

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

Working programme of the discipline

Foreign Language (English)

Higher education level

Master degree

Area of study / speciality

38.04.02 - Management

Focus /specialization of the study programme

Finance and Business Administration

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.ДВ.01.02 Иностранный язык (английский) относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1: Использует современные коммуникативные технологии для академического и профессионального взаимодействия УК-4.2: Организует взаимодействие с академическим и профессиональным сообществом, в том числе на иностранном (ых) языке (ах)	УК-4.1: Знать современные информационно-коммуникационные технологии для поиска необходимой информации в процессе решения коммуникативных задач. Уметь выбирать и использовать современные информационно-коммуникационные технологии для поиска необходимой информации в процессе решения коммуникативных задач. Владеть различными методами, технологиями и типами коммуникаций при осуществлении профессиональной деятельности на государственном и иностранном языках. УК-4.2: Знать лексику по специальности на уровне, достаточном для ведения деловой переписки. Уметь реализовывать речевые интенции в письменной форме при ведении деловой переписки. Владеть знаниями норм	Тест Задания	Зачёт: Контрольные вопросы Зачёт с оценкой: Контрольные вопросы

		составления письма в официально-деловом стиле.		
УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	УК-5.1: Принимает особенности поведения и мотивации людей различного социального и культурного происхождения в процессе взаимодействия с ними УК-5.2: Владеет навыками межкультурного взаимодействия при выполнении профессиональных задач	УК-5.1: Знать современные информационно-коммуникационные технологии для поиска необходимой информации в процессе решения коммуникативных задач. Уметь выбирать и использовать современные информационно-коммуникационные технологии для поиска необходимой информации в процессе решения коммуникативных задач. Владеть различными методами, технологиями и типами коммуникаций при осуществлении профессиональной деятельности на государственном и иностранном языках. УК-5.2: Знать фонетику, морфемику, словообразование, морфологию, синтаксис и лексику по специальности в объеме изучаемого уровня. Уметь реализовывать речевые интенции в устной и письменной формах при решении различных коммуникативных задач, связанных с профессиональной деятельностью. Владеть языком в степени, достаточной для понимания информации в устной и письменной формах, связанных с профессиональной деятельностью.	Задания Тест	Зачёт: Контрольные вопросы Зачёт с оценкой: Контрольные вопросы

3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	0
- занятия семинарского типа (практические занятия / лабораторные работы)	128
- КСР	2
самостоятельная работа	14
Промежуточная аттестация	0 Зачёт, Зачёт с оценкой

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Topic 1 "Tastes are not disputed": personal interests	47		42	42	5
Topic 2 Views on other people's lives	47		42	42	5
Topic 3 Human relationships and psychological aspects	48		44	44	4
Аттестация	0				
КСР	2				2
Итого	144	0	128	130	14

Contents of sections and topics of the discipline

Topic 1 "Tastes are not disputed": personal interests

Topic 2 Views on other people's lives

Topic 3 Human relationships and psychological aspects

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

Foreign Language (Russian) / Иностранный язык (русский), <https://e-learning.unn.ru/course/view.php?id=5310>.

Иные учебно-методические материалы:

The students' independent work is aimed at independently studying individual topics of the work program. Independent work is the most active and creative process that performs a number of didactic functions: it promotes the formation of dialectical thinking, develops a high culture of intellectual work, improves the ways of organizing cognitive activity, fosters responsibility, determination, systematicity and consistency in the work of students, develops their respect for their time, the ability to finish the job started. The study of the conceptual framework of the discipline. The entire system of individual independent work should be subordinated to the assimilation of the conceptual apparatus, since one of the most important tasks of training a modern competent specialist is the mastery and competent application of professional terminology. Various encyclopedias, dictionaries, reference books and other materials listed in the list of references will help to better assimilate and understand the discipline. Studying the topics of independent training according to the curriculum, a special place is given to students' independent study of individual sections and topics in the discipline being studied. This approach develops students' initiative, the desire to increase the amount of knowledge, the development of skills and abilities to comprehensively master the ways and techniques of professional activity. Studying the issues of the next topic requires a deep understanding of the theoretical foundations, revealing the essence of the basic concepts and categories of communication, as well as substantiating the problematic aspects of the topic and analyzing the factual material. Work on the main and additional literature The study of the recommended literature should begin with textbooks and teaching aids, then proceed to regulatory legal acts, scientific monographs and materials from periodicals. Taking notes is one of the main forms of independent work that requires students to actively work with educational literature. The student should be able to independently select the literature necessary for educational and scientific work. In this case, you should refer to the subject catalogs and bibliographic reference books that are available in libraries. To accumulate information on the topics studied, it is recommended to create a personal archive, as well as a catalog of the sources used. At the same time, if already in the first years of study the student determines for himself the most interesting areas for study, then such work will be very productive from the point of view of forming a bibliography for the subsequent writing of a graduation project. Self-preparation for practical exercises.

