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(НАН ЧОУ ВО Академия ИМСИТ)

УТВЕРЖДАЮ

Проректор по учебной работе, доцент

_____ Н.И. Севрюгина

17 апреля 2023 г.

Б1.В.07

**Иностранный язык профессионального общения
рабочая программа дисциплины (модуля)**

Закреплена за кафедрой **Кафедра педагогики и межкультурных коммуникаций**

Учебный план 21.03.02 Землеустройство и кадастры

Квалификация **бакалавр**

Форма обучения **заочная**

Общая трудоемкость **4 ЗЕТ**

Часов по учебному плану 144

Виды контроля на курсах:

в том числе:

экзамены 2

аудиторные занятия 14

самостоятельная работа 121

контактная работа во время
промежуточной аттестации (ИКР) 0

часов на контроль 8,7

Распределение часов дисциплины по курсам

| Курс | 1 | | 2 | | Итого | |
|--|----|----|------|------|-------|------|
| | уп | рп | уп | рп | | |
| Практические | 2 | | 12 | 12 | 14 | 12 |
| Контактная работа на аттестации (в период экз. сессий) | | | 0,3 | 0,3 | 0,3 | 0,3 |
| В том числе инт. | | | 4 | 4 | 4 | 4 |
| Итого ауд. | 2 | | 12 | 14 | 14 | 14 |
| Контактная работа | 2 | | 12,3 | 14,3 | 14,3 | 14,3 |
| Сам. работа | 34 | | 87 | 121 | 121 | 121 |
| Часы на контроль | | | 8,7 | 8,7 | 8,7 | 8,7 |
| Итого | 36 | | 108 | 144 | 144 | 144 |

Программу составил(и):

кандидат культурологии, доцент, Буряк Наталья Юрьевна

Рецензент(ы):

д.т.н., профессор кафедры информационных систем и программирования КубГТУ, Видовский Л.А.; директор АО «ЮГ-СИСТЕМА ПЛЮС», Глебов О.В.

Рабочая программа дисциплины

Иностранный язык профессионального общения

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования - бакалавриат по направлению подготовки 21.03.02 Землеустройство и кадастры (приказ Минобрнауки России от 12.08.2020 г. № 978)

составлена на основании учебного плана:

21.03.02 Землеустройство и кадастры

утвержденного учёным советом вуза от 28.03.2022 протокол № 6.

Рабочая программа одобрена на заседании кафедры

Кафедра педагогики и межкультурных коммуникаций

Протокол от 22.03.2023 г. № 6

Зав. кафедрой Прилепский В.В

Согласовано с представителями работодателей на заседании НМС, протокол №9 от 17 апреля 2023 г.

Председатель НМС проф. Павелко Н.Н.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

| | |
|---|---|
| 1.1 | Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является углубление уровня освоения компетенций обучающегося в области, позволяющей использовать иностранный язык в профессиональной деятельности. Дисциплина «Иностранный язык в профессиональной деятельности» имеет целью развитие коммуникативной компетентности, уровень которой позволяет использовать иностранный язык в профессиональной деятельности; повышение их профессиональной компетентности, расширение общего кругозора, повышение уровня общей культуры, культуры мышления, общения и речи; формирование готовности содействовать налаживанию межкультурных и научных связей, представлять свою страну на международных конференциях и симпозиумах, знакомиться с научной и справочной зарубежной профессионально-ориентированной литературой. |
| <p>Задачи: - формирование у обучающихся иноязычной компетенции как основы межкультурного профессионального общения;</p> <ul style="list-style-type: none"> - формирование умения самостоятельно работать с иностранным языком; - систематизировать основные фонетические, лексические и грамматические навыки обучающихся; - ознакомить обучающихся с приёмами экстенсивного (ознакомительного) и интенсивного (изучающего) видов чтения текстов на иностранном языке; - ознакомить обучающихся с двумя видами перевода иностранных текстов на русский язык: дословным и адекватным; - научить обучающихся грамотно пользоваться словарями; - развить у обучающихся навыки и умения самостоятельной работы над языком; - обеспечить обучающихся речевыми формулами (клише), позволяющими успешно осуществлять общение на иностранном языке; - приобрести навыки самостоятельной когнитивной деятельности. | |

2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

| | | |
|-------------------|---|------|
| Цикл (раздел) ОП: | | Б1.В |
| 2.1 | Требования к предварительной подготовке обучающегося: | |
| 2.1.1 | Иностранный язык | |
| 2.2 | Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее: | |
| 2.2.1 | Выполнение и защита выпускной квалификационной работы | |

3. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ, ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ и планируемые результаты обучения**4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)**

| Код занятия | Наименование разделов и тем /вид занятия/ | Семестр / Курс | Часов | Компетенции | Литература и эл. ресурсы | Практ. подг. |
|-------------|---|----------------|-------|-------------|--|--------------|
| | Раздел 1. Модуль 1. Работа над языковым материалом. Виды речевых действий и приемы ведения общения | | | | | |
| 1.1 | Тема 1. Функциональный стиль профессиональной литературы (лексико - грамматические особенности). /Пр/ | 2 | 2 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 1.2 | Тема 1. Функциональный стиль профессиональной литературы (лексико - грамматические особенности). /Ср/ | 2 | 18 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |

| | | | | | | |
|-----|--|---|----|--|--|--|
| 1.3 | <p>Тема 2. Передача фактуальной информации: (средства оформления повествования, описания, рассуждения, уточнения, коррекции услышанного или прочитанного, определения темы сообщения, доклада и т.д.; передача эмоциональной оценки сообщения: средства выражения одобрения/неодобрения, удивления, восхищения, предпочтения и т.д. передача интеллектуальных отношений: средства выражения согласия/несогласия, способности/неспособности сделать что-либо, выяснение возможности/невозможности сделать что-либо, уверенности/неуверенности говорящего в сообщаемых им фактах. Структурирование дискурса: оформление введения в тему, развитие темы, смена темы, подведение итогов сообщения, инициирование и завершение разговора, приветствие, выражение благодарности, разочарования и т.д.; владение основными формулами этикета при ведении диалога, дискуссии, при построении сообщения и т.д. /Пр/</p> | 2 | 2 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 1.4 | <p>Тема 2. Передача фактуальной информации: (средства оформления повествования, описания, рассуждения, уточнения, коррекции услышанного или прочитанного, определения темы сообщения, доклада и т.д.; передача эмоциональной оценки сообщения: средства выражения одобрения/неодобрения, удивления, восхищения, предпочтения и т.д. передача интеллектуальных отношений: средства выражения согласия/несогласия, способности/неспособности сделать что-либо, выяснение возможности/невозможности сделать что-либо, уверенности/неуверенности говорящего в сообщаемых им фактах. Структурирование дискурса: оформление введения в тему, развитие темы, смена темы, подведение итогов сообщения, инициирование и завершение разговора, приветствие, выражение благодарности, разочарования и т.д.; владение основными формулами этикета при ведении диалога, дискуссии, при построении сообщения и т.д. /Ср/</p> | 2 | 16 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |

| | | | | | | |
|-----|---|---|----|--|--|--|
| 1.5 | Тема 3. Основы технического перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Пр/ | 2 | 2 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 1.6 | Тема 3. Основы технического перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики. /Ср/ | 2 | 18 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 1.7 | Установочная лекция /Лек/ | 2 | 2 | | | |
| | Раздел 2. Модуль 2. Обучение видам речевой коммуникации | | | | | |
| 2.1 | Тема 1. Аудирование текстов профессиональной направленности и говорение. /Пр/ | 2 | 1 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 2.2 | Тема 1. Аудирование текстов профессиональной направленности и говорение. /Ср/ | 2 | 16 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 2.3 | Тема 2. Чтение и перевод, смысловой анализ и презентация текстов профессиональной направленности. /Пр/ | 2 | 2 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 2.4 | Тема 2. Чтение и перевод, смысловой анализ и презентация текстов профессиональной направленности. /Ср/ | 2 | 16 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 2.5 | Тема 3. Письмо: создание вторичных (аннотация, обзор, реферат) и собственных текстов профессиональной направленности (статья, доклад, обоснование исследования) и их презентация. /Пр/ | 2 | 1 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 2.6 | Тема 3. Письмо: создание вторичных (аннотация, обзор, реферат) и собственных текстов профессиональной направленности (статья, доклад, обоснование исследования) и их презентация. /Ср/ | 2 | 18 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| | Раздел 3. Модуль 3. Социокультурные и профессиональные знания | | | | | |
| 3.1 | Тема 1. Приобретение профессионально- ориентированных социокультурных знаний. /Пр/ | 2 | 1 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 3.2 | Тема 1. Приобретение профессионально- ориентированных социокультурных знаний. /Ср/ | 2 | 19 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |

| | | | | | |
|---|--|---|-----|--|--|
| 3.3 | Тема 2. Основная информация о социокультурном портрете стран изучаемого языка, культуре устного и письменного общения на иностранном языке, особенностях формального и неформального языкового поведения. /Пр/ | 2 | 1 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 |
| Раздел 4. Промежуточная аттестация | | | | | |
| 4.1 | Контактная работа на аттестации /КАЭ/ | 2 | 0,3 | | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 |

5. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

5.1. Контрольные вопросы и задания

Задание 1. Прочитайте текст и выберите правильный вариант ответа

In June 2013, massive US surveillance of phone records and _____ 1 was revealed by former National Security Agency (NSA) contractor Edward Snowden, who called these activities the “architecture of oppression.” His disclosures ignited an overdue public debate on the balance between personal privacy and our growing _____ 2 regarding the collection and use of personal data. Finding this balance is an issue of vital and urgent interest to corporations and governments as well as to ordinary citizens around the world. This chapter will outline both the risks and the rewards of this new age of _____ 3 , address policy issues in this area, and provide practical recommendations for a way forward. Data about human behavior, such as _____ 4 have always been essential for both government and industry to function. In recent years, however, a new methodology for collecting data about human behavior has emerged. By analyzing patterns within the “digital breadcrumbs” that we all leave behind us as we move through the world (call records, credit card transactions, and global positioning system, or GPS, location fixes, for example), scientists are discovering that we can begin to explain many things—such as financial crashes, revolutions, panics—that previously appeared to be _____ 5 . These new tools, with the perspective they provide on life in all its complexity, shape the future of _____ 6 and public policy. Just as the microscope and telescope revolutionized the study of biology and astronomy, “socioscopes” have the potential to revolutionize regulation and public policy. The risk of deploying this sort of data-driven policy and regulation comes from the danger of putting so much _____ 7 into the hands of either companies or governments. Fortunately, new approaches to regulation and technology that can help protect personal privacy from exploitation have been developed. These approaches can _____ 8 of government overreach as well. Both regulation and technology must continue to evolve in order to provide more scientific, real-time public policy while protecting citizens from the dangers of exploitative companies or an all-knowing authoritarian government. This chapter will provide practical

9 to achieve these goals.

A BIG DATA TAXONOMY It is probably hopeless to try to provide a detailed taxonomy of _____ 10 and uses because the technology is progressing so quickly. But it is possible to provide a broad taxonomy framed in terms of control. The three main divisions within the spectrum of _____ 11 are:

(1) data commons, which are available to all, with at most _____ 12 on use;

(2) personal or proprietary data, which are typically controlled by individuals or companies, and for which legal and technology infrastructure must provide strict control and _____ 13 ;

(3) the secret data of governments, The Global Information Technology Report 2014 | 53 © 2014 World Economic Forum which typically has less direct public oversight and more stringent controls. The issues of data commons will be addressed first, followed by concerns about personal and _____ 14 data, and, finally, issues of secret government data. The preferred lens for examining these issues is experimentation in the real world rather than arguments from theory or first principles, because using massive, live data _____ 15 institutions and policies is outside of our traditional way of managing things. In this new digital era we cannot rely only on existing policy, tradition, or even laboratory science, because the strengths and weaknesses of big data analysis are very different from those obtained through standard information sources. To begin to manage our society in a _____ 16 requires us to move beyond academic debate and laboratory question-and-answer processes.

Instead, we need to try out new policy ideas within living laboratories—real, diverse communities that are willing to try a _____ 17 of doing things—in order to test and prove our ideas. This is new territory and so it is important for us to constantly try out new ideas in the _____ 18 in order to see what works and what does not data commons.

The first entry in the data taxonomy is the data commons. A key insight is that our data are worth more when shared because they can inform _____ 19 in systems such as public health, transportation, and government. Using a “digital data commons” can potentially give us unprecedented ability to measure how our policies are performing so we can know when to act quickly and effectively to _____ 20 . We already have many data commons available: maps, census data, and financial indices, for example.

With the advent of big data, we can potentially develop many more types of data commons; these commons can be both accessible in _____ 21 and far more detailed than previous, hand-built data commons (e.g., census data, etc.). This is because the new digital commons depend mostly on data that are already produced as a side effect of ongoing daily life (e.g., digital transaction records, cell phone location fixes, road toll records, etc.), and because they can be produced automatically by _____ 22 without human intervention.

One major concern with these 23 commons is that they can endanger personal privacy. Another, secondary, concern involves the tension between proprietary interests, both commercial and personal, and the goal of putting data in the commons. Acceding to these proprietary interests might tend to reduce the richness of such a commons, which would 24 the ability of such a data commons to enable significant public goods. To explore the 25 of a big data commons, what is perhaps the world's first true big data commons was unveiled on May 1, 2013. In this Data for Development (D4D) initiative, 90 26 from around the world reported hundreds of results from their 27 describing the mobility and call patterns of the citizens of the entire African country Côte d'Ivoire.¹ The data were 28 by the mobile carrier Orange, with help from the University of Louvain (Belgium) and the MIT Human Dynamics Laboratory (United States), along with collaboration from Bouake University (Côte d'Ivoire), the United Nation's Global Pulse, the World Economic Forum, and the GSMA (the mobile carriers' international trade association). The D4D program was led by Nicolas De Cordes (Orange), Vincent Blondel (Louvain), Alex Pentland (MIT), Robert Kirkpatrick (UN Global Pulse), and Bill Hoffman (World Economic Forum). The research projects conducted by the 90 participating organizations explored the use of this data commons, covering many different 29 of better governance. An example of using the D4D data to improve 30 was highlighted by work done by researchers at the University College of London, who developed a method for mapping poverty from the diversity of cell phone usage. As people have more 31, they explore or sample their environment more, and their patterns of movement and patterns of phone calls become increasingly diverse. Measurement of this additional exploration allows us to make a surprisingly 32 of their disposable income. Another example of using the D4D data to enhance social equality is the mapping of ethnic boundaries by researchers from the University of California, San Diego. This method relies on the fact that ethnic and language groups 33 far more within their 34 than they communicate with other groups. This project is significant because, while we know that ethnic violence often erupts along such boundaries, the government and aid agencies are usually uncertain about the geography of these social fault zones. The D4D data were also utilized to understand and promote 35 through an analysis of Côte d'Ivoire's public transportation system by IBM's Dublin laboratory. This analysis showed that, for very little cost, the average commute time in Abidjan—Côte d'Ivoire's biggest city—could be cut by 10 percent. Other research groups demonstrated similar potential for 36 in the areas of government, commerce, agriculture, and finance. Finally, examples of using D4D data to improve social resiliency include analysis of disease spread by groups from Novi Sad University (Serbia), École Polytechnique Fédérale de Lausanne (EPFL, Switzerland), and Birmingham (United Kingdom). These research groups showed that small changes in the 37 could potentially cut the spread of flu by 20 percent as well as significantly reduce the spread of HIV and malaria. These selected results are just a small sample of the impressive work that is made possible by this rich and 38 data commons. These results and others like them are available at <http://www.d4d.orange.com/home>. Each of these D4D research projects has demonstrated the 39 of a big data commons for improving people's living conditions. From the point of view of Orange, it also demonstrates the potential for new lines of business that 40 this data commons with customers' personal data: imagine phone applications that advise commuters about which bus will get them to work quickest, or that help citizens reduce their risk of catching the flu. The work of these 90 research groups also suggests that many of the privacy fears associated with the 41 about human behavior may be generally misunderstood. In this data commons, the data were processed by 42 algorithms (e.g., sophisticated sampling and the use of aggregated indicators) so that it was unlikely that any individual could be re-identified. In fact, no path to re-identification was discovered even though several of the research groups studied this specific question. In addition, although the data were freely 43 for any legitimate research in which a group was interested, the data were distributed under a legal contract that specified that they could be used only for the purpose proposed and only by the specific people making the proposal. A similar 44 legal framework is used in trust networks described in the next section. The use of both advanced 45 and contract law to specify and audit how personal data may be used and shared is the 46 of new privacy regulations in the European Union, the United States, and elsewhere.

