



MINISTRY OF EDUCATION AND SCIENCE OF RUSSIA
FSBEI HE "Chelyabinsk State University"

Faculty of Linguistics and Translation

The work program of the discipline 2.1.1.2. "Foreign language"
Training of highly qualified personnel

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APPROVED

Vice-rector for Scientific Affairs

A.I. Biryukov

« 29 »

02

2025

WORKING PROGRAM OF THE COURSE (MODULE)*

2.1.1.2. «Foreign language»

Higher education – training of highly qualified personnel

Mode of study
Full-time

Chelyabinsk, 2025

* The work program of the course (module) is adapted for inclusive education of disabled people and people with disabilities



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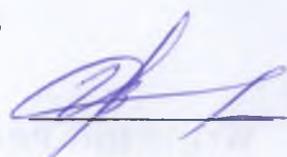
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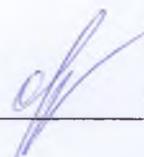
The program for the course "Foreign Language" is compiled in accordance with federal state requirements (level of education: higher education - training of highly qualified personnel), approved by order of the Ministry of Science and Higher Education of the Russian Federation dated October 20, 2021 No. 951.

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The program was approved at the meeting of the Academic Council of the Faculty of Linguistics and Translation on February 18, 2025, protocol No. 6.

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Program summary: the program is aimed at developing the skills and abilities of graduate students in a foreign language for writing articles in scientific journals, presenting the results of scientific activities at international events.

1. Objectives and tasks of mastering the course

The main **goal** of learning a foreign language by graduate students of all specialties is to achieve a practical command of the language, allowing it to be used in scientific work.

Course objectives:

- improvement and further development of knowledge, skills and abilities acquired in higher education in a foreign language in various types of speech communication;
- study of the patterns of construction and linguistic features of scientific texts in a foreign language;
- formation of language skills that promote speaking, listening, reading, and writing scientific texts;
- formation of academic skills: working with scientific information sources, critical reading, abstracting, reviewing scientific texts;
- the use of computer and information technologies for the purposes of reading, interpreting, presenting and writing academic texts.

2. The place of the course in the structure of the educational program

The discipline (module) "Foreign language" is mandatory for students to master, regardless of the field of study, the orientation (profile) of the postgraduate program and is included in the educational component of the curriculum: 2.1.1.2 "Foreign language". The discipline is taught in the first year (1, 2 semesters).

The total labor intensity of the discipline, including intermediate certification, is 3 credits / 108 hours, of which contact work with the teacher is 1 credit / 36 hours (practical – 36 hours), independent work – 1.7 credits / 60 hours, control – 0.3 credits / 12 hours.

To master the discipline, the student must have basic training in a foreign language (English, German, French). language skills and proficiency in modern computing tools. The student must have the skills of reading, speaking, listening and writing, as well as master the basic concepts of intercultural communication in its linguistic, subject and activity forms, taking into account the stereotypes of thinking and behavior in the cultures of the languages being studied.

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The discipline "Foreign Language" is designed to help graduate students master the skills and knowledge necessary to carry out research work, including the completion of a PhD thesis.

Requirements for the "entry" knowledge, skills and experience of the student, necessary when studying the course

Know	Be able to	Possess
- types and features of written texts and oral presentations; understand the general content of complex texts on abstract and specific topics, including highly specialized topics	- select literature on the topic, compile a bilingual dictionary, translate and review special literature, prepare scientific reports and presentations based on the read special literature, explain your point of view and tell about your plans	- skills of discussing a familiar topic, making important remarks and answering questions; creating a simple coherent text on familiar or interesting topics, adapting it to the target audience

3. Requirements for the results of mastering the content of the course

Learning outcomes for the course	
know	5,500 lexical units, taking into account the university minimum and potential vocabulary, including about 500 terms of the profile specialty; rules of grammatical organization and functioning of the studied language; the basic rules of the organization of monologue and dialogical statements.
be able to	freely read original literature in a foreign language in the relevant branch of knowledge; to arrange information extracted from foreign sources in the form of a translation or resume; to make reports and reports in a foreign language on topics related to the scientific work of a graduate student (applicant); conduct a conversation on a specialty.
possess	spelling, orthoepic, lexical, grammatical and stylistic norms of the language being studied within the framework of program requirements and correctly use them in all types of speech communication, in the scientific field in the form of oral and written communication; the basic formulas of etiquette when conducting a dialogue, scientific discussion, when constructing a message, etc.

4. Structure and content of the course

4.1. Structure of the course

Type of work	Semester			Total
	1	2	3	
Total workload, academic hours	36	72	-	108
Contact work:	18	18	-	36

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Lectures, academic hours	-	-	-	-
Practical (seminars), academic hours	18	18	-	36
Laboratory work, academic hours	-	-	-	-
Independent work, academic hours	18	18	-	36
Independent work, academic hours/ intermediate control		24	-	24
Control	-	12	-	12
Type of control (credit, exam)		candidate exam		

4.2. Content of the course (English)

No.	Section name	Number of hours					Form of current control	
		Total	Contact work			Control		Independent work
			Lectures	Practical	Lab. work			
1	Parts of speech	4		2			2	Oral and written survey.
2	Word formation	3		2			2	Oral and written survey.
3	The order of words in an English sentence	5		2			2	1. Testing 2. Performing practical tasks.
4	The times of the continuous group	4		2			2	1. Testing 2. Performing practical tasks.
5	The times of the indefinite group	4		2			2	1. Testing 2. Performing practical tasks.
6	Perfect times	4		2			2	1. Testing 2. Performing practical tasks.
7	Time matching	4		2			2	Oral and written survey.
8	Modal verbs	4		2			2	Oral and written survey.
9	Active and passive voices	4		2			2	Oral and written survey.
10	Special vocabulary	6		4			2	Oral and written survey.
11	Compilation of a mini dictionary on the research topic	4		2			4	Oral and written survey.
12	The topic is "Scientific work"	16		2			4	Oral and written survey. Report
13	Referencing texts by specialty	18		6			4	Oral and written survey.



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14	Text translation by specialty	16		4			4	Oral and written survey.
15	Intermediate certification (exam)	36				12	24	
	Total	108	-	36	-	12	60	

**Content of the course
(German)**

No.	Section name	Number of hours					Form of current control	
		Total	Contact work			Control		Independent work
			Lectures	Practical	Lab. work			
1	Parts of speech. Word formation	4		2			2	Oral and written survey.
2	The order of words in a German sentence	4		2			2	Oral and written survey.
3	Types of verbs.	4		2			2	1. Testing 2. Performing practical tasks.
4	Verb. Active Pledge Times: Präsens	4		2			2	1. Testing 2. Performing practical tasks.
5	Verb. Active Pledge Times: Perfect	4		2			2	1. Testing 2. Performing practical tasks.
6	Verb. Active pledge Times: Präteritum	4		2			2	1. Testing 2. Performing practical tasks.
7	Verb. Active Pledge Times: Futur I	4		2			2	Oral and written survey.
8	Verb. Active Pledge Times: Plusquamperfekt	4		2			2	Oral and written survey.
8	Infinitive groups and turns	4		2			2	Oral and written survey.
9	Verb. Passive voice	4		2			2	Oral and written survey.
10	Topics "My biography", "Scientific work", "Hometown", "Federal Republic of Germany"	8		4			4	Oral interview. Report
11	Compilation of a mini dictionary on the research topic	8		4			4	Oral and written survey.



