

МИНОБРНАУКИ РОССИИ
Ярославский государственный университет им. П.Г. Демидова

Институт иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ
Директор Института иностранных языков
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«11» мая 2022 г.

Рабочая программа дисциплины
«Иностранный язык в профессиональной деятельности»

Направление подготовки
39.04.02 Социальная работа

Направленность (профиль)
«Управление в социальной работе»

Форма обучения
Очная

Программа одобрена
на заседании кафедры
от «13» апреля 2022 года, протокол № 8

Программа одобрена НМК
Института иностранных языков
протокол № 8 от «20» апреля 2022 года

Ярославль

1. Цели освоения дисциплины

Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» в рамках магистратуры является: формирование компетенции, позволяющей осуществлять коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, а также выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях.

2. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык в профессиональной деятельности» относится к обязательной части Блока 1. Курс иностранного языка в магистратуре продолжает вузовский курс иностранного языка, базируясь на знаниях, умениях и навыках, приобретенных обучающимися в курсе бакалавриата.

Курс иностранного языка в магистратуре направлен на повышение исходного уровня владения иностранным языком, на формирование и развитие умений общения в профессиональной и научной сферах для академического и профессионального взаимодействия.

Изучение данной дисциплины необходимо для успешного освоения гуманитарных дисциплин ООП, а также в целом влияет на развитие когнитивных способностей и умений студента.

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ООП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

Формируемая компетенция (код и формулировка)	Индикатор достижения компетенции (код и формулировка)	Перечень планируемых результатов обучения
Универсальные компетенции		
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	ИД-УК-4.3 Составляет типовую деловую документацию для академических и профессиональных целей на иностранном языке.	Знает грамматические конструкции, структуру и особенности различных типов текстов профессиональной и академической направленности; Умеет составлять резюме, рефераты профессионально-ориентированных аутентичных научных статей и аннотации к ним;

	ИД-УК-4.4 Создает различные академические или профессиональные тексты на иностранном языке.	Знает терминологию на иностранном языке в изучаемой области; Умеет применять основные виды переводческой трансформации в устном и письменном переводе, Владеет навыками аналитико-синтаксической переработки профессионально-значимой информации и перевода академического текста с русского языка на иностранный.
	ИД-УК-4.5 Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на иностранном языке	Умеет составлять и представлять в виде доклада и презентации научную информацию, используемую в профессиональной деятельности, в том числе для участия в международных научных мероприятиях; Владеет навыками выступления с сообщением и презентацией по профилю своей научной специальности.

4. Объем, структура и содержание дисциплины

Очная форма

Общая трудоемкость дисциплины «Иностранный язык в профессиональной деятельности» составляет 3 зачетные единицы, 108 акад. часов:

№ п/п	Темы (разделы) дисциплины, их содержание	С е м е с т р	Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах)	Формы текущего контроля успеваемости Форма промежуточной аттестации (по семестрам)
			Контактная работа	

			лекции	практические	лабораторные	консультации	аттестационные испытания	самостоятельная работа	
1.	Работа с лексикой по теме: «Глобализация». Неличные формы глагола. Сложные конструкции.	1		7		1		13	Задания на знание терминологии и общее понимание содержания текста.
	<i>в том числе с ЭО и ДОТ</i>							2	<i>Лексический тест ЭУК в LMS Moodle</i>
2.	Работа с лексикой по теме: «Образование». Письменный перевод.	1		7		1		13	Письменный перевод. Задания на знание терминологии и общее понимание содержания текста.
3.	Работа с лексикой по теме: «Культура». Аннотирование. Реферирование.	1		7				13	Задания на знание терминологии и общее понимание содержания текста. Аннотирование. Реферирование.
4.	Работа с лексикой по теме: «Население и социальные изменения». Основы делового общения. Составление резюме.	1		7		1		13	Задания на знание терминологии и общее понимание содержания текста. Резюме.
5.	Работа с лексикой по теме: «Социологическое исследование». Основы публичной речи.	1		6		1		14	Презентации
	<i>в том числе с ЭО и ДОТ</i>							2	
							0,3	3,7	Зачет
	Всего за 1 семестр 108 часов			34		4	0,3	69,7	
	<i>в том числе с ЭО и ДОТ</i>							2	
	ИТОГО			34		4	0,3	69,7	
	<i>в том числе с ЭО и ДОТ</i>							2	

Содержание разделов дисциплины.

1. Усвоение лексики и развитие навыков устной речи по теме: «Глобализация». Грамматика. Повторение темы: «Неличные формы глагола». Сложные грамматические конструкции с инфинитивом, причастием и герундиальными обороты.

2. Усвоение лексики и развитие навыков устной речи по теме: «Образование». Особенности устного и письменного перевода и отработка умений перевода профессионально-ориентированного текста.

3. Усвоение лексики и развитие навыков устной речи по теме: «Культура». Основы аннотирования и реферирования. Отработка умений аннотирования и реферирования текста на родном и английском языке. Аннотирование и реферирование текста по специальности (письменно, на английском языке).

4. Усвоение лексики и развитие навыков устной речи по теме: «Население и социальные изменения». Отработка основных навыков письменной коммуникации. Принципы составления резюме при устройстве на работу.

5. Презентации по теме: «Социологическое исследование». Основы подготовки презентаций. Основы публичной речи. Монологическая и диалогическая речь. Подготовка презентаций (письменно и устно), выступление в группе с последующим обсуждением презентации.

5. Образовательные технологии, в том числе технологии электронного обучения и дистанционные образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине

В процессе обучения используются следующие образовательные технологии:

Практическое занятие – занятие, посвященное освоению конкретных умений и навыков и закреплению полученных при объяснении знаний.