When preparing for a practical lesson, it is necessary to remember that this discipline is closely related to previously studied disciplines. During the seminar sessions, the student should be able to consistently express his thoughts and defend them in a reasoned manner. To achieve this goal, it is necessary: 1) to get acquainted with the relevant topic of the program of the discipline being studied; 2) to comprehend the range of issues being studied and the logic of their consideration; 3) to study the literature recommended by the educational and methodological complex on this topic. Studying the issues of the next topic requires a deep understanding of the theoretical foundations of the discipline,

disclosure of the essence of the main provisions, problematic aspects of the topic and analysis of factual material. When presenting the material in a practical lesson, you can use the following algorithm for presenting the topic: definition and characterization of the main categories, evolution of the research subject, assessment of its current state, existing problems, and development prospects. A very presentable presentation option should be considered to be his preparation in a Power Point environment, which significantly increases the degree of visualization, and, consequently, accessibility, comprehensibility of the material and interest of the audience in the results of the student's scientific work.

Independent work of the student in preparation for the assessment (assessment with assessment). The control is a form of feedback and provides for the assessment of students' academic performance and the development of measures to further improve the quality of training of modern managers.

An indisputable factor in the successful completion of the next module is the painstaking, systematic work of the student throughout the entire period of study of the discipline (semester). In this case, exam preparation will be a concentrated systematization of all acquired knowledge in this discipline. At the beginning of the semester, it is recommended to carefully study the list of exam papers in this discipline, as well as use the curriculum and other methodological materials developed by the department in this discipline in the learning process. This will allow, in the process of studying topics, to form a more correct and generalized student's vision of the essence of a particular issue due to: a) clarifying questions to the teacher; b) preparation of reports and presentations on selected topics that most interested the student; d) in-depth study of the topic in textbooks. In addition, having a list of questions during the study period will allow you to choose from the textbooks offered by the teacher the most optimal for each student, in terms of his individual perception of the material, the level of complexity and style of presentation. After studying the relevant topic, it is recommended to check the availability and wording of a question on this topic in the list of exam papers, as well as try to provide an answer to this question. If there are difficulties in disclosing the material, you should again refer to the materials of practical exercises, clarify the terminology of the topic, and consult with the teacher. Monitoring is carried out during the course of study in the form of oral surveys, written papers, written tests, presentations, messages, creative tasks, presentation and analysis of what has been read, translation and abstracting of professional texts, while taking into account activity in the classroom and interaction in the group.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Test) to assess the development of the competency YK-4:

1 Put the words in the correct order.

Example: is Lily now what doing ?

What is Lily doing now?

1 from you are where ?

2 cinema how go you do often the to ?

3 you do do sports any ?

4 languages can which you speak ?

5 listen of music what you do kind to ?

6 are what studying you university at ?

5.1.2 Model assignments (assessment tool - Test) to assess the development of the competency YK-5:

1 Put the words in the correct order.

Example: is Lily now what doing ?

What is Lily doing now?

1 from you are where ?

2 cinema how go you do often the to ?

3 you do do sports any ?

4 languages can which you speak ?

5 listen of music what you do kind to ?

6 are what studying you university at ?