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12	Rules for working with the dictionary	8		4			4	Oral interview. Performing practical tasks
13	Translation and abstracting of texts in the specialty	12		6			6	Oral and written survey.
	Intermediate certification (exam)	36				12	24	
	Total	108	-	36	-	12	60	

**Content of the course
(French)**

No.	Section name	Number of hours					Form of current control	
		Total	Contact work			Control		Independent work
			Lectures	Practical	Lab. work			
1	Phonetic structure of the French language. Repeating the rules of reading	4		2			2	Oral and written survey.
2	Parts of speech. Word formation	4		2			2	Oral and written survey.
3	The order of words in a French sentence. Types of offers	4		2			2	1. Testing 2. Performing practical tasks.
4	Groups of verbs. Indicative mood.	4		2			2	1. Testing 2. Performing practical tasks.
5	Time matching.	4		2			2	1. Testing 2. Performing practical tasks.
6	Active and passive voices	4		2			2	1. Testing 2. Performing practical tasks.
7	Conditional mood.	4		2			2	Oral and written survey.
8	The subjunctive mood.	4		2			2	Oral and written survey.
8	Topics "My biography", "Hometown", "France"	4		2			2	Oral and written survey.
9	The topic is "Scientific work"	12		6			6	Oral and written survey. Report
10	Special vocabulary. Compilation of a	4		2			2	Oral survey.



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	terminological glossary on a specialty							
11	Rules for working with the dictionary	4		2			2	Oral and written survey.
12	Translation of texts by specialty	20		10			10	Oral survey.
	Intermediate certification (exam)	36				12	24	
	Total	108	-	36	-	12	60	

5. Educational technologies

The following modern educational technologies are used in the implementation of various types of educational work (practical exercises, independent work):

- information and communication technologies;
- research methods in teaching;
- interactive technologies.

In accordance with the basic educational program (for all areas of study), the Foreign Language discipline provides for the widespread use of active and interactive forms of teaching in the educational process in combination with extracurricular work in order to form and develop professional skills among students. The effectiveness of interactive forms of learning is ensured by the implementation of the following conditions:

- creation of a dialogical space in the organization of the educational process;
- the use of the principles of socio-psychological education in educational and scientific activities;
- formation of teachers' psychological readiness to use interactive forms of learning aimed at developing the inner activity of the graduate student and achieving a number of important educational goals: stimulating motivation and interest in the field of advanced study of English, German, French in general education, cultural and professional terms; increasing the level of activity and independence of research; developing analytical skills, critical thinking, scientific communication.



6. Assessment tools for ongoing monitoring of academic performance and midterm assessment

6.1. Passport of the fund of assessment tools for the course "Foreign Language"

No	Controlled sections of the course	Results	Name of the assessment tool
1.	Vocabulary, grammar	To know: - grammatical, phonetic, lexical phenomena and patterns of the studied foreign language; - 5,500 lexical units, taking into account the university minimum and potential vocabulary, including about 500 terms of the profile specialty. Be able to: correctly use the lexical and grammatical norms of the language being studied in all types of speech communication, in the scientific field in the form of oral and written communication. Possess: orthoepical, lexical, grammatical and stylistic norms of the studied language within the framework of program requirements.	Test. Performing practical tasks. Oral and written survey
2.	Reading, abstracting / translating	To know: patterns of construction and linguistic features of scientific texts in a foreign language. Be able to: - freely read original literature in a foreign language in the relevant branch of knowledge; - arrange information extracted from foreign sources in the form of a translation or resume. Possess: skills of working with scientific information sources, skills of referencing and reviewing scientific texts.	Test. Reading, abstracting / translating text by specialty
3.	My scientific work. Abstract of the article on the requirements of abstract databases.	Know: the rules for constructing texts in a foreign language to achieve their coherence,	A message on the topic "My scientific work". Report.



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		consistency, and integrity based on compositional speech forms. Be able to: make reports and reports in a foreign language on topics related to the scientific work of a graduate student (applicant); conduct a conversation on a specialty. Possess: the basic formulas of etiquette when conducting a dialogue, scientific discussion, when constructing a message, etc.	
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6.2. Evaluation tools

Assessment tools for ongoing academic performance monitoring and intermediate assessment (English)

Sample tests (level A2-B1)

- 1. The blue jacket costs \$50, the white jacket costs \$70. The blue jacket is than the white one.**
 - cheaper
 - cheap
 - less cheaper
- 2. I'd rather go out for dinner tonight thandinner at home.**
 - have
 - having
 - to have
- 3. My cousin his holidays with us next summer.**
 - spends
 - is spending
 - was spending
- 4. By this time next year, Jane Spanish for two years.**
 - is going to study
 - will be studying
 - will have been studying



5. Let's go shopping,?

- let's we
- shall we
- do we

6. Alice won't be able to buy that car she saves some money.

- unless
- if
- as long as

7. Rachel be in hospital; I just talked to her and she said she was at home.

- mustn't
- can't
- won't

8. Mary works a nurse at Pillby Hospital.

- such
- like
- as

9. John is soaking wet because he in the rain.

- has been walking
- will be walking
- had been walking

10. If you had studied harder, you the entrance exams.

- will have passed
- would have passed
- will be passing

11. I wish I at Mike; he's not talking to me now.

- hadn't shouted
- haven't shouted
- didn't shout

12. I don't think there is bread left.

- some
- any
- no



13. he is rich, he never spends any money.

- Despite
- Although
- In spite of

14. Do you remember that film?

- see
- to see
- seeing

15. The authorities rebuilding the houses.

- are
- are being
- been

16. Dogs are very loyal pets., they can guard your property.

- Because
- What is more
- Even though

17. It's no use the hedges cut until next month.

- have
- to have
- having

18. Her hair is not Catherine's.

- so long
- as long as
- long as

19. I'm not sure David lives.

- where
- in which
- that

20. You me!

- criticise always
- are always criticising
- always are criticizing

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Sample text for reading, abstracting / translating

- A) Summarize the text Types of dictionaries (below)
 B) Grammatical task on the Present Simple.

There are general and special dictionaries. General dictionaries deal with the words of a language as a whole. Special dictionaries cover only a specific part of the vocabulary.

General dictionaries may be subdivided according to the language of description into monolingual and bilingual [bai] or multilingual. To monolingual we refer all types of explanatory dictionaries. Learner's dictionaries (e.g. Advanced Learner's Dictionary of Current English by A.S. Hornby) may be considered a special type of monolingual dictionaries for general use. They are characterized by simplicity of definitions, information on the usage of the listed words.

We also refer to general dictionaries translating dictionaries, such as English-Russian, Russian-English and others which do not define the words they list.

Special dictionaries may be subdivided according to the sphere of human activity in which they are used or the functional variant of the language: technical dictionaries, medical dictionaries, dictionaries of law terms, etc; dialect dictionaries, dictionaries of slang. Another criterion of division is the unit of description. We distinguish dictionaries of foreign words, phraseological dictionaries, dictionaries of new words, of obsolete words, dictionaries of synonyms, antonyms, abbreviations, proverbs, quotations, surnames, dictionaries of collocations, etc. According to the aspect of the word described special dictionaries are also subdivided into pronouncing dictionaries (orthoepic dictionaries), etymological dictionaries, spelling dictionaries (orthographical dictionaries), dictionaries of frequency, etc.

Encyclopedic dictionaries have entries for the names of individual people and for places as well as for common words. They give a wide range of general information (great inventions, names of highest mountains, exotic animals, political doctrines, etc. They do not define words but give background information about them.

Topics for reports

1. Scientific methods.
2. Participating in a conference.
3. Structure of a scientific article.
4. SCOPUS and WoS.
5. Dissertation thesis.
6. What is science?
7. Scientific magazines.
8. Elsevier publishing house.
9. E-library as the main source of Russian scientific indexation.
10. International science.

Sample questions on the topic "My scientific work"

1. Who is your scientific advisor?
2. Why have you decided to study this topic?
3. Is this topic well-developed in Russia?
4. How many publications do you have?

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5. Are you planning to apply for international scientific grants?
6. Have you ever participated in conferences?
7. What is the topicality of your research?
8. Name the main scientists associated with your topic.
9. What is the practical application of your research?
10. Do you need to conduct any experiments?

