



УТВЕРЖДАЮ

Директор института филологии

/Артемова Ю.В./

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.В.01.ДВ.01.02 Совершенствование коммуникативной компетенции
по английскому языку

(Шифр и полное название дисциплины в соответствии с учебным планом)

Направление подготовки: 44.03.05 Педагогическое образование с двумя профилями подготовки

Направленность (профиль): Иностранный язык (английский), Иностранный язык (китайский)

Квалификация (степень): бакалавр

Форма обучения: очная

Институт: филологии

Кафедра: романо-германских языков и перевода

	очная форма	очно-заочная форма	заочная форма
Курс	IV, V		
Семестр/триместр	7,8,10		

Лекции	-		
Лабораторные занятия	-		
Практические (семинарские) занятия	194		
в т. ч. практическая подготовка	6		
Форма(ы) промежуточной аттестации	Зачет с оценкой		
контроль			
Иные формы работы			
Самостоятельная работа	94		

Всего часов: 288

Трудоемкость: 8 зачетных единиц.

Разработчик(и) рабочей программы: старший преподаватель кафедры романо-германских языков и перевода Аброськина Н.Б.

I. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ РАЗДЕЛ

Цель изучения дисциплины:

Целями освоения дисциплины «Совершенствование коммуникативной компетенции по английскому языку» является:

– дальнейшее развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, учебно-познавательной), а также развитие способности к правильной интерпретации конкретных проявлений коммуникативного поведения в различных ситуациях межкультурных контактов.

Задачи изучения дисциплины:

Задачами изучения дисциплины «Совершенствование коммуникативной компетенции» являются:

- Совершенствование коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении и письме);
- овладение новыми языковыми средствами в соответствии с заявленными в программе темами и сферами общения: увеличение объема активного и пассивного словаря; развитие навыков оперирования языковыми единицами в коммуникативных целях;
- увеличение объема знаний о социокультурной специфике стран изучаемого языка, позволяющих строить эффективное общение с учетом правил и традиций в рамках чужих культурных моделей;
- дальнейшее развитие умений выходить из положения в условиях дефицита языковых средств, при получении и передаче иноязычной информации;
- развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, а также совершенствовать навыки самостоятельной работы;
- расширение кругозора в сферах международной, политической, экономической, общественной, научной и культурной жизни, интеллектуальное и эмоциональное развитие личности студента;
- дальнейшее формирование профессиональных качеств учителя иностранного языка, таких как контактность, толерантность, воспитание морально-этических качеств, необходимых для будущего педагога.

Место дисциплины в структуре ОПОП: реализуется в рамках части, формируемой участниками образовательных отношений части блока Б1. Дисциплины.

Планируемые результаты обучения по дисциплине:

Код компетенции	Индикаторы достижения компетенции	Планируемые результаты обучения по дисциплине
ПКС-2	Знает: - закономерности, принципы и уровни формирования и реализации содержания образования по иностранным языкам; - структуру, состав и дидактические единицы содержания школьных предметов «Английский язык»	Знает: - способы организации образовательной деятельности обучающихся при обучении английскому языку;
	Умеет: - осуществлять отбор учебного содержания для реализации в различных формах обучения иностранным языкам в соответствии с дидактическими целями, возрастными особенностями обучающихся и требованиями ФГОС общего образования;	Умеет: - использовать различные источники для обучения иностранному языку в зависимости от возраста обучающихся и требованиями ФГОС общего образования
	Владеет: - предметным содержанием дисциплин «Английский язык», - умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения иностранным языкам	Владеет: - приемами мотивации школьников к учебной и учебно-исследовательской работе по английскому языку

II. СОДЕРЖАНИЕ И ОБЪЕМ ДИСЦИПЛИНЫ

с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу

Очная форма обучения

№ п/п	Наименование разделов и тем	Всего	Аудиторные занятия			Сам. раб.
			ЛК	ПЗ	ЛБ	
	7 семестр					
1	Раздел 1. In the World of English	96		66		32
2	Тема 1. English: Origin and Diversity	24		16		8
3	Тема 2. Globalisation of English	24		18		8
4	Тема 3. Language and Gender	24		16		8

5	Тема 4. Language of Politics and Politically Correct Language	14		16		8
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 7 семестр</i>	96		66		32
	8 семестр					
6	Раздел 2. Writing an essay in English	96		66		32
7	Тема 1. There are so many genres, there are too many genres	32		22		12
8	Тема 2. The good old description	32		22		10
9	Тема 3. Everything may be compared	32		22		10
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 8 семестр</i>	96		66		32
	10 семестр					
	Раздел 3 Actual themes for discussion	96		62		30
10	Тема 4. Let's discuss	48		30		15
11	Тема 5. Story-telling and story-teller	48		32		15
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 10 семестр</i>	96		62		30
	ИТОГО:	288		194		94

Очно-заочная форма обучения не реализуется

Заочная форма обучения не реализуется

III. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Текущая аттестация проводится в форме контрольной работы, теста и др.

Типовой вариант контрольной работы

7 семестр

Тест

Replace the italicized expression by the synonym.

1. Is it **reasonable** to ban children from using the Internet?

- a) just
- b) generous
- c) good-natured
- d) hatred

2. So, George... Have you **made up your mind** where you want to go for your internship?

- a) decided c) conjured up
b) told your mom d) postponed
3. I love you **from the bottom of my heart**.
- a) deeply c) truly
b) madly d) abundantly
4. At this I entirely **lost my temper**.
- a) got angry c) argued
b) get on with d) gave up
5. **Ours was a marriage of convenience** pure and simple.
- a) It was mutual love. c) We married for money.
b) We married for love. d) It was one-sided love.
6. Who **influenced** her to do that?
- a) surprised c) affected
b) ignored d) survived
7. What **grounds** do you have to call him a hen-pecked husband?
- a) consequences c) causes
b) cases d) circumstances
8. **Do you grasp** the possible consequences?
- a) Are you aware c) are you aware of
b) Do you aware of d) do you catch
9. I admire that **fascinating** woman.
- a) ridiculous c) adorable
b) moody d) unpredictable
10. Don't **give in to** your kids' demands!
- a) let c) adjust
b) allow d) indulge
11. The **clergyman** joined them in matrimony.
- a) best man c) minister
b) prime-minister d) bridegroom
12. Her **disobedient** nephew is a holly terror.
- a) spectacular c) fear
b) mischievous d) sick
13. It's interesting, deeply interesting - but an **anxious** job too.
- a) accustomed c) disturbing

b) suitable

d) jealous

14. My parents **pin their hopes on** me.

a) confuse

c) confide in

b) correct

d) consult

15. I don't want you to end up having a furious row. Behave in a **proper** way!

a) urgent

c) suitable

b) pressing

d) accustomed

16. We **anticipate** spending two weeks here.

a) are looking for

c) look after

b) are looking forward to

d) looking at

17. My spouse is perfection itself because he doesn't have **drawbacks**.

a) advantages

c) relatives

b) disadvantages

d) in-laws

18. We arranged the engagement with my **beloved**.

a) complementary half

c) spouse

b) ex-wife

d) friend

19. He was upset, but not **distraught**.

a) embarrassed

c) disguised

b) excited

d) relaxed

20. I couldn't **go through with** the panic attack.

a) postpone

c) cancel

b) call off

d) survive

21. He isn't able to live without admiration and he has found a woman who **worships** him.

a) attracts

c) adores

b) admit

d) amuses

22. They **transmute** the real grounds of the divorce.

a) lie

c) tell lies

b) change

d) make up

23. He resorted to kidnapping because he felt **rage** and grief.

a) anger

c) relief

b) row

d) argue

24. I was **astonished** at his conduct.

a) amazed

c) full of

b) filled

d) disruptive

Match the word with the translation.

25.

- | | |
|------------------------------|---|
| 1) to break out | a) вторгаться |
| 2) verb | b) наречие |
| 3) the notional verb | c) вспомогательный глагол |
| 4) be in a good mood | d) ладить, быть дружелюбным |
| 5) adverb | e) прилагательное |
| 6) be broke | f) потерять дар речи |
| 7) conjunction | g) частица |
| 8) do sb a favour | h) обнаруживать, выявлять |
| 9) preposition | i) междометие |
| 10) to break down | j) быть на мели |
| 11) particle | k) предлог |
| 12) misbehave | l) вести себя хорошо |
| 13) behave oneself | m) плохо вести себя |
| 14) interjection | n) союз |
| 15) adjective | o) глагол |
| 16) to break into | p) сбежать |
| 17) be on good terms with sb | q) быть в хорошем настроении |
| 18) do one's best | r) быть на чем-либо месте |
| 19) the auxiliary verb | s) смысловой глагол |
| 20) be at a loss for words | t) не выдержать, потерять самообладание |
| 21) be in sb's shoes | u) сделать одолжение, оказать услугу |
| 22) bring out | v) делать все возможное |

8 семестр

Тест

I

1. Give the equivalents for the following:

Проторенная дорожка, наглое списывание на экзамене, экзаменационная комиссия, неизбежное и неприятное события [20 словосочетаний указанного типа]

2. Circle the word or phrase which best completes each sentence:

1. His failure to turn his attention to _____ wastes of public money is inexcusable.
a) flagrant b) awkward c) frustrated d) opiate
2. Unlike many of the runners who wore obviously nervous the champion seemed almost _____ before the race. [10 фраз указанного типа]

3. Correct the mistakes:

1. When you're shopping, keep your eye on something we can give John as a birthday present. 2. The bridge is not so impressive as some guides would have you to believe. 3. They were reduced to the extreme begging. 4. She is at home swotting up her maths exam. [10 фраз, содержащих ошибки]

4. Complete the sentence:

- a) Using phrasal verb «go»:
1. How did you go _____ finding a job?
2. The company is refusing to go _____ detail about its offer.
3. Could you go _____ this report and correct any mistakes?
4. Hansen will go _____ as one of the best teachers this school has ever had.
5. Going _____ what Tom said, we should be there by midday.

[до 2-3 фразовых глаголов]

5. Translate into English:

1) Дженни весело болтала, а мой отец с неодобрением смотрел на неё. Внезапно он резко оборвал Дженни: «Прекрати эту пустую болтовню. У меня раскалывается голова».

2) Генри пытался убедить её вложить деньги в этот проект, говоря о том, что его успех неизбежен. В конце концов он закричал:

– Неужели после стольких лет ты не можешь положиться на мое слово?

– Не смей повышать на меня голос, Генри Роллинс! – последовал ответ. [10 ситуаций указанного типа]

II

I. Choose the word which completes the sentence best of all:

1. The family is all _____.

a) composed b) set c) set up

2. You can _____ the washing machine right here.

a) set aside b) set up c) set in

[10 фраз указанного типа]

II. Insert the right adverb or preposition

1. The judgement was set _____ and he was released from prison.

2. Don't believe her honesty. She's just putting it _____

3. This poem was set _____ music long ago. [10 фраз указанного типа]

III. Translate the following words and word combinations into English:

Дать волю эмоциям; пропустить замечание; увлекательный роман; сосредоточить уклоняться от уплаты налогов; горький пьяница; обрывистая речь; сливки общества.

[10 словосочетаний указанного типа]

IV. Translate the sentences into English:

1) Сокращения рабочих мест повлекли за собой массовое возмущение.

2) Как ударнику ему нет равных во всём мире.

3) Жига – это ирландский народный инструмент. [10 фраз указанного типа]

V. Translate the sentence into Russian:

1) We may give up the house and store our things, we'll be gone for the summer.

2) Woodwind instruments are the piccolo, flute, bassoon and others.

3) Each country is noted for its own musical rhythm – Spain for its flamenco, Argentina for its tango and Ireland for its jig. [10 фраз указанного типа]

10 семестр

Тест

Choose the appropriate word:

1. I wake up at six o'clock, then I _____ a shower.

a) make b) have c) do d) get down

2. He won't listen to people who haven't gone to university. He's so ____ .

a) arrogant b) assertive c) argumentative d) aquiline

3. Louise is a ____ student and always hands in her homework on time.

a) conscientious b) considerate c) cautious d) curious

4. We've _____ sugar. Can you go and get some?

- a) run in b) run out of c) run off d) run up on
5. a fence formed by a row of closely planted shrubs or bushes
- a) seat b) hedge c) rubbish d) shed
6. Sue is a very ___ colleague. She always asks people first if she can open the window.
- a) cunning b) considerate c) capricious d) carnivorous
7. She lay on the sofa and dropped her head back against the ____.
- a) rug b) bun c) cushion d) loft
8. Tony is such a ___ eater. He refuses to eat most vegetables.
- a) curious b) fussy c) exciting d) delinquent
9. Teaching young children is a _____ and rewarding job.
- a) chatty b) changing c) challenging d) funny
10. I _____ my breakfast. It is the most important meal of the day!
- a) do b) make c) cook d) spoil
11. A good teacher is able to explain sth _____ without peering into reference literature.
- a) on the spot b) on the sport c) at the spot d) in the spot
12. They live in a(n) house which stands by itself in a field.
- a) attached b) detached c) detaching d) semi-detached
13. _____ schools are not selective: you do not have to pass an exam to go there.
- a) public b) grammar c) comprehensive d) boarding
14. She looks ... after her illness.
- a) slender b) plump c) thin d) delicious
15. One cannot deny that such a quality as human professional ___ is of great importance.
- a) arrangement b) detachment c) attachment d) engagement
16. The colonel's face was cleanly shaven showing a bronzed
- a) complexion b) countenance c) facial expression d) moustache
17. He keeps all his tools and do-it-yourself equipment in a in the garden.
- a) barn b) hut c) shed d) stable
18. She maintained _____ control over her emotional life.
- a) queer b) complex c) rigid d) bewildering
19. A building or room devoted to study or literary pursuits.
- a) cabinet b) cabin c) study d) loo
20. If someone is _____, they behave arrogantly and pompously.
- a) high-handed b) moody c) disruptive d) conspicuous

Give the synonyms and the antonym:

21. stingy
22. mean
23. a skinny brunette
24. a stone heart
25. mighty

Пример текста для реферирования с элементами анализа
“Nobody Knows” by Sherwood Anderson

Looking cautiously about, George Willard arose from his desk in the office of the Winesburg Eagle and went hurriedly out at the back door. The night was warm and cloudy and although it was not yet eight o'clock, the alleyway back of the Eagle office was pitch dark. A team of horses tied to a post somewhere in the darkness stamped on the hard-baked ground. A cat sprang from under George Willard's feet and ran away into the night. The young man was nervous. All day he had gone about his work like one dazed by a blow. In the alleyway he trembled as though with fright.

In the darkness George Willard walked along the alleyway, going carefully and cautiously. The back doors of the Winesburg stores were open and he could see men sitting about under the store lamps. [...]

George Willard crouched and then jumped through the path of light that came out at the door. He began to run forward in the darkness. [...]

George Willard had set forth upon an adventure. All day he had been trying to make up his mind to go through with the adventure and now he was acting. In the office of the Winesburg Eagle he had been sitting since six o'clock trying to think.

There had been no decision. He had just jumped to his feet, hurried past Will Henderson who was reading proof in the printshop and started to run along the alleyway.

Through street after street went George Willard, avoiding the people who passed. He crossed and recrossed the road. When he passed a street lamp he pulled his hat down over his face. He did not dare think. In his mind there was a fear but it was a new kind of fear. He was afraid the adventure on which he had set out would be spoiled, that he would lose courage and turn back.

George Willard found Louise Trunnion in the kitchen of her father's house. She was washing dishes by the light of a kerosene lamp. There she stood behind the screen door in the little shedlike kitchen at the back of the house. George Willard stopped by a picket fence and tried to control the shaking of his body. Only a narrow potato patch separated him from the adventure. Five minutes passed before he felt sure enough of himself to call her. "Louise! Oh, Louise!" he called. The cry stuck in his throat. His voice became a hoarse whisper.

Louise Trunnion came out across the potato patch holding the dish cloth in her hand. "How do you know I want to go out with you," she said sulkily. "What makes you so sure?"

George Willard did not answer. In silence the two stood in the darkness with the fence between them. "You go on along," she said. "Pa's in there. I'll come along. You wait by Williams' barn.

The young newspaper reporter had received a letter from Louise Trunnion. It had come that morning [...]. The letter was brief. "I'm yours if you want me." It said. He thought it annoying that in the darkness by the fence she had pretended there was nothing between them. "She has a nerve! [...]" he muttered as he went along the street and passed a row of vacant lots where corn grew. [...]

When Louise Trunnion came out of the front door of her house she still wore the gingham dress in which she had been washing dishes. There was no hat on her head. [...]

In the shadows by Williams' barn George and Louise stood, not daring to talk. She was not particularly comely and there was a black smudge on the side of her nose. George thought she must have rubbed her nose with her finger after she had been handling some of the kitchen pots.

The young man began to laugh nervously. "It's warm," he said. He wanted to touch her with his hand. "I'm not very bold," he thought. Just to touch the folds of the soiled gingham dress would, he decided, be an exquisite pleasure. She began to quibble. "You think you're better than I am. Don't tell me, I guess I know," she said drawing closer to him.

A flood of words burst from George Willard. He remembered the look that had lurked in the girl's eyes when they had met on the streets and thought of the note she had written. Doubt left him. The whispered tales concerning her that had gone about town gave him confidence. He became wholly the male, bold and aggressive. In his heart there was no sympathy for her. "Ah, come on, it'll be all right. There won't be anyone know anything. How can they know?" he urged.

They began to walk along a narrow brick sidewalk between the cracks of which tall weeds grew. Some of the bricks were missing and the sidewalk was rough and irregular. He took hold of her hand that was also rough and thought it delightfully small. "I can't go far," she said and her voice was quiet, unperturbed.

They crossed a bridge that ran over a tiny stream and passed another vacant lot in which corn grew. The street ended. In the path at the side of the road they were compelled to walk one behind the other. Will Overton's berry field lay beside the road and there was a pile of boards. "Will is going to build a shed to store berry crates here," said George and they sat down upon the boards.

* * *

When George Willard got back into Main Street it was past ten o'clock and had begun to rain. Three times he walked up and down the length of Main Street. Sylvester West's Drug Store was still open and he went in and bought a cigar. When Shorty Crandall the clerk came out at the door with him he was pleased. For five minutes the two stood in the shelter of the store awning and talked. George Willard felt satisfied. He had wanted more than anything else to talk to some man. Around a corner toward the New Willard House he went whistling softly.

On the sidewalk at the side of Winney's Dry Goods Store where there was a high board fence covered with circus pictures, he stopped whistling and stood perfectly still in the darkness, attentive, listening as though for a voice calling his name. Then again he laughed nervously. "She hasn't got anything on me. Nobody knows," he muttered doggedly and went on his way.

Оценка освоения обучающимися содержания дисциплины (модуля) включает текущий контроль успеваемости и промежуточную аттестацию обучающихся.

Текущий контроль успеваемости обеспечивает оценивание хода освоения дисциплин (модулей) и осуществляется с помощью следующих оценочных средств: интерактивные беседы на практических занятиях, тесты на знание лексики, опросы.

Промежуточная аттестация обучающихся осуществляется в форме зачета с оценкой с оценкой с использованием следующих оценочных материалов: перечень вопросов к зачету с оценкой, тест, текст для реферирования с элементами анализа. Оценочные средства.

Темы к зачету с оценкой (7 семестр, очная форма обучения)

- 1) Give several reasons why a person who speaks more than one language has a definite advantage over the person who is monolingual.
- 2) Formulate several reasons why English is used as a common second language by so many people throughout the world.
- 3) Would it be of great benefit to have people learn and use a universal synthetic language, such as Esperanto? Explain your answer.
- 4) Do you think it would have been better if English had remained as it was 1000 years ago? Has it become simpler over the years?
- 5) What does the change in a language show about the history and development of the country it belongs to?
- 6) Do you think it is important to study a language, in terms of its origin and history, its literature and its grammar? Why?
- 7) Some people consider the processes going on in American English as its decline. Do you agree or disagree? Give your reasons.
What way would American English develop? Would it become tolerant?
- 8) With the world turning into global village and changing demographics within the USA would American English lose its national identity? Is the Russian language facing the same threat?
- 9) Why are people struggling for the right to speak their native language? Why is it important to speak it?

Темы к зачету с оценкой (8 семестр, очная форма обучения)

- 1) Are there any nationalities in your country which are deprived of the right to speak their native language? What are they doing? What is the government doing?
- 2) Are there any foreign languages used in your country? What are they? For what purpose and by whom are these languages used? Are they, for example, used for trade, education, international relations, and so on?
- 3) State several reasons why you are studying English as a second language.
- 4) How can tribal languages be protected? Should it be the concern of a tribe itself or the international community?
- 5) Would you agree with the statement that the sooner the world only speaks one language the better? Why? Why not?
- 6) What problems can having many languages in one country create? Prove your point of view by giving examples.
- 7) Could the way women use the language hinder their career and social opportunities? Why? Why not?

8) What are some politeness strategies that exist in your native language? Are these strategies similar to or different from politeness strategies in English? Describe these differences to the class and relate any miscommunication that you think could occur between people from the U.S. and your culture.

Темы к зачету с оценкой (10 семестр, очная форма обучения)

1. Customs and Traditions in the USA, Great Britain and Russia.
2. Music and Music genres.
3. Generation gap.
4. Family Problems.
5. Literature genres.
6. My Favorite Character.

IV. ПЕРЕЧЕНЬ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

4.1. Основная литература

1. Петрова, Ю. А. Английский язык : учебник : [16+] / Ю. А. Петрова, Е. Н. Сагайдачная, В. Б. Черемина ; Ростовский государственный экономический университет (РИНХ). – Ростов-на-Дону : Издательско-полиграфический комплекс РГЭУ (РИНХ), 2020. – 210 с. : ил., табл. – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=611191> (дата обращения: 14.08.2023). – Текст : электронный.

4.2. Дополнительная литература

1. Степанова, С.Ю. Совершенствуйте навыки работы с текстом=Brush up your text skills: Getting prepared for the state exam: готовимся к государственному экзамену / С.Ю. Степанова. – Москва: Издательство «Прометей», 2014. – 176 с. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=240483>. – ISBN 978-5-7042-2508-9 (дата обращения 28.08.2023).
2. Фатюшина, Е.Ю. Пишем сочинение на английском языке : учебно-методическое пособие : [16+] / Е.Ю. Фатюшина. – Москва ; Берлин : Директ-Медиа, 2017. – 37 с.: табл. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=480134>. – Библиогр. в кн. – ISBN 978-5-4475-9385-8 (дата обращения 28.08.2023).

V. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО- ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

№ пп	Ссылка на информационный ресурс	Наименование разработки в электронной форме	Доступность
1.	www.info.ox.ac.uk/bnc	Обширный англоязычный лингвистический ресурс	Свободный доступ
2.	http://eng.1september.ru	Образовательный проект Fluent English	Свободный доступ

VI. СОВРЕМЕННЫЕ ПРОФЕССИОНАЛЬНЫЕ БАЗЫ ДАННЫХ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

1.	http://www.biblioclub.ru	Электронно-библиотечная система (ЭБС) Университетская библиотека онлайн	Регистрация через любой университетский компьютер. В дальнейшем индивидуальный неограниченный доступ из любой точки, в которой имеется доступ к сети Интернет
2.	http://www.abbyylingvoonline.ru http://www.multitran.ru www.rambler.ru/dict/enru	Многоязычные словари	Свободный доступ
3.	www.acronymfinder.com www.sokr.ru	Словари сокращений	Свободный доступ
4.	www.askoxford.com/ www.dictionary.cambridge.org/	Толковые словари	Свободный доступ

VII. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ

При реализации учебной дисциплины применяется следующее лицензионное и свободно распространяемое программное обеспечение:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice и др.

VIII. ОБОРУДОВАНИЕ И ТЕХНИЧЕСКИЕ СРЕДСТВА ОБУЧЕНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ

Учебные занятия проводятся в аудиториях, укомплектованных специализированной мебелью, в том числе стационарными или переносными техническими средствами обучения (проектор, экран, компьютер/ноутбук).

Самостоятельная работа проводится в кабинетах, оснащенных компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду университета.