




MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education

Far Eastern Federal University
(FEFU)

**ORIENTAL INSTITUTE – SCHOOL OF REGIONAL AND
INTERNATIONAL STUDIES**


AGREED

Head of Educational
Program

 V.V. Kumeiko
(Signed) (Surname)

CLAIM

Director of the Production Company
Structural subdivision

 V.V. Kumeiko
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April 12, 2023

WORK PROGRAM OF THE DISCIPLINE

Russian Language: Effectiveness of Speech Communication

Area of study 06.03.01 Biology

Form of training: full-time

The work program is drawn up in accordance with the requirements of the Federal State Educational Standard in the field of training 06.03.01 Biology, approved by the order of the Ministry of Education and Science of the Russian Federation dated 07.08.2020 No. 9 20

The work program was discussed at the meeting of the Department of Russian Language and Literature, minutes No. 1 dated January 27, 2023

Head of the Department of Russian Language and Literature: Sheremetyeva E.S.

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Vladivostok
2023

1. *The work program was revised at the meeting of the Department/Department/Division (implementing the discipline) and approved at the meeting of the Department/Department/Division (graduating structural unit), minutes of "*
_____ 202 No.
2. *The work program was revised at the meeting of the Department/Department/Division (implementing the discipline) and approved at the meeting of the Department/Department/Division (graduating structural unit), minutes of "*
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Abstract of the discipline "Russian Language: Effectiveness of Speech Communication"

The total work on the discipline is 2 credits / 72 academic hours. It is a compulsory discipline, studied in the 1st year and completed by credit. The curriculum provides for 36 hours of practical classes, as well as 36 hours for the student's self-study.

Language: Russian

Objective: To develop students' skills of effective speech activity, namely:

1) preparation and presentation of oral presentations on socially significant and professionally oriented topics;

2) creation and linguistic design of academic and official business texts of various genres.

Tasks:

- develop skills in writing academic texts of various genres (abstract, abstract, essay, scientific article);

- develop skills in composing official business texts of various genres (personal business papers, reporting documents, business letters);

- improve the skills of language design of the text in accordance with the accepted norms, rules, standards;

- to develop the skills of editing/self-editing of the written text;

- to teach the techniques of effective oral presentation of a written text;

- introduce the principles and techniques of conducting a constructive discussion;

- Teach techniques for creating an effective presentation.

Preliminary competencies are not required, knowledge of the school curriculum is enough.

As a result of studying this discipline, students form the following **universal competencies: UK-4, UK-5.**

Name of the category (group) of universal competencies	Universal Competency Code and Name (result of mastering)	Code and name of the competency indicator
Communication	UK-4 Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)	UK-4.2 Understands the behavior of selected groups of people with whom he works/interacts, takes them into account in his/her professional activities

Name of the category (group) of universal competencies	Universal Competency Code and Name (result of mastering)	Code and name of the competency indicator
		UK-4.3 Competently and effectively builds business, oral and written communication with representatives of other nationalities and cultures in both foreign languages and the state language of the Russian Federation
Cross-cultural interaction	UK-5. Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	UK-5.3 Takes into account the peculiarities of the cultural Diversity of Society, Key Aspects Development of Asia and the Pacific

To form the above competencies within the framework of the discipline "Russian Language: Effectiveness of Speech Communication", the following educational technologies and methods of active/interactive learning are used: round table, dispute, discussion, business game, work in small groups.

I. Goals and Objectives of Mastering the Discipline

Objective: To develop students' skills of effective speech activity, namely:

- 1) preparation and presentation of oral presentations on socially significant and professionally oriented topics;
- 2) creation and linguistic design of academic and official business texts of various genres.

Tasks:

- develop skills in writing academic texts of various genres (abstract, abstract, essay, scientific article);
- develop skills in composing official business texts of various genres (personal business papers, reporting documents, business letters);
- improve the skills of language design of the text in accordance with the accepted norms, rules, standards;
- to develop the skills of editing/self-editing of the written text;
- to teach the techniques of effective oral presentation of a written text;
- introduce the principles and techniques of conducting a constructive discussion;

Teach techniques for creating an effective presentation.

The place of the discipline in the structure of the OBOR HE (in the curriculum): it is a discipline of the compulsory part of the EP, it is included in the

university-wide core of disciplines.

Universal competencies of students, indicators of their achievement and learning outcomes in the discipline.

Code and name of the competency indicator	Name of the assessment indicator (the result of learning in the discipline)
UK-4.2 Understands the behavior of selected groups of people with whom he works/interacts, takes them into account in his/her professional activities	Knows the content of the specifics of the addressee factor in professional communication
	Knows how to build effective interaction with different categories of recipients
	Proficient in communicative tactics of successful interaction with the addressee
UK-4.3 Competently and efficiently builds a business oral and written communication with representatives of other nationalities and cultures in foreign languages and the state language of the Russian Federation	Knows the principles and rules of business communication, the peculiarities of written and oral forms of speech
	Is able to carry out competent and effective verbal interaction in the professional sphere
	Proficient in the culture of business speech, skills in creating business texts
UK-5.3 Takes into account the peculiarities of the cultural Diversity of Society, Key Aspects Development of Asia and the Pacific	Knows the content of key concepts and principles of intercultural communication, including the norms of speech etiquette
	Is able to effectively interact with representatives of different socio-cultural communities
	Possesses intercultural communication skills, including the norms of speech etiquette

II. Labor intensity of the discipline and types of training in the discipline

The total work capacity of the discipline is 2 credits (72 academic hours).

The types of training and work of the student in the discipline are:

Designation	Types of Study Sessions and Student Work
Ave	Practical exercises
WED	Student's independent work during the period of theoretical training

III. Structure of the discipline

The form of study is full-time.

№	Section Name Discipline	Semester	Number of hours by type of training and work of the student						Forms of intermediate attestation
			Mild	Lab	Ave	OK	WED	Control	
1	Section I. Speech	1	-	-	8	-	38	-	PR-2

	Communication and Speech Impact								
2	Section II. Functional and Stylistic Differentiation of the Modern Russian Literary Language and the System of Norms of Oral and Written Speech	1	-	-	8				
3	Section III: Main Features and Forms of Scientific Communication	1	-	-	10				
4	Section IV: Main Features and Forms of Business Communication	1	-	-	10				
	Total:		-	-	36	-	36	-	

IV. CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures are not included in the curriculum.

V. CONTENT OF THE PRACTICAL PART OF THE COURSE

PRACTICAL EXERCISES (36 hours)

Section I. Speech Communication and Speech Impact (8 hours; including the use of MAO – 5 hours)

Class 1. Basic Concepts of Communication Theory (2 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).
2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. The concept of communication. Social Communication. Verbal and non-verbal communication. Types of verbal communication (oral and written form, contact – distant, direct – indirect, with active or passive feedback, dialogue – monologue, private – official). Levels of communication (personal, group, public, mass). Professionally oriented types of communication. The concept of professional communication. Business communication (different approaches to the concept). Spheres of Communication (Traditional and Modern Classifications).

2. Non-verbal component of speech communication. A person's non-verbal behavior. Classification of non-verbal signals (optical-kinetic, phonation, proxemic, tactile, olfactory). The Theory of Communicative Meaning of Non-Verbal Signs:

Intentional and Non-Intentional Non-Verbal Signs. Functions of non-verbal means in communication. Non-verbal means and effectiveness of communication. The appropriateness of using non-verbal means in different communication situations. The concept of congruence.

3. The concept of a communicative situation. Components of a communicative situation (structure of a communicative situation). Communicative Situation and Communicative Action (Communicative Act). The concept of communicative purpose. Types of communicative goals. The concept of communicative failure. Types of communicative failures. Causes of communicative failures. The concept of communication barrier, types of communication barriers. Ways to overcome communication barriers.

4. Analysis of specific communicative situations according to actual parameters, determination of the degree of effectiveness of the use of non-verbal means in solving specific tasks set by communicators, identification of errors in communication leading to communicative failures and failures, consideration of possible solutions to the created communicative problems and modeling of similar communicative situations with a focus on the relevant professional spheres.

Class 2. Speech etiquette (2 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 1 hour)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. The concept of ethics. Morality and ethics. Moral responsibility. The "golden" rule of morality.

2. The concept of etiquette. Speech etiquette as a component of etiquette. Functions of speech etiquette. Three Axioms of Speech Etiquette. Etiquette Speech Formulas.

3. The concept of euphemism. Euphemization of speech. Scopes of euphemism. Functions of euphemisms. Euphemism and dysphemism.

4. Ethical principle of parity. Postulates of P. Grice. The Principle of Courtesy of J. Leach. The concept of politeness. The concept of rudeness. Functions of politeness and rudeness in speech behavior. Positive and Negative Politeness as Two Strategies of Speech Behavior.

5. Types of communicative roles. Role conflict. Role Functions of Communication Participants and Norms of Speech Etiquette. Rules of Speech Behavior for the Speaker and the Listener from the Point of View of Successful Communication and Norms of Speech Etiquette (N.I. Formanovskaya).

6. Social-group and national-cultural factors of speech etiquette. Communicative taboos. The concept of socially acceptable treatment.

7. Norms of speech etiquette in the business sphere. Rules of Business Etiquette Yager. General Characteristics of Business Communication as a Factor of Speech Business Etiquette. Rules of business communication when communicating "vertically" and "horizontally". Business telephone conversation.

Class 3. Manipulation and aggression (4 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. The concept of speech impact. The Origins of the Theory of Speech Influence. The concept of rhetoric as the "art of persuasion". The Ancient Rhetorical Canon and Its Modern Interpretation in the Aspect of Speech Impact. Theory of Argumentation. Influencing the mind and influencing the senses.

2. Subject and object of speech impact. Motivational base of speech impact (motives, needs, goals, desires, interests, values, meanings).

3. Semiotic prerequisites of speech impact. Structure of the language sign. Speech Communication and Speech Impact. Persuasion and self-persuasion. A model of communication and its speech-influencing potential. Basic Cognitive Strategies of Speech Impact: Intensification and Downplay. Reductionism and Complication Strategies. Explicit and Implicit Information in Speech Impact, the Significance of Implicit Information. Means of speech influence.

4. The concept of manipulation. Persuasion and suggestion. Psycholinguistic Mechanisms of Manipulation. Means of speech manipulation. In the case of speech manipulation at the phonetic, lexical, and grammatical levels of the language. Stylistic figures as in speech manipulation. Intentional violation of the laws of logic as in speech manipulation (improper analogy, substitution of a thesis, expansion of a thesis, insufficiency of the foundation, etc.). Linguistic demagoguery (pluralization, labeling, introduction of hidden generalizations, etc.).

5. Speech manipulation in interpersonal and mass communication. Speech manipulation in the sphere of advertising, in political discourse, in the sphere of official business relations.

6. The concept of "aggression", "verbal aggression". Forms of verbal aggression. Conflict and aggression. The concept of "invective". Verbal Aggression in Verbal Business Communication and Business Correspondence and Ways to Eliminate It.

Section II. Functional and Stylistic Differentiation of the Modern Russian Literary Language and the System of Norms of Oral and Written Speech (8 hours; including the use of MAO – 3 hours)

Class 4. Modern Russian Literary Language: Concept and Style System (4 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. The Concept of Modern Russian Literary Language. Literary language and national language.

2. Literary Language and Other Forms of the National Language.

3. The sphere of functioning of territorial dialects, their functional significance at a given historical stage.

4. The concept of jargon. Classification of modern jargons. Functions of jargon in modern society.

5. The concept of colloquialism.

6. Stylistic System of Modern Russian Literary Language. The Concept of Literary Language Style.

7. Criteria for distinguishing functional styles: the scope of functioning, the requirements of the field of application of the language to linguistic means, the tasks and functions of the style to be solved, stylistic features, the system of linguistic means.

Class 5. Basic Norms of the Modern Russian Literary Language. Typical mistakes in oral and written scientific and business speech (4 hours; including

the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 1 hour)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).
2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. The Concept of the Norm of the Literary Language. Peculiarities of the Norm of the Literary Language. Types of norms. The norm is peremptory and dispositive.
2. Modern orthoepic norms: normative stress, typical cases of violation of stress norms.
3. Difficult cases of pronunciation of sounds, typical mistakes of modern native speakers.
4. Norms of word usage, typical cases of violation of modern lexical norms.
5. Modern morphological norms: difficult cases of using word forms of different parts of speech (nouns, numerals, verbs).
6. Modern syntactic norms: rules for the structure of phrases and sentences, typical mistakes in management, coordination, coordination in a simple sentence and in the organization of a complex sentence, characteristic of oral and written scientific and business speech.

Section III: Main Features and Forms of Scientific Communication (10 hours; including the use of MAO – 4 hours)

Class 6. Scientific style: substyles, genres, main features (4 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).
2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. Scientific Style as a Functional Variety of the Modern Russian Literary Language. Scope of application of the scientific style. The general purpose of scientific speech and the functions of scientific style.

2. Features of scientific thinking. Style-forming features of the scientific style: primary (abstract generalization, emphasized logic) and secondary (semantic accuracy, objectivity of presentation, non-categorical). Means and methods of ensuring the standard qualities of a scientific text. Requirements for the Selection of Linguistic Means of Scientific Style. The system of means of scientific style (specificity of vocabulary and grammatical organization).

3. Scientific style substyles. Reasons for highlighting substyles. A system of sub-styles of scientific style and field of scientific knowledge.

4. Genre system of scientific style: oral – written genres, primary – secondary. Genre specificity of each substyle of scientific style.

5. Scientific (academic) substyle as the basis of scientific style. A system of proper scientific written genres.

6. Features of the structure and language of a scientific article, monograph, works of a qualification nature (term paper, diploma work, dissertation).

7. Rules for the construction of a scientific text. Speech clichés of a scientific text. Types of information in a scientific text. "Own" and "foreign", ways of design. Ethical Principles of Scientific Style. The concept of plagiarism.

Class 7. Written and oral forms of scientific communication (6 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. Synopsis, abstract, abstract, theses and related activities (note-taking, abstracting, annotation, thesis): principles of selection and formatting of information in accordance with the tasks to be solved and the requirements of the genre.

2. Review as a special genre of scientific style, the purpose of reviewing. Academic Essay as an Educational and Scientific Genre, Its Varieties in Composition and Purpose.

3. Speech clichés characteristic of different genres of scientific texts.

4. Specificity of Oral Scientific Monologue Speech. Scientific article and scientific report. Abstract and abstract communication. Features of the oral implementation of the prepared scientific text.

5. Analysis of written scientific texts of different substyles and genres: structure, stylistic features, types of information, linguistic means of different levels.

6. Creation of scientific texts in accordance with the rules and requirements: abstract, abstract, review, theses, essays.

Section IV. Main Features and Forms of Business Communication (10 hours; including the use of MAO – 6 hours)

Class 8. Formal Business Style: Substyles, Genres and Main Features (2 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. Official Business Style as a Functional Variety of the Modern Russian Literary Language. Scope of application of official business style.

2. Tasks solved with the help of the official business style, and its functions (informative and regulative).

3. Stylistic features of the official business style: factual accuracy, objectivity, obligatory modality.

4. Standardization of the structure of the text and the linguistic means used as a specific style-forming feature of the official business text.

5. A system of means of official business style (lexical, morphological, syntactic means).

6. Varieties of business speech. Substyles of Official and Business Style: Grounds for Differentiation.

7. Genre specificity of official and business written speech.

8. The concept of a document. A system of genres of documents of administrative, managerial, legal and diplomatic substyles.

Class 9. Written forms of business communication (4 hours; including the use of the MAO "Round Table, Discussion, Polemics, Dispute, Debate" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a round table, discussion, polemics, dispute, debates (MA-4) and multi-level tasks and tasks (PR-11).

2. The set of tasks includes theoretical questions for discussion and practical tasks.

Questions for round tables, discussions, polemics, disputes, debates.

1. Personal business papers: specifics of language and structure (application, explanatory letter, power of attorney, receipt, resume, autobiography).

2. Common mistakes when drafting personal business papers.

3. Reporting documents: report, protocol.

4. Business Writing as a Key Genre of Professional Communication.

5. Business Letters: Genre System, Text Structure Features, Speech Clichés.

6. Features of business correspondence by e-mail: deviation from the standard.

7. Current Trends in the Practice of Russian Official and Business Writing: Influence of Western Traditions (New Genres, Props, Linguistic Means, Language Liberalization).

8. Analysis of texts of the official business style: substyle, genre referentiality, peculiarities of structure and language, manifestation of standardization.

9. Creation of document texts: personal business papers (application, receipt, power of attorney, explanatory note, receipt); resume; Business letter (informative letter, letter of request, letter of complaint, response to a complaint, cover letter, etc.).

Class 10. Oral forms of business communication (4 hours; including the use of the MAO "Business (role-playing) game" – 2 hours)

A description of the tasks to be performed.

1. The report is carried out in the form of a business (role-playing) game (PR-10).

2. The set of tasks includes practical tasks for a business (role-playing) game.

Questions for round tables, discussions, polemics, disputes, debates.

1. Verbal business communication.

2. Genres of oral business communication: interview (interview), business conversation, business negotiations.

3. Report and presentation with a report.

4. Resume and job interview.

5. Personnel conversation.

Laboratory work is not provided for in the curriculum.

VI. MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES

Item No.	Supervised sections/topics of the discipline	Code and name of the competency indicator	Learning Outcomes	Evaluation Tools	
				Current control	Intermediate Attestation
	Section I. Speech and Communication Speech Impact	UK-4.2 Understands the behavior of selected groups of people with whom he works/interacts, takes them into account in his/her professional activities	Knows the content of the specifics of the addressee factor in professional communication	UO-1 Interview/Oral Survey	PR-2 Quiz
			Knows how to build effective interaction with different categories of recipients	UO-1 interview/oral interview; UO-4 round table, discussion, polemics, disputes, debates; PR-7 abstract	
			Proficient in communicative tactics of successful interaction with the addressee	PR-2 test; PR-11 Multi-level tasks and assignments	
		UK-5.3 Takes into account the peculiarities of the cultural Diversity of Society, Key Aspects Development of Asia and the Pacific	Knows the content of key concepts and principles of intercultural communication, including the norms of speech etiquette	UO-1 Interview/Oral Survey	
			Is able to effectively interact with representatives of different socio-cultural communities	UO-1 interview/oral interview; UO-4 round table, discussion, polemics, disputes, debates; PR-2 Quiz	
			Possesses intercultural communication skills, including the norms of speech etiquette	PR-2 test; PR-11 Multi-level tasks and assignments	
		Section II. Functional and Stylistic Differentiation of	UK-4.2 Understands the behavior of selected	Knows the content of the specifics of the addressee	

the Modern Russian Literary Language and the System of Norms of Oral and Written Speech	groups of people with whom he works/interacts, takes them into account in his/her professional activities	factor in professional communication		
		Knows how to build effective interaction with different categories of recipients	UO-1 interview/oral interview; UO-4 round table, discussion, polemics, disputes, debates; PR-2 Quiz	
		Proficient in communicative tactics of successful interaction with the addressee	PR-2 test; PR-11 Multi-level tasks and assignments	
	UK-5.3 Takes into account the peculiarities of the cultural Diversity of Society, Key Aspects Development of Asia and the Pacific	Knows the content of key concepts and principles of intercultural communication, including the norms of speech etiquette	UO-1 interview/oral interview; UO-4 round table, discussion, polemics, disputes, debates;	
		Is able to effectively interact with representatives of different socio-cultural communities	PR-2 test; PR-11 Multi-level tasks and assignments	
Possesses intercultural communication skills, including the norms of speech etiquette				
Section III: Main Features and Forms of Scientific Communication	UK-4.2 Understands the behavior of selected groups of people with whom he works/interacts, takes them into account in his/her professional activities	Knows the content of the specifics of the addressee factor in professional communication	UO-1 Interview/Oral Survey	PR-2 Quiz
		Knows how to build effective interaction with different categories of recipients	UO-4 round table, discussion, polemics, disputes, debates; PR-4 abstract	

			Proficient in communicative tactics of successful interaction with the addressee	PR-3 essay; PR-11 Multi-level tasks and assignments	
		UK-5.3 Takes into account the peculiarities of the cultural Diversity of Society, Key Aspects Development of Asia and the Pacific	Knows the content of key concepts and principles of intercultural communication, including the norms of speech etiquette	UO-1 interview/oral interview; UO-3 Presentation/Presentation	
			Is able to effectively interact with representatives of different socio-cultural communities	UO-4 round table, discussion, polemics, dispute, debate	
			Possesses intercultural communication skills, including the norms of speech etiquette	MA-3 presentation/presentation; PR-2 test; PR-11 Multi-level tasks and assignments	
Section IV: Main Features and Forms of Business Communication	UK-4.3 Competently and efficiently builds a business oral and written communication with representatives of other nationalities and cultures in foreign languages and the state language of the Russian Federation		Knows the principles and rules of business communication, the peculiarities of written and oral forms of speech	UO-1 Interview/Oral Survey	PR-2 Quiz
			Is able to carry out competent and effective verbal interaction in the professional sphere	PR-10 Business and/or role-playing game	
			Proficient in the culture of business speech, skills in creating business texts		

Typical control tasks, methodological materials that determine the procedures for assessing knowledge, skills and (or) experience of activity, as well as criteria and indicators necessary for assessing knowledge, skills, and characterizing learning outcomes are presented in the Appendix.

VII. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF STUDENTS' INDEPENDENT WORK

Recommendations for Student Self-Study

Planning and organizing the time allotted for independent work tasks.

Having studied the schedule of independent work, the student must organize it correctly. It is recommended to study the structure of each task, pay attention to the work schedule, reporting on each task is provided in the last week according to the schedule. Pay attention to the fact that the results of independent work affect the final assessment based on the results of mastering the academic discipline.

Work with literature.

A number of tasks require you to work with literature. It is recommended to use various opportunities for working with literature: the funds of the FEFU Scientific Library (<http://www.dvfu.ru/library/>) and other leading universities of the country, as well as scientific library systems available for use.

In the process of doing independent work, including writing essays, it is recommended to work with the following types of publications:

a) scientific publications intended for scientific work and containing theoretical, experimental information about research. They can be published in the form of monographs, scientific articles in journals or in scientific collections;

b) Educational literature is divided into:

– educational publications (textbooks, manuals, lecture texts), which contain the most complete systematic presentation of a discipline or a particular section;

– reference books, dictionaries and encyclopedias – publications containing brief information of a scientific or applied nature, not intended for continuous reading. Their purpose is to be able to quickly get the most general ideas about the subject.

There are two methods of working with sources:

– Continuous reading is obligatory when studying a textbook, chapters of a monograph or article, that is, what has educational significance. As a rule, a second reading is required in order to understand what is written. Try not to omit comments, footnotes, reference materials during continuous reading, as they are intended for explanations and help. Analyze drawings (maps, diagrams, graphs), try to understand what trends and patterns they reflect;

– the method of selective reading complements continuous reading; It is used to search for additional, clarifying necessary information in dictionaries, encyclopedias, and other reference publications. This method is extremely important for reviewing what you have learned and consolidating it, especially when preparing for the test.

In order for each method to bring the greatest effect, it is necessary to record all the important points related to the topic you are interested in.

Theses are the main points of a scientific work, article or other work, and possibly an oral presentation; They carry more information than a plan. Simple theses are concise in form; Complex – in addition to the main author's idea, they contain a brief justification and proofs that give the theses a more weighty and convincing character. Theses of what you have read allow you to reveal its content more deeply; Learning to present the essence of what you have read in thesis form, you will be able to single out the most important and valuable thoughts of the authors and make generalizations.

A synopsis is a way to independently present the content of a book or article in a logical sequence. When taking notes on any source, one should strive to say a lot in a few words. In the text of the synopsis, it is desirable to place not only conclusions or statements, but also their reasoned evidence (facts, figures, quotations).

You can also write an outline as you study the work, for example, if you are working on a monograph or several journal articles.

When writing a thesis or synopsis, always make references to the pages from which you took the statement or fact – this will help you reduce the time to find the right place in the book if there is a need to understand the issue being presented more deeply or clarify something when writing written works.

Schedule of independent work in the discipline

№ p/n	Due Date/Deadlines	Type of independent work	Approximate time limits for execution	Form of control
1	During the semester	Preparation for practical classes, study of literature	4 hours	MA-1 (interview/oral questioning)
2	1 week of the semester	Independent Work No. 1	1 hour	MA-1 (interview/oral questioning)
3	Week 2 of the semester	Self-Study No. 2	2 hours	MA-1 (interview/oral questioning)
4	Week 3 of the semester	Doing Independent Work No. 3	2 hours	OL-7 (Synopsis), IO-1 (Interview/Oral Questioning)
5	Week 4 of the	Self-study No. 4	1 hour	MA-1 (interview/oral

	semester			questioning)
6	Week 5 of the semester	Self-Study No. 5	2 hours	MA-1 (interview/oral questioning)
7	Week 6 of the semester	Self-study No. 6	2 hours	MA-1 (interview/oral questioning)
8	Week 7 of the semester	Self-Study No. 7	2 hours	MA-1 (interview/oral questioning)
9	Week 8 of the semester	Self-Study No. 8	2 hours	MA-1 (interview/oral questioning)
10	Week 9–10 of the semester	Self-study No. 9	4 hours	PR-4 (abstract)
11	Week 11 of the semester	Self-study No. 10	2 hours	MA-1 (interview/oral questioning)
12	Week 12–13 of the semester	Self-study No. 11	2 hours	PR-3 (essay)
13	Week 14 of the semester	Self-study No. 12	2 hours	MA-3 (presentation/presentation)
14	Week 15 of the semester	Self-study No. 13	2 hours	MA-1 (interview/oral questioning)
15	Week 16–17 of the semester	Self-study No. 14	4 hours	PR-10 (business and/or role-playing game)
16	Week 18 of the semester	Self-study No. 15	2 hours	PR-10 (business and/or role-playing game)
Total:			36 hours	

Self-study 1. Theory of Speech Communication and Analysis of Speech Situations

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Practicalzadanie.

Watch the video at the [link https://www.youtube.com/watch?v=hqGtTXh8hvA](https://www.youtube.com/watch?v=hqGtTXh8hvA) and analyze the communicative situation in writing according to the plan below.

- 1) What is the form of communication?
- 2) Who speaks? What are their status roles? What are the personality traits that influence communicators? What are the communicative positions of the participants in the communication?
- 3) At what place and at what time does communication take place? Which of these factors influences the nature of communication and how?

4) Who is the initiator of the communication? What is its purpose? Is each of the communicators interested in communication? What is the first reaction of the addressee to the beginning of communication? What is the reason for this?

5) How does the speaker's goal influence the choice of communication tactics and the selection of language units? Does the speaker's tactics change in the process of communication?

6) What is Comrade Novoseltsev's original communicative intention? Does it change in the course of communication?

7) What are the factors of successful communication that were met and/or not observed?

8) Identify what communication impediments were present in the situation? Did the communicators try to minimize communication interference?

9) . Draw a conclusion, did Comrade Novoseltsev achieve communicative success? What do you think influenced this?

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– to be fluent in the theory of speech communication and to be able to apply its provisions in the analysis of speech situations.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Independent work 2. The Concept of Speech Etiquette

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Familiarize yourself with the materials of the textbook by I. A. Sternin "Russian Speech Etiquette" (URL: http://sterninia.ru/files/757/4_Izbrannye_nauchnye_publicacii/Formirovanie_reche)

[voj_kultury/Russkij_rechevoj_jetiket.pdf](#)). Divide into subgroups, find answers to the following questions in the text, and prepare to answer them:

1. What is etiquette and what does it have to do with it?
2. What are the three aspects of etiquette?
3. What are the signs of speech etiquette?
4. What are the 3 axioms of communicative ethics?
5. What are the different types of communicative roles, what is a role conflict?
6. What are the functions of speech etiquette?
7. What are the universal features of speech etiquette?
8. What are the rules of speech etiquette?
9. When are "you" and "you" used?
10. What is the communicative imperative?
11. What are communicative taboos? What types of them can be distinguished?

Instructions for completing the task.

The student is required to:

- the report on the topic is carried out in the form of an interview/oral survey (MA-1);
- know the concept of speech etiquette and be able to use it in the practice of your own speech interaction.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Self-study 3. The Concept of Speech Manipulation

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

A synopsis is a way to independently present the content of a book or article in a logical sequence. When taking notes on any source, one should strive to say a lot in a few words. In the text of the synopsis, it is desirable to place not only

conclusions or statements, but also their reasoned evidence (facts, figures, quotations).

The purpose of the synopsis is to develop the skills of conveying other people's thoughts using the techniques of information compression and its deep comprehension. Writing a synopsis is extremely useful, as it allows the author to learn to see the most important information in the text being taken notes and assimilate it well, using the mechanical memory of the hand, to structure information, to use the main categories of analysis, to highlight cause-and-effect relationships; master the scientific style of speech.

Task 1.

a) Read and summarize the content of the three articles:

1. Gudina O. A. Manipulatsiya ie yo vidy v pedagogicheskom diskursa [Manipulation and E Types in Pedagogical Discourse]. – 2011. – No 2. – S. 13–21 (URL: <https://cyberleninka.ru/article/n/manipulyatsiya-i-ee-vidy-v-pedagogicheskomdiskurse>).

2. Koveshnikova M. N. Rehevaya manipulatsiya i priem rehevogo manipulatsii [Speech manipulation and reception of speech manipulation]. – 2014. –Vol. XVIII. – T. 1, pp. 387–394 (URL: <https://cyberleninka.ru/article/n/rehevaya-manipulyatsiya-i-priemy-rehevogo-manipulirovaniya>).

3. Nikitina K. V. Rehevaya manipulatsiya kak predmet lingvisticheskogo issledovaniya [Speech manipulation as a subject of linguistic research]. – 2006. – № 4. P. 104–106 (URL: <https://cyberleninka.ru/article/n/rehevaya-manipulyatsiya-kak-predmet-lingvisticheskogo-issledovaniya>).

For a clearer understanding of the concepts of "presupposition" and "implicature", watch the video and complete the notes:

1. M. A. Krongauz. Lecture "Hidden Meaning in Language: Presupposition" (URL: <https://www.youtube.com/watch?v=43eqQiEOKEc>).

2. S. G. Tatevosov. Presupposition (URL: <https://www.youtube.com/watch?v=d6KL2LXZQAI>).

3. S. G. Tatevosov. Implicature (URL: <https://postnauka.ru/video/61941>).

b) Answer the questions.

1. What is the definition of the term "speech exposure"?

2. What is the definition of the term "manipulation"?

3. What speech manipulation techniques can you name? Give your examples.

4. How can the term "persuasiveness" be defined?

5. How can the term "suggestiveness" be defined?

6. Speech manipulation techniques are divided into 4 levels of language. Name these levels, identify the means of influence that are specific to each, and give examples. In which of the suggested texts did you read about this?

Task 2. One of the ways to mislead is to misrepresent information. Establish the correspondence of phrases that are often found in scientific papers with their humorous interpretation (the answer should be in the form of a number-letter sequence, for example: 1-D, 3-B, etc.), explain how the comic effect is created, give your examples:

Common Phrases In scientific papers	Humorous interpretations of phrases
1. "It is well known that..."	A) I haven't checked it, but...
2. "For a detailed study, we selected three samples."	B) The best results are given
3. When building this machine, we expected to get the following characteristics...	Q) I know two other guys who are of the same opinion
4. "Typical results are given on..."	D) I didn't bother to find a link to the work in which this was said for the first time
5. "There is a unanimous opinion on this matter..."	E) The results obtained on the other twenty samples did not go through any gates
6. "Obviously..."	F) I didn't have any new material for the report, but I really wanted to go to the conference
7. "Of great theoretical and practical significance"	G) Such characteristics came about by accident when we finally managed to get the machine to work
8. "This work was done four years ago..."	H) Personally, I find it interesting

Instructions for completing the task.

The student is required to:

- the report on the topic is carried out in the form of an interview/oral survey (UO-1) and an outline (PR-7);
- to know the concept of speech manipulation and to give examples of manipulative speech influence.

Evaluation criteria.

1) *Verbal response.*

Accredit system is used. No more than 3 mistakes are allowed during the interview/survey.

2) *Synopsis.*

Evaluation	Requirements
"Passed"	The student has note-taking skills. The synopsis reflects a deep and systematic knowledge of the structure of the issue considered in the source text. The student demonstrates a clear and fluent command of the conceptual apparatus, scientific language and terminology. The material is presented

	logically correctly. The work meets the requirements and is completed on time
"Not passed"	The structure and theoretical component of the topic are not disclosed. Lack of knowledge or fragmentary representation of the problem considered in the text being outlined; inability to use the conceptual apparatus; lack of logical connection in the text

Self-service4. The Concept of Verbal Aggression

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1.

a) Carefully study the articles and supplement the previous synopsis (Independent Work No. 3) with their material:

1. Ozyumenko V.I. Media Discourse in the Situation of Information War – From Manipulation to Aggression // Vestnik RUDN. – 2017. – Series: Linguistics. – T. 21. – № 1. P. 203–220 (URL: <https://cyberleninka.ru/article/v/mediynny-diskurs-v-situatsii-informatsionnoy-voyny-ot-manipulyatsii-k-agressii>).

2. Sidorova E.Y. Verbal'naya agressiya kak kommunikativno-pragmaticheskoe yavlenie [Verbal aggression as a communicative-pragmatic phenomenon]. – 2009. –Vol. 319, pp. 28–31 (URL: <https://cyberleninka.ru/article/v/verbalnaya-agressiya-kak-kommunikativno-pragmaticheskoe-yavlenie>).

3. Vorontsova T.A., Kopylova T.R. Molchanie kak marker agressivnogo rechevogo povedeniya (na materiale bytovogo obshcheniya) [Silence as a marker of aggressive speech behavior (based on the material of everyday communication)]. – 2017. – № 9. P. 29–33 (URL: <https://cyberleninka.ru/article/v/molchanie-kak-marker-agressivnogo-rechevogo-povedeniya-na-materiale-bytovogo-obshcheniya>).

b) Answer the following questions on your own.

1. What is aggression and verbal aggression?
2. What forms of verbal aggression can you name? Give a definition of them, give your examples.

3. Define the term "conflict" and how does it relate to the concept of aggression?

4. What is the definition of "invective" and how does it relate to the term "aggression"?

5. In your opinion, what functions can silence perform in communication?

Task 2. *Compare the statements. In which situations is there an insult, and in which is a reflection of the speaker's individual style of speech, familiarity?*

1. ... A huge man in a waterproof coat and high hunting boots tumbled into our room. His face, sufficiently overgrown with the stubble of moustache and beard, nevertheless seemed familiar to us.

–Gypsy?! We cried.

"He's the one, you bastards. – replied the man, and by the construction of this phrase we were convinced that it was really a Gypsy in front of us.

2. "Go, Sparrow, sit on Vitya's lap and ask for forgiveness.

"And I would have gone if it hadn't been for you."

–Fool.

"You're a fool. He lured them all, and now he lies to himself. Yankel was furious.

"Oh, you short-legged bastard! Did I lure you in?"

"He lured everybody away!"

"In fact, I did," voices came from the beds.

"You bastards, not boys," Yankel shouted, not knowing what to say.

3. Kolka Thunderbearers looked at the people sitting rather impudently and, deciding that there was no one stronger than him among those present, independently greeted them:

- Hello, bastards!

"Hello," said Vorobyov in an unfriendly manner. He knew at once that this newcomer would soon be a horse breeder in the class.

Task 3. *Read the dialogue. What forms of rude rejection do the participants in the conversation use? Compose polite forms of rejection in a given speech situation.*

"He walked up to the pebble players and said timidly:

"Brothers, accept me.

"A goose is no friend to a pig," he was told.

"Don't you want that?" – said the other, putting his well-fed cuckoo with a big dirty nail on his thumb under his very nose...

"Before you get hit in the neck, get out!" A third added.

Instructions for completing the task.

The student is required to:

- the report on the topic is carried out in the form of an interview/oral survey (MA-1);
- to know the concept of verbal aggression and to be able to avoid it in the practice of their own speech interaction.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Self-study 5. The Concept of Modern Russian Literary Language

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. *Check out the topic "Modern Russian Literary Language: Basic Concepts" and answer the questions below.*

1. What is the Modern Russian Literary Language (SRL): Analyze each component of the term:
 - (a) Contemporary: possible boundaries of the concept;
 - b) Russian language: concept, origins, genetic affiliation;
 - c) literary language: concept and connection with the language of fiction;
 - d) Language: concept, functions.
2. List the features of literary language.
3. National language: concept, place of literary language.
4. Non-literary varieties of the modern Russian language.
5. Norms of modern literary language: orthoepic, lexical, morphological, grammatical.

Task 2. Read the phrases below. Pay attention to the correct placement of stress. In case of difficulty, consult the dictionary.

1. Will you call me tomorrow at three o'clock?; alleviate the suffering of the patient; she understood; get out of the elevator; wholesale; file a petition; German blinds; facsimile machine; make a decision; Work has begun; armored vehicle; express condolences; get acquainted with the new catalog; Marketing Specialist; to complete the construction of the oil pipeline; a criminal case has been initiated; we have terminated several contracts; no penalty will be charged; prepare for the next elections; a recently enacted law; The order was handed over.

2. The doctor is on call right now; was unable to attend the funeral; gross profit; this will only exacerbate the problem; he must be brought up to date; After congratulations, we will give gifts; irregular working hours; a spoiled child; provision of energy resources; they have exhausted all their possibilities; If you fail to comply with your contractual obligations, you will be excluded from the board; the second quarter of the year; There is no need to talk about high profits; financial assistance to orphans.

Task 3. Read the sentences. Find speech redundancy and determine its type. Write down your version of the correction.

1. In the event of a deterioration in the weather for the worse, all equipment from the bases will go to sections of city roads.

2. The "nightmarish state of the roads" in Primorye was also noted by the new head of Primorye.

3. He also hated that he hated two things – stealing and lying.

4. Donation issues continue to be relevant in connection with the adoption of the federal law "On Donation of Blood and Its Components", which excluded monetary payments to donors.

5. The number of donors in the region needs to be increased to 30 per thousand people, such conclusions were reached by the participants of the round table, where the situation with donation in Primorye was discussed.

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– be able to distinguish between the concepts of "national language", "literary language", "jargon", "colloquialism", "dialect"; • Be proficient in the norms of the RIL.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Independent work 6. Linguistic Features of Functional Styles of the Modern Russian Literary Language

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. *Using the reference materials and tutorials (see list below), complete the table:*

Style	Stylistic features	Language Features	Understyles	Genres
scientific				
Official and business				
journalistic				
artistic				
ecclesiastical-religious				
colloquial				

Task 2. Read the texts and *tell me what functional style each of them belongs to? Note the features in the texts that allow you to identify the style. Determine the functional and semantic type of each text. What sub-styles and genres can these texts belong to? What were the signs of this?*

Text No. 1.

Primorye promised snow and ice

Already this week, the first snow will fall on the Primorsky Territory. Cyclones and serious "minuses" will make the residents of the region feel the icy breath of winter.

A disappointing forecast was made by the head of Primhydromet. He said that after the bad weather that hit the region at the beginning of the week, frosts will come.

On Sunday, an active cyclone will enter the Primorsky Territory. Decent rain can be followed by decent snow. So by the end of the month, our region will be covered with a white blanket. The only exception is probably the coast. But that's

not for sure. So Primorye residents should now prepare winter clothes and shoes, as well as "re-shoe" their cars with winter tires. The latter is vital.

However, the residents of the seaside capital will not have to freeze. Tomorrow they will begin to provide heating in Vladivostok. So the capital of Primorye will meet the frost fully armed.

Text No. 2.

The article examines the issue of transformation of social norms and deviations in the Runet. Certain spheres of the virtual space, in which the course of these processes seems to be the most obvious, are considered and analyzed. Specific examples of modern forms of deviant and delinquent behavior in the network are given. The main conclusions are formulated, as well as possible methods of regulation and security of the Russian-language Internet are proposed.

Text No. 3.

We arrived in Vladivostok early in the morning, it was still very dark, and there was fog in the air..., not even fog, but a kind of small rain, but so fine and which did not fall, but literally hung in the air. It was amazingly illuminated by the searchlights of the station and the port, which are next to each other in Vladivostok, and it was terribly cold. But I never got to see Vladivostok in the afternoon, three hours later I was taken by boat to Russky Island.

The boat went quietly, I mean, it didn't make any noise, and everyone sat in silence, everyone was silent, and even those who accompanied us were also silent. So, shhhhhh No one was turning their heads, no one was looking around, everyone seemed to freeze... It's scary.

Text No. 4.

4 General Provisions

4.1 This Regulation defines the uniform rules and procedure for planning, organizing and controlling the work of structural divisions, officials and teaching staff of the University on the implementation of the rating system.

4.2 The implementation of the rating system is based on regular monitoring of students' educational activities and support in ADR.

4.3 The purpose of the rating system is to improve the quality of the process of control and assessment of the mastering of disciplines by students, as well as the management and organization of the educational process at the University.

Text No. 5.

Beloved archpastors in the Lord, reverend presbyters and deacons, God-loving monks and nuns, dear brothers and sisters!

On the bright day of the Nativity of Christ, I cordially congratulate you on this great feast. For 2,000 years, Christians around the world have turned their mind's eye with joy and hope to an event that has become a turning point in the history of mankind. The modern chronology, which originates from the Nativity and is the chronology of the Christian era, in itself testifies to the exceptional significance of the coming of Christ the Saviour.

The image of the world, which once departed from its Creator and felt the sorrow and darkness of God's abandonment, was the cave of Bethlehem, where animals took refuge from the cold of the winter night. However, the radiant night of the Nativity filled with radiance not only the cave that gave shelter to the Most Pure Virgin Mary, but also the entire creation, for through the birth of the Son of God, every person who comes into the world is enlightened by the Light of truth, as the Evangelist John testifies (John 1:9).

Text No. 6.

Hello, Mashunya!

Thank you for your email! How are you?

It's cold here, and I'm sick. I had to stay at home for two days and miss classes at the university. I'm terribly tired of just lying in bed.

Last week I went to see a cool movie at the Vladivostok cinema. Then we walked with the guys to the square. The city is decorated for the holiday. Great! And what's going on in the square!! A miracle! Then I went to the Primorye Hotel, and there they renovated a lovely old house nearby. It's as good as new now.

On the twenty-sixth of December, we will have a festive evening. We rehearse a song with the girls from the band. Then I'll write how it went.

Embrace. I miss you very much.

Your friend Sveta.

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– to know the linguistic features of the functional styles of the modern Russian literary language in order to avoid mistakes in the composition of texts.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Independent work 7. Linguistic Features of the Scientific Style

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. *Use reference materials and tutorials to answer the questions below.*

1. Describe the scientific style and list its characteristics: describe the scope of its use, addressee, and stylistic features.

2. Name the linguistic features of the scientific style: lexical, morphological, syntactic.

Task 2.

1. *Read an excerpt from a research paper. Write out the highlighted words from the text, dividing them into three groups: A) terms (found only in scientific speech); B) book (abstract) vocabulary (words with an abstract meaning are found in all book styles, i.e. styles in which the written form of speech predominates); C) neutral vocabulary (not colored vocabulary in any way, can be found in any style).*

2. *Find and write down standard language expressions and clichés that are characteristic of the scientific style.*

As can be seen from Table 3, there are four types of cells **in the endolymph of broad-clawed crayfish** of the species *Astacus astacus*. When **microscoping** and **differentiating** them, two features are taken **into account**: the nature of **protoplasm granulation** and the **size of** the cells (Fig. 2).

The size of the cells increases **substantially** in the range from agranulocytes to transparent cells. Agranulocytes differ from transparent cells not only in their **smaller** size, but also in the fact that their **nucleus is filled with granular chromatin**, while transparent cells are **much larger** and do not really have **protoplasmic granulation** even under the **microscope** look transparent. In addition to size and shape, hemugranulocytes are distinguished by the specific nature of granulation of **nuclear matter** and **cytoplasm**.

Studies have shown that the percentage of hemocytes in hemolymphic broad-clawed crayfish (hemocyte formula) is a variable factor and acts as an adaptive **trait** when water hardness changes. The total **number of hemocytes** in the **hemolymph** of broad-clawed river crayfish under normal conditions is estimated at

950–1200 cells per 1 µl. In **crayfish** In water with medium hardness (control group), the largest proportion of the total hemocytes was accounted for by small agranular cells (40%). In crayfish in soft water (group 1), **the hemocyte formula** was different from **that** of the control group. In particular, the proportion of agranulocytes **was almost halved** (22.7%)

(Ivanov A.A., Koryagina N.Y., Pronina G.I., Revyakin A.O. Physiological-biochemical adaptations of river crayfish (*Astacus astacus*) in the change of mineralization of the water environment. 3. – 2011. P. 120–128).

Task 3. Read the text. *Identify any inconsistencies in the language requirements of a scientific text. Edit the text. Replace some of its components with the following words and phrases. Justify the corrections made.*

A living cell is a remarkably complex mechanism. It cannot live and function normally if certain areas of it are damaged. Even very weak radioactive radiation can seriously harm the cell, because of them the cell can get sick and get radiation sickness. If the radiation is slightly stronger, the living organism may die. Radiation is also dangerous because even in lethal doses it does not cause pain, and a person or animal may not feel it at all.

Substitute words: *normal life, functioning, significant damage, serious illness, high intensity, danger, pain, radioactive exposure.*

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– to know the linguistic peculiarities of the scientific style of the modern Russian literary language and to be able to use them in the compilation of texts.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Self-study 8. The Main Genre and Stylistic Features of a Scientific Text

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason,

were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. Read the text. Determine which functional style, *substyle*, and *genre* it *belongs to*. *By what signs* was it possible to establish this? Does the text fully correspond to *the functional style to which you assigned it*? *Does it fully correspond to the sphere of communication in which it is supposed to function*?

SPEECH CLICHÉS WITH PARTICLES IN THE LANGUAGE OF ADVERTISING

The effectiveness of an advertising message as a special type of text is determined by a number of factors, which, in addition to purposefulness, argumentation, dialogicity, expressiveness, etc., include concreteness, clarity, conciseness, which ensure the perception of the content of the advertisement by the addressee, making it intelligible and memorable. These properties of the advertising text are formed due to various linguistic means and stylistic devices, and first of all, syntactic ones: as you know, simple, uncomplicated, one-component, incomplete sentences are widely used in advertising, conveying information about the object of advertising to the potential consumer in a concise and capacious form, as well as various kinds of repetitions and parcelling. These requirements are also met by the active use of stereotyped constructions in advertising messages, which are regularly reproduced and contribute to the implementation of certain communicative strategies assigned to them (see, for example, [1, p. 191]).

In our opinion, this phenomenon is quite clearly and consistently presented in the field of functioning in the advertising language of one of the classes of official vocabulary – particles. The essence and purpose of particles in speech directly corresponds to the purpose of any advertising message, which is to attract the attention of the addressee and influence him. For this purpose, particles, as "words that are most responsible for the success of communication" [2, p. 14], have a strong pragmatic charge, thanks to which, when included in the structure of the advertising text, they express subtle, implicit, communicatively important meanings. In this regard, it is no coincidence that on the basis of particles, speech clichés with grammatical and/or lexical-semantic specificity are often formed.

The possibility of using this or that particle **in** the language of advertising depends on the individual characteristics of the particle, on the extent to which its inherent semantic and functional properties meet the needs of the advertising text. At the same time, advertising is very selective in relation to particles, which is manifested, for example, in the limitation of the composition of units of this class that are in demand in advertising, among which there is a small group of the most

popular ("only", "simply", "directly", "only", "simply", "simply", "simply", "simply", "simply", "simply", "simply", "even", "yes yo", "already", "only", "exactly", "because", "let", "here" and so on). In addition, the semantic-functional potential of each such unit is used to a different extent with a general tendency to narrow the repertoire of particle's capabilities, due to the specific functions of the particle in advertising. For example, of all the lexical and semantic variants of the polysemantic particle "only" in advertising texts, one is used, which corresponds to the meaning of uniqueness, which is the main one for this particle ("*Aos*" – **only** *purity and no traces of powder!* – TV), and the particle "everything", which serves to subjectively underestimate the amount of something, in the language of advertising predominantly characterizes the advertised product as cheap [4, p. 219–220], for example: *Excellent teeth cleaning for **only** 89 rubles!* (toothbrush ref. booklet); *Talk for as **little as 15 cents per minute.** MTS. New tariff "Super First"* (TV).

Particles, in most of their use in advertising works, are used to introduce various positive evaluations of the object of advertising itself and everything related to it, thereby demonstrating the advantages of the advertised product over competing ones. Less frequently, particles indicate negative signs inherent in competing products or taking place in the case of non-use/absence of the advertising object, against which the advantages of the latter are obvious. The entry of the particle into the context, into the structure of the advertising message contributes to the formation of stereotyped constructions, within which the particle is stable and performs a certain function.

For example, the particles "only", "simply", "exactly" are characterized by **an indication** of the object of advertising, in such cases the component of the statement highlighted by the particle is expressed by a noun that names the directly advertised product, or by a substitute pronoun, most often a personal pronoun, cf. *What could be tastier (...)? **Only** Danissimo with caramel crème brûlée flavor* (TV); *There are days when you can **only** rely on him.* *Volkswagen Avto* (TV); *The superstar of the Russian stage (...) can even be said without further ado – **just** Philip Kirkorov with his show ballet* (gas.); *(...) among the many products for joints, millions of Russians choose "Sophia" with bee venom* (gas.); *To find the right explanation for a woman's dream, use a modern oriental dream book. **It is he who** gives the correct interpretation to your dreams!* (catalogue). Typical for "exactly" use of the demonstrative pronoun is also presented in the advertisement in the function under consideration: *The Tinkoff Platinum card **is exactly** what you need!* (Jar booklet). Particles allow you to focus attention on the object of advertising and "program" the addressee to purchase the advertised product. This effect is intensified when the component with the particle is placed in the initial position in the utterance or even the absolute beginning of the text, and especially when the part of the utterance

containing the component with the particle is parcellated, or when the component with the particle is formed into an independent utterance. For example: *My morning is "Complivit"*. **It is he** (TV); **Only** *LDPR* (title page of the booklet); **Just** *a taxi* (ad in the newspaper).

At the same time, each of these particles, singling out an object from a number of similar ones, focuses on different bases for this selection, which is vividly shown by the television advertisement for the Bittner balm, the authors of which changed the particles in the position under consideration, cf. *Does the weather affect you? Give health to your loved ones. Bittner. Simply/only/exactly "Bittner"*. If at first the word "simply" was used in this video, which characterized the object designated by the labeled component as ordinary, familiar, habitual and sufficient (this is quite enough, there is no need to complicate the solution of the problem), then it was replaced by "only", which evaluates the object as the only acceptable one in this situation and rejects any possible options (it is not recommended to use other means), and with "exactly", warning against any doubt that this known subject is the only correct choice in the situation described (attention should be paid to this subject).

Similar syntagmatic features from the point of view of morphology characterize the use of the particle "only" in a number of cases, but each of them has its own specificity:

when referring to the manufacturer of the advertised product or service: *Who will fix the iPhone for us? IPhon Service, only it* (TV); **Only** *Russian Post* will deliver your parcel in first class (TV). Another model of conjugation is also widespread: the marked component is expressed by the case form of the genitive case with the preposition "ot", cf. *Silk epil 7. Only from Braun* (TV); *Cat's Gaze Mascara. Colossal volume. Only from Mavballine NewYork* (TV);

by indicating the only necessary condition for the purchase of a service that makes this service available, which is typical for bank advertising; The semantics of the noun highlighted by the particle, which occupies the position of an object in a modal predicate with the semantics of necessity, is relevant: *To apply for a credit card, you only need a passport*; Now you *only need 2 documents* to get a loan! (bank booklets);

when indicating the exceptionally high quality of the product or service, denying the addressee's possible doubts to the contrary; the component is expressed by an adjective or a determinative-nominal combination, usually as part of a nominative sentence; Communicative significance is the semantics of the definition, which usually directly names the attribute "high quality" (the best, high-quality, etc.) or acquires such a meaning in context, cf. *"Empire of Furniture". Only the best!* (outdoor advertising); *Beauty Academy. We know everything about hair removal. Only advanced technologies* (TV); *Quick-service restaurants "Republic". Only*

high-quality and fresh products (TV); **Only live music**. **Only live sound** (TV commercials of the restaurant); **Only licensed or free software** (reference booklet); **Only digital and 3D quality** (TV commercials, cinemas).

A similar feature is also characteristic of the most typical use of the particle "even" when isolating a component with the meaning of a certain condition of application of the **advertised product**, which implies the complication of the task facing the detergent, cosmetic or drug and therefore inaccessible to competitors. The main semantic load in the determinative-nominal combinations related to the particle with the meaning of the object of action, usually in the form of the accusative case, falls on the For a definition of a "defective" quality that needs to be overcome, see examples from TV commercials: Gliss Kur Extreme Repair hair product even restores *damaged* hair. and another type of product of this brand gives volume to **even the thinnest hair**; "Vanish Ohu Action" will remove **even stubborn stains**; Ariel 5 Stars will be able to remove **even such difficult stains**; The new technology makes it possible to remove even the *shortest hairs* from the root; the advantage of the Cilit Bang detergent is that the foam evenly covers the surface, **even such a large one**.

The highlighted "even" component can also be expressed by the prepositional-case form of the noun in the position of circumstance: "Domestos" removes dirt **even under water**; the air freshener "Glade" not only masks, but eliminates unpleasant odors. **Even on fabrics**. In the case of a noun definition, the latter performs the semantic functions described above, for example: "Bronchicum" helps even *with a severe cough*, and "Kagocel" – **even with a delayed treatment of colds and flu**; "Vanish Ohu Action" will remove stains even in cool water, "Comet" detergent creates a protective layer **even in hard water**.

Interestingly, even less frequent uses of "even", for example, when demonstrating the obvious need to purchase a product, illustrate the general tendency to stereotype the construction of statements with the same communicative strategy, cf.: **Even babies know that problems with the tummy can spoil the mood** (...) – (advertising of baby food, TV); **Even toys understand what is needed for your child's safety** (child car seat commercials, TV).

The practical orientation to the sale of a certain product or service predetermines the presence in any advertising message of a direct or indirect imperativeness, which can be categorical or relatively mild. In many cases, particles have the property of supporting the imperative expressed in the advertising message or to some extent forming it.

For example, one of the most reproduced speech clichés used in imperative verbs is the formula "right now": *Get 200 welcome bonuses **right now*** (gas.); *Book your tours **now*** (gas). The most common verb in such contexts is "to call": *Call now! A new owner of the car has been found!* (booklet); *A true practitioner of NLP. Call*

*right now and find out the start date of the first stage! (gas); Call us right now! For the first ten callers - 25% discount! (Gas). Cf. also the use of the same booklet "directly" and "only" in the text: DON'T MISS THE OPPORTUNITY – answer today! English for Everyone course. Order now! and ONLY NOW. Only now you have a unique opportunity to get a large introductory set of the course "English for Everyone" worth up to 1500 rubles almost free of charge! – if "directly" calls not to postpone the performance of the action required by the advertisement for later, then the particle "only" indicates the uniqueness of the time of purchase of the product, focusing on the fact that the consumer will have no other opportunity. At the same time, it is more typical for "only" to use under a circumstance with the value of a precisely specified time period, for example: **Only in July!** -15%. "Happy Childhood" (outdoor advertising); **Only in summer** Nestea – pomegranate flavor (TV); **Only until the end of September,** you have the opportunity to install a reference window 20% cheaper! (TV); **Only on March 7,** the Accent studio makes a 25% discount> on nail extensions (gas). The particle regulates the imperative, not directly expressed, imperative nature of the utterance, imposing strict time limits on the action required of the addressee, and thereby hurrying the addressee, as it were.*

The following cases are close to these usages of the word "only": **Only in "Spektr Technika" stores** there is a 50% discount on the second purchase (TV); **Only here** you will get knowledge that is really useful! (rec. booklet). The particle indicates the uniqueness of the place where the advertised service is provided or the product is purchased, while the component with the corresponding circumstantial meaning is highlighted, while the advertisement categorically states that the service cannot be obtained elsewhere.

The presence of a hidden imperative can also be seen in contexts containing the particle "already" with a component with a circumstantial meaning in the position of the predicate, when the particle creates the effect of an indirect "nudge" to the purchase of a product, assessing the described situation as long-awaited, desirable and suggesting this to the addressee: *The New Year is already on sale! Meet him in Thailand!* (advertising of tour packages, TV); *"Men in Black"-3. Already in cinemas* (TV); *"Great Victories". Already in kiosks* (TV); *MONTANA. The legend is already in your city. Hamburg. Germany* (outdoor advertising of a denim clothing store).

Imperative statements with the particle "simply" have a different purpose, which makes an assessment of the way the advertised product is used or the desired effect is achieved as not requiring additional efforts and not causing any difficulties: *Business planning. Cheat sheet. Just tear it off* (gas); *Your home restaurant. Just warm it up!* (booklet of semi-finished products); *An air bubble washer can do it all! Just press a button!* (gas); (...) *To refresh the least soiled items in just 30 minutes,*

you **just** need to select the "Daily Program" (gas). After the release of a TV commercial in the 90s for the dry juice concentrate "Invite" – **just add water!** this phrase began to be replicated: *Home Incubator. Just add water!* (advertising of children's toys, inscription on the package); *Vuka Vuka. Just add some love!* (drug, TV); *Prology Car Audio Systems. Impeccable sound. Just add a car* (TV).

Next, we will confine ourselves to enumerating a number of stereotyped constructions with other particles and the functions assigned to them.

"Only", "exclusively", "exactly": **an indication of the restriction of the addressee of the product or service, the effect of attracting and expanding the target audience:** *ANIK Driving School. For women only* , a surprise gift (gas) – (with animate nouns). **Intimate effect** (with personal pronouns): *Exclusive cosmetics created exclusively for you are the perfect skin care!* (journal); *I am sure that the magazine "Geo" was created just for you* (e.g. booklet) – i.e. for everyone, therefore, for all comers; *Tights and stockings "Glamour". Everybody's looking only at you* (journ.); *All the best only for me. Cosmetics "Def"* (TV).

"Only" and "already": **quickly achieve the declared effect due to a short amount of time of use of the product or a small amount of the product itself:** *Discover the secret of a beautiful and even tan in just 5 days.* Dove (TV); *The Dolphin complex will cleanse your nose of germs and bacteria in just 3 treatments!* (gas.) – "total" in the quantitative-nominal combination in the accusative case with the preposition "za"; cf. with the nominative case (less frequently): *ACC long. Just one tablet per day* (TV); *Just two zilches will return the joy of life for the whole day* (remedy for runny nose "Nazol", TV); the particle "uzhe" – in constructions with the prepositions "through" and "after": *"Zodak" begins to act as early as 20 minutes after reception* (TV); *Gum rinse "Forest Balm". Improves the condition of the gums after the first application* (TV).

"Straightforward": **absence of the usual undesirable intermediate steps in the receipt of the advertised product by the consumer;** The advantage of the advertised product is associated with the absence of overpayment or this high quality (for example, in the advertising of sweets - freshness): *Westphalia windows directly from the manufacturer (without intermediaries)* and *Vladivostok sweets. Straight from the factory* (outdoor advertising); *Products directly from China!* (rec. booklet).

"More": improving the quality of the product – **from good to** better: 1) the intensity of the trait, which is usually manifested quite strongly, increases at the described time [3, p. 23] – with the comparative: *"Doshirak": hot! It tastes even better in winter!* (TV); *Our hypermarket. Even cheaper!* (booklet); *Speed even faster! Choose your plan. Vladlink* (recl. booklet); 2) adding a feature to the previously known ones [ibid., p. 20]: ... *We have endowed this car with another*

important quality: the ability to anticipate your desires; MTS. Now there is also a bank (TV).

"Let it be": a **wish for a positive result from the use of the advertised object: *Let the city be clean and cozy! Benches. Trash cans. Dry toilets (gas.); Let the machine last a long time! Calgon (TV); Let the morning be fresh! Aftershave lotion with taurine. Nivea for Tep (TV).***

In this paper, we have presented an attempt to identify the most productive speech clichés formed on the basis of the rich semantic and pragmatic potential of particles, and thereby illustrate the existing tendency in the advertising language to stereotype the means used, which makes the advertising message more effective.

Literature

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For the task, the article Tokarchuk, I. N. Speech clichés with particles in the language of advertising / I. N. S. Tokarczuk // Intercultural Dialogue in the Space of the Asia-Pacific Region: Collection of Scientific Articles. Khabarovsk: PNU Publ., 2013. P. 65–72.

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– know the main genre and style features of a scientific text and be able to find inconsistencies with the requirements for a modern scientific text.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Independent work 9. Principles of writing a monographic essay

A description of the tasks to be performed.

The report on the topic is carried out in the form of an abstract.

Task. Write a monographic essay (8–10 sentences) on the text "Speech Clichés with Particles in the Language of Advertising".

Instructions for completing the task.

Where you begin to retell or quote someone else's thoughts, you should use phrases: "As he speaks...", "As he notes...", "In work... it is said that...", "According to the materials of the site..." and other indicators of someone else's speech. At the end of the quotation or paraphrase, there should be a reference to the textual list of references in a simplified format [1, p. 15], where 1 is the number in the list of references, 15 is the page from which the information is taken (if there are pages; if not, as, for example, in the case of electronic sources, then just the number of the source in square brackets).

In the bibliography, make sure that there are no hyphens (-) in place of the dash (-).

Distinguish between the total number of pages and the specific page of the link: in the link in square brackets, you indicate the specific page on which the citation is located; The list of references contains the total number of pages (for non-periodicals) and the range of pages on which the work is published (for periodicals).

The word "publishing house" itself is not spelled out (the exception is the Far Eastern University Publishing House, which is part of the name).

Please note: if a book has been published under someone else's editorship, then it is considered that it does not have an author, its "alphabetical" place is determined by the title (see paragraph 4 of the list of references in the sample below).

The volume of the abstract is 1-2 pages.

Requirements for registration:

- Microsoft Word;
- justification of the main text;
- Times New Roman, 14 pt, line spacing 1.5;
- the indentation of the first line is 1.25 cm;
- standard margins (top – 2 cm, bottom – 2 cm, left – 3 cm, right – 1.5 cm);
- There is no indentation between paragraphs.

The abstract is evaluated according to the following criteria:

1. Volume	2. Formatting (including references)	3. Composition and Logic	4. Style and genre (compliance with stylistic)	5. Content (whether all definitions from the	6. Observance of speech norms
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			and genre requirements)	assignment are reflected)	(speech culture)

Evaluation criteria.

Evaluation	Requirements
"Passed"	The design (including the list of references) meets the requirements, the composition and logic are consistent and reflect the course of the analysis of the problem raised. The text of the abstract is informative and written taking into account the requirements of style and genre, in compliance with speech norms
"Not passed"	The structure and theoretical component of the topic are not disclosed. The design (including the list of references) does not meet or partially meets the requirements, the composition and logic are not consistent or can be traced in fragments. The text of the abstract does not meet or partially meets the requirements of the style and genre, more than 5 speech mistakes were made

Self-study 10. The Use of Linguistic Features of the Scientific Style in Different Situations of Scientific Communication

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. *Read and bring to class the article by M. Lipovetsky "Utopia of the Free Puppet, or How the Archetype Is Made (Re-reading "The Golden Key" by A.N. Tolstoy)": <http://magazines.russ.ru/nlo/2003/60/lipov.html>*

Task 2. *Compare the texts from the point of view of the linguistic means used in the articles "The Utopia of the Free Puppet, or How the Archetype Is Made (Re-reading "The Golden Key" by A.N. Tolstoy)" and "Speech Clichés with Particles in the Language of Advertising".*

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– to know the peculiarities of the use of linguistic means of scientific style in different situations of scientific communication, to know the concept of liberalization of scientific speech.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Independent work 11. Principles of Writing an Academic Essay

A description of the tasks to be performed.

The report on the topic is carried out in the form of an essay. An essay as an assessment tool allows you to assess the student's ability to state the essence of the question in writing, independently conduct an analysis, and formulate conclusions. The essay is submitted in writing.

Task. *Write an academic essay on one of the topics.*

The task is individual. The report on the topic is carried out in the form of an essay (PR-3). Each student receives their own version of the topic for composing an essay.

Instructions for completing the task.

The purpose of the essay is to develop the skills of independent creative thinking and written expression of one's own thoughts. Writing an essay is extremely useful, as it allows the author to learn how to clearly and competently formulate thoughts, structure information, use the main categories of analysis, highlight cause-and-effect relationships, illustrate concepts with relevant examples, and argue their conclusions; master the scientific style of speech.

The essay should contain: a clear statement of the essence of the problem posed, include an independent analysis of this problem using the concepts and analytical tools considered within the discipline, conclusions summarizing the author's position on the problem posed. Depending on the specifics of the discipline, the forms of the essay can be significantly differentiated. In some cases, this may be an analysis of available statistical data on the problem under study, analysis of materials from the media and the use of models under study, a detailed analysis of the proposed problem with detailed opinions, the selection and detailed analysis of examples illustrating the problem, etc.

The text of the essay must be formatted in full accordance with the FEFU rules for writing papers.

Essay Structure:

1) Theme

2) Introduction – the essence and justification of the choice of this topic, consists of a number of components related logically and stylistically. At this stage, it is very important to correctly formulate the question that you are going to find the answer to in the course of your research. When working on the introduction, the answers to the following questions can help: "Do I need to define the terms used in the topic of the essay?", "Why is the topic I am covering important at the moment?", "What concepts will be involved in my reasoning on the topic?", "Can I divide the topic into several smaller subtopics?".

3) The main part is the theoretical foundations of the chosen problem and the presentation of the main issue. This part involves the development of arguments and analysis, as well as their justification based on the available data, other arguments and positions on this issue. This is the main content of the essay and this is the main difficulty. Therefore, the subheadings on the basis of which the argument is structured are important; This is where it is necessary to justify (logically, using data or rigorous reasoning) the proposed argument/analysis. Where necessary, graphs, charts, and tables can be used as an analytical tool. Depending on the question posed, the analysis is carried out on the basis of the following categories: cause – effect, general – particular, form – content, part – whole, constancy – variability.

In the process of constructing an essay, it is necessary to remember that one paragraph should contain only one statement and the corresponding evidence, supported by graphic and illustrative material. Consequently, when filling the sections with arguments (corresponding to the subheadings), it is necessary to limit oneself within the limits of the paragraph to the consideration of one main idea.

A well-tested (and for most, absolutely necessary) way to construct any essay is to use subheadings to indicate the key points of the argumentative presentation: this helps to look at what is intended to be done (and answer the question of whether the idea is good). Such an approach will help to follow a well-defined goal in this study. Effective use of subheadings is not just about highlighting the main points that need to be highlighted. Their consistency may also indicate the presence or absence of logic in the coverage of the topic.

4) Conclusion – generalizations and reasoned conclusions on the topic, indicating the field of application, etc. Summarizes the essay or makes further explanations, reinforces the meaning and significance of what is stated in the main part. Methods recommended for writing a conclusion: repetition, illustration, quotation, impressive statement. The conclusion may contain such a very important element that complements the essay as an indication of the application (implication) of the study, without excluding the interconnection with other problems.

The essay should obey generally accepted norms, namely, the preservation of the structure.

1. Introduction (20% of the total volume of work)
2. Main part (thesis ↔ argument, 60%)
3. Conclusion (20%)

At the initial stage, the essay can be completed according to instructions that will help structure the work. Let's conditionally divide essay writing into three stages.

Stage I "Introduction-Explanation. There is a justification for the choice of the topic, its relevance. At this stage, the type of speech is reasoning.

Stage II "The main part of the essay" is a reasoned disclosure of the topic on the basis of the collected material, the main part reveals the main idea, which is desirable to be supported by accurate facts and vivid descriptions. For example, the description of the global problem of humanity according to the plan:

- Causes of the problem
- the correlation of the problem to the world problem;
- facts emphasizing the current state of the problem;
- solving a global problem at the level of states.

Stage III "Conclusion". In conclusion, it is necessary to highlight the main idea of the essay. It is necessary to find the most effective phrase, thought, quote – the one that could be Finish the job.

Note: You don't need to put numbers and respond to the points of the plan, the presentation should be logical, but each point of the plan can be highlighted with a new paragraph. Each paragraph, the previous paragraph and the paragraph that follows, should be linked. In this way, the integrity of the work is achieved. Do not forget that an essay is characterized by emotionality and artistry of presentation. Recall that an essay is an independent written work, Your reasoning about the problem, your vision of the problem.

It is important to remember that the main thing in an essay is the presence and ability to operate with geographical facts, which will be arguments that refute or confirm the thesis put forward.

Sample clichés that can be used when writing an essay:

Prelude

It is worth agreeing with this opinion...

It is impossible not to agree with the opinion...

Thinking about this phrase, we can come to the conclusion that...

This phrase is the key to understanding...

It is impossible not to agree with this statement, because...

Body

There are several approaches to this work...

First of all..., secondly..., thirdly...

It should be noted that...

On the one hand...

On the other hand...

Conclusion

Based on the above...

To sum up...

So...

Thus...

Evaluation criteria.

Evaluation	Requirements
"Passed"	The student has the skills of independent work on the topic of research, abstracting literary sources; methods of analysis of theoretical and/or practical aspects of the field under study. An essay is characterized by semantic integrity, coherence, and consistency of presentation. The student is able to summarize factual material and draw independent conclusions. The work meets the requirements and is completed on time
"Not passed"	The structure and theoretical component of the topic are not disclosed. The student does not know how to summarize factual material, draw independent conclusions, and does not have the skill of abstracting literary sources. Essay Not Completed

Self-study 12. Oral forms of scientific communication. Scientific report "Non-verbal means of speech interaction"

A description of the tasks to be performed.

1. The task is individual or performed in a microgroup (depending on the number of students in the study group).
2. The report on the topic is carried out in the form of a presentation/message (MA-3). Each student or micro-group receives their own version of the topic for preparing a scientific report/communication or independently selects a topic for a popular science report.
3. The topic of the popular science report should be related to the field of knowledge to which the specialty or field of training belongs.
4. The time limit is 5-6 minutes.
5. Reading the text of the report/message is not allowed!

Task.

Prepare a report on one of the following topics.

Topics.

1. Smile in different cultures (Russian and Western European).
2. The language of tattoos (in different social groups and cultures).
3. Gestures as a Feature of National Culture (Russian, Japanese, Chinese, etc.).
4. Types of pauses by function. Pause as a means of effective communication.
5. Intonation constructions of Russian speech.
6. Proxemics as a Factor of Effective Communication (Organization of Communicative Space; Concept of Distance).
7. Artificial non-verbal sign systems.
8. Creolized Message: Specifics, Features of Functioning in Public Communication.
9. Non-Verbal Signs in Internet Communication: Features, Functions.
10. Communicative significance of the appearance of the participants in communication (physiological features of the body structure, posture, clothing, hairstyle, jewelry, etc.).
11. Communicative significance of the olfactory component of the non-verbal system of signals (informative and communicative functions of smell).
12. Gestures and facial expressions in the ethical aspect (non-verbal means and norms of ethics).
13. Communicative significance of psychophysiological reactions of a person (laughter, crying, coughing, inhaling, sighing, blushing, paleness, etc.).
14. Appearance, posture, gestures of the speaker as factors for the success of public speaking.
15. Student in Class and Exam: Recommendations for the Non-Verbal Component of Communication.
16. You've come for an interview: the non-verbal component of the applicant's communicative behavior.
17. You're the Leader: Norms and Options for the Non-Verbal Component of Communication. Tactile gestures and socio-cultural traditions and norms.

Instructions for completing the task.

- The presentation should contain no more than 15 slides.
- Slides should not be overloaded with information.
- It is advisable to use illustrative material to confirm theoretical statements
- It is not allowed to read the report on paper or electronic media, i.e. it is necessary to have a good knowledge of the material of the report
- At the end of the speech, there is a collective discussion of the topic of the essay and the presentation in the format of a round table, the speaker is asked questions.

Evaluation criteria.

Evaluation	Requirements
"Passed"	Answers to the questions are complete, with examples and/or explanations, Power Point technologies are widely used, there are no errors in the information provided, the information presented is systematized, consistent and logically connected, the problem is fully disclosed, the problem is analyzed with the involvement of additional literature, the conclusions are justified, the presentation is built logically and reasoned, no more than 5 lexical and grammatical errors are made
"Not passed"	Answers to the questions are fragmentary or the student could not give them, examples and/or explanations are not given, Power Point technologies are not used or used incorrectly, there are errors in the information presented, the information presented is not properly systematized, inconsistent and logically unrelated, the problem is not fully disclosed or not disclosed, additional literature is not involved, conclusions are not substantiated or absent, no more than 5 lexical and grammatical errors are made

Self-study 13. The Main Stylistic Features of the Official Business Style and the Requirements for the Language of Business Papers

A description of the tasks to be performed.

An interview (oral questioning) allows you to assess the student's knowledge and outlook, the ability to logically construct an answer, monologue speech and other communication skills.

Questioning is the most important means of developing thinking and speech. The educational function of the survey is to identify details that, for some reason, were not sufficiently comprehended during the training sessions and when preparing the task for independent work.

Task 1. *Answer the questions.*

1. What are the main features of the official business style (sphere of use, addressee, stylistic features)?
2. List the linguistic features of the official business style: lexical, morphological, syntactic.
3. List and briefly describe the sub-styles and genres of the formal business style.

Task 2. *In the given groups of synonyms, find words and phrases used in business speech.*

A person, a person, a person, a person; loss, loss; to listen, to hear, to listen; to exclude, to expel; to happen, to be, to happen, to take place; get married, get married, register, get married; divorce, separate, dissolve marriage; mutual, bilateral; to demand, to demand; notify, notify.

Task 3. *Replace the following verbs with fixed verb-nominal phrases. Specify phrases that are characteristic of the official business style.*

To participate, to influence, to order, to fight, to be interested, to influence, to trust, to support, to help, to facilitate, to try, to resist, to prefer, to thank.

Instructions for completing the task.

The student is required to:

– the report on the topic is carried out in the form of an interview/oral survey (MA-1);

– know the main stylistic features of the official business style and be able to find inconsistencies in the requirements for the language of business papers.

Evaluation criteria.

A credit system is used. No more than 3 mistakes are allowed during the interview/survey.

Self-study 14. Basic Principles of Drafting Business Papers

A description of the tasks to be performed.

The report on the topic is carried out in the form of a business and/or role-playing game. A business and/or role-playing game is a very effective means of monitoring the achievement of the goals of the course, as it allows you to assess the student's ability to apply the knowledge gained in practice, build their behavior (including communicative) in various situations, and prepares the student for certain actions in real life situations.

Task. *Working in micro-groups of 3-4 people, which are models of organizations, students need to build written communication on issues important to these organizations (situations need to be modeled independently). In the course of the task, one "company" must send a letter of a certain content to another "company" (cover letter, letter of invitation, letter of notification, letter of request, letter of request, letter of reminder, letter of guarantee, letter of gratitude, letter of gratitude, A letter is a commercial offer, a letter of claim, a letter of recommendation, etc.), and the latter, in turn, must give an appropriate response.*

Instructions for completing the task.

Students united in micro-groups need to determine the type of activity of their "company", its name and choose a "director" (the teacher or the students themselves can distribute roles and choose the type of activity of the company). After that, you

need to briefly introduce the company to the rest of the participants. Based on the results of the presentation, the groups decide how to build interaction between the resulting "organizations" (independently or in consultation with the teacher), which letters are advisable to write in the current conditions. Each "company" has to send 1-2 letters to the others, to which the addressees are obliged to respond. All judgments and arguments in letters should be properly reasoned in order to contribute to building effective communication.

After receiving the letter, the addressee reads it out and prepares a response, which he sends to the addressee company. After receiving all letters and responses, the "documents" are handed over to the teacher for verification. Other participants can also act as evaluators, expressing their opinions during the discussion organized by the teacher. The criteria for evaluating letters are compliance with the rules of formatting, compliance with the situation, and the correctness of argumentation.

A group can be divided, for example, into three micro-groups, one of which will be a company that produces T-shirt bags for retail chains, another will be a company operating in the field of printing products, and the third will be a trading company. Thus, the second organization can send an invitation letter to the first one, in which it will offer to participate in the exhibition of technological equipment and demonstration of its production capabilities (in particular, drawing on packages), which in the future will allow building partnerships in order to produce branded products for retail chains. The first company can send a letter of claim to the third company, which will talk about late payment for the delivered products.

All letters are written taking into account the design templates, ethical standards and rules of effective speech influence on the addressee. When preparing a business letter, it is recommended to put yourself in the place of the addressee and try to imagine how your message will be received (in particular, its style and tone), anticipate needs, desires, interests and problems. The style of a business letter should take into account the individual characteristics of the addressee, and the text should be neatly formatted and made impeccable in terms of grammar, spelling, and punctuation.

Evaluation criteria.

Evaluation	Requirements
<i>"Passed"</i>	All letters are written taking into account the design templates, ethical standards and rules of effective speech influence on the addressee. The student was able to anticipate the needs, desires, interests and problems of the addressee. The style of business writing takes into account the individual characteristics of the addressee, and the text is neatly formatted, does not contain grammatical, spelling and punctuation errors
<i>"Not passed"</i>	When composing the letter, the templates of design, ethical norms and rules of effective speech influence on the addressee were not taken into account

	or partially taken into account. The student could not predict the needs, desires, interests and problems of the addressee. The style of a business letter does not take into account or partially takes into account the individual characteristics of the addressee, and the text is not neatly formatted, contains more than 5 grammatical, spelling and punctuation errors
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Independent work 15. Verbal Forms of Business Communication

A description of the tasks to be performed.

The report on the topic is carried out in the form of a business and/or role-playing game. A business and/or role-playing game is a very effective means of monitoring the achievement of the goals of the course, as it allows you to assess the student's ability to apply the knowledge gained in practice, build their behavior (including communicative) in various situations, and prepares the student for certain actions in real life situations.

Task. Divide into subgroups of 3-4 people and simulate one of the situations for verbal business communication.

Situation 1. Personnel conversation during employment. Students need to divide into subgroups of 2-4 people and independently simulate the situation of an interview with a job seeker for employment. This conversation is preceded by the preparation of a resume, which the "employer" must familiarize himself with in advance.

Status roles of interlocutors: applicant, HR staff and/or the head of the organization directly involved in hiring new employees.

At the first stage, the teacher divides the group into "employers", who are united into micro-groups of 2-3 people representing an organization, and "applicants" (4-5 people, depending on the number of formed groups of "employers"). At the second stage, the "employers", having discussed the model of their "companies" within the microgroups, inform the "applicants" about the name of the "company", what it does, and what positions are vacant in it (the type of activity and vacant positions must correspond to the field of training or specialty). After that, the "applicants" draw up a resume and hand it over to the "employer" (together with the resume, you can prepare and submit a letter of recommendation to the "employer"). At the same time, the "employers" prepare questions for the "applicant" (the above list of questions is not exhaustive, it can be changed according to the situation). At the final stage, the "employer" and the "applicant" summarize the results of the interview. The applicant must decide whether he or she will apply for a job in the "organization" and the "employer" must decide whether he or she can employ the applicant. Both the "employer" and the "applicant" must

justify their decision by the way the interview was conducted, how the participants acted, and whether the rules and regulations for conducting such conversations were observed. On the basis of the decisions made by the "employer" and the "applicant" and the arguments given, the teacher evaluates the work of each participant (the assessment can be discussed during the discussion with other participants).

Typical questions from the employer and recommended answers to them (because it will definitely come in handy when applying for a job).

1. List your personality traits.
2. Why are you looking for a job? The main reasons for looking for a job usually include the desire to realize oneself in the profession, improve one's financial situation, change the work team and position.
3. How can you help? This question presupposes the applicant's awareness of the affairs of the organization, where he came to contribute to its development.
4. What Are Your Strengths? When answering this question, the applicant must not only list his strengths, but also prove their presence using examples from his practical activities and everyday life. Often, the applicant is asked to model his behavior in a conflict situation.
5. What Are Your Weaknesses And How Do You Deal With Them? This question allows you to find out how frank, balanced and whether the interlocutor is able to learn from his mistakes.
6. What do you think a boss should be? The answers can be the most unpredictable, but you should be especially careful about those where the applicant seeks to show his docility and non-conflict.
7. What are your greatest achievements in the professional field? If a candidate is not able to name at least one significant success, then he is unlikely to be ready for serious and responsible work – he still needs to be "raised".
8. What salary do you expect? If an applicant underestimates the amount, this often indicates that he or she is not confident in his or her qualifications; If they overstate, they are likely to have high self-esteem and a lack of a sense of reality. Here it is recommended to name the lower and upper limits of payment.
9. Is there anything else you would like to discuss? This question gives the applicant the opportunity to touch upon the essence of the upcoming activity, since all the previous questions were not related to it. The answer to this question can show the candidate's attitude to the future job, since a serious candidate cannot help but be interested in the content of his work, the expectations that the organization places on him, and the range of his responsibilities.

Situation 2. Disciplinary conversation. It is necessary to divide into pairs to simulate the situation of a conversation between a boss and a "guilty" employee.

Status roles of interlocutors: subordinate, boss.

The purpose of the disciplinary interview is to prevent, if possible, administrative penalties (reprimand, reprimand, severe reprimand, warning of professional inadequacy, dismissal). Conducting such conversations requires a lot of endurance, a sense of tact, measure, but also firmness, confidence in his position and adherence to principles, otherwise such a leader will not have authority among his subordinates. In the course of a disciplinary conversation, it is necessary to condemn the actions and deeds of employees, not their personal qualities. In addition, it is important that the disciplinary conversation is not held immediately after the incident, which is called "hot on the heels", since, most likely, emotions and an excited state of the interlocutors will begin to prevail in such a conversation. You need to calm down and weigh your words. But at the same time, it is not recommended to postpone the conversation for more than 48 hours, so that the offender does not calm down and does not think that he and his action have been forgotten.

Participants choose their own status roles (later participants can switch roles). Misdemeanours can be as follows: a gross mistake in the preparation of a document, which led to the failure of the transaction, being late for a meeting with a representative of a partner company, incorrect behavior when talking to a visitor, improper performance of official duties, etc. As a situation for a disciplinary conversation, examples from the life of students can be used: disciplinary conversations, the initiators of which were teachers, administrators, university management, etc. (established by the teacher).

After the conversation, the teacher evaluates the work of each participant, which takes into account the ability to conduct a business conversation, comply with ethical standards, exert the necessary influence on the addressee, argue their judgments and arguments (the assessment can be discussed during the discussion with students, who, together with the teacher, should monitor the course of the conversation).

Instructions for completing the task.

At the first stage, the teacher divides the group into "employers", who are united into micro-groups of 2-3 people representing an organization, and "applicants" (4-5 people, depending on the number of formed groups of "employers"). At the second stage, the "employers", having discussed the model of their "companies" within the microgroups, inform the "applicants" about the name

of the "company", what it does, and what positions are vacant in it (the type of activity and vacant positions must correspond to the field of training or specialty). After that, the "applicants" draw up a resume and hand it over to the "employer" (together with the resume, you can prepare and submit a letter of recommendation to the "employer"). At the same time, the "employers" prepare questions for the "applicant" (the above list of questions is not exhaustive, it can be changed according to the situation). At the final stage, the "employer" and the "applicant" summarize the results of the interview. The applicant must decide whether he or she will apply for a job in the "organization" and the "employer" must decide whether he or she can employ the applicant. Both the "employer" and the "applicant" must justify their decision by the way the interview was conducted, how the participants acted, and whether the rules and regulations for conducting such conversations were observed. On the basis of the decisions made by the "employer" and the "applicant" and the arguments given, the teacher evaluates the work of each participant (the assessment can be discussed during the discussion with other participants).

Evaluation criteria.

Evaluation	Requirements
<i>"Passed"</i>	The student is able to conduct a business conversation, comply with ethical standards, exert the necessary influence on the addressee, and argue their judgments and arguments. The student's speech does not contain grammatical and lexical errors
<i>"Not passed"</i>	The student is unable or partially able to conduct a business conversation, comply with ethical standards, exert the necessary influence on the addressee, and argue his or her judgments and arguments. The student's speech contains more than 5 grammatical and lexical errors

VIII. LIST OF EDUCATIONAL LITERATURE AND INFORMATIONAL AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Reference citations

1. Culture of Modern Russian Speech: Normative Aspect: Educational and Methodological Manual / E.N. Agashina, O.N. Maltseva, I.N. Tokarchuk. Vladivostok: Far Eastern Federal University Publ., 2021. – [82 p.]. – ISBN 978-5-7444-5040-3. – URL: <https://www.dvfu.ru/science/publishingactivities/catalogue-of-books-fefu/>. – Date of publication: 20.05.2021. – Text : electronic
2. Pertsevaya K.A. Russkiy yazyk i kul'tura rechi: metodicheskie materialy k kursu [Russian language and culture of speech: methodological materials for the course]. Vladivostok: Far Eastern Federal University Publ., 2021. – [33 p.]. – URL: <https://www.dvfu.ru/science/publishingactivities/catalogue-of-books-fefu/>. – Date of publication: 28.04.2021. – Text : electronic.
3. Rhetoric: Educational and Methodological Manual for Teachers and Students / E.V. Otkidych, O.N. Maltseva, M.S. Kiseleva. Vladivostok: Dalnevost Publishing House. Federal. University, 2019. – 60 p. – URL: <https://library.dvfu.ru/viewer/?doc=4308181#2>
4. Russian Language in Professional Communication: Educational and Methodological Manual. M.S. Kiseleva, E.V. Otkidych, P.M. Tyurin. Vladivostok: Far Eastern Federal University, 2019. – 84 p. – URL: <https://library.dvfu.ru/viewer/?doc=3915159>

Further reading

5. Garkusha O.N. Professional'noe obshcheniye: uchebnoe posobie [Professional communication: textbook]. Garkusha. – M.: IC RIOR, NITS INFRA-M, 2014. – 111 p. – URL: <http://znanium.com/catalog/product/433902>.
6. Goikhman O.Ya., Nadeina T.M. Rechevaya kommunikatsii: uchebnik [Speech communication: textbook]. – 2nd ed., revised and supplemented – M.: NITS INFRA-M, 2015. 272 p. (in Russian). URL: <http://znanium.com/catalog/product/492125>.
7. Derevyankin, E.V. Delovoe obshchenie: uchebnoe posobie [Business communication: textbook]. – Ekaterinburg: Ural Federal University, EBS ASV, 2015. – 48 c. – 978-5-7996-1454-6. – URL: <http://www.iprbookshop.ru/68236.html>.
8. Pavlova, N.I. Russkiy yazyk i kul'tura rechi: metodicheskie ukazaniye po izucheniya distsipliny i zadachi dlya kontrol'nykh raboty [Russian language and culture of speech: methodological instructions for the study of discipline and tasks for control works]. Reference materials / N.I. Pavlova, I.S. Vykhodtseva, N.V. Lyubeznova. Saratov: Vuzovskoe obrazovaniye Publ., 2016. – 36 p. – URL: <http://www.iprbookshop.ru/54479.html>.

9. Titova, L.G. Delovoe obshcheniye: Ucheb. Handbook for University Students Studying in the Specialties of Economics and Management / L.G. Titova – M.: UNITY-DANA, 2015. 271 p. (in Russian). – ISBN 978-5-238-00919-3. – URL: <http://znanium.com/catalog/product/872589>.

List of resources of the information and telecommunication network "Internet"

1. Reference and information portal "Gramota.ru": <http://www.gramota.ru/>.
2. Reference and information portal "Dictionaries.ru": <http://www.slovari.ru/>.
3. Resource "Dictionaries and Encyclopedias on Akademik": <http://dic.academic.ru/>.
4. "Cyberleninka": Scientific Electronic Library. <https://cyberleninka.ru/> (articles on selected topics).
5. PostNauka: information portal. <https://postnauka.ru/> (materials on selected topics).
6. Gramota.ru: information portal. <http://new.gramota.ru/>.
7. TED Talks: A private, non-profit foundation in the United States known for its annual conferences. <http://www.ted.com/>.
8. Textologia.ru: Journal of Russian Language and Literature. <http://www.textologia.ru/> (articles on selected topics).

List of information technologies and software

1. Microsoft Office software package (Word, Outlook, Power Point).

Professional databases and information Help Systems

1. Scopus <http://www.scopus.com/home.url> Database
2. База данных Web of Science <http://apps.webofknowledge.com/>
3. EBSCO electronic databases <http://search.ebscohost.com/>

IX. METHODOICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE

Mastering the discipline "Russian Language: Effectiveness of Speech Communication" involves a rating system for assessing students' knowledge and provides for the teacher's current control over students' attendance at lectures, the

preparation and implementation of all practical tasks, and the performance of all types of independent work.

You should start mastering the discipline immediately at the very beginning of the academic semester. It is recommended to study the structure and main provisions of the Work Program of the discipline. Please note that in addition to classroom work (practical classes), independent work is planned, the results of which affect the final assessment based on the results of mastering the academic discipline. All assignments (classroom and independent) must be completed and submitted for assessment in accordance with the schedule.

In the process of studying the materials of the training course, the following forms of work are offered: practical classes, tasks for independent work.

Practical classes are focused on the most fundamental and problematic issues of the course and are designed to stimulate the development of practical skills.

Independent work on the course is especially important for the professional training of students. In the course of this work, students select the necessary material on the issue under study and analyze it. Students need to familiarize themselves with the main sources, without which it is impossible to fully understand the problems of the course.

Mastering the course contributes to the development of skills for reasonable and independent evaluation of facts and concepts. Therefore, in all forms of knowledge control, especially when passing a test, attention is paid to understanding the problems of the course, to the ability to practically apply knowledge and draw conclusions.

It is recommended to use various opportunities for working with literature: the funds of the FEFU Scientific Library and electronic libraries (<http://www.dvfu.en/library/>), as well as other scientific library systems available for use.

The intermediate attestation in the discipline "Russian Language: Effectiveness of Speech Communication" is a test.

Students who have completed all the tasks (practical, independent) provided for by the curriculum of the discipline, who have attended at least 85% of classroom classes are allowed to take the test.

The scale for assessing the formation of educational results in the discipline is presented in the fund of assessment tools (FOS).

X. MATERIAL AND TECHNICAL SUPPORT OF DISCIPLINE

Training sessions on the discipline can be held in the following premises, equipped with appropriate equipment and software, located at the following address: Primorsky Krai, Vladivostok, Frunzensky District, Russky Ostrov, Ajax St., p. 10.

The list of logistical and software of the discipline is given in the table.

Room number according to the BTI plan	Name of special rooms and rooms for independent work ¹	Equipment of special rooms and rooms for independent work	List of licensed software. Details of the supporting document
Classrooms for training sessions:			
	D208/347, D303, D313a, D401, D453, D461, D518, D708, D709, D758, D761, D762, D765, D766, D771, D917, D918, D920, D925, D576, D807	The lecture hall is equipped with a whiteboard, an audio player	
	D229, D304, D306, D349, D350, D351, D352, D353, D403, D404, D405, D414, D434, D435, D453, D503, D504, D517, D522, D577, D578, D579, D580, D602, D603, D657, D658, D702, D704, D705, D707, D721, D722, D723, D735, D736, D764, D769, D770, D773, D810, D811, D906, D914, D921, D922, D923, D924, D926	Multimedia audience: Mitsubishi EW330U projector, ScreenLine Trim White Ice projection screen, 47" professional LCD panel, 500 cd/m2, LG Full HD M4716CCBA, Avervision visualizer CP355AF video source subsystem; video switching subsystem; audio switching and sound amplification subsystem; Interactive control subsystem	
	D207/346	Multimedia audience: 3-chip DLP projector, 10,600 ANSI-lm, WUXGA 1,920x1,200 (16:10) PT-DZ110XE Panasonic; Screen 316x500 cm, 16:10 sec. drive; Elpro Large Electrol Projecta wall-ceiling mount; professional LCD panel 47", 500 cd/m2, Full HD M4716CCBA LG; subsystem of video sources: visualizer CP355AF Avervision; video switching subsystem; audio switching and sound amplification subsystem; interactive control subsystem)	
	D226	Multimedia audience: Mitsubishi EW330U projector, ScreenLine Trim White Ice projection screen, professional LCD panel 47", 500 cd/m2, Full HD	

¹ In accordance with paragraph 4.3.1 of the GEF

		M4716CCBA LG, video switching subsystem; audio switching and sound amplification subsystem; interactive control subsystem), D362 (professional LCD panel 47", 500 cd/m2, Full HD M4716CCBA LG, audio switching and sound reinforcement subsystem; Computer class with 15 seats	
	D447, D448, D449, D450, D451, D452, D502, D575	Multimedia audience: Mitsubishi EW330U projector, ScreenLine Trim White Ice projection screen, CP355AF Avervision visualizer video source subsystem; video switching subsystem; audio switching and sound amplification subsystem; Interactive control subsystem	
	D446, D604, D656, D659, D737, D808, D809, D812	Multimedia audience: Mitsubishi EW330U projector, ScreenLine Trim White Ice projection screen, 47" professional LCD panel, 500 cd/m2, LG Full HD M4716CCBA, Avervision visualizer CP355AF video source subsystem; video switching subsystem; audio switching and sound amplification subsystem; interactive control subsystem; Computer class; Workplace: Computers (Solid State Drive - 128 GB; Hard Disk - 1000 GB; Form Factor - Tower); It is equipped with a keyboard and mouse. AOC i2757Fm monitor; A set of cords e-mail. Power Supply) Model - M93R 1; Language lab, computers are equipped with Sanako study 1200 software package	
	D501, D601	Multimedia audience: Mitsubishi EW330U projector, ScreenLine Trim White Ice projection screen, 47" professional LCD panel, 500 cd/m2, LG Full HD M4716CCBA, Avervision visualizer CP355AF video source subsystem; video switching subsystem; audio	

		switching and sound amplification subsystem; interactive control subsystem; Computer class for 26 workplaces. Workplace: Lenovo C360G-i34164G500UDK All-in-One PC	
	Rooms for self-study:		
	A1042 Student Self-Study Auditorium	All-in-one PC Lenovo C360G-i34164G500UDK – 115 pcs.; Polymedia FlipBox integrated touchscreen display; Xerox WorkCentre 5330 (WC5330C; Xerox WorkCentre 7530 (WC7530CPS Full-color photocopier-printer-scanner Xerox WorkCentre 7530 (Equipment for people with disabilities: Focus-40 Blue Braille display – 3 pcs.; Focus-80 Blue Braille display; Lenovo ThinkCentre E73z workstation – 3 pcs.; ONYX Swing-Arm PC edition video enlarger; Touch Memo digital voice recorder; PEarl portable device for reading flat-type texts; Scanning and a reading machine for blind and visually impaired SARA users; Braille printer Emprint SpotDot - 2 pcs.; Braille printer Everest - D V4; ONYX Swing-Arm PC edition video enlarger; Topaz 24" XL stationary electronic video enlarger; Tactile-speech training system for children, or for people with disabilities; RUBY portable handheld video enlarger – 2 pcs.; Samsung S23C200B screen; Touch Memo Digital Voice Recorder	Microsoft Windows 7 Pro MAGic 12.0 Pro, Jaws for Windows 15.0 Pro, Open book 9.0, Duxbury BrailleTranslator, Dolphin Guide (contract No. A238-14/2); Non-exclusive rights to use Microsoft Software for user workstations (contract EA-261-18 dated 02.08.2018): - license for the client operating system; - license for a package of office products for working with documents, including .docx, .xlsx, .vsd, .ptt. format; - License for the right to connect the user to the server operating systems used in FEFU: Microsoft Windows Server 2008/2012; - License to connect to Microsoft Exchange Server Enterprise - PA license for the right to connect to the internal information system of document management and the portal with the ability to search for information in a variety of remote and local repositories, resources, libraries of information, including portal repositories, used in FEFU: Microsoft SharePoint; - license

			for the right to connect to the centralized workstation management system used at FEFU: Microsoft System Center
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