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
outstanding	100% верных ответов
excellent	90% верных ответов
very good	85% верных ответов

Grade	Assessment criteria
good	80% верных ответов
satisfactory	65% верных ответов
unsatisfactory	менее 65% верных ответов
poor	20% верных ответов и менее

5.1.3 Model assignments (assessment tool - Assignments) to assess the development of the competency UK-4:

Read the article. Are the statements True (T) or False (F)?

An undefinable quality

Many people have heard about Bill Clinton, ex-president of the United States. He is a very popular speech giver and regularly gives talks to many different audiences. He is so effective because he has a special quality which we call “charisma”.

Nowadays, psychologists are becoming interested in charisma and try to redefine its meaning. We often misunderstand what charisma is and think of it as a kind of fame, but it is different from fame. Charisma is a kind of magic and is relatively rare. Charismatic people are often brilliant communicators. Still, they have other qualities such as sensitivity, self-confidence, eloquence and vision.

Charismatic personalities are able to draw others to them, and people feel happy in their company. There is a sense of togetherness when a charismatic person is with a group of people. A fine example of this ability is the famous American talk show presenter, Oprah Winfrey. She is able to relate to audiences at her shows and they respond well to her. Her charismatic personality has made her a highly successful businesswoman. Winfrey also runs a book club, which greatly influences the nation’s reading habits.

Another woman who had extraordinary charisma was the film star Marilyn Monroe. She was a beautiful woman and a talented though underrated actress, and immediately became the center of attention wherever she went. Monroe’s charisma was so great that her first husband ex-baseball player, Joe Di Maggio, was overshadowed by her. As he put it so well, “it’s no fun being married to an electric light”.

Unlike fame, charisma doesn't fade and disappear over time. Even now, fifty years after her death, when young people see Monroe in her films, her charisma seems as fresh and powerful as ever.

Example: Charisma is the same as fame. (F)

- | | |
|---|--------------------------|
| 1 Bill Clinton is the President of the US | <input type="checkbox"/> |
| 2 Marilyn Monroe was a ballet dancer | <input type="checkbox"/> |
| 3 Oprah Winfrey is a famous actress | <input type="checkbox"/> |
| 4 Charisma can be easily developed | <input type="checkbox"/> |
| 5 It is difficult to define charisma | <input type="checkbox"/> |
| 6 Charismatic people tend to be shy and introspective | <input type="checkbox"/> |
| 7 Charismatic personalities attract others and are always in the public eye | <input type="checkbox"/> |
| 8 Monroe married only once | <input type="checkbox"/> |
| 9 It is easy to have a charismatic partner (wife / husband) | <input type="checkbox"/> |
| 10 Charisma fades over time | |

5.1.4 Model assignments (assessment tool - Assignments) to assess the development of the competency YK-5:

Read the article. Are the statements True (T) or False (F)?

An undefinable quality

Many people have heard about Bill Clinton, ex-president of the United States. He is a very popular speech giver and regularly gives talks to many different audiences. He is so effective because he has a special quality which we call "charisma".

Nowadays, psychologists are becoming interested in charisma and try to redefine its meaning. We often misunderstand what charisma is and think of it as a kind of fame, but it is different from fame. Charisma is a kind of magic and is relatively rare. Charismatic people are often brilliant communicators. Still, they have other qualities such as sensitivity, self-confidence, eloquence and vision.

Charismatic personalities are able to draw others to them, and people feel happy in their company. There is a sense of togetherness when a charismatic person is with a group of people. A fine example of this ability is the famous American talk show presenter, Oprah Winfrey. She is able to

relate to audiences at her shows and they respond well to her. Her charismatic personality has made her a highly successful businesswoman. Winfrey also runs a book club, which greatly influences the nation's reading habits.

Another woman who had extraordinary charisma was the film star Marilyn Monroe. She was a beautiful woman and a talented though underrated actress, and immediately became the center of attention wherever she went. Monroe's charisma was so great that her first husband ex-baseball player, Joe Di Maggio, was overshadowed by her. As he put it so well, "it's no fun being married to an electric light".

Unlike fame, charisma doesn't fade and disappear over time. Even now, fifty years after her death, when young people see Monroe in her films, her charisma seems as fresh and powerful as ever.

Example: Charisma is the same as fame. (F)

- 1 Bill Clinton is the President of the US ☐
- 2 Marilyn Monroe was a ballet dancer ☐
- 3 Oprah Winfrey is a famous actress ☐
- 4 Charisma can be easily developed ☐
- 5 It is difficult to define charisma ☐
- 6 Charismatic people tend to be shy and introspective ☐
- 7 Charismatic personalities attract others and are always in the public eye ☐
- 8 Monroe married only once ☐
- 9 It is easy to have a charismatic partner (wife / husband) ☐
- 10 Charisma fades over time

Assessment criteria (assessment tool — Assignments)

Grade	Assessment criteria
pass	Подготовка, удовлетворяющая минимальным требованиям: коммуникативная задача, в целом, решена. Мысли выражены с отклонениями от языковых норм, которые иногда нарушали смысл и содержание сказанного.
fail	Необходима дополнительная подготовка для успешного прохождения испытания.

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторым и недочетами	Продemonстрированы базовые навыки при решении стандартных задач с некоторым и недочетами	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продemonстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade	Assessment criteria
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pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-4

1. Do you have a close friend? Describe his/her appearance and personality.....
2. What is your favourite picture? Describe it.....
3. Do you like taking photos? What was the last photo you took? Describe it to the examiner.....
4. Are you fond of travelling? What was the last place you travelled to?.....
5. Have you ever had any problems when travelling? Describe the most serious problem and how you solved it.....
6. Do you like travelling by plane? Have you ever been to an airport? Describe the one that you liked most of all.....
7. Describe yourself, your occupation, hobbies. Tell about the university you study at.

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-5

1. Do you have a close friend? Describe his/her appearance and personality.....

2. What is your favourite picture? Describe it.....
3. Do you like taking photos? What was the last photo you took? Describe it to the examiner.....
4. Are you fond of travelling? What was the last place you travelled to?.....
5. Have you ever had any problems when travelling? Describe the most serious problem and how you solved it.....
6 .Do you like travelling by plane? Have you ever been to an airport? Describe the one that you liked most of all.....
7. Describe yourself, your occupation, hobbies. Tell about the university you study at.

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	All the competencies (parts of competencies) are formed at a level not lower than " Satisfactory ", at least one competence is formed at the level of " Satisfactory ".
fail	All the competencies (parts of competencies) are formed at a level not lower than "Unsatisfactory ", no one competence is formed at the level of " Poor ".

5.3.3 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-4

1. Your friend is busy and can't meet his relative at the station. You offer to help him/her out but you don't know the relative by face. So you ask your friend what he/she looks like and your friend describes his/her relative. Now you are sure to recognize this person at the station.
2.You go camping and find yourself in a group of very nice people. You start to get acquainted with each other. So everybody takes turns to speak about oneself. Now it is your turn. Come on!
3. What pictures or posters do you have on the wall in your bedroom or living room? Do you have a favourite painting? What is it? Can you describe it? Do you have a favourite painter? Who? Do you (or did you) paint or draw? What kind of things?
4.You are at a competition in a camp... You have got to describe a picture for your partner ('your teacher') to draw. Let's go! Be imaginative! Try to make suppositions about what you can see in the

picture (Maybe they... Or perhaps they...). Finally, say what you think of the picture.

5. Your family and you (or your friends and you) are staying at the hotel. You have two problems with your room (think about what they are). You call the reception to complain.

6. The place is perfect, the weather is wonderful, but if you are with the wrong person, a holiday can be a disaster. They say, you don't know a person until you travel with them. Do you agree? Have you ever had an experience like that? Was it your last holiday? Who did you travel with? Where to?

7. Teenagers have annoying habits but so do their parents! Do any of the parents' or teenagers' habits annoy you? Which ones?

What do many teenagers have to do? Do you have any duties at home? What do your parents complain of?

8. You are going to travel abroad. What travel arrangements should you make? Who is the best travel companion for you? What is the best means of transport to get to the place you've chosen? Are you afraid of travelling by plane? Why/why not? What airport facilities and signs do you know? Why are airports a nightmare for many people (queues, delays, security, and customs)?

9. Do you like to shop for clothes? Your friend hates doing it. He/she never tries clothes on when he/she goes shopping. He/she has got a standard figure and knows his/her size. So he/she seldom (if ever) takes clothes back and asks for a refund. Your friend is really lucky

10. You are a bit tired of the speed of your life. You meet your friend and share your feelings and thoughts.

5.3.4 Model assignments (assessment tool - Control questions) to assess the development of the competency YK-5

1. Your friend is busy and can't meet his relative at the station. You offer to help him/her out but you don't know the relative by face. So you ask your friend what he/she looks like and your friend describes his/her relative. Now you are sure to recognize this person at the station.

2. You go camping and find yourself in a group of very nice people. You start to get acquainted with each other. So everybody takes turns to speak about oneself. Now it is your turn. Come on!

3. What pictures or posters do you have on the wall in your bedroom or living room? Do you have a favourite painting? What is it? Can you describe it? Do you have a favourite painter? Who? Do you (or did you) paint or draw? What kind of things?

4.You are at a competition in a camp... You have got to describe a picture for your partner ('your teacher') to draw. Let's go! Be imaginative! Try to make suppositions about what you can see in the picture (Maybe they... Or perhaps they...). Finally, say what you think of the picture.

5.Your family and you (or your friends and you) are staying at the hotel. You have two problems with your room (think about what they are). You call the reception to complain.

6.The place is perfect, the weather is wonderful, but if you are with the wrong person, a holiday can be a disaster. They say, you don't know a person until you travel with them. Do you agree? Have you ever had an experience like that? Was it your last holiday? Who did you travel with? Where to?

7.Teenagers have annoying habits but so do their parents! Do any of the parents' or teenagers' habits annoy you? Which ones?

What do many teenagers have to do? Do you have any duties at home? What do your parents complain of?

8.You are going to travel abroad. What travel arrangements should you make? Who is the best travel companion for you? What is the best means of transport to get to the place you've chosen? Are you afraid of travelling by plane? Why/why not? What airport facilities and signs do you know? Why are airports a nightmare for many people (queues, delays, security, and customs)?

9. Do you like to shop for clothes? Your friend hates doing it. He/she never tries clothes on when he/she goes shopping. He/she has got a standard figure and knows his/her size. So he/she seldom (if ever) takes clothes back and asks for a refund. Your friend is really lucky

10. You are a bit tired of the speed of your life. You meet your friend and share your feelings and thoughts.

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
outstanding	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне, выше

Grade	Assessment criteria
	предусмотренного программой
excellent	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
very good	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
good	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо»
satisfactory	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
unsatisfactory	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
poor	Хотя бы одна компетенция сформирована на уровне «плохо»

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Alex Poole. Learning a Foreign Language : Understanding the Fundamentals of Linguistics. - Rowman & Littlefield Publishing, 2020. - 1 online resource. - ISBN 9781475854190. - ISBN 9781475854176. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=855051&idb=0>.
2. Шадрова Е. В. Teaching Foreign Language Skills. Методика обучения иностранному языку : учебно-методическое пособие / Шадрова Е. В. - Вологда : ВоГУ, 2018. - 64 с. - Книга из коллекции ВоГУ - Психология. Педагогика., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=831025&idb=0>.

Дополнительная литература:

1. Bonnet, Andreas. Foreign Language Education in Multilingual Classrooms. - John Benjamins Publishing Co., 2018. - 1 online resource. - ISBN 9789027263858. - ISBN 9789027201010. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=855466&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. www.englishclub.com/business-english
2. www.learn-english-today.com
3. www.businessenglishsite.com
4. www.business-english.com
5. Электронные словари: Lingvo 12, MultiTran, MultiLex.

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.04.02 - Management.

Авторы: Ваганова Наталья Вячеславовна, кандидат филологических наук.

Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

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