

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«Донской государственный технический университет»

Кафедра

«Лингвистика и иностранные языки»

**Савела С.В.**

**Методические указания и контрольные задания**

**по дисциплине**

**Профессиональная коммуникация**

**на иностранном языке**

Направление подготовки 44.04.04 Профессиональное обучение

##### Ростов-на-Дону

##### 2021

**Требования к зачету для магистрантов по дисциплине**

**Профессиональная коммуникация**

**на иностранном языке**

В рамках самостоятельной работы **магистрантам необходимо подготовить к зачету:**

1. Чтение и переводаутентичных текстов (3 текста) по направлению подготовки. Общий объем –15000 печатных знаков.Составить словарь терминов (100-120 единиц).Написать 3 аннотации к прочитанным текстам. Преподаватель проверяет чтение вслух и устный перевод с листа.
2. Письменный перевод аутентичных текстов (статей, монографий) по выбранной магистрантом теме или проблеме научно-профессиональной направленности объемом 5000 печатных знаков.
3. Сообщение-презентация на иностранном языке по выбранной магистрантом теме или проблеме научно- профессиональной направленности. Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность.

### Общие требования к выполнению контрольной работы

Памятка магистранту

Контрольное задание предлагается в четырех вариантах. Номер варианта определяется по последней цифре номера зачетной книжки студента:

1, 2 , 3 – 1-й вариант;

4, 5 , 6 – 2-й вариант;

7 , 8 – 3-й вариант;

9 , 0 – 4-й вариант.

Контрольная работа должна быть выполнена в отдельной тетради. На обложке тетради необходимо указать следующие данные: факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и вариант.

Первую страницу необходимо оставить чистой для замечаний и рецензии преподавателя.

Все предлагаемые к выполнению задания (включая текст заданий на английском языке) переписываются на левой стороне разворота тетради, а выполняются на правой.

Контрольная работа должна быть написана четким подчерком, для замечаний преподавателя следует оставить поля.

Контрольная работа, выполненная не полностью или не отвечающая вышеприведенным требованиям, не проверяется и не засчитывается.

Проверенная контрольная работа должна быть переработана студентом (та часть ее, где содержатся ошибки и неточности перевода или неправильное выполнение заданий) в соответствии с замечаниями и методическими указаниями преподавателя. В той же тетради следует выполнить «Работу над ошибками», представив ее на защите контрольной работы.

Четыре варианта контрольной работы имеют одинаковую структуру. Все задания должны быть выполнены в письменной форме.

**Вариант 1**

**I. Translate 1, 3, 4 paragraphs into Russian.**

**Encouraging Students’ Self-Study Through the Use of Blogs in EFL Teaching**

1. Introduction. The article is focused on the use of blogs as an educational tool that enhances active English language learning at the Faculty of Mathematics and Informatics at University of Plovdiv “PaisiiHilendarski”. Through blogs students can interact with each other, improve their writing and research skills, develop time management skills and self-initiative. Although English language is omnipresent in student’s environment, learning it seems to be a challenge for many of them. This mostly applies to Elementary level students who lack skills in grammar use, writing and speaking. As students at the Faculty major in Software Technology and Design, Mathematics, and Business Information Technology, they often have difficulties in language learning, due to fact that their efforts and skills are targeted at a different scientific field. The curriculum schedules English language classes during the first and second semester of the first year of studies. On the other hand, the English classes’ curriculum at the Faculty of Mathematics and Informatics is prepared to provide not only solid classroom practice, but also sufficient time for self-study. Thus, to fully utilize this opportunity a larger volume of individual tasks are involved. This raises the need for various, stimulating and educational assignments that can occupy students’ time for selfstudy, and also provoke their interest and inspire them to learn and explore.