Intermediate certification

The exam questions are formed in accordance with the program of the candidate's exam in a foreign language.

Exam assignment

1. Written translation with a dictionary from English into Russian of a specialty text with a volume of 1,500 printed characters.
2. Summary of the English text on the specialty with a volume of 3000 printed characters.
3. Conversation in English with the examination board about his scientific work.

Assessment tools for ongoing academic performance monitoring and intermediate assessment (German)

Sample lexico-grammar test (level A2-B1)

Choose the correct answer:

1. Ich ... nicht verheiratet.
 - a) sein
 - b) bist
 - c) bin
2. Du ... immer viel zu tun.
 - a) haben
 - b) hat
 - c) hast
3. Morgens ... der Professor Vorlesungen.
 - a) halten
 - b) hält
 - c) haltet
4. Das Studium ... allen.
 - a) gefällt
 - b) gefällst
 - c) gefallen
5. Was ... der Student?
 - a) brauchen
 - b) braucht
 - c) brauchst



6. Der Mann ... ledig.

- a) warst
- b) war
- c) waren

7. Wir ... den Sonntag zusammen.

- a) verbrachten
- b) verbrachtest
- c) verbrachte

8. Der Gast ... mit großem Appetit.

- a) aßte
- b) aß
- c) aßt

Choose a verb with a separable prefix:

- 1) a. gehören b. aufhören 2) a. ausarbeiten b. bearbeiten 3) a. belegen b. ablegen 4) a. verfügen
b. einfügen 5) a. abschließen b. beschließen

Arrange the words correctly in the question sentence:

- | | |
|-------------------|-----------------|
| 1) 1. die Familie | 5) 1. Sie |
| 2. sitzt | 2. haben |
| 3. wo | 3. was |
| 4. am Abend? | 4. gesagt? |
| 2) 1. liest | 6) 1. richtig |
| 2. viel und gern? | 2. geantwortet? |
| 3. der Student | 3. wer |
| | 4. hat |
| 3) 1. sind | 7) 1. gut? |
| 2. warum | 2. du |
| 3. traurig? | 3. mich |
| 4. Sie | 4. verstehst |
| 4) 1. nach Hause | 8) 1. Deutsch |
| 2. ist | 2. sprechen? |
| 3. spät | 3. können |
| 4. der Vater | 4. Sie |
| 5. gekommen? | |

Choose the correct answer:

1. ___ lernen Grammatik .
A die Studenten B der Mann C du
2. Er ___ Deutsch gut.
A besucht B malte C spricht
3. Der Chef dankt ___ für ihre Arbeit.
A den Mitarbeitern B seinem Freund C dem Präsidenten



4. Am 1. September hat das neue Studienjahr ____.
A begonnen B blieb C fahren
5. Im Juni ____ du die Prüfungen ablegen.
A hat B bin C wirst
6. Welche Themen muss ich noch ____.
A stehe B wiederholen C legt
7. ____ dein Kugelschreiber und schreibe!
A nimmst B nehme C nimm
8. ____ zur Party mit euren Freunden!
A komme B kommt C kommst
9. Trinken ____ mehr Wasser! Das ist gesund!
A du B ich C Sie
10. Setzen wir ____ an den Tisch!
A mich B uns C sich

Underline the predicate. Define the temporary form of Passiv:

1. Hier wird eine Brücke gebaut werden. _____
2. Die Gäste wurden vom Präsidenten empfangen. _____
3. Sie waren mitgenommen worden. _____
4. Bis zum Winter wird dieser Plan vorbereitet werden. _____
5. Das Buch wurde in die Schultasche gelegt. _____
6. Der Brief wird per Luftpost geschickt. _____
7. Amerika war 1492 entdeckt worden. _____

Sample text for reading, abstracting / translating

«Zentralverwaltungswirtschaft»

Die sozialen Nachteile des kapitalistischen Wirtschaftssystems im 19. Jahrhundert waren Anlass, nach neuen Wegen und Ordnungen der Wirtschaft zu suchen. Karl Marx entwickelte in zahlreichen Schriften seine Gedanken zur Änderung der wirtschaftlichen und gesellschaftlichen Verhältnisse. Die in seinem Hauptwerk „Das Kapital“ erhobene Forderung nach Sozialisierung oder Verstaatlichung des Grundbesitzers und der Produktionsmittel wurde Grundlage jener sich als Gegenströmung zur freien Marktwirtschaft des kapitalistischen Systems gebildeten Wirtschaftsordnung.

Vorteile der Zentralverwaltungswirtschaft

Die Zentralverwaltungswirtschaft verhindert die Missstände und soziale Ungerechtigkeiten des kapitalistischen Wirtschaftssystems. Rücksichtsloses Gewinnstreben, Erwirtschaftung von Millionenvermögen, Ausnutzung wirtschaftlichen Märkte für politische Zwecke durch einzelne Großunternehmen sind weitgehend ausgeschlossen. Die Stabilität von Wirtschaft und Währung sowie die Vollbeschäftigung können für längere Zeit gesichert werden. Der Staat kann seine wirtschaftlichen Anstrengungen auf ganz bestimmte Ziele konzentrieren und so auf bestimmten Gebiete erzielen (z.B. Weltraum Erforschung in der ehemaligen UdSSR).

Nachteile der Zentralverwaltungswirtschaft

Der Zentralverwaltungswirtschaft fehlt einer der wichtigsten Antriebe der freien Marktwirtschaft: die Aussicht auf Gewinn. Der Wettbewerb als Motor der Wirtschaft ist ausgestattet. Mangelhafte Qualität der produzierten Güter, schlechter Kundendienst und lange Lieferfristen sind oft die Folgen. Einheitsware wird zu den vom Staat diktierten Einheitspreisen angeboten. Der Verbraucher

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hat nur die Wahl, die staatlich hergestellten Güter zu kaufen oder ganz auf den Kauf verzichten. Die Praxis beweist ständig, dass die Güterversorgung in diesem Wirtschaftssystem schlechter ist als in der Marktwirtschaftsordnung. Die Löhne werden nicht zwischen gleichberechtigten Tarifpartnern ausgehandelt, sondern ebenfalls vom Staat diktiert. Menge und Art der Produktion werden nicht durch die Nachfrage der Verbraucher bestimmt, sondern von der staatlichen Planungsbehörde im Voraus festgelegt. Die Bedürfnisse der Verbraucher werden dabei nicht vorausberücksichtigt. Deshalb kommt es dazu, dass die Güter, die dringend gebraucht werden, fehlen, andere warten, die kaum gefragt sind, stehen in jeder Menge zur Verfügung. Der Verbraucher kann oft nicht kaufen, was er gerne möchte, sondern muss kaufen, was er gerade da ist. In der Zentralverwaltungssystem ist der Mensch hilflos dem Staat ausgeliefert. Der Weg von der wirtschaftlichen Bevormundung führt auch zur politischen Knechtheit. Zur Durchführung dieser Wirtschaft ist ein riesiger Verwaltungsapparat mit viel Personal notwendig. Dadurch entstanden hohe Kosten, die sich in den Preisen niederschlagen. Verschiedene Zweige der Volkswirtschaft werden vom Staat unterschiedlich gefördert. Häufig wird die Produktion in der Verbrauchsgüterindustrie (z.B. Fernsehgeräte, Autos, elektrische Hausgeräte) zurückgedrängt und die Schwer- und Rüstungsindustrie (z.B. Stahlindustrie, Raketen- und Atomtechnik) vom Staat bevorzugt.

Topics for reports

1. Methoden der wissenschaftlichen Untersuchung.
2. Teilnahme an der wissenschaftlichen Konferenz.
3. Struktur des wissenschaftlichen Artikels.
4. SCOPUS und WoS.
5. Dissertationsthesen.
6. Was ist Wissenschaft?
7. Wissenschaftliche Zeitschriften.
8. Wissenschaftliche Zeitschriften Deutschlands.
9. E-library als Hauptquelle der wissenschaftlichen Indexierung von Russland.
10. Internationale Wissenschaft.