Консультации – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

В процессе обучения используются следующие технологии электронного обучения и дистанционные образовательные технологии:

Электронный учебный курс по дисциплине «Иностранный язык в профессиональной деятельности» в LMS Электронный университет MoodleЯпГУ, в котором:

- представлены задания для самостоятельной работы обучающихся по темам дисциплины;
- осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов;
- посредством форума осуществляется синхронное и (или) асинхронное взаимодействие между обучающимися и преподавателем в рамках изучения дисциплины.

6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине

В процессе осуществления образовательного процесса по дисциплине используются: для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине:

- программы Microsoft Office;
- Adobe Acrobat Reader.

7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине (при необходимости)

В процессе осуществления образовательного процесса по дисциплине используются:

1. Автоматизированная библиотечно-информационная система «БУКИ-NEXT» http://www.lib.uniya.ac.ru/opac/bk_cat_find.php
2. Электронно-библиотечная система «Юрайт» <https://urait.ru/>
3. Электронно-библиотечная система «Консультант Студента» <https://www.studentlibrary.ru/>

8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет» (при необходимости), рекомендуемых для освоения дисциплины

а) основная литература

1. Английский язык для академических целей. English for Academic Purposes : учебное пособие для вузов / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под редакцией Т. А. Барановской. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2021. — 220 с. — (Высшее образование). — ISBN 978-5-534-13839-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/469617> (дата обращения: 06.12.2021).

б) дополнительная литература

1. [Английский в научно-исследовательской деятельности = EnglishforResearcher: : учеб. пособие / авт.-сост. Н. Н. Касаткина, С. В. Данданова ; Яросл. гос. ун-т, Ярославль, Филигрань, 2014, 102с.](#)
2. Английский язык [Электронный ресурс]: практикум / сост. А.В. Егорова, Н.Н. Касаткина; Яросл. гос. ун-т им. П.Г. Демидова. – Ярославль: ЯрГУ, 2012.
<http://www.lib.uniya.ac.ru/edocs/iuni/20122108.pdf>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине включает в свой состав специальные помещения:

- учебные аудитории для проведения занятий лекционного типа и практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций,
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации большой аудитории.

Для проведения занятий лекционного типа предлагаются наборы демонстрационного оборудования и учебно-наглядных пособий, хранящиеся на электронных носителях и обеспечивающие тематические иллюстрации, соответствующие рабочим программам дисциплин.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа к электронной информационно-образовательной среде ЯрГУ.

Число посадочных мест в лекционной аудитории больше либо равно списочному составу потока, а в аудитории для практических занятий (семинаров) – списочному составу группы обучающихся.

Автор:

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должность, ученая степень

Е.В. Новожилова

И.О. Фамилия

**Приложение №1 к рабочей программе дисциплины
«Иностранный язык в профессиональной деятельности»**

**Фонд оценочных средств
для проведения текущего контроля успеваемости
и промежуточной аттестации студентов
по дисциплине**

**1. Типовые контрольные задания и иные материалы,
используемые в процессе текущего контроля успеваемости**

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности УК-4 индикаторы ИД-УК-4.3, 4.4, 4.5).

1 семестр

Критерии оценивания заданий:

51% и более правильно выполненных заданий – зачтено.

50% и менее правильно выполненных заданий – не зачтено.

Раздел 1.

Задания на общее понимание содержания текста и знание терминологии по теме «Глобализация». Тест.

Globalization

Globalization involves economic, political, and cultural transformations.

There are at least four positions on the nature of these transformations.

Position 1: Globalization is producing a homogeneous world characterized by (1) a belief that freedom of expression and appreciation of, and respect for, human and cultural differences should be universally valued and (2) a fusion of distinct cultural practices into a new world culture. This respect and fusion is embodied in trends such as world beat, world cuisine, and world cinema. Globalization includes the emergence of **the global citizen**, who thinks of the world as one community and feels a responsibility to the planet. The size of the 2007 Live Earth concerts, which engaged 2 billion people worldwide, is evidence that the concept of a global citizen, even if not fully developed, is emerging.

Position 2: Globalization is producing a homogeneous world by destroying variety or the local cultures that get in the way of progress or simply cannot compete against large corporations. The engines of cultural destruction—sometimes referred to as **McWorld and Coca-colonization**—are consumerism and corporate capitalism. How is globalization destroying local cultures? When people eat a Big Mac or drink a Coke, they are consuming more than a burger or a drink; they are also consuming American/Western images and their associated values. Those values relate to importance placed on food (the time to prepare it and eat), the nature of the relationship between the cook and the person eating (personal versus anonymous), and the place of the individual in relationship to the group (i.e., I can eat whatever I want whenever I want versus I eat what others are eating at standard times of the day).

Position 3: Globalization actually brings value to and appreciation for local products and ways of doing things. **Consumption of goods and services is not a one-way exchange** in which the buying culture simply accepts a foreign product as it is known and used in the exporting culture(s). While the products of corporate capitalism penetrate local markets, they do not eliminate demand for local ingredients and products. Moreover, local tastes are incorporated into corporate offerings. Coca-Cola, for example, offers 450 different brands in 200 countries, many brands that we may not have heard about, such as Inca Ko, a sparkling beverage available in South America; Samurai, an energy drink available in Asia; and Vita, an African juice drink. Just because a Big Mac or a Coke can be found anywhere in the world does not mean that locally, regionally, or nationally inspired products vanish.