- 1- Data types
- 2- Real time
- 3- Social equality
- 4- New way
- 5- Great potential
- 6- Real world
- 7- Research organizations
- 8- Auditing of use
- 9- Communicate
- 10- Viability
- 11- Operational improvements
- 12- Computer algorithms
- 13- Mitigate the problem
- 14- Aspects
- 15- Census data
- 16- Advanced computer
- 17- New data
- 18- Disposable income
- 19- Technology
- 20- Random events
- 21- Operational efficiency
- 22- Proprietary

| | | | | |
|-----|-----------------------------|------------------------------|--------------------------------|---------------------------|
| 23- | Public health system | | | |
| 24- | Recommendations | | | |
| 25- | Big data | | | |
| 26- | Combine | | | |
| 27- | Minor limitations | | | |
| 28- | Own group | | | |
| 29- | Digital capabilities | | | |
| 30- | Goal | | | |
| 31- | Analysis of data | | | |
| 32- | Data control | | | |
| 33- | Release of data | | | |
| 34- | Address a situation | | | |
| 35- | Internet data | | | |
| 36- | Data driven manner | | | |
| 37- | Diminish | | | |
| 38- | Personal data | | | |
| 39- | Available | | | |
| 40- | Improvements | | | |
| 41- | Accurate estimate | | | |
| 42- | Donated | | | |
| 43- | Social science | | | |
| 44- | Unique | | | |
| 45- | Computers | | | |
| 46- | To design | | | |
| 1) | a. Internet data | b. Data types | c. New data | d. Data control |
| 2) | a. New technologies | b. Data commons | c. Digital capabilities | d. Systems capabilities |
| 3) | a. Combine data | b. Big data | c. Analysis data | d. Personal data |
| 4) | a. Census data | b. Population data | c. Data list | d. Census system |
| 5) | a. Random data | b. Daily events | c. Random events | d. Daily data |
| 6) | a. physical science | b. Social science | c. Technology | d. Taxonomy |
| 7) | a. Social data | b. Big data | c. Technologies data | d. Personal data |
| 8) | a. Fix a problem | b. A problem | c. Mitigate the problem | d. Aggravate |
| 9) | a. Recommendation | b. Data list | c. Lesson | d. Tasty lunch |
| 10) | a. Data types | b. Internet data | c. Daily data | d. Data control |
| 11) | a. Data driven | b. Data control | c. information | d. Random data |
| 12) | a. Minor limitations | b. Digital capabilities | c. Serviced data | d. System |
| 13) | a. Data protection | b. Secure access | c. Auditing of use | d. Access protection |
| 14) | a. Public | b. Proprietary | c. Science | d. Hidden |
| 15) | a. personal use | b. Use | c. Destruction | d. To design |
| 16) | a. Data driven manner | b. Different data | c. Unknown data | d. Necessary data |
| 17) | a. New way | b. Other way | c. Other method | d. Once again |
| 18) | a. World | b. Reality | c. Real world | d. Internet |
| 19) | a. Improvements | b. Data base | c. Random people | d. Different things |
| 20) | a. Solves problem | b. Creating new technologies | c. Address a situation | d. Delete data |
| 21) | a. Later | b. Real time | c. The future | d. Were available |
| 22) | a. Computers | b. System | c. Data | d. Doors |
| 23) | a. Information | b. New system | c. New data | d. People |
| 24) | a. Increase | b. Diminish | c. To remove | d. T |
| 25) | a. This science | b. A problem | c. System | d. Viability |
| 26) | a. Scientist | b. Information institutes | c. Random people | d. Research organizations |
| 27) | a. Accident | b. Data collection | c. Analysis of data | d. Survey |
| 28) | a. Donated | b. Invested | c. Gifted | d. Told |
| 29) | a. Methods | b. Aspects | c. Problems | d. C |
| 30) | a. General attitude | b. Political attitude | c. Social equality | d. Social inequality |
| 31) | a. Great income | b. Disposable income | c. Open revenue | d. Beautiful house |
| 32) | a. Accurate estimate | b. Summary | c. Not appropriate conclusions | d. Data |
| 33) | a. Talk | b. Drink tea | c. Call up | d. Communicate |
| 34) | a. A strange group | b. Own group | c. Children's group | d. Unknown group |
| 35) | a. Efficiency | b. Welfare | c. Operational efficiency | d. OS |
| 36) | a. Operational improvements | b. Quick launch | c. A timely improvement | d. Immediate improvement |
| 37) | a. OS | b. Public health system | c. Data system | d. Education system |
| 38) | a. Universal | b. Large | c. Unique | d. Available |
| 39) | a. Great potential | b. Poor potential | c. Good indicator | d. Low efficiency |
| 40) | a. Remove | b. Divide | c. Redirect | d. Combine |

- | | | | | |
|-----|----------------------|------------------------|----------------------|------------------|
| 41) | a. Information | b. Release of data | c. Removal of data | d. Data copying |
| 42) | a. System | b. Computer | c. Advanced computer | d. Different |
| 43) | a. Available | b. Open | c. Laid out | d. Allocated |
| 44) | a. Approach | b. Method | c. Model | d. Technology |
| 45) | a. System algorithms | b. Computer algorithms | c. Technology | d. Computer data |
| 46) | a. Meaning | b. Material | c. Goal | d. |
- The opposite

Задание 2. Прочитайте текст, заполните пропуски, выбрав подходящее по смыслу слово из списка.

| | | |
|----------|-----------|-------------|
| brains | format | minute |
| second | CDs | frequency |
| MP3 | smaller | compressing |
| hear | per | sound |
| digital | inaudible | removed |
| sounds | file | megabytes |
| sampling | WAV | |

MP3 is a set of standards for.....1 and storing2 audio and video. Whereas CDs and3 files require about 11MB for one minute of sound,4 files give you the same5 quality in a 6 which requires only about 1MB for each 7 so a single track takes only three to five8. Computers store sound as digital information. They do this by9 - taking a sample of the sound thousands of times10 second.11 store information in a format called CD-DA. This samples 44,000 times per 12 and is broadly similar to WAV.