Control questions

1. Wer ist Ihr wissenschaftlicher Betreuer?
2. Warum haben Sie dieses Thema der Dissertation gewählt?
3. Ist dieses Thema in Russland gut untersucht?
4. Wieviel Publikationen haben Sie?
5. Haben Sie vor, internationale Forschungsstipendien zu beantragen?
6. Haben Sie schon an einer wissenschaftlichen Konferenz teilgenommen?
7. Worin besteht die Aktualität Ihrer Untersuchung?
8. Die Arbeiten welcher Wissenschaftler bilden die Grundlage Ihrer Untersuchung?
9. Worin besteht die praktische Anwendung Ihrer Untersuchung?
10. Haben Sie vor, irgendwelche Experimente durchzuführen?

Intermediate certification

The exam questions are formed in accordance with the program of the candidate's exam in a foreign language.

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Exam Content

1. Written translation with a dictionary from German into Russian of a specialty text with a volume of 1,500 printed characters.
2. Summary of the German text on the specialty with a volume of 3000 printed characters.
3. Conversation in German with the examination board about his scientific work.

Assessment tools for ongoing academic performance monitoring and intermediate assessment (French)

Sample lexico-grammar test (level A2-B1)

N° 1. CONSIGNE: pour chaque vide numéroté indiquez la réponse la plus adéquate au contexte, en entourant la lettre correspondante.

- Un stage! s'exclama monsieur Feyrières. Mais qu'est-ce que c'est encore que ces inventions? Les gamins ne savent pas aligner trois phrases de français et il faut qu'ils (1) ___ stages. Un stage de quoi, d'abord?

Il (2) ___ à son fils à l'autre bout de la table.

- Mais j'en sais (3) ___, grommela Louis. C'est à nous de trouver, qu'elle a dit, la prof.

- «Qu'elle a dit, la prof», le singea son père. Un stage de balayeur, voilà (4) ___ tu trouveras. Non, pas balayeur, il (5) ___ dire «technicien de surface», maintenant.

Monsieur Feyrières ricana. Lui, il était (6) ___ chirurgien. Bel homme, la voix forte, il meublait (7) ___ lui seul toute salle à manger. (8) ___, il y avait quatre autres personnes (9) ___ table: Floriane, sept ans, Louis, quatorze ans, madame Feyrières et Bonne-Maman.

- Si c'est qu'une affaire (10) ___ semaine, dit cette dernière, je pourrais peut-être lui dégoter quelque chose.

Monsieur Feyrières adressa à sa belle-mère une grimace (11) ___ se voulait un sourire d'encouragement.

- J'ai ma coiffeuse qui prend des apprenties, poursuivit Bonne-Maman. Un stagiaire, c'est pas très (12)___.

Monsieur Feyrières écarquilla les yeux.

- Un stage de coiffure? Pour Louis?

-Ouah, trop de (13) ___, murmura Floriane. Moi, je veux faire coiffeuse quand je serai grande.

Madame Feyrières (14) ___ un regard indulgent pour sa petite dernière, qui passait ses mercredis à faire des coiffures à sa Barbie Raiponce. Puis, elle se tourna (15) ___ sa mère.

- Tu sais, maman, je ne vois pas trop ce que Louis (16) ___ dans un salon de coiffure.

- Y a pas de sot métier, répliqua Bonne-Maman qui (17) ___ dans la boulange à seize ans.

- Ça serait superbe, ricana monsieur Feyrières en faisant semblant d'admirer une enseigne (18) ___ mur opposé: «LOUIS, coiffeur pour dames».

Mais comme personne n'avait (19) ___ autre idée de stage, Bonne-Maman promit d'en parler à Maïté, la patronne du salon.

Une fois dans la chambre à coucher, madame Feyrières (20) ___ un accès d'humeur de son mari.

- Dans le fond, dit-il en desserrant sa cravate, ce n'est pas (21) ___ mauvaise chose, ce stage. Louis va apprendre (22) ___ est le travail, balayer, ranger, rester des heures debout. Je ne (23) ___ reproche



rien, Véra, mais tu (24) _____ dans un cocon, ce gosse. Il est temps qu'il (25) ____ le principe de réalité!

*Marie-Aude Murail. Maité Coiffure.
Médium. L'école des loisirs.*

Nº 2. Choisissez une variante correcte.

- | | | | | |
|----|----------------|-----------------|-------------------|--------------------|
| 1 | . font | . fassent | . feront | . feraient |
| 2 | A. s'adressait | B. disait | C. regardait | D. causait |
| 3 | A. pas | B. point | C. rien | D. jamais |
| 4 | A. ce que | B. celui qui | C. ce qui | D. ce quoi |
| 5 | A. s'agit | B. importe | C. convient | D. faut |
| 6 | A. le | B. un | C. - | D. - |
| 7 | A. de | B. par | C. en | D. à |
| 8 | A. mais | B. pourtant | C. alors | D. ainsi |
| 9 | A. devant la | B. près de la | C. à | D. à la |
| 10 | A. de la | B. d'une | C. de | D. de cette |
| 11 | A. qui | B. qu'il | C. dont il | D. par laquelle il |
| 12 | A. différent | B. difficile | C. fatigant | D. sérieux |
| 13 | A. risqué | B. chance | C. souci | D. hazard |
| 14 | A. a eu | B. avait | C. eut | D. avait eu |
| 15 | A. envers | B. a | C. a côté de | D. vers |
| 16 | A. fasse | B. fait | C. faisait | D. ferait |
| 17 | A. a commencé | B. commença | C. avait commencé | D. commençait |
| 18 | A. au | B. sur le | C. dans le | D. à travers le |
| 19 | A. d' | B. une | C. l' | D. - |
| 20 | A. redoutait | B. redouta | C. redouterait | D. avait redouté |
| 21 | A. la | B. de | C. - | D. une |
| 22 | A. ce qui | B. ce qu' | C. comment | D. qu' |
| 23 | A. lui | B. t'en | C. te | D. me |
| 24 | A. le cultives | B. l'instruis | C. l'élèves | D. le formes |
| 25 | A. découvre | B. va découvrir | C. ait découvert | D. découvrirait |

Sample text for reading, abstracting / translating

Petit aparté à propos de la parité

En France, les parlementaires ont adopté le 10 mars dernier un projet de loi "visant à favoriser l'égalité entre les hommes et les femmes en politique".

La France fait partie de ces pays où la représentation féminine au parlement est plus que discrète. Mais la discrétion n'est-elle pas une des qualités les plus célébrées chez la femme ? (8,5% des parlementaires français sont des femmes, ce qui nous place certes devant la Grèce et le Liechtenstein mais derrière l'Italie 10,8% et l'Espagne 19,7%, tandis que les Pays-Bas, le Danemark et la Suède caracolent en tête de peloton avec respectivement 30,7%, 37,1% et 42,7% de femmes au parlement.)

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Il a fallu attendre 1945 pour que les Françaises obtiennent le droit de vote. La France serait-elle machiste ? Probablement ni plus ni moins que bien d'autres pays. Ce qui est sûr, c'est que certaines institutions et professions sont particulièrement hermétiques à la féminisation. La politique fait partie de celles-là. Elle reste la chasse gardée de ces messieurs, et les lois qui la régissent découragent plutôt les femmes. Nombreuses sont celles qui ont payé cher leur incursion dans ce monde. Quoi qu'il en soit et dorénavant les femmes sont censées bénéficier d'un égal accès aux mandats électoraux et aux fonctions électives.

Si l'on a dû en arriver à une telle méthode, c'est que devant le constat accablant d'un pays dit "développé" dont la part des femmes à l'assemblée représentative du peuple n'atteint pas 9%, il est apparu que seul le moyen législatif permettrait un revirement.

