

Программу составил(и):

Рецензент(ы):

Рабочая программа дисциплины

Иностранный язык в профессиональной деятельности

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования - бакалавриат по направлению подготовки 38.03.05 Бизнес-информатика (приказ Минобрнауки России от 29.07.2020 г. № 838)

составлена на основании учебного плана:

38.03.05 Бизнес-информатика

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Рабочая программа одобрена на заседании кафедры

Кафедра педагогики и межкультурных коммуникаций

Протокол от 09.03.2022 г. № 8

Зав. кафедрой Петракова

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)

Задачи:

2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ОП: Б1.В.ДЭ.07

2.1 Требования к предварительной подготовке обучающегося:**2.2 Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:****3. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ, ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ и планируемые результаты обучения****УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)****УК-4.1: Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации****Знать**

Уровень 1 плохо знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 2 хорошо знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 3 отлично знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уметь

Уровень 1 плохо умеет использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 2 хорошо умеет использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 3 отлично умеет использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Владеть

Уровень 1 плохо владеет навыками использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 2 хорошо владеет навыками использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Уровень 3 отлично владеет навыками использовать принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

УК-4.2: Умеет применять на практике устную и письменную деловую коммуникацию**Знать**

Уровень 1 плохо знает как применять на практике устную и письменную деловую коммуникацию

Уровень 2 хорошо знает как применять на практике устную и письменную деловую коммуникацию

Уровень 3 отлично знает как применять на практике устную и письменную деловую коммуникацию

Уметь

Уровень 1 плохо умеет применять на практике устную и письменную деловую коммуникацию

Уровень 2 хорошо умеет применять на практике устную и письменную деловую коммуникацию

Уровень 3 отлично умеет применять на практике устную и письменную деловую коммуникацию

Владеть

Уровень 1 плохо владеет навыками применять на практике устную и письменную деловую коммуникацию

Уровень 2 хорошо владеет навыками применять на практике устную и письменную деловую коммуникацию

Уровень 3 отлично владеет навыками применять на практике устную и письменную деловую коммуникацию

УК-4.3: Владеет методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств**Знать**

Уровень 1 плохо знает как пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств

Уровень 2 хорошо знает как пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств

Уровень 3 отлично знает как пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств

Уметь

Уровень 1	плохо умеет пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Уровень 2	хорошо умеет пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Уровень 3	отлично умеет пользоваться методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Владеть	
Уровень 1	плохо владеет методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
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Уровень 3	отлично владеет методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература и эл. ресурсы	Практ . подг.
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5. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

5.1. Контрольные вопросы и задания

5.2. Темы письменных работ

5.3. Фонд оценочных средств

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы:

Оценочные материалы для проведения аттестации

Тестовые задания (ОВ)

Tenses

1.1 Each July we to Turkey for a holiday.

A are going B go C went D were going

1.2 The growing number of visitors the footpaths.

A is damaging B damages C are damaging D was damaging

1.3 Jane just a few minutes ago.

A left B has left C leaves D had left

1.4 Timson 13 films and I think her latest is the best.

A made B had made C has made D was making

1.5 Robert lately?

A Did you see B Have you seen C Do you see D Are you seeing

1.6 When I was a child the violin.

A I was playing B I'm playing C I play D I played

1.7 until midnight last night.

A I have been reading B I read C I was reading D I have read

1.8 He for the national team in 65 matches so far.

A has played B has been playing C played D is playing

1.9 Sorry we're late, we the wrong turning.

A had taken B were taking C took D are taking

1.10 She from flu when she was interviewed.

A was suffering B had been suffering C had suffered D suffered

The future

2.1 If you look carefully, you find writing scratched on the glass.

A can B are going to C shall D will

2.2 I think it soon.

A is going to rain B rains C will rain D is raining

2.3 Wait here until I you.

A will call B am calling C am going to call D call

2.4 I won't be able to meet you next week, I in London for a few days.

A will be staying B will stay C stay D am staying

2.5 Next month I Derek for 20 years.

A know B will have known C am knowing D will have been knowing

2.6 I with the performance, but I got flu the day before.

A was to have helped B helped C was to help D had helped

Modals

3.1 You mad if you think I'm going to lend you any more money.

A should be B are supposed to be C must be D ought to be

3.2 I happy to see him, but I didn't have time.

A will have been B would be C will be D would have been

3.3 We Switzerland four times during the 1970s.

A used to visit B would visit C visited D will visit

3.4 'Why isn't Tim here yet?' 'It be because his mother is ill again.'