MP3 files depend on the fact that our.....13 do not detect all 14. An MP3 encoder removes from a WAV15 all but the parts we don't16. Sounds above 16kHz are17 for most people so these can be18. Quieter sounds masked by loud sounds of a similar19 are also removed. The result is an MP3 file which is much20 than the WAV original.

Задание 3. Соотнесите название вредоносной программы с тем ущербом, который она наносит компьютеру.

- | | |
|----------------------------------|--|
| 1. virus | a. collects and sends private information from the infected computer to a third party |
| 2. spyware | b. an undesirable program which can replicate itself across a network |
| 3. Trojan horse | c. allows a hacker to access private information when he/she wishes |
| 4. keystroke logger or keylogger | d. a program which adds itself to an executable file, and can cause considerable damage to the data on the infected computer |
| 5. worm | e. records characters that are typed into a computer |

Задание 4. Решите, какой тип прикладной программы (a-h) следует использовать в ситуациях (1-8) ЭТИМ ЛЮДЯМ.

- | | |
|----|---|
| 1. | 'I'd like to retouch photos on my computer.' |
| 2. | 'I work for a company specializing in designing and publishing catalogues and brochures.' |
| 3. | 'We're an organization that makes maps and 3-D models of the Earth surface.' |
| 4. | 'I want to produce illustrations and freehand drawings for an encyclopedia.' |
| 5. | I design web pages for a TV company. I usually include frames, cascading style sheets and multimedia elements on my page designs' |
| 6. | 'I teach science and I need to prepare slide shows for my lessons.' |
| 7. | 'I'm an engineer. I need to design the interior and exterior of a sports car.' |
| 8. | 'I need a program that supports MIDI and includes a wide range of functions - scales, inter-vals, melody and rhythm.' |
-
- | | |
|----|--------------------------------------|
| a) | music software |
| b) | CAD (Computer-Aided Design) software |
| c) | paint and image-editing program |
| d) | DTP (desktop publishing) software |
| e) | presentation software |
| f) | drawing program |
| g) | HTML editor |
| h) | geographic information system |

Задание 5. Выберите правильный вариант ответа.

- | | | |
|---|-----------------|--------------------------|
| 1. "The website gets a thousand hits a week" means the website has a thousand _____ a week. | | |
| a. sales | b. visits | c. search engine matches |
| 2. The words, images and other material that make up a website are called _____. | | |
| a. the contents | b. the content | c. the filling |
| 3. Designs and drawings in websites are usually called _____. | | |
| a. web pictures | b. web graphics | c. web illustrations |
| 4. Moving pictures in websites are usually called _____. | | |
| a. cartoons | b. movies | c. animations |
| 5. Websites with sounds and/or video clips and/or animations have _____ content. | | |
| a. multimedia | b. many-media | c. mixed-media |
| 6. A space in a website where you enter information (address, password etc.) is called a _____. | | |
| a. box | b. strip | c. field |
| 7. A hyperlink is often called just _____. | | |

- a. a link b. a hyper c. an HL
8. In real time means _____.
- a. during working hours b. instantly c. in British Standard Time
9. A place with computers for public internet use is usually called an internet café or _____.
- a. web café b. computer café c. cyber café
10. Internet cafés offer internet _____.
- a. connection b. availability c. access
11. A program that adds functions to a browser (eg Shockwave) is called a _____.
- a. plug b. plugged-in c. plug-in
12. Temporary internet files are stored in the _____.
- a. cash b. cache c. cashe
13. Colours which all browsers can display without problems are called _____ colours.
- a. browser safe b. browser acceptable c. browser easy
14. A person who illegally accesses somebody else's computer over the internet is called a _____.
- a. pirate b. hack c. hacker
15. A website which (in theory) cannot be accessed by a hacker is _____.
- a. strong b. secure c. clean
16. A website which can only be viewed by authorised people has _____ access.
- a. reduced b. small c. restricted
17. Unwanted advertising emails are popularly known as _____.
- a. meatloaf b. spam c. sausages
18. Software which blocks attempts by others to access your computer over the internet is called a _____.
- a. firewall b. fire blanket c. fire engine
19. It's essential to _____ your anti-virus protection regularly.
- a. up-to-date b. date c. update
20. Anti-virus software can _____ your computer for viruses.
- a. detect b. review c. scan
21. Anti-virus software can also _____ viruses on removable media, such as floppy disks.
- a. detect b. control c. see
22. When your anti-virus software subscription _____.
- a. ends b. stops c. expires
23. ... it's a good idea to _____ it immediately.
- a. renew b. renovate c. replace

Основы перевода: адекватность, переводческие трансформации; контекстуальные замены; многозначность лексики.

Выполните письменный перевод текста с иностранного языка на русский язык

Текст 1. HARDWARE, SOFTWARE, AND FIRMWARE

The units that are visible in any computer are the physical components of a data processing system, or hardware. Thus, the input, storage, processing and control devices are hardware. Not visible is the software — the set of computer programs, procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software is the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software is the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used for applications software. These protected programs are stored in an area of memory called read-only memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

Текст 2. COMPUTER SYSTEM ARCHITECTURE

As we know all computer systems perform the functions of inputting, storing, processing, controlling, and outputting. Now we'll get acquainted with the computer system units that perform these functions. But to begin with let's examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a computer system architect, who usually has a strong engineering background. As contrasted with the analyst, who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different applications in many different businesses. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the

result of the efforts of teams of computer system architects.

Unless you are studying engineering, you don't need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

Types of computers

The two basic types of computers are analog and digital. Analog computers simulate physical systems. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time. Hence, analog computers are used in applications that require continuous measurement and control.

Digital computers, as contrasted with analog computers, deal with discrete rather than continuous quantities. They count rather than measure. They use numbers instead of analogous physical quantities to simulate on-going, or real-time processes. Because they are discrete events, commercial transactions are in a natural form for digital computation. This is one reason that digital computers are so widely used in business data processing.

Machines that combine both analog and digital capabilities are called hybrid computers. Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in applications of microprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household appliances such as microwave ovens and sewing machines. In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centers of these systems, which will be small digital computers.

ТЕКСТ 3. PEOPLE IN COMPUTING

How to become a programming expert

The primary requirements for being a good programmer are nothing more than a good memory, an attention to detail, a logical mind and the ability to work through a problem in a methodical manner breaking tasks down into smaller, more manageable pieces.

However, it's not enough just to turn up for a job interview with a logical mind as your sole qualification. An employer will want to see some sort of formal qualification and a proven track record. But if you can show someone an impressive piece of software with your name on it, it will count for a lot more than a string of academic qualifications.

So what specific skills are employers looking for? The Windows market is booming and there's a demand for good C, C++, Delphi, Java and Visual Basic developers. Avoid older languages such as FORTRAN and COBOL unless you want to work as a contract programmer.

For someone starting out, my best advice would be to subscribe to the programming magazines such as Microsoft Systems Journal. Get one or two of the low-cost 'student' editions of C++, Visual Basic and Delphi. Get a decent book on Windows programming. If you decide programming is really for you, spend more money on a training course.

How to become an IT Manager

IT managers manage projects, technology and people. Any large organization will have at least one IT manager responsible for ensuring that everyone who actually needs a PC has one and that it works properly. This means taking responsibility for the maintenance of servers and the installation of new software, and for staffing a help-desk and a support group.

Medium to large companies are also likely to have an IT systems manager. They are responsible for developing and implementing computer software that supports the operations of the business. They're responsible for multiple development projects and oversee the implementation and support of the systems. Companies will have two or three major systems that are probably bought off the shelf and then tailored by an in-house development team.