Le débat a été ardu. Des intellectuelles, issues pourtant des partis de gauche, estiment que ce genre de revendications peut en faire naître de nouvelles provenant de minorités religieuses ou ethniques. Ce à quoi d'autres leur ont rétorqué (notamment Elisabeth Guigou, ministre de la justice) que les femmes ne pouvaient pas être considérées comme des minorités, "les femmes ne sont pas dans une catégorie, elles sont dans toutes les catégories, parce qu'elles sont simplement la moitié de l'humanité."

Il reste donc à savoir si ce projet de loi qui vise à favoriser (favoriser n'est ni établir ni instituer) l'accès des femmes en politique amorcera un changement radical dans les mentalités, ou s'il faudra encore de nombreuses années pour parvenir à l'égalité en matière de représentation parlementaire. Les 34,6% qui représentent la part des femmes au gouvernement peuvent en cela être de bon augure.

Topics for reports

1. Méthodes de la recherche scientifique.
2. Participation à une conférence.
3. Structure de l'article scientifique.
4. Bases de données : SCOPUS et Web of Science.
5. Thèse de dissertation.
6. Qu'est-ce que c'est que la science?
7. Magazines scientifiques.
8. Maison d'édition Elsevier.
9. E-librairie comme la source essentielle de l'indexation des publications scientifiques en Russie.
10. Science internationale.

Control questions

1. Qui est votre directeur de thèse?
2. Pourquoi avez-vous choisi ce sujet ?
3. Est-ce que votre sujet est bien étudié en Russie?
4. Combien de publications scientifiques avez-vous?
5. Avez-vous des projets de la participation aux grants russes et internationaux?
6. Avez-vous déjà participé aux conférences?
7. Quelle est l'actualité de votre recherche scientifique?
8. Citez les noms des spécialistes réputés liés avec votre recherche.
9. Quelle est l'utilité pratique de votre étude scientifique ?

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10. Projetez-vous de faire des expériences aux cours de la recherche ?

Intermediate certification

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Exam Content

1. Written translation with a dictionary from German into Russian of a specialty text with a volume of 1,500 printed characters.
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3. Conversation in German with the examination board about his scientific work.

Assessment tools for disabled people and people with disabilities are selected taking into account their individual psychophysical characteristics.

If necessary, disabled people and people with disabilities are given additional time to prepare an answer for an exam/credit.

When conducting the procedure for assessing the learning outcomes of disabled people and people with disabilities, it is envisaged to use the technical means necessary for them in connection with their individual characteristics. These means can be provided by CSU or their own technical means can be used.

The procedure for assessing the learning outcomes of disabled people and people with limited health capabilities in a course involves providing information in forms adapted to their health limitations and information perception.

For people with visual impairments:

- in printed form in large print,
- in the form of an electronic document,
- in the form of an audio file,
- in printed form in Braille.

For people with hearing impairments:

- in printed form,
- in the form of an electronic document.

For people with musculoskeletal disorders:

- in printed form,
- in the form of an electronic document,
- in the form of an audio file.

6.3. Criteria for assessing learning outcomes

Criteria for evaluating the test / practical assignment

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The assessment of learning outcomes is carried out on a five-point scale:
"Excellent" (5 points) is awarded if 86-100% of the tasks are completed correctly.

"Good" (4 points) is awarded if 69-85% of the tasks are completed correctly.

"Satisfactory" (3 points) is awarded if 51-68% of the tasks are completed correctly.

"Unsatisfactory" (1-2 points) is awarded if less than 50% of the tasks are completed correctly.

Criteria for evaluating a translation

"Excellent" (5 points) – high level of preparation.

1. Transmission of the content of the original text. The translation text is complete (i.e. not abbreviated, provided that this is not provided for in the translation assignment), the content is conveyed in full, and the translation text does not contain semantic errors.

2. Translation strategy. All communication and translation tasks and solutions have been fully implemented and described (the translation strategy corresponds to the translation task), text formatting has been taken into account, and the use of necessary translation techniques and transformations has been justified.

3. Linguistic expression. The translation text is coherent, "sounds" natural, is characterized by adequate use of linguistic means, is compiled in compliance with the rules of grammar, syntax and spelling, as well as the usage of the translation language, does not contain stylistic errors, the principle of uniformity in the transfer of terminology and in the choice of linguistic means in general is observed.

4. Graphic and technical design. The translation text is a semiotic unity in which verbal information is consistent with non-verbal information; the translation text is designed in accordance with the requirements outlined in the assignment.

5. Translation errors. The allowable error amount is 1.5 total errors, while no gross errors were made, no translation and technological errors were made, and the number of other minor errors did not exceed 7.

"Good" (4 points) is the average level of training.

1. Transmission of the content of the original text. The text of the translation is generally complete, the content is generally conveyed, there are a few minor linguistic errors that lead to a distortion of the meaning of an insignificant part of the text.

2. Translation strategy. The communicative and translation tasks and solutions are implemented adequately, but described incompletely, the formatting of the text is taken into account, the application of the necessary translation techniques and transformations is justified.

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3. Linguistic expression. The translation text as a whole "sounds" natural, is quite coherent, is generally characterized by adequate use of linguistic means, language errors lead to a slight violation of the style of individual parts of the text, in some cases the perception of the text is difficult due to an incorrectly chosen equivalent, there are violations of word combinations, as well as inconsistencies in the thematic organization of the sentence.

4. Graphic and technical design. There are noticeable deviations in the graphic design of the translation text that do not affect the perception of the translation (red line, alignment). In general, the translation text is designed in accordance with the requirements outlined in the assignment.

5. Translation errors. The allowable amount of errors is 2.5 total errors, while no gross errors were made, and the number of non-gross errors did not exceed 8.

"Satisfactory" (3 points) is the basic level of training.

1. Transmission of the content of the original text. The translation text is not complete enough, the content is not fully conveyed, and there are gross linguistic errors that lead to a distortion of the meaning of individual parts of the text.

2. Translation strategy. Not all communication and translation tasks have been implemented / some of them have been implemented inadequately, the translator does not always apply the necessary translation techniques and transformations or does not always apply them adequately.

3. Linguistic expression. The text of the translation "sounds" unnatural, there are gross linguistic errors that lead to a violation of the style and/or pragmatic qualities of the text, coherence in its individual parts is disrupted due to gross linguistic errors.

4. Graphic and technical design. There are noticeable deviations in the graphic design of the translation text, making it difficult to compare the original and the translation.

5. Translation errors. The allowable error amount is 3.5 total errors, of which a maximum of 1 gross error and up to 11 non-gross errors.

"Unsatisfactory" (1-2 points) – low (unsatisfactory) level of training.

1. Transmission of the content of the original text. The translation is partially completed, the content is partially transmitted, since the student did not fully understand it, there are numerous semantic errors that significantly distort the content of the source text so that it is impossible to correlate the content of the source text and the translation text.

2. Translation strategy. Most of the communication and translation tasks have not been implemented, or there is no strategy.

3. Linguistic expression. The translation text "sounds" very unnatural, the coherence of the translation text is disrupted, numerous language errors make it impossible to perceive the translation text. Or there is no linguistic expression of the original in the target language.

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4. Graphic and technical design. There are noticeable deviations in the graphic design of the translation text, making it difficult to compare the original and the translation, as well as the perception of the translation, or the translation text is not designed.

Errors in translation. There are more than 3.5 complete errors in the translation, of which more than 2 are gross or more than 11.

Evaluation criteria for the report / written, oral survey

"Excellent" (5 points) – high level of preparation.

1. Content: The communication task is fully completed. The work is an extended abstract, which contains all its parts. The student follows the specified amount of work (600-650 words). The text corresponds to the specified genre and style. The work is distinguished by its originality and creative approach. The student critically evaluates and uses academic information in a foreign language, appeals to the cultural context when arguing and presenting material on the topic, models the situation of applying for a foreign student to participate in an educational event, adequately identifying the addressee, the communication channel and the norms of communication accepted in the academic environment.