A may B can C might D could

3.5 If I hadn't come along at that moment, Jim the one arrested instead of the real thief.

A might have been B may have been C can have been D could have been

3.6 Jenny leave the hospital only six hours after the baby was born.

A was able to B could C can D is able to

3.7 The car broke down and we a taxi.

A must have got B had got to get C had to get D must get

3.8 You whisper. Nobody can hear us.

A needn't B don't have to C mustn't D need to

3.9 Although he didn't have a ticket, Ken come in.

A could B can C might D was allowed to

Be, have, do, make, etc.

4.1 The traffic lights green and I pulled away.

A became B turned C got D went

4.2 I could much more for the painting if I'd sold it overseas.

A have got B get C have D has got

4.3 We into the state of the Swedish car industry.

A did some researches B made some research C made research D did some research

Passives

5.1 during the storm.

A They were collapsed the fence B The fence was collapsed

C They collapsed the fence D The fence collapsed

5.2 The new computer system next month.

A is being installed by people B is be installed C is being installed

D is been installed

5.3 The children to the zoo.

A were enjoyed taken B enjoyed being taken C were enjoyed taking
D enjoyed taking

5.4 chair the meeting.

A John was decided to B There was decided that John should
C It was decided that John should D John had been decided to

Questions

6.1 Who was coming to see me this morning?

A you said B did you say C did you say that D you did say

6.2 Why return the money?

A did you not B you did not C you didn't D didn't you

6.3 want to do this weekend?

A What you B Which do you C What do you D What you do

Verbs: infinitives, -ing forms, etc.

7.1 I always associate

A red wine B red wine by France C French red wine D red wine with France

7.2 She noticed away from the house.

A him to run B him run C him running D him ran

7.3 I'd advise more exercise.

A to take B you to take C you taking D taking

7.4 I remembered the race.

A the horse's winning B the horse to win C the horse winning D the horse's to win

7.5 She reminded the papers.

A me where to leave B me where I had to leave

C where I had to leave D where to leave

7.6 We needed

A the house to be redecorated B the house redecorating

C the house to be redecorating D the house redecorated

7.7 The suspect confessed

A his crime B the police his crime C his crime to the police D his crime the police

Reporting

8.1 'I suppose you've heard the latest

A news,' said she B news.' she said C news', she said D news,' she said

8.2 I notified I had changed my address.

A with the bank that B the bank that C that D to the bank that

8.3 She reassured me that she the card.

A had posted B has posted C posted D posts

8.4 She her holiday in Finland.

A said me about B told about C said about D told me about

8.5 She encouraged the job.

A to take the job B that Frank should take C Frank to take D to Frank to take

8.6 They directed that the building

A be pulled down B to be pulled down C should be pulled down

D is to be pulled down

8.7 He asked me where he put the box.

A shall B ought to C will D should

Nouns and compounds

9.1 The faulty.

A equipments are B equipment was C equipments were D equipment were

9.2 Many leading members of the opposition party to justify the decision.

A have tried B has tried C have been trying D tries

9.3thinks that Judith should be given the job.

- A Neither of us B The majority of my colleagues
C Practically everyone D A number of people

9.4 We had holiday in Spain.

- A a two week's B two weeks' C two-week D a two-week

9.5 The company owns in the city centre.

- A a cars park B several car parks C a car park D several cars parks

9.6 The government has introduced

- A a children's clothes tax B a tax on children clothes
C a children clothes tax D a tax on children's clothes

Articles

10.1 I'll be with you in

- A one quarter of an hour B a quarter of an hour C a quarter of one hour
D a quarter of hour

10.2 Against her parents' wishes, she wants to be

- A the journalist B journalist C a journalist D journalists

10.3 This tastes lovely. What's in

- A a sauce B the sauce C sauces D sauce

10.4 arrived for you this morning.

