны ответы не менее, чем на 75% тестовых заданий
<b>Удовлетворительно</b>	Даны ответы не менее, чем на 60% тестовых заданий
<b>Неудовлетворительно</b>	Даны ответы менее, чем на 60% тестовых заданий



Контрольная работа является видом текущего контроля, в отдельных случаях (если есть соответствующее указание в учебном плане) контрольная работа является формой промежуточной аттестации. Контрольные работы выполняются обучающимися в виде письменных ответов на вопросы, решения задач, выполнения контрольных (в том числе тестовых) заданий или практической проверки выполнения практических действий по составлению (корректировке) юридических документов. Выполнение контрольных работ может быть организовано в электронной форме. Содержание заданий на контрольную работу и порядок ее выполнения устанавливаются кафедрой.

**Критерии оценки результатов выполнения контрольной работы,  
проведенной в форме решения практических задач**

<b>Оценка</b>	<b>Критерии оценивания</b>
<b>Отлично</b>	Решение задачи (выполнение задания) осуществлено верно, обучающимся продемонстрировано умение пользоваться теоретическими знаниями, приведены все необходимые ссылки на нормативно-правовые акты. Выводы достоверны и аргументированы с привлечением источников нормативно-правовой информации. Формулировки выводов четкие, понятные и обоснованные. При неоднозначности возможного решения (описания ситуации) приведены возможные варианты с указанием последствий.
<b>Хорошо</b>	Задача (выполнение задания) решена верно, обучающимся продемонстрировано умение пользоваться теоретическими знаниями для решения практической задачи. Однако приведены не все необходимые ссылки на нормативно-правовые акты, формулировки выводов недостаточно четкие и понятные. Аргументация выводов свидетельствует об их недостаточной достоверности и обоснованности.
<b>Удовлетворительно</b>	Задача в целом решена, однако отсутствуют ссылки на нормативно-правовые акты. Решение задачи осуществлено шаблонно, без должного проявления профессиональной компетентности. Отсутствует логика, точность

	и грамотность изложения решения задачи (выполнения задания). Вывод недостаточно обоснован, не содержит необходимой аргументации, поверхностный или не следует из решения задачи.
<b>Неудовлетворительно</b>	Задача решена неверно или решение задачи отсутствует.

При оценивании результатов письменных контрольных работ обязательно учитываются грамотность изложения, чистота и правильность оформления работ. Работа, правильно передающая содержание материала, но изложенная с грамматическими ошибками или ошибками в графическом оформлении, не может быть оценена выше, чем - удовлетворительно. За работу, выполненную с грубыми грамматическими ошибками, нелитературным языком, неграмотно или небрежно графически оформленную, выставляется оценка - неудовлетворительно.

**Критерии оценки результатов выполнения контрольной работы,  
проведенной в форме тестирования:**

<b>Шкала оценивания</b>	<b>Критерии оценивания</b>
<b>Отлично</b>	Даны ответы не менее, чем на 90% тестовых заданий
<b>Хорошо</b>	Даны ответы не менее, чем на 75% тестовых заданий
<b>Удовлетворительно</b>	Даны ответы не менее, чем на 60% тестовых заданий
<b>Неудовлетворительно</b>	Даны ответы менее, чем на 60% тестовых заданий

При проведении контрольной работы в смешанной форме (теоретическая часть – в форме тестирования, а практическая часть – в форме выполнения практического задания) каждая часть работы оценивается отдельно по пятибалльной шкале в соответствии с вышеуказанными критериями. Оценка за контрольную работу в целом выставляется по сумме баллов за теоретическую и практическую часть в соответствии со следующей шкалой оценивания:

<b>Оценка</b>	<b>Сумма баллов за теоретическую и практическую часть контрольной работы</b>
<b>Отлично</b>	<b>9-10</b>
<b>Хорошо</b>	<b>7-8</b>
<b>Удовлетворительно</b>	<b>5-6</b>
<b>Неудовлетворительно</b>	<b>0-4</b>

**Лист дополнений и изменений, внесенных в рабочую программу  
дисциплины**

Номер изменений	Номера страниц				Всего страниц	Дата	Основание* для изменений
	изме- ненных	заме- ненных	анну- лирован- ных	новых			

\*Основанием для внесения изменения является решение кафедры  
(протокол № \_\_\_ от « \_\_\_ » \_\_\_\_\_ 20\_\_ г.).