Apart from basic hardware and software expertise, an IT manager will typically have over five years' experience in the industry. Since IT managers have to take responsibility for budgets and for staff, employers look for both of these factors in any potential recruit.

Nearly all IT managers have at least a first degree if not a second one as well. Interestingly, many of them don't have degrees in computing science. In any case, the best qualification for becoming a manager is experience. If your personality is such that you're unlikely to be asked to take responsibility for a small team or a project, then you can forget being an IT manager. You need to be bright, communicative and be able to earn the trust of your teams. Most of this can't be taught, so if you don't have these skills then divert your career elsewhere.

ТЕКСТ 4. ANTI-VIRUS DEFENSE DEVELOPMENT

Initially, developing anti-virus software programs was not difficult. In the late 80s and early 90s, many individuals were able to create some sort of antivirus program against a particular form of a computer virus. Frederick Cohen proved that antivirus programs cannot solve the computer virus problem because there is no way to create a single program that can detect all future computer viruses in finite time. Regardless of this proven fact, anti-virus programs have been quite successful in dealing with the problem for a while. At the same time, other solutions have been researched and developed, but computer antivirus programs are still the most widely used defenses against computer viruses at present, regardless of their many drawbacks, including the inability to contend with and solve the aforementioned problem.

Often we do not completely understand how to protect ourselves against viruses, but neither do we know how to reduce the risk of becoming infected by them by adopting proper hygiene habits. Unfortunately, negligence is one of the biggest contributors to the spread of computer viruses. The sociological aspects of computer security appear to be more relevant than technology. Carelessly neglecting the most minimal level of computer maintenance, network security configuration, and failing to clean an infected computer opens up a Pandora's box that allows more problems to spread to other computers.

In the early phases of virus detection and removal, computer viruses were easily managed because very few viruses existed.

Computer virus researchers could spend weeks analyzing a single virus alone. To make life even easier, computer viruses spread

slowly, compared to the rapid proliferation of today's viruses. Finding a virus in the boot sector was easy for those who knew what a boot sector was; writing a program to recognize the infection was tricky.

Manually disinfecting an infected system was a true challenge, so creating a program that automatically removed viruses from computers was considered a tremendous achievement. Currently, the development of antivirus and security defense systems is deemed to be an art form, which lends itself to cultivating and developing a plethora of useful skills.

ТЕКСТ 5. SOFTWARE FOR DETECTING AND REMOVING VIRUSES

Virus protection (or antivirus) software are applications that can determine when a system has been infected with a virus. Typically, such software runs in the back-ground and scans files whenever they are downloaded from the Internet, received as attachments to e-mail, or modified by another application running on the system. Most virus protection software employs one of the following methods:

Signature-based detection: This is the traditional approach and searches for 'signatures', or known portions of code of viruses that have been detected and cataloged in the wild. Signature-based products are fast and reliable in detecting previously known viruses but generally cannot detect new viruses until the vendor has updated its signature database with information about the new virus and users have downloaded the updated signature files to their systems.

Behavior-blocking detection: This is a newer approach borrowed from intrusion detection system (IDS) technologies and uses policies to define which kinds of system behaviors might indicate the presence of a virus infection. Should an action occur that violates such a policy, such as code trying to access the address book to mass mail itself through e-mail, the software steps in and prevents this from happening and can also isolate the suspect code in a 'sandbox' until the administrator decides what to do with it. The advantage of behavior blocking detection is that it can detect new viruses for which no signatures are known. The disadvantage is that, like IDSs, such detection systems can generate false positives if the detection threshold is set too low or can miss real infections if it is set too high. A few newer virus protection products include behavior-blocking technology, but most still operate using signature databases.

ТЕКСТ 6. COMPUTER SECURITY

Computer security is a branch of technology known as information security as applied to computers. The objective of computer security varies and can include protection of information from theft or corruption, or the preservation of availability, as defined in the security policy.

Computer security imposes requirements on computers that are different from most system requirements because they often take the form of constraints on what computers are not supposed to do. This makes computer security particularly challenging because we find it hard enough just to make computer programs just do everything they are designed to do correctly. Furthermore, negative requirements are deceptively complicated to satisfy and require exhaustive testing to verify, which is impractical for most computer programs. Computer security provides a technical strategy to convert negative requirements to positive enforceable rules. For this reason, computer security is often more technical and mathematical than some computer science fields.

ТЕКСТ 7. NEW GENERATION OF COMPUTERS

New generation of powerful computers will soon be available to aerospace manufacturers. Neural networks, fly-by-speech advances, smaller processors and integrated avionics will accelerate the process of automation.

An artificial neural network, often named as neural network, is an interconnected group of natural or artificial neurons that uses a mathematical or computational model for information processing. In most cases a neural network is an adaptive system changing its structure during a learning phase. Neural networks are used for modelling complex relationships between inputs and outputs or to find patterns in data.

Neural networks are widely believed to be the next step in enhancing computer intelligence. Neurocomputers will be able to understand highly complex tasks which are extremely difficult to perform with current computers. Research is centering on image processing, target and feature recognition. Neural computing is also considered particularly suitable for speech recognition, enabling pilots to tell the aircraft to change course or arm missiles. Full voice control in combat aircraft may become a reality soon but it is unlikely to be introduced on commercial aircraft as crews do not fly hand-on-throttle stick as in combat aircraft.

One major benefit of growing computer capacity will be the sophistication of monitoring systems, which detect and display error and damages requiring maintenance.

The latest program is supposed to develop technologies for the new generation equipment using microwave integrated circuit technology based on one chip, incorporating the latest advances in parallel processing. New packaging and cooling techniques are certain to improve reliability.

ТЕКСТ 8. BECOMING CERTIFIED

Suppose you're a support engineer. You're stuck in a job you don't like and you want to make a change. One way of making that change is to improve your marketability to potential employers by upgrading your skill-set. If you're going to train yourself up however, whose training should you undertake? If you need certificates, whose certificates should they be? Even if you get those certificates, how certain can you be that your salary will rise as a result? One solution is the range of certifications on offer from Microsoft.

Microsoft offers a large array of certification programs aimed at anyone from the user of a single program such as Microsoft Word, to someone who wants to become a certified support engineer. There are a myriad of certificates to study for too. If you're the proud holder of any of those qualifications, then you're entitled to call yourself a Microsoft Certified Professional (MCP).

Once you've decided which track you want to take, you should consider just how qualified you already are in terms of experience and knowledge. Will you need to go and take some courses with a training company, or are you the type who can make good use of

self-study materials? How much time do you genuinely have to devote towards this? Will your employer pay for your course? Will it grant you leave to go and do the course – assuming you can find one – on either a full-time or part-time basis?

The key question here is experience. This will not only influence the amount of work you'll have to do to get up to speed for the exams, it could also mean the difference between passing or failing the exam.

While you're busy learning all you need to know for your certification, the practice exams are an absolute godsend. They show you the type of questions you'll encounter, and they familiarize you with the structure of the exam. This is essential if you want to pass: the exams have time limits, and you need to get used to answering the requisite number of questions within the allotted time. It's as simple as that.

If you decide a training course will help you out, don't let the title of a course alone convince you that it will be suitable or cost effective. Find out exactly what the course offers and whether there are pre-requisites for attendants. You should also find out what the training company is prepared to do if attendants don't have the minimum knowledge necessary to be on the course.

As exams are replaced by 'updated' ones, you need to upgrade your certification to stay current. Ultimately it's your responsibility to make sure you stay up to date. If you don't, you lose your certification until you take an update.

As a support engineer, you get the satisfaction of knowing that you passed a tough test, and the happy knowledge that your network manager is sweating a bit over the fact that you could be head-hunted at any time.