- A Furniture B A furniture C Some furniture D Some furnitures

10.5 the most popular form of fiction writing.

- A The novel is B Novel is C The novels are D Novels are

10.6 Frank works as

- A a security guard at a university B a security guard at university
C a security guard at the university D security guard at a university

10.7 What have we got

- A for the dinner B for a dinner C for dinner D to dinner

Determiners and quantifiers

11.1 Did you buy when you went shopping?

- A any tomato B any water C any tomatoes D some water

11.2my friends knew I was getting married.

- A Not much of B Not many of C Not much D Not many

11.3 hard work had been of no use.

- A All their B Their all of C All of their D Their all

11.4 Following the flood, in the area major repair work.

- A each of building...needs B every building...need
C each buildings...need D every building...needs

11.5 the children awake.

- A None of...was B Not any of...were C No children....was D None of...were

11.6 We should use time we have available to discuss Jon's proposal.

- A the little of B the little C the few D little

11.7 I've given to Bob.

- A all them B all of them C them all D them all of

Relative clauses and other types of clause

12.1 She's one of the kindest people

- A that I know B I know C who I know D which I know

12.2 One of the people arrested was Mary Arundel, a member of the local council.

- A is B that is C whom is D who is

12.3 The newspaper is owned by the Mearson Group, is Sir James Bex.

- A which chairman B whose chairman C who chairman D chairman

12.4 She is one of the few people

- A who I look up to B to whom I look up C I look up to D to who I look up

12.5 There are a number of people be asked.

- A should B that should C whom should D who should

12.6 at the party, we saw Ruth standing alone.

- A Arrived B We arrived C Arriving D We were arriving

Pronouns, substitution and leaving out words

13.1 The scheme allows students from many countries to communicate

- A each other B with each other C themselves D with one another

13.2 'We need new curtains.' 'Okay, let's buy

- A ones with flowers on B ones C one D some

13.3 'I don't suppose there'll be any seats left.' 'No, I

- A don't suppose B suppose C don't suppose so D suppose not

13.4 They needed someone who was both an excellent administrator and manager was not easy to find.

- A Such a person B A such person C Such D Such person

13.5 'They could have been delayed by the snow.' 'Yes, they

- A could have B could C could been D could have been

13.6 The report is very critical and is clearly

- A intended to be B intended to C intended D intend to be

Adjectives

14.1 The party was excellent, and I'd like to thank all the

- A concerned people B responsible people C people responsible
D people concerned

14.2 Our teacher gave us problem to solve.

- A a very impossible B a completely impossible
C an absolutely impossible D an extremely impossible

14.3 I asked Francis to clean the car, and he did

- A a well job B the job good C a good job D the job well

14.4 My watch was among the

- A things taken B taken things C things stolen D stolen things

14.5 She felt good the prize.

- A about win B with winning C to win D about winning

14.6 He was busy his homework.

- A doing B to do C that he was doing D he was doing

14.7 We are not in financial position to cut taxes.

- A an enough strong B a strong enough C sufficiently strong enough
D a sufficiently strong

14.8 She was as anyone could have had.

- A as patient teacher B a patient a teacher C as patient as teacher
D as patient a teacher

Adverbs and conjunctions

15.1 I her birthday and I how to make it up to her.

- A completely forgot...don't just know
B forgot completely...don't just know
C completely forgot...just don't know
D forgot completely...just don't know

15.2 I at six o'clock, but to be up by five.

- A normally get up...I have sometimes
 B normally get up...sometimes I have
 C get normally up...sometimes I have
 D get normally up...I sometimes have

15.3 It's disappointing.

- A very much B very C much D much very

15.4 brought some food.

- A My mother has only B My mother only has
 C My only mother has D Only my mother has

15.5 I'll look after the children while you dinner.

- A will make B are making C will be making D make

15.6 I still feel very tired in the morning.

- A when I wake up B as I wake up C when I will wake up D while I wake up

15.7 We were delayed an accident.

- A because B because of there was C because there was D because of

15.8 I carried the knife carefully cut myself.

- A so as not to B so not to C not to D in order not to

15.9 , they slept soundly.

