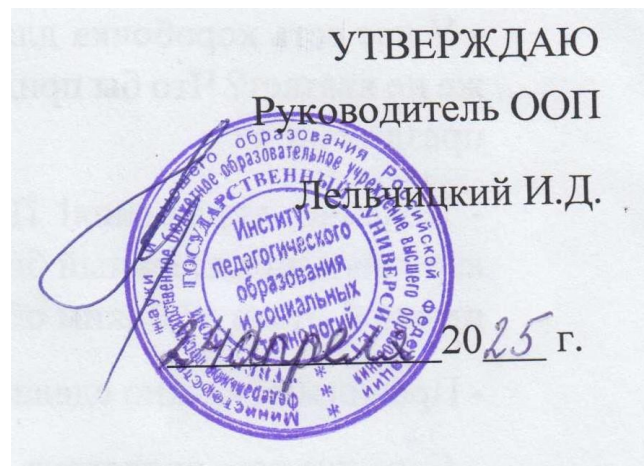


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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**
ФГБОУ ВО «ТВЕРСКОЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»



Рабочая программа дисциплины

Иностранный язык в профессиональной деятельности

Закреплена за кафедрой:	Иностранных языков гуманитарных факультетов
Направление подготовки:	44.04.01 Педагогическое образование
Направленность (профиль):	Менеджмент в образовании
Квалификация:	Магистр
Форма обучения:	очная
Семестр:	1,2

Программу составил(и):

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Тверь, 2025

1. ЦЕЛИ И ЗАДАЧИ ДИСЦИПЛИНЫ

Цели освоения дисциплины (модуля):

1. Цель и задачи дисциплины

Целью освоения дисциплины является формирование основ языковых готовностей к межличностному деловому общению и профессиональной коммуникативной культуры.

Задачи :

Задачами освоения дисциплины являются:

1. Развитие и совершенствование знаний, приобретенных в период обучения в рамках бакалавриата / специалитета по программе базового курса иностранного языка (английский) на материале бытовых и профессионально ориентированных текстов; 2.

Совершенствование лингвистической, социокультурной, дискурсивной, прагматической, стратегической компетенций в сферах, связанных с дальнейшей профессиональной деятельностью; 3. Развитие навыков аналитического чтения, письменной речи для реферирования профессионально ориентированных текстов, языкового оформления презентаций, подготовки к публикации научных статей, ведения деловой документации, а также готовности делать четкие, подробные сообщения на различные темы и излагать свой взгляд на основную проблему, показать преимущество и недостатки разных мнений; 4. Развитие навыков аудирования, позволяющих понимать и эффективно использовать поступающую информацию; 5. Развитие навыков устной речи, позволяющих эффективно и точно передавать информацию, высказывать свое мнение и отношение, решать вопросы коммуникативного взаимодействия и профессионального плана. Означенный комплекс задач непосредственно связан с планируемыми результатами освоения образовательной программы.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП

Цикл (раздел) ОП: Б1.О

Требования к предварительной подготовке обучающегося:

Требования к «входным» знаниям, умениям и готовностям обучающегося, необходимым при освоении данной дисциплины (модуля), соответствуют уровню овладения навыками говорения, аудирования, чтения и письма на уровне А2-В1: владение основами различения официального / институционального делового и неформального стилей общения; умение пользоваться словарем и справочными материалами; знание основ фонетического строя изучаемого языка, основных характеристик грамматических классов лексики изучаемого языка, основных времен глагола. Освоение данной дисциплины (модуля) необходимо как предшествующее для практики изучения актуальной академической литературы по направлению подготовки на иностранном языке, повседневного и делового общения на иностранном языке, написания аннотаций и оформления научных публикаций на иностранном (английском) языке на уровне В1-В2, осуществления профессиональной коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности и общения.

Информационно-коммуникационные технологии в современном образовании

Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:

Учебная дисциплина «Иностранный язык в профессиональной деятельности» входит в Блок 1. Дисциплины, обязательная часть (Б1.О.01.03).

Принимается во внимание связь с другими учебными дисциплинами, читаемыми студентам данной программы подготовки, такими как «Теория и практика межкультурной коммуникации»; «Информационно-коммуникационные технологии в современном образовании», «Технологии формирования корпоративной культуры».

Данный курс выступает в качестве предшествующего для производственной практики (1,2 семестры). Содержательно-методическая взаимосвязь с другими частями образовательной программы (дисциплинами, модулями, практиками) отражена в системе деятельности и коммуникации, отвечающей категориям язык, коммуникация, жанр, стиль, грамматика говорящего, диалог, понимание, культура, образование, коммуникативная культура, педагогическое общение, межличностное взаимодействие, педагогическая риторика, текст, смысл, повседневный, деловой, профессиональный и академический дискурс.

Управление персоналом в образовании

Информационно-коммуникационные технологии в современном образовании

Управление проектами в профессиональной деятельности

Предметное проектирование процесса обучения

Прикладные аспекты зарубежной педагогики и психологии образования

3. ОБЪЕМ ДИСЦИПЛИНЫ

Общая трудоемкость	5 ЗЕТ
Часов по учебному плану	180
в том числе:	
самостоятельная работа	85
часов на контроль	27

4. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫЕ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

ОПК-3.1: Анализирует модели проектирования совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями

ОПК-5.1: Определяет методы и технологии мониторинга результатов образования обучающихся, в том числе обучающихся с особыми образовательными потребностями

ОПК-6.1: Отбирает эффективные психолого-педагогические, в том числе инклюзивные, технологии обучения, развития и воспитания обучающихся с особыми образовательными потребностями

ОПК-6.2: Планирует индивидуальные и групповые мероприятия в рамках образовательного и коррекционно-развивающего процесса с учетом особенностей развития и особых образовательных потребностей обучающихся

ОПК-7.1: Анализирует особенности построения взаимодействия с различными участниками образовательных отношений с учетом особенностей образовательной среды учреждения

ОПК-7.2: Определяет методы, формы, средства и технологии коммуникативного обеспечения образовательной работы

УК-3.1: УК-3.1. Вырабатывает стратегию командной работы и на ее основе организует отбор членов команды для достижения поставленной цели

УК-3.2: УК-3.2. Организует и корректирует работу команды, в т.ч. на основе коллегиальных решений

УК-3.3: УК-3.3. Разрешает конфликты и противоречия при деловом общении на основе учета интересов всех сторон; создает рабочую атмосферу, позитивный эмоциональный климат в команде

УК-3.4: УК-3.4. Организует (предлагает план) обучение членов команды и обсуждение результатов работы, в т.ч. в рамках дискуссии с привлечением оппонентов

УК-3.5: УК-3.5. Делегирует полномочия членам команды и распределяет поручения, дает обратную связь по результатам, принимает ответственность за общий результат

УК-4.1: УК-4.1. Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии

УК-4.2: УК-4.2. Составляет в соответствии с нормами русского языка деловую документацию разных жанров

УК-4.3: УК-4.3 Составляет типовую деловую документацию для академических и профессиональных целей на иностранном языке

УК-5.1: УК-5.1. Анализирует важнейшие идеологические и ценностные системы, сформировавшиеся в ходе исторического развития

УК-5.2: УК-5.2. Выстраивает социальное и профессиональное взаимодействие с учетом особенностей деловой и общей культуры представителей других этносов и конфессий, различных социальных групп

УК-5.3: УК-5.3. Обеспечивает создание недискриминационной среды для участников межкультурного взаимодействия при личном общении и при выполнении профессиональных задач

5. ВИДЫ КОНТРОЛЯ

Виды контроля в семестрах:	
экзамены	1

6. ЯЗЫК ПРЕПОДАВАНИЯ

Язык преподавания: русский.

7. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

№	Наименование разделов и тем	Вид занятия	Сем.	Часов	Примечание
	Раздел 1. Входное тестирование				
1.1	Блок 1: Lesson 1 Postgraduate's background: Education and work experience тема/ситуация: Sharing the graduate experience текст: The Business school at Harvard University	Пр	1	11	Различные типы открытых и закрытых тестов, дискуссия, дебаты

1.2	Блок 2: Lesson 2 Career management: from hire to high-flier тема/ситуация: Decision-making текст: The kind of company you work in Дискуссия: Leadership in the company	Пр	1	11	Лексические и грамматические тесты, написание эссе
1.3	Блок 3: Lesson 3 Professional and Academic Contacts тема/ситуация: Communicating with scientific communities текст: Academic communication at work. Дискуссия: Meeting of the minds	Пр	1	22	Лексические и грамматические тесты, написание эссе, дискуссия
1.4	Блок 1: Lesson 1 Postgraduate's background: Education and work experience тема/ситуация: Sharing the graduate experience текст: The Business school at Harvard University	Ср	1	10	
1.5	Блок 2: Lesson 2 Career management: from hire to high-flier тема/ситуация: Decision-making текст: The kind of company you work in Дискуссия: Leadership in the company	Ср	1	10	

1.6	Блок 3: Lesson 3 Professional and Academic Contacts тема/ситуация: Communicating with scientific communities текст: Academic communication at work. Дискуссия: Meeting of the minds	Ср	1	17	
1.7	Экзамен , подготовка к экзамену	Экзамен	1	27	
	Раздел 2. Входное тестирование				
2.1	Блок 4: Lesson 4 Getting started in Research Тема/ситуация: Expressing similarity and contrast in research Текст: Planning a career in science Дискуссия: A boss, or a colleague, or a friend	Пр	2	11	Лексические и грамматические тесты, электронные презентации, обсуждение докладов.
2.2	Блок 5: Lesson 5 The scientific method in data collection Тема/ситуация: Looking at accuracy of information Текст: Biotechnology Alters Foods Дискуссия: Describing approaches to data collection	Пр	2	11	Электронные презентации, написание рефератов, ролевые игры
2.3	Блок 6: Lesson 6 Presenting a Paper Тема/ситуация: Writing up research Текст: Structural the thesis Дискуссия: dos and don'ts of public presentations	Пр	2	2	Электронные презентации, написание рефератов, грамматический тест

