**Негосударственное аккредитованное некоммерческое частное образовательное учреждение высшего образования
«Академия маркетинга и социально-информационных технологий – ИМСИТ»
(г. Краснодар)
(НАН ЧОУ ВО Академия ИМСИТ)**

УТВЕРЖДАЮ

Проректор по учебной работе, доцент

_____Н.И. Севрюгина

17 апреля 2023 г.

Б1.В.ДЭ.07.02

Технический английский в профессиональной деятельности

рабочая программа дисциплины (модуля)

Закреплена за кафедрой	**Кафедра педагогики и межкультурных коммуникаций**
Учебный план	38.03.05 Бизнес-информатика
Квалификация	**бакалавр**
Форма обучения	**очная**
Общая трудоемкость	**3 ЗЕТ**

Часов по учебному плану	108	Виды контроля в семестрах:	
в том числе:		зачеты 7	
аудиторные занятия	48		
самостоятельная работа	59,8		
контактная работа во время промежуточной аттестации (ИКР)	0		

Распределение часов дисциплины по семестрам

Семестр (<Курс>.<Семестр на курсе>)	7 (4.1)		Итого	
Недель	15 5/6			
Вид занятий	УП	РП	УП	РП
Практические	48	48	48	48
Контактная работа на аттестации	0,2	0,2	0,2	0,2
Итого ауд.	48	48	48	48
Контактная работа	48,2	48,2	48,2	48,2
Сам. работа	59,8	59,8	59,8	59,8
Итого	108	108	108	108

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

Технический английский 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

утвержденного учёным советом вуза от 26.08.2021 протокол № 11.

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)	
1.1	Целью освоения дисциплины «Технический английский в профессиональной деятельности» является углубление уровня освоения компетенций обучающегося в области, позволяющей использовать иностранный язык в профессиональной деятельности. Дисциплина «Технический английский 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.

Задачи: - формирование у обучающихся иноязычной компетенции как основы межкультурного профессионального общения;
- 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.ДЭ.07
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	

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	строить устное высказывание на государственном и иностранном языках;
Уровень 2	строить устное и письменное высказывание на государственном и иностранном языках;
Уровень 3	строить устное и письменное высказывание на государственном и иностранном языках; соблюдать требования к деловой устной и письменной коммуникации
Владеть	
Уровень 1	принципами построения устного высказывания на государственном и иностранном языках;
Уровень 2	принципами построения устного и письменного высказывания на государственном и иностранном языках;
Уровень 3	принципами построения устного и письменного высказывания на государственном и иностранном языках; требованиями к деловой устной и письменной коммуникации

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

Знать	
Уровень 1	плохо знает устную и письменную деловую коммуникацию
Уровень 2	хорошо знает устную и письменную деловую коммуникацию
Уровень 3	отлично знает устную и письменную деловую коммуникацию
Уметь	
Уровень 1	применять на практике устную деловую коммуникацию

Уровень 2	применять на практике устную и письменную деловую коммуникацию
Уровень 3	применять на практике устную и письменную деловую коммуникацию
Владеть	
Уровень 1	плохо владеет навыками применения на практике устной и письменной деловой коммуникации
Уровень 2	хорошо владеет навыками применения на практике устной и письменной деловой коммуникации
Уровень 3	отлично владеет навыками применения на практике устной и письменной деловой коммуникации
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	методику составления суждения в межличностном общении на государственном и иностранном языках
Уровень 2	методику составления суждения в межличностном деловом общении на государственном и иностранном языках
Уровень 3	методику составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Уметь	
Уровень 1	применять методику составления суждения в межличностном общении на государственном и иностранном языках
Уровень 2	применять методику составления суждения в межличностном деловом общении на государственном и иностранном языках
Уровень 3	применять методику составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Владеть	
Уровень 1	слабо владеет методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Уровень 2	хорошо методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств
Уровень 3	отлично 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**	**Компетен- ции**	**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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6	