- A Hot though was the night air B Hot though the night air was
 C Hot as the night air was D Hot although the night air was

15.10 If I a more reliable car, I to Spain rather than fly.

- A would have...would drive B had...had driven
 C had...would drive D would have had...would drive

15.11 If he a chance of success, he to move to London.

- A will have...would need B will have...will need
 C were to have...will need D were to have...would need

15.12 They couldn't decide it was worth re-sitting the exam.

- A if B whether or not C whether D if or not

15.13 John was the first person I saw hospital.

- A by leaving B on leaving C in leaving D on to leave

15.14 Much of the power of the trade unions has been lost, their political influence should not be underestimated.

- A Even so B Although C Even D Even though

Prepositions

16.1 She lives Perth. She owns a house the Swan River.

- A at...on B at...in C in...at D in...on

16.2 He suddenly saw Sue the room. He pushed his way the crowd of people to get to her.

- A across...through B over...through C across...across
 D over...along

16.3 I first met Steve on a beach Adelaide. I later found out that he had been a carpenter and a dustman, other things.

- A by...among B near...between C by...between D near among

16.4 'It's Ann's birthday some time the middle of May, I think.' 'Yes, it's her birthday the 21st.'

- A at...on B in...on C in...at D at...in

16.5 About ten of us were taken ill a party we were at in York. I felt ill a couple of days, but was fine after that.

- A for...during B for...for C during...during D during...for

16.6 cricket, I enjoy watching football and basketball.

- A Apart from B Except C Except for D Besides

16.7 I told him that he couldn't hope to catch a big fish a small rod like that, but he insisted trying.

- A with...on B by...about C with...about D by...on

16.8 'What do you think my car? I've just bought it.' 'It's really good. Actually, I'm thinking my motorbike and getting a car, too.'

A about...to sell B about...about selling C of...to sell D of...of selling

16.9 'When did you last hear Don?' 'He phoned me just this morning. He's coming to Bristol next week, so we agreed a time and place to meet.'

A from...on B about...on C from...with D of...to

16.10 'John has looked tired recently, and I've started to wonder his health.' 'You're right. And he doesn't seem to care the effect smoking has on him.'

A at...for B about...for C about...about D at...about

16.11 She tried to

A talk me the plan out of B talk out of me the plan
C talk me out of the plan D talk out me of the plan

Organizing information

17.1 ' people trying to get into the football stadium.

A There were too much B There were too many
C It was too many D There was too many

17.2 to celebrate his 75th birthday.

A It was decided B It was accepted C It was determined D It was agreed

17.3 I you can swim so well and I can't.

A hate B hate it that C hate that D hate it

17.4 Dave lost his job and was short of money, so his flat and move in with his brother.

A that he did was to sell B what he did was to sell
C what he did sold D what he did was sell

17.5 resigned, we would have been forced to sack him.

A Had he not B Hadn't he C He had not D He not had

17.6 that Marie was able to retire at the age of 50.

A So successful her business was B So successful was her business
C Her business was so successful D So was he

Задания со свободно конструируемым (развёрнутым) ответом (СКО)

Вариант 1.

A. Complete each sentence with the correct word or phrase. The first letter of each word is given.

- In the UK the service sector employs more people than the m..... sector.
- The main office of large company is called the h.....
- Most publicly quoted companies have both a c..... and a chief executive.
- The people who work for a company are called e.....
- Wal-Mart is the world's largest r.....
- In February 2000, Vodafone AirTouch succeeded in its hostile t..... of Mannesmann.
- When it is approved, the m..... of Vodafone AirTouch with Mannesmann will be the world's largest.
- In companies such as advertising agencies, people are vital intangible a.....
- Subcontracting work to outside suppliers is known as o.....
- The people you work with are your c.....
- A person who does a similar job to you, but in another company is your c.....
- The o..... is the total amount of products produced by a company.
- Every company is looking for something which will give it a c..... e.....
- When two companies merge they usually have greater e..... of s..... than as separate companies.
- Because of the globalization of business, an increasing number of merges are c.....-b..... deals.
- Some companies prefer to grow organically, but is quicker to grow by a.....
- Many government organizations are inefficient because they are too b....., with too many rules and regulations.
- PC manufacturers such as Dell and Gateway were among the first to sell their products through o.....
- The majority of start-ups and new v..... fail within two years.
- F..... are people who provide their services on an individual and independent basis to different companies.