2.4	<p>Блок 4: Lesson 4 Getting started in Research</p> <p>Тема/ситуация: Expressing similarity and contrast in research</p> <p>Текст: Planning a career in science</p> <p>Дискуссия: A boss, or a colleague, or a friend</p>	Ср	2	18	
2.5	<p>Блок 5: Lesson 5 The scientific method in data collection</p> <p>Тема/ситуация: Looking at accuracy of information</p> <p>Текст: Biotechnology Alters Foods</p> <p>Дискуссия: Describing approaches to data collection</p>	Ср	2	20	
2.6	<p>Блок 6: Lesson 6 Presenting a Paper</p> <p>Тема/ситуация: Writing up research</p> <p>Текст: Structural the thesis</p> <p>Дискуссия: The dos and don'ts of public presentations</p>	Ср	2	10	

Образовательные технологии

Различные типы открытых и закрытых тестов, дискуссия, дебаты
Лексические и грамматические тесты, написание эссе
Лексические и грамматические тесты, написание эссе, дискуссия
Лексические и грамматические тесты, электронные презентации, обсуждение докладов.
Электронные презентации, написание рефератов, ролевые игры
Электронные презентации, написание рефератов, грамматический тест

Список образовательных технологий

1	Дискуссионные технологии (форум, симпозиум, дебаты, аквариумная дискуссия, панельная дискуссия, круглый стол, фасилитированная и т.д.)
2	Информационные (цифровые) технологии
3	Методы группового решения творческих задач (метод Дельфи, метод 6–6, метод развивающей кооперации, мозговой штурм (метод генерации идей), нетворкинг и т.д.)
4	Игровые технологии
5	Проектная технология
6	Тренинг
7	Метод case-study
8	Занятия с применением затрудняющих условий

8. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

8.1. Оценочные материалы для проведения текущей аттестации

IV. Оценочные материалы для проведения текущей и промежуточной аттестации

УК-3. Способен организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели

1) Разделите группу на 2 команды. Одна команда будет обсуждать человеческие достоинства, другая – грехи. Организуйте обсуждение этих двух групп. Выберите лидера каждой группы. По завершении обсуждения подведите итоги дискуссий на английском языке.

Ознакомьтесь со списком традиционных человеческих достоинств и пороков ниже, чтобы рассказать о своих вкусах, отношениях и стремлениях. Какой из смертных грехов и главных достоинств человека вы считаете:

а) самым важным достоинством? б) наименее важным достоинством? с) грехом, который можно простить? д) грехом, который нельзя прощать?

The Cardinal Virtues

faith, hope, prudence, fortitude, charity, justice, temperance The Deadly Sins
Pride, sloth, envy, lust, gluttony, anger, covetousness

УК-4. Способен применять современные коммуникативные технологии,

в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

1) Прочитайте текст, ответить на вопросы. Обсудите текст. Разместите заметку на английском языке на тему образования в интернете (социальные сети, блоки, электронная переписка и др.).

INDIVIDUAL EDUCATION

Individual education (IE) is a new concept in schooling. The basic premise of IE is that education is a privilege and not an obligation. An IE school directs but doesn't

demand, leads but doesn't drive, persuades but doesn't force, suggests but doesn't require. John Holt suggests that an alternative to authoritarian systems is to have schools in which each child can satisfy curiosity, develop abilities and talents, pursue interests, and obtain from adults and older children a glimpse of the great variety of richness of life.

The objectives of IE are: 1) to generate motivation to learn the subjects; 2) to provide alternative ways of learning; 3) to offer guidance; 4) to provide testing of learning; 5) to provide opportunities to learn a variety of non-academic subjects. The academic curriculum in an IE school includes the usual elements such as language, arts, arithmetic, science and social sciences.

The creative curriculum helps the child locate and develop special talents and abilities. Teachers and students are invited to submit ideas for classes of special interest.

1. What is the basic premise of individual education?

2. How does John Holt describe IE schools?

3. What are the objectives of IE?

4. What academic subjects are included in the curriculum of an IE school?

5. In what way can the creative abilities of students be developed?

6. Do you think that children enjoy studying at such schools and why?

2) Подготовьте монолог-сообщение (объёмом 180-250 слов) по одной из приводимых ниже тем, время подготовки – 10 минут.

•Describe your favorite websites. Talk about their names, who visit these websites, their home page, how many different pages there are, what's on each page.

•If you were the Minister of Education in your country, how would you improve the System of Education. Use these ideas or your own: the range of subjects/courses offered, the curriculum, compulsory or/and optional courses, the system of exam and assessment, career advice, the standard of teacher training.

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

1) Прочитайте текст, выполните задания, учитывая различные культурные

особенности при устройстве на работу в различных социумах и культурах.

2) Выделите особенности межкультурного взаимодействия в России и англоговорящих странах.

MAKE YOUR JOB WORK FOR YOU

Your job can be a step in the direction of the rest of your life. How you feel about it, what you learn from it, what you do with it or what it does to help you to decide where you go from there. If you want to get the most out of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

Don't let the salary be your main reason for taking the job. Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay, with which you can be satisfied. Then

decide what other things can be important. How much training and/ or experience can you get on this job. Some companies give new employees priceless training. On-the-job experience can be very valuable to you when you apply for your next job. It gives you the practical experience than no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be for the company. This will pay off later.

Another very important item for you to think about when you apply for the job is the type of contacts you can make. Just as a smart student chooses professors rather than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop a relationship with different kinds of personalities can help you develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

OK, so now you have the job and you want to make an impression – you want people to notice you. What can you do to become a valuable employee?

Do a little bit more and do it well. It really isn't that hard to be successful in your life. It's too bad, but many people try to do as little as they can on the job. Take advantage of that – do just a little bit more. This is not to suggest that you should allow anyone to take advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: «Build a better mousetrap and the world will beat a path to your door». One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

Do remember that other employees can be helpful to you. You should at least try not to score points by being critical of a fellow employee who is also doing his or her best job. Ambition, jealousy, and personality differences are encountered on any job, but the more friends you make and the fewer enemies, the better position you are in. There are times when you will need the help of your fellow employees. It is then that prior actions can result in the kind of back-stabbing that hurts.

There is another point to be made. Sometimes you may realize that you made a mistake by taking this job. Don't feel married to it. If it helps your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job and the

experience, and training you have gotten will be most helpful. No job is ever a waste of time because if you have given it your best, you have learned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it's up to you to become a valuable employee. Good luck!

TASKS:

I. Read the text, put down the underlined words into the vocabulary with the translation.

II. Explain in English or give Russian equivalents, learn them.

To get the most out of the job, a job with the right company, priceless training, On-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees.

III. Answer the questions.

1. What may the reasons for taking a lower paying job be?
2. How can the contacts you make in the company help you move ahead?
3. What should you do to be a more important employee?
4. How do you understand: «Build a better mousetrap and the world will beat a path to your door»?
5. How can your fellow employees be helpful to you?
6. When do you think you should quit the job?
7. Why is it said that no job can be a waste of time?

IV. Circle T if the sentence is true, circle F if the sentence is false.

1. The best reason for taking the job is a good salary. T F
2. A low salary is not very important if you are making the right contacts.
T F
3. You will waste your time if you can't get promoted on a job. T F
4. You should do your work competently and faithfully to become a valuable employee.
T F
5. Stick to any job and take even if you don't get much experience.
T F
6. Good relationships with your fellow employees can help you move ahead faster.
TF

ОПК-3 Способен проектировать организацию совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями

1) Прочитайте и в парах найдите перевод выделенных лексических единиц, запишите их в словарь.

2) Обсудите на английском языке тексты о психологических различиях

а) экстравертов и интровертов; в) логиков и этиков.

3) Составьте краткое руководство (на русском и английском языках) о том, какие наиболее эффективные виды учебной и воспитательной работы подходят определенным группам людей. Обоснуйте свое мнение на английском языке.

EXTRAVERSION OR INTROVERSION

The first dimension of Personality type concerns how we prefer to interact with the world and where we direct our energy. Most people think that extraverted means

«talkative» and introverted means «shy». This is a good example of how the terms used to describe the Type preferences can be somewhat misleading. There is far more to extraversion and introversion than talkativeness.

Because they focus their energy in opposite directions, there are clear distinct, and profound differences between Extraverts and Introverts. Extraverts focus their attention and energy on the world outside of themselves. They seek out other people and enjoy lots of interaction, whether one-on-one or in groups. They are constantly (and naturally) pulled to the outer world of people and things. Because Extraverts need to experience the world to understand it, they tend to like a lot of activity. Extraverts get their «batteries charged up» by being with others and usually know a lot of people. Because they like to be at the centre of the action and are approachable, they tend to meet new people frequently and with ease. Extraverts look at a situation and ask themselves, «How do I affect this?»

Introverts focus their attention and energy on the world inside of themselves. They enjoy spending time alone and need this time to «recharge their batteries». Introverts try to understand the world before they experience it, which means a lot of their activity is mental. They prefer social interaction on a smaller scale – one-on-one or in small groups. Introverts avoid being the centre of attention and are generally more reserved than Extraverts. They prefer to get to know new people slowly. Introverts look at a situation and ask themselves, «How does this affect me?»