ТЕКСТ 9. NETWORKING

Networks are classified according to different criteria:

- Geographical area: PANs (Personal Area Networks) typically include a laptop, a mobile phone and a PDA; LANs cover a building; MANs (Metropolitan Area Networks) cover a campus or a city; WANs (Wide Area Networks) cover a country or a continent.
- Architecture. In a client-server network, a computer acts as a server and stores and distributes information to the other nodes, or clients. In a peer-to-peer network, all the computers have the same capabilities – that is, share files and peripherals without requiring a separate server computer.
- Topology, or layout: In a bus network, all the computers are connected to a main cable, or bus. In a star network, all data flows through a central hub, a common connection point for the devices in the network. In a ring network, all devices are connected to one another in a continuous loop, or ring.
- Network protocol: This is the language, or set of rules, that computers use to communicate with each other. Networks use different protocols. For instance, the Internet uses TCP/IP

ТЕКСТ 10. HOW TO BECOME A COMPUTER CONSULTANT

The first key point to realize is that you can't know everything. However, you mustn't become an expert in too narrow a field. The second key point is that you must be interested in your subject. The third key point is to differentiate between contract work and consultancy. Good contractors move from job to job every few months. A consultant is different. A consultant often works on very small timescales – a few days here, a week there, but often for a core collection of companies that keep coming back again and again.

There's a lot of work out there for people who know Visual Basic, C++ and so on. And there are lots of people who know it too, so you have to be better than them. Qualifications are important. Microsoft has a raft of exams you can take, as does Novell, and in my experience these are very useful pieces of paper. Exams like Microsoft Certified Systems Engineer are well worth doing. The same goes for Novel Linux Certification. However, this won't guarantee an understanding of the product, its positioning in the market, how it relates to other products and so on. That's where the all-important experience comes in.

Материалы для промежуточной аттестации (экзамен)

Вопросы к экзамену

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Грамматика (грамматический строй иностранного языка)
5. Выполнение лексико-грамматического теста.

5.2. Темы письменных работ

ОБРАЗЕЦ ЗАДАНИЯ № 1

Прочитайте и переведите с иностранного языка на русский (со словарем) текст профессиональной направленности объемом 1500-2000 п.зн.

CENTRAL PROCESSING UNIT

It is well known in computer science that the words 'com-puter' and 'processor' are used interchangeably. Speaking more precisely, computer refers to the central processing unit (CPU) together with an internal memory. The internal memory, control and processing components make up the heart of the com-puter system. Manufacturers design the CPU to control and carry out basic instructions for their particular computer.

The CPU coordinates all the activities of the various com-ponents of the computer. It determines which operations should be carried out and in what order. The CPU controls the operation of the entire system by issuing commands to other parts of the system and by acting on responses. When required it reads information from the memory, interprets instructions, performs operations on the data according to the instructions, writes the results back into the memory and moves information between memory levels or through the input-output ports.

In digital computers the CPU can be divided into two functional units called the control unit (CU) and the arithmetic-logical unit (ALU). These two units are made up of electronic circuits with millions of switches that can be in one of two states, either on or off.

The function of the CU within the central processor is to transmit coordinating control signals and commands. The control unit is that part of the computer that directs the sequence of step-by-step operations of the system, selects instructions and data from memory, interprets the program instructions, and controls the flow between main storage and the arithmetic-logical unit.

The ALU, on the other hand, is that part of the computer in which the actual arithmetic operations, namely, addition, subtraction, multiplication, division and exponentiation, called for in the instructions are performed

Programs and the data on which the CU and the ALU operate, must be in internal memory in order to be processed. Thus, if located in secondary memory devices, such as disks or tapes, programs and data are first loaded into internal memory.

ОБРАЗЕЦ ЗАДАНИЯ № 2

Прочитайте текст, заполните пропуски, выбрав подходящее по смыслу слово из списка.

| | | |
|----------|-----------|-------------|
| brains | format | minute |
| second | CDs | frequency |
| MP3 | smaller | compressing |
| hear | per | sound |
| digital | inaudible | removed |
| sounds | file | megabytes |
| sampling | WAV | |

MP3 is a set of standards for.....1 and storing2 audio and video. Whereas CDs and3 files require about 11MB for one minute of sound,4 files give you the same5 quality in a 6 which requires only about 1MB for each 7 so a single track takes only three to five8.

Computers store sound as digital information. They do this by9 - taking a sample of the sound thousands of times10 second.11 store information in a format called CD-DA. This samples 44,000 times per 12 and is broadly similar to WAV. MP3 files depend on the fact that our.....13 do not detect all 14. An MP3 encoder removes from a WAV15 all but the parts we don't16. Sounds above 16kHz are17 for most people so these can be18. Quieter sounds masked by loud sounds of a similar19 are also removed. The result is an MP3 file which is much20 than the WAV original.

5.3. Фонд оценочных средств

По дисциплине «Иностранный язык профессионального общения» предусмотрен текущий контроль в виде тестирования, итоговый контроль в виде экзамена. Порядок проведения текущего контроля и итогового контроля по дисциплине (промежуточный контроль) строго соответствует «Положению о проведении контроля успеваемости студентов в НАН ЧОУ ВО Академии ИМСИТ». В перечень включаются вопросы из различных разделов курса, позволяющие проверить и оценить теоретические знания студентов. Текущий контроль засчитывается на основе полноты раскрытия темы и выполнения представленных заданий. Для проведения экзамена в устной, письменной или тестовой форме разрабатывается перечень вопросов, утверждаемых на кафедре. Выставляется оценка в соответствующей форме .

Контрольно-оценочные средства для проведения промежуточной и итоговой аттестации обучающихся по дисциплине «Иностранный язык профессионального общения» прилагаются.

Оценочные средства для проведения промежуточной и текущей аттестации обучающихся прилагаются к рабочей программе. Оценочные и методические материалы хранятся на кафедре, обеспечивающей преподавание данной дисциплины (модуля), а также размещены в электронной образовательной среде академии в составе соответствующего курса URL: eios.imsit.ru.

5.4. Перечень видов оценочных средств

Перечень видов и форм контроля дисциплины:

- выполнение учебных индивидуальных заданий в ходе практических занятий;
- контрольный опрос (устный);
- выполнение тестового задания;
- чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке;
- письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа на теоретический вопрос. Задание с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный. Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа, включающего полное решение задачи с пояснениями.

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

6.1. Рекомендуемая литература

6.1.1. Основная литература

| Авторы, составители | Заглавие | Издательство, год |
|---------------------|----------|-------------------|
|---------------------|----------|-------------------|

| | Авторы, составители | Заглавие | Издательство, год |
|------|---|---|---|
| Л1.1 | Карпова Т. А., Восковская А. С. | Английский язык: Учебное пособие | Москва: КноРус, 2020, URL: https://book.ru/book/932756 |
| Л1.2 | Голубев А. П., Балюк Н. В., Смирнова И. Б. | Английский язык для всех специальностей. (СПО): Учебник | Москва: КноРус, 2020, URL: https://book.ru/book/933691 |
| Л1.3 | Голубев А. П., Балюк Н. В., Смирнова И. Б. | Английский язык для всех специальностей + eПриложение: Учебник | Москва: КноРус, 2021, URL: https://book.ru/book/939214 |
| Л1.4 | Брель Н. М., Пославская Н. А. | Английский язык. Базовый курс: Учебник | Москва: КноРус, 2021, URL: https://book.ru/book/938467 |