Вариант 2.

A Complete each sentence with the correct word or phrase. The first letter of each word is given.

1. International companies are increasingly looking to r.....managers with an MBA.
2. An MBA is clearly one of the best q.....for an international management career.
3. Many large companies s.....their managers' studies by paying some or all of the costs.
4. While some subjects, such as law and management studies, are on increase, others, such as engineering, are on the d.....
5. Because of the lack of graduates there will soon be an s..... of qualified engineers.
6. Nearly all organizations use i..... as one of their main ways to select new employees.
7. In Britain, many companies also use a..... c....., where candidates take part in a series of tasks and simulations.
8. It is also common in Britain for a new employer to request a written r..... on candidates from their previous employers.
9. Organizing people by different levels of power and authority is known as a h.....
10. . When two companies merge it can be very useful to run t.....-b..... courses to help people work well together.
11. Large companies that are famous, well established and generally successful financially are known as b..... c..... companies.
12. A c..... is a large organization that consists of many companies in different sectors.
13. A company with a good HR policy will carry out annual a..... between each employee and his or her manager.
14. A person who loves France and all things French is known as a F.....
15. E.....are people who are sent by their company to work abroad.
16. Young managers are less interested in working abroad than before because their s.....often has a separate career.
17. Some assignments abroad can turn out to be a n.....a really terrible experience.
18. Some managers consider time spent abroad as part of their d..... programme.
19. Responsible companies will have an ethical policy and a c..... of c....., which all employees must follow.
20. Ambitious young graduates will look for a company offering good promotion p.....

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

Выполните письменный перевод текста с иностранного языка на русский язык

ТЕКСТ 1

The most typical characteristics people use speaking about society are usually sounded like: pollution, welfare, bureaucracy, working hours, GM foods, medical care, convenience foods, public services and longevity. But let's find out what society is. It is the people in a particular area of country who have the same customs and laws. It is like an alive organism which is developed with every sphere of human-beings' activity and it differs from one country to another.

There are following types of society such as traditional, modern, developed and undeveloped and several new types which shows the way people life. By now we can determine post – industrial society – is a type no longer relying on heavy industry, consumer – where buying and selling is considered to be very important and throw – away in which things are not made to last a long time.

Moreover every society can be divided into groups, classes and tend to have particular characteristics.

As for Russian society nowadays it can't even be characterized with one type of description only but with a combination of features. And in my opinion this fact helps us understand how essentially different it can be. Let's examine our society deeper. I'd like to underline welfare. This very point determines the way of life and its quality.

Actually welfare becomes a crucial moment and, of course, I don't like this fact.

For example, if you need a good medical care you'd pay for it and so get the best doctors and treatment. When you want to get some kind of public service it would be more efficient if you pay. Money runs the world. It's a statement of contemporary life and that's why if you don't have money you'll have to come over inefficient public service such as bad medicine or bureaucracy thriving in every possible place. It'll take you much more time to do something finding yourself in overcrowded rooms waiting for your turn.

Moreover wealthy people can allow themselves not to use convenience and GM foods which are the false friends of women. They just hire a housekeeper who cooks and cleans the house for them bringing the time economy for being able to put up with long working hours and kiss their children before going to bed.

So, in the struggle for health, beauty and longevity the welfare takes the first place again. It's sad but our society depends on welfare more than ever. It becomes the most important value in the world.

ТЕКСТ 2

Approaches to selection vary significantly across cultures. There are differences not only in the priorities that are given to technical or interpersonal capabilities, but also in the ways that candidates are tested and interviewed for the desired qualities.

Comparing such cultures as Anglo-Saxon, Germanic, Latin and Far Eastern we can see that in Anglo-Saxon cultures, what is generally tested is how much the individual can contribute to the tasks of the organization. In these cultures, assessment centers,

intelligence tests and measurements of competencies are the norm. In the UK there was a much greater tendency to use panel interviews; in addition almost 74 % companies there use references from previous employers. What UK jobseekers consider an essential piece of information – what the post pays and also other material incentives including a car and fringe benefits. The attention given to rewards indicates the importance of the job and its responsibility. As for qualifications – beyond degree level make employers nervous. British managers are not selected primarily for their intelligence; instead they give the importance to social, political and leadership skills.