Leslie, like most Introverts, had such an experience. «I'll never forget how frustrating my first job was for me. It seemed as if everybody in the company, including my boss, was a huge Extravert. For one thing, I was always being forced to do group activities, like attending brainstorming sessions and sales conferences – and we were always having meetings. But even worse, my boss wouldn't give me enough time to answer his questions. I guess he thought I was stupid, or else he figured I was taking so long because I didn't know the answer».

Extraverts tend to be much more public than Introverts and share personal information freely. Introverts are more private, as is demonstrated by a situation that Gerry, an Introvert, experienced. «A new co-worker in our department had heard that I was a good cook,» reported Gerry, «so she kept badgering me to invite her over for dinner. Finally I did, and the meal went fine. But the next day, she began telling everyone at our weekly staff meeting about the great meal I'd made. Her effusive compliments were bad enough, but then she went on to describe, in great detail, the contents of my entire house. She talked all about the personal treasures I've been collecting for the past thirty years. I was furious. If I had wanted all my co-workers to know that much about me, I would have invited them over myself and conducted a tour!»

The Extraverted co-worker, incidentally, was mortified to learn that she had violated Gerry's privacy. She had had the best of intentions and thought she'd only been sincerely

complimenting Gerry's good taste.

It's important to recognize that the gift of Extraversion is breadth, and the gift of Introversion is depth. Usually Extraverts are interested in many things, but not necessarily at a very deep level. Introverts have fewer interests, but they pursue them in much greater depth. Once you get an Introvert talking about his or her interest, he may go on forever.

Despite their best efforts to get out of it, Larry and Mark found themselves at the annual holiday party by the company where both their wives worked. Since both men are Introverts, you can imagine the joy each felt as he anticipated spending the next four

hours with 120 total strangers. Fortunately for both, they met early while ordering drink at the bar. After some uncomfortable small talk, they learned (by accident) that each was an avid sailor. They spent the entire party talking boats, equipment, and cruising spots, and telling near-disaster stories.

Bill, whose wife worked for the same company, couldn't wait to get to the party. He had met many of the employee's spouses last year and he was eager to rekindle these acquaintances. As soon as they arrived, Bill and his wife – who was also an Extravert – went their separate ways, and by the end of the evening Bill had talked with a dozen and a half people, covering twice as many topics. He and his wife were so «charged up» by all the stimulation that they moved the party down to the hotel lounge with another group of late-nighters (more Extraverts) after everyone else left.

THINKING OR FEELING

The third dimension of Personality Type concerns the way in which we make decisions and come to conclusions. In the context of Type, Thinking refers to making decisions impersonally, and Feeling refers to making decisions based on personal values. Although emotions can play a part in decision making, Feeling here simply means making decisions based upon what is important to you and others.

Thinkers prefer decisions that make sense logically. They pride themselves on their ability to be objective and analytical in the decision-making process. They make decisions by analyzing and weighing the evidence, even if that means coming to unpleasant conclusions. Feelers make decisions based on how much they care or what they feel is right. They pride themselves on their ability to be empathetic and compassionate. Obviously, Thinkers and Feelers have different priorities. Some people find it especially difficult to decide between Thinking and Feeling. Different sex role expectations can cause some people to «falsify» their preference. A woman who is naturally a Thinker may be socialized to behave more like a Feeler (the life-giver, the mother, and the nurturer, ever sympathetic and supportive), and a man who is naturally a Feeler may be socialized to behave more like a Thinker (the hunter, the competitor, cool-headed, detached, and unemotional).

As we have said before, everyone uses both preferences. Thinkers do have emotions and personal values, and Feelers can be perfectly logical. However, each of us uses one process more naturally, more often, and more successfully than the other.

Take the example of Robert, a Feeler, who is the assistant dean of students at a small liberal arts college. Robert is responsible for conducting disciplinary hearings for students accused of violating the college's rules. He also decides the appropriate punishments as needed. A student, Henry, was caught smoking marijuana in his dormitory, a violation that usually carries a penalty or suspension for one semester, followed by two semesters of probation. Looking into the case, Robert discovered that Henry, a freshman, had been assigned to a room with two upperclassmen who had both been in and out of trouble. Robert also learned that Henry had an excellent academic record, and he had never been in any trouble before. Henry appeared to be genuinely contrite, and he was terrified about how his parents might react if he were suspended, since they had made real sacrifices to send him to school. Taking all these things into consideration, Robert fixed Henry's

punishment at mandatory attendance in a six-week campus drug awareness program, followed by one semester of probation.

The dean, a Thinker, thought his punishment was too lenient and made no sense. She thought that failing to hold all students to the same standard set a dangerous precedent, and she asked Robert to justify his decision. As Robert put it, «I know I could have suspended Henry. But I looked at the situation this way: we never should have assigned him the roommates we did, especially knowing how eager freshmen are to be accepted. As far as I'm concerned, we created the problem. Henry is a good kid, a good student, and an asset to the school. And after all, we are first and foremost an educational institution. I feel Henry has learned a valuable lesson from this experience, and I see no need to punish him for a relatively minor offence in a way which could affect his whole life.» Although Robert's decision was based on his own personal values and interpretation of the situation, you can see he did not make his decision irrationally.

ОПК -5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении

1) Выполните следующие задания и составьте план программы контроля результатов освоения лексики (на примере лексики английского языка).

1.1. Заполните пропущенные слова в электронном письме, используя лексические единицы, данные ниже.

face-to-face, means, virtual, links, readings, resources, submit, electronically, online, collaborative, community, distance courses, appropriate, tasks, moderate, provide, feedback, tutorials

Hi Jean,

My online course is brilliant. We use Moodle which is VLE software- that means

(1) _____ learning environment. You get to know the other students well even though the web's our only (2) _____ of communication. I really feel I'm part of an online (3) _____. It's also great as you don't have to go to the library-all the readings and other (4) _____ are online and there are (5) _____ to them in Moodle – just click and you've got them. We work in groups – the teacher sets various collaborative (6) _____ and then provides (7) _____ on our work. At the end of the course we have to (8) _____ a big assignment. Anyway, it's really fun.

Ellen

1.2. Составь словосочетания, используя слова из левой и правой колонок и

используй их для заполнения пропусков в предложениях, данных ниже.

meet activities

time deadlines

request mind maps a. I always try

extra-curricular an extension

lecture loan to (1) _____

long-term plan but this time I'm

first draft afraid I'm going to

study management have to

draw notes

- (2)_____. If only I could stick to the (3) _____ I make at the beginning of the semester!
- b. You should show the (4)_____ of the essay to your tutor before you do any more work on it.
- c. Helena missed the class but she borrowed the (5) _____ from a friend.
- d. Some people find it more helpful to (6) _____ when they are studying than to take traditional lectures.
- e. This is an incredibly useful book. Fortunately, I've been able to take it out of the library on (7)_____.
- f. Students who are working part-time as well as studying have to be particularly good at (8)_____.
- g. Some students get distracted from their studies by all the (9)_____which most universities offer.

ОПК- 6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии

в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями

1) Прочитайте и переведите текст, выпишите эффективные коммуникативные технологии, о которых идет речь в тексте.

2) Опираясь на текст, обсудите на английском языке эффективные психолого-педагогические технологии в образовании, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями.

3) Составьте краткую электронную презентацию эффективных технологий на английском языке.

Application of modern communication technologies in pedagogy

Modern education is difficult to imagine without effective communication between all participants in the educational process. Knowledge and application of effective communication strategies greatly increases the chances of any person to become successful in life and at work, as well as increase self-esteem and develop motivation skills.

So, what is a communicative strategy and what are the ways of its effective use in pedagogy? "A communicative strategy (communication strategy) is a part of communicative behavior or communicative interaction, in which a series of different verbal and non-verbal means is used to achieve a certain communicative goal".

Unfortunately, in Russian schools there is no separate course on the development of

effective communication skills. However, successful, efficient teachers who are fluent in rhetoric and public speaking skills will definitely use communication strategies in their lessons regardless of what subject they teach. In addition, progressive teachers constantly improve their professional level and master the art of effective explanation. In the era of standardized testing of knowledge, it becomes difficult to motivate students and teachers to devote more study time to speaking skills; the oral answers at the blackboard go to zero, as well as open questions that make you think. However, one should not forget that since ancient times, conversations and dialogues were considered priority forms of education, since in these discussions world cognition, self-knowledge and the development of thinking took place. In the context of the problem under study, it can be argued that the key tasks of teachers at all levels at all times remain to develop students' skills in connected speech, persuasion, listening, argumentation, rhetoric, dialectics and logic. The list of communicative tasks is much broader, but our goal is to identify key communicative strategies and ways to use them in pedagogy.

Three Americans are prominent among authoritative specialists in teaching and applying the most productive communication strategies: two teachers are Mortimer Adler and Dale Carnegie, and Lee LeFever, the founder and chief expert of Common Craft, which specializes in creating video explanations. They are very popular because they present complex ideas, things, problems that are easy to understand.

Consider in order the most interesting and useful communication principles expressed by American practitioners. The famous American philosopher, teacher, editor Mortimer Adler is known to millions of readers around the world, primarily as the author of the book "How to Read a Book. A Guide to Reading the Great Books» (1966). Although the main goal of M. Adler's book

was to teach people to read books with a full understanding of the content and comprehension of what was read, in his first book the scientist identified other tasks: from effective reading to move on to effective communication. Seventeen years later, another valuable book by Mortimer Adler, *How to Speak, How to Listen* (1983), appeared.