| 1.3 | 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/ | 7 | 6 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 | |
| 1.4 | 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/ | 7 | 6 | УК-4.1 УК-4.2 УК-4.3 | 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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	8	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6	
	Раздел 2. Модуль 2. Обучение видам речевой коммуникации					
2.1	Тема 1. Аудирование текстов профессиональной направленности и говорение. /Пр/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	8	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	8	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	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/	7	8	УК-4.1 УК-4.2 УК-4.3	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/	7	6	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6	
3.4	Тема 2. Основная информация о социокультурном портрете стран изучаемого языка, культуре устного и письменного общения на иностранном языке, особенностях формального и неформального языкового поведения. /Ср/	7	9,8	УК-4.1 УК-4.2 УК-4.3	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 курс 7 семестр					
4.1	Контактная работа на аттестации /КА/	7	0,2	УК-4.1 УК-4.2 УК-4.3	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 пpublic 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 ethic 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.
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 date   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 storing …….2 audio and video. Whereas CDs and …….…3 files require about 11MB for one minute of sound, ….……4 files give you the same …..….5 quality in a …...….   6 which requires only about 1MB for each 7 so a single track takes only three to five …..….8. Computers store sound as digital information. They do this by …..…9 - taking a sample of the sound thousands of times …..…10 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 WAV …..….15 all but the parts we don't …..……16. Sounds above 16kHz are ……17 for most people so these can be …..….18. Quieter sounds masked by loud sounds of a similar …..……19 are also removed. The result is an MP3 file which is much …..….20 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, proce¬dures, 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 com¬puter 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 spe¬cific 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 cer¬tain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hard-ware. For example, in an instance where cost is more impor¬tant than performance, the computer system architect might decide not to use special electronic circuits (hardware) to mul¬tiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeat¬ed 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 per-form these functions. But to begin with let's examine computer systems from the perspective of the system designer, or archi¬tect.

It should be noted that computers and their accessory equip¬ment 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 manufactur¬ers 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 be¬come 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 quan¬tities 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 in¬dustrial computer applications rely on the combination of ana¬log and digital devices. The use of combination analog devices will continue to increase with the growth in applications of mi¬croprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household ap¬pliances 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 in¬puts 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.

TEKCT 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.

TEKCT 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.

TEKCT 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.

TEKCT 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 (зачет)
Вопросы к зачету

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, con¬trol and processing components make up the heart of the com¬puter system. Manufactures 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 opera¬tion 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 func¬tional units called the control unit (CU) and the arithmetic-log¬ical unit (ALU). These two units are made up of electronic cir-cuits 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 con¬trol 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-log¬ical 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 op¬erate, 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 storing ……2 audio and video. Whereas CDs and ………3 files require about 11MB for one minute of sound, ………4 files give you the same ……..5 quality in a …....….   6 which requires only about 1MB for each 7 so a single track takes only three to five ………8.

Computers store sound as digital information. They do this by ……..9 - taking a sample of the sound thousands of times ……..10 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 WAV ……..15 all but the parts we don't ………16. Sounds above 16kHz are …….17 for most people so these can be ……..18. Quieter sounds masked by loud sounds of a similar ………19 are also removed. The result is an MP3 file which is much ……..20 than the WAV original.

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

9.3 ……….thinks 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

11.2 ……….my 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.
1. In the UK the service sector employs more people than the m…………………. sector.
2. The main office of large company is called the h…………………….. .
3. Most publicly quoted companies have both a c……………….. and a chief executive.
4. The people who work for a company are called e……………….. .
5. Wal-Mart is the world`s largest r……………………. .
6. In February 2000, Vodafone AirTouch succeeded in its hostile t…………... of Mannesmann.
7. When it is approved, the m…………………. of Vodafone AirTouch with Mannesmann will be the world`s largest.
8. In companies such as advertising agencies, people are vital intangible a…………………... .
9. Subcontracting work to outside suppliers is known as o……………………… .
10. The people you work with are your c…………………… .

11. A person who does a similar job to you, but in another company is your c........................ .
12. The o................. is the total amount of products produced by a company.
13. Every company is looking for something which will give it a c.................. e...................... .
14. When two companies merge they usually have greater e................. of s..................
than as separate companies.
15. Because of the globalization of business, an increasing number of merges are c...............-
b........................... deals.
16. Some companies prefer to grow organically, but is quicker to grow by a........................ .
17. Many government organizations are inefficient because they are too b................... , with too many rules and regulations.
18. PC manufacturers such as Dell and Gateway were among the first to sell their products through o.........................
o........................... .
19. The majority of start-ups and new v.................... fail within two years.
20. 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 Americas, 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 uncertainly, 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 consistence 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

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
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 + еПриложение: 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 билиотека. - 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 Операцинная 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++. Тектовый 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
126	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++. 1C: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 Blender Gimp 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 Klite Mega Codec Pack Maxima ZEAL	20 посадочных мест, рабочее место преподавателя 11 компьютеров типа «Моноблок» Lenovo IdeaCentre-/ Intel Pentium CPU 4415U 2.30GHz/DDR4-2133-4Гб/ WDC WD10EZEX-08WN4A0 1000Гб/ 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/DDR4-2400-8Гб/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 8Гб/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
404	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов),	7-Zip Google Chrome LibreOffice	75 посадочных мест, преподавательское место, доска, мультимедийный проектор (переносной), переносной ноутбук

	групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.		
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 работы.	Windows 10 Pro RUS 7-Zip Google Chrome Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1C: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 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 SMath Studio Klite Mega Codec Pack Maxima ZEAL	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
115	Помещение для проведения занятий лекционного типа, семинарского типа, курсовых работ (курсовых проектов),	Windows 10 Pro RUS 1C:Предприятие 8. Комплект 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 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

	групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной работы.	Anaconda3 Blender Gimp Kaspersky Endpoint Security 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 Notepad++. Klite Mega Codec Pack Inkscape LibreCAD LibreOffice Mozilla Firefox Google Chrome 7-Zip Maxima ZEAL	
113	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 1С:Предприятие 8. Комплект Adobe Photoshop CS3 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 Autodesk 3ds Max 2020 Autodesk AutoCAD 2020 Adobe Reader DC Diptrace Autodesk EAGLE Ramus Educational Micro-Cap Evaluation JetBrains WebStorm JetBrains PhpStorm IntelliJ IDEA Oracle Database 11g Express Edition Oracle VM VirtualBox Gimp Blender Kaspersky Endpoint Security Notepad++. Inkscape LibreCAD LibreOffice Mozilla Firefox Google Chrome 7-Zip Maxima	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)
123а	Специальное помещение для хранения и профилактическог о обслуживания учебного	ZEAL Klite Mega Codec Pack Windows 7 Pro CDBurnerXP Java 8 CCleaner	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.

| | оборудования | 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
7-Zip
Google Chrome
Oracle VM VirtualBox
LibreOffice
Notepad++.
Adobe Reader DC
PDF24 Creator | 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 |
| Читальн ый зал | Читальный зал. Помещение для самостоятельной работы | 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
7-Zip
Google Chrome
Mozilla Firefox
LibreOffice
LibreCAD
Inkscape
Notepad++. | 16 посадочных мест, рабочее место библиотекаря
6 компьютеров P5GC-MX1333/INTEL Core2Duo E2160/DDR2-667-1Гб/ST380815AS/Intel GMA-82945/Atheros L2 Fast Ethernet 10/100
4 компьютера GA945GCMX-S2/INTEL Core2Duo E2160/DDR2-667-1Гб/ST3160815AS/Intel GMA-82945/Realtek RTL8169
6 компьютеров P5GD2-X/Intel Pentium 4-3.00GHz/DDR2-667-1Гб/ WD800JD/Radeon X300/Marvell 88E805
1 компьютер P5KPL-SE/INTEL Core2Duo E6400/DDR2-667-2Гб/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 |

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

В соответствии с требованиями ФГОС ВО по направлению подготовки реализация компетентностного 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 «Технический английский в профессиональной деятельности» разделен на логически завершенные 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 – зачет.

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

Методические указания и материалы по видам учебных занятий по дисциплине «Технический английский в профессиональной деятельности»

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

Самостоятельная работа обучающихся по направлению подготовки 38.03.05 Бизнес-информатика имеет большое значение в формировании профессиональных компетенций будущего бакалавра Самостоятельная работа — одна из важнейших форм овладения знаниями. Но самостоятельная работа требует известных навыков, умения. Наибольшую пользу она приносит тогда, когда обучающийся занимается систематически, проявляет трудолюбие и упорство. На основе самостоятельно приобретенных знаний формируются твердые убеждения обучающегося и умение отстаивать их. Самостоятельная работа включает многие виды активной умственной деятельности обучающегося: слушание лекций и осмысленное их конспектирование, глубокое освоение источников и литературы, консультации у преподавателя, 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., подготовка к практическим занятиям, экзаменам, самоконтроль приобретаемых знаний и т.д. Форма текущего контроля знаний – работа обучающегося на практическом занятии. Форма промежуточных аттестаций – письменная (домашняя) работа по проблемам изучаемой дисциплины. Итоговая форма контроля знаний по дисциплине – зачет.
Самостоятельная работа по дисциплине «Технический английский в профессиональной деятельности» представляет собой способ организации контроля знаний, предполагающий выполнение заданий в присутствии преподавателя с минимальными ограничениями на время выполнения и использование вспомогательных материалов.
Видами заданий для внеаудиторной самостоятельной работы могут быть: чтение и перевод иноязычных текстов профессиональной направленности (учебника, первоисточника, дополнительной литературы) 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., графическое изображение структуры текста; конспектирование текста; выписки из текста; работа со словарями и справочниками; ознакомление с нормативными документами; учебно-исследовательская работа; использование аудио- и видеозаписей, компьютерной техники и Интернета; для закрепления и систематизации знаний: работа с конспектом лекции (обработка текста); повторная работа над учебным материалом (учебника, первоисточника, дополнительной литературы, аудио - и видеозаписей); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование, контент–анализ и др.).
Самостоятельная работа обучающихся (СРС) охватывает все аспекты освоения иностранного языка в профессиональной деятельности и в значительной мере определяет результаты и качество освоения дисциплины «Технический английский в профессиональной деятельности». В связи с этим планирование, организация, выполнение и контроль СРС по иностранному языку в профессиональной деятельности приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении. Настоящие методические рекомендации освещают виды и формы СРС по всем аспектам языка, систематизируют формы контроля СРС и содержат методические указания по отдельным аспектам освоения иностранного языка в профессиональной деятельности. Содержание методических рекомендаций носит универсальный характер, поэтому данные материалы могут быть использованы обучающимися всех направлений очной и заочной форм обучения при выполнении конкретных видов СРС. Основная цель методических рекомендаций заключается в обеспечении обучающихся необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения иностранному языку в профессиональной деятельности, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, преодолевать наиболее трудные моменты в отдельных видах СРС. Используя методические рекомендации, обучающиеся должны овладеть следующими навыками и умениями:
 - правильного произношения и чтения на иностранном языке;
- продуктивного активного освоения лексики иностранного языка;
- овладения грамматическим строем иностранного языка;
- работы с учебно-вспомогательной литературой (словарями и справочниками по иностранному языку);
- подготовленного устного монологического высказывания на иностранном языке в пределах изучаемых тем;
- письменной речи на иностранном языке.