Position 4: Globalization and its interconnections intensify cultural differences by actually “sparking religious, ethnic, and cultural conflicts as people fight to preserve their identity and particular way of life” to resist Western influences that have dominated globalization to date, to assert an identity that “clashes” with Western ideals (i.e., individualism, freedom of expression, democracy), or to protect and enforce boundaries even as they are opened and erased. **Gatekeepers** such as airport security and border patrol officers seek to process travelers and cargo from around the world as quickly as possible and, at the same time, close access to real and imagined threats. As a case in point, each year there are an estimated 300 million border crossings from Mexico into the United States (one indicator of global interdependence). In hopes of preventing this massive exchange of people, the U.S. is constructing 700 miles of strategically placed fences along that border, including reinforced fencing, physical barriers, lighting, cameras, and sensors to stop illegal crossings .

Task 1:

Debate on the issues raised in the text above using the following phrases:

In my view/ in my opinion/to my mind

If you ask me/ I agree(with)/ I disagree (with)/ I am not sure if/ I have no doubts about

Критерий оценивания устного задания:

Зачтено	Коммуникативная задача решена полностью или частично. Высказывания могут содержать определенное количество ошибок и пауз, но соответствуют тематике. Терминология и активная лексика используется
Не зачтено	Коммуникативная задача не решена. Реакции на реплики отсутствуют. Терминология и активная лексика не используется. Общение сводится к отдельным словам при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

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Не зачтено - Коммуникативная задача не решена. Реакции на реплики отсутствуют. Терминология и активная лексика не используется. Общение сводится к отдельным словам при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

Test

Match the terms from A with their definitions from B:

A: 1) gross national income (GNI), 2) third-world countries, 3) economy, 4) postindustrial society, 5) labor force participation rate, 6) core countries (core nations), 7) globalization, 8) multinational corporation, 9) first-world countries, 10) second-world countries, 11) international division of labor

B: a) countries that are poor, underdeveloped, largely rural, and with high levels of poverty; typically governments in such countries are autocratic dictatorships and wealth is concentrated in the hands of a small elite

b) countries with state-managed economies and typically without a democratically elected government;

c) a society economically dependent upon the production and distribution of services, information, and knowledge

d) corporations that conduct business across national borders

e) the percentage of those in a given category who are employed

f) system of labor whereby products are produced globally, while profits accrue only to a few

g) the total output of goods and services produced by residents of a country each year plus the income from nonresident sources, divided by the size of the population

h) increased economic, political, and social interconnectedness and interdependence among societies in the world

i) industrialized nations based on a market economy and with democratically elected governments

j): the system on which the production, distribution, and consumption of goods and services is based

k) within world systems theory, those nations that are more technologically advanced

Критерий оценивания:

51% и более правильно выполненных заданий – зачтено.

50% и менее правильно выполненных заданий – не зачтено.

Раздел 2.

I. Тексты для письменного перевода со словарем.

EDUCATION

Text I.

In its original nineteenth-century conception, the education system was to serve as a leveling force in American society—the road to full equality for all citizens regardless of race, social class origin, nationality, religion, or gender. Jew and gentile, Irish and Polish, Black and White, rich and poor, male and female would learn together side by side. Through education, each student would learn the ways of others and thus come to understand and respect them. Full equality for humankind was to follow. Education has indeed reduced many inequalities in society since compulsory education began at the turn of the twentieth century. The percentage of **high school graduates** has risen among Whites and minorities, both male and female, as have certain types of social mobility. Despite continuing inequalities in college enrollments comparing African Americans, Hispanics, and Whites, the enrollment of minorities has risen overall—although the high school **dropout rate** for Hispanics has remained highest among all racial– ethnic groups. Furthermore, as more minorities and women attend and graduate from two- and four-year colleges, the result—at least until the major economic recession of 2008–2009—has been more employment for them in mid-level and high-level jobs. Nonetheless, many inequalities still exist in U.S. education. Cognitive Ability and Its Measurement Since as long ago as classical Greece, humans have sought to measure a “mental faculty” or “intelligence.” It is now called cognitive ability, the capacity for abstract thinking. Since early in the twentieth century, educators in our society, from preschools to universities, have attempted to measure intelligence by means of **standardized ability tests**, such as the SAT or IQ tests, which are intended to measure ability or potential. These are not the same

as achievement tests, which are intended to measure what has actually been learned, in addition to ability or potential. Advanced Placement (AP) exams are achievement tests taken before entering college. Students who score high demonstrate that they have already mastered certain material and can in many cases skip those courses in college. The education system in the United States has relied heavily upon the idea that intelligence, or ability, or potential is a single unitary trait. Cognitive ability has been gauged according to the numerical results of the standardized tests. There has been a will to reduce measurements of cognitive ability to a single number, or perhaps two numbers, such as language and math scores of SAT tests and IQ tests in the recent past. There are three major criticisms made regarding using standardized tests such as the SAT or ACT as measures of cognitive ability. First, the tests tend to measure only limited ranges of abilities (such as quantitative aptitude or verbal aptitude) while ignoring other cognitive endowments such as creativity, musical ability, spatial perception, or even political skill and athletic ability (Zwick 2004; Freedle 2003; Gardner 1999; Lehmann 1999; Sternberg 1988). Second, the tests possess at least some degree of **cultural and gender bias—and also a strong social class bias**. As a result, they may perpetuate rather than reduce inequality between different cultural or racial groups and social classes, as well as perpetuate social, economic, and educational inequality between men and women. The tests were designed primarily by middle-class White males, and the “standardization” they strive to achieve mirrors middle-class White male populations. Many studies show that although standardized ability tests are somewhat capable of predicting future school performance for White males, a significant number of studies—in fact most studies—show less accurate forecasts for the success of minorities, especially Hispanics, African Americans, and American Indians, and they often predict school 2002; Taylor 2009, 2002, 1992a; Jencks and Phillips 1998; Fleming and Garcia 1998; Pennock-Roman 1994; Young 1994; Crouse and Trusheim 1988). In other words, the predictive validity of the tests, which is the extent to which the tests accurately predict later college grades, is compromised for minorities, women, and persons of working-class origins. The third criticism of the SATs is that they do not **predict school performance** very well, even for Whites. For example, SAT scores are only modestly accurate predictors of college grades even for White persons (Zwick 2004; Fleming and Garcia 1998; Manning and Jackson 1984). This fact is not well known. Grade point average in high school (and school class rank as well) is also only a modestly accurate predictor of success in college. High school grades are about as accurate as the SATs in predicting college grades—maybe even a tad better (Alon and Tienda 2007). This is truly unfortunate: The SAT, when introduced in the late 1940s/early 1950s, was originally supposed to be a better predictor than high school grades. The latter were then thought of as “subjective” whereas the SAT was supposed to be “objective.”