We are primarily interested in how to turn a banal lecture into an effective training lesson, in which, ideally, students would also be involved. M. Adler offers valuable ideas on how to prepare a teaching lecture and how to prepare for delivering a persuasive speech. Without mastering the art of persuasion, a teacher cannot become a true professional. Referring to Aristotle's *Rhetoric*, M. Adler focuses on three important factors that affect our ability to convince others. So, these components: *ethos*, *pathos* and *logos*. *Ethos* consists in presenting itself to the audience as a representative of a certain character, "suitable for achieving a specific goal". The lecturer (teacher) must convey to the students that he is well versed in the subject matter, that he is sincere in his intentions and has the best of intentions. In addition, it should look attractive, be able to attract an audience and cause confidence. If the teacher manages to convince the audience to trust him, then he will be able to convince them in other matters. Thus, if the essence of the *ethos* consists in the ability of a teacher to show his authority and competence, to demonstrate a respectable character, then *pathos*, in the interpretation of M. Adler, has a goal to awaken the feelings of listeners and motivate them to the desired actions. The third factor affecting the ability to convince is the *logo*. *Logos* embodies the arguments of the principles, ideas, theories, etc. The teacher will not be able to awaken the feelings and experiences, pushing students to the desired result, if he does not win their location. Therefore, it is meaningless to state the reasons and argue without creating the corresponding emotional background, so necessary for the perception of information.

When the teacher involved in his lecture and *ethos*, and *pathos*, it remains to use the *logo* to achieve the main goal. M. Adler advises to avoid giving verbose and convoluted arguments, and learn how to present them in an extremely concise and concise form. For clarity and ease of understanding, the teacher can present one or more vivid examples, specific cases, and then proceed to the conclusions. One of the effective methods of persuasive argumentation are rhetorical questions that are designed in such a way that the answers to them look predictable and unambiguous for the listeners. In general, the content of the lecture should contain "a detailed and explicit rationale for the steps being taken. *Logos* must be described in detail". The main task of the training lecture is the impact on the consciousness of the listeners. A training lecture may be accompanied by written handouts that improve and facilitate the understanding of the proposed

topic. In addition, it should be borne in mind that lectures may be interrupted so that students can ask their questions or clarify details; other lectures may be uninterrupted, but listeners always have a chance to address the speaker with questions after the end of his speech.

One of the problems for the teacher during the lecture may be the difficulty to constantly keep the attention of the audience. At one time, William James (1842-1910) repeatedly reiterated that it was extremely important for a teacher to cultivate the habit of sustained attention in his students, and the teacher should use all the best teaching methods that help maintain sustained attention in the classroom. M. Adler points to the need to engage emotions in the lecture process. Moderate gesticulation, voice possession, "the energy invested in your words compensates for abstractness and isolation from the life of your thoughts that you express". To improve understanding, and also to maintain attention to the topic, it is necessary to do repetitions, but it is better to present the same thought in different ways, using different words. A brief summary is required after a detailed argument, after an explanation of a certain thesis. M. Adler insists on an extremely useful reception to complete the uninterrupted lecture with a bilateral discussion with questions and answers, with comments and suggestions, where both the lecturer and the audience will actively interact. And if this happens, the communicative goal will be achieved.

Summarizing the ideas of Mortimer Adler, one can come to the conclusion that the most important methods of effective communication between the teacher and the student can be the following: the use of ethos, pathos and logos by the teacher; the ability to win over an audience by

creating an appropriate emotional background; learn to present thoughts and arguments in an extremely concise and concise manner; use rhetorical questions; give vivid examples, give the opportunity to ask clarifying questions; resort to moderate gestures, use the power of the voice, radiate energy, the same idea is better to present in different ways, do not forget to make brief summaries.

Many interesting ideas for increasing the effectiveness of communication in the educational space are expressed by Dale Carnegie (1888-1955) in his non-ceasing to be popular books on communication skills and self-confidence. A pragmatically thinking teacher, who possesses subtle intuition, observation and vision, sufficient courage and decisiveness, supplemented with valuable ideas the content of modern science of speech influence. D. Carnegie summarized the main rules and methods of effective communication, successfully described the method of developing self-confidence, developed valuable recommendations to university teachers, school teachers, all those who, by the nature of their activities, often have to speak to an audience. Not only the method of successful performance is so popular among teachers and businessmen, but also a system for dealing with anxiety. It is hard to imagine a teacher who would not experience excitement and anxiety before meeting with students, entering a new teaching team, before preparing an academic lesson or an interesting lecture. Following the recommendations of D. Carnegie, one can easily overcome all troubles, the main thing is to have a great desire and act immediately.

Arguing in the context of his concept of effective communication and the development in himself of the skills of successful public speaking, D. Carnegie points out the importance of educating in a person specific personal and professional qualities. What interesting communicative strategies expressed by D. Carnegie in his books can we use most successfully and effectively in pedagogy? First of all, the teacher should be genuinely interested in people (especially his students). For the teacher, an important quality is the ability to listen to the interlocutor and to show respect to his opinion, whatever that may be. In a situation of a lesson, a practical lesson, the teacher should not forget to express approval for the student's actions, even if he achieves little success, even one step ahead. For effective communication is very important attitude towards success, both from the teacher and from students. Who is responsible for creating a situation of success is not a secret for anyone; it is the task of the teacher. In addition, an optimistic attitude to life and to pedagogical activity should be a priority for any teacher. A thorough preparation for practical exercises and lectures usually takes a lot of time, but without it it is impossible to plan further activities, predict success and failure, problems and ways to solve them.

In support of M. Adler's ideas on the interaction of ethos and pathos, Dale Carnegie's very valuable communication strategies are: "Let your interviewee think that this idea belongs to him. Sincerely try to look at things from the point of view of your interlocutor. Be sympathetic to the

thoughts and desires of others. Call for more noble motives. Dramatize your ideas, serve them effectively. Challenge, touch the quick ". Following these recommendations, the teacher uses both ethos and pathos, thereby "killing two birds with one stone". The recommendations of D. Carnegie on the compilation of the text of the lecture and preparation for public speaking are also valuable. Both teachers in different words are trying to convey to us effective methods of argumentation (they reveal the essence of the concept of "logos"). First of all, care must be taken to ensure that the language in which the speaker intends to speak is extremely clear and understandable. Speech must be coherent, consistent and coherent. In addition, it is important to avoid special terms that only experts understand. It is important to use not hackneyed words and phrases in speech, but to create your own original comparisons and metaphors. D. Carnegie notes: "Use the visual perception of the audience. When possible, use exhibits, pictures, illustrations. Repeat your main thoughts, but do not repeat and do not use the same phrases twice. Vary the sentences, but repeat your thought, without letting the listener notice it ".

In line with the views of M. Adler that the teacher should always look attractive, D. Carnegie states that the ability to dress is "neat and elegant" is very important, because the consciousness of the fact that you (the teacher) are well and tastefully dressed can increase self-

esteem and strengthen self-confidence. And also it is necessary to learn to work with enthusiasm.

A teacher by his profession is already an enthusiast.

Undoubtedly, the practical recommendations of D. Carnegie to improve communication had a great influence, first of all, on progressive American teachers, and over time, on pragmatically minded people, for whom communication, networking, business contacts, and success in life are the main motives. The pedagogical principles of communication, persuasion, and networking can be successfully implemented not only within the educational system, but also in self-improvement courses for all commerce.

Interesting ideas for the introduction of effective communication technologies expressed Lee LeFever. He specializes in the art of explanation, which allows to significantly improve the quality of teaching of any subject, and can also be used by anyone who wishes to convey to the addressee any of the most complex ideas and theories. What did Lee Lefever bring to the art of explanation compared to the previous two American educators? Explaining an idea, a complex question, or a scientific theory is a mini-lecture. It was discussed above how to effectively prepare a lecture and present it to the listener. About how to build an explanation so that everyone understands its essence, Lee LeFever is trying to convey to us. The expert cites several definitions of the word "explanation", but the most interesting version says that the explanation is the practice of packaging the facts in a form that would facilitate their understanding and application. The essence of Lee LeFever's conclusions comes down to the following: first you need to convey to the listener why he needs to master some material or solve a specific task, and then tell how it can be done. Lee LeFever emphasizes: "I first need to see the forest, and then the trees".

Unfortunately, not all people have the innate ability to explain well. Namely, this quality is among the priorities of journalists and teachers. You can meet a lot of the smartest people, unique specialists in their field, but they absolutely can not convey their great ideas and theories to others. Many can perfectly speak foreign languages, but not all of them know how to teach this skill to others. But the teacher must master this technique perfectly. So, we know why, we understand how. What follows next? The following condition for a good explanation is the ability to "put yourself in the place of another person". Here it is important to show empathy - the ability to understand and share the feelings of other people. Next, you should approach the explanation creatively. Lee LeFever believes that the explanation will be more successful if the author thinks out new, interesting approaches, comes up with original moves, forcing "to look at the idea from an unexpected point of view". Lee LeFever gives us the basic elements of an explanation, which include: agreement, context, history, relationships, description and conclusion. The agreement helps to establish contact with the audience and describes well-known facts. You can begin your explanation with a phrase like "We all agree that ...". Context is necessary, as it allows listeners to understand a certain basis, background and why it is important. History is a profitable move. Most of the ideas can be presented in the form of a story, where there is a certain character who changes his point of view on a phenomenon and comes up with alternatives. Relationships "are analogies

or metaphors that connect new ideas with what people already know” Descriptions are messages that answer the question how. The conclusion briefly repeats what has been explained and prepares the listener for the following steps.