In Germanic cultures, the emphasis is more on the quality of education in a specialist function. First, German job seekers don't pay so much attention to salary; they consider it not to be an essential piece of information. German advertisements rarely mention other material incentives. Great attention is paid to the level of experience and qualifications demanded. Salary can be assumed to correspond with this. Moreover German adverts are vague about material rewards, they usually demand 'a degree in ...' not simply 'a degree'. In Germany it's difficult to be overqualified. German managers are selected primarily for the expert knowledge. German advertisements like achievement, but it tends to be less personally-driven. Their companies want candidates with sound knowledge, experience and competence in their field.

The recruitment process in Latin and Far Eastern cultures is very often characterized by ascertaining how well that person 'fits in' with the larger group. This is determined in part by the elitism higher education institution such as The University of Tokyo in Japan, and in part by their interpersonal style and ability to network internally. People of Latin culture tend to be more about personality, communication and social skills. Some international companies of Far East have identified very specific qualities that they consider strategically important and that support their business requirements.

Coming to conclusion we may notice even the tone of the job advertisement is different in these cultures. So Latin and Far Eastern cultures regard recruitment and selection as intellectually complex, the Germans as technically complex, and the British as interpersonally complex, but they agree on one thing: it's complex.

ТЕКСТ 3

Cultural differences are an important factor when it comes to how and what managers should learn and from whom. Different cultural responses to management education are particularly revealing. For example, German and Swiss managers tend to favor structured learning situations with clear pedagogical objectives, detailed course outlines and schedules, and the «right answer» or superior solution. This is very much in contrast with the view typically held by people from Anglo-Saxon culture such as Britain and the USA. Most British participants in courses dislike a structure that is too rigid. They tend to prefer more open-ended learning situations with loose objectives and practical tasks. The suggestion that there could be only one correct answer is less acceptable to them. The idea of working in groups may come more naturally to Asian managers than to the more individualistic Anglo-Saxons. On the other hand, Asian participants experience more difficulty having to «sell» their ideas in a group, with the potential for open disagreement and conflict, and therefore possible loss of face. Nor do they quite see the point of learning from other students who are no more knowledgeable than themselves. Wisdom resides in the hierarchy.

Group discussions may seem perfectly natural to Americans, who have been encouraged as students to express their own ideas and opinions. British students too have been educated to challenge and debate the ideas put forth by each other, including the teacher. British culture values the ability to prove one's case, eloquently, even at the expense of others. Anglo-Saxon culture is more tolerant of confrontation and uncertainty, and is less concerned with status differences, either among participants or between themselves and the teacher. This can be quite a shock to students from Asia and many Central European countries, who are not used to either voicing their opinion in class, disagreeing with each other, or actively debating with the professor.

Training that makes extensive use of case studies, business games, and management exercises such as role-plays, favors learning by doing rather than learning by lecture and reading. As a result, European managers may not always see the point of some complain that seminars conducted by US trainers are not sufficiently serious or theoretical. US managers, on the other hand, want training to be more concrete, practical and fun.

With each culture favoring different training and development practices, it may be difficult to integrate these into a coherent or consistency policy within an international organization. However, standardizing training methods may be important if the company needs to communicate specialized knowledge quickly across different units, or if the special quality of the company training programs is regarded as a major source of attracting new recruits.

On the other hand, multinational companies may have a lot to gain from cross-fertilizing different approaches, and providing opportunities for training and development that appeal to people with different abilities, learning styles, educational backgrounds, and, of course, and cultures. In fact, working with groups of managers from different countries often requires a mixed pedagogical approach, as well as the use of trainers of different nationalities.

5.4. Перечень видов оценочных средств

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

7. МТО (оборудование и технические средства обучения)

Ауд	Наименование	ПО	Оснащение
Читальн	Читальный зал.	7-Zip	16 посадочных мест, рабочее место библиотекаря

ый зал	Помещение для самостоятельной работы	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	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
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 металокаркасе 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

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

9. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ОБУЧАЮЩИМСЯ ПО ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