6.1.2. Дополнительная литература

| | Авторы, составители | Заглавие | Издательство, год |
|------|---|---|---|
| Л2.1 | Карпова Т. А., Восковская А. С., Закирова Е. С., Циленко Л. П. | Деловой английский язык: Учебное пособие | Москва: КноРус, 2019, URL: https://book.ru/book/931093 |
| Л2.2 | Голубев А. П., Балюк Н. В., Смирнова И. Б. | Английский язык для всех специальностей: Учебник | Москва: КноРус, 2019, URL: https://book.ru/book/931742 |
| Л2.3 | Брель Н. М., Пославская Н. А. | Английский язык. Базовый курс: Учебник | Москва: КноРус, 2020, URL: https://book.ru/book/936858 |

6.1.3. Методические разработки

| | Авторы, составители | Заглавие | Издательство, год |
|------|---|---|---|
| Л3.1 | Карпова Т. А., Восковская А. С., Закирова Е. С., Циленко Л. П. | Деловой английский язык: Учебное пособие | Москва: КноРус, 2017, URL: https://book.ru/book/922158 |
| Л3.2 | Аветисян Н. Г., Игнатов К. Ю. | Английский язык для делового общения. Тесты: Учебное пособие | Москва: КноРус, 2017, URL: https://book.ru/book/932012 |

6.2. Электронные учебные издания и электронные образовательные ресурсы

| | |
|----|--|
| Э1 | ИНИОН. - Режим доступа: http://www.inion.ru |
| Э2 | Российская государственная библиотека. - Режим доступа: http://www.rsl.ru |
| Э3 | Национальная электронная библиотека. - Режим доступа: http://nel.nns.ru |
| Э4 | Библиографическая поисковая система «Букинист». - Режим доступа: http://bukinist.agava.ru |
| Э5 | Предметно-ориентированная логическая библиотечная сеть. - Режим доступа: http://www.libweb.ru |
| Э6 | Научная электронная библиотека. - Режим доступа: www.elibrary.ru |

6.3.1. Лицензионное и свободно распространяемое программное обеспечение, в том числе отечественного производства

| | |
|---------|---|
| 6.3.1.1 | Windows 10 Pro RUS Операционная система – Windows 10 Pro RUS Подписка Microsoft Imagine Premium – Order №143659 от 12.07.2021 |
| 6.3.1.2 | 7-Zip Архиватор 7-Zip Программное обеспечение по лицензии GNU GPL |
| 6.3.1.3 | Google Chrome Браузер Google Chrome Программное обеспечение по лицензии GNU GPL |
| 6.3.1.4 | Mozilla Firefox Браузер Mozilla Firefox Программное обеспечение по лицензии GNU GPL |
| 6.3.1.5 | Notepad++. Текстовый редактор Notepad++. Программное обеспечение по лицензии GNU GPL |
| 6.3.1.6 | Kaspersky Endpoint Security Антивирусное ПО Kaspersky Endpoint Security для бизнеса Стандартный (350шт). Договор № ПР-00035750 от 13 декабря 2022г. (ООО Прима АйТи) |
| 6.3.1.7 | Adobe Reader DC Adobe Acrobat — пакет программ, предназначенный для создания и просмотра электронных публикаций в формате PDF Adobe Acrobat Reader DC and Runtime Software distribution license agreement for use on personal computers от 31.01.2017 |
| 6.3.1.8 | ПО ЛИНКО v8.2 демо-версия ПО для компьютерного лингафонного кабинета демо-версия |

6.3.2. Перечень профессиональных баз данных и информационных справочных систем

| | |
|---------|--|
| 6.3.2.1 | Консультант Плюс http://www.consultant.ru |
| 6.3.2.2 | Кодекс – Профессиональные справочные системы https://kodeks.ru |

| 7. МТО (оборудование и технические средства обучения) | | | |
|---|--|---|---|
| Ауд | Наименование | ПО | Оснащение |
| 123а | Специальное помещение для хранения и профилактического обслуживания учебного оборудования | 7-Zip Google Chrome LibreOffice Notepad++. Oracle VM VirtualBox Adobe Reader DC ZEAL Klite Mega Codec Pack Windows 7 Pro CDBurnerXP Java 8 PDF24 Creator CCleaner Консоль Kaspersky Security Center Kaspersky Endpoint Security 11 ПАРУС-Бюджет 8.5.6.1 Microsoft Office 2007 Professional Plus 10-Strike File search pro 10-Страйк Сканирование Сети 10-Страйк Инвентаризация Компьютеров | Системный блок AMD FX-8120 1шт Системный блок Intel Core 2 CPU 4400 1шт. Монитор "LG L1718S" 1 шт. Монитор "BENQ CL2240" 1шт. Монитор "SAMSUNG 740m" 1шт. Набор инструментов 1 шт. Паяльная станция Lukey 902 1 шт Принтер SAMSUNG ML-1665 1 шт. Принтер SAMSUNG ML-1615 1 шт. Коммутатор D-Link DES-1005D 1 шт. Роутер Keenetic Lite (KN-3110)1 шт. Паяльник 40 Вт дер/ручка 1 шт. Лампа настольная 1 шт. Стол 1-тумбовый 1 шт. Стол 2 тумбовый 1 шт. Стол офисный компьютерный 1 шт. Столик компьютерный 1 шт. Стол 1-тубовый с верхней приставкой 1шт. Стулья тканевые на металлокаркасе 2шт Стул деревянный 1шт Пылесос "SUPRA 1800W" 1 шт. Шуруповерт "Hitachi ds12dvf3" 1 шт. Веб-камера Logitech HD WebCam C525 1280*720 MicUSB - 4 шт Перфоратор Град-М 1 шт. Микрофон Yanmai R933 – 2 шт Ноутбук Asus X541U – 1 шт Проектор Cactus CS-PRO.02B.WXGA-W – 1 шт. Проектор Acer QNX1310 – 2 шт |
| Читальный зал | Читальный зал. Помещение для самостоятельной работы | 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security Maxima StarUML V1 Windows XP Professional Windows XP Professional MS Visual Studio Pro 2010 MS Visio Pro 2010 MS Project Pro 2010 MS Access 2010 MS Office Standart 2007 | 16 посадочных мест, рабочее место библиотекаря 6 компьютеров P5GC-MX1333/INTEL Core2Duo E2160/DDR2-667-1Г6/ST380815AS/Intel GMA-82945/Atheros L2 Fast Ethernet 10/100 4 компьютера GA945GCMX-S2/INTEL Core2Duo E2160/DDR2-667-1Г6/ST3160815AS/Intel GMA-82945/Realtek RTL8169 6 компьютеров P5GD2-X/Intel Pentium 4-3.00GHz/DDR2-667-1Г6/ WD800JD/Radeon X300/Marvell 88E805 1 компьютер P5KPL-SE/INTEL Core2Duo E6400/DDR2-667-2Г6/ST380811AS/GF-6600/ Realtek PCIe GBE 9200SE/Marvell 88E8001 6 мониторов LG Flatron 1730s 4 монитора NEC AccuSync LCD73v 6 мониторов Samsung SyncMaster 740n 1 монитор Samsung SyncMaster 920n 1 принтер HP LaserJet PRO m402n 1 сканер HP ScanJet G2410 |
| 126 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной | Windows 10 Pro RUS 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS SQL Server 2019 MS SQL Server Management Studio 18.8 MS Visio Pro 2016 MS Visual Studio Pro 2019 | 20 посадочных мест, рабочее место преподавателя 11 компьютеров типа «Моноблок» Lenovo IdeaCentre-/ Intel Pentium CPU 4415U 2.30GHz/DDR4-2133-4Г6/ WDC WD10EZEX-08WN4A0 1000Г6/ Intel(R) HD Graphics 610 / Realtek PCIe GbE Family Controller/ Qualcomm Atheros QCA9377 Wireless Network Adapter 5 компьютеров типа «Моноблок» Lenovo IdeaCentre IAO 300-23SU /INTEL Pentium 4405U/DDR4-2400-8Г6/ST1000DM003/Intel HD-510/Intel(R) Dual Band Wireless -AC 3165 4 Компьютера типа "Моноблок" Lenovo /Intel Pentium Silver J5040 CPU 2.00GHz/DDR4-2400 8Г6/SSD WDC PC SN530 SDBPMPZ-512G-1001/Intel(R) UHD Graphics 605/ Realtek PCIe GbE Family Controller/ Realtek 8821CE Wireless LAN 802.11ac PCI-E NIC 20 комплектов клавиатура+мышь 1 беспроводная точка доступа DWL-3200AP |