Summarizing the experience of creating video explanations, the company Common Craft, led by Lee LeFever, learned ten important lessons that can be useful to teachers. 1. Start by formulating your intentions. 2. Solve problems. 3. Explanations should be short. 4. Reduce noise.

5. Use visualization. 6. Do not strive for excellence. 7. Slow down. 8. Be out of time. 9. Be available. 10. Have fun.

Mastering the art of explanation and its active use in the practice of teaching is one of the most important communication strategies. The positions of the three pragmatically minded specialists given in the article largely coincide. The same communication strategies aimed at improving understanding, increasing the efficiency of communication are expressed by them in different words, repeated several times from different positions, and illustrated with interesting

examples. The use of these techniques and strategies should be a prerequisite for improving the pedagogical skills of the teacher.

ОПК-7 Способен планировать и организовывать взаимодействия

участников образовательных отношений

1) Используя материалы текста «Application of modern communication technologies in pedagogy» составьте алгоритм успешного взаимодействия участников образовательных отношений (учителя и учащихся; администрации и учителей) на русском и английском языках, используя эффективные коммуникативные технологии, указанные в тексте.

2) Оформите свой алгоритм (план) в виде красочного буклета на русском и английском языках.

8.2. Оценочные материалы для проведения промежуточной аттестации

IV. Оценочные материалы для проведения текущей и промежуточной аттестации

УК-3. Способен организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели

1) Разделите группу на 2 команды. Одна команда будет обсуждать человеческие достоинства, другая – грехи. Организуйте обсуждение этих двух групп. Выберите лидера каждой группы. По завершении обсуждения подведите итоги дискуссий на английском языке.

Ознакомьтесь со списком традиционных человеческих достоинств и пороков ниже, чтобы рассказать о своих вкусах, отношениях и стремлениях. Какой из смертных грехов и главных достоинств человека вы считаете:

а) самым важным достоинством? б) наименее важным достоинством? с) грехом, который можно простить? д) грехом, который нельзя прощать?

The Cardinal Virtues

faith, hope, prudence, fortitude, charity, justice, temperance **The Deadly Sins**
Pride, sloth, envy, lust, gluttony, anger, covetousness

УК-4. Способен применять современные коммуникативные технологии,

в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

1) Прочитайте текст, ответить на вопросы. Обсудите текст. Разместите заметку на английском языке на тему образования в интернете (социальные сети, блоки, электронная переписка и др.).

INDIVIDUAL EDUCATION

Individual education (IE) is a new concept in schooling. The basic premise of IE is that education is a privilege and not an obligation. An IE school directs but doesn't

demand, leads but doesn't drive, persuades but doesn't force, suggests but doesn't require. John Holt suggests that an alternative to authoritarian systems is to have schools in which each child can satisfy curiosity, develop abilities and talents, pursue interests, and obtain from adults and older children a glimpse of the great variety of richness of life.

The objectives of IE are: 1) to generate motivation to learn the subjects; 2) to provide alternative ways of learning; 3) to offer guidance; 4) to provide testing of learning; 5) to provide opportunities to learn a variety of non-academic subjects. The academic curriculum in an IE school includes the usual elements such as language, arts, arithmetic, science and social sciences.

The creative curriculum helps the child locate and develop special talents and abilities. Teachers and students are invited to submit ideas for classes of special interest.

1. What is the basic premise of individual education?
2. How does John Holt describe IE schools?
3. What are the objectives of IE?
4. What academic subjects are included in the curriculum of an IE school?
5. In what way can the creative abilities of students be developed?
6. Do you think that children enjoy studying at such schools and why?

2) Подготовьте монолог-сообщение (объёмом 180-250 слов) по одной из приводимых ниже тем, время подготовки – 10 минут.

- Describe your favorite websites. Talk about their names, who visit these websites, their home page, how many different pages there are, what's on each page.
- If you were the Minister of Education in your country, how would you improve the System of Education. Use these ideas or your own: the range of subjects/courses offered, the curriculum, compulsory or/and optional courses, the system of exam and assessment, career advice, the standard of teacher training.

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

- 1) Прочитайте текст, выполните задания, учитывая различные культурные особенности при устройстве на работу в различных социумах и культурах.
- 2) Выделите особенности межкультурного взаимодействия в России и англоговорящих странах.

MAKE YOUR JOB WORK FOR YOU

Your job can be a step in the direction of the rest of your life. How you feel about it, what

you learn from it, what you do with it or what it does to help you to decide where you go from there. If you want to get the most out of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

Don't let the salary be your main reason for taking the job. Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay, with which you can be satisfied. Then

decide what other things can be important. How much training and/ or experience can you get on this job. Some companies give new employees priceless training. On-the-job experience can be very valuable to you when you apply for your next job. It gives you the practical experience than no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be for the company. This will pay off later.

Another very important item for you to think about when you apply for the job is the type of contacts you can make. Just as a smart student chooses professors rather than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop a relationship with different kinds of personalities can help you develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

OK, so now you have the job and you want to make an impression – you want people to notice you. What can you do to become a valuable employee?

Do a little bit more and do it well. It really isn't that hard to be successful in your life. It's too bad, but many people try to do as little as they can on the job. Take advantage of that – do just a little bit more. This is not to suggest that you should allow anyone to take advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: «Build a better mousetrap and the world will beat a path to your door». One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

Do remember that other employees can be helpful to you. You should at least try not to score points by being critical of a fellow employee who is also doing his or her best job. Ambition, jealousy, and personality differences are encountered on any job, but the more friends you make and the fewer enemies, the better position you are in. There are times when you will need the help of your fellow employees. It is then that prior actions can result in the kind of back-stabbing that hurts.

There is another point to be made. Sometimes you may realize that you made a mistake by taking this job. Don't feel married to it. If it helps your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job and the experience, and training you have gotten will be most helpful. No job is ever a waste of time because if you have given it your best, you have learned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it's up to you to become a valuable employee. Good luck!

TASKS:

I. Read the text, put down the underlined words into the vocabulary with the translation.

II. Explain in English or give Russian equivalents, learn them.

To get the most out of the job, a job with the right company, priceless training, On-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees.

III. Answer the questions.

1. What may the reasons for taking a lower paying job be?
2. How can the contacts you make in the company help you move ahead?
3. What should you do to be a more important employee?
4. How do you understand: «Build a better mousetrap and the world will beat a path to your door»?
5. How can your fellow employees be helpful to you?
6. When do you think you should quit the job?
7. Why is it said that no job can be a waste of time?

IV. Circle T if the sentence is true, circle F if the sentence is false.

1. The best reason for taking the job is a good salary. T F
2. A low salary is not very important if you are making the right contacts.
T F
3. You will waste your time if you can't get promoted on a job. T F
4. You should do your work competently and faithfully to become a valuable employee.
T F

5. Stick to any job and take even if you don't get much experience.
T F

6. Good relationships with your fellow employees can help you move ahead faster.
TF

ОПК-3 Способен проектировать организацию совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями

- 1) Прочитайте и в парах найдите перевод выделенных лексических единиц, запишите их в словарь.
- 2) Обсудите на английском языке тексты о психологических различиях

- а) экстравертов и интровертов; в) логиков и этиков.
- 3) Составьте краткое руководство (на русском и английском языках) о том, какие наиболее эффективные виды учебной и воспитательной работы подходят определенным группам людей. Обоснуйте свое мнение на английском языке.

EXTRAVERSION OR INTROVERSION

The first dimension of Personality type concerns how we prefer to interact with the world and where we direct our energy. Most people think that extraverted means

«talkative» and introverted means «shy». This is a good example of how the terms used to describe the Type preferences can be somewhat misleading. There is far more to extraversion and introversion than talkativeness.

Because they focus their energy in opposite directions, there are clear distinct, and profound differences between Extraverts and Introverts. Extraverts focus their attention and energy on the world outside of themselves. They seek out other people and enjoy lots of interaction, whether one-on-one or in groups. They are constantly (and naturally) pulled to the outer world of people and things. Because Extraverts need to experience the world to understand it, they tend to like a lot of activity. Extraverts get their «batteries charged up» by being with others and usually know a lot of people. Because they like to be at the centre of the action and are approachable, they tend to meet new people frequently and with ease. Extraverts look at a situation and ask themselves, «How do I affect this?»

Introverts focus their attention and energy on the world inside of themselves. They enjoy spending time alone and need this time to «recharge their batteries». Introverts try to understand the world before they experience it, which means a lot of their activity is mental. They prefer social interaction on a smaller scale – one-on-one or in small groups. Introverts avoid being the centre of attention and are generally more reserved than Extraverts. They prefer to get to know new people slowly. Introverts look at a situation and ask themselves, «How does this affect me?»

Leslie, like most Introverts, had such an experience. «I'll never forget how frustrating my first job was for me. It seemed as if everybody in the company, including my boss, was a huge Extravert. For one thing, I was always being forced to do group activities, like attending brainstorming sessions and sales conferences – and we were always having meetings. But even worse, my boss wouldn't give me enough time to answer his questions. I guess he thought I was stupid, or else he figured I was taking so long because I didn't know the answer».