Целенаправленная самостоятельная работа обучающихся по иностранному языку в профессиональной деятельности в соответствии с данными методическими рекомендациями призваны обеспечить уровень языковой подготовки обучающихся, соответствующий требованиям ФГОС ВО по дисциплине «Технический английский в профессиональной деятельности». В процессе обучения иностранному языку в профессиональной деятельности используются различные виды и формы СРС, служащие для подготовки обучающихся к последующему самостоятельному использованию иностранного языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Цели и задачи самостоятельной (внеаудиторной) работы обучающихся:
 - самостоятельность овладения новым учебным материалом;
- формирование умений и навыков самостоятельного умственного труда;
 - овладение различными формами взаимоконтроля и самоконтроля;
- развитие самостоятельности мышления;
- формирование общих трудовых и профессиональных умений;
- формирование убежденности, волевых качеств, способности к самоорганизации, творчеству.
Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики, уровня сложности, уровня умений обучающихся.

Перечень практических заданий для самостоятельной работы

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
6. Ведение тематического словаря.

В системе обучения обучающихся большое значение отводится самостоятельной работе. Написанная контрольная работа должна показать их умение работать с историческими источниками и литературой, продемонстрировать навыки аналитического мышления, глубокое и всестороннее изучение темы, а также способность научно изложить полученные результаты.
При выполнении самостоятельной контрольной работы обучающимся необходимо:
Выбрать тему для написания контрольной работы (для удобства проверки контрольной работы преподавателем выбирается номер темы, соответствующий номеру зачетки обучающегося).
Затем следует подобрать по выбранной теме литературу, используя список литературы, рекомендуемый преподавателем, каталоги библиотек, систему Интернет, при этом особое внимание следует уделить новой научной литературе.
       Контрольная работа по дисциплине «Технический английский в профессиональной деятельности» включает практические задания, лексико- грамматические тесты, иноязычные тексты профессиональной направленности.

Требования к оформлению контрольной работы

1.   На титульном листе работы указывается тема контрольной работы, фамилия, имя, отчество обучающегося, название факультета, номер группы и специальность, а также адрес обучающегося и его место трудоустройства.
2.   Текст работы должен быть набран на компьютере с соблюдением следующих требований: записи располагаются с соблюдением абзацных отступов, поля: левое – 3 см; правое – 1 см; верхнее, нижнее – 2 см. Не допускается произвольное сокращение слов и каких-либо обозначений, не принятых в литературе.
3.   Объем работы должен достигать 12-15 страниц печатного текста. Все страницы работы, кроме титульной, нумеруются. Набор текста через 1,5 интервала, шрифтом Times New Roman Cyr или Arial Cyr, размер 14 пт (пунктов), при параметрах страницы: поля — 2,54 см (верхнее, нижнее, левое, правое), от края листа до колонтитулов 1,25 см (верхнего, нижнего), размер бумаги — А4.
4.   Цитаты, использованные в тексте, должны быть взяты в кавычки с обязательной ссылкой на источник. Ссылки должны быть номерными (в квадратных скобках: порядковый номер источника, страницы).
5.   Список использованной литературы составляется в алфавитном порядке по первой букве фамилии авторов или названия источников. В него включаются публикации, имеющие методологическое значение, и специальная литература, которая используется в данном реферате. Источники и литература в списке располагаются в следующем порядке:
• официальные документы (в хронологическом порядке);
• книги, брошюры (в алфавитном порядке);
• материалы периодической печати (в алфавитном порядке);
• литература на иностранных языках (в алфавитном порядке).
Тематика контрольных работ составляется на основе списка вопросов к зачету.