2. Active Learning and the Use of Blogs. In Seven Principles for Good Practice Arthur Chickering and Zelda Gamson point out that students do not learn much by simply being in class and listening to the teacher. They need to talk about what they are learning, write about it, correlate it with past experience and apply it in everyday life.[1, p. 330] These are some of the basic principles of active learning. Active learning, as opposed to passive learning, is an approach which encourages students to study through reading, writing, talking, listening, and contemplating. Active learning places students in an interactive learning environment, which has a number of indisputable advantages. Interactive classroom management requires that knowledge learning, formation of skills, attitudes building, provocation of independent thinking, and personal development happen simultaneously. Furthermore, the interaction realized in the learning process is not merely between teachers and trainees but between trainees themself, where they learn from each other’s previous knowledge and experience. From passive consumers of already existing ideas and truths, students become active partners of the teacher and create their own knowledge. What is more, teachers themselves are participants in the process of group learning and development - they are open, flexible, sensitive to others, able to cope equally well with academic challenges and the pedagogical and sociological aspects of the educational environment and interaction. A peaceful, positive and stimulating learning environment is maintained, as well as effective feedback.

3. It is necessary to distinguish between active and interactive teaching methods when we consider effective classroom management. Active methods place the learner in an active learning position where s/he can acquire knowledge themselves. Interactive methods, in turn, require association with a particular group; they suggest an interaction with other learners and dialogical communication with these learners, which is extremely useful when learning a foreign language, e.g. English. Both of these methods can be applied not only to classroom activities, but also to self-study tasks.

4. Incorporating blogs in the self-study process provides the most beneficial features of both active and interactive learning methods. As Connolly states, “The exercise of writing a blog encourages students to think about and expand on their own ideas and thoughts about their culture and community. Students have the opportunity to interact with content material as well as other students’ work. They use their background knowledge and preconceptions to respond to new ideas, comment on posts, and make connections with academic topics of current study. A classroom blog provide students with the opportunity to form an interactive community. The focus is on learning and sharing information, motivating students to discover the benefits of becoming lifelong learners. Blogs also provide students with opportunities to become “experts” on a topic and share their knowledge with others. An in-teractive community develops as students read and then comment what they have read.” [4, p. 5-6] Blogs- Definition, Characteristics and Advantages

5. There are countless definitions of what exactly is a blog, so I have extracted a very concise interpretation of the term: A blog (weblog) is an online journal that an individual can continuously update with their own words, ideas, and thoughts through software that enables one to easily do so. Unlike a standard website, weblog entries are made by typing directly into the browser and with the click of a button are instantly published on the internet. Blogging (the action of writing a blog) does not require sophisticated ICT skills, therefore it can be easily used in EFL teaching, even by a teacher who has moderate computer proficiency. Furthermore, the blog is interactive, in the sense that readers can respond to any given entry with a comment or even threaded discussions. The tone is informal and the blogger speaks generally in their own natural voice and tone. [1], [3, p. 26-30].

6. Before introducing the blog self-study assignment to students one has to consider the most appropriate and useful blogging platform for that matter. There is a wide choice online which can be a little confusing. Thus, here are a few features to look for when choosing a blog spot: first, it would be wisely to start with a free platform – this will ensure that if at some point the teacher changes their mind, the platform can be replaced without any major concussion. Another thing to look for is a maximum userfriendlyand installation-free platform - that will ease both teacher and students. For the nature of the assignment features and functionality are also very significant- the blog has to be not only useful for its purpose, but also appealing and interactive. Some of the most popular platforms are Blogger, WordPress and Tumblr, the latter except from blogging also provides social network elements.

7. Using a blog involves some of the most essential active learning techniques- the methods and techniques of collecting information, and those of generating and creative summarizing of ideas. To note its further advantages we have to make a distinction between different types of blogs. The two most productive variations are the teacher’s blog and the student’s blog.

8. Conclusion. Blogs have undeniable advantages and can be very helpful with Elementary level students, who do not feel confident in their language skills. Blogs encourage creativity and are a useful tool to help shy and reserved students enjoy language learning. Teachers, however, have to be very careful and precise about certain risks. First they need to be strict with deadlines- students have to be prepared that this is not a leisure social networking with their peers, but is a part of the learning process. Thus, those who disrespect the deadlines will be penalized. What is more, teachers have to prepare a detailed of the activities they will assign for the blog projects. The clearer their idea is, the easier it will be to implement the schedule and decide whether students follow the set criteria. Teachers can set for a discussion some of the blogging tasks, but should not let the students decide on the whole schedule, otherwise there is the danger of disagreement on the subjects and materials which will prolong the assignments and disturb the deadlines. It has to be noted that students should not be expected to start blogging immediately as English classes start. This is crucial with Elementary level students, who lack experience in using the language. It is suitable to plan the blogging project for the second semester. During the first semester students will gain some knowledge and experience of English and will be more enthusiastic to participate in a blogging activity. This will also allow the teacher to prepare an adequate plan for the self-study assignments. The teacher can also use the end of the first semester to conduct a survey asking about students’ previous experience with blogs and their recommendations what platform to use and what subjects to discuss.