Extraverts tend to be much more public than Introverts and share personal information freely. Introverts are more private, as is demonstrated by a situation that Gerry, an Introvert, experienced. «A new co-worker in our department had heard that I was a good cook,» reported Gerry, «so she kept badgering me to invite her over for dinner. Finally I did, and the meal went fine. But the next day, she began telling everyone at our weekly staff meeting about the great meal I'd made. Her effusive compliments were bad enough, but then she went on to describe, in great detail, the contents of my entire house. She talked all about the personal treasures I've been collecting for the past thirty years. I was furious. If I had wanted all my co-workers to know that much about me, I would have invited them over myself and conducted a tour!»

The Extraverted co-worker, incidentally, was mortified to learn that she had violated Gerry's privacy. She had had the best of intentions and thought she'd only been sincerely complimenting Gerry's good taste.

It's important to recognize that the gift of Extraversion is breadth, and the gift of Introversion is depth. Usually Extraverts are interested in many things, but not necessarily at a very deep level. Introverts have fewer interests, but they pursue them in much greater depth. Once you get an Introvert talking about his or her interest, he may go on forever.

Despite their best efforts to get out of it, Larry and Mark found themselves at the annual

holiday party by the company where both their wives worked. Since both men are Introverts, you can imagine the joy each felt as he anticipated spending the next four

hours with 120 total strangers. Fortunately for both, they met early while ordering drink at the bar. After some uncomfortable small talk, they learned (by accident) that each was an avid sailor. They spent the entire party talking boats, equipment, and cruising spots, and telling near-disaster stories.

Bill, whose wife worked for the same company, couldn't wait to get to the party. He had met many of the employee's spouses last year and he was eager to rekindle these acquaintances. As soon as they arrived, Bill and his wife – who was also an Extravert – went their separate ways, and by the end of the evening Bill had talked with a dozen and a half people, covering twice as many topics. He and his wife were so «charged up» by all the stimulation that they moved the party down to the hotel lounge with another group of late-nighters (more Extraverts) after everyone else left.

THINKING OR FEELING

The third dimension of Personality Type concerns the way in which we make decisions and come to conclusions. In the context of Type, Thinking refers to making decisions impersonally, and Feeling refers to making decisions based on personal values. Although emotions can play a part in decision making, Feeling here simply means making decisions based upon what is important to you and others.

Thinkers prefer decisions that make sense logically. They pride themselves on their ability to be objective and analytical in the decision-making process. They make decisions by analyzing and weighing the evidence, even if that means coming to unpleasant conclusions. Feelers make decisions based on how much they care or what they feel is right. They pride themselves on their ability to be empathetic and compassionate. Obviously, Thinkers and Feelers have different priorities. Some people find it especially difficult to decide between Thinking and Feeling. Different sex role expectations can cause some people to «falsify» their preference. A woman who is naturally a Thinker may be socialized to behave more like a Feeler (the life-giver, the mother, and the nurturer, ever sympathetic and supportive), and a man who is naturally a Feeler may be socialized to behave more like a Thinker (the hunter, the competitor, cool-headed, detached, and unemotional).

As we have said before, everyone uses both preferences. Thinkers do have emotions and personal values, and Feelers can be perfectly logical. However, each of us uses one process more naturally, more often, and more successfully than the other.

Take the example of Robert, a Feeler, who is the assistant dean of students at a small liberal arts college. Robert is responsible for conducting disciplinary hearings for students accused of violating the college's rules. He also decides the appropriate punishments as needed. A student, Henry, was caught smoking marijuana in his dormitory, a violation that usually carries a penalty or suspension for one semester, followed by two semesters of probation. Looking into the case, Robert discovered that Henry, a freshman, had been assigned to a room with two upperclassmen who had both been in and out of trouble. Robert also learned that Henry had an excellent academic record, and he had never been in any trouble before. Henry appeared to be genuinely contrite, and he was terrified about how his parents might react if he were suspended, since they had made real sacrifices to send him to school. Taking all these things into consideration, Robert fixed Henry's punishment at mandatory attendance in a six-week campus drug awareness program, followed by one semester of probation.

The dean, a Thinker, thought his punishment was too lenient and made no sense. She thought that failing to hold all students to the same standard set a dangerous precedent, and she asked Robert to justify his decision. As Robert put it, «I know I could have suspended Henry. But I looked at the situation this way: we never should have assigned him the roommates we did,

especially knowing how eager freshmen are to be accepted. As far as I'm concerned, we created the problem. Henry is a good kid, a good student, and an asset to the school. And after all, we are first and foremost an educational institution. I feel Henry has learned a valuable lesson from this experience, and I see no need to punish him for a relatively minor offence in a way which could affect his whole life.» Although Robert's decision was based on his own personal values and interpretation of the situation, you can see he did not make his decision irrationally.

ОПК -5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении

1) Выполните следующие задания и составьте план программы контроля результатов освоения лексики (на примере лексики английского языка).

1.1. Заполните пропущенные слова в электронном письме, используя лексические единицы, данные ниже.

face-to-face, means, virtual, links, readings, resources, submit, electronically, online, collaborative, community, distance courses, appropriate, tasks, moderate, provide, feedback, tutorials

Hi Jean,

My online course is brilliant. We use Moodle which is VLE software- that means

(1) _____ learning environment. You get to know the other students well even though the web's our only (2) _____ of communication. I really feel I'm part of an online (3) _____. It's also great as you don't have to go to the library-all the readings and other (4) _____ are online and there are (5) _____ to them in Moodle – just click and you've got them. We work in groups – the teacher sets various collaborative (6) _____ and then provides (7) _____ on our work. At the end of the course we have to (8) _____ a big assignment. Anyway, it's really fun.

Ellen

1.2. Составь словосочетания, используя слова из левой и правой колонок и

используй их для заполнения пропусков в предложениях, данных ниже.

meet activities

time deadlines

request mind maps a. I always try

extra-curricular an extension

lecture loan to (1) _____

long-term plan but this time I'm

first draft afraid I'm going to

study management have to

draw notes

(2) _____. If only I could stick to the (3) _____ I make at the beginning of the semester!

b. You should show the (4) _____ of the essay to your tutor before you do any more work on it.

c. Helena missed the class but she borrowed the (5) _____ from a friend.

d. Some people find it more helpful to (6) _____ when they are studying than to take traditional lectures.

e. This is an incredibly useful book. Fortunately, I've been able to take it out of the library on (7) _____.

f. Students who are working part-time as well as studying have to be particularly good at (8) _____.

g. Some students get distracted from their studies by all the (9) _____ which most universities

offer.

ОПК- 6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии

в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями

1) Прочитайте и переведите текст, выпишите эффективные коммуникативные технологии, о которых идет речь в тексте.

2) Опираясь на текст, обсудите на английском языке эффективные психолого-педагогические технологии в образовании, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями.

3) Составьте краткую электронную презентацию эффективных технологий на английском языке.

Application of modern communication technologies in pedagogy

Modern education is difficult to imagine without effective communication between all participants in the educational process. Knowledge and application of effective communication strategies greatly increases the chances of any person to become successful in life and at work, as well as increase self-esteem and develop motivation skills.

So, what is a communicative strategy and what are the ways of its effective use in pedagogy? "A communicative strategy (communication strategy) is a part of communicative behavior or communicative interaction, in which a series of different verbal and non-verbal means is used to achieve a certain communicative goal".

Unfortunately, in Russian schools there is no separate course on the development of effective communication skills. However, successful, efficient teachers who are fluent in rhetoric and public speaking skills will definitely use communication strategies in their lessons regardless of what subject they teach. In addition, progressive teachers constantly improve their professional level and master the art of effective explanation. In the era of standardized testing of knowledge, it becomes difficult to motivate students and teachers to devote more study time to speaking skills; the oral answers at the blackboard go to zero, as well as open questions that make you think. However, one should not forget that since ancient times, conversations and dialogues were considered priority forms of education, since in these discussions world cognition, self-knowledge

and the development of thinking took place. In the context of the problem under study, it can be argued that the key tasks of teachers at all levels at all times remain to develop students' skills in connected speech, persuasion, listening, argumentation, rhetoric, dialectics and logic. The list of communicative tasks is much broader, but our goal is to identify key communicative strategies and ways to use them in pedagogy.

Three Americans are prominent among authoritative specialists in teaching and applying the most productive communication strategies: two teachers are Mortimer Adler and Dale Carnegie, and Lee LeFever, the founder and chief expert of Common Craft, which specializes in creating video explanations. They are very popular because they present complex ideas, things, problems that are easy to understand.

Consider in order the most interesting and useful communication principles expressed by American practitioners. The famous American philosopher, teacher, editor Mortimer Adler is known to millions of readers around the world, primarily as the author of the book "How to Read a Book. A Guide to Reading the Great Books» (1966). Although the main goal of M. Adler's book

was to teach people to read books with a full understanding of the content and comprehension of what was read, in his first book the scientist identified other tasks: from effective reading to move on to effective communication. Seventeen years later, another valuable book by Mortimer Adler, *How to Speak, How to Listen* (1983), appeared.