2. Organization of work: The work has no errors in terms of composition. The essay may have a title. The proposed work plan and format were followed. The text is logically divided into paragraphs. There are means of logical communication necessary for a holistic perception of the text.

3. Lexical design: The student adequately uses a variety of lexical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates the lexical stock necessary to disclose the topic, accurate choice of words and adequate command of lexical compatibility at a high level. The work has no errors in terms of lexical design.

4. Grammatical design: The student adequately uses a variety of grammatical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates the competent and appropriate use of grammatical structures in accordance with the communicative task at a high level. The work has no errors in terms of grammar.

5. Spelling and punctuation: The student demonstrates a strong command of spelling and punctuation skills. The work has practically no errors in terms of spelling and punctuation (no more than 2 minor spelling or punctuation errors are allowed).

"Good" (4 points) is an average level of training.

1. Content: The communication task is generally completed. The work is an application for participation in the competition, which is accompanied by an essay. The participant adheres to the specified amount of work (600-650 words), or deviates

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from it by no more than 10%. The text as a whole corresponds to a given genre and style; there are some deviations. The work is not distinguished by originality and creativity. The student does not always critically evaluate, but nevertheless makes good use of regional information in a second foreign language, appeals to the cultural context when arguing and presenting material on the topic, simulates the situation of applying for a foreign student to participate in an educational event, in most cases adequately identifying the addressee, the communication channel and accepted norms in the academic environment. communication.

2. Organization of work: The work has a compositional structure. The essay may have a title. In general, the proposed work plan was followed. The text is logically divided into paragraphs. The means of logical communication necessary for the holistic perception of the text are used, but there are some violations in the logic or coherence of the text.

3. Lexical design: The student adequately uses a variety of lexical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates the lexical stock necessary to disclose the topic, the correct choice of words and mastery of lexical compatibility, allows lexical repetitions, uses monotonous vocabulary; does not use expressive lexical means. There are lexical errors in the work that do not make it difficult to understand (no more than 4 non-harsh lexical errors are allowed).

4. Grammatical design: The student adequately uses a variety of grammatical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates the competent and appropriate use of grammatical structures in accordance with the communicative task. There are grammatical errors in the work that do not make it difficult to understand (no more than 4 rough grammatical errors are allowed).

5. Spelling and punctuation: The student demonstrates proficiency in spelling and punctuation. There are spelling and/or punctuation errors in the work that do not make it difficult to understand (no more than 4 minor errors are allowed).

"Satisfactory" (3 points) is the basic level of training.

1. Content: The communication task is almost not completed. The work is a written statement in the form of an essay. The student follows the specified amount of work (600-650 words), or deviates from it by more than 10%. The text does not correspond to a given genre and style, and there are repeated genre and style deviations in the work. The student does not critically evaluate or use regional information in a second foreign language, does not appeal to the cultural context when arguing and presenting material on the topic, although there is not always a successful attempt to model the situation of applying for a foreign student to participate in an educational event, which does not always adequately identify the addressee,

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communication channel and accepted academic environment norms of communication.

2. Organization of work: The work does not have a pronounced compositional structure. There is a significant deviation from the proposed work plan. The paragraph division of the text is missing or incorrectly executed. There are significant violations of the coherence of the text due to numerous errors in the use of logical communication tools or their absence.

3. Lexical design: The student does not always adequately use the lexical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates a lexical stock appropriate to the topic, allows lexical repetitions, uses monotonous vocabulary; does not use expressive lexical means. There are lexical errors in the work, including those that make it difficult to understand (no more than 8 lexical errors are allowed).

4. Grammatical design: The student does not always adequately use the grammatical means of the studied foreign language to express his thoughts and highlight relevant information, demonstrates the competent use of grammatical structures. There are grammatical errors in the work, including those that make it difficult to understand (no more than 8 grammatical errors are allowed).

5. Spelling and punctuation: The student does not demonstrate proficiency in spelling and punctuation. There are spelling and punctuation errors in the text, including those that make it difficult to understand (no more than 8 errors are allowed).

"Unsatisfactory" (1-2 points) – low (unsatisfactory) level of training.

1. Content: The communication task has not been completed. Not a single aspect has been revealed. The volume of work is less than 50% (i.e., the text contains less than 350 words). The work is not partially or completely copyrighted (the source of the loan has been found). The work is a translation from Russian using computer technology. The student does not critically evaluate or use information of a regional nature in a foreign language, does not appeal to the cultural context, there is no argumentation in the text, the student does not model the situation of applying for a foreign student to participate in a training event, inadequately identifying the addressee, the communication channel and the norms of communication accepted in the academic environment.

2. Organization of work: The work does not have a pronounced compositional structure. There is a significant deviation from the proposed work plan. The paragraph division of the text is missing or incorrectly executed. There are significant violations of the coherence of the text due to numerous errors in the use of logical communication tools or their absence.

3. Lexical design: The student inadequately uses the lexical means of the studied foreign language to express his thoughts and highlight relevant information,

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demonstrates a limited vocabulary on the topic; does not possess lexical compatibility, allows lexical repetitions, uses monotonous vocabulary, does not use expressive lexical means. There are lexical errors in the work, including those that repeatedly make it difficult to understand (more than 8 lexical errors).

4. Grammatical design: The student inadequately uses the grammatical means of the studied foreign language to express his thoughts and highlight relevant information, does not demonstrate the competent use of grammatical structures. There are grammatical errors in the work, including those that repeatedly make it difficult to understand (more than 8 grammatical errors).

5. Spelling and punctuation: The student is extremely careless in spelling and punctuation, not following the simplest rules. There are spelling and punctuation errors in the text, including those that make it difficult to understand (more than 8 errors).

The criteria for evaluating the abstracting of the text

"Excellent" (5 points) – a high level of preparation

The communication task is completed. The general theme and problem/aspect reflected in the proposed passage are correctly identified and correctly formulated. The summary contains 40 percent or more of the original text content. The length of the resume is at least 9 phrases. No more than 5 lexical and grammatical errors were made.

"Good" (4 points) – average level of training

The communication task is mostly completed. The general theme and problem/aspect reflected in the proposed passage are correctly identified and correctly formulated. The summary contains from 25 to 40 percent of the content of the source text. The length of the resume is at least 6 phrases. No more than 8 lexical and grammatical errors were made.

"Satisfactory" (3 points) – basic level of training

The communication task has been partially completed. The general theme and problem/aspect reflected in the proposed passage are defined to a limited extent or not in full accordance with those presented in the passage. The summary contains from 10 to 25 percent of the content of the source text. The length of the resume is at least 4 phrases. No more than 12 lexical and grammatical errors were made.

"Unsatisfactory" (2 points) – low level of training

The communication task has not been completed. The general theme and problem/aspect reflected in the proposed passage are not defined or are defined incorrectly. The summary contains less than 10 percent of the original text content. The length of the resume is less than 4 phrases. More than 12 lexical and grammatical errors were made.

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Criteria for evaluating a message on the topic "My scientific work" as part of a conversation with the examiner

"Excellent" (5 points) – high level of preparation.

The communicative task has been completed completely: the content fully, accurately and comprehensively reflects all aspects of scientific work. The statement is logical and has a complete character; there are introductory and concluding phrases corresponding to the topic. The means of logical communication are used correctly. The vocabulary used, grammatical structures, and phonetic design of the utterance are at least A2-B1 (Intermediate), according to the Pan–European Scale of Foreign Language Proficiency (CEFR - The Common European Framework of Reference for Languages), correspond to the task.

"Good" (4 points) is an average level of training.