9. It is vital to clarify that blogging does not substitute for the grammar, writing, listening and speaking lessons in class or the self-study tasks regarding grammar and vocabulary learning. The use of the blog is an additional activity and its function is to perfect the language skills not to form them. Used wisely blogs can contribute to EFL teaching, positively influence students’ concentration and interest in language learning.

**II. Make the summary of the text. Use the following phrase**

1. The article (text) is head-lined …

The head-line of the article (text) is …

2. The author of the article (text) is …

The article is written by …

3. It was published (printed) in …

4. The main idea of the article (text) is …

The article is about …

The article is devoted to …

The article deals with …

The article touches upon …

5. The purpose of the article is to give the reader some information on …

The aim of the article is to provide the reader with some material on …

6. The author starts by telling the readers (about, that) …

The author writes (states, stresses, thinks, points out ) that …

The article describes …

According to the article (text) …

Further the author goes on to say that …

7. The article is (can be) divided into 4(5-7) parts.

The first part deals with (is about, touches upon) …

8. In conclusion the article tells …

The author comes to the conclusion that …

9. I found the article interesting (important, dull, of no value, easy, too hard to understand).

**III. Make the abstract of the text.**

**IV Write 10 key words of the text and translate them into Russian.**

**Вариант 2**

**I. Translate 1,2, 5 paragraphs into Russian.**

**Encouraging Students’ Self-Study Through the Use of Blogs in EFL Teaching**

1. Introduction. The article is focused on the use of blogs as an educational tool that enhances active English language learning at the Faculty of Mathematics and Informatics at University of Plovdiv “PaisiiHilendarski”. Through blogs students can interact with each other, improve their writing and research skills, develop time management skills and self-initiative. Although English language is omnipresent in student’s environment, learning it seems to be a challenge for many of them. This mostly applies to Elementary level students who lack skills in grammar use, writing and speaking. As students at the Faculty major in Software Technology and Design, Mathematics, and Business Information Technology, they often have difficulties in language learning, due to fact that their efforts and skills are targeted at a different scientific field. The curriculum schedules English language classes during the first and second semester of the first year of studies. On the other hand, the English classes’ curriculum at the Faculty of Mathematics and Informatics is prepared to provide not only solid classroom practice, but also sufficient time for self-study. Thus, to fully utilize this opportunity a larger volume of individual tasks are involved. This raises the need for various, stimulating and educational assignments that can occupy students’ time for selfstudy, and also provoke their interest and inspire them to learn and explore.

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3. It is necessary to distinguish between active and interactive teaching methods when we consider effective classroom management. Active methods place the learner in an active learning position where s/he can acquire knowledge themselves. Interactive methods, in turn, require association with a particular group; they suggest an interaction with other learners and dialogical communication with these learners, which is extremely useful when learning a foreign language, e.g. English. Both of these methods can be applied not only to classroom activities, but also to self-study tasks.

4. Incorporating blogs in the self-study process provides the most beneficial features of both active and interactive learning methods. As Connolly states, “The exercise of writing a blog encourages students to think about and expand on their own ideas and thoughts about their culture and community. Students have the opportunity to interact with content material as well as other students’ work. They use their background knowledge and preconceptions to respond to new ideas, comment on posts, and make connections with academic topics of current study. A classroom blog provide students with the opportunity to form an interactive community. The focus is on learning and sharing information, motivating students to discover the benefits of becoming lifelong learners. Blogs also provide students with opportunities to become “experts” on a topic and share their knowledge with others. An in-teractive community develops as students read and then comment what they have read.” [4, p. 5-6] Blogs- Definition, Characteristics and Advantages

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9. I found the article interesting (important, dull, of no value, easy, too hard to understand).

**III. Make the abstract of the text.**

**IV Write 10 key words of the text and translate them into Russian.**

**Вариант 3**

**I. Translate 1,6, 7 paragraphs into Russian.**

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The author writes (states, stresses, thinks, points out ) that …

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According to the article (text) …

Further the author goes on to say that …

7. The article is (can be) divided into 4(5-7) parts.

The first part deals with (is about, touches upon) …

8. In conclusion the article tells …

The author comes to the conclusion that …

9. I found the article interesting (important, dull, of no value, easy, too hard to understand).

**III. Make the abstract of the text.**

**IV Write 10 key words of the text and translate them into Russian.**

**Вариант 4**

**I. Translate 2,8, 9 paragraphs into Russian.**

**Encouraging Students’ Self-Study Through the Use of Blogs in EFL Teaching**

1. Introduction. The article is focused on the use of blogs as an educational tool that enhances active English language learning at the Faculty of Mathematics and Informatics at University of Plovdiv “PaisiiHilendarski”. Through blogs students can interact with each other, improve their writing and research skills, develop time management skills and self-initiative. Although English language is omnipresent in student’s environment, learning it seems to be a challenge for many of them. This mostly applies to Elementary level students who lack skills in grammar use, writing and speaking. As students at the Faculty major in Software Technology and Design, Mathematics, and Business Information Technology, they often have difficulties in language learning, due to fact that their efforts and skills are targeted at a different scientific field. The curriculum schedules English language classes during the first and second semester of the first year of studies. On the other hand, the English classes’ curriculum at the Faculty of Mathematics and Informatics is prepared to provide not only solid classroom practice, but also sufficient time for self-study. Thus, to fully utilize this opportunity a larger volume of individual tasks are involved. This raises the need for various, stimulating and educational assignments that can occupy students’ time for selfstudy, and also provoke their interest and inspire them to learn and explore.

2. Active Learning and the Use of Blogs. In Seven Principles for Good Practice Arthur Chickering and Zelda Gamson point out that students do not learn much by simply being in class and listening to the teacher. They need to talk about what they are learning, write about it, correlate it with past experience and apply it in everyday life.[1, p. 330] These are some of the basic principles of active learning. Active learning, as opposed to passive learning, is an approach which encourages students to study through reading, writing, talking, listening, and contemplating. Active learning places students in an interactive learning environment, which has a number of indisputable advantages. Interactive classroom management requires that knowledge learning, formation of skills, attitudes building, provocation of independent thinking, and personal development happen simultaneously. Furthermore, the interaction realized in the learning process is not merely between teachers and trainees but between trainees themself, where they learn from each other’s previous knowledge and experience. From passive consumers of already existing ideas and truths, students become active partners of the teacher and create their own knowledge. What is more, teachers themselves are participants in the process of group learning and development - they are open, flexible, sensitive to others, able to cope equally well with academic challenges and the pedagogical and sociological aspects of the educational environment and interaction. A peaceful, positive and stimulating learning environment is maintained, as well as effective feedback.

3. It is necessary to distinguish between active and interactive teaching methods when we consider effective classroom management. Active methods place the learner in an active learning position where s/he can acquire knowledge themselves. Interactive methods, in turn, require association with a particular group; they suggest an interaction with other learners and dialogical communication with these learners, which is extremely useful when learning a foreign language, e.g. English. Both of these methods can be applied not only to classroom activities, but also to self-study tasks.

4. Incorporating blogs in the self-study process provides the most beneficial features of both active and interactive learning methods. As Connolly states, “The exercise of writing a blog encourages students to think about and expand on their own ideas and thoughts about their culture and community. Students have the opportunity to interact with content material as well as other students’ work. They use their background knowledge and preconceptions to respond to new ideas, comment on posts, and make connections with academic topics of current study. A classroom blog provide students with the opportunity to form an interactive community. The focus is on learning and sharing information, motivating students to discover the benefits of becoming lifelong learners. Blogs also provide students with opportunities to become “experts” on a topic and share their knowledge with others. An in-teractive community develops as students read and then comment what they have read.” [4, p. 5-6] Blogs- Definition, Characteristics and Advantages

5. There are countless definitions of what exactly is a blog, so I have extracted a very concise interpretation of the term: A blog (weblog) is an online journal that an individual can continuously update with their own words, ideas, and thoughts through software that enables one to easily do so. Unlike a standard website, weblog entries are made by typing directly into the browser and with the click of a button are instantly published on the internet. Blogging (the action of writing a blog) does not require sophisticated ICT skills, therefore it can be easily used in EFL teaching, even by a teacher who has moderate computer proficiency. Furthermore, the blog is interactive, in the sense that readers can respond to any given entry with a comment or even threaded discussions. The tone is informal and the blogger speaks generally in their own natural voice and tone. [1], [3, p. 26-30].

6. Before introducing the blog self-study assignment to students one has to consider the most appropriate and useful blogging platform for that matter. There is a wide choice online which can be a little confusing. Thus, here are a few features to look for when choosing a blog spot: first, it would be wisely to start with a free platform – this will ensure that if at some point the teacher changes their mind, the platform can be replaced without any major concussion. Another thing to look for is a maximum userfriendlyand installation-free platform - that will ease both teacher and students. For the nature of the assignment features and functionality are also very significant- the blog has to be not only useful for its purpose, but also appealing and interactive. Some of the most popular platforms are Blogger, WordPress and Tumblr, the latter except from blogging also provides social network elements.

7. Using a blog involves some of the most essential active learning techniques- the methods and techniques of collecting information, and those of generating and creative summarizing of ideas. To note its further advantages we have to make a distinction between different types of blogs. The two most productive variations are the teacher’s blog and the student’s blog.

8. Conclusion. Blogs have undeniable advantages and can be very helpful with Elementary level students, who do not feel confident in their language skills. Blogs encourage creativity and are a useful tool to help shy and reserved students enjoy language learning. Teachers, however, have to be very careful and precise about certain risks. First they need to be strict with deadlines- students have to be prepared that this is not a leisure social networking with their peers, but is a part of the learning process. Thus, those who disrespect the deadlines will be penalized. What is more, teachers have to prepare a detailed of the activities they will assign for the blog projects. The clearer their idea is, the easier it will be to implement the schedule and decide whether students follow the set criteria. Teachers can set for a discussion some of the blogging tasks, but should not let the students decide on the whole schedule, otherwise there is the danger of disagreement on the subjects and materials which will prolong the assignments and disturb the deadlines. It has to be noted that students should not be expected to start blogging immediately as English classes start. This is crucial with Elementary level students, who lack experience in using the language. It is suitable to plan the blogging project for the second semester. During the first semester students will gain some knowledge and experience of English and will be more enthusiastic to participate in a blogging activity. This will also allow the teacher to prepare an adequate plan for the self-study assignments. The teacher can also use the end of the first semester to conduct a survey asking about students’ previous experience with blogs and their recommendations what platform to use and what subjects to discuss.

9. It is vital to clarify that blogging does not substitute for the grammar, writing, listening and speaking lessons in class or the self-study tasks regarding grammar and vocabulary learning. The use of the blog is an additional activity and its function is to perfect the language skills not to form them. Used wisely blogs can contribute to EFL teaching, positively influence students’ concentration and interest in language learning.

**II. Make the summary of the text. Use the following phrase**

1. The article (text) is head-lined …

The head-line of the article (text) is …

2. The author of the article (text) is …

The article is written by …

3. It was published (printed) in …

4. The main idea of the article (text) is …

The article is about …

The article is devoted to …

The article deals with …

The article touches upon …

5. The purpose of the article is to give the reader some information on …

The aim of the article is to provide the reader with some material on …

6. The author starts by telling the readers (about, that) …

The author writes (states, stresses, thinks, points out ) that …

The article describes …

According to the article (text) …

Further the author goes on to say that …

7. The article is (can be) divided into 4(5-7) parts.

The first part deals with (is about, touches upon) …

8. In conclusion the article tells …

The author comes to the conclusion that …

9. I found the article interesting (important, dull, of no value, easy, too hard to understand).

**III. Make the abstract of the text.**

**IV Write 10 key words of the text and translate them into Russian.**