We are primarily interested in how to turn a banal lecture into an effective training lesson, in which, ideally, students would also be involved. M. Adler offers valuable ideas on how to prepare a teaching lecture and how to prepare for delivering a persuasive speech. Without mastering the art of persuasion, a teacher cannot become a true professional. Referring to Aristotle's *Rhetoric*, M. Adler focuses on three important factors that affect our ability to convince others. So, these components: *ethos*, *pathos* and *logos*. *Ethos* consists in presenting itself to the audience as a representative of a certain character, "suitable for achieving a specific goal". The lecturer (teacher) must convey to the students that he is well versed in the subject matter, that he is sincere in his intentions and has the best of intentions. In addition, it should look attractive, be able to attract an audience and cause confidence. If the teacher manages to convince the audience to trust him, then he will be able to convince them in other matters. Thus, if the essence of the *ethos* consists in the ability of a teacher to show his authority and competence, to demonstrate a respectable character, then *pathos*, in the interpretation of M. Adler, has a goal to awaken the feelings of listeners and motivate them to the desired actions. The third factor affecting the ability to convince is the *logo*. *Logos* embodies the arguments of the principles, ideas, theories, etc. The teacher will not be able to awaken the feelings and experiences, pushing students to the desired result, if he does not win their location. Therefore, it is meaningless to state the reasons and argue without creating the corresponding emotional background, so necessary for the perception of information.

When the teacher involved in his lecture and *ethos*, and *pathos*, it remains to use the *logo* to achieve the main goal. M. Adler advises to avoid giving verbose and convoluted arguments, and learn how to present them in an extremely concise and concise form. For clarity and ease of understanding, the teacher can present one or more vivid examples, specific cases, and then proceed to the conclusions. One of the effective methods of persuasive argumentation are rhetorical questions that are designed in such a way that the answers to them look predictable and unambiguous for the listeners. In general, the content of the lecture should contain "a detailed and explicit rationale for the steps being taken. *Logos* must be described in detail". The main task of the training lecture is the impact on the consciousness of the listeners. A training lecture may be accompanied by written handouts that improve and facilitate the understanding of the proposed topic. In addition, it should be borne in mind that lectures may be interrupted so that students can ask their questions or clarify details; other lectures may be uninterrupted, but listeners always have a chance to address the speaker with questions after the end of his speech.

One of the problems for the teacher during the lecture may be the difficulty to constantly keep the attention of the audience. At one time, William James (1842-1910) repeatedly reiterated that it was extremely important for a teacher to cultivate the habit of sustained attention in his students, and the teacher should use all the best teaching methods that help maintain sustained attention in the classroom. M. Adler points to the need to engage emotions in the lecture process.

Moderate gesticulation, voice possession, “the energy invested in your words compensates for abstractness and isolation from the life of your thoughts that you express”. To improve understanding, and also to maintain attention to the topic, it is necessary to do repetitions, but it is better to present the same thought in different ways, using different words. A brief summary is required after a detailed argument, after an explanation of a certain thesis. M. Adler insists on an extremely useful reception to complete the uninterrupted lecture with a bilateral discussion with questions and answers, with comments and suggestions, where both the lecturer and the audience will actively interact. And if this happens, the communicative goal will be achieved.

Summarizing the ideas of Mortimer Adler, one can come to the conclusion that the most important methods of effective communication between the teacher and the student can be the following: the use of ethos, pathos and logos by the teacher; the ability to win over an audience by

creating an appropriate emotional background; learn to present thoughts and arguments in an extremely concise and concise manner; use rhetorical questions; give vivid examples, give the opportunity to ask clarifying questions; resort to moderate gestures, use the power of the voice, radiate energy, the same idea is better to present in different ways, do not forget to make brief summaries.

Many interesting ideas for increasing the effectiveness of communication in the educational space are expressed by Dale Carnegie (1888-1955) in his non-ceasing to be popular books on communication skills and self-confidence. A pragmatically thinking teacher, who possesses subtle intuition, observation and vision, sufficient courage and decisiveness, supplemented with valuable ideas the content of modern science of speech influence. D. Carnegie summarized the main rules and methods of effective communication, successfully described the method of developing self-confidence, developed valuable recommendations to university teachers, school teachers, all those who, by the nature of their activities, often have to speak to an audience. Not only the method of successful performance is so popular among teachers and businessmen, but also a system for dealing with anxiety. It is hard to imagine a teacher who would not experience excitement and anxiety before meeting with students, entering a new teaching team, before preparing an academic lesson or an interesting lecture. Following the recommendations of D. Carnegie, one can easily overcome all troubles, the main thing is to have a great desire and act immediately.

Arguing in the context of his concept of effective communication and the development in himself of the skills of successful public speaking, D. Carnegie points out the importance of educating in a person specific personal and professional qualities. What interesting communicative strategies expressed by D. Carnegie in his books can we use most successfully and effectively in pedagogy? First of all, the teacher should be genuinely interested in people (especially his students). For the teacher, an important quality is the ability to listen to the interlocutor and to show respect to his opinion, whatever that may be. In a situation of a lesson, a practical lesson, the teacher should not forget to express approval for the student's actions, even if he achieves little success, even one step ahead. For effective communication is very important attitude towards success, both from the teacher and from students. Who is responsible for creating a situation of success is not a secret for anyone; it is the task of the teacher. In addition, an optimistic attitude to life and to pedagogical activity should be a priority for any teacher. A thorough preparation for practical exercises and lectures usually takes a lot of time, but without it it is impossible to plan further activities, predict success and failure, problems and ways to solve them.

In support of M. Adler's ideas on the interaction of ethos and pathos, Dale Carnegie's very valuable communication strategies are: “Let your interviewee think that this idea belongs to him. Sincerely try to look at things from the point of view of your interlocutor. Be sympathetic to the thoughts and desires of others. Call for more noble motives. Dramatize your ideas, serve them effectively. Challenge, touch the quick”. Following these recommendations, the teacher uses both ethos and pathos, thereby “killing two birds with one stone”. The recommendations of D. Carnegie on the compilation of the text of the lecture and preparation for public speaking are also valuable. Both teachers in different words are trying to convey to us effective methods of argumentation (they reveal the essence of the concept of “logos”). First of all, care must be taken to ensure that the language in which the speaker intends to speak is extremely clear and understandable. Speech must be coherent, consistent and coherent. In addition, it is important to avoid special terms that

only experts understand. It is important to use not hackneyed words and phrases in speech, but to create your own original comparisons and metaphors. D. Carnegie notes: "Use the visual perception of the audience. When possible, use exhibits, pictures, illustrations. Repeat your main thoughts, but do not repeat and do not use the same phrases twice. Vary the sentences, but repeat your thought, without letting the listener notice it".

In line with the views of M. Adler that the teacher should always look attractive, D. Carnegie states that the ability to dress is "neat and elegant" is very important, because the consciousness of the fact that you (the teacher) are well and tastefully dressed can increase self-

esteem and strengthen self-confidence. And also it is necessary to learn to work with enthusiasm.

A teacher by his profession is already an enthusiast.

Undoubtedly, the practical recommendations of D. Carnegie to improve communication had a great influence, first of all, on progressive American teachers, and over time, on pragmatically minded people, for whom communication, networking, business contacts, and success in life are the main motives. The pedagogical principles of communication, persuasion, and networking can be successfully implemented not only within the educational system, but also in self-improvement courses for all commerce.

Interesting ideas for the introduction of effective communication technologies expressed Lee LeFever. He specializes in the art of explanation, which allows to significantly improve the quality of teaching of any subject, and can also be used by anyone who wishes to convey to the addressee any of the most complex ideas and theories. What did Lee LeFever bring to the art of explanation compared to the previous two American educators? Explaining an idea, a complex question, or a scientific theory is a mini-lecture. It was discussed above how to effectively prepare a lecture and present it to the listener. About how to build an explanation so that everyone understands its essence, Lee LeFever is trying to convey to us. The expert cites several definitions of the word "explanation", but the most interesting version says that the explanation is the practice of packaging the facts in a form that would facilitate their understanding and application. The essence of Lee LeFever's conclusions comes down to the following: first you need to convey to the listener why he needs to master some material or solve a specific task, and then tell how it can be done. Lee LeFever emphasizes: "I first need to see the forest, and then the trees".

Unfortunately, not all people have the innate ability to explain well. Namely, this quality is among the priorities of journalists and teachers. You can meet a lot of the smartest people, unique specialists in their field, but they absolutely can not convey their great ideas and theories to others. Many can perfectly speak foreign languages, but not all of them know how to teach this skill to others. But the teacher must master this technique perfectly. So, we know why, we understand how. What follows next? The following condition for a good explanation is the ability to "put yourself in the place of another person". Here it is important to show empathy - the ability to understand and share the feelings of other people. Next, you should approach the explanation creatively. Lee LeFever believes that the explanation will be more successful if the author thinks out new, interesting approaches, comes up with original moves, forcing "to look at the idea from an unexpected point of view". Lee LeFever gives us the basic elements of an explanation, which include: agreement, context, history, relationships, description and conclusion. The agreement helps to establish contact with the audience and describes well-known facts. You can begin your explanation with a phrase like "We all agree that ...". Context is necessary, as it allows listeners to understand a certain basis, background and why it is important. History is a profitable move. Most of the ideas can be presented in the form of a story, where there is a certain character who changes his point of view on a phenomenon and comes up with alternatives. Relationships "are analogies or metaphors that connect new ideas with what people already know" Descriptions are messages that answer the question how. The conclusion briefly repeats what has been explained and prepares the listener for the following steps.

Summarizing the experience of creating video explanations, the company Common Craft, led by Lee LeFever, learned ten important lessons that can be useful to teachers. 1. Start by formulating your intentions. 2. Solve problems. 3. Explanations should be short. 4. Reduce noise.

5. Use visualization. 6. Do not strive for excellence. 7. Slow down. 8. Be out of time. 9. Be available. 10. Have fun.

Mastering the art of explanation and its active use in the practice of teaching is one of the most important communication strategies. The positions of the three pragmatically minded specialists given in the article largely coincide. The same communication strategies aimed at improving understanding, increasing the efficiency of communication are expressed by them in different words, repeated several times from different positions, and illustrated with interesting

examples. The use of these techniques and strategies should be a prerequisite for improving the pedagogical skills of the teacher.