| | | | |
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| | работы. | Blender Gimp Maxima Oracle VM VirtualBox StarUML V1 Oracle Database 11g Express Edition IntelliJ IDEA JetBrains PhpStorm JetBrains WebStorm Autodesk 3ds Max 2020 Autodesk AutoCAD 2020 Adobe Reader DC Embarcadero RAD Studio XE8 Arduino Software (IDE) NetBeans IDE ZEAL Klite Mega Codec Pack | |
| 404 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. | 7-Zip Google Chrome LibreOffice | 75 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук |
| 402 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. | 7-Zip Google Chrome LibreOffice | 36 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук |
| 120 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной | Windows 10 Pro RUS 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS SQL Server 2019 MS SQL Server Management Studio 18.8 MS Visio Pro 2016 MS Visual Studio Pro 2019 | 20 посадочных мест, рабочее место преподавателя 20 компьютеров A320M-H-CF/AMD Ryzen 5 2600X/DDR4-2933 16Гб/SSD XPG GAMMIX S11 Pro 512Гб/NVIDIA GeForce GTX 1050 Ti/Realtek PCIe GbE Family Controller 40 мониторов Samsung S24R350FHI 23.8" 20 ИБП CyberPower UT650EG 20 комплектов клавиатура+мышь 20 гарнитур Defenfer G-320 1 неуправляемый коммутатор TP-LINK TL-SG1024D 1 Интерактивная панель EliteBoard LR-75UT40i7 |

| | | | |
|-----|--|--|---|
| | работы. | Anaconda3 Blender Gimp Maxima Oracle VM VirtualBox StarUML V1 Oracle Database 11g Express Edition IntelliJ IDEA JetBrains PhpStorm JetBrains WebStorm Autodesk 3ds Max 2020 Autodesk AutoCAD 2020 Adobe Reader DC NetBeans IDE ZEAL SMath Studio Klite Mega Codec Pack | |
| 115 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной работы. | Windows 10 Pro RUS 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS SQL Server 2019 MS SQL Server Management Studio 18.8 MS Visio Pro 2016 MS Visual Studio Pro 2019 Anaconda3 Blender Gimp Maxima Oracle VM VirtualBox StarUML V1 Oracle Database 11g Express Edition IntelliJ IDEA JetBrains PhpStorm JetBrains WebStorm Autodesk 3ds Max 2020 Autodesk AutoCAD 2020 Adobe Reader DC Arduino Software (IDE) NetBeans IDE ZEAL Klite Mega Codec Pack | 20 посадочных мест, рабочее место преподавателя 20 компьютеров GA-870A-USB3/AMD-Phenom(tm)-II-X4-945/DDR3-1333-4Гб/ SSD Flexis 120Gb/WD5000AAK/Radeon HD-5800/Atheros AR9287 Wireless 19 мониторов AOC e2243Fw 21,5” 1 монитор Acer V226HQL 21,5” 20 комплектов клавиатура+мышь 1 беспроводная точка доступа TP-Link TL-WA801ND |
| 113 | Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов), групповых и индивидуальных консультаций, текущего контроля и | Windows 10 Pro RUS 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Adobe Photoshop CS3 Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS SQL Server 2019 | 20 посадочных мест, рабочее место преподавателя 20 компьютеров P55-UD3/INTEL-i5-750/DDR3-1333-8Гб/SSD Flexis 120Gb /WD3200AAKS/Radeon HD-4600/DWL-G520 Wireles 20 мониторов Acer V193W-19” 20 комплектов клавиатура+мышь 1 коммутатор неуправляемый DES-1024D 1 беспроводная точка доступа DWL-3200AP 3 Комплект оборудования Arduino 5 учебных комплектов SDK 1.1s 1 МФУ HP LJ M1212nf MFP 12 Инструмент для сборки ПК (отвертка ph-1, плоскогубцы 150 мм, термопаста 2гр., Антистатический браслет, стяжки 150 мм) |

| | | |
|---|--|--|
| промежуточной аттестации, самостоятельной работы. | MS SQL Server Management Studio 18.8 MS Visio Pro 2016 MS Visual Studio Pro 2019 Anaconda3 Blender Gimp Maxima Oracle VM VirtualBox Oracle Database 11g Express Edition IntelliJ IDEA JetBrains PhpStorm JetBrains WebStorm Autodesk 3ds Max 2020 Autodesk AutoCAD 2020 Adobe Reader DC Diptrace Autodesk EAGLE Ramus Educational Micro-Cap Evaluation | |
|---|--|--|

8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

В соответствии с требованиями ФГОС ВО по направлению подготовки реализация компетентного подхода предусматривает использование в учебном процессе активных и интерактивных форм проведения занятий (разбор конкретных задач, проведение блиц-опросов, исследовательские работы) в сочетании с внеаудиторной работой с целью формирования и развития профессиональных навыков обучающихся.

Удельный вес занятий, проводимых в интерактивной форме, составляет не менее 15 % аудиторных занятий (определяется ФГОС с учетом специфики ОПОП).

Лекционные занятия дополняются ПЗ и различными формами СРС с учебной и научной литературой. В процессе такой работы студенты приобретают навыки «глубокого чтения» - анализа и интерпретации текстов по методологии и методике дисциплины.

Учебный материал по дисциплине «Иностранный язык в профессиональной деятельности» разделен на логически завершённые части (разделы), после изучения, которых предусматривается аттестация в форме письменных тестов, контрольных работ.

Работы оцениваются в баллах, сумма которых дает рейтинг каждого обучающегося. В баллах оцениваются не только знания и навыки обучающихся, но и их творческие возможности: активность, неординарность решений поставленных проблем. Каждый раздел учебной дисциплины включает обязательные виды работ – лекции, ПЗ, различные виды СРС (выполнение домашних заданий по решению задач, подготовка к практическим занятиям).

Форма текущего контроля знаний – работа студента на практическом занятии, опрос. Форма промежуточных аттестаций – контрольная работа в аудитории, домашняя работа. Итоговая форма контроля знаний по разделам – контрольная работа или опрос.

Итоговая форма контроля знаний по дисциплине – экзамен.

Методические указания по выполнению учебной работы размещены в электронной образовательной среде академии

Методические указания и материалы по видам учебных занятий по дисциплине «Иностранный язык профессионального общения»

Вид учебных занятий, работ Организация деятельности обучающегося
Практические занятия Входной контроль
Выполнение тестовых заданий
Решение ситуационных задач
Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
Самостоятельная работа Знакомство с основной и дополнительной литературой, включая справочные издания, зарубежные источники, конспект основных положений, терминов, сведений, требующихся для запоминания и являющихся основополагающими в этой теме. Составление аннотаций к прочитанным литературным источникам и др.
Выполнение тестовых заданий
Решение ситуационных задач
Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.

9. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ОБУЧАЮЩИМСЯ ПО ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