Text 2.

The European Union (EU) is an economic and political alliance that began in 1952 with 6 member countries. The alliance has expanded several times to eventually include 27 members in 2007. The EU’s goal is to eliminate legal barriers to the free movement of people (including labor), goods, services, and capital across member countries’ borders. We focus on the European Union in this chapter for several reasons. First, the EU is investing heavily in education and research to **boost its international competitiveness** and to ensure that Europeans have the skills necessary to thrive in the 21st century (Bologna Declaration 1999). The EU is also offering scholarships to attract the world’s “super-scholars,” and it is working to open its higher education institutions to the rest of the world, thereby **challenging the United States’ dominance** as a host country to international students (Riding 2003; Dillon 2004; Lee 2004). Second, the U.S. Department of Education routinely compares its students and education system with foreign, especially European, counterparts on a host of attributes, including teachers’ salaries, reading scores, scientific literacy, per capita spending on education, and access to educational opportunities. This comparative analysis allows an assessment of U.S. strengths and weaknesses relative to those of other countries.

Third, the United States was the first country in the world to embrace the concept of mass education. In doing so, it broke with the European view that education should be limited to an elite few. Europeans observed the American experiment with **mass education**, and their early impressions offer important, lasting assessments about the cultural values that the American system of public education promotes. In particular, the U.S. system seems to create students who (1) are preoccupied with knowledge as it applies to income generation and wealth creation, (2) value personal observations over accumulated knowledge and experience with other ways of life, (3) come away with a belief that the ideal person is **self-made** and able to transcend societal forces, and (4) place high value on educational achievement but not on the dedicated study needed to attain it (Hamilton 1883, Combe 1839).

Критерии оценивания письменного перевода.

Зачтено - В основном адекватность перевода не нарушена. Допускается до трех фактических ошибок, частичная потеря информации и частичное нарушение норм родного языка.

Не зачтено - Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода, нормы и стиль родного языка.

II. Задание на знание терминологии и общее понимание содержания текста по теме: «Образование».

Match the terms from A with their definitions from B:

A: 1) life chances, 2) mores, 3) group, 4) glass ceiling, 5) socialization, 6) role

B: a) popular concept referring to the limits that women and minorities experience in job mobility
b) a collection of individuals who interact and communicate, share goals and norms, and who have a subjective awareness as “we”

c) strict norms that control moral and ethical behavior

d) the opportunities that people have in common by virtue of belonging to a particular class

e) behavior others expect from a person associated with a particular status

f) the process through which people learn the expectations

Критерий оценивания:

51% и более правильно выполненных заданий – зачтено.

50% и менее правильно выполненных заданий – не зачтено

Раздел 3.

I. Задания на общее понимание содержания текста и знание терминологии по теме «Культура».

THE CHALLENGE OF DEFINING CULTURE

Culture is the complex system of meaning and behavior that defines the way of life for a given group or society. It includes beliefs, values, knowledge, art, morals, laws, customs, habits, language, and dress, among other things. Culture includes ways of thinking as well as patterns of behavior. Observing culture involves studying what people think, how they interact, and the objects they use. In any society, culture defines what is perceived as beautiful and ugly, right and wrong, good and bad. Culture helps hold society together, giving people a sense of belonging, instructing them on how to behave, and telling them what to think in particular situations. Culture gives meaning to society. Culture is both material and nonmaterial. **Material culture** consists of the objects created in a given society its buildings, art, tools, toys, print and broadcast media, and other tangible objects, such as those discussed in the chapter opener. In the popular mind, material **artifacts** constitute culture because they can be collected in museums or archives and analyzed for what they represent. These objects are significant because of the meaning they are given. A temple,

for example, is not merely a building, nor is it only a place of worship. Its form and presentation signify the religious meaning system of the faithful. **Nonmaterial culture** includes the norms, laws, customs, ideas, and beliefs of a group of people. Nonmaterial culture is less tangible than material culture, but it has a strong presence in social behavior. Examples of nonmaterial culture are numerous and found in the patterns of everyday life. In some cultures, people eat with utensils, in others, people do not. The eating utensils are part of material culture, but the belief about whether to use them is nonmaterial culture. It is cultural patterns that make humans so interesting. Is it culture that distinguishes human beings from animals? Some animal species develop what we might call culture. Chimpanzees, for example, learn behavior through observing and imitating others, a point proved by observing the different eating practices among chimpanzees in the same species but raised in different groups. Others have observed elephants picking up the dead bones of other elephants and fondling them, perhaps evidence of grieving behavior. Dolphins are known to have a complex auditory language. And most people think that their pets communicate with them. Apparently, humans are not unique in their ability to develop systems of communication. But some scientists generally conclude that animals lack the elaborate symbol-based cultures common in human societies. Perhaps, as even Charles Darwin wrote, "The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not of kind". Studying animal groups reminds us of the interplay between biology and culture. Human biology sets limits and provides certain capacities for human life and the development of culture. Similarly, the environment in which humans live establishes the possibilities and limitations for human society. Nutrition, for instance, is greatly influenced by environment, thereby affecting human body height and weight. Not everyone can swim like Michael Phelps or lob a tennis ball like Venus and Serena Williams, but with training and conditioning, people can enhance their physical abilities. Biological limits exist, but cultural factors have an enormous influence on the development of human life.

Task 1.

Answer the questions below using the following phrases: In my view/ in my opinion/to my mind

- Is it possible to find words to define something so vast as the way of life of a people?
- Does a person who "looks Korean" and who has lived in the United States most of his or her life belong to Korean or American culture?
- Is eating rice for breakfast a behavior that makes someone Korean?
- Is an ability to speak Korean a characteristic that makes someone Korean?
- Are ethnic Koreans who speak English or Spanish not Korean?

Task 2.

Match the terms from A with their definitions from B:

A: 1) norms, 2) popular culture, 3) ethnocentrism, 4) counterculture, 5) values, 6) culture shock, 7) mores, 8) culture 9) taboos

B: a) subculture created as a reaction against the values of the dominant culture

b) the complex system of meaning and behavior that defines the way of life for a given group or society

c) the feeling of disorientation that can come when one encounters a new or rapidly changed cultural situation

d) the belief that one's in-group is superior to all out-groups

e) strict norms that control moral and ethical behavior

f) the specific cultural expectations for how to act in a given situation

g) the beliefs, practices, and objects that are part of everyday traditions

h) those behaviors that bring the most serious sanctions

i) the abstract standards in a society or group that define ideal principles

Критерий оценивания:

51% и более правильно выполненных заданий – зачтено.
50% и менее правильно выполненных заданий – не зачтено

II. Текст для аннотирования.

CULTURAL DIVERSITY

It is rare for a society to be culturally **uniform**. As societies develop and become more complex, different cultural traditions appear. The more complex the society, the more likely its culture will be internally varied and diverse. The United States, for example, hosts enormous cultural diversity stemming from religious, ethnic, and racial differences, as well as regional, age, gender, and class differences. Currently, more than 12.5 percent of people in the United States are foreign born. In a single year, immigrants from more than 100 countries come to the United States (U.S. Census Bureau 2009). Whereas earlier immigrants were predominantly from Europe, now Latin America and Asia are the greatest sources of new immigrants. One result is a large increase in the number of U.S. residents for whom English is the second language. Cultural diversity is clearly a characteristic of contemporary American society. The richness of American culture stems from the many traditions that different groups have brought with them to this society, as well as from the cultural forms that have emerged through their experience within the United States. Jazz, for example, is one of the few musical forms indigenous to the United States. An indigenous art form refers to something that originated in a particular region or culture. However, jazz also has roots in the musical traditions of slave communities and African cultures. Since the birth of jazz, cultural greats such as Ella Fitzgerald, Count Basie, Duke Ellington, Billie Holiday, and numerous others have not only enriched the jazz tradition but have also influenced other forms of music, including rock and roll. Strongly influenced by instruments of culture such as television, the fashion industry, and Anglo-European traditions and includes diverse elements such as fast food, Christmas shopping, and professional sports. It is also a culture that emphasizes achievement and individual effort.

Критерий оценивания.

- | | |
|--------------|---|
| Зачтено - | Главные цели аннотирования и коммуникации достигнуты. Основные идеи исходного текста определены. Допускается не более 4 фактических ошибок и определенное количество лексических и грамматических неточностей, частичная потеря информации. |
| Не зачтено - | Главные цели аннотирования и коммуникации не достигнуты. Основные идеи исходного текста не определены. Допущено более 4 фактических и большое количество лексических и грамматических ошибок. |

III. Текст для реферирования.

SUBCULTURES

Subcultures are the cultures of groups whose values and norms of behavior differ to some degree from those of the **dominant culture**. Members of subcultures tend to interact frequently with one another and share a common worldview. They may be identifiable by their appearance (style of clothing or adornments) or perhaps by language, dialect, or other cultural markers. You can view subcultures along a continuum of how well they are integrated into the dominant culture. Subcultures typically share some elements of the dominant culture and coexist within it, although some subcultures may be quite separated from the dominant one. This separation occurs because they are either unwilling or unable to **assimilate** into the dominant culture, that is, share its values, norms, and beliefs. Rap and hip-hop music first emerged as a subculture where young African Americans developed their own style of dress and music to articulate their resistance to the

dominant White culture. Now, rap and hip-hop have been **incorporated** into **mainstream** youth culture. Indeed, they are now global phenomena, as cultural industries have turned hip-hop and rap into a profitable commodity. Even so, rap still expresses an oppositional identity for Black and White youth and other groups who feel marginalized by the dominant culture. Some subcultures retreat from the dominant culture, as do the Amish, some religious cults, and some communal groups. In these cases, the subculture is actually a separate community that lives as independently from the dominant culture as possible. Other subcultures may coexist with the dominant society, and members of the subculture may participate in both the subculture and the dominant culture. Subcultures also develop when new groups enter a society. Puerto Rican immigration to the U.S. mainland, for example, has generated distinct Puerto Rican subcultures within many urban areas. Although Puerto Ricans also partake in the dominant culture, their **unique heritage** is part of their subcultural experience. Parts of this culture are now entering the dominant culture. Salsa music, now heard on mainstream radio stations, was created in the late 1960s by Puerto Rican musicians who were expressing the contours of their working-class culture. The themes in salsa reflect the experience of barrio people and mix the musical traditions of other Latin music, including rumba, mambo, and cha-cha. As with other subcultures, the boundaries between the dominant culture and the subculture are permeable, resulting in cultural change as new groups enter society.

Критерий оценивания.

- | | |
|--------------|---|
| Зачтено - | Главные цели реферирования и коммуникации достигнуты. Основные идеи исходного текста определены. Допускается не более 4 фактических ошибок и определенное количество лексических и грамматических неточностей, частичная потеря информации. |
| Не зачтено - | Главные цели реферирования и коммуникации не достигнуты. Основные идеи исходного текста не определены. Допущено более 4 фактических и большое количество лексических и грамматических ошибок. |

Раздел 4.

Задания на общее понимание содержания текста и знание терминологии по теме «Население и социальные изменения».

POPULATION AND SOCIAL CHANGE

Like other social institutions, the family is in a constant **state of change**, particularly as new social conditions arise and as people in families adapt to the changed conditions of their lives. Some changes affect only a given family—the individual changes that come from the birth of a new child, the loss of a partner, divorce, migration, and other life events. These changes are what C. Wright Mills referred to as “**troubles**”. Some may even be happy events; the point is that they are changes that happen at the individual level, as people adjust to the presence of a new child, adjust to a breakup with a long-term partner, or grieve the loss of a spouse. As Mills would have pointed out, many **microsociological events** that people experience in families have their origins in the broader **macrosociological changes** affecting society as a whole. Global Changes in Family Life Changes in the institutional structure of families are also being affected by the process of globalization. The increasing global basis of the economy means that people often work long distances from other family members—a phenomenon that occurs at all points on the social class spectrum, although the experience of such global **mobility** varies significantly by social class. A corporate executive may accumulate thousands—even millions—of first-class flight miles, crossing the globe to conduct business. A regional sales manager may spend most nights away from a family, likely staying in modestly priced motels and eating in fast-food franchises along the way. Truckers may sleep in the cabs of their tractor trailers after logging extraordinary numbers

of hours of driving in a given week. Laborers may move from one state to the next, following the pattern of the harvest, living in camps away from families, and being paid by the amount they pick. These patterns of work and migration have created a new family form, the **transnational family**, defined as families where one parent (or both) lives and works in one country while their children remain in the country of origin. A good example is found in Hong Kong, where most **domestic labor** is performed by Filipina women who work on multiple-year contracts managed by the government, typically on a **live-in basis**. They leave their children in the Philippines, usually cared for by a relative, and send money home; the meager wages they earn in Hong Kong far exceed the average income of workers in the Philippines. This pattern is so common that the average Filipino migrant worker supports five people at home; one in five Filipinos directly depends on migrant workers' earnings. One need not go to other nations to see such transnational patterns in family life. In the United States, Caribbean women and African American women have had a long history of having to leave their children with others while they sought employment in different regions of the country. Central American and Mexican women may come to work in the United States while their children stay behind. Mothers may return to see their children whenever they can, or alternatively, children may spend part of the year with their mothers, part with other relatives. Mothers in transnational families have to develop new concepts of their maternal role, because their situation means giving up the idea that biological mothers should raise their own children. Many have expanded their definition of motherhood to include **breadwinning**, traditionally defined as the role of fathers. Transnational women also create a new sense of home, one not limited to the traditional understanding of "home" as a single place where mothers, fathers, and their children reside. Family social policies are the subject of intense national debate. Should gay marriages be recognized by the state? What responsibility does society have to help parents balance the demands of work and family? Many issues on the **front lines** of national social policy engage intense discussions of families. Some claim the family is breaking down. Others celebrate the increased diversity among families. Many blame the family for the social problems our society faces. Drugs, low educational achievement, crime, and violence are often attributed to a crisis in "family values," as if rectifying these attitudes is all it will take to solve our nation's difficulties. The family is the only social institution that typically takes the blame for all of society's problems. Is it reasonable to expect families to solve social problems? Families are afflicted by most of the structural problems that are generated by racism, poverty, gender inequality, and class inequality. Expecting families to solve the problems that are the basis for their own difficulties is like asking a poor person to save us from the national debt. Balancing the multiple demands of work and family is one of the biggest challenges for most families. With more parents employed, it is difficult to take time from one's paid job to care for newborn or newly adopted children, tend to sick children, or care for elderly parents or other family members. As more families include two **earners**, more people feel pulled in multiple directions, always strategizing to find the time to get everything done. Work institutions are structured on a gendered model of the male breadwinner, where family and work are assumed to be separate, nonintersecting spheres. But now there is significant "**spillover**" between family and work—work seeping into the home and home also affecting people's work. **The Family and Medical Leave Act (FMLA)**, adopted by Congress in 1993, is meant to provide help for these conflicts. It requires employers to grant employees a total of twelve weeks in unpaid leave to care for newborns, adopted children, or family members with a serious health condition. The FMLA is the first law to recognize the need of families to care for children and other dependents. A number of conditions, however, limit the effectiveness of the FMLA, not the least of which is that the leave is unpaid, making it impossible for many employed parents. Many workers in firms where there are family-friendly policies worry that taking advantage of these policies will harm their prospects for **career advancement**. Currently, only 15 percent of workers have child-care benefits available to them from employers (U.S. Bureau of Labor Statistics 2006b). Among industrialized nations, the United States provides the least in support for maternity and child-care policies.

Task 1.*1. Questions to Consider:*

- Who does the work in your family?
- Is it related to the social organization of your family?
- Do you think that men's gender identity changes when they become more involved in care work?
- What hinders and/or facilitates men's engagement in this kind of work?

Task 2.*2. Match the terms from A with their definitions from B:*

A: 1) state, 2) matriarchy, 3) nuclear family, 4) urbanization, 5) kinship system, 6) family, 7) power, 8) transnational family 9) social institution 10) extended families 11) median income, 12) values

B: a) a primary group of people—usually related by ancestry, marriage, or adoption—who form a cooperative economic unit to care for any offspring (and each other) and who are committed to maintaining the group over time

b) the pattern of relationships that define people's family relationships to one another

c) a society or group in which women have power over men

d) the midpoint of all household incomes

e) family in which a married couple resides together with their children

f) the whole network of parents, children, and other relatives who form a family unit and often reside together

g) an established and organized system of social behavior with a recognized purpose

h) the organized system of power and authority in society

i) families where one parent (or both) lives and works in one country while the children remain in their country of origin

j) the process by which a community acquires the characteristics of city life

k) the abstract standards in a society or group that define ideal principles

l) a person or group's ability to exercise influence and control over others

Критерий оценивания:

51% и более правильно выполненных заданий – зачтено.

50% и менее правильно выполненных заданий – не зачтено

*II. Составление резюме.***Пример резюме при устройстве на работу:**

Sara Anne Green
Address (home): 47 Gerrard Street
Manchester, M20 4LZ
Telephone: 0121 423170
Email: sara.green@gmail.com

Objective:	A position of a manager
Summary	A well-organized and outgoing Business Economics student graduating in June 2007 with good communication and analytical skills, looking to develop a career as an economist within an international business environment. Fluent Spanish speaker

	experienced in the use of spreadsheets, databases, and similar business software.
Education and qualifications:	<p>September 2004 - June 2007 BA (Hons) in Business Economics City University, Bristol</p> <p>September 1996-June 2003 Manchester School 4 A Levels: Economics (A), Information and Communication Technology (A), English (A), Spanish (B) 9 GCSEs (including A* grades in Economics, Spanish, English, Mathematics, ICT, and German)</p>
Work experience:	<p>July-September 2006 Administrative Assistant MKL Smith & Co (Accountants), Manchester Duties included: using spreadsheets to sort and chart financial information assisting PA with routine admin tasks July-September 2005</p> <p>English Language Teaching Assistant EFL International, Seville, Spain Duties included: assisting teachers in preparing lessons administering student database liaising with local companies to organize student activities</p> <p>July 2003-August 2004 Various jobs (including voluntary and hotel work) and travel in Spain and Latin America, gaining a valuable insight into the culture and spoken language of those countries.</p>
Skills:	<p>Advanced Certificate in MS Word, MS Excel, and MS Access (evening course, September-July 2006) Full driving licence</p>
Interests & extra information:	Netball, travel, swimming
References:	<p>Dr Thomas Clark Senior Lecturer in Business and Management Department of Business Organization and Strategy City University Bristol BS1 2ER</p> <p>Ms Susan Hunter Senior Partner MKL Smith & Co (Accountants) 231 Parker Street Manchester M20 6QR</p>

Task 1. Составьте своё резюме, согласно следующим рубрикам:

Objective
Summary
Education and qualifications
Work experience
Skills
Interests & extra information
References

Критерий оценивания.

Зачтено - Главные цели письменной коммуникации достигнуты. Все разделы резюме заполнены достаточно подробно. Допускается не более 4 лексических и грамматических неточностей.
Не зачтено - Главные цели письменной коммуникации не достигнуты. Не все разделы резюме заполнены достаточно подробно. Допущено более 4 лексических и грамматических неточностей.

Раздел 5.

Презентации по теме «Социологическое исследование»

Темы для презентаций:

- Is sociological research scientific?
- What is the difference between qualitative research and quantitative research?
- Can sociology be value free?
- Is the research based on a truly random scientific sample, or is it biased?
- Who benefits from the study's conclusions?
- How might you design your study?

Критерии оценивания презентаций и устных высказываний:

Зачтено - В презентации или высказывании отражены ключевые позиции. Допускаются неточности, не мешающие восприятию. Коммуникативная задача решена полностью или частично. Высказывания могут содержать значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется.

Не зачтено - Коммуникативная задача не решена. Основные позиции высказывания не определены. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности

Список вопросов и (или) заданий для проведения промежуточной аттестации
(проверка сформированности УК-4, индикатор ИД-УК .4.3, 4.4, 4.5)

Зачет (1 семестр)

Содержание зачета:

1. Письменный перевод с английского языка на русский оригинального текста по специальности с использованием словаря объемом 1500 печ.знаков за 45 минут.

2. Реферирование оригинального текста по специальности объемом 1500-2000 печ. знаков (устно или письменно)
3. Беседа на английском языке по одной из пройденных тем: (всего 15-20 предложений).

Задания к зачету.

Задание 1. Текст для письменного перевода со словарем.

SOCIOLOGY AND SCIENTIFIC METHOD

Sociological research derives from what is called the scientific method, originally defined and elaborated by the British philosopher Sir Francis Bacon (1561–1626). The scientific method involves several steps in a research process, including observation, hypothesis testing, analysis of data, and generalization. Since its beginnings, sociology has attempted to **adhere to** the scientific method. To the degree that it has succeeded, sociology is a science; yet, there is also an art to developing sociological knowledge. Sociology aspires to be both scientific and humanistic, but sociological research varies in how strictly it adheres to the scientific method. Some sociologists test hypotheses; others use more open-ended methods, such as in Duneier's study of homeless men or in Moskos's study of police officers on the beat. Science is **empirical**, meaning it is based on careful and systematic observation, not just on conjecture. Although some sociological studies are highly quantitative and statistically sophisticated, others are qualitatively based, that is, based on more interpretive observations, not statistical analysis. Both quantitative and qualitative studies are empirical. Sociological studies may be based on surveys, observations, and many other forms of analysis, but they always depend on an empirical underpinning. Sociological knowledge is not the same as philosophy or personal belief. Philosophy, theology, and personal experience can deliver insights into human behavior, but at the heart of the scientific method is the notion that a theory must be **testable**. This requirement distinguishes science from purely humanistic pursuits such as theology and literature. One wellspring of sociological insight is deductive reasoning. When a sociologist uses deductive reasoning, he or she creates a specific research question about a focused point that is based on a more general or universal principle.

Критерий оценивания письменного перевода.

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|--------------|---|
| Зачтено - | В основном адекватность перевода не нарушена. Допускается до трех фактических ошибок, частичная потеря информации и частичное нарушение норм родного языка. |
| Не зачтено - | Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода, нормы и стиль родного языка. |

Задание 2. Текст для реферирования:

QUANTITATIVE VERSUS QUALITATIVE RESEARCH

DO sociologists prefer qualitative or quantitative research? Why do you think so? Recollect some research papers you have read? What methods do they adhere to?

The research design often involves deciding whether the research will be qualitative or quantitative or perhaps some combination of both. **Quantitative** research is that which uses numerical analysis. In essence, this approach reduces the data into numbers, for example, the percentage of teenage mothers in California. **Qualitative** research is somewhat less structured than quantitative research, yet still focuses on a central research question. Qualitative research allows for more interpretation and nuance in what people say and do and thus can provide an in-depth look at a particular social

behavior. Both forms of research are useful, and both are used extensively in sociology. Some research designs involve the testing of hypotheses. A **hypothesis** (pronounced is a prediction or a hunch, a tentative assumption that one intends to test. If you have a research design that calls for the investigation of a very specific hunch, you might formulate a hypothesis. Hypotheses are often formulated as if-then statements. For example: Hypothesis: If a person's parents are racially prejudiced, then that person will, on average, be more prejudiced than a person whose parents are relatively free of prejudice. This is merely a hypothesis or expectation, not a demonstration of fact. Having phrased a hypothesis, the sociologist must then determine if it is true or false. To test the preceding example, one might take a large sample of people and determine their prejudice level by interviews or some other mechanism. One would then determine the prejudice level of their parents. According to the hypothesis, one would expect to find more prejudiced children among prejudiced parents and more nonprejudiced children among nonprejudiced parents. If this association is found, the **hypothesis is supported**. If it is not found, then the hypothesis would be **rejected**. Not all sociological research follows the model of hypothesis testing, but all research does include a plan for how **data will be gathered**. Data can be qualitative or quantitative; either way, they are still data. Sociologists often try to convert their observations into a quantitative.

Критерий оценивания.

Зачтено -	Главные цели реферирования и коммуникации достигнуты. Основные идеи исходного текста определены. Допускается не более 4 фактических ошибок и определенное количество лексических и грамматических неточностей, частичная потеря информации
Не зачтено -	Главные цели реферирования и коммуникации не достигнуты. Основные идеи исходного текста не определены. Допущено более 4 фактических и большое количество лексических и грамматических ошибок.

Задание 3. Беседа преподавателя со студентом на английском языке

Темы для обсуждения:

1. Globalization
2. Education
3. Population and social change
4. Culture
5. Sociological Research
6. Job Hunting

Критерий оценивания устной части зачета:

Зачтено -	Коммуникативная задача решена полностью или частично. Высказывания могут содержать определенное количество ошибок и пауз, но соответствуют тематике. Терминология и активная лексика используется
Не зачтено -	Коммуникативная задача не решена. Реакции на реплики отсутствуют. Терминология и активная лексика не используется. Общение сводится к отдельным словам при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

Приложение №2 к рабочей программе дисциплины «Иностранный язык в профессиональной деятельности»

Методические указания для студентов по освоению дисциплины

В процессе изучения иностранного языка в вузе, студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, регулярно посещая практические занятия;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов Интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас по специальности, заниматься составлением специализированного словника (минимум 30 слов по каждой теме);
- читать художественную и специализированную литературу на иностранном языке, изыскивать возможности общения с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в Интернет-форумах);
- развивать в себе стремление к спонтанному говорению, добиваясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных и групповых заданий.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 8 данной рабочей программы.

Также для подбора учебной литературы рекомендуется использовать широкий спектр интернет-ресурсов:

- 1. Электронно-библиотечная система «Юрайт»** (<https://urait.ru/>) - мультидисциплинарный ресурс (учебная, научная и художественная литература, периодика).
- 2. Электронно-библиотечная система «Прспект»** (<http://ebs.prospekt.org/books>)- является самостоятельным проектом издательства «Прспект» и содержит издания по различным отраслям знания (гуманитарные науки, естественные и технические науки, юридическая литература, экономическая литература, иностранные языки). Электронная библиотека содержит издания, подготовленные ведущими специалистами и авторскими коллективами страны. Фонд ЭБС формируется с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, учебно-методические комплексы, монографии, энциклопедии, словари и справочники, выпускаемые издательством «Прспект». Большинство учебников рекомендовано Министерством образования и науки Российской Федерации и учебно-методическими объединениями Российской Федерации при вузах.
- 3. Электронно-библиотечная система «Консультант Студента»** <https://www.studentlibrary.ru/>