ОПК-7 Способен планировать и организовывать взаимодействия

участников образовательных отношений

1) Используя материалы текста «Application of modern communication technologies in pedagogy» составьте алгоритм успешного взаимодействия участников образовательных отношений (учителя и учащихся; администрации и учителей) на русском и английском языках, используя эффективные коммуникативные технологии, указанные в тексте.

2) Оформите свой алгоритм (план) в виде красочного буклета на русском и английском языках.

8.3. Требования к рейтинг-контролю

Требования к рейтинг-контролю

Рейтинговый контроль знаний осуществляется в соответствии с Положением о рейтинговой системе оценки качества учебной работы студентов ТвГУ.

Качество усвоения студентами учебной дисциплины оценивается по 100 балльной шкале. Из них 60 (100 – при зачете) рейтинговых баллов составляет максимальная оценка учебной работы студентов в течение семестра, а 40 рейтинговых баллов составляет максимальная оценка на курсовом экзамене.

Рейтинговые баллы, выделенные для оценки текущей работы студентов (60 баллов) распределяются между модулями (2 модуля в семестр).

Реферат, эссе – до 10 баллов.

Ответ на вопрос темы в виде доклада на семинарском занятии – до 5 баллов. Решение задач, выполнение проблемных заданий и др. – до 5 баллов. Активное участие в работе семинара (вопросы, обсуждение, дополнение и

проч.) – до 3 баллов.

9. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Рекомендуемая литература

Основная

Шифр	Литература
Л.1.1	Горелик, Проблема эквивалентности при переводе медицинского текста с русского на английский язык (на материале научных статей по дерматологии), Тверь: Тверской государственный университет, , ISBN: , URL: http://texts.lib.tversu.ru/texts/12272t.pdf

Л.1.10	Аитов, Аитова, Кади, Английский язык (A1-B1+), Москва: Юрайт, 2024, ISBN: 978-5-534-08943-1, URL: https://urait.ru/bcode/538711
Л.1.11	Полубиченко, Кожарская, Моргун, Шевырдяева, Английский язык для естественно-научных направлений, Москва: Юрайт, 2023, ISBN: 978-5-534-15168-8, URL: https://urait.ru/bcode/511523
Л.1.2	Федоров, Шапиро, Шульгат, Английский язык для историков, Москва: Юрайт, 2023, ISBN: 978-5-534-16383-4, URL: https://urait.ru/bcode/530916
Л.1.3	Александрова, Васильев, Английский язык для филологов, Москва: Юрайт, 2024, ISBN: 978-5-534-08677-5, URL: https://urait.ru/bcode/537979
Л.1.4	Мичугина, Английский язык для педагогов (A2), Москва: Юрайт, 2024, ISBN: 978-5-534-08625-6, URL: https://urait.ru/bcode/532283
Л.1.5	Рогова, Английский язык для гостиничного бизнеса. Задания, Москва: Юрайт, 2024, ISBN: 978-5-534-14564-9, URL: https://urait.ru/bcode/544401
Л.1.6	Смирнова, Соколова, Дуглас, Английский язык для менеджеров (B1—B2), Москва: Юрайт, 2024, ISBN: 978-5-534-10161-4, URL: https://urait.ru/bcode/541350
Л.1.7	Солуянова, Английский язык для архитекторов (B1). Тесты, Москва: Юрайт, 2024, ISBN: 978-5-534-15416-0, URL: https://urait.ru/bcode/544114
Л.1.8	Антипова, Родионова, Курчаева, Курчаева, Нагдалян, Оботурова, Рясина, Английский язык для изучающих биотехнологии и общественное питание (A2-B2), Москва: Юрайт, 2024, ISBN: 978-5-534-10924-5, URL: https://urait.ru/bcode/540346
Л.1.9	Ведута, Английский язык для геологов-нефтяников (B1–B2), Москва: Юрайт, 2024, ISBN: 978-5-534-11544-4, URL: https://urait.ru/bcode/542741

Перечень ресурсов информационно-телекоммуникационной сети "Интернет"

Э1	https://znanium.com/catalog/product/1866044 :
Э2	https://urait.ru/bcode/557117 :
Э3	https://e.lanbook.com/book/179392 :
Э4	https://e.lanbook.com/book/352571 :
Э5	Audio The USA:
Э6	The Window on Britain, the USA, The Canada:
Э7	ABBYY Lingvo - англо-русский русско-английский электронный словарь, доступный из любого Windows:
Э8	http://en.Wikipedia.Org :
Э9	Online Macmillan Dictionary (http://www.macmillandictionary.com/):
Э10	Global eLessons (www.macmillanglobal.com):

Э11	Lessonstream.org (by Jamie Keddie) (www.lessonstream.org):
Э12	Программное обеспечение:
Э13	IBM SPSS Amos 19 :
Э14	Kaspersky Endpoint Security 10:

Перечень программного обеспечения

1	Google Chrome
2	RStudio
3	R for Windows
4	SMART Notebook
5	Any Video Converter
6	Deductor Academic
7	G*Power

Современные профессиональные базы данных и информационные справочные системы

1	Репозиторий ТвГУ
2	Научная электронная библиотека eLIBRARY.RU (подписка на журналы)
3	ЭБС ТвГУ
4	ЭБС BOOK.ru
5	ЭБС «Лань»
6	ЭБС IPRbooks
7	ЭБС «Университетская библиотека онлайн»
8	ЭБС «ЮРАИТ»
9	ЭБС «ZNANIUM.COM»

10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Аудит-я	Оборудование
9-221	комплект учебной мебели, переносной ноутбук, интерактивная доска, проектор

11. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

VI. Методические материалы для обучающихся по освоению дисциплины

Методические рекомендации по организации

самостоятельной работы студентов

Самостоятельная работа студентов включает в себя работу студентов при выполнении домашних заданий и во время подготовки к контрольной работе и к экзамену; работу со справочной литературой для аутентичного усвоения профессиональной лексики; подготовку к практическим занятиям (подбор литературы по определенной теме, работа над

различными программными материалами, составление доклада на немецком языке и его критический анализ); работу над проектами, а также работу на практических занятиях, проблемно-научная форма которых ориентирует студентов на творческий поиск оптимального решения проблемы, развивает навыки самостоятельного мышления, умения вести диалог на немецком языке, выступать с монологической речью на заданную тему.

Самостоятельная работа с грамматическими материалами включает в себя выполнение упражнений и проверку их по ключам с целью дальнейшего совершенствования знаний грамматики немецкого языка.

Одной из задач курса является овладение умением самостоятельно работать со специальной литературой на немецком языке с целью извлечения профессиональной информации и ее последующей обработки. К такой литературе относятся: справочные материалы, публикации в СМИ, буклеты, брошюры и другие рекламные материалы, электронные базы издательств и прочие материалы.

Студентам рекомендуется использовать список научной и учебной литературы при подготовке к практическим занятиям, контрольным работам, проектам зачету и экзамену. Студенты должны знать и использовать термины, используемые в их будущей работе по специальности. Эти термины включают в себя термины по рекламной деятельности.

При работе с рабочими тетрадями по видеокурсу рекомендуется предварительно ознакомиться с лексикой и реалиями, употребляемыми и упоминаемыми в видеокурсе, для чего следует обратиться к справочной секции каждой рабочей тетради.

При работе с грамматическим пособием рекомендуется выполнять упражнения письменно и проверять их по ключам. Рекомендуется отслеживать свои ошибки и стараться не допускать их в дальнейшей работе. В случае, если студент допускает ошибку и не может её объяснить ему следует обратиться за консультацией к преподавателю.

Рекомендации для самостоятельной работы студентов

с текстом и материалами по устной теме:

ознакомьтесь с материалом по теме, составьте аннотацию, реферат; выпишите определение основных научных понятий; законспектируйте основное содержание; составьте план содержания; выпишите ключевые слова.

выполните задания-ориентиры в процессе чтения рекомендуемого материала

ответьте на заранее поставленные вопросы по содержанию; найдите ответы на проблемные вопросы; выберите правильный ответ из ряда данных;

выберите из текста положения, раскрывающие смысл данного тезиса;

упорядочьте пункты плана в соответствии с логикой излагаемого материала; проиллюстрируйте тезисы примерами из текста; исправьте неверные утверждения; дополните заранее данные определения;

выполните словарный анализ понятий (круга понятий).

При работе над темой выполните следующие задания:

составьте глоссарий основных научных понятий по теме; составьте план-конспект по теме;

подберите материалы из дополнительных источников к пунктам плана темы;

упорядочьте пункты плана в соответствии с логикой изложения материала по теме;
прочтите дополнительные источники по теме в соответствии с планом; составьте
план-содержание темы на основе чтения нескольких

источников; подберите фрагменты из источников по теме для освещения вопросов,
приводимых в плане; сделайте дифференцированный анализ проблемы на основе
ряда источников;

прочтите текст с коммуникативной целью (для сообщения, рассказа, дискуссии);
изучите материал по теме с целью выхода в ролевую, деловую, ситуационную игру;

прочитайте материал, систематизируйте его для последующего предъявления в
профессионально-педагогических целях;

сделайте аналитическую выборку новой научной информации в дополнение к уже
известной (многоступенчатое, концентрическое чтение);

используйте поисковое, изучающее, просмотровое чтение при работе над
источниками по теме;

составьте библиографию и аннотацию по теме.