The communication task has been partially completed. The statement is logical and complete; there are introductory and concluding phrases appropriate to the topic. The means of logical communication are generally used correctly, there are some violations. The vocabulary used, grammatical structures, and phonetic design of the utterance are not lower than the A2-B1 level of the European Language Portfolio to a greater extent correspond to the task at hand, there are some inaccuracies that do not distort the meaning of the utterance.

"Satisfactory" (3 points) is the basic level of training.

The communication task has not been fully completed. There are some violations of the logic of utterance, the means of logical communication are not used enough. The vocabulary used, grammatical structures, and phonetic design of the utterance are at least A2-B1 level of the European Language Portfolio, mostly consistent with the task at hand, but some errors interfere with understanding the meaning of the utterance.

"Unsatisfactory" (1-2 points) – low (unsatisfactory) level of training.

The communication task has not been completed. The statement is illogical. Understanding the utterance is difficult due to numerous lexico-grammatical and phonetic errors. Or the answer is not provided.

When conducting the procedure for evaluating the learning outcomes of people with disabilities and persons with disabilities in the discipline (module), the following additional requirements are met, depending on the individual characteristics of the students:

a) instructions on how to conduct the assessment procedure are provided in an accessible form (orally, in writing, in writing in Braille, orally using the services of a sign language interpreter);

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b) an accessible form of assignment of assessment tools (in printed form, in printed form in enlarged font, in printed form in Braille, in the form of an electronic document, assignments are read out by an assistant, assignments are provided using sign language translation);

c) an accessible form of providing answers to assignments (written on paper, a set of answers on a computer, written in Braille, using the services of an assistant, orally).

If necessary, for students with disabilities and people with disabilities, the procedure for evaluating learning outcomes in a discipline (module) can be carried out in several stages.

7. Educational and methodological support of the course

Independent work of postgraduate students is carried out in the form of studying individual theoretical issues on the proposed literature and independently solving problems with their subsequent analysis or discussion in the classroom. During independent preparation, students are provided with access to databases and library collections and access to the Internet.

Independent work contributes to:

- deepening and expanding knowledge;
- developing interest in independent research activities;
- mastering the techniques of the process of cognition and developing cognitive abilities.

Independent work of postgraduate students has the main goal of ensuring the quality of training of graduating specialists.

Educational and methodological materials for independent work of students:

The independent work of a graduate student is an indicator of scientific potential, the ability to work with literary sources and regulations, practice materials, and the graduate student's ability to independently analyze problematic issues. It consists of studying educational and scientific literature, and performing tasks for independent work.

Full-time graduate students study and develop theoretical and practical material on their own for the most part. At the departments of the Faculty of Linguistics and Translation, the list of recommended literature includes a volume of educational and scientific literature, therefore, a graduate student should consult the collections of scientific libraries as often as possible, as well as periodical literature, and follow novels in the field of economic development. When studying scientific and educational literature, it is necessary to compare the content of the available literature

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with the program of the candidate's examination in the specialty. In the absence of a particular source of literature, it is necessary to contact the collections of the Russian State Library (Moscow). The graduate student should carry out thorough preparatory work with scientific literature in his specialty, master theoretical, general and private scientific methods of search.

Educational and methodological materials for the independent work of students with disabilities and persons with disabilities are provided in forms adapted to the limitations of their health and perception of information:

For visually impaired individuals:

- in printed form in large print,
- in the form of an electronic document,
- in the form of an audio file,
- in printed form in Braille.

For hearing impaired individuals:

- in printed form,
- in the form of an electronic document.

For individuals with musculoskeletal disorders:

- in printed form,
- in the form of an electronic document,
- in the form of an audio file.

Main literature (English)

(* available in the CSU library)

1. * English for Postgraduate students : textbook : [16+] / L. K. Kondratyukova, V. I. Sidorova, E. V. Tikhonova, N. P. Andreevka ; Omsk State Technical University. Omsk : Omsk State Technical University (OmSTU), 2019. 120 p. : tab. – URL: <https://biblioclub.ru/index.php?page=book&id=682280> Bibliogr.: p. 111. – ISBN 978-5-8149-2775-0. – Text : electronic.
2. * Bocharova G. V., Nikoshkova E. V., Pechkurova Z. V., Stepanova M. G. English for psychologists: a textbook [EBS]– Moscow : Flinta, 2012– 567 p. URL: http://biblioclub.ru/index.php?page=book_view&book_id=103340
3. Kazakova, O. P. Technology of preparation for the candidate's exam in English : a textbook [Electronic resource] / O. P. Kazakova, E. A. Surovtseva. – 3rd ed., ster. – Moscow : FLINTA, 2020. – 81 p. – URL: <https://biblioclub.ru/index.php?page=book&id=482169>.
4. Collins Webster's Easy Learning English Idioms. – Harpercollins, 2011. – 316 p.
5. *Ivor H. Evans. Dictionary of Phrase and Fable. – New York : Harper & Row, 2010. – 384 p.

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6. *Michael McCarthy, Felicity O'Dell. English Vocabulary in Use. – Cambridge University Press, 2010. – 208 p.

Further reading

1. Basova, O. V. English for graduate students and applicants for natural science specialties: a textbook [Electronic resource] / O. V. Basova, O. S. Dvorzhets. – Omsk: Omsk State University named after F.M. Dostoevsky (OmSU), 2019. – 138 p. – URL: <https://biblioclub.ru/index.php?page=book&id=613822>.
2. Gazizulina, L. R. Grammar of the English language for graduate students : an educational and methodical manual [Electronic resource] / L. R. Gazizulina ; Kazan National Research Technological University. – Kazan : Kazan Scientific Research Technological University (KNRTU), 2019. – 84 p. – URL: <https://biblioclub.ru/index.php?page=book&id=612265>.
- 3.* Gumanova Yu.L., Koroleva V.A. Just English. English for lawyers: A textbook. Moscow : KNORUS Publishing House, 2009. 256 p.
- 4.* Prozorovsky S. A. English for Marketing Managers: a textbook [EBS] – St. Petersburg: Anthology, 2011. – 288 p. URL: http://biblioclub.ru/index.php?page=book_view&book_id=213302
- 5.* Safronenko O. I., Derevankina N. P. Learn the English of Science: an English textbook for graduate students of natural sciences and engineering specialties of universities [EBS]. Rostov-n/A: Publishing House of the Southern Federal University, 2009. 144 p. URL: http://biblioclub.ru/index.php?page=book_view&book_id=240945

Main literature (German) (* available in the CSU library)

- 1.* Dreyer H., Schmitt R. Lehr- und Übungsbuch der deutschen Grammatik aktuell: Neubearbeitung . – Munchen : Max Hueber Verlag, 2009. – 359 s.
- 2.* Prokurova, L. P. A methodological guide for preparing graduate students for a PhD in German [EBS]– Moscow : MEdPhI, 2011– 32 p. URL: <http://biblioclub.ru/index.php?page=book&id=231707>
- 3.* Rosa-Maria Dallapiazza, Eduard von Jan, Beate Bluggel, Anja Schumann. Tangramm. Deutsch als Fremdsprache. Kursbuch + Arbeitsbuch 1B. Max Hueber Verlag, 2008.
4. Narustrang, E. V. Übungen zur deutschen Grammatik : a textbook [EBS] / – St. Petersburg : Anthology, 2012. – 272 p. URL: [http://biblioclub.ru/index.php?page=book&id=213295\(09.12.2014\)](http://biblioclub.ru/index.php?page=book&id=213295(09.12.2014)).

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Further reading

- 1.* Narustrang, E. V. Check yourself! Tests, texts and control papers in German : a textbook [EBS] – St. Petersburg : Anthology, 2011. – 128 p. URL: <http://biblioclub.ru/index.php?page=book&id=213294>
2. Paremskaya, D. A. Practical grammar (German): A textbook. – Mn. : Higher school. – 2003. – 350 p.
- 3.* Isakova, L. D. Translation of professionally oriented texts in German : textbook [EBS], Moscow : Flinta, 2009. 49 p. URL: <http://biblioclub.ru/index.php?page=book&id=69164>
- 4.* Klochkova, O. F. A practical guide for graduate students on the translation of scientific and technical literature [EBS]– Moscow : MPhI, 2011– 128 p. URL: <http://biblioclub.ru/index.php?page=book&id=232432>
- 5.* Sohan, A. A. Medicine. Handbook on the practice of the German language and translation (for undergraduates of translation faculties) [EBS] – M. : Direct-Media, 2014. – 103 p. URL: <http://biblioclub.ru/index.php?page=book&id=229274>

Main literature (French)

(* available in the CSU library)

1. French (B2–C1) / V. N. Aristova, I. Y. Barteneva, M. A. Yerykina, N. V. Zhukova. — St. Petersburg : Lan, 2022. — 260 p. — ISBN 978-5-507-46386-2. — Text : electronic // Lan : electronic library system. — URL: <https://e.lanbook.com/book/333260>
2. Candidate's exam: reviewing a scientific article (French) : a textbook / compiled by N. T. Nikolaeva. Orenburg : OGPU, 2021. 67 p. — Text : electronic // Lan : electronic library system. — URL: <https://e.lanbook.com/book/239576>
3. Khodkova, A. P. French language. Lexico-grammatical difficulties: a textbook for universities / A. P. Khotkovo, M. S. Al-Radi. Moscow : Yurait Publishing House, 2022. 189 p. (Higher education). — ISBN 978-5-534-09251-6. — Text : electronic // Yurait educational platform [website]. — URL: <https://urait.ru/bcode/516838>

Further reading

1. *Grammaire : Cours de Civilisation française de la Sorbonne: 350 exercices - Niveau supérieur I-II / J.Cadiot-Cueilleron, J.-P. Frayssinhes, Klotz L., N. Lefèvre du Prey, J. de Montgolfier. — Paris: Hachette F.L.E., 1992 .
2. Soignet Michel. Le Français Juridique : Droit. Administration. Affaires. — Paris: Hachette, 2007.
3. Zmeeva, T. E. French for economists (B1-B2) : textbook for universities / T. E. Zmeeva, M. S. Levina. — 2nd ed., revised and add. Moscow : Yurait Publishing House, 2021. 440 p. (Higher education). — ISBN 978-5-534-06777-4. — Text :

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electronic // Educational platform Yurayt [website]. — URL:
<https://urait.ru/bcode/510872>

4. * French for lawyers [EBS] / ed. by S. A. Tolstikova– Moscow : Prospekt Publishing House, 2015. URL:
http://e.lanbook.com/books/element.php?p11_id=54950

5. Biology. A collection of French language reading texts and assignments for undergraduates and postgraduates. Practicum : a textbook / compiled by A. A. Efimov. Nizhny Novgorod : N. I. Lobachevsky National Research University, 2021. 80 p. — Text : electronic // Lan : electronic library system. — URL:
<https://e.lanbook.com/book/191540>

6. Vartanova, N. G. Theoretical aspects of scientific text analysis in modern French (semantics, grammar, writing) : a textbook / N. G. Vartanova, A. Y. Golubeva. Rostov-on-Don : Donskoy State Technical University, 2017. 104 p. ISBN 978-5-7890-1242-0. Text : electronic // Lan : electronic library system. — URL:
<https://e.lanbook.com/book/238163>

Licensed software of the discipline (module)

The implementation of the discipline program is provided with the necessary set of licensed software. The mandatory list of proprietary software includes: MS Office 365 (A1 tariff plan for universities and educational institutions); LMS Moodle distance education system (GNU General Public License).

Electronic funds for the discipline

The library's website is a means of accessing the system of its own electronic resources www.lib.csu.ru. The electronic catalog provides a complete and up-to-date view of the library's collection, improves the quality and efficiency of information retrieval - more than 1.5 million entries.

1. *Electronic catalog.*

Bibliographic databases. Books, electronic resources, dissertations and abstracts.

2. *Electronic library.*

Publications of CSU, UMK; dissertations defended in CSU councils, reserve collections, rare books fund.

3. *Abstracts*

INION RAS databases, VINITI databases.

4. *Full-text*

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Databases of dissertations of the Russian State Library of Economics, scientific electronic library elibrary.ru , subscription to the full-text collection of Russian scientific journals, Nature magazine, Scopus citation database.

5. *Electronic library systems*

University Library online, EBS publishing house "Lan" EBS publishing house "Yurayt".

8. Logistics and technical support

To conduct classes in the discipline "Foreign language", provided for in the curriculum for graduate students, there is the necessary material and technical base that complies with current sanitary and fire safety rules and regulations:

- classrooms equipped with multimedia projectors with Wi-Fi connectivity, marker boards for demonstrating educational material;
- specialized computer classes with Internet connection. peripheral device and equipment management;
- hardware and software (and related methodological materials) for conducting independent work on the discipline.

Practical classes in the discipline "Foreign language" are held in classrooms 345, 347, 342-a of the first academic building (129 Brothers Kashirin Street).

Name of the discipline	The name of equipped classrooms, facilities for conducting practical classes with a list of basic equipment
Foreign language	room 347 (multimedia interactive equipment Epson EMP – 8300), wireless infrared simultaneous translation system GlavComGC-904/906/908/912 (for 25 people), interactive whiteboard, digital voice recorder Panasonic RR-US551 IC Recoder (10 pcs). room 345 (satellite TV, multimedia encyclopedias, Internet access, TV, DVD player, Casio multimedia system) room 342a (TV, DVD player, HP Compag laptop, portable radio (3 pcs.), Epson multimedia system, interactive whiteboard

For obtaining higher education in postgraduate programs by disabled people and people with limited health capabilities, the University has classrooms equipped with the following equipment:

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Room name	Equipment
Room for the typhlo-technical patient, room A-28 of the first academic building	Typhlo-technical aids: Braille computer with display and printer, typhlo-complex "Reading machine", television magnifying device, tiflocassette tape recorders (3 units) and digital voice recorders (6 units). Special software: speech navigation program JAWS, speech synthesizers ("talking mouse"), screen magnifiers.
Room for the deaf, room A-27 of the first academic building	radio class "Sonet-R" (for 6 people), programmable hearing aids (6 pcs.) for individual use with a device for setting the operating mode on a computer, audio equipment.
Adaptive Information Technologies Room, Room A-27, First Academic Building	Computer class for 12 people, interactive whiteboard ActiveBoard with voting system, acoustic amplifier and speakers, multimedia projector, TV, VCR, VCON HD3000 videoconferencing device.

All courses specified in this work program, methodological and technical support for the educational process for disabled people and people with limited health capabilities are provided by the Regional Educational and Scientific Center for Inclusive Education of CSU.

9. Methodological guidelines for students on mastering the course (module)

The work of graduate students consists in active participation in practical classes, performing independent control tasks, writing tests, preparing reports and presentations.

When working on this discipline, students are recommended to:

Throughout the course, keep a thematic dictionary and compile a bilingual dictionary.;

- use online resources;
- translate and review specialized literature;
- explain your point of view and talk about your plans; work with scientific literature, comprehend and summarize what you read;
- to acquire new knowledge using modern information and educational technologies;
- to make scientific reports and presentations (optional) on selected course topics.

Intermediate knowledge control involves testing for mastery of reading, speaking, listening and writing skills, as well as evaluating the results of the following activities: writing lexico-grammatical tests, solving problematic tasks necessary to perform research work, presenting presentations and reports in the classroom.



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The course ends with an exam.

In the development of the discipline by people with disabilities and persons with disabilities, individual work is used, including individual educational work (consultations, i.e. additional explanation of the educational material and in-depth study of the material) and individual educational work. Individual consultations on the subject are an important factor contributing to the individualization of learning and the establishment of educational contact between a teacher and a student with a disability or a student with disabilities.