

МИНОБРНАУКИ РОССИИ  
Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Ижевский государственный технический университет имени М.Т. Калашникова»



УТВЕРЖДАЮ

Декан/Директор

/ В.В. Соболев

23.06. 2023 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Международная научно-профессиональная коммуникация 10/008 (2023)  
(наименование – полностью)

направление (специальность) 01.04.04 Прикладная математика  
(шифр, наименование – полностью)

направленность (профиль/программа/специализация) Разработка программного обеспечения и математических методов решения инженерных и экономических задач с использованием искусственного интеллекта  
(наименование – полностью)

уровень образования: магистратура

форма обучения: очная

общая трудоемкость дисциплины составляет: 3 зачетных единиц

Кафедра «Английский язык»  
полное наименование кафедры, представляющей рабочую программу

Составитель Архипова Елена Игоревна, к.п.н., доцент  
Ф.И.О.(полностью), степень, звание

Рабочая программа составлена на основании федерального государственного образовательного стандарта высшего образования и рассмотрена на заседании кафедры

Протокол от 18.04 2023 г. № 7

Заведующий кафедрой

[подпись] / Е.И. Архипова  
18.04 2023 г.

### СОГЛАСОВАНО

Количество часов рабочей программы и формируемые компетенции соответствуют учебному плану 01.04.04 Прикладная математика, программа «Разработка программного обеспечения и математических методов решения инженерных и экономических задач с использованием искусственного интеллекта».

Протокол заседания учебно-методической комиссии по УГСН 010000 «Математика и механика»  
от 11.05 2023 г. № 3

Председатель учебно-методической  
комиссии по УГСН 010000 «Математика и механика»  
(шифр и наименование полностью)

[подпись] / Суфиянов В.Г.  
11.05 2023 г.

Руководитель образовательной программы  
01.04.04 Прикладная математика

[подпись] / Кетова К.В.  
11.05 2023 г.

**МИНОБРНАУКИ РОССИИ**  
**Федеральное государственное бюджетное образовательное**  
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У Т В Е Р Ж Д А Ю

Декан/Директор

\_\_\_\_\_ / В.В. Соболев

\_\_\_\_\_ 20\_\_ г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

Международная научно-профессиональная коммуникация  
(наименование – полностью)

направление (специальность) 01.04.04 Прикладная математика  
(шифр, наименование – полностью)

направленность (профиль/программа/специализация) Разработка программного обеспечения и математических методов решения задач с использованием искусственного интеллекта  
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Составитель Архипова Елена Игоревна, к.п.н., доцент  
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Протокол от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_ / Е.И. Архипова

\_\_\_\_\_ 20\_\_ г.

### СОГЛАСОВАНО

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Протокол заседания учебно-методической комиссии по УГСН 010000 «Математика и механика»  
от \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Председатель учебно-методической  
комиссии по УГСН 010000 «Математика и механика» \_\_\_\_\_ / Суфиянов В.Г.  
(шифр и наименование полностью)

\_\_\_\_\_ 20\_\_ г.

Руководитель образовательной программы  
01.04.04 Прикладная математика

\_\_\_\_\_ / Кетова К.В.

\_\_\_\_\_ 20\_\_ г.

Аннотация к дисциплине

<b>Название дисциплины</b>	Международная научно-профессиональная коммуникация
<b>Направление (специальность) подготовки</b>	01.04.04 Прикладная математика
<b>Направленность (профиль/программа/специализация)</b>	Разработка программного обеспечения и математических методов решения задач с использованием искусственного интеллекта
<b>Место дисциплины</b>	Обязательная часть Блока 1. Дисциплины (модули)
<b>Трудоемкость (з.е. / часы)</b>	3 з.е. / 108 часа
<b>Цель изучения дисциплины</b>	Цель освоения дисциплины состоит в достижении иноязычной коммуникативной компетенции, позволяющей использовать язык в деловой и научно-исследовательской деятельности.
<b>Компетенции, формируемые в результате освоения дисциплины</b>	УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия
<b>Содержание дисциплины (основные разделы и темы)</b>	Культура делового общения Кросс культурная коммуникация Научные открытия и инновации: история создания и последствия Нетикет – сетевой этикет Этикет конференции: участие в международных мероприятиях Подготовка и представление научных докладов
<b>Форма промежуточной аттестации</b>	Зачет с оценкой

## 1. Цели и задачи дисциплины:

**Целью** освоения дисциплины является достижение иноязычной коммуникативной компетенции, позволяющей использовать язык в деловой и научно-исследовательской деятельности.

### **Задачи** дисциплины:

- совершенствование ранее приобретенных навыков и умений иноязычного общения и их использования как базы для развития коммуникативной компетенции в профессиональной и научной сферах деятельности, а также для дальнейшего самообразования;
- овладение профессиональным лексиконом;
- развитие умений чтения и письма, необходимых для подготовки докладов на международных конференциях, составления и представления презентационных материалов;
- изучение особенностей делового этикета западной и отечественной культур производственной деятельности и развитие умений использования этих знаний в профессиональной деятельности;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры магистрантов;
- воспитание толерантности и уважения к духовным ценностям разных стран и народов.

## 2. Планируемые результаты обучения

В результате освоения дисциплины у студента должны быть сформированы

### 2.1. Знания, приобретаемые в ходе освоения дисциплины

№ п/п	Знания
1.	специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке
2.	ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения
3.	особенности функционального перевода профессионального иностранного языка
4.	основы бизнес-корреспонденции
5.	особенности делового и научного стиля речи

### 2.2. Умения, приобретаемые в ходе изучения дисциплины

№ п/п	Умения
1.	свободно читать оригинальную литературу на иностранном языке по деловой и научной тематике
2.	делать сообщения и доклады на иностранном языке на деловые темы и темы, связанные с научной работой магистранта
3.	вести беседу по деловой, научной тематике и по профилю профессиональной подготовки

### 2.3. Навыки, приобретаемые в ходе изучения дисциплины

№ п/п	Навыки
1.	владеть навыками ведения диалога и использования знаний иностранного языка в профессиональном общении; обмена информацией в процессе деловых контактов в международной среде

**Компетенции, приобретаемые в ходе освоения дисциплины**

<b>Компетенции</b>	<b>Индексы компетенций</b>	<b>Знания (№№ из 2.1)</b>	<b>Умения (№№ из 2.2)</b>	<b>Навыки (№№ из 2.3)</b>
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1. Знать: правила, закономерности и современные технологии осуществления личной и деловой коммуникации в устной и письменной формах в профессиональной сфере	1,3,4,5		
	УК-4.2. Уметь: применять на практике коммуникативные технологии, методы и способы академического и профессионального взаимодействия			1
	УК-4.3. Владеть: методами межличностного общения, в том числе на иностранном(ых) языке(ах), с применением профессиональных языковых форм, средств и современных коммуникативных технологий; приемами представления планов и результатов собственной деятельности и использованием коммуникативных технологий		1,2	
УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	УК-5.1. Знать: основы межкультурной коммуникации; особенности межкультурного разнообразия общества и технологии эффективного межкультурного взаимодействия	1,2,3,4,5		
	УК-5.2. Уметь: понимать и толерантно воспринимать межкультурное разнообразие общества; анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия			1
	УК-5.3. Владеть: методами и навыками эффективного межкультурного взаимодействия; способами преодоления коммуникативных, образовательных, этнических, конфессиональных барьеров для межкультурного		2,3	

	взаимодействия при решении профессиональных задач			
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### 3. Место дисциплины в структуре ООП:

Дисциплина относится к Обязательной части Блока 1 «Дисциплины (модули)» ООП.

Дисциплина изучается на 1 курсе в 1 семестре.

Изучение дисциплины базируется на знаниях, умениях и навыках, полученных при освоении дисциплин (модулей): «Иностранный язык» (бакалавриат).

Перечень последующих дисциплин (модулей), для которых необходимы знания, умения и навыки, формируемые данной учебной дисциплиной (модулем): нет

### 4. Структура и содержание дисциплины

#### 4.1. Структура дисциплин

№ п/п	Раздел дисциплины. Форма промежуточной аттестации (по семестрам)	Всего часов на раздел	Семестр	Распределение трудоемкости раздела (в часах) по видам учебной работы					Содержание самостоятельной работы
				контактная				СРС	
				лк	лаб	пр	КЧА		
1	2	3	4	5	6	7	8	9	10
1.	Культура делового общения	17	1			4		13	<b>Осн.лит-ра:</b> [1] стр.5-14 <b>Доп.лит-ра</b> [4] стр. 18-34
2.	Кросскультурная коммуникация	17	1			4		13	<b>Осн.лит-ра:</b> [1] стр.71-78 <b>Доп.лите-ра:</b> [7] стр. 75-108
3.	Нетикет-сетевой этикет	17	1			4		13	<b>Осн.лит-ра:</b> [1] стр. 127-141 <b>Доп.лит-ра:</b> [5] стр. 71-88
4.	Научные открытия и инновации: история создания и последствия	17				4		13	<b>Осн.лит-ра:</b> [2] стр.9-13 <b>Доп.лит-ра:</b> [4] стр.15-23
5.	Этикет конференции: участие в международных мероприятиях	19	1			4		15	<b>Осн.лит-ра</b> [1] стр.21-30 <b>Доп.лит-ра:</b> [4] стр.35-51
6.	Подготовка и представление научных докладов	19	1			4		15	<b>Осн.лит-ра:</b> [2]стр.5-10 <b>Доп.лит-ра:</b> [3] стр.6-30
5	Зачет с оценкой	2		–	–	–	0,4	1,6	Зачет выставляется по совокупности результатов текущего контроля



									успеваемости
	<b>Итого 1 семестр</b>	<b>108</b>				<b>24</b>	<b>0,4</b>	<b>83,6</b>	

## 4.2. Содержание разделов курса и формируемых в них компетенций

### 1 семестр

№ п/п	Раздел Дисциплины	Коды компетенции и индикаторов	Знания	Умения	Навыки	Форма контроля
1	Культура делового общения	УК-4.1, 4.2, 4.3.	1-5	3	1	Текущий контроль выполнения заданий. Диалог. Монолог. Аудирование Лабораторная работа №1
		УК-5.1, 5.2, 5.3	1-5	3	1	Текущий контроль выполнения заданий. Дискуссия. Круглый стол. Лабораторная работа №1.
2	Кросскультурная коммуникация	УК-4.1, 4.2, 4.3.	1,2,3	3	1	Текущий контроль выполнения заданий. Чтение. Перевод. Реферирование. Аннотация. Круглый стол. Лабораторная работа №1
		УК-5.1, 5.2, 5.3	1-5	3	1	
3	Нетикет – сетевой этикет	УК-4.1, 4.2, 4.3.	1,2,3	3	1	Текущий контроль выполнения заданий. Чтение. Перевод. Реферирование. Аннотация. Круглый стол. Лабораторная работа №1
		УК-5.1, 5.2, 5.3	1,2	3	1	
4	Научные открытия и инновации: история создания и последствия	УК-4.1, 4.2, 4.3.	1,2,3	3	1	Текущий контроль выполнения заданий. Дискуссия. Презентация. Монолог. Аннотация. Круглый стол. Лабораторная работа №2.
		УК-5.1, 5.2, 5.3	1-5	3	1	
5	Этикет конференции: участие в международных мероприятиях	УК-4.1, 4.2, 4.3.	1-5	2,3	1	Текущий контроль выполнения заданий. Дискуссия. Презентация. Монолог. Аннотация.

		УК-5.1, 5.2, 5.3	1-3	2,3	1	Круглый стол. Дискуссия. Презентация. Монолог. Лабораторная работа №2.
6	Подготовка и представление научных докладов	УК-4.1, 4.2, 4.3.	1,2,3,5	2,3	1	Текущий контроль выполнения заданий. Реферирование. Перевод. Монолог. Аннотация.
		УК-5.1, 5.2, 5.3	1,2,3,5	2,3	1	Круглый стол. Лабораторная работа №2. Тест Зачет с оценкой.

### 4.3. Наименование тем лекций, их содержание и объем в часах

Лекции учебным планом не предусмотрены

### 4.4. Наименование тем практических занятий, их содержание и объем в часах

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудоемкость (час)
1	1	Культура делового общения: переговоры, конференции, переписка. Организация деловой коммуникации. Особенности делового и научного английского языка.	4
2	2	Кросскультурная коммуникация. Определение, смысл и значение коммуникации. Деловое общение и диалог культур.	4
3	3	Нетикет - сетевой этикет. Термины и понятия. Культура поведения в сети. Электронная почта.	4
4	4	Научные открытия и инновации: история создания и последствия. Научная публикационная активность в России и за рубежом. Процедура подачи грантовых заявок в фонды и публикаций в журналы.	4
5	5	Этикет конференции: участие в международных мероприятиях. Виды научных мероприятий. Требования к участию в международных конференциях.	4
6	6	Подготовка и представление научных докладов. Виды научных докладов. Публичная речь. Презентация.	4
	<b>Всего</b>		<b>24</b>

### 4.5. Наименование тем лабораторных работ, их содержание и объем в часах

Лабораторные занятия учебным планом не предусмотрены

## 5. Оценочные материалы для текущего контроля успеваемости и промежуточной аттестации по дисциплине.

Для контроля результатов освоения дисциплины проводятся:

- лабораторная работа №1
- лабораторная работа №2
- тест
- текущий контроль выполнения заданий:

- реферирование
- дискуссия
- диалог
- монолог
- презентация
- аудирование
- чтение
- перевод
- круглый стол
- аннотация

*Примечание: оценочные материалы (типовые варианты тестов, контрольных работ и др.) приведены в приложении к рабочей программе дисциплины»*

Промежуточная аттестация по итогам освоения дисциплины – зачет с оценкой (1 семестр).

## **6. Учебно-методическое и информационное обеспечение дисциплины:**

### **а) основная литература**

1. Алякина Н.В. Английский язык - для межкультурного общения: особенности языковой культуры и национального своеобразия англоговорящих стран = English - for intercultural communication: features of language culture and national identity of English-speaking countries : учебное пособие (A1–A2) / Алякина Н.В., Марукян Ж.А., Сомова И.Ю.. — Москва : Университет мировых цивилизаций имени В.В.Жириновского, 2022. — 146 с. — ISBN 978-5-907445-94-9. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/126931.html> (дата обращения: 20.06.2023).
2. Рачков М.Ю. Английский язык в области технической кибернетики : учебник / Рачков М.Ю.. — Москва : Ай Пи Ар Медиа, 2023. — 211 с. — ISBN 978-5-4497-2037-5. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/127984.html> (дата обращения: 20.06.2023). — Режим доступа: для авторизир. пользователей. - DOI: <https://doi.org/10.23682/127984>

### **б) дополнительная литература**

3. Гаранин С.Н. Выступления, презентации и доклады на английском языке [Электронный ресурс]: учебное пособие. — М.: МГАВТ, 2015. — 30 стр. — Режим доступа: <https://www.iprbookshop.ru/epd-reader?publicationId=46437>
4. Лукина Л.В. Курс английского языка для магистрантов. English Masters Course [Электронный ресурс]: учебное пособие для магистрантов по развитию и совершенствованию общих и предметных (деловой английский язык) компетенций / Л.В. Лукина. — Электрон. текстовые данные. — Воронеж: Воронежский государственный архитектурно-строительный университет, ЭБС АСВ, 2014. — 136 с. — 978-5-89040-515-9. — Режим доступа: <http://www.iprbookshop.ru/55003.html>
5. Михайлова Г.И. Основы деловой корреспонденции на английском языке [Электронный ресурс]: учебное пособие / Г.И. Михайлова, Ю.В. Савастьянова. — Электрон. текстовые данные. — Новосибирск: Новосибирский государственный архитектурно-строительный университет (Сибстрин), ЭБС АСВ, 2015. — 89 с. — 978-5-7795-0735-6. — Режим доступа: <http://www.iprbookshop.ru/68805.html>

### **в) методические указания**

6. Архипова Е.И., Соломатина С.Ю. International communication for academic and professional purposes: учебно-методическое пособие для магистрантов всех направлений профессиональной подготовки в техническом вузе. - Ижевск: ИжГТУ, 2018. Рег.№ 106/2018
7. Архипова Е.И. Методические рекомендации для магистрантов по выполнению лабораторных работ по дисциплине «Международная научно-профессиональная коммуникация» при изучении иностранного языка – учебно-методическое пособие - Ижевск: Изд-во ИжГТУ имени М.Т. Калашникова, 2020.- Рег.№070/2020.

**г) перечень ресурсов информационно-коммуникационной сети Интернет**

1. Электронно-библиотечная система IPRbooks  
<http://istu.ru/material/elektronno-bibliotechnaya-sistema-iprbooks>
2. Электронный каталог научной библиотеки ИжГТУ имени М.Т. Калашникова Web ИРБИС  
[http://94.181.117.43/cgi-bin/irbis64r\\_12/cgiirbis\\_64.exe?LNG=&C21COM=F&I21DBN=IBIS&P21DBN=IBIS](http://94.181.117.43/cgi-bin/irbis64r_12/cgiirbis_64.exe?LNG=&C21COM=F&I21DBN=IBIS&P21DBN=IBIS)
3. Национальная электронная библиотека - <http://нэб.пф>.
4. Мировая цифровая библиотека - <http://www.wdl.org/ru/>
5. Международный индекс научного цитирования Web of Science – <http://webofscience.com>.
6. Научная электронная библиотека eLIBRARY.RU – <https://elibrary.ru/defaultx.asp>
7. Справочно-правовая система КонсультантПлюс <http://www.consultant.ru/>

**д) лицензионное и свободно распространяемое программное обеспечение:**

1. Microsoft Office (лицензионное ПО)
2. Doctor Web (лицензионное ПО)
3. REWARD InterNative. Полный курс английского языка (со встроенными средствами дистанционного обучения) (лицензионное ПО)

**7. Материально-техническое обеспечение дисциплины:**

**1. Лабораторные работы**

Учебные аудитории для лабораторных работ укомплектованы специализированной мебелью и техническими средствами обучения (проектор, экран, ноутбук).

Для лабораторных работ используются аудитории №423, 438, 440, 213 корпус 7, адрес: 426069, Удмуртская Республика, г.Ижевск, ул. Студенческая, д.7);

**2. Самостоятельная работа.**

Помещения для самостоятельной работы оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде ИжГТУ имени М.Т. Калашникова:

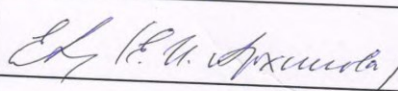
- научная библиотека ИжГТУ имени М.Т. Калашникова (ауд. 201 корпус № 1, адрес: 426069, Удмуртская Республика, г.Ижевск, ул. Студенческая, д.7);

- помещения для самостоятельной работы обучающихся (ауд. №427, 429, 413, 411, 426, корпус № 7, адрес: 426069, Удмуртская республика, г. Ижевск, ул. Студенческая, 48а).

При необходимости рабочая программа дисциплины (модуля) может быть адаптирована для обеспечения образовательного процесса инвалидов и лиц с ограниченными возможностями здоровья, в том числе для обучения с применением дистанционных образовательных технологий. Для этого требуется заявление студента (его законного представителя) и заключение психолого-медико-педагогической комиссии (ПМПК).

Лист согласования рабочей программы дисциплины (модуля) на учебный год

Рабочая программа дисциплины (модуля)  
«Международная научно-профессиональная коммуникация»  
по направлению подготовки (специальности) 01.04.04 Прикладная математика,  
программа «Разработка программного обеспечения и математических методов решения  
инженерных и экономических задач с использованием искусственного интеллекта»

Учебный год	«Согласовано»: заведующий кафедрой, ответственной за РПД (подпись и дата)
2023 – 2024	 18.04.2023
2024 – 2025	

**Лист согласования рабочей программы дисциплины (модуля) на учебный год**

Рабочая программа дисциплины (модуля)  
«Международная научно-профессиональная коммуникация»  
по направлению подготовки (специальности) 01.04.04 Прикладная математика,  
программа «Разработка программного обеспечения и математических методов решения задач  
с использованием искусственного интеллекта»

<b><i>Учебный год</i></b>	<b><i>«Согласовано»: заведующий кафедрой, ответственной за РПД (подпись и дата)</i></b>
2023 – 2024	
2024 – 2025	

МИНОБРНАУКИ РОССИИ  
Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Ижевский государственный технический университет имени М.Т. Калашникова»

# Оценочные средства

по дисциплине

Международная научно-профессиональная коммуникация  
(наименование – полностью)

направление (специальность) 01.04.04 Прикладная математика  
(шифр, наименование – полностью)

направленность (профиль/программа/специализация) Разработка программного обеспечения и  
математических методов решения задач с использованием искусственного интеллекта  
(наименование – полностью)

уровень образования: магистратура

форма обучения: очная

(очная, очно-заочная или заочная)

общая трудоемкость дисциплины составляет: 3 зачетных единицы

## 1. Оценочные средства

Оценивание формирования компетенций производится на основе результатов обучения, приведенных в п. 2 рабочей программы и ФОС. Связь разделов компетенций, индикаторов и форм контроля (текущего и промежуточного) указаны в таблице 4.2 рабочей программы дисциплины

Оценочные средства соотнесены с результатами обучения по дисциплине и индикаторами достижения компетенций представлены ниже.

№ п/п	Коды компетенции и индикаторов	Результат обучения (знания, умения и навыки)	Формы текущего и промежуточного контроля
1	<b>УК-4.1</b> Знать: правила, закономерности и современные технологии осуществления личной и деловой коммуникации в устной и письменной формах в профессиональной сфере	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи	Текущий контроль выполнения заданий. Диалог. Монолог. Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение.Перевод. Проверочная работа №1.
2	<b>УК-4.2</b> Уметь: применять на практике коммуникативные технологии, методы и способы академического и профессионального взаимодействия	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи <b>У1</b> свободно читать оригинальную литературу на иностранном языке по деловой и научной тематике <b>У2</b> делать сообщения и доклады на иностранном языке на деловые темы и темы, связанные с научной работой магистранта	Текущий контроль выполнения заданий. Диалог. Монолог.Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение.Перевод. Проверочная работа №1.
3	<b>УК-4.3</b> Владеть: методами межличностного общения, в том числе на иностранном(ых) языке(ах), с применением профессиональных языковых форм, средств и современных коммуникативных технологий; приемами представления планов и результатов собственной	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи <b>У1</b> свободно читать оригинальную литературу на иностранном языке по деловой и научной тематике <b>У2</b> делать сообщения и доклады на иностранном языке на деловые темы и темы, связанные с научной работой магистранта <b>Н1</b> владеть навыками ведения диалога и использования знаний иностранного языка в профессиональном общении; обмена информацией в процессе деловых контактов в международной среде	Текущий контроль выполнения заданий. Диалог. Монолог.Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение.Перевод. Проверочная работа №1.



	деятельности и использованием коммуникативных технологий		
4	<b>УК-5.1</b> Знать: основы межкультурной коммуникации; особенности межкультурного разнообразия общества и технологии эффективного межкультурного взаимодействия	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи	Текущий контроль выполнения заданий. Диалог. Монолог. Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение. Перевод. Подготовка к проверочной работе №2.
5	<b>УК-5.2</b> Уметь: понимать и толерантно воспринимать межкультурное разнообразие общества; анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи <b>У1</b> свободно читать оригинальную литературу на иностранном языке по деловой и научной тематике <b>У2</b> делать сообщения и доклады на иностранном языке на деловые темы и темы, связанные с научной работой магистранта	Текущий контроль выполнения заданий. Диалог. Монолог. Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение. Перевод. Подготовка к проверочной работе №2.
6	<b>УК-5.3</b> Владеть: методами и навыками эффективного межкультурного взаимодействия; способами преодоления коммуникативных, образовательных, этнических, конфессиональных барьеров для межкультурного взаимодействия при решении профессиональных задач	<b>31</b> специфику лексико-грамматических средств выражения содержания деловых и научных текстов на иностранном языке; <b>32</b> ключевые фразеологические сочетания, словосочетания для устной речи в ситуациях делового и научного общения; <b>33</b> особенности функционального перевода профессионального иностранного языка <b>34</b> основы бизнес-корреспонденции <b>35</b> особенности делового и научного стиля речи <b>У1</b> свободно читать оригинальную литературу на иностранном языке по деловой и научной тематике <b>У2</b> делать сообщения и доклады на иностранном языке на деловые темы и темы, связанные с научной работой магистранта <b>Н1</b> владеть навыками ведения диалога и использования знаний иностранного языка в профессиональном общении; обмена информацией в процессе деловых контактов в международной среде	Текущий контроль выполнения заданий. Диалог. Монолог. Аудирование. Аннотирование. Реферирование. Дискуссия. Круглый стол. Презентация. Аудирование. Чтение. Перевод. Проверочная работа №2. Тест Зачет с оценкой.

## **Типовые задания для оценивания формирования компетенций**

**Наименование:** зачет с оценкой

**Представление в ФОС:** зачетные билеты с заданиями

**Образец зачетного билета:**

Международная научно-профессиональная коммуникация /01.04.04 Прикладная математика, профиль «Разработка программного обеспечения и математических методов решения задач с использованием искусственного интеллекта».  
(шифр и наименование дисциплины по учебному плану направления)

Кафедра «Английский язык»

1. Изучающее чтение и письменный перевод текста «**Machine Learning**» со словарем по направлению профессиональной подготовки в объеме – 2300-2500 печатных знаков. Время выполнения – 45 минут.
2. Ознакомительное чтение и устное изложение на русском языке основного содержания прочитанного текста «**Big data analysis**» в объеме – 1500 печатных знаков. Время на подготовку – 15 минут.
3. Беседа с экзаменаторами на английском языке по вопросам, связанным с научной работой магистранта.

«\_\_\_\_\_» \_\_\_\_\_ 2023 г.

Заведующий кафедрой \_\_\_\_\_

Билет утвержден на заседании кафедры

Протокол от «\_\_\_» \_\_\_\_\_ 2023 г. № \_\_\_\_\_

**Критерии оценки:**

Приведены в разделе 2

**Наименование:** тест

**Представление в ФОС:** набор тестов по разделам дисциплины

**Варианты тестов:**

### **Тест**

#### **1. Tick the correct answers (Выберите правильные ответы)**

1. Oil export.  
a) экспорт нефти  
b) экспортная нефть
2. Export oil.  
a) экспорт нефти  
b) экспортная нефть
3. Alternating current transformer.  
a) альтернативный преобразователь тока  
b) преобразователь переменного тока
4. The oil demand which is continually increasing  
a) the continually oil demand of increasing  
b) the continually increasing oil demand  
c) the oil demand continually increasing
5. This book is ... interesting ... that one. I didn't like it.  
a) as ... as  
b) not so ... as
6. Your translation is ... than that of your friend.  
a) better  
b) gooder  
c) more good
7. \_\_\_\_\_ coal nor oil is obtained in this region.  
a) Whether  
b) Both  
c) Neither
8. He doesn't know \_\_\_\_\_ I'll be able to translate that article without a dictionary or not.  
a) both  
b) whether

- c) neither
9. When one says that a vessel is empty it is not really true \_\_\_\_\_ the vessel is full of air.  
a) after  
b) for  
c) before
10. This pencil is red and that \_\_\_\_\_ is black.  
a) those  
b) the one  
c) one
11. What is the aim of such experiment as \_\_\_\_\_ just performed in this laboratory?  
a) the one  
b) both  
c) no one
12. Have you got \_\_\_\_\_ magazines?  
a) no  
b) any  
c) some
13. He didn't say \_\_\_\_\_.  
a) nothing  
b) anything  
c) something
14. Do you go \_\_\_\_\_ in the morning?  
a) somewhere  
b) nowhere  
c) anywhere
15. We'll discuss some questions at the meeting.  
a) несколько  
b) около  
c) какие-то
16. There are some 25 students in the room.  
a) несколько  
b) около  
c) какие-то
17. I saw this picture in some magazine.  
a) несколько  
b) около  
c) какой-то
18. Our plant \_\_\_\_\_ with the most modern equipment has raised its output.  
a) provided  
b) due  
c) as
19. The train from London is \_\_\_\_\_ at 4 p.m.  
a) as  
b) due  
c) provided
20. This scientist works \_\_\_\_\_ a director of the newly established research institute.  
a) provided  
b) due to  
c) as
21. I \_\_\_\_\_ meet my friends at the station at five.  
a) am to  
b) must to  
c) can to
22. He \_\_\_\_\_ through all these materials.  
a) must looked  
b) have looked  
c) must have looked
23. He can't have entered the university.  
a) не смог  
b) не может  
c) не может быть
24. The meeting \_\_\_\_\_ by representatives of different organisations.  
a) attended  
b) was attended

- c) be attended
25. This book \_\_\_\_\_ .  
a) often refers to  
b) is often refer to  
c) is often referred to
26. This subject will \_\_\_\_\_ in the next chapter.  
a) to be dealt with  
b) is dealt with  
c) be dealt with
27. I wish I \_\_\_\_\_ present at the tomorrow's lecture.  
a) were  
b) had been  
c) was
28. I wish I \_\_\_\_\_ present at the last lecture.  
a) had been  
b) were  
c) was
29. But for (если бы не) modern computers a large number of technological advances \_\_\_\_\_ place.  
a) would not have taken  
b) would have taken  
c) would not had taken
30. I \_\_\_\_\_ in time but I was detained by the dean of our faculty.  
a) should had come  
b) should have come  
c) should came

**II. Read the text and complete it with the words and word combinations below (Прочитайте текст и заполните его словами и словосочетаниями)**

Stephen Brookfield (2006) defines (31 \_\_\_\_\_) as "... the process we use to uncover and check assumptions". The fact that students who enter college should possess critical thinking abilities is an undeniable requirement for higher studies. These abilities will be enhanced by the rigors of college studies and increase these students' chances for success in (32 \_\_\_\_\_) for which they are preparing.

Because of several reasons most young Russians entering universities lack (33 \_\_\_\_\_) necessary to handle and cope with higher education studies. These students have underdeveloped (34 \_\_\_\_\_), fail to successfully take in information from printed sources, have difficulties understanding key points or analyzing how the elements of a text relate to one another. Most have not had any practice in (35 \_\_\_\_\_), inferring, paraphrasing, evaluating, or (36 \_\_\_\_\_). Accustomed to (37 \_\_\_\_\_), where the teacher is the one doing all the talking, and to assignments that do not challenge their cognitive capacities, these students have none or very little (38 \_\_\_\_\_). This is indeed a major problem for this young students and their college teachers since it (39 \_\_\_\_\_) in university and, later, in their professional lives; therefore, a solution should be sought that allows students (40 \_\_\_\_\_) they need.

drawing conclusions, critical thinking, to acquire the skills, the professional world, the critical thinking skills, a teacher-centered type of education, reading skills, synthesizing information, training in academic writing, interferes with their learning and success

**Критерии оценки:**

Приведены в разделе 2

**Наименование:** текущий контроль выполнения заданий.

**Представление в ФОС:** аннотация, реферирование, дискуссия, круглый стол, диалог, презентация, монолог, аудирование, чтение, перевод.

**Наименование:** аннотация

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

**Образец текста для аннотирования**

In the upper strata of Roman society, etiquette would have instructed a man to: greet friends and acquaintances with decorum, according to their rank, refrain from showing emotions in public, keep his womenfolk secluded from his clients, support his family's position with public munificence, etc. Lower strata conformed to different rules.

In the West, the notion of etiquette, being of French origin and arising from practices at the court of Louis XIV, is occasionally disparaged as old-fashioned or elite, a Likecode concerned only with "which fork to use". Some people consider etiquette to be an unnecessary restriction of freedom of personal expression; others consider such free spirits to be unmannerly and rude. For instance, wearing pajamas to a wedding in a cathedral may be an expression of the guest's freedom, but may also cause the bride and groom to suspect that the guest in pajamas is expressing amusement or disparagement towards them and their wedding.

Etiquette may be enforced in pragmatic ways: "No shoes, no shirt, no service" is a notice commonly displayed outside stores and cafés in the warmer parts of North America. Others feel that a single, basic code shared by all makes life simpler and more pleasant by removing many chances for misunderstandings.

### **Критерии оценки:**

Приведены в разделе 2

### **Наименование:** реферирование

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

#### **Образец текста для реферирования**

Although they are similar documents and the terms are sometimes used interchangeably, there is a difference between a curriculum vitae (CV) and a resume. A curriculum vitae typically is a complete listing of a person's relevant history, such as his or her professional history for a job-related CV. A resume generally is a short summary of a person's education, experience, skills and related information. The difference between a curriculum vitae and a resume also can vary by location, because the terms can be used differently in some countries than in others.

When someone applies for a job, internship, fellowship or academic program, he or she will often be asked to submit a resume or curriculum vitae. These documents chronicle the person's work history, highlight his or her awards and academic achievements and otherwise assert his or her qualifications. A resume or CV is often the first thing that a prospective employer looks at when considering a candidate. Therefore, both a resume and a CV include the most impressive and pertinent information.

A resume usually is one page or not much longer than one page. Some experts recommend avoiding resumes that are more than one or two pages. Each time a person applies for a job, his or her resume should be tailored to reflect skills, experience and other credentials that will be of particular use in that position. For example, if a person were to simultaneously apply for a jobs as a biology teacher and a biking tour guide, he or she likely would highlight different qualifications in each resume.

A CV typically is longer than a resume and includes a complete listing of a person's relevant history. For example, this document might include every position that a person has held, a comprehensive list of his or her academic credentials as well as information on his or her published works and other significant achievements. In some cases, CVs are many pages long.

### **Критерии оценки:**

Приведены в разделе 2

### **Наименование:** дискуссия

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

#### **STUDENT A's QUESTIONS (Do not show to Student B)**

1. What questions would you like to answer?
2. What do you think of questions which are asked in a job interview?
3. In what way can you start your question to make it more polite? (e.g. *Could you tell me...*)
4. If you are asked awkward questions, how can you avoid answering them?
5. What's the most stupid question anyone has ever asked you?

#### **STUDENT B's QUESTIONS (Do not show to Student A)**

1. Are you good at answering questions?
2. "To be or not to be? That is the question." Is this a good question?
3. What do you know about organizing a conference? How difficult is it?
4. How do you find the right speakers?
5. Do you like interview questions?

### **Критерии оценки:**

Приведены в разделе 2

**Наименование:** круглый стол

**Представление в ФОС:** набор вариантов заданий

### **Варианты заданий:**

Тема круглого стола «Толерантность как результат межкультурной и деловой коммуникации: современный аспект» на материале экспресс-опроса».

Цели:

1. Развитие коммуникативных умений студентов: умение слушать и слышать собеседника;
2. Воспитание терпимости к различным взглядам, чувства уважения к собеседнику;
3. Развитие навыков публичного выступления, уверенности в себе.

Порядок выполнения работы:

1. Постановка проблемы: «What are the benefits of business and crosscultural communication?». Знакомство с понятийным аппаратом по теме «Кросскультурная и деловая коммуникация».

2. Проведение дискуссии, разделение аудитории на группы, регламентация временных рамок для каждого дискуссанта, выступление дискуссантов.

Темы для обсуждения в каждой из групп:

What is crosscultural communication?

What are the advantages and disadvantages of nonverbal communication?

The importance of crosscultural understanding is paramount in business.

Подведение итогов. Выработка рекомендаций или решений. Самооценка участников с точки зрения аргументированного представления своей точки зрения, соблюдения временного регламента, умения задавать проблемные вопросы, обобщать полученную и изученную информацию, делать выводы, а также – соблюдение речевого этикета и грамотность речи.

### **Критерии оценки:**

Приведены в разделе 2

**Наименование:** диалог

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

### **Примерные темы диалогов:**

1. Имидж делового человека.
2. Организация конференции.
3. Этикет в деловом разговоре по телефону.
4. Деловые переговоры.

### **Образец диалога**

**Ms Adams:** Thank you for coming to the meeting today, Mr Gilder.

**Mr Gilder:** My pleasure, Ms Adams. Now, what problems are we having around here?

**Ms Adams:** Well, unfortunately, we're having a number of problems with our clients in Holland.

**Mr Gilder:** They usually pay on time. I don't understand ...

**Ms Adams:** Yes, you're right. They ARE excellent clients. Unfortunately, they aren't pleased with the merchandise we are sending them.

**Mr Gilder:** How can that be? We always provide first class products.

**Ms Adams:** I know, however they aren't happy. They say they are meeting with a new manufacturer next week.

**Mr Gilder:** Nonsense, and what are we doing to change things?

**Ms Adams:** Well, that's the reason for our meeting today. I'd like to make a few suggestions.

**Mr Gilder:** I'm listening ...

**Ms Adams:** Why don't we change suppliers?

**Mr Gilder:** Is that the problem?

**Ms Adams:** Let's take a look at some of the suppliers in the area. I'm sure we can find a better one.

**Mr Gilder:** OK, what other suggestions have you got?

**Ms Adams:** Shall we invite them to meet with us?

**Mr Gilder:** That's an excellent idea. It'll show them our concern.

**Ms Adams:** OK, I'll arrange a meeting. Thank you Mr Gilder.

**Mr Gilder:** No, thank you Ms Adams.

**Критерии оценки:**

Приведены в разделе 2

**Наименование:** презентация

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

**Темы презентаций:**

1. Что такое нетикет.
2. Порядок проведения переговоров.

**Критерии оценки:**

Приведены в разделе 2

**Наименование:** монолог

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

**Примерные темы монологов:**

1. Нормы поведения на конференции.
2. Язык и деловая коммуникация.
3. Сетевой сленг.

**Образец монолога**

Chat slang has many uses. Acronyms, abbreviations, and other slang terms can help you save time and space when communicating with others. However, some situations are more appropriate than others for using chat slang.

Since chat slang is considered informal, acronyms and abbreviations should not be used for school assignments or in formal correspondence. For example, if you are writing a paper for a class, using chat acronyms will detract from the impact of the paper and may not be understood by the reader. Therefore, chat slang does not belong in assignments. Similarly, if you are writing a work-related e-mail, using abbreviations will make your message seem less professional and may detract from your credibility.

It is important to remember that people may not know what your acronyms and abbreviations mean. After all, that's why ChatSlang.com was created. Therefore, it is best to write out important phrases in case the other person does not know what your acronyms or abbreviations mean. This can help avoid miscommunication, which is especially important with people you don't know very well.

To summarize, chat slang can be a great time-saver when used correctly. It is a useful tool in the fast-paced information age we live in. Just make sure to think about who your audience is before incorporating any acronyms or abbreviations. After all, your teacher or employer may not be able to decipher your slang terms as easily as your friends can.

**Критерии оценки:**

Приведены в разделе 2

**Наименование:** аудирование

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

### **Образец текста для аудирования**

Attending an academic conference is like being a teenager again. This is why they can be so awful. You hang around trying to attach yourself to a group preferably the cool kids, but in the end any group will do and then these groups hang around waiting for something to happen.

Now the conferences I have attended have been mostly small ones. There are two or three groups. If there are two, they are faculty and graduate students, with some junior faculty (i.e. got an academic position within the past 2 years) going with the graduate students. If there are three, there's faculty, junior faculty, and graduate students. I've been lucky, mostly — one conference was huge but I went with a friend (just to listen), one was small and at Canada U while I was an undergrad there (also just to listen and go to the party). The ones I have been to since were somewhat different.

The first one I presented at, I was the 'last talk'. This is bad. As my advisor warned me, no one except your friends will talk to you until after your talk. And they pretty much didn't, except for some graduate students who were at the University of Canada. But I spent the weekend being sick about my talk, and it was a dull place for a conference, so that was okay. And after the talk, I had one person first think I had just been finishing up my dissertation, then think he had offended me because I was really a faculty member, and then babble about how he could tell the difference between PhD student talks and MA student talks and mine was definitely PhD calibre how could I only be an undergrad. Some of this was bullshit, of course, but I was pleased. Then he insulted the city Dullness is in — indeed, the whole state — which my coauthor thought sort of rude, but after a year living there I understand.

The next one I presented at was the same conference, a year later. That worked out much better, because I was the second talk, and it was in a vacation destination. So nice. So wonderful. It was the only bright spot in this past year, and absolutely the reason I didn't quit. It also helped that the crash space I was at had 3 people crashing. Sigh. I can't express how happy I was for those 5 days, or how unhappy I was for months previous.

The last one I presented at — it was entirely fictional. You spoke to only the people from your school (no one from Dullness was there, but a few people from Canada U were, most of whom left early). The talks weren't brilliant, either (including mine) — I went there because it was a city I'd always wanted to see, and because if I ever want to work in Canada, it helps to go to Canadian conferences. But I was staying with "family" (4th cousins, his mother and my grandmother grew up together). And I had a wonderful time with them.

Except maybe: conferences can be fun, if you know people to start your schmoozing with, and especially if they're less shy than you are. But don't expect all that much, like for every conference to be as wonderful as that one conference where everything went right.

### ***Критерии оценки:***

Приведены в разделе 2

### ***Наименование:*** чтение

***Представление в ФОС:*** набор вариантов заданий

***Варианты заданий:***

### ***Образцы текстов на чтение***

#### **Ознакомительное чтение.**

#### **Read the text and highlight the main idea of the content.**

This is the oldest form of business communication, but it still remains popular. This interaction method includes live meetings, face-to-face interviews, personal task assignments, and some other related methods. There are some people who consider verbal communication as the best form of business communication, because of its simplicity and its direct interaction between the participants. The human interaction allows the manager to observe its team and to examine any form of nonverbal communication. On a negative note, verbal communication is highly dependent on the physical presence of all participants, and sometimes, this can be hard to achieve. Verbal communication often leads to misunderstandings, and the participants tend to forget or misinterpret some of the debated issues. That's why, when it comes to sensitive topics, many team-leaders use another form of business communication.

Written communication is considered to be more concise and more explanatory. It consists of formal letters, official memos, posters, flyers, and everything that comes written on a paper. Written business communication is also used for more complicated assignments, where some additional instructions are necessary. The technical departments are often using this form of interaction, to exchange clear information, with no room for error. Also, it is used for any legal situation, like formal notices and labor contracts. Still, written business communication is considered by many entrepreneurs an obsolete method, and it's mostly being used for legal situations. The technological progress granted us a new communication method, which seems to stand above all.



### **Просмотровое чтение.**

**Read the text. Render the main information. Are you interested in the text? What parts are the most informative?**

Electronic communication is no longer at its experimental status, and it's soon expected to become a standard when it comes to business interaction. Despite other forms of business communication, online business communication manages to offer all the advantages of the previously mentioned methods, and even more. With electronic communication, the information will be delivered faster, in a more accurate manner and it will not be dependent on the location of the interlocutor. For a more qualitative online business communication, it's strongly advisable to use an advanced platform, which will give you access to a suite of useful tools. ezTalks Meetings is one such software, and it manages to bring your whole team together in a few seconds, no matter their physical location. With this software, the meetings will be more productive, and all the participants will have the chance to interact with each other. Once you've hosted a meeting, any person can receive an invitation and join that meeting with just a device (mobile or static) and an internet connection. Thanks to the Cloud Storage feature, any meeting can be recorded and reviewed by the participants, in case they have some misunderstandings. Also, this feature allows you to share any presentation, technical document, business plan and other forms of written document, in just a matter of seconds.

### **Поисковое чтение.**

**Read the text. Where can you use the given information? Is it helpful in your studying? What is your opinion of the given text? What extra information can you give?**

Business communication covers subjects like advertising, external relations, branding, event management, marketing, and any other topic related to the organizational structure of that company. Business communication should not be mistaken for technical communication or professional communication, even though they are strongly related. The business type of communication can be considered a common language for any company, no matter its area of expertise. This type of interaction has the sole purpose of improving the organizational practices, reducing the errors and providing a clear guidance, for the team members. Even though it has been here for a long time, business communication improved a lot in the last decades. That's why, today, we can identify a series of business communication types, suitable for different circumstances.

Lack of communication has lost wars. This old saying applies in the business environment as well, and without a proper interaction between the team, a whole business strategy might get ruined. In this context, communication can ensure a better development of the ongoing projects, keep the employees engaged and allow them to understand their tasks. Still, an effective message means nothing if it's not delivered in time. That's why, many enterprises switch to business communication online, because of its accuracy and processing speed. Having an effective business communication with the exterior partners will grant you a fruitful partnership and a better collaboration.

### **Изучающее чтение.**

**Read the text. What ideas are discussed in it and what questions are arisen?**

Etiquette, the complex network of rules that govern good behavior and our social and business interactions, is always evolving and changing as society changes. It reflects our cultural norms, generally accepted ethical codes, and the rules of various groups we belong to. It helps us show respect and consideration to others and makes others glad that we are with them. Without proper manners and etiquette, the customs of polite society would soon disappear and we would act more like animals and less like people. Aggressiveness and an "every man for himself" attitude would take the lead. In earlier times, the rules of etiquette were used for two purposes: to remind people of their own status within society and to reinforce certain restrictions on individuals within that society. In the Middle Ages and the Renaissance, for instance, etiquette dictated everything from how low a person of inferior rank had to bow to a person of higher rank to how long a man had to spend courting a woman before the two could marry. Even the way a person mourned was strictly outlined by rules of etiquette until as recently as the Civil War era in the United States. Widows then were expected to dress in "widow's weeds," or completely black clothing and veils, for a full year after the death of a husband.

### **Критерии оценки:**

Приведены в разделе 2

**Наименование:** перевод

**Представление в ФОС:** набор вариантов заданий

**Варианты заданий:**

**Образец текста на перевод**

### **What Is Business Etiquette?**

<https://www.universalclass.com/articles/business/etiquette-rules/workplace-etiquette-rules.htm>

Nowhere are the rules of etiquette more important than in the workplace. In a social setting, breaking the rules may embarrass you momentarily, but it is usually forgiven and forgotten fairly quickly. If you repeatedly ignore the rules of etiquette at work, however, your superiors will notice and your chances of promotion will suffer. You will be seen as someone who cannot represent the company well and does not have the finesse and appropriate conduct for business meetings, social situations, and other events that involve business executives. Understanding the etiquette of the business world is essential to climbing the ladder of success.

Business etiquette encompasses everything from how we treat our work associates to meriting the trust of our superiors. It involves how we treat those who work for us, our clients and customers, and how we handle ourselves, both socially and in the office. Making others feel comfortable is a key component of business etiquette, as is having the kind of polish and diplomacy to show that you can and will be taken seriously and respected by others. You will sometimes hear executives and human resource managers refer to "people skills"; many of these skills are founded on courtesy and respect for those around you.

Keep in mind that business is still about people. Make a point to learn the names of everyone you interact with regularly, particularly secretaries, aides, and assistants. These are the men and women who will give you the most help and are crucial to a business running smoothly. Give them the credit and thanks they deserve when they have helped you.

When there is a problem at work that has to be discussed, focus on the situation, not the individuals involved. By focusing on the problem and a way to find a solution, you avoid personalizing the issue and putting people on the defensive, which can cause hard feelings. This kind of diplomacy is an incredible asset in the business world.

Owning up to any mistakes you have made and offering to correct them is crucial. Trying to blame others or cover your tracks is the kiss of death in the business world; it displays a lack of integrity and untrustworthiness that will disturb those around you as well as your superiors.

Be a loyal supporter of your boss in the office and in social situations. You never know who knows someone else in the network of friends and associates, and whatever you say can lead right back to your boss. He or she is paying your salary, so you owe your boss your loyalty.

Office gossip is never acceptable. The only time you should talk about someone you are working with behind her or his back is if you suspect the person of a serious offense, such as theft, corporate espionage, or drug dealing. Even then, you should talk only to the person's immediate supervisor in private.

Always keep your sense of humor, particularly about yourself. Taking yourself too seriously in the office will give you the reputation of being dour and too serious, something of a killjoy.

### ***Критерии оценки:***

Приведены в разделе 2.

## **Диагностические материалы для оценки сформированности компетенций**

### **Компетенция**

*УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия.*

### **Дисциплины и практики, формирующие компетенцию:**

*Международная научно-профессиональная коммуникация*

### **Оценочные материалы**

#### ***Дисциплина «Международная научно-профессиональная коммуникация»***

Проведение работы, заключающейся в ответе на вопросы теста:

#### **1 вариант**

#### ***1. Расставьте фразы в диалоге в нужном порядке.***

- A. You've been very helpful.
- B. I think I would be a good fit,
- C. Am I calling at a bad time?
- D. there are any special qualifications
- E. I really appreciate the vote of confidence.
- F. be sure to emphasize that in your resume.
- G. I don't have much to add,
- H. I'm interested in applying for the job
- I. May I speak to Candace Cho, please?

*Candace:* Hello.

*Mehdi:* Hello, I. \_\_\_\_\_

*Candace:* Speaking.

*Mehdi:* Oh, hello Ms. Cho. My name is Mehdi and 2. \_\_\_\_\_ as assistant manager. Your name was listed as the contact person. 3. \_\_\_\_\_

*Candace:* No, not at all. I'm the administrative assistant and I'm fielding calls for the person doing the hiring. What can I do for you?

*Mehdi:* Well, I read the job description and 4. \_\_\_\_\_, but I was wondering if 5. \_\_\_\_\_ not mentioned in the description.

*Candace:* Well, requirements are spelled out in the description, and 6. \_\_\_\_\_, really. But I do know that the person doing the hiring is looking for someone to start immediately. Can you do that?

*Mehdi:* Sure, that's no problem. I'll be sure to mention that in my cover letter. Thanks.

*Candace:* If you've had experience managing a large staff, 7. \_\_\_\_\_. Any other questions?

*Mehdi:* No, no other questions. Thank you very much for your time. 8. \_\_\_\_\_.

*Candace:* Your questions show a lot of initiative. I'm sure you'll do fine.

*Mehdi:* Thanks, 9. \_\_\_\_\_.

## **2. Соотнесите заголовки и параграфы текста.**

- A. Don't multitask
- B. Don't be late
- C. Always announce yourself when joining
- D. Sit up straight!
- E. Don't interrupt
- F. Come to the call prepared

### **Conference Call Etiquette Tips**

1. \_\_\_\_\_

Everyone is busy — even if you have 100 things to do, phone conference etiquette requires that you be on time to the call. Though this tip is important, over time it can get overlooked. If you are responsible for leading a call, make it clear to the other participants that you plan to start exactly on time.

An easy way to discourage audio conferences from starting late is to move forward with the agenda even if all the participants aren't on the line. Sticking to your schedule will make it clear that your calls start when they're scheduled.

2. \_\_\_\_\_

If you remember the fact that meetings are just big conversations, it'll be easy to have good phone conference etiquette. As with any conversation, it's best to always wait for someone to finish before speaking. If someone else is talking, actually listen to what they're saying instead of thinking about what you're going to say afterwards.

Interruptions can totally derail a conversation and leave a lasting bad impression. No one wants to feel like their opinions, concerns, and suggestions are being ignored, or that their contributions aren't valued. If you interrupt someone by accident, simply apologize and allow them to finish their thought.

3. \_\_\_\_\_

The more participants on a call, the more important it is to announce yourself when you join. This is common phone conference etiquette. Without the advantage of face-to-face communication, it can be impossible to keep track of who is on the line.

4. \_\_\_\_\_

There's nothing worse than a silent conference line. Bueller? ...Bueller? Luckily, following some simple conference call etiquette can help you avoid that!

If you're on a call with a lot of people you don't know personally, it can be intimidating to contribute. Coming to the call prepared with data, observations, conclusions, and insightful questions for other

departments is the easiest way to ensure you have a great call. Plus, it will make the call go by quicker since the host won't have to work as hard to pull out answers and contributions.

5. \_\_\_\_\_

Sometimes doing two or more things at once is useful — but not during a conference call. While it may be tempting to use a phone conference as an opportunity to catch up on work, eat a snack, or scroll through your social media feeds, it's not the time or place. Good conference call etiquette means contributing to the conversation and being attentive to others.

6. \_\_\_\_\_

Odds are, you wouldn't slouch during a work meeting if your boss or colleagues were in the room with you, would you? Believe it or not, the same rule applies in teleconferencing etiquette. You'd be surprised how many people can tell the difference in someone's posture over the phone.

### **3. Заполните пропуски словами и фразами, данными ниже.**

Before I started my new job, I didn't know that I would be working so closely with another employee of the company. I was used to a lot of autonomy in my last job, and I have always been 1. \_\_\_\_\_. I didn't need 2. \_\_\_\_\_ and the boss never had to worry about me slacking off. To tell the truth, I was a little 3. \_\_\_\_\_ about working in a team after having had so much independence. To my surprise, though, I liked the 4. \_\_\_\_\_ environment and I think I actually do better work because of it.

Of the two of us, Delilah is the creative one. While I'm a little averse to risk, Delilah is always 5. \_\_\_\_\_. She often has good ideas, and because I'm pretty 6. \_\_\_\_\_, we often find a way to put those ideas to work. Delilah has great follow-through, too, and I never need to worry that things will 7. \_\_\_\_\_.

I think the key to our success in working together is that neither one of us tries to 8. \_\_\_\_\_ over the other. We respect each other's abilities and we know when 9. \_\_\_\_\_ and when to back off. If you had told me a year ago that I would be working in a team environment and enjoying it, I would have told you that you were crazy. But I guess the old saying isn't true: You can 10. \_\_\_\_\_.

- A. close supervision
- B. apprehensive
- C. exercise authority
- D. challenging the status quo.
- E. teach an old dog new tricks.
- F. self-directed.
- G. resourceful
- H. fall through the cracks
- I. collaborative
- J. to take charge

### **4. Выберите правильный вариант.**

Aisha had been very successful 1. \_\_\_\_\_ her team in Edinburgh and was asked by the company to lead a remote team for an important two-year project. Keen to demonstrate her 2. \_\_\_\_\_ abilities to the head office, Aisha got her team members together for a remote meeting. But right from that first meeting, she realised that this was going to be a different 3. \_\_\_\_\_.

For a start, Archie was late for the meeting by about 15 minutes because of 'technical problems'. Lucia kept asking about really 4. \_\_\_\_\_ details, while Aisha was hoping to use the meeting to get to know the team members and identify priorities. Archie and Lucia kept accidentally talking at the same time, and when they didn't speak, there was an 5. \_\_\_\_\_ silence. Valentina hardly said a word. No one had their cameras on, so there was none of the usual communication through body language or

6. \_\_\_\_\_ expressions. Without these visual clues, Aisha had no idea whether people were interested, lost, 7. \_\_\_\_\_ or bored.  
By the end of the meeting, Aisha didn't feel like she had achieved much of her agenda and wasn't sure what people had understood. She wondered how she was going to build trust and encourage 8. \_\_\_\_\_ in her team.

1.	a) managing	b) management	c) manager
2.	a) leader	b) leadership	c) leading
3.	a) challenged	b) challenge	c) challenger
4.	a) specification	b) specialized	c) specific
5.	a) uncomfortable	b) comfort	c) convenient
6.	a) facing	b) face	c) facial
7.	a) to be confused	b) confused	c) confusing
8.	a) bonding	b) bonded	c) bonder

### **Ключи к заданиям:**

#### *Задание 1.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>Ответ</b>	I	H	C	B	D	G	F	A	E

#### *Задание 2.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.
<b>Ответ</b>	B	E	C	F	A	D

#### *Задание 3.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>Ответ</b>	F	A	B	I	D	G	H	C	J	E

#### *Задание 4.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.
<b>Ответ</b>	A	B	B	C	A	C	B	A

## **2 вариант**

### **1. Расставьте фразы в диалоге в нужном порядке.**

- A. How may I be of help to you today?
- B. Unfortunately, I'm seeing someone else on Thursday morning.
- C. Ms. Anderson at 10, Friday Morning...
- D. Would you like me to take a message?
- E. Yes, I'm terribly sorry about that.
- F. It only lasts a half-hour or so.
- G. what is he doing on Thursday afternoon?
- H. should I come by at 9?
- I. As a matter of fact, he did.

*Mr. Smith (Secretary):* Hello, Diamonds Galore, this is Peter speaking. 1. \_\_\_\_\_

*Ms. Anderson:* Yes, this is Ms. Janice Anderson calling. May I speak to Mr. Franks, please?

*Mr. Smith:* I'm afraid Mr. Franks is out of the office at the moment. 2. \_\_\_\_\_

*Ms. Anderson:* Uhm...actually, this call is rather urgent. We spoke yesterday about a delivery problem that Mr. Franks mentioned. Did he leave any information with you?

*Mr. Smith:* 3. \_\_\_\_\_. He said that a representative from your company might be calling. He also asked me to ask you a few questions...

*Ms. Anderson:* Great, I'd love to see this problem resolved as quickly as possible.

*Mr. Smith:* Well, we still haven't received the shipment of earrings that was supposed to arrive last Tuesday.

*Ms. Anderson:* 4. \_\_\_\_\_. In the meantime, I've spoken with our delivery department and they assured me that the earrings will be delivered by tomorrow morning.

*Mr. Smith:* Excellent, I'm sure Mr. Franks will be pleased to hear that.

*Ms. Anderson:* Yes, the shipment was delayed from France. We weren't able to send it along until this morning.

*Mr. Smith:* I see. Mr. Franks also wanted to schedule a meeting with you later this week.

*Ms. Anderson:* Certainly, 5. \_\_\_\_\_

*Mr. Smith:* I'm afraid he's meeting with some clients out of town. How about Thursday morning?

*Ms. Anderson:* 6. \_\_\_\_\_. Is he doing anything on Friday morning?

*Mr. Smith:* No, it looks like he's free then.

*Ms. Anderson:* Great, 7. \_\_\_\_\_

*Mr. Smith:* Well, he usually holds a staff meeting at 9 a.m. 8. \_\_\_\_\_. How about 10?

*Ms. Anderson:* Yes, 10 would be great.

*Mr. Smith:* OK, I'll schedule that. 9. \_\_\_\_\_... Is there anything else I can help you with?

*Ms. Anderson:* No, I think that's everything. Thank you for your help...Goodbye.

*Mr. Smith:* Goodbye.

## **2. Соотнесите заголовки и параграфы текста.**

- A.** Writing in ALL CAPS IS LIKE SHOUTING!
- B.** Add a descriptive message subject
- C.** Ask before sending attachments
- D.** Add a signature to your e-mail but don't make it flashy
- E.** Clear your forwarded e-mail before you pass it on.
- F.** When sending e-mail to many people – use the Bcc: field

### **Top rules for correct e-mail netiquette**

The rules of e-mail Netiquette are not “rules” that are written or governed by any authority, but are considered to be general guidelines that help avoid and misunderstandings. These core rules of e-mail Netiquette help us communicate better via e-mail.

#### **1. \_\_\_\_\_**

Consider the fact that a lot of people may have just wanted to quickly check their e-mail and ended up waiting 20 minutes for a stupid attachment to download from their mail server.

Also, on most servers that use strict quota limits, if a mailbox is not constantly emptied, overly large attachments can clog it and prevent the owner from getting e-mail.

This is why you should always ask before if it's okay to send a larger file via e-mail.

#### **2. \_\_\_\_\_**

When you write in all capital letters, this looks to the recipient as if you were shouting. Keep your CAPS writing to the required minimum. Trust me, avoid using the caps lock key on your keyboard, or suffer the wrath of the annoyed recipient! If you send me a message that is all in caps you can be 100% sure it's going right into my trash without being read.

#### **3. \_\_\_\_\_**

Nothing is more wasteful than to reply to an e-mail by including a complete copy of the original with the words "I agree", "Okay" or "Ditto" at the bottom.

The correct method is to use quoting. When you reply to an e-mail message, you should include that message, but only as much as is necessary to establish the context. As a proper measure, your reply should always be below the quoted text, not above it. That way people will be able to keep track of the original issue.

Do NOT quote back the entire e-mail message as sent to you. This wastes bandwidth and download time. Once you hit your reply command, select the non-essential parts of the original message and delete them.

**4. \_\_\_\_\_**

Sending e-mails to many people at once is a cool thing we all like. However, if you use the To: field or even the Cc: field you will send an e-mail that has all its recipients packed up nicely in that field, all ready for the pruning of spammers and other low-life creatures.

Using the Bcc: (Blind Carbon Copy) field is a good way to send your e-mail to many people without having the recipient's e-mail addresses visible to human eyes, and thus preventing regular e-mail software from being able to reply to all your recipients.

**5. \_\_\_\_\_**

Make the subject line of your e-mail descriptive of the contents. If you have something you need help with, make sure the recipient will know what you're talking about by reading the subject line.

Good descriptive subject lines are also good for later archiving and text searching.

Never send messages with blank subject lines, as these will mean nothing to the recipient. You can be 100% sure that any e-mail that does not contain a subject line will automatically be sent to my deleted items folder!

**6. \_\_\_\_\_**

People want to know who it is they're talking to, and trying to decipher an e-mail address such as jo5643@hotmail.com isn't very helpful, isn't it? If your e-mail software supports it, have an auto signature added to every post from you. Be sure to include your first and last name with your e-mail address. If it is business, add your title and/or company name and maybe a phone number with area code.

Do NOT add pictures, logos, animation or any other large attachment to your e-mail unless your company requires them to be present.

**3. Заполните пропуски словами и фразами, данными ниже.**

Japanese culture can be very **1. \_\_\_\_\_** for some people. Take for example, how people greet one another. In Japanese culture, people greet each other in a particular order based on their **2. \_\_\_\_\_**. The most senior person is greeted first and the most junior person is greeted last. As a foreigner, if you greet the least important person first and leave the most senior person until last, you may well cause offence and **3. \_\_\_\_\_**.

Face is connected to **4. \_\_\_\_\_**, honour and public standing. **5. \_\_\_\_\_** and others' face is crucial in Japanese culture as it helps maintain group harmony. You'll find, therefore, that people rarely show **6. \_\_\_\_\_** of anger as this would cause both themselves and the recipient of their anger to lose face. On the whole, people speak to each other calmly and **7. \_\_\_\_\_** to protect harmony within the workplace. Silence is also a big part of the **8. \_\_\_\_\_** style.

When it comes to loyalty, the business culture in Japan is incredibly loyal. This also transfers to suppliers and business **9. \_\_\_\_\_**, so if you've managed to invest sufficient time in building trusting relationships with your counterparts, then you're **10. \_\_\_\_\_** by their loyalty. It's unlikely that they will want to change suppliers as easily as they might in the west.

- A. likely to be rewarded
- B. cast yourself in a poor light.
- C. respectfully
- D. relationships

- E. dignity
- F. protecting your face
- G. alien
- H. position in the hierarchy
- I. public displays
- J. communication

**4. Выберите правильный вариант.**

There are many ways to express 1. in the United States. One way is to send a thank-you note. In South Korea businesspeople often 2. the new colleagues by going to restaurants to eat and drink together. In China if one 3. a compliment one should not say, "Thank you." In the United States it is common to receive a(n) 4. to dinner at a person's home. 5. with colleagues after business hours is an important part of work life in Japan. Every culture has different ideas of what is appropriate behavior. In the United States businesspeople sometimes put their feet up on a desk. In Arab cultures this is not 6. behavior. There, the bottom of the foot is considered dirty and should not be shown to anyone. In the United States, a common way 7. is to throw a party. Middle Eastern countries are known for their great tradition of 8..

1.	a) highly appreciate	b) appreciation	c) appreciative
2.	a) get acquainted with	b) acquaintance	c) acquainted
3.	a) receives	b) receiving	c) recipient
4.	a) invite	b) invitation	c) invited
5.	a) socialise	b) social customs	c) socialising
6.	a) acceptable conditions	b) acceptance	c) acceptable
7.	a) to entertain	b) entertaining	c) entertainment
8.	a) hospitably	b) hospitality	c) hospitable person

**Ключи к заданиям:**

*Задание 1.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>Ответ</b>	A	D	I	E	G	B	H	F	C

*Задание 2.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.
<b>Ответ</b>	C	A	E	F	B	D

*Задание 3.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>Ответ</b>	G	H	B	E	F	I	C	J	D	A

*Задание 4.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.
<b>Ответ</b>	B	A	A	B	C	C	A	B

**Компетенция**

УК-5. Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия

**Дисциплины, формирующие компетенцию:**

Международная научно-профессиональная коммуникация



## Оценочные материалы

### Дисциплина «Международная научно-профессиональная коммуникация»

Проведение работы, заключающейся в ответе на вопросы теста:

#### 1 вариант

##### **1. Прочитайте текст об инциденте и выберите правильное объяснение.**

A. For Italians, building up and looking after relationships is of utmost importance. They consider that having a meal with someone is a vital part of getting to know each other, and leads to the mutual knowledge and trust that is necessary for business to be done.

B. For the European organization oral communication is preferred to written communication, and the plans and agreements are not written down in much detail.

C. Both explanations are correct.

A European organization is planning a major international congress in Italy. As communication with the local organizers is almost non-existent, the group go to visit the site. They are impressed by the hospitality of the local hotel owners' association, but are worried that although the lengthy meals were most enjoyable, they are not getting very far with their business proposals. The budget is not available, and the cost of the conference venue is unclear. When one of the European group asks the Italian organizer how much the venue will cost, she replies by saying 'I'm having lunch with the head of the Chamber of Commerce tomorrow to discuss costs.' Although the committee members go home feeling frustrated, they are pleasantly surprised when the conference is a complete success, and they make a substantial profit.

##### **2. Прочитайте текст и выберите наиболее подходящий вариант значения выделенных слов и словосочетаний.**

#### **An Office Party**

An American manager by the name of Bill Morris worked for an American multinational firm. One year he was transferred to France. When he began working in the French office, he wanted to get to know his employees and show them that he was friendly and interested in a good work relationship. He decided to throw a party for the whole office. He thought it would be a good way to get acquainted with everyone in a less formal environment. He invited everyone in his office, including secretaries and executives, for a big party in his elegant apartment. Everyone accepted the invitation. He was pleased that no one had declined his invitation.

At his apartment Morris served a buffet of snack foods and drinks. The employees could help themselves to whatever they liked. The manager liked this casual style of parties. As an informal and relaxed host of the party he could show them that he was an open person and easy to talk to. Morris feels these are important qualities of a manager and boss.

The party, however, was not a success. The employees were very uncomfortable as guests. They felt they didn't know Morris well enough to be in his home. They thought he was showing off his money by inviting them to his elegant apartment. They also were not comfortable with one another because they were not used to socialising together.

1. He decided **to throw a party** for the whole office.

- a) to go out with a group of people
- b) to have a party
- c) to go to a part

2. He thought it would be a good way **to get acquainted** with everyone.

- a) to get to know

- b) to get tired of
- c) to please

3. He thought the workplace was too *formal* to get to know the employees well.

- a) relaxed
- b) impersonal
- c) busy

4. He was pleased that no one *had declined* his invitation.

- a) had said maybe to
- b) had said yes to
- c) had said no to

5. At the house he served *a buffet* of snack foods and drinks.

- a) a small amount
- b) a meal eaten around a table
- c) food to be eaten away from the table

6. The *employees* could help themselves to whatever they liked.

- a) recruiters
- b) workers
- c) entrepreneurs

7. The manager liked this *casual* style of parties.

- a) relaxed
- b) impersonal
- c) happy

8. As an informal host of the party he could show them that he was an open person and *easy to talk to*.

- a) easy to get along with
- b) emotionally detached
- c) hard to make conversation with

9. The employees were very uncomfortable as *guests* in his home.

- a) servants
- b) friends
- c) invited people

10. They also were not used to *socialising* together.

- a) spending time together while working
- b) spending time together as friends
- c) spending time together while eating

### 3. Соотнесите утверждения с комментариями.

1. Globalization means that there is now one business culture everywhere in the world.
2. If they want to do business with me, then they'll have to adapt to my culture.
3. 'When in Rome, do as the Romans do.'
4. It's impossible to generalize about cultures – there are so many differences.
5. Intercultural training just confirms stereotypes .
6. Today I'm dealing with the Americans, tomorrow with a group from Japan. I can't possibly learn all I need to know about all the cultures I have to deal with.

7. What I need when I go abroad is a list of dos and don'ts.

- a. Simple lists of norms are of rather limited help in making communication successful. While they are appealing to the busy business person, really effective intercultural interaction requires more than a knowledge of a few basic facts.
- b. Clearly, care should always be taken with generalizations, but at times they are necessary, and they can be useful as long as allowance is made for individual differences.
- c. This is an ethnocentric approach, and is unlikely to lead to success in business. Many opportunities will be missed if this is taken into account.
- d. Business people do share certain beliefs and values, but it is highly misleading to believe that they are always stronger than other types of cultural influence (for example, national culture). Even McDonalds, which tries to standardize its products, has to adapt them to local taste. The idea that people from different cultures can be fused together is at the heart of the concept of the 'melting pot'.
- e. Although this is true, intercultural training can sensitize you to the sorts of factors that may be influencing communication.
- f. This is a commonly used phrase, and is useful in that it stresses the importance of considering the culture of the host. In practice, culture is so deeply rooted that it is not possible to change one's original culture and take on a new one.
- g. Bad intercultural training can do this. Good training avoids stereotyping, and encourages trainees to change their view in the light of what they observe.

**4. Прочитайте текст и скажите верно или неверно утверждение.**

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for

their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

1. Gabriela's management style worked well with her team in Brazil but not with her team in Sweden.	True	False
2. Gabriela's team questioned her proposals and her decisions because they didn't trust or respect her.	True	False
3. Gabriela was satisfied with her Swedish manager's way of dealing with her problem.	True	False
4. Gabriela found it helpful to talk openly with her team about the differences in their expectations.	True	False
5. Gabriela faced a problem with her Swedish team because her management style was old-fashioned and wrong for the modern world.	True	False
6. The author believes that people from high power distance cultures and low power distance cultures should never work together.	True	False

### ***Ключи к заданиям:***

#### *Задание 1. А*

#### *Задание 2.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>Ответ</b>	b	a	b	c	c	b	a	a	c	b

#### *Задание 3.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.
<b>Ответ</b>	d	c	f	b	g	e	a

#### *Задание 4.*

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.
<b>Ответ</b>	true	false	false	true	false	false

## **2 вариант**

### ***1. Прочитайте текст об инциденте и выберите правильное объяснение.***

**A.** These talks are important for the Japanese. This approach is not intended to be rude – indeed, the fact that they are asking questions is a sign that they are taking the negotiations seriously.

**B.** The resultant periods of silence, which tend to disturb the Americans, are a normal part of discourse in Japan, and reflect the fact that it is a high-context culture. Requests for detailed information should be taken as a negative approach, but as a sign that the negotiations are going well.

**C.** Both explanations are correct.

The American delegation is getting more and more frustrated with the behaviour of the Japanese team in the negotiations about a joint venture project. The Japanese seem to spend a lot of the meetings discussing things with each other in their own language, and then keep asking the same questions over and over again. For the rest of the time they don't seem to want to talk at all, so the Americans step in to keep the discussion going. They also seem to be trying to sabotage the deal by asking for very detailed documents.

**2. Прочитайте текст и выберите наиболее подходящий вариант значения выделенных слов и словосочетаний.**

### **Getting connected in Columbia**

A bank in Bogota, Colombia decided to improve its computer communications system. The top sales manager of a young but successful communications company in the United States wanted to get the Colombian account. The sales manager, Peter Knolls, was a young man with an excellent background in computers and U.S. sales. He had been one of the original partners in this small communications company. From his office in Chicago, he started to look for the right person to contact. He called several people in the Colombian bank but wasn't able to get a hold of the person in charge of the account. He decided to call the Colombian Association of Banks. The association coordinates bank business and encourages foreign investment. It also acts as a third party to introduce foreign contacts. An agent of the association named Roberto Coronas as the key contact of the Colombian bank for the account. The agent then suggested they all meet together in Colombia. Knolls, wanting to be certain that a trip to Colombia would be worthwhile, asked the agent for Coronas' phone number and called him immediately. He introduced himself to Coronas and began to explain how his company could develop the best computer system for the bank. Coronas suggested they meet each other in person to talk further. Before leaving for Colombia, Knolls sent a brief letter to Coronas describing his company and its interest in doing business with the bank. He also sent his company's credentials. These included a profile of his company with all the necessary financial information from the past two years and some references from satisfied clients. This information would show what a good reputation the business enjoyed in the United States. Knolls went with the agent to meet Coronas in person. After a brief introduction, Coronas suggested that the two men have dinner together that evening. At the dinner the sales manager was ready to talk about business, but Coronas wanted to talk about general topics, such as business friends and Colombia's literary and cultural history instead. Knolls said his interest was in business, not in the arts. The young man explained how he had independently developed a successful communications business without any special help or connections. He did not make a good impression on Coronas. At the end of the evening Coronas said they should stay in touch, but he never contacted Knolls again.

1. A young but successful communications company in the United States wanted to get **the account** to develop a new computer system for the bank.
  - a. a businessman
  - b. money
  - c. a job
2. He had an excellent **background** in U.S. sales.
  - a. experience
  - b. time
  - c. interest
3. Peter Knolls started to look for the right person **to contact**.
  - a. to touch
  - b. to speak to about the business
  - c. to be friends with
4. He called several people in the Colombian bank but wasn't able **to get a hold of** the person in charge of the account.

- a. to understand
  - b. to hug and kiss
  - c. to speak to
5. This association acts as **a third party** to introduce business contacts.
- a. an independent group
  - b. large dinner
  - c. a businessperson
6. The association identified Roberto Coronas of the Colombian bank as the **key contact** for the account.
- a. a person who introduces
  - b. a person who gives information
  - c. the most important person
7. These included **a profile of his company** with all the necessary financial information from the past two years.
- a. a picture of the company
  - b. description of the company's history and accounts
  - c. description of the company's employees
8. He also sent some **references** from satisfied clients.
- a. Dictionaries
  - b. Letters recommending the company
  - c. Products
9. This information would show what a good **reputation** the business enjoyed in the United States.
- a. standing or position
  - b. look
  - c. history
10. He did not **make a good impression** on Coronas.
- a. make an imprint
  - b. paint a nice picture
  - c. have a positive effect

**3. Соотнесите утверждения с комментариями.**

- 1. I've booked a table at a wonderful restaurant. Let's go there first and continue the negotiations after lunch.
  - 2. We will finish at 5.30. That gives us 15 minutes for item 1, 20 minutes for item 2 . . .
  - 3. We need to discuss the matter with each other before we can come to an agreement.
  - 4. I'd like to start by going around the table and asking each person to say what they think about the problem.
  - 5. The boss isn't here – I suggest we cancel the meeting.
  - 6. I disagree with your idea.
  - 7. Let's talk about the details later – first we should agree on some general principles.
- a. Power. Here power distance is high – no decision is possible without the presence of the person at the top of the hierarchy.
  - b. Person and task. This person puts value on building up relationships first, before getting down to business.

- c. Time. This illustrates a linear approach to time: the negotiation will be tightly structured and contributions not strictly relevant will be stopped.
- d. Power. Here power distance is low – the views of all the people present are equally valid, regardless of their position in the hierarchy.
- e. Context. This is a high-context approach. The general ideas are of more importance than the details, which can be dealt with later.
- f. Individual and group. This is a collectivist approach – the group has to be consulted before a decision can be made. A delegation of several people, rather than an individual, will take part in the negotiation.
- g. Communication style: directness. This person makes a direct statement rather than expressing disagreement through body language, or even silence.

#### 4. *Прочитайте текст и скажите верно или неверно утверждение.*

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

1. Gabriela's Swedish team was friendly, so she felt respected as a leader.	True	False
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2. Gabriela's team always interpreted instructions in their own way and performed tasks without approval from her.	True	False
3. Gabriela tried to solve the problem without engaging other parties.	True	False
4. The reality in decision-making style was out of expectations for Gabriela: in Sweden decision making was more democratic.	True	False
5. Gabriela was a representative of a low power distance culture where leaders aren't challenged and make big decisions.	True	False
6. Having an open conversation between Gabriela and her team was not well regarded and didn't have any positive result.	True	False

### **Ключи к заданиям:**

Задание 1. С

Задание 2.

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
<b>Ответ</b>	c	a	b	c	a	c	b	b	a	c

Задание 3.

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.	7.
<b>Ответ</b>	b	c	f	d	a	g	e

Задание 4.

<b>Вопрос</b>	1.	2.	3.	4.	5.	6.
<b>Ответ</b>	false	true	false	true	false	false

## **2. Критерии и шкалы оценивания**

Для контрольных мероприятий (текущего контроля) устанавливается минимальное и максимальное количество баллов в соответствии с таблицей. Контрольное мероприятие считается пройденным успешно при условии набора количества баллов не ниже минимального.

Результат обучения по дисциплине считается достигнутым при успешном прохождении обучающимся всех контрольных мероприятий, относящихся к данному результату обучения.

<b>Разделы дисциплины</b>	<b>Форма контроля</b>	<b>Количество баллов</b>	
		<b>min</b>	<b>Max</b>
1-5	Текущий контроль выполнения заданий: диалог, монолог, аудирование, дискуссия, чтение, перевод, реферирование, аннотация, круглый стол, презентация)	25	40
1-3	Проверочная работа №1	10	20
4-6	Проверочная работа №2	10	20
6	Тест	10	20
	Итого	55	100

При оценивании результатов обучения по дисциплине в ходе текущего контроля успеваемости используются следующие критерии. Минимальное количество баллов выставляется обучающемуся при выполнении всех показателей, допускаются несущественные неточности в изложении и оформлении материала.



<i>Наименование, обозначение</i>	<i>Показатели выставления минимального количества баллов</i>
Текущий контроль выполнения заданий (монолог, диалог, аудирование, чтение, перевод, , дискуссия, реферирование, круглый стол, презентация, аннотация)	Обучающийся обнаружил владение понятиями и терминами по общей, социокультурной и деловой тематикам, однако речь не всегда вариативная, присутствуют ошибки в употреблении лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся наполовину справился с выполнением заданий, предусмотренных программой дисциплины.
Лабораторная работа	Задания выполнены наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.
Тест	Задания выполнены наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.
<i>Наименование, обозначение</i>	<i>Показатели выставления минимального количества баллов</i>

Промежуточная аттестация по дисциплине проводится в форме зачета с оценкой.

Итоговая оценка по дисциплине может быть выставлена на основе результатов текущего контроля с использованием следующей шкалы:

<i>Оценка</i>	<i>Набрано баллов</i>
«отлично»	90-100
«хорошо»	80-89
«удовлетворительно»	56-79
«неудовлетворительно»	0-55

Если сумма набранных баллов менее 55 – обучающийся не допускается до промежуточной аттестации.

Если сумма баллов более 55, обучающийся допускается до зачета с оценкой, при условии, что представлен и проверен письменный перевод англоязычного текста на русский язык согласно требованиям к переводам.

По сумме набранных баллов студенту может быть выставлена оценка за промежуточную аттестацию, согласно приведенной шкале. Обучающийся имеет право сдать зачет с оценкой в устной форме для изменения балла.

Билет к зачету включает 3 практических вопроса.

Промежуточная аттестация проводится в форме письменной работы и устного опроса.

Время на подготовку: 25-30 минут.

При оценивании результатов обучения по дисциплине в ходе промежуточной аттестации используются следующие критерии и шкала оценки

<i>Оценка</i>	<i>Критерии оценки</i>
«отлично»	Обучающийся показал всестороннее, систематическое и глубокое знание учебного материала, предусмотренного программой, умение уверенно применять на их практике при выполнении заданий, способность полно, правильно и аргументированно отвечать на вопросы и делать необходимые выводы. Владеет письменной и устной иноязычной коммуникацией без искажения смысла.
«хорошо»	Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки в устной и письменной коммуникации. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий. Способен к самостоятельному пополнению и обновлению знаний в ходе дальнейшей учебной работы и профессиональной деятельности.
«удовлетворительно»	Обучающийся демонстрирует неполное или фрагментарное знание основного учебного материала, допускает существенные ошибки в его изложении, испытывает затруднения и допускает ошибки при выполнении заданий, выполняет задание при подсказке преподавателя. Задания выполнены более, чем наполовину. Присутствуют серьёзные ошибки в письменной и устной речи. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.
«неудовлетворительно»	Обучающийся при ответе демонстрирует существенные пробелы в знаниях основного учебного материала, не способен ответить на наводящие вопросы преподавателя. Присутствуют серьёзные ошибки в письменной и устной речи, искажающие смысл высказывания. Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий. Оценка ставится обучающимся, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании образовательного учреждения без дополнительных занятий по рассматриваемой